

DOCUMENT RESUME

ED 437 496

UD 033 303

AUTHOR DiBiase, John
TITLE How To Serve and Organize the Abandoned Poor: A Human Rights Spiritual Case Study Manual.
PUB DATE 1999-00-00
NOTE 403p.; An accompanying CD-ROM, not available from EDRS, contains text in WordPerfect 6.1.
PUB TYPE Guides - Non-Classroom (055) -- Non-Print Media (100)
EDRS PRICE MF01/PC17 Plus Postage.
DESCRIPTORS Case Studies; *Delivery Systems; *Disadvantaged Youth; Low Income Groups; Optical Data Disks; Organization; *Poverty; *Program Development; Program Implementation; *Social Services; *Urban Youth

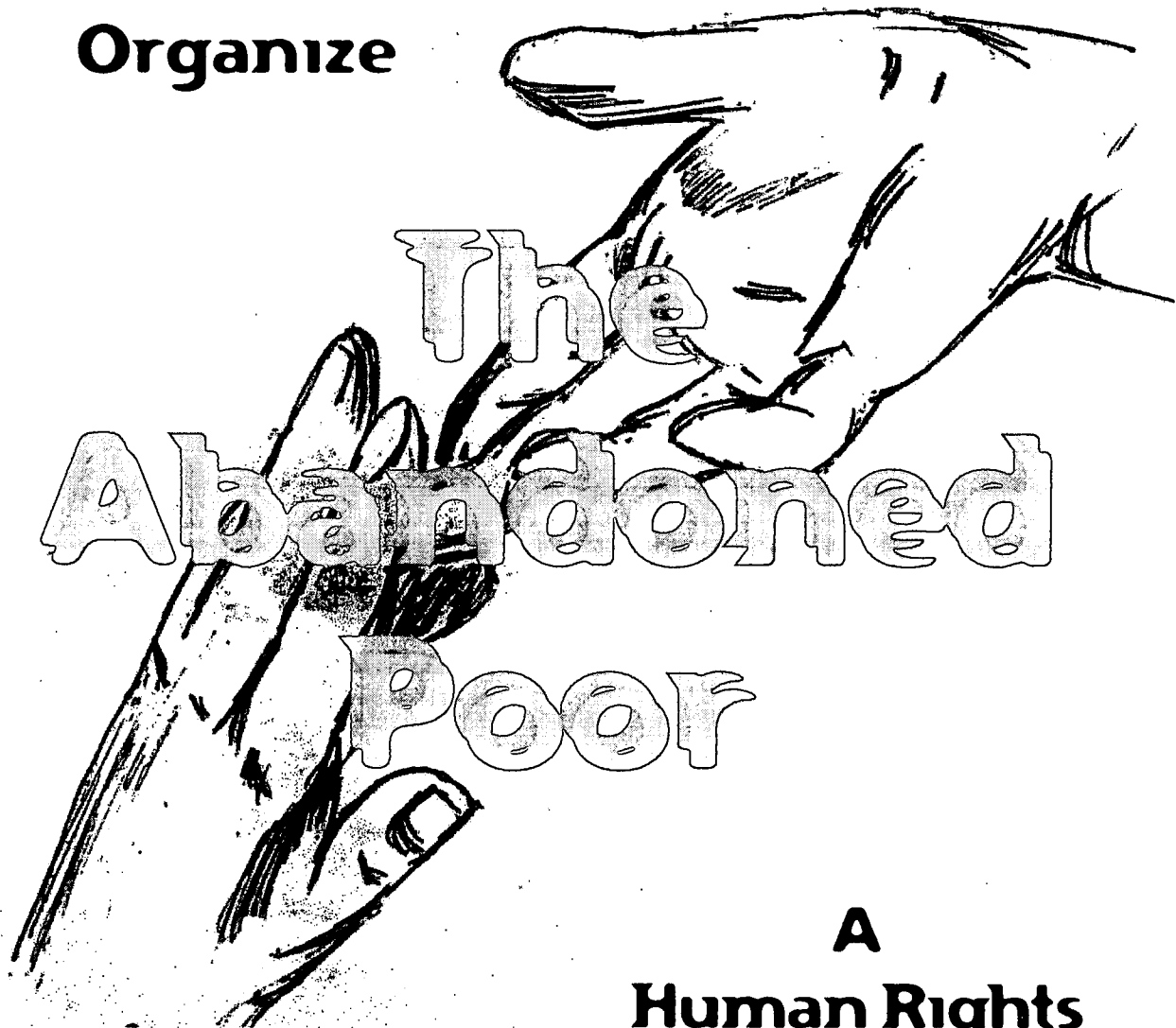
ABSTRACT

This guide is designed to help social workers, social activists, members of religious organizations, police officers, urban planners, and anyone interested in working with disadvantaged people. Case studies and examples from the experiences of real people are given to make the discussion practical. Each chapter contains a series of questions and answers that illustrate the precepts of serving and organizing efforts for the abandoned poor. The introductory chapters discuss the human person and present a philosophical and principled approach to their problems. Other chapters provide detailed and concrete accounts of methods and techniques for training people for social activism and leadership. Among the topics discussed is self-help by the poor at the neighborhood and community levels. The final chapter contains specific advice for establishing a nonprofit agency that includes members of the community being served. Eight appendixes reinforce many of the chapters with detailed examples. (Contains a 49-item bibliography.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 437 496

How to Serve and Organize



A Human Rights Spiritual Case Study Manual

by John DiBiase

U1033303

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

John DiBiase

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Introduction:

"The Salvation of mankind lies only in making everything the concern of all"

Alexander I. Solzhenitsyn

Numerous colleagues, activists, practitioners and recipients who have been organized, trained and served by the author urged that this book be written. I have attempted to encapsulate knowledge that can be useful for anyone interested and committed to sharing with people. This how to, self taught adjunct manual can give practical applications to human service students, social workers, social activists, religious, politicians, police officers, urban planners, health workers, sociologist, and worldly wise people. An attempt has been made to open this topic to discussion and action. Case studies and examples of real people are presented from experiences not abstractions. Each case study, no matter what the outcome, will help foster learning and understanding.

Synonymously used throughout the text are worker, activist, actionist, consultant, organizer which supports the book's usage by professionals, volunteers and indigenous people. Each chapter is formatted with a series of questions that will be answered then follow a quote and introduction which frame what is to precede. The body contains precepts made alive and vibrant by case studies and examples, concluding with a summary of what has preceded.

- Chapter 1 Beginnings, Philosophy, Principles, Issues challenges our view of the human person and gives us a philosophical and principled approach to solve issues.
- Chapter 2 Organic Felt Need is the core necessity to move people to action.
- Chapter 3 Training the Poor and Social Activists gives a detailed account of methods and techniques to train professionals, volunteers, indigenous people.
- Chapter 4 Leadership Empowerment Training reveals the dynamic process of training a group, in a poor neighborhood, who then take action for the sake of their families against political power.
- Chapter 5 Neighborhood Organizing with the Poor indicates the self help actions of the poor in a low income public housing neighborhood, to enrich their children by establishing a tutoring program and day camp.
- Chapter 6 Community Organizing with and for the Poor defines the process of bringing together poor people and community power persons in a sharing relationship, to create a program to feed the hungry.
- Chapter 7 Servicing Neighborhood Poor describes the necessity of hiring and training indigenous Poor to help and share with their neighbors, utilizing counseling, parenting, referral/linkage and social action programs.
- Chapter 8 Abandoned Multi-Problem Poor Families illustrates the inadequacies of the community human service system to contribute to the rehabilitation of these networked, ostracized families.
- Chapter 9 Establishing a Non-profit Agency narrates how people including the Poor can establish a not for profit 501 (c) (3) incorporated agency including meeting IRS Non-profit Guidelines.
- Appendix Reinforces many of the chapters with detailed examples.
- Bibliography Embodies selected historical and contemporary books that broaden our philosophical view knowledge and skills.

This work is intended to challenge the reader to action, to share, to serve and organize with the Poor. I have not used words that are commonly used to describe people in the helping process. Clients, customers, consumers, for these concepts tend to distance us from each other. Preferably, Neighbors in the biblical sense, is used "you shall love your neighbor as yourself".

The essence and synopsis of this work is people sharing and helping each other for the common good by harnessing the skills, knowledge, training, and resources provided by a catalytic worker, organization, church, temple, mosque or agency.

Peace

Dedicated

To

ROSINA

Acknowledgements

I was introduced to Neighborhood and Community Organization by Professor Morris Eisenstein at the University of Buffalo. He propelled my interest and vocation into sharing with the poor.

Fortunately while serving in the Army at Walter Reed Hospital, I met and took courses at Catholic University under the tutelage of Mr. Carl Bower, a foremost leader in the field of Group Dynamics. This learned skill was shared in training and working with disenfranchised people.

Intellectuals, Dean Frederick Seidel, Dean Paula Allen Meares, Professor Wilburn Hayden supported my efforts to write this manual.

I wish to thank Angela DiBiase, Anna DiBiase Brinkworth for their contribution and include Donata DiBiase Aldrich for her apt cover design.

Ms. Jesse Grossman MSS, liberally gave of her experiential time by reading and commenting on all aspects of this work.

Computer graphic artist typist, Gerrie Gilcrest, favorably put up with my many makeovers, thank you.

Gratefulness to my personal editor, Miss Joan Albarella, a novelist poet, language expert for her efforts in organizing this manual as well as insuring proper prose.

Mrs. Carolyn Thomas, a life long friend, group worker and co-worker participated with me in many of the projects referenced in this work.

Community leaders, who have contributed to community organization successes, in particular Mrs. Ruth Kahn, and Mr. John Smythe are remembered for their long lasting efforts.

Neighborhood Organization would not be effective if indigenous neighbors had not participated. I have been honored for having worked, served and learned from many poor people who shared their energy, love and commitment to help their neighbors. Please forgive me if my memory fails to list giving neighbors.

I have attempted to categorize neighborhood and community organization action projects, including participants. It will be noticed that neighbors contributed to a number of action programs.

Reach out staff----Mrs. Mary Allen; Mrs. Jeanne Heavey; Mrs. Geraldine Thomas; Mrs. Carrie Robinson; Mrs. Anna Wright; Mrs. LuVenia Brooks; Mrs. Myra Howell; Mrs. Ruby Major; Mrs. Claudia Sims; Mr. William Bulow; Mrs. Lottie Moore; Mrs. Jane Hurd Fluet; Mr. Henry Conforti; Mrs. Hobbs; Mr. Rock Conner; Miss Willetta Bead; Mr. Tony Rodrigues; Mrs. Carolyn Thomas; Mrs. Harriet Brinson; Mr. William Jordan; Mrs. Dorcas Dabney; Mrs. Annie Mae Young; Mr. Gerald Bell; Mrs. Marcy Riding; Mrs. Katherine Roberson; Mr. Bernard Pryor; and Mrs. Pauline Renfroe.

Temporary Action Committee Tutoring Program---*Leaders:* Mrs. Mildred Byers; Mrs. Mary Allen; Mrs. Florence Baugh; Mrs. Mary Brennan; Mrs. Margaret Tittes; Mrs. Pelham; Reverend Wayne Daugherty; and Mr. Archie Hunter. *Tutors:* Paula Allen;

Barbara Crimes; Coleman Henley; Octavia Hudson; Judy Masters; Joyce McLoughlin; Elizabeth Rundle; Evelyn Rundle; and Linda Wereski. *Teachers.* Mrs. Marjorie Duly, Principal of School #4; Mrs. Bryna Cooperman; Miss Betty Regier; Miss Joan Terry; Miss Gert Campbell; Mr. Gary Dunn; Miss Margaret Rainforth; Miss Shirley Flood; and Mrs. Louise Summers.

Project Friendship 7 Participants---Mrs. Florence Baugh; Mrs. Mildred Byers; Mrs. Mary Allen; Mrs. Shirley Fulton; Mr. Ted Edwards; Mr. Anthony Brenson; Mr. Harley; Mrs. Hovey; Mr. Herbert Hogue; Mr. George Smith; Mrs. Jean Jones; Mrs. Anita Edwards; Mr. Kenneth Quisenberry; Mr. Walter Scales; Mrs. Johnson; Ms. Patricia Headly; Mrs. Beatrice Edwards; Mr. Robert Wright; Mrs. Carelock; Mr. Charles Towns; Mrs. Bessie Robinson; Mrs. Norman; Mrs. Rose; Mrs. Massarra; Mrs. Wosniak; and Mrs. Alice Edwards. *Other Contributors.* Sister Elizabeth, St. Bridgets; Mr. Archie Swanson, CEO Family Service Soc.; Rev. Father Robert Sweeney, St. Bridgets; Mr. Bruce Smalley, 4H; Mr. Peter Littlefield, MSS; Miss Crowley, Lanigan Field House; Miss Garbacz, Librarian; Rev. Wayne Daughtery; Rev. Father Lenna, St. Bridgets; Mrs. Grace Hichock, Girl Scouts; Mr. Joseph Meegan, Housing Manager; Miss June Perry, Teacher; Miss Bryna Cooperman, Teacher; Mrs. Lucas, 4H; Mrs. Adeline Noble, 4H; and Mrs. Margaret Hammerslly, News Reporter.

The Men's Leadership Group Participants---Frank Barille; Henry Conforti; Clarence A. Conner; Arthur Ferguson; George Freeman; Snerringer Ford; Thomas Howell; William Marsh; Ernest Moore; Bernard Pryor, Sr.; Moody Pugh, Jr.; Roosevelt Rhodes; William Riding; John D. Roberson; Lewis Robinson; Ted Robinson; Anthony F. Rodriguez; John Ross; Thomas Ross; David Thompson; Charles Towns; Robert Wright; Jerry Feaster; George Holt; Steven Barney; Aubrey Floyd; and Tyrone Hatten. *Other*

Contributors: Miss Willetta Bead; Mrs. Stephanie Berrios; Mrs. Jane Fluet; Miss Marietta Fuller; Miss Ellen Gause; Miss Lucille Gerardi; Mrs. Elizabett Grant; Miss Blanche Johnson; Mrs. Carmen Santos; Miss Beverly Smith; Mrs. Odell Trueheart; and Mrs. Patricia White.

Participants in the Creation of the Food Bank Through the Community Organizing Process—Mrs. Carolyn B. Thomas; Mrs. Beatrice Washington; Mrs. Helen Urban; Rev. Charles Zang; Mrs. Lottie Moore; Rev. William Sanford; Mrs. Marion Aaron; Mrs. Helen Wicher; Mrs. Bessie Shearer; Mr. James Crawford; Mrs. Georgia M. Hanley; Rev. Paul Thompson; Mrs. Drexel Andrews; Mr. W. Dann Stevens; Mrs. Eileen Herlihy; Mr. Barkclay Spence; Mr. Roger E. Metzger; Mrs. Joanne DiPasquale; Mrs. Anita Vogel Sklarsky; Mr. Douglas Hantmeyer; Mrs. Florence Baugh; Mr. Bob Buyer; Mr. James Duncan; Mayor James D. Griffin; J. Milton Zeckhauser; Dr. Richard Dean; Mr. Peter VonBerg; David J. Buerklin; Mr. Robert Ramsey; Mr. Mike Avanzato; Mr. Leroy Coles, Ms. Jan Peters; Ms. Angeline Costner; Mr. Morris Rombro and Ms. Barbara Mebane.

The
Abandoned Poor
Organizing and Servicing

Table of Contents

Introduction	Introduction i
Beginnings Philosophy, Principles, Issues	Chapter 1 Page 1
Organic Felt Need	Chapter 2 - Page 25
Training, the Poor and Social Activists	Chapter 3 - Page 37
Leadership Empowerment Training	Chapter 4 - Page 62
Neighborhood Organizing with the Poor	Chapter 5 - Page 117
Community Organizing with and for the Poor	Chapter 6 - Page 162
Servicing Neighborhood Poor	Chapter 7 - Page 183
Abandoned Multi-Problem Poor Families	Chapter 8 - Page 239
Establishing a Non-profit Agency	Chapter 9 - Page 305
Appendix 1	Appendix I
Appendix 2	Appendix IX
Appendix 3	Appendix XIX
Appendix 4	Appendix XXI
Appendix 5	Appendix XXIV
Appendix 6	Appendix XXXVII
Appendix 7	Appendix XLIX
Appendix 8	Appendix LI
Selected Bibliography	Bibli- i

Table of Illustrations

Fig. No		Page #
1	Organic Tree	22
2	Personal Contacts, Felt Need	23
3	Survey - Abstract and or Felt Need	30
4	Intellectual Data Is Abstract	35
5	Summarization of Felt Need	34
6	Hurt Anger. Positive or Violent Response	54
7	Movement of People in or out of Sub-groups	114
8	Friendship 7 Seal	123
9	Graphic Description of Mental Health System	174
10	Reach out Insignia	203
11	Record Keeping Card	203
12	Multi-problem Family Rehabilitation Plan	292
13	Functional Flow Chart	295
14	Community Resource Council	303
15	Summary Board Directors, CEO, Accountability , Advisory Status	316
16	Graphic Presentation of Parliamentary Procedures	323
17	Establishing a non Profit Agency Summary	324
Graphics 1-53 Multi Problem Family Graphics		Chapter 8

Introduction:

"The Salvation of mankind lies only in making everything the concern of all"

Alexander I. Solzhenitsyn

Numerous colleagues, activists, practitioners and recipients who have been organized, trained and served by the author urged that this book be written. I have attempted to encapsulate knowledge that can be useful for anyone interested and committed to sharing with people. This how to, self taught adjunct manual can give practical applications to human service students, social workers, social activists, religious, politicians, police officers, urban planners, health workers, sociologist, and worldly wise people. An attempt has been made to open this topic to discussion and action. Case studies and examples of real people are presented from experiences not abstractions. Each case study, no matter what the outcome, will help foster learning and understanding.

Synonymously used throughout the text are worker, activist, actionist, consultant, organizer which supports the book's usage by professionals, volunteers and indigenous people. Each chapter is formatted with a series of questions that will be answered then follow a quote and introduction which frame what is to precede. The body contains precepts made alive and vibrant by case studies and examples, concluding with a summary of what has preceded.

Chapter 1 Beginnings, Philosophy, Principles, Issues challenges our view of the human person and gives us a philosophical and principled approach to solve issues.

- Chapter 2 Organic Felt Need is the core necessity to move people to action.
- Chapter 3 Training the Poor and Social Activists gives a detailed account of methods and techniques to train professionals, volunteers, indigenous people.
- Chapter 4 Leadership Empowerment Training reveals the dynamic process of training a group, in a poor neighborhood, who then take action for the sake of their families against political power.
- Chapter 5 Neighborhood Organizing with the Poor indicates the self help actions of the poor in a low income public housing neighborhood, to enrich their children by establishing a tutoring program and day camp.
- Chapter 6 Community Organizing with and for the Poor defines the process of bringing together poor people and community power persons in a sharing relationship, to create a program to feed the hungry.

- Chapter 7 Servicing Neighborhood Poor describes the necessity of hiring and training indigenous Poor to help and share with their neighbors, utilizing counseling, parenting, referral/linkage and social action programs.
- Chapter 8 Abandoned Multi-Problem Poor Families illustrates the inadequacies of the community human service system to contribute to the rehabilitation of these networked, ostracized families.
- Chapter 9 Establishing a Non-profit Agency narrates how people including the Poor can establish a not for profit 501 (c) (3) incorporated agency including meeting IRS Non-profit Guidelines.
- Appendix Reinforces many of the chapters with detailed examples.
- Bibliography Embodies selected historical and contemporary books that broaden our philosophical view knowledge and skills.

This work is intended to challenge the reader to action, to share, to serve and organize with the Poor. I have not used words that are commonly used to describe people in the helping process. Clients, customers, consumers, for these concepts tend to distance us from each other.

Preferably, Neighbors in the biblical sense, is used "you shall love your neighbor as yourself".

The essence and synopsis of this work is people sharing and helping each other for the common good by harnessing the skills, knowledge, training, and resources provided by a catalytic worker, organization, church, temple, mosque or agency.

Peace

Introduction iv

Beginnings

Philosophy, Principles, Issues

- **Are people important, why?**
- **What is my personal value of people?**
- **Why do I want to share and help people?**
- **Should I develop basic principles when working with people?**
- **How do I, others fit into the world, the universe?**
- **Am I important, do I have distinction, am I unique?**
- **Are all people important, do they have distinction, are we all unique?**

Beginnings

*"The ultimate value of life depends upon awareness, and the power of
contemplation rather than upon mere survival"*

Aristotle (384-322 BC)

Introduction

This meditative exercise will help us to evaluate our values beliefs philosophy which

will contribute to our completing a **Personal Philosophical Statement**.

In addition this introspective exercise is an example of a **Retreat Program**.

Prologue

It is time,

to rest awhile,

to feel and think.

To Meditate!

To Contemplate!

To Introspect!

"No Time"

Contemplation is a casualty of the American way of life. We simply do not have time for it. We read poetry, as we would a detective story....

We visit art museums as we would tour the Grand Canyons"

Andrew Greeley

It is time to be good to ourselves so that we can be good to our neighbors.

It is time to evaluate our basic,

values

beliefs

philosophy

Who am I?

Who are the persons around me?

Why am I here?

Without an anchor of committed values, we are surely and eventually headed for despondency, depression or despair which more recently is defined as burn out.

In times of pressured decision-making and responsibility we need to rely on our most elemental beliefs, or we will become crippled in indecisiveness and will flow in all direction like leaves in a storm.

Format:

We will attempt to introduce a series of meditative exercises. From personal notes, philosophers, scientists, theologians, and world leaders. Following these vignettes, you will have time to contemplate. We will take some literary liberties in an attempt to stimulate feelings and thinking.

You may or may not accept my biases. What is significant is that you come to your own conclusions.

Take your time! It need not be done in one reading or one sitting. Immerse yourself in generosity of time.

We need to impress upon ourselves the need to meditate frequently, in order to prevent burn out, and because meditation can lead to action.

The Vastness of Universe

Let us ponder the Vastness of the universe. We are living on the earth which is 8,000

miles in diameter. Nowadays it is not a problem to navigate the earth in a jet in a matter of a day or two.

Our planet is one of nine that composes our solar system and circles an average sized star, the sun. The earth is a mere 93,000 miles from the sun.

The sun is 864,000 miles in diameter and travels at a speed of 170 miles per second. In a scale model, if the sun were a marble the earth would be a grain of sand a year away.

At this point, Vastness doesn't seem to impress us, however:

Our sun is just one of the hundred billion stars that make up the Milky Way Galaxy it is estimated that there are 100,000,000 galaxies each with a stellar system similar to the Milky Way Galaxy.

The space is so vast that we use light years in an attempt to measure distances.

Meditate

Minuteness

At one time scientists talked about two or more atoms combining to make a molecule. The atom being composed of electrons, protons, and neutrons. Atoms are described as the building blocks of all things in the universe, living and non-living; and though too small to be seen, when joined together by the billions, atoms give everything their form and structure.

Science is now talking about quarks, more minute than atoms.

Technology has developed an electron microscope that focuses on a millionth of an inch. Yet, we cannot see an atom nor an electron, let alone a quark.

There is some thinking that the minuteness of matter is on a scale equivalent to the vastness of the universe.

Meditate

The Universe and the World are Dynamic

Around me at this moment and continuously within organic and inorganic substances there is change-movement.

If I were to be sitting quietly in an open sunny field, Dynamism would surround me.

The sun penetrating nature, and photosynthesis taking place from which all life eventually derives. Grass growing - rocks expanding - bugs moving - worms crawling on and on. In this room inorganic structures are dynamic.

Our tolerances through the senses are limited. We, therefore, develop technological tools to help us perceive, but the process is slow.

Meditate

There is Order in the Universe and Nature

The sun goes up in the east and settles in the west every day. We don't wake up to find the sun going up in the west and settling in the east.

There appears to be a design.

We count on order, predictability, or there could be no science--nor life. Trees grow up. Rocks, when dropped, fall. Flowers don't grow in a dark cellar.

Meditate

Time:

"Shouldn't we ponder what it means when we realize that the earth upon which we walk dates back 4,500 million years; the vegetation, blanketing our hills goes back over 400 million years, that animals, cohabitating our planet, arch back 350 million years; we ourselves emerged within the last million years?"

Mark Link

"Time Line"

"4,500 million years ago the earth was formed. Just for fun lets collapse the time scale a million fold.

This means that a year ago the first man learned to use certain odd shaped sticks and stones as tools and weapons. Speech appeared.

Then, only last week someone developed the art skillfully shaping stone to meet his needs.

Day before yesterday man was sufficiently an artist to use simplified writing. Yesterday the alphabet was introduced.

Last midnight, Rome fell. Galileo observed his falling bodies at 8:15 this morning.

At 11:40 x-rays were discovered by Roentgen, followed quickly by radium and wireless telegraphy.

Only 15 minutes ago the automobile came into general use, and not til a minute ago have we had worldwide broadcasts by short wave."

Arthur Compton

Meditate

Do We Perceive

Do we perceive the Universe, the World, Dynamism, time, order, predictability as a problem or as a mystery.

We resolve problems.

We can be astounded, intrigued, challenged, motivated, explorative, charmed by mystery.

An analogy of mystery is like walking in a never ending cave, learning, analyzing, feeling it, but never coming to an end. It is a constant challenge to grow.

Am I Vitalistic in my beliefs or Mechanistic?

Mechanistic:

A mechanistic view is that to know the sum of the parts is to know the whole--to know all of the functions is to know the whole. The mechanistic view of life is that chance was responsible for the shape of the world.

Vitalistic:

A vitalistic view is that there is more to the whole than the sum of the parts, than the functions combined. This view was held by scientists Newton, Harvey, Einstein and Theologians Augustine, Luther, Tellich.

People are not puzzles

There is spirit!

Meditate

Person

Take your Pulse!

Listen to your Breath!

Meditate

Think, Feel

What does it mean

I think

I feel

I perceive

Decart said I Think

Therefore

I AM!!!!!!

Meditate

I am of the highest order on earth. Above trees, rocks, animals.

I am of a higher order than the universe, above the vastness of the stars, above the
minuteness of quarks.

I AM a Person !!!

I am small I AM a person

I am blind I AM a person

I am handicapped I AM a person

I am an addict I AM a person

I am black I AM a person

I am red I AM a person

I am varied in color I AM a person

I am a woman I AM a person

I am a man I AM a person

I am gay I AM a person

I am schizophrenic I AM a person

I am retarded I AM a person

Meditate

I Am Unique

There never, in time, has been a person like me. There never will be a person like me, regardless of time.

Meditate

I Can Act! I Can Create!

All my actions are unique. All my actions are creative when I

 speak,

 move my arms,

 when I cry,

 when I grunt,

 etc.

My creativity may not be displayed in museums, written in books, discussed on T.V., but no matter my actions are creative and unique.

Meditate

I AM A MYSTERY!

I AM VITAL!

"Science tells us that nothing in nature not even the particle, can disappear without a trace. Nature does not know extinction, all it knows is transformation and everything science has taught me...Strengthens my belief in the continuity of our spiritual existence. Nothing disappears without a trace."

Werner Van Braun

I AM NOT A PROBLEM!

I have problems

Meditate

Society puts value on my ability to function not on my intrinsic vital worth. If I function within the economic social order society places me in high status and grants me prestige.

If I do not function I am held in low or no esteem. When I say society it means ME!

Meditate

How do I react towards people who are famous, have power and money. Am I awed when I meet an expert in my field. Am I awed by people who are well educated and considered important. How do I act? Do I salute them with a great deal of respect.

How do I act towards the cleaning lady or maintenance man?—elderly people on a bus, retarded persons, poor people? Do I say hello because its good manners or because I

I have no stereo I AM a person

I have intrinsic worth! If I own things or not. I have importance!

Meditate

I am human, I am not a problem

I have problems, I AM imperfect.

"Being human means being limited. This is part of the "nitty gritty" of the human condition.

Accepting our human condition means that our understanding of the deepest realities of life will always be inadequate or in shadow. (a mystery)"

Mark Link

"What a chimera, then, is man! What a novelty, what a monster, what a chaos, what a subject of contradiction, what a prodigy! A judge of all things feeble, worm of the earth, deposit of the truth, cloaca of uncertainty and error, the glory and the shame of the universe."

Blaise Pascal

Meditate

My Neighbor

The first part of this exercise should be done completely alone, isolated if possible. The second part should be with family members, or friends or colleagues. If

witness their personhood, their vitalism, their mystery, their spirit.

Meditate

How do I treat all persons?

"A function is, by its very essence, something that one has, but in proportion as my function swallows me up, it becomes me, and substitutes itself for what I am, Function may be distinguished from act, since act clearly escapes from the category of having. As soon as there is creation (act) in whatever degree, we are in the realm of being; that is what we must manage to make fully intelligible."

Gabriel Marcel

"The Sin of Abstraction is not the act of abstraction in itself, but the subsequent metaphysical error of treating our abstractions as if they were concrete realities, rather than intellectual counters and dialectical conveniences. Men create a language of abstract thought and then so mistake its nature as to suppose that it refers to concrete realities."

Carl Bower

(interpreting Gabriel Marcel)

I have no education I AM a person

I have no job I AM a person

I have no car I AM a person

this can't be done, call a person on the phone. Part I may create anxiety and/or uncomfotableness; it should.

Part I

You exist in a vacuum. There is no universe. No world. No environment. No trees. No grass. No water. No hills. No air. Most of all, NO PEOPLE! You are totally alone! forever.

Meditate

Part II

What meaning does, "I AM - my existence" have in this predicament? What are my reactions?

Now

Touch a person!

Embrace - Hold hands

What happens?

What do you feel now?

Meditate

"Alone - isolated I AM" has no meaning. We are social by nature.

Exercise

Take you neighbor's hands and hold them. Take each other's pulse.

I AM a person

I AM Vital

I AM unique

I can act

I Create

You are a person

You are vital

You are unique

You can act

All your acts are creative

We are persons

We are vital

We are unique

We can act

We are mystery

Meditate

Hold hands, a circle of hands if there are a number of persons.

Paradox

We are unique, but we are more alike than unlike.

We have hair - colors may be different

We have skin - colors may be different

We have a heart

blood vessels

eyes

nose

etc.

Organically we are more alike than unlike

Women and men are more alike than unlike.

We Feel

We Think

We are Spirit

Paradoxically we are unique but in many ways we are the same.

Meditate

Regarding our sameness and uniqueness

Air appears to separate us. There are multitudinal radio waves, magnetic fields, auras around us. ESP exists between some people. Our acts influence each other.

Are we--separated from each other?

Are we--spiritually bonded to each other?

Meditate

"I am created to do a definite service; I am committed to do some work that has not been given to another....

I have a mission!

I am a link in a chain, a bond of connection between persons. I am not created for naught. I shall do good. I shall do work. I shall bring peace, I can love and be loved."

*Paraphrased from the pen
of John Henry Newman*

"I said yes. I don't know who or what put the question. I don't know when it was put. I don't even remember answering.

But at some moment I did answer yes to someone or something--and at that hour I was certain that existence is meaningful and that therefore my life, in self-surrender, had a goal."

Dag Hammarskjöld

"Man's Search for Meaning"

In his book, Victor Frankl pointed out that while many war prisoners collapsed under the terror of Nazi death camps, not everyone did. As a psychotherapist and a prisoner himself, he probed for the reasons, why.

His conclusion was that those who survived were men and women who believed that their lives, and hence their suffering, had "Ultimate Meaning".

Dr. Frankl noted that when a prisoner had faith, that faith gave meaning to his existence. Prisoners went through three stages, the first shock, the second was "*apathy*" or "*emotional death*". Some prisoners became "*animals*". Others sincerely turned deeper into religion; conducted their own services and despite their suffering, comforted and gave what they had to others. They turned to an "*inner triumph*". Frankl often cites Nietzches' phrase: "*He who has a why to live for, can bear almost any how.*" The third stage followed liberation. Some reacted bitterly, others gratefully.

Out of this experience Dr. Frankl developed "Logotherapy - the will to meaning". Meaning can be expressed in one of three ways:

1. *By performing an action (e.g. helping others)*
2. *By experiencing a value (e.g.. love)*
3. *By undergoing creative suffering (what counts is not the suffering but*

ones attitude towards it).

Serving:

When people are serving, life is no longer meaningless

John Garder

Who is my Neighbor?

(In the Biblical definition "You shall love your neighbor as yourself")

Let us draw from the poetry of John Donne. In this poem he hears the local church bell--it is the bell of requiem, it is distinct--someone has died.

XVII MEDITATION

Perchance he for who this Bell tolls, may be so ill, as that he knows not it tolls for him; And perchance I may think myself so much better than I am, as that they who are about me, and see my state, may have caused it to toll for me, and I know not that the Bell that rings to a Sermon, calls not upon the Preacher only, but upon the Congregation to come; so this Bell calls us all:.....No man is an island, entire of itselve; every man is a piece of the Continent, a part of the maine: if a Clod bee washed away by the Sea, Europe is the less, as well as if a Promontorie were, as well as if a Manor of thy friends or of thine owne were; any mans death diminishes me, because I am involved in Mankinde; And therefore never send to know for whom the bell tolls; It tolls for thee.

by John Donne

He is saying that what happens to one of us affects all of us. We are bound together in our Personhood, in our mystery in our vitalism. Everyone is our Neighbor.

Meditate

How do I interact with my Neighbor?

How do I interact with my Family?

with my "Clients"

Should I refer to them as "Clients"?

or are they my neighbors.

Am I depersonalized?

Do I react to people as functions?

Do I participate?

Part of me interacts with my neighbor. May be just my head, my thinking?

Am I Involved with my Neighbor?

Involved means, my total being, my total I AM, my total mystery.

My Feelings

My Thinking

My Spirit

Am I in Communion with my neighbor?

Am I in Co-Union with my neighbor?

Can I grow without my Neighbor?

Can I live without my Neighbor?

Can I truly exist without my Neighbor?

"Man must evolve, for all human conflict a method that rejects revenge,

aggression and retaliation. The Foundation of such a method is love."

Martin Luther King

We know <u>about</u> people	<u>About</u> people is not action
We know <u>about</u> the poor	<u>About</u> people is an abstraction
We know statistics, <u>about</u> people	With people is not <u>about</u> people
We diagnose <u>about</u> people	To be with people is action
We describe <u>about</u> people	To be with people is not an
Understanding suffering is <u>about</u>	abstraction
people	To love people is not <u>about</u> people
We conference <u>about</u> people	Suffering with people is action
We make plans <u>about</u> people	Suffering with people is love
<u>About</u> people is objectivity	Joy with people is action
<u>About</u> people involves the intellect	Joy with people is love

Action and love with people is being in communion with my neighbor

Meditate

Philosophy and Selected Principles:

"However you might feel about the Bill of Rights and the Constitution, they make you a beneficiary in perpetuity in principles, ideals, and they place an obligation on you."

John Henry Faulk

Chapter 1 Page 19

Social justice and charity are ingrained in the principles of a Judea/Christian heritage. The philosophy and value system of our western culture are based on this heritage.

The Human Person thinks, feels, is social by nature and in essence is a spiritual being.

The principles and philosophies of our Constitution are derived from and established for the good of the people, the rule of the people, and were born out of the common needs of the people as defined in the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are the right to life, liberty, and the pursuit of happiness."

These principles are not separate or apart from the principles needed to form a philosophy for and organizing people in neighborhoods and communities.

If we wish to be successful in serving our neighbor and in having them share with each other, we, the workers, indigenous neighbors, and actionist need to accept and live the following principles.

Self-Determination

The Human person or group is free to make his/her own decisions. Self-determination is limited by the democratic structure from which it is derived, by the authority given to delegated bodies, and by such limits as pertain to the capacity of the person. The organizer has the responsibility to refrain from any direct or indirect

interference with the neighbor's or group's right, he/she also has the responsibility to make available as objectively as possible all important factors which will enable the neighbor or the group to move in the direction of the common good, the good of the people, by the rule of the people..

Note: Worker, activist, organizer, consultant, are interchangeable throughout this manual, whether a volunteer or paid person.

Confidentiality

The person or the group should be used as the primary source of information concerning themselves, and this information should only be revealed with the consent of the person or group to those who will help the worker provide better services. It is the responsibility of the actionist, however, to make clear to his neighbors that he/she cannot accept confidential information that is injurious, so that the responsibility lies with the person or group as to what is disclosed.

Right to Resources

Society has the responsibility to make provisions to meet the basic needs of everyone, should they be unable to meet their own needs. Basic needs are defined as not only those which keep the person alive i.e. food, clothing and shelter, but also those which help fulfill those needs that are lacking and would enable the person or group to grow and develop.

Subsidiary (Sphere Sovereignty)

"A community of higher order should not interfere in the internal life of a

community of a lower order, depriving the latter of its functions, but rather should support it in case of need and help to coordinate its activity with the activities of the rest of society, always with the view to the Common Good"¹

Larger communities should not usurp the family's prerogatives or interfere in its life. If and when families cannot fulfill their responsibilities, others (organizations) have a duty to help them.

The organizer, activist, worker, subsidizes persons and groups, with knowledge, skills, competencies, and helps people obtain resources. This helps people to help themselves.

Common Good

All of the (social) conditions which will allow people, individually or in groups to achieve their capacity and also expects and allows persons and groups to make contributions within their capacity for the good of the people.

Communal Spirit

It is imperative that the worker, activist, organizer strives to develop a feeling, a spirit, of community, solidarity (co-unity).

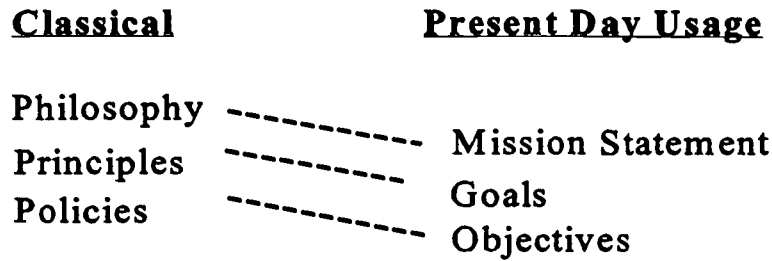
Catalytic Effector

The organizer, must view her/his self as an individual catalytic effector. The worker must always feel and think of ways and means to involve neighbors. The worker should never think of her/him self as a solitary being who will solve problems--alone, but rather must act as a leveraged, multiplier person, one who enables people to take action.

¹Pious XI, Quadregesimo Anno

Correlations of Concepts

In the writing of this document we have taken concepts that have analogous meaning when comparing classical and present day usage.



Personal Philosophical Statement

The worker needs to introspect, and draw out of his or herself standards, beliefs and values and write these out as a personal mission statement. This should be updated and consistently reviewed. This personal philosophical mission standard is a foundation in times of stress, conflict, upheaval and doubt. (See Chapter Beginnings, will aid in completing a Personal Philosophical statement)

Organic Defined

In this work organic is intended to mean natural growth from the bottom up, analogues to planting a tree. Start with a seed (felt need) place in soil (philosophy principles) fertilize with (precepts) water with (training) let the sun photosynthesizes it into growth (programs). (See Illustration)



FIGURE 1

"In a real sense all of life is interrelated. All persons are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly.

Martin Luther King, Jr.

Issues

Dependency is built on the destruction of neighborhoods and community, the dissolution of family, children having children; illiteracy and inadequate schooling; acceptance of people based on their ability to function; and objectifying the human person rather than being objective about their problems.

In our neighborhoods, we do not know who our neighbors are. People become acquaintances not friends. In time of crisis we do not cluster around those in need which is a traditional standard of neighborliness. We have "neighborhoods" without neighbors.

My family has disbanded! Who and where are they? In my grief I am alone! I cannot lean! My family is shattered!

I join gangs with the illusion of self-protection and camaraderie. I kill and destroy others for the mockery of fleeting status and prestige. Pain and reflection are denied with drugs.

The world gives prestige to competition and jokes about cooperation. If I cannot function as the status power groups demand, I titrate to the bottom.

Money, the bottom line, does not supersede justice and the common good. Stock holders, boards of directors, executives of powerful organizations do not take precedence over justice for workers. Relationships, commitments, respect and loyalty can meet the needs of workers and owners. Neither should cheat the other.

Without work, I live on public welfare, the public dole. I make no decisions; I take no responsibility. Dependency is my illness. Dependence engenders depression, anger, hostility, destructiveness, revenge, and self-aggrandizement by my vengefully beating the system.

Consider my need to share, to give back to the common good, which affirms my dignity and self-respect! For the bread and air I receive, I should be expected and allowed to contribute to the common good, regardless of the limitations of my capacity. Dependency will dissolve when I share and make contributions in unison with my neighbors.

My personhood and the common good will grow.

Organic Felt Need

- What is organic felt need?
- Is understanding organic felt need essential? Why?
- Should I have personal contact with people to determine what they want and need?
- Is it necessary to know felt need to plan and evaluate sources and programs?
- How do I go about learning the felt needs of people in neighborhood and community?
- What is the difference between felt need, and abstract knowledge and data?
- Can I determine felt need by using surveys?
- Can I learn of felt needs from existing writings, data, statistics and the use of the Internet?

"That no matter how ignorant any person is there is one thing that he knows better than anybody else and that is where the shoes pinch his own feet and that because it is the individual that knows his own troubles, even if he is not literate or sophisticated in other respects, the idea of democracy is opposed to any conception of aristocracy is that every individual must be consulted in such a way actively not passively, that he himself becomes part of the process of authority, of the process of social control; that his needs and wants have a chance to be registered in a way where they count in determining social policy."

John Dewey

- **The Seed to success is Felt Need**
- **Personal Contact is not Abstracted Data**

Introduction

Felt need is the root essence of people commitment to problem solutions. Felt need stems from deep emotional needs to right fractured social injustices.

Social Activists and Organizers, concerned with others, often do mistake abstractions as being felt need. Working with abstractions will not lead to the persevering involvement of people. For the purpose of this manuscript, abstractions are defined as an intellectual process devoid of emotions and spirit.

Planning

The worker in Neighborhood/Community organizing is constantly involved in

planning, before and during the organizing process. Gathering data, is an attempt to understand the dynamics of Neighborhood/Community life, the forces that effect people and their response to these forces.

Data Gathering

There are many alternative means of data gathering. We will outline three tracks by which we can gather data: .

- A. Personal contacts
- B. Surveys
- C. Retrieving Abstract Data

A. Felt Need: Personal Contact

People suffering the consequences of social injustices and problems feel hurt. They realize that their children are being cheated. They have a felt need! These deep emotional feelings affect their inner being, their heart and soul. It is not an intellectual partial understanding but involves their core being. They will therefore commit to change and take responsibility for solving issues.

I was assigned to bring services to a low income public housing project.

A demand had come from an indigenous committee, (encouraged and supported by a local minister), to the United Way, to provide Services. There were no services located in or near the projects.

I spoke with the neighborhood committee, and was given an overview of neighborhood needs, such as family counseling, educational mentoring for children, summer activities which would prevent children and teenagers from getting in "trouble".

Subsequently the organizer.

- Made 80 random home visits.
- Visited with indigenous groups.
- Spoke with neighborhood caretakers
- Walked around, observed and "felt" the neighborhood.

80 Random home visits, with people directly effected by problems

Mr. Tony B., Knocked on his screen door. I was allowed in and stood while he was frying Spam and reading a book. Tony was the father of 9 children, and worked nights driving a cab. He was articulate and bright. He was sizing me up wondering why a short white guy carrying a brief case was concerned about problems and what might be done about them. Much later he verified his initial skepticism about me. He wondered if I was first there to get information for publications, then leave. This man appeared to have leadership ability, which proved correct as time went on.

Mr. & Mrs. C., As I knocked on a door in a high rise building, I heard classical symphonic music. I was invited in, problems and solutions were discussed. Mr. and & Mrs. C. had an extensive library of classical music and were obviously experts in this area. Mr. C. was also, by trade, a graphic artist. They would help.

Mrs. D., An elderly blind woman lived by herself and was lonely. It was obvious that she needed people contacts. She liked to cook, and if her cooking would help, she would volunteer. We connected her with neighbors. She cooked chicken and fish for fund-raising projects. She contributed and "felt good" that she could share.

Mrs. H., A short plump white lady was divorced with 3 children. Though very verbal she was hesitant, and doubted if she had anything to offer to help her neighbors. She had a high school education from a prominent school. My note to myself said "keep her in mind, she can be a helpful resource".

I purposefully carried a leather book bag with me as I toured the neighborhood.

The bag usually contained my lunch. Why is this important? The bookbag became a symbol. "A white guy carrying a book bag will probably come and talk to you; its OK to talk to him."

Indigenous Groups:

Visit them and listen! listen! listen! Listening well contribute to the activist understanding the issues, problems, difficulties and concerns of people.

- Church Societies
- 4H Clubs
- Parent Teacher Groups
- Fraternal organizations
- Senior Citizen Groups
- On & On & On
- Listen Listen Listen
- Make contacts, Jot down names.

Eventually groups may request you to speak regarding any expertise and services the worker/agency/organization can provide.

Example:

I was invited to a small group held at a recreation center, to discuss the services that our agency offered. There were 11 people present. My first behavior was to greet them, thank them for the

invitation and then proceed to shake hands and make eye contact with everyone in the group, followed by informal question and answer discussion. Later I learned that they "liked my shaking their hands". I had dignified and accepted their personhood.

Caretakers:

Examples of Neighborhood Caretakers:

Ministers	Rabbis	Bankers
Police	Doctors	Bar Tenders
Lawyers	Social Workers	Hair Stylist
Priests	Recreational	Committeemen
Fire Fighters	Workers	Political Aldermen
Visiting Nurses	Teachers (school personnel)	Housing Personnel

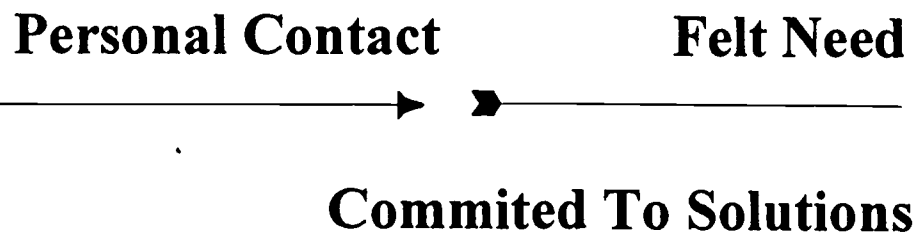
Interviews and discussion with caretakers, begins to make problems real. They provide information about the neighborhood, and an awareness of indigenous local leaders. Caretakers may be interested and committed in helping with solutions.

- **Examples of caretaker discussions:**

Local priest, generally described neighborhood problems, but more important, wanted to help in any way that he could and offered his church and school facilities to be utilized by neighbors; hall, kitchen, gym and meeting rooms.

4H Director, had served 10 years in Africa as a lay minister, emphasized potential indigenous leaders. Specifically, a neighborhood chef, was teaching neighborhood children the rudiments of serving and cooking food. 4H facilities were also available if needed.

Housing Manager, was content to have our agency present in the projects so that he could make referrals to us. He initially had ambivalent feelings about his tenants, which positively changed as he began to see neighborhood participation in rectifying problems. He participated and allowed neighbors the use of facilities, grounds, office space and meeting rooms.



**PERSONAL CONTACTS GIVES AN EMOTIONAL SPIRITUAL REALIZATION OF FELT
NEED AND WHEN HARNESSED COMMITS PEOPLE TO SOLUTIONS
FIGURE 2**

All of the personal contacts were filed and organized on 3x5 cards.

When speaking with people, concentrate on them, not on the card. Listen, listen, listen. Observe body language, both what is said, and what is not said. Listen to the problems and solutions as they define them. Your questions should elicit their responses. If they wish to remain anonymous, respect that. If allowed, write out identifying data in their presence, or better yet, let them write it out. After leaving, jot down problems and solutions, their willingness to share in helping their neighbors, and your impressions

Identifying Information:	
Name:	Address:
Phone:	# of Children
Problem Defined:	
Solutions Defined:	
Willing to share with neighbors:	
Worker Impressions (on back of card)	

This information can be computerized, categorized, and codified, provided confidentiality is assured.

Example:

After making home visits, talking to caretakers, visiting groups, and walking, within the neighborhoods, the worker made the following initial impressions regarding the Commodore Perry Housing area and the adjacent first ward neighborhood.

- a. Geographical separating line is a main thoroughfare street.
 - 1) There seems to be a dividing line causing dichotomy in this community between the residents of the Commodore Perry Housing Projects and the people outside of the projects, especially people from the first ward neighborhood. Apparently this dichotomy has existed for many years and is not of recent origin.
 - 2) There is a degree of social distance between blacks and whites in the general area. A higher degree of social distance exists between the whites from the first ward neighborhood and the blacks in the project, whereas, the blacks and whites in the Commodore Perry Projects seem to have a working relationship when it relates to their families.

b. Mobility:

Generally it is conceded that there is a great deal of mobility in the above two mentioned areas, projects and first ward neighborhood. This means that program planning is made more difficult.

c. Lack of Communication and Sectionalism Within the Commodore Perry Housing Project:

There seems to be three basic "sectionalism" within the housing projects. The homes have been here for 25 or 30 years and appear to be separated from the row houses and the high rise apartment buildings. There is a three way split that is caused by the geographical and construction elements in the project. The row houses, high rise apartment houses and homes all appear to have their own group loyalties, although there may be more communication between the row houses and the homes, with the least amount of communication with the high rise apartments.

d. Participation Difference Between Men and Women:

It is generally felt that the women in the community are more active in organizations and wanting to develop opportunities for their children. Men have been less aggressive in involving themselves in community activities.

e. Priority Need:

Generally it is felt that priority need this summer is activities for children and teenagers. In the past the explosive sources have been with teenagers. There is the impression that groups from "over the tracks", east of the projects, have used Commodore Perry as a battleground, to fight boys from the first ward neighborhoods. It is also noticed that male teenagers from the Commodore Perry Housing Project tend to relate fairly well with the first ward neighborhood boys.

B Surveys

Surveys can be totally abstract or can be a precursor to Felt Need. Surveys can operationalize a process that encourages people to take interest in problems, raise

awareness, and eventually lead them to committed problem solving, or it can be a method of gathering abstract data. Depending on surveys alone, will not accomplish a true understanding and involvement in Neighbor/Community issues.

The following is an example of a survey used to gather data, but more importantly to gain people support for a day camp project. The worker drafted a preliminary survey pilot copy. The committee reviewed it, made changes to include their felt needs and finalized the survey. Subsequently the committee distributed, retrieved and codified the questionnaire. The committee made an invested commitment which resulted in the involvement of their family, friends and neighbors leading to an establishment of a day damp for their children.

Heidelberg Day Camp

Dear Parents,

The Heidelberg Youth Activities Council is making a survey which will help us develop a day camp in the Heidelberg area. We are requesting your assistance in this project in giving us your suggestions and sentiments concerning these ideas. The following is a brief description of the day camp, its purposes and potential plans for its development.

The main purposes of the day camp is to develop healthy and friendly relationships among your children and yourselves, and adults. We hope to achieve this by offering wholesome, educational, leisure time activities to our children, ages six to twelve.

A few sites have been investigated, keeping certain objectives in mind. The camp needs a large area for uncrowded, outdoor recreation, availability to wooded lands and contact with nature, and of course closeness to Heidelberg.

Games, singing, dancing, arts and crafts, water sports, story telling, and nature lore will be included in the daily program. These activities will be supervised and planned by a professional director and trained assistants. However, there will also be a need of obtaining parents' assistance with the supervision.

The camp will operate daily, Monday through Friday, from 8:30 a.m. to 5:00 p.m. for six weeks during the summer. Busses will pick up

the children at central locations in the morning and will return them to the same points before supper.

A nominal fee will be charged for each child. This fee will be lowered depending upon the numbers of children attending camp from each family.

WOULD YOU PLEASE CHECK THE FOLLOWING QUESTIONS:

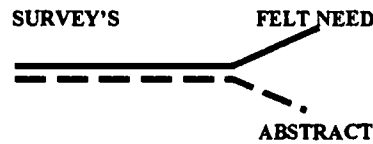
This is a survey, you are not making any commitments by answering these questions.

1. Do you feel a day camp is advisable in the Heidelberg area?
(circle one) Yes _____ No _____
2. Would you send your children in this camp?
(circle one) Yes _____ No _____
3. What do you consider a reasonable daily charge for this service? _____
4. How many children would you plan to send to this camp? _____
5. How often would you want to send your children to this camp?
a) Number of weeks (circle one) 1 2 3 4 5 6
b) Number of days per week (circle one) 1 2 3 4 5 6
6. Because of a lack of supervisors, would you be willing to spend sometime helping to make this program successful?
Yes _____ No _____
7. How much time could you contribute each week?

8. Would you prefer to have your children bring their own lunches?
(circle one) Yes _____ No _____
9. Would you like the camp to provide lunches for your children?
(circle one) Yes _____ No _____
10. Would you be willing to pay for these lunches if provided by the camp? (circle one) Yes _____ No _____
11. Please write out any further suggestions that you have to offer on the back of this page.
Thanking you in advance for your kind attention and suggestions.

Sincerely yours,
Day Camp Committee
Tel. HS 77302

Your name _____
Address _____
Telephone _____



SURVEYS CAN GATHER
INTELLECTUAL ABSTRACT DATA
AND/OR BE A PRECURSOR TO FELT
NEEDS
FIGURE 3

C. **Abstract Data** can be retrieved from sources such as:

- Universities, colleges
- Public Libraries
- Philanthropic Organizations and Foundations
- Public Agencies
 - Social Service and Health Departments
 - Police Headquarters and Precincts
 - Fire Headquarters and Stations
 - Local Municipal Planning Department
- Individual Social Agencies
- Coordinating Social Agencies
 - United Way
 - Catholic Charities
 - Jewish Federation
- Labor Unions
- Religious Organizations
 - Council of Churches
 - Diocesan Centers
 - Jewish Federation of Jewish Philanthropies
- Political Sources
 - Politicians, especially Committee members and aldermen
 - Local, State, Federal Legislators
 - Mayor, Governors Office
 - Ex Office Holders
 - Government Printing Office
- Most Abstract of all
 - Computer Retrieval
 - Internet

Data can also be obtained by reading previously written grants and program requests. Abstract data has utilization when money is requested. Public and Private sources "giving monies" invariably request abstract data information. This information ordinarily is of little consequence when organizing people. Abstract information may or may not help in defining realistic day to day problems of people. Acting on abstract research and information will usually lead to failure in the organizing process because it is standardized rather than individualized in origin. Research has meaning for humankind when abstractions are translated into virtues of social justice and charity.

The Sin of Abstraction

"The sin of abstraction is not the act of abstraction in itself, but the subsequent metaphysical error of treating our abstractions as if they were concrete realities, rather than intellectual counters and dialectical conveniences. Men create a language of abstract thought and so mistaken its nature as to suppose that it refers to concrete realities.

*Carl Bower
Interpretations of Gabriel Marcel*

Gathering abstract data may have some positive meaning, because it affords the worker opportunity to set up interviews with persons handling data. Interviews can be made with these people directly, or by utilizing respected connected intermediaries to make introductions for the worker.

Personal contacts with data sources offers the worker the opportunity to evaluate if these sources may eventually become involved in solutions. If so, the worker may accordingly, initiate "kneading" or "massaging" these relationships.

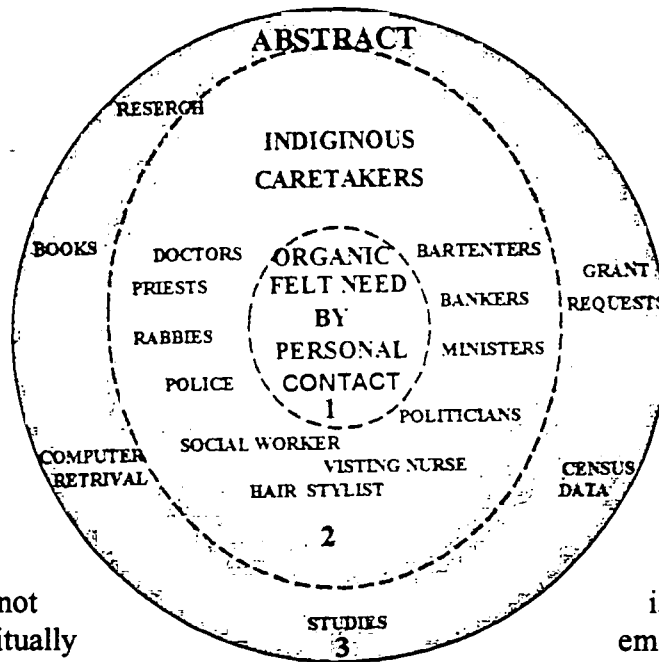
Intellectual Data



INTELLECTUAL DATA IS ABSTRACT, DEVOID OF SPIRIT AND EMOTIONS
FIGURE 4

Summary

Felt need is the basis, the seed for organic planning. Abstract data is intellectual, and though it may have some "meaning" it is not the root for successful organizing.



ABSTRACT
is intellectual and is not emotionally and spiritually based resulting in little or no commitment or involvement.

FELT NEED
is spiritually and emotionally based causing commitment and involvement.

FIGURE 5

Training, the Poor and Social Activists

- **Can I train the abandoned poor?**
- **Can I train activists, organizers, workers, indigenous, staff members, volunteers using the same techniques?**
- **How do I go about training people?**
- **What background, experience training will prepare me to help the abandoned poor?**
- **Can indigenous people be taught to be leaders, activists, organizers?**
- **Are there basic skills, precepts to be learned by organizers?**
- **Is a personal mentor a necessity for the organizer, activists?**
- **Is the use of group dynamics a major technique to teach?**
- **Should the trainer have teaching ability and be able to dissect complex concepts into simpler terms?**
- **Are rudiments of counseling helpful to an organizer?**
- **What are the deadly sins that will lead to failure?**
- **Is the activist not only responsible to his neighbors but also to the common good?**
- **Are there other methods that can be utilized to train people?**
- **What are they?**
- **Are retreats helpful in the training process?**

"The greatest revolution of our generation is the discovery that human beings, by changing the inner attitudes of their minds can change the outer aspects of their lives"

William James

Introduction:

Part A deals with the suggested education and experience that would help a person become an effective organizer.

Part B deals with training of the poor, aids, volunteers, social activists to be able to share and serve their neighbors.

ACTIVIST, ORGANIZER, WORKER

It is suggested that the organizer have an educational / experiential background of Neighborhood/Community/Organization and Service, which may have been attained through a degree program, seminars, or other human service educational experience.

The worker has:

- Written a personal value/virtue philosophical mission statement:
- Accepted basic principles of working with people.
- Accepted the role of catalytic effector, one who acts as a leveraged multiplier person, who enables people to take action.

A The knowledge base of the activist should include:

1. **Group Dynamics**

Focuses on the intellectual, emotional, spiritual interaction (relationships) among group members, which contributes to the groups' accomplishing their mission goals and objectives.

2. **Neighborhood/Community Organization Skills and Competencies**

The worker needs practice, learning experiences in neighborhood/community organization situations. The books within the bibliography offer a knowledge base and various approaches to organizing.

3. **Basic Research**

A knowledge of the scientific method, and knowing how to organize and codify data is helpful.

4. **Understanding Systems**

The dynamics of systems analysis and how systems impact upon people is helpful. An ecological perspective, including an understanding of the dynamics regarding the person in relationship to his family, friends, relatives, neighbors and the broader community is also helpful for a successful organizer.

5. Resources

The worker also needs a knowledge of neighborhood and community resources and their potential effect on neighbors.

Examples:

- Health Department
- Local Police Department
- Local Alcoholic Anonymous Program
- County Welfare Department its structure and Departments
- Catholic Charities
- Family Court structure and policies

6. Interpreting Complex Concepts

The ability to dissect complex concepts into everyday language.

7. Teaching

The worker needs to have a knowledge of basic pedagogy. Teaching formally and informally is a major activity and focus of the activist commitment.

8. Cultural Understanding

Understanding cultural and sub cultural values of neighbors is necessary.

Ex. In some sub cultures eye contact is frowned upon and should be avoided. Some Groups, like Native Americans, may not be appreciative of eye contact whereas in other cultures it is essential to make sincere infant like eye contact devoid of power controls over others. (The same may be true for physical comfort zones and need for greater or lesser personal space).

9. Role of the Worker

The organizer has to be available 24 hours per day, 7 days a week, which includes evenings, and weekends. The worker's phone number should also be available to his neighbors. This is not a 40 hour per week job. Neighbors will honor the worker's privacy/home life and will not ordinarily infringe on the organizer's private life. The worker remains behind the scenes as an enabler, teacher, supporter, encourager. He/she is disciplined; an expeditor, organizer, example setter, contributor of alternatives solutions and has knowledge that is shared with neighbors.

10. Worker Anonymity

It is to be emphasized that the organizer is not a public "leader" and absolutely should avoid taking credit in any public media. The worker serves neighbors and attempts to insure that neighbors take credit for accomplishments.

11 Rudiments of Counseling

Counseling will be utilized constantly in the process of sharing services. Not in the formal structured sense of sitting in an office behind a desk, but relating with people and groups, purposively and informally. Experience has revealed that unstructured informal counseling can achieve the same success as sitting behind a desk. The worker needs at least minimal rudiment training in psychosocial dynamics. When situations require more formal extended therapy, the worker links persons or groups to appropriate resources. The main focus of the

Neighborhood Organizer is not counseling but organizing.

Elementary Counseling Precepts

- Make your neighbor feel comfortable
- Listen to what is said and not said with body language. People talk with words, however their lively movements may reinforce their words or may disparage what they are saying.
- Use everyday, understandable language
- Listen! Listen! Rely on intuitiveness that comes from experience
- Support and Confront as needed
- Use justifiable anger when appropriate, for the sake of your neighbors, not for your own needs.
- Be Aware of "Outside" Problems: interrelationships, psychosocial, intrapsychic, economics, cultural and historical consequences.
- Work within your own personality, don't try to copy others.
- Be self aware of your own strengths and weaknesses
- Be objective about problems, not persons. Problems are abstract which allows for objectivity. Persons are subjective. People feel joy and hurt and should not be dealt with as objects.

12. Deadly Sins that lead to Failure

- Arrogance
- Me, self-focus, excess ego
- Inappropriate interpersonal behavior

The worker cannot engage in sexual behavior with the people he is

working with. There may be neighbors who will promote or attempt to initiate such behavior. This needs to be handled delicately and firmly. Sexual encounters creates gossip and will spread like wildfire. Though some neighbors may "tease" the worker about the discrepancies, the credibility of the worker is eroded. There is no anonymity in organizational work.

13. Personal Mentor

The worker is in need of a confidential, trusted personal mentor. A person with whom he/she can share tears, anger, jubilation, sadness, and in turn, receive support or confrontation, as needed.

Ex. the author's mentor, was a calm collected activist, who was available when needed. Mike A sat next to the worker when attending broad community public meetings. The author could over react under stress especially when derogatory references were made toward neighbors. When the worker's bombastic behavior came to the surface, his mentor discretely kicked him under the table. This calmed and refocused the author's behavior back to the objective of the meeting.

14. Responsibility to Neighbors and the Common Good

The organizer has a dual responsibility to serve neighbors And be responsible for the good of the people. We are paid by fellow citizens to do a job, whether it be through private contributors or tax money.

B. Training the Poor Activists

The organizer will have the opportunity and often be requested by staff, indigenous leaders, volunteers or social activists to offer training for effectiveness. The purpose of training is to gain knowledge, learn skills and techniques, and most importantly to develop communal spirit which will eventually be manifested in services to neighbors. Obviously the worker needs to know: how to teach; how to

communicate; how to break down complex concepts into everyday language. It is not surprising that neighbors with little or no formal education can reconstruct everyday language into its original complex concept. The enthusiasm and commitment of the worker will be absorbed by the trainees.

Ice Breakers

People coming together in groups, especially if they are not acquainted, need to relax, feel free and accept each other. A method that can be effective in disarming inhibition is the utilization of "ice breakers" or theatrical games. This is a fun process that inaugurates laughter and togetherness.

Examples of Games are:

- Playing tag in slow motion
- Tug of war in slow motion without a rope.
- Mirroring reflections
 - shaving
 - applying make up

One person acts out the motions. A second person or persons mirrors or mimics the motions. This has a special meaning when Men and Women interface with each other. Men simulating putting make-up on and women simulating shaving creates laughter and perceptive understanding of each other.

- Babbling

Two people, or a group, must attempt to communicate with each other by babbling. This is a very simple method of attempting to communicate with each

other and brings out joy, frustration, sharing and acceptance of each other.

At the completion of the games, all come together and discuss their experiences, feelings and thinking.

Group Dynamics:

This is a vital process for teaching people dynamics of interaction. This method is one of the quickest means by which inter and intra group dynamics can be learned. Any group in training accepts itself as a hands-on experimental laboratory relying on feedback, feedback, feedback. The process brings forth feelings, thinking and the human spirit. Members in the group sit in a circle around tables, which allows them to write, to observe all members in the group and to view the chalkboard. Persons undergoing this process have invariably stated that it has helped them to understand the dynamics of interpersonal relationships including organizing; as well as individual, family, and group, counseling.

The Dynamics learned can be applied in any human relationship; meetings, group discussions, social action groups, large public meetings etc.

Once learned and practiced, the dynamics are not forgotten although as in any form of exercise, the more practiced, the more skill and competency is developed.

Roles for Group Dynamics

Roles are accepted on a volunteer basis and rotated at every session. This allows every member in the group to eventually practice four roles during the training process.

Evaluation procedures take place during the training session and at the completion of each session. Analysis is a constant, thorough, feedback process.

Stimulating Group Discussion

Conflict situations are a necessary ingredient to stimulate group discussion. The objective is an attempt to problem solve the conflict or conflicts. It is not necessary to resolve the problems for this is a learning technique. Dynamic problem solving is the goal.

In many instances the group will bring up felt need issues that they are struggling with. Discussion takes off from there. Any felt need method can be exercised to arouse discussion, such as role play.

Role Play

Role play is a method to stimulate discussion. The participants are encouraged to bring in 3x5 cards describing conflict/traumatic situations. One card spells out an ordinate role and a second card defines a subordinate role. The ordinate role usually exemplifies power, authority. The subordinate role is of a lower rank, commonly subservient to the ordinate role.

Topics that participants will usually bring in concern conflicts between:

- Parent and Children
- Landlord and Tenants
- Employer and Employee
- Races
- Welfare Worker and Client
- Police and Neighbors

Participants volunteer for either the subordinate or ordinate role and select a "coach" in the group to help them empathize with the chosen role. The participants and the group is not aware of the conflict until it is acted out by the players.

Example of Conflict Situation:

Ordinate Role:

You are selling your home in an all white middle class neighborhood. You have lived there for 20 years and are very attached to you neighbors.

Subordinate Role:

You are black, have a family with 3 children and more then sufficient money to buy a home. You knock at a door that has "House for Sale".

Roles Defined

Leadership roles are dissected into four or more functions:

1. Discussion Leader
2. Chalkboard Recorder
3. Content Recorder
4. Silent Observer

DISCUSSION LEADER

1. Call meeting to order and ask for presentation of problem. (Distinguish most important problems according to importance by group approval.)
2. Time limit of problem will be determined by group leader with the help of the group and he/she will advise speaker to be concise and to the point in his talk.
3. The leader should be able to explain both sides of the problem clearly and remain impartial. He/she will attempt to find a middle ground on which both sides can agree.

4. The group leader should advise the group when they wander away from the problem at hand and guide them back to the problem under discussion.
5. When the discussion bogs down, the leader will ask the silent observer where and when the problem stalled. Whose opinion will be accepted or rejected by the group.
6. The leader may ask the Content Recorder to give a brief summary of what has been said and ask the group to correct and supplement the summary.
7. The leader will strive to see that all conclusions are a group consensus.
8. At all times the leader will see that the group refers to Chalkboard Recorder and the Silent Observer roles, to better understand the problem being discussed.

CHALKBOARD RECORDER

1. The role of the Chalkboard Recorder is to find and record the facts. (not feelings or imagination)
2. Record the obstacles
3. Record a possible solution.

<i>(Chalkboard)</i>		
FACTS	OBSTACLES	POSSIBLE SOLUTIONS

CONTENT RECORDER

1. Should record not who but what is said in relation to the group problem.
2. Should be aware and make notes on conflicting opinions and not assume that the opinion of one member alone is the express opinion of the group.

3. Should note points of agreement and in his/her summary be able to report these points to the group, so that the group may agree or disagree with them.
4. Should report what is said about each problem.
5. If the recorder is not clear on any issue he/she should raise the question so that it may be clarified by the group.
6. Should select only those contributions important to the group discussion and record the same.
7. Should be able to summarize the group activities when asked to do so.

SILENT OBSERVER

1. Deals with feelings
2. Should observe what the group is doing.
3. Productivity of the group (please record)
4. Record leaders ability in handling of the group.
5. Record participation of group members percentage wise.
6. Record the comments made in the group.
7. Record the unity of the group.
8. Record the orientation of the group as to:
 - (a) Purpose
 - (b) Goal and how to arrive at it
9. Record atmosphere of group

SILENT OBSERVER'S REPORT SHEET

Negative

1. Monopolist
2. Distractor
3. Hair-splitter
4. Disrupter
5. Blocker
6. Debunker
7. Attention Seeker

Positive

1. Supporter
2. Harmonizer
3. Stimulator
4. Contributor
5. Integrator
6. Orienter
7. Summarizer

Number of Participants

who were involved:

_____ Involved

_____ Participated

_____ Not Interested

COMMENTS OR REMARKS:

It is to be remembered that all four roles are active through the entire meeting. The discussion leader is responsible for the meeting with the assistance of Chalkboard Recorder, Content Recorder and Silent Observer. The trainer intervenes only when necessary, to teach, for instance when, participants confuse the roles.

The Effective Leader

1. Helps in providing comfortable physical arrangements, and in establishing a friendly, permissive group atmosphere so that there may be a maximum of group participation.
2. Does some preconference thinking about how groups function but is not an expert on the subject.
3. Facilitates the functioning of the group in its effort to locate, define and select problems (or phases of a preconference selected topic) for discussions well as the group's effort to find solutions for these problems.
4. Helps in regulating the discussion (a sort of traffic officer).
5. Encourages participation from all the members.
6. Helps the group keep on the topic.
7. Clarifies issues (where necessary).
8. Sees to it that there is a summary made at the close of the session, and when necessary, during the session.

Characteristics that Prevent Group Growth

1. Tendency to deal with theory only and hair splitting definitions.
2. Tendency to be dominated by one or two people.
3. Inability to get over crisis without injury to morale or members.
4. Tendency to run to the authority or expert in every instance of group trouble.
5. Tendency to split into small cliques.
6. Inability to make group decisions.
7. Apathy.

Initially the following roles are helpful to participants in understanding the dynamics of the group process. Eventually, with experience these roles are collapsed, collated, summarized.

A Classification of Functional Group Roles

Group Tasks Roles

1. **Initiator-Contributor**: Suggests or proposes to the group new ideas or a way of regarding the group problem or goal.
2. **Information Seeker**: Asks for clarification of suggestions, for authoritative information and facts pertinent to the problem discussed.
3. **Opinion Seeker**: Asks not primarily for the facts of the case but for a clarification of the values pertinent to what the group is doing.
4. **Information Giver**: Offers facts or generalizations which are the authoritative views, or relates his own experience to the group problem.
5. **Opinion Giver**: States his belief pertinently to a suggestion made. The emphasis is on proposal of what should become the group's views not primarily upon relevant facts or information.
6. **Elaborator**: Spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions and tries to deduce how an idea if adopted by the group would work out.
7. **Coordinator**: Shows or clarifies the relations among various ideas and various members of the sub-groups.

8. Orienter : Defines the position of the group with respect to its goals by summarizing what has occurred, raises questions about the direction which the group discussion is taking.
9. Evaluator-Critic : Subjects the accomplishment of the group to some standard of group-functioning in the context of group task. He may evaluate the "practicality", logic, facts or procedures of some unit of group discussion.
10. Energizer : Prods the group to action or decision, attempts to stimulate the group to greater activity.
11. Procedural Technician : Expedites group movement by doing things for the group performing routine tasks, etc.
12. Recorder : Writes down suggestions, makes a record of group decisions and products of discussion. The recorder role is the group "memory"

Positive and Maintenance Roles

- 1 . Encourager : Praises, agrees and accepts the contributions of others. He indicates warmth and solidarity toward the group members.
- 2 . Harmonizer : Mediates the difference between other members, attempts to reconcile disagreements and relieve tension in conflicts.
- 3 . Compromiser : Operates from within a conflict in which his idea or position is involved. He may offer compromise by yielding status, admitting his error, disciplining himself to maintain harmony.
- 4 . Gate-Keeper & Expediter : Attempts to keep communication channels open by encouraging the participation of others.

5. **Standard-Setter** : Expresses standards of group to attempt to achieve in its functioning or applies standards in evaluating group process.
6. **Group Observer & Commentator** : Keeps records of various aspects of the process and feeds such data into the group's evaluations of its own procedures.
7. **Follower** : Goes along with the movement of the group, more or less passively accepting the ideas of other, acts as audience.

Negative Roles

1. **Aggressor** : Deflates the status of others, disapproves values, attacks the group problem, jokes aggressively.
2. **Blocker** : Tends to be negativistic and stubbornly resistant, disagreeing and opposing beyond reason; attempts to bring back issue after group has reject it.
3. **Recognition-Seeker** : Works in various ways to call attention to himself by boasting, calling on personal achievements, struggling to prevent his being placed in an inferior position.
4. **Self-Confessor** : Uses the audience opportunity which the group setting provides to express personal, non-groups oriented "feelings", "insights", etc.
5. **Playboy** : Makes a display of his lack of ability and involvement in the group processes. This may take the form of cynicism, nonchalance, hero play and other out of field behavior.
6. **Dominator** : Tries to assert authority in manipulation of the group or certain members. This may take the form of flattery or asserting a superior right to attention, etc.

7. Help-Seeker : Attempts to call forth sympathy response from group or certain member, through expression of insecurity or personal confusion, etc.
8. Special Interest Pleader : Speaks for the small business man, the grass roots community, labor, etc. Cloaking his own prejudices or biases in the stereotype which best fits his own personal need.

Evaluation of Each Session :

At each class session, a 12 item questionnaire Meeting Evaluation Slip is answered by the participants, is codified, and redistributed to the class by a volunteer. It serves as feedback learning.

Example of (Blank)End of Meeting Evaluation Slip

What did you think of this meeting? Please be frank. your comments can contribute a great deal to our course. You will receive a summary copy of all the comments.

1. How do you feel this meeting was today?

No Good	All Right	Excellent
---------	-----------	-----------

2. Did you find yourself wanting to say things during the meeting that you did not actually say?

Never	A Few Times	Frequently
-------	-------------	------------

3. I want to get more acquainted before taking on a role

Yes	No
-----	----

4. I have been learning in this course
-
- None Little Great Deal
5. I think my spelling and English are not as good as they should be,
this is a reason for hesitating in taking on a role
-
- Yes No
6. I want to get more acquainted before taking on a role
-
- Yes No
7. I think the group is democratic, we all have a place of importance
in the group
-
- Yes No Not Sure
8. I feel there is a click trying to take over the group
-
- Yes No Not Sure
9. I think there is a person trying to take over the group
-
- Yes No Not Sure
10. What were the weaknesses?
11. What were the strong points?
12. What improvements would you suggest in the operations of the
next meeting?

Please do not sign your name

(Please refer to Appendix 1A for excerpts of an End of Meeting Slip, codified by a student)

Personal Experience Testing :

After participating in a number of sessions, participants are asked to complete a 12 question Personal Experience Testing Questionnaire. This questionnaire is completed a number of times during the 10 or more training sessions. Members can then evaluate their personal progress. They may wish to share their experiences with the group, which again serves as a feedback mechanism. (See Appendix 1B for Sample)

Note: Chapter 4 "Leadership, Empowerment Training" will reflect total group dynamic experience and will integrate the concepts in this chapter.

Additional Training Methods :

The following methods can be utilized to train staff, but also can be exercised, or modified to train volunteers, actionists and indigenous leaders.

Methods:

- | | |
|---|----------------|
| 1. Supervision | 6. Seminars |
| 2. Staff Meetings | 7. Evaluations |
| 3. Hot and Cold Contacts | 8. Retreats |
| 4. Briefing and Debriefing | |
| 5. Writing: Who, when, where,
why, what, how | |

1. **Supervision :**

One of a number of functions of supervision is training. Staff volunteers, indigenous leaders, members, have a definite time set aside, usually weekly, when they can meet with their supervisor. It is their time where they can share problems and frame solutions. Staff, volunteers, indigenous leaders should also meet with their supervisor as needed.

2. **Meetings of volunteers, staff, activists, indigenous leaders**

The group meet on a regular basis: weekly, bi-weekly, monthly; as need dictates. A function at meetings is training, formally or informally, in addition to administrative tasks, and the constant gleaning of staff self support.

Outside speakers, can be invited to teach, train and present resource information.

Sharing of experiences is a significant training method, which allows for discussion of problems and solutions sometimes using group role play to enhance insight. Roles are taken by colleagues and acted out in an attempt to understand the core problem to be solved.

It is important that following formal meetings at least an hour be devoted to breaking bread together. Fun, frivolity, and socialization Highlights these sessions into communal spirit. Participants will bring dishes to pass, and beautify the table with dandelions, golden rod and whatever can be found growing in the neighborhood.

3. **Hot & Cold Contacts**

Persons have been trained. They have experienced the initial training process and are now ready to test the skills and knowledge they have learned.

Confidence is gained by first experiencing "hot contacts". Interviews are practiced with family and friends. They return and share experiences with each other.

Next, 2 trainees acting as partners are ready to have "cold contacts". They knock on doors of people they don't know, interview, write up the contact and again return and share results and self taught experiences.

4. Briefing and Debriefing

At the beginning of each working day or set time periods, the supervisor meets with participants for a half hour or less, unless there is a crisis situation requiring more time. The supervisor guides the participants through their plans for the day or period of time.

At the conclusion of a time period or the work day, participants again come together to discuss their experiences, accomplishments, frustrations, and are ready to return home.

Volunteers also need briefing and debriefing sessions, coinciding with their needs and time schedules.

Examples of Comments on Briefing/Debriefing Sessions:

Mrs. B

"Briefing to me is like a good breakfast before you start a days work."

Mrs. R

"I remember one particular time when I had gone to Mrs. F's and she had left the children alone. I knocked on the door and she wasn't there. The kids were in there, but they wouldn't answer the door. I was angry that she did this. I went back to the office and let out all my anger by talking to the group."

"Since I have been working, briefing has become such a part of me that I even brief my children in the morning before they to school."

Mrs. H

"Briefing and debriefing helps us to grow. At times we are sounding blocks for our neighbors. We just sit around and listen to our neighbor, but once we are back in the office, we let it out with each other. We have a change to discuss whatever happened and if we are angry we have a chance to say this without the other participants getting angry"

5. Writing :

When working with staff, activists, volunteers, indigenous leaders, the worker may wish to use a simplified, effective method of teaching people how to organize and write up records, reports, evaluations, summaries, correspondence.

The writer needs to answer the following questions:

- Who ● When ● Where ● Why ● What ● How in the body of the writing.

Who

- Identifying Information
- Person(s) you are reporting about

When

- Dates, information obtained spanning what period of time

Where

- Location or place you obtained this information

Why

- Need for this information

What

- The information you wish to share
- Information discussed

How

- Did you get the information by interviewing groups, individuals, from books other writing.

6. Seminars :

Seminars are held as needed, minimally twice per year and planned to minimally interfere with ongoing service to neighbors. (See Sample- Appendix 1 Example C)

7. Evaluations

- Staff Evaluations serve as a form of criticism for growth. Participants evaluate themselves and are evaluated by Supervisors. Formatted documents are used for the process. (See example Appendix 6 Example F)
- Volunteer Evaluations

Indigenous leaders and volunteers need to evaluate the project and programs they have worked on. This again is a form of self-training, and growth; preventing a repeat of past errors and supporting positive accomplishments. (See Neighborhood Organizing with the Poor Chapter 5 for an example)

8. Retreats :

A participants retreat should be held at least once per year, away from the usual meeting place. Participants take responsibility of formulating the retreat, including who they wish to lead the retreat. Usually inspirational neighborhood leaders are chosen to lead. Retreats are held for participants to think, feel, ponder, to regenerate themselves; to understand and pride themselves in the importance of their work. It is a form of self-indulgence and self-appreciation that prevents burn out. Neighbors, volunteers, family members can and are invited to attend the retreat process. (See Beginnings Page 1 for an example of Retreat Program)

Summary:

In this chapter we have discussed the education and experience that will benefit the organizer. The activist should have a personal mission written statement, accept basic philosophy and principles of working with people and assume the role of "catalytic effector". The organizer's knowledge will be helpful if it includes: rudiments of counseling; group dynamics competency;

neighborhood/community organization skills; basic research knowledge; an understanding of systems; knowledge of resources; ability to dissect complex concepts; cultivate cultural understanding of people being worked with; teaching ability.

The worker who arrives with pride arrogance and "me" complex is doomed to failure.

Group dynamics is a vital process for teaching people, paraprofessionals actionists dynamics of interaction and intra-group relations. Four distinct roles are assigned and alternated among group members for the learning, feed back process;

1. Discussion Leader
2. Chalkboard Recorder
3. Silent Observer
4. Content recorder

Role play is a technique used to create and to resolve conflicts and to arouse discussion.

Additional training methods include:

- Supervision
- Participant Meetings
- Hot and Cold Contacts
- Briefing and Debriefing
- Writing, by answering who when where why what how
- Evaluations
- Retreats

Theses methods selectively used can be applied to training staff, volunteers, social activists, and neighborhood leaders..

Leadership Empowerment Training

(A Team Approach to Leadership)

- **Will felt need lead to organization?**
- **Is creating a leadership group dependent upon felt need, the groups realization that their children and neighbors are being cheated?**
- **Is the use of group dynamics, a method of unifying, creating solidarity?**
- **Will a group be able to teach itself and unify based on goals and objectives?**
- **Can a trainer act as a catalyst for group growth and empowerment?**
- **Is partialization a building block system of teaching a necessity? (Breaking down teaching to manageable learning units)**
- **Can hurt and anger be harnessed to give a positive planned response.**
- **Must the trainer express confidence in a group, and let the group know by giving support and encouragement?**
- **Will discipline and organization develop in order to accomplish goals.**
- **How does a group go about increasing their base of support , getting other groups, people and power structures to support their goal?**

- **Should the trainer confront and challenge the group when the group is unable to function?**
- **Are simulations practice sessions, using role play, role drama necessary before confronting power sources?**
- **Is it wise to arouse the media concerning the justification of a project?**
- **Will turning over responsibility to a broader neighborhood, community, group necessarily prove effective?**

"A mystic bond of brotherhood makes all men one"

Thomas Carlyle

(1775 -1881)

Introduction:

Leadership training, in poor neighborhoods is essential if social change, problem solving, and social needs of neighborhoods are to be resolved.

The group and individual members will be empowered, resulting in improved self image, ego growth, self discipline, enhancement of skills and knowledge, and commitment to themselves and to their neighbors.

I have chosen as a case study a leadership group of men to exemplify process, strategies, tactics, and training methods. The training methods would not differ with women groups or mixed gender groups. The interaction of mixed gender groups would offer other complexities, and rely on

the sensitivity and competence of the trainer.

The process that follows emphasizes and organic felt need approach to social action. Start with people, where they are, (felt need), which eventually leads to the realization that organization is necessary for Change Agency. Organic felt need is the precursor to organization.

FELT NEED → LEADS TO → ORGANIZATION

Failure to start a group.

I, whenever possible, would speak with a "Brown Bag Bottle Group" gathering regularly in the parking lot entrance of a high rise public housing building. These men drank beer, wine, or whiskey from bottles hidden in brown bags. He was introduced to the group by a neighborhood caretaker. After a number of months, the worker offered the group the possibility of forming a men's leadership group. The group could pick any time, any day, any place, that was convenient for them. They chose to meet on Sunday afternoons, at 3:00 p.m. at my Neighborhood Office which was located diagonally across from their "Hang Out". They came together for about three weeks, and then stopped coming. I speculated the many reasons why the group failed. It was primarily obvious that there was no felt need.

A Successful Organizing Method.

Men in the Reach-Out Program had been through Group Dynamics and were encouraged to initiate a Men's Leadership Group. The aides began to reach out and network with friends and associates to form a group. Further help came from women on staff who had experienced and realized the positive effects of Group Dynamics and Family Life Education. Women aides, encouraged their husbands to participate in the Men's Leadership Group. A group was formed. Again it's to be emphasized that indigenous staff have the networking ability to bring their neighbors

together to focus on meeting social needs in their neighborhoods.

Following are the reactions of two of the participants in the leadership group.

Mr. GF

Men's Leadership Training

"The Men's leadership Training Group got started as a result of seeing the ladies take the lead in almost every phase of community activities. After hearing a few men talk about the women having to take the lead in everything in the area, they had a feeling that there was a felt need in our community for men to take over their responsibilities. After talking with the worker, on a Saturday, we asked the other aides if they had contacted families and talked to men with leadership qualities. We came up with about 15 names and they were contacted in person by me. The worker said he would teach the group with the stipulation that he would gradually fade into the background after it really got started. The first impression the men had when they were contacted was; why should I join this group, they'll probably be like any other group that has started in the Ellicott district? No one will listen to us, we have no power, we have nothing to fall back on if we are turned down in any effort that we should undertake. The opinions and feeling were, "what's in it for me" will I get a job, will I get paid, who am I going to help? After telling them these things would come out in our meeting, I asked them would they at lease come to one meeting and we'll try to work these things out as a group. Our first venture was working with the Ellicott and Talbot track and field day. As a result of this event we felt we were being cheated in our own beautiful recreation center at JFK. Before undertaking another project we decided to have an evaluation of our training to find out if the men had learned anything or what they though now. The men's attitude had changed. They really weren't interested in how much money they could make or what's in it for me. There only interest at this point is can I help my neighborhood, can I give something to my community, can I make it a better place in which to live by donating my time and efforts? These things were pointed out to us by the worker who had previously told us that these things would come out in meetings Now we feel that we are a strong bond joined together with communal spirit. Some of the problems we encountered with JFK Center were the conditions of the track and field and the cooperation and interest given to the people and children in our community. For clarification as to the training that we received, I will list a few of the items that we studied:

- A. Our first feeling was what's in this for me?
- B. We found to be successful in any venture dealing with people, we must have "communal spirit" which I think we have at this time.
- C. We learned group dynamics. We always select among the men these roles for each meeting: Discussion Leader-his job is to chair the meeting,

Content recorder- his job is to record all minutes, Chalkboard Recorder-his job is to keep a running account of the facts, problems, and possible solutions. We also have a Silent Observer-his job is to observe feelings and everything that happens in the meeting and make a total evaluation during or at the end of the meeting on what he observed.

During and after each meeting we have a meeting evaluation. We have the Chalkboard Recorder and Silent Observer read back what they had recorded to see if all had participated in the meeting and if we all had stuck to the problem which we had started. To date we have been doing a lot of compiling of data and statistics for our next project. My name is Mr. GF, I work as an activist to this group. These men come from all areas of the city and now we have about 20 active inter-racial members and have been in approximately 30 meetings. Educational background ranges from elementary school to college educated. No one has lost interest and the sessions are getting better as we go along."

Mr BP

Neighborhood Organization, Men's Leadership

"This group began in the spring, on May 25th. At the time I was approached by Mr. GF an aide with Reach Out. He informed me that my name was given to him and that he would stop by to see if I was interested in Men's Leadership Training. At the time I had no idea what the group would be consisting of. I had just completed a scout training program. I felt that any other thing that might help me in my leadership work would be appreciated. I think all of us who attended the first meeting had a feeling of apprehension. We had no idea of what we were getting into, and we didn't know what we could get out of it. I think this is a general opinion and feeling of what is in it for me. The first meeting we had approximately 10 men. We were given our instructions by the worker and informed of the philosophy and the purpose of the training program. It was actually scheduled for ten weeks. Now I realize that the philosophy and purpose is similar to that of the Reach Out with the exception that it is more or less male centered to bring out man's responsibility for himself, family, community. As I look back on it I also realized sessions were somewhat in the same order of family life education session. It is more geared to masculinity. Having not had the chance to be in on a family life group I feel that I have been fulfilled with this training session. We studied group dynamics and also had role play. It was also brought into mind that at no time would we use parliamentary procedures. Until the present time we have not actually run a discussion or group meeting using parliamentary procedures. We have discussion leaders, to keep the discussion going, to bring in the pros and cons, to reissue it back to the group and try to have an unbiased opinion of the discussion as a whole. We also have a content recorder who records the meaningful ideas and points brought about through the discussion. The

Chalkboard recorder whose role I felt was important if a person came to a meeting late, could glance at the chalkboard and it would bring him right up-to-date as to the discussion. How far we had gotten into it, and any possible solution that could have been drawn. The silent observer feels the emotional participation of the group. He observes those who participate; those who listen attentively; those trying to monopolize or manipulate the conversation, including dissenters and debunkers. Also those with concrete constructive ideas and thoughts to bring into the discussion. My personal feeling was that this proved to be very interesting. It gave me the shot in the arm I really needed to resume my responsibility as a man. I might add that in a way it gave me the encouragement to accept the role as a leader in the community. I am referring to the acceptance of the presidency of the Talbert Mall Community Council. I felt that with the encouragement I received from the group, it was my duty to work on the council. The Men's Leadership Group consists of men from all walks of life, from all parts of the community. We actually have banded together to love one another. At our meeting a person can actually feel this. They can feel the constructive use of anger to bring about a solution. These are the things that we feel contributed to actual brother hood. It also brings about communal spirit that is needed to function in our society. I feel that if I can continue the men's leadership group and enlarge it, we will be doing a great service to our community."

Group Process and Dynamics

To bring understanding of the process that took place, I will be quoting excerpts written by the content recorder participant at each meeting. These minutes were distributed to all members on a week to week basis. In total there are approximately 60 pages of minutes as well as other reports, letters, census track data and historical newspaper articles.

The reader should refer to Chapter 3, Training, regarding the group dynamics method. Comprehension of Group Dynamics will contribute significantly to understanding the process in this chapter. Notations will be made by the author when appropriate, to clarify process and dynamics of human interaction.

May 25

Leadership Training 1st Meeting

Chapter 4 - Page 67

Note: The worker/trainer objectives at the first meeting are:

- To make everyone as comfortable as possible.
- To seat all participants in a circle around tables which allows them to write, to observe all members in the group and view the chalkboard.
- To, and most important, elicit from the participants their felt need, their interests, what they wish to get out of the training sessions.
- To distribute a packet of information concerning the four basic roles of group dynamics. See Chapter 3 Training for description of these roles.
- Participants in the group volunteer and read aloud, the description of the four group roles. Participants take home the descriptions for further study.
- The outcome of the meeting can be determined by the affect of the group. Did they appear happy and content with the process? Also, by reviewing the end of meeting evaluation slips.
- The worker, following the meeting keeps a personal record as to the dynamics of the meeting, including the direction to take at forthcoming meetings and to extend support to participants who may need it. The worker/trainer should meditate on his/her notes to insure that he/she keeps pace with the group.

(Content Recorder submission follows)

“The meeting for Leadership Training was started at 7:45 with introductions of the ten men.

The worker/trainer started the meeting with a relaxing talk about what each one of us expected to get from this training. Some of the answers were, jobs in the future, self confidence, and better understanding of how to conduct different program.

We also talked about aims, goals, and felt needs, which of course will be key words of our program.

The worker/trainer talked about a group that was set up with participant members - Core Leaders. He explained that a Felt Need would come directly from the Core leaders: but the end product would be produced by the members.

The worker introduced us to different types of leadership

Autocratic - Strict push on the people

Laissez-Faire - Let people do what ever they wish

Democratic - People share, everyone gets an opportunity

In the training group, we will emphasize a Democratic, team approach to leadership.

He also talked on how Group Dynamic's started, and what the word meant. Things we will learn from this training are: self control, the neighborhood, and team spirit.

The meeting was enthusiastically received by all. We decided we would meet each Wednesday at 8 o'clock at 44 Pine Street 1st floor.

The following volunteered to perform different roles at the next meeting.

- a. Mr. AF Discussion Leader
- b. Mr. DT Content Recorder
- c. Mr. AFR Chalkboard Recorder
- d. Mr. TH Silent Observer

The class was adjourned at 9:30 p.m. All of the men seemed to have enjoyed being a part of the class. Thanks to all for coming and we would still like for more men to participate.

Respectfully submitted
Content Recorder

Note: What follows is a codified evaluation slip form by a group member.

These evaluation slip forms served as group feed back during the training sessions, for the trainer as well as the participants.

TRAINING COURSE FOR MEN
A TEAM APPROACH
END OF MEETING EVALUATION SLIP

What did you think of this meeting? Please be frank. Your comments can contribute a great deal to our course. You will receive a copy of the summary of all the comments.

1. How do you feel this meeting was today?

No Good	All Right	Excellent
8	2	
2. Did you find yourself wanting to say things during the meeting that you did not actually say?

Never	A Few Times	Frequently
1	6	3
3. I want to get more acquainted before taking on a role

Yes	No
8	2
4. I have been learning in this course

None	Little	Great Deal
3	7	
5. I think my spelling and English are not as good as they should be, this is a reason for hesitating in taking on a role

No	Yes
6	4
6. I want to get more acquainted before taking on a role

Yes	No
6	4
7. I think the group is democratic, we all have a place of importance in the group

Yes	No	Not Sure
8	2	

8. I feel there is a click trying to take over the group
- | | | |
|-----|----|----------|
| Yes | No | Not Sure |
| 2 | 8 | |
9. I think there is a person trying to take over the group
- | | | |
|-----|----|----------|
| Yes | No | Not Sure |
| 2 | 8 | |
10. What were the weaknesses?
No project, no solutions, people came late a few men not taking part.
11. What were the strong points?
Everyone talked, good organization, everyone seemed to feel the problems, youth need discussed, felt need came out - group unity.
12. What improvements would you suggest in the operations of the next meeting?
Start a project, set definite goals, include more men.

Please do not sign your name

June 1

Leadership Training
2nd Meeting

The meeting began at 8 o'clock p.m..

Members present: 10

We had new members coming from the Masten District. We wanted them to know we are very pleased, and hope they will continue.

Worker/trainer took over the meeting with great "gusto" plunging us right into discussion and role playing, in which every one present became very involved.

Mr. CAC wanted to talk about a child cutting school. He had not been notified of this and became very angry when he was notified to call the truant officer.

Mr. GF took the part of the self centered Truant Officer. The group as spectators became very involved, and enjoyed the role playing very much.

The worker/trainer also had each person play the opposite role such as: dejected father and an understanding concerned Truant Officers.

We had a general review of all phases of the discussion and role playing, which was conducted by the worker trainer. Everyone expressed positiveness

for this training program.

Again thanks for coming. I hope we all noticed how the ladies from Reach Out appreciate our efforts to become men leaders again, in our homes and community.

Did you notice the bright GOOD EVENING written on the board by the worker/trainer.

Respectfully submitted

Content Recorder

Note: Antecedent to the meeting, I wrote the salutation, "Good Evening Gentlemen" and a few comments on the Chalkboard. As the men came into the meeting they smiled with pride. One gentleman went over to the board and specifically pointed and alerted the group to the salutation. The worker pondered and finally realized why Good Evening Gentlemen, had such strong meaning. These men had been referred to outside of the group, as "boys", you, or other derogatory, condescending remarks.

When working with a new group, I request that if I use offensive language, members should alert me of the fact. Example, I used the term mulatto. It was emphasized by members that this terminology is offensive. I apologized, never used the word again, and continued with the training.

June 8

Leadership Training Meeting #3

The leadership training meeting began at 8 o'clock with 10 men present. The worker/trainer led the discussion about feeling, personal pride, etc.

The trainer reviewed with group discussion, the Silent Observer's Report Sheet which included seven types of people to be observed.

Negative

1. Monopolist
2. Distractor
3. Hair Splitter

Positive

1. Supporter
2. Harmonizer
3. Stimulator

- 4. Disrupter
- 5. Blocker
- 6. Debunker
- 7. Attention Seeker

- 4. Contributor
- 5. Integrator
- 6. Orienter
- 7. Summarizer

Number of Participants who were involved

_____ Involved
 _____ Participated
 _____ Not Interested

Note: At every meeting the four Group Roles are rotated, thus giving all members an opportunity to practice each of the four roles.

Roles were taken by the following men:

- Mr. HC Discussion Leader
- Mr. AFR Chalkboard Recorder
- Mr. CA Silent Observer
- Mr. BP Content Reporter

Problem: Liquor Store selling to minors, neighbors complaining

Role Playing: Mr. WR --- Store Owner

Mr. BG --- Neighbor (not a felt problem)

Solution: A solution was not found.

They also talked about a hair splitter and monopolist being destructive. They all talked about the situation and tried to evaluate it. Although no solution was reached the role playing was enjoyed by all present. We will meet again next Wednesday at 8 o'clock. thanks again to all who came.

Present (10)

Absent (4)

Note: Finding a solution is not necessary during the training sessions. It is important that the group understand and learn of the dynamics, the interaction of group members and learn to utilize the four basic roles.

June 8

Leadership Training
Meeting # 4

Before the meeting the worker/trainer asked the members what they were getting out of the course and the feelings they have. Mr. BG gave his views of what he though Leadership meant. Mr. BP and a number of the other members

added a few points.

Note: Although the End of Meeting Evaluation Slip gives feed back responses, the worker/trainer is attempting through the Socratic method, to engage participants, and retrieve additional views regarding their expectations and rewards in the group process.

Mr. MGF Discussion Leader
Mr. HC Chalkboard Recorder
Mr. CAC Silent Observer
Mr. DT Content Reporter

The meeting came to order at 8:25 the subject started out with felt problems, and included a persons feelings, his thinking and his spirit. The discussion leader asked the group if they had any problems that could be discussed. Mr. GF read a letter to the group. The letter dealt with prostitution which the group decided was our discussion tonight.

The worker/trainer suggested we do role play and act out parts of Capt. of #4 Precinct and two delegates within the community who were very much disturbed with the problem of prostitutes in the community. Mr. AF volunteered as the captain, Mr. MPS and Mr. SF as the delegates.

Act I ***** Police Dept. #4

Mr. MPS and Mr. SF discussed the problem of prostitution in the neighborhood with the police Captain and trying to rid them from their community. the captain showed no interest in the matter, so nothing came of the meeting, delegates left.

Act I I ***** Police Dept. #4

A different approach was taken this time. The captain was very nice. He agreed with them saying he would like to solve this problem too if so, he could maybe become commissioner of Police.

Act III ***** Prostitute House

Mr. GF played the role of the delegate, Mr. BG the role of the young ladies. Mr. GF trying to convince the "whores" to give up their line of work. The "whore" said she was satisfied with her work and liked it. No solution
The meeting closed at 10:40

Submitted by
Content Recorder

Note: The solution (reiterated) is not necessary during the training process. Learning the

four basic group dynamics roles, and understanding group feelings, thinking, facts as a result of group interaction is the objective.

June 22

Leadership Training
Meeting # 5

The meeting of the Leadership Training program got underway about 15 minutes to 9:00.

At the next meeting we will have a Book Report from Mr. SF and go into another phase of training such as:

- A. Public Speaking
- B. Book Reports
- C. Robert's Rules of Orders

The roles for next week will be:

- A. Discussion Leader Mr. BP
- B. Black Board Recorder Mr. SF
- C. Silent Observer Mr. WR
- D. Content Recorder Mr. DW

Respectfully Submitted by
Content Recorder

Note: During the training course the worker/trainer distributes articles that may be discussed at the group sessions or are taken home to study. Books are also recommended, which give knowledge regarding problems the group is working on. (See meeting 7 for books this group was interested in).

Leadership Training
Meeting # 6

We are very grateful to have 3 new men join forces with us.

Note: Word was traveling in the neighborhood and community regarding the benefits of the training group. New men came. Some observed and left. Other men became involved and remained for the entire year long process.

We decided to have role play about a white home owner wanting to sell property. An African American applies, the owner doesn't want to hurt his feeling: but he is also afraid of what his neighbors will say. Mr. TR was the black buyer. Mr. DT was the white owner. Hope you notice how well Mr. TR adjusted to our group.

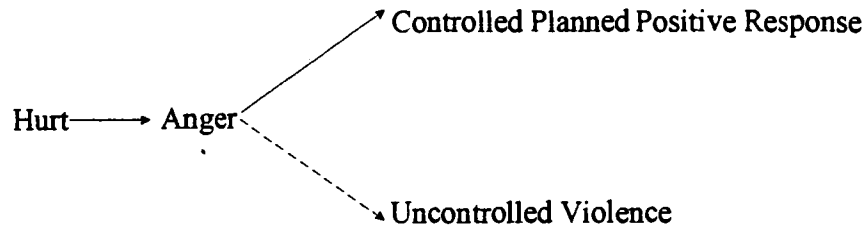
Everyone was participating in this role play. After the role, the worker/trainer broke down anger leading to violence, and loss of control. The words that were felt from the white seller was, "Boy --- You --- People ---- and Nigger".

Submitted by
Content Recorder

Note: Before anger there is always hurt. The hurt may lie "here and now" leading to anger. Or the hurt may be historical, a hurt that has remained over years. Whether present or past hurt is sensitized, stimulated, and anger comes to the forefront.

Anger can either lead to some form of violence or it can be harnessed, disciplined and used for a positive end. When anger appears, efforts to try to associate it with hurt makes it easier to harness. This effort is not always accomplished. However the anger can still be controlled.

Group communal spirit utilizing the dynamics of interaction, and setting goals for a positive end, contribute to the control of abusive uncontrolled anger.



HURT, ANGER CAN LEAD TO CONTROLLED POSITIVE RESPONSE OR UNCONTROLLED VIOLENCE
 FIGURE 6

July 6

Leadership Training
Meeting # 7

The meeting started at 8:30 p.m. We decided to talk about the black Family and review the papers on role play. Books suggested to read were:

- a. The Negro Family Gov. printing office
- b. Crisis in Black and White Silverman
- c. Man's Search for Meaning Victor Frankl
- d. Autobiography of Malcolm X Alex Haley
- e. Prejudice & Our Children Kenneth Clark

Submitted by
 Content Recorder

July 13

Leadership Training
Meeting # 8

A committee visited Flight group in Rochester, NY, and reported to the men of the leadership training group. In summary the basic subject was a TOT LOT in Rochester near Joseph Ave. This lot is backed by a mother's club of the area, with no help from the politicians, or city. They did all the work and secured funds by having dinners, bake sales etc.

Mr. AFR and Mr. HC visited Rochester to see the TOT LOT and found it in shambles. The reason was that there was no supervision by anyone. The man there said not to involve politicians, and be sure to have scale proof fence and

supervision. It was pointed out that with non-supervision things really became bad and fell apart.

Mr. BP, Discussion Leader, took over the meeting at this point and named the role play members.

- a. Mr. AFR brought in the idea of working with incorrigible youth.
- b. Mr. WM proposed to get the boys in and let them explain what they wanted from us.
- c. Mr. HC suggested a small project such as a field day giving trophies to winners.

Respectfully Submitted
Content Recorder

July 20

Leadership Training
Meeting # 9

The meeting started at 8:20. Mr. BP was asked to continue the role of discussion leader. Mr. BP said he had asked a gentleman from NYC to speak to us tonight if it was alright with the group.

Mr. BP asked for reports from the different committees. Mr. HC and Mr. AFR and Mr. WR had a mix up with their submeeting and got nowhere.

Mr. AFR was against assuming roles. Mr. HC said we needed roles to see if we were a group or not. All Agreed. The roles were than given out.

Roles:

Mr. DW	.....	Chalkboard
Mr. TR	.....	Content Recorder
Mr. HC	.....	Silent Observer
Mr. BP	.....	Discussion Leader

Mr. HC explained the men Leadership group to Mr. RB, who was from NYC introducing each member respectively.

Mr. RB is asst. to the director of the NYC program, a graduate of U.B. and also a candidate in University at Buffalo's master program. Mr. RB was given the floor. Mr. RB passed out literature to be read to the group. Mr. RB is involved with youth between the ages of 16-22 years old.

Mr. RB also said they would like to work with our group. He thought it was wonderful to have so many leaders in the community,. The community could really use us. Part of the NYC program is that besides youth jobs, they required them to continue school.

Questions were asked and answered by Mr. RB. They would pay our junior counselors an hourly fee. We had to insist on education etc. Mr. RB

seemed quite impressed with our group. He stated we had a ideal group and he would aid us in our ventures.

A new NYC program will presented in Buffalo Sept. 9th. Mr. EM, Mrs. SF and Mr. GF will represent the men Leadership group as invited guests.

The chairman asked for group reports again. (Project unlimited was not adequately reported). This committee will make a report next week.

Report by Mr. EM. He said they got the run around, everyone sent him to someone else. He will make another report next week.

YOUTH TRACK AND FIELD DAY

Mr. GF reported ----- no action

Mr. BP reported ----- we could help line up boys for events; purchase trophies, from Leadership Training group for Aug. 24

Mr. MP said he was having trouble with track and field events but needs competent men to judge events. Awards will be no problem, 3 events will be run (1) swimming, (2) track and field, and (3) variety show at night.

Mr. MP will give us a written statement of what he expects us to do. the meeting was adjourned at 10:35.

Submitted by
Content Recorder

July 27

Leadership Training Meeting # 10

There were 7 men present at this meeting I wonder why? Worker/trainer, we really appreciate that nice card you sent to us. We hope you enjoyed your vacation. As you can see we are still carrying on in your absence. Thanks to you for your training.

Note: Workers need to keep contact, even if they are out of town, with the groups they are working with. In this instance the trainer sent a card to the total group and also made phone calls to two members which were relayed back to the group. This expressed the interest, commitment and support of the trainer.

Our minutes were compiled as usual by Reach-Out .

The meeting started with a general discussion while waiting for Mr. DW and Mr. AFR to come with a report from the boys in the neighborhood who want our help.

The discussion carried into various fields. We talked about drug addicts:

Chapter 4 - Page 79

- a. How they become as they are?
- b. Why they are what they are?

A lot of good points were brought out. Everyone entered into these discussions.

Mr. EM gave his report on Friendship 7 day camp at Perry Project. These reports will be typed and passed out to each one next week.

"OH YES" the fellows should have been here for the session that was held for all of the group's in our community. LISTEN, you would have been proud of our Mr. EM and Mr. WM. They explained our leadership program to these ladies and my chest really stuck out (ha, ha). Pretty nice huh

Content Recorder

August 3

Leadership Training
Meeting # 11

The Leadership group discussed a paper called Characteristics that Prevent Group Growth.

There are 7 questions asked on this paper, and we read them one by one to see if we were guilty of these things. Glad to report we passed this test 100% not guilty

Characteristics that Prevent Group Growth

1. Tendency to deal with theory only and hair splitting definitions.
2. Tendency to be dominated by one or two people.
3. Inability to get over crisis without injury to morale of embers.
4. Tendency to run to the authority or expert in every instance of group trouble.
5. Tendency to split into small cliques.
6. Inability to make group decisions.
7. Apathy

Note:

Partialization was used throughout the leadership training process. This is the need to dissect the entire training process and break it down into manageable learning units. The major four group roles were taught first and reviewed by the group from time to time. Additional Group Dynamic information is discussed as time went on.

The regular meeting next Wednesday will be a special meeting to work on

Chapter 4 - Page 80

this youth day program

The worker/trainer summarized this meeting through question and answers, (Socratic Method) The trainer interjected the idea of a setting up other Leadership Training Groups. That idea will be worked on later.

Respectfully Submitted

Content Recorder

August 10

Leadership Training
Meeting # 12

Mrs. GR and Mrs. TR were special guests to explain their intended activities with their group in the Youth Day program. Mr. DT expected their services for this great event.

Roles assigned:

Mr. RW Discussion Leader

Mr. BP Silent Observer

Mr. HC Content Recorder

Mr. AFR Chalkboard Recorder

Mr. TR told how Leadership helped him in his other group activities. Mr. WR told how it developed his community spirit and increased his ability to evaluate groups.

We spoke briefly about Parliamentary Procedures and Robert's Rules of Order. We agreed to study these procedures after the Field Events have been completed.

Swimming events will be covered by the JFK staff, Mr. CAC suggested that letters be sent to all area groups soliciting them to join in the athletic event.

Suggestion was made to also reach kids who are not in organized recreation.

Mr. MP read his complete program.

Respectfully Submitted

Content Recorder

Note: Parliamentary Procedure is not used in conjunction with group dynamics. Group dynamics is based on the total group involvement and consensus.

Robert's Rules of Order can and is sometime used by cliques to manipulate and control. Extensive time is required to learn the basis of parliamentary procedure, which is not organically based.

This is not to infer that Parliamentary procedure is of no consequence. (Please

refer to chapter 9 regarding the situational necessity of Parliamentary Procedures.)

August 17

Leadership Training
Meeting # 13

The four roles were accepted by volunteers:

Discussion Leader Mr. GF
Chalkboard Recorder Mr. AFR
Silent Observer Mr. DT
Content Recorder Mr. CAC

There were 13 men at the meeting, with 2 guests, Mr. TR and Mr. LR, and one new member, Mr. CH.

Mr. DT and Mr. MP opened the meeting with their project, Ellicott Field and Track Meet. Mr. WR reported on the men who will work. The advertising media has all been taken care of. Also the parks commissioner has been contacted for equipment.

The lay-out and condition of the field was discussed. We decided the solution was to put pressure on the Park Commissioner.

In order to run a Field and Track Event we will need a total of 15 or 17 men.

Winners will be announced at the end of the meet. trophies will be given at the Variety Show.

Respectfully Submitted
Content Recorder

August 31

Leadership Training
Meeting # 14

The trainer/worker started the meeting with a reading by participants and a discussion of The Effective Leader. Each man read a sentence.

The Effective Leader

1. Helps in providing comfortable physical arrangements, and in establishing a friendly, permissive group atmosphere so that there may be a maximum of group participation.
2. Does some preconference thinking about how groups function but he is not an expert on the subject.
3. Facilitates the functioning of the group in its effort to locate, define and select problems (or phases of a preconference selected topic) for discussion and in its effort to find solutions for these

Chapter 4 - Page 82

- problems.
4. Helps in regulating the discussion (a sort of traffic officer).
 5. Encourages participation from all the members.
 6. Helps the group keep "on the beam".
 7. Clarifies issues (where necessary).
 8. Sees to it that there is a summary made at the close of the session, and when necessary, during the session.

Also reviewed, read aloud and discussed was The Classification of Functional Group. Roles divided into three sections:

- Group Task Roles
- Positive and Maintenance Roles
- Negative Roles

Note: See Chapter 3 for a full presentation of these roles.

Discussion Leader	Mr. AFR
Chalkboard Recorder	Mr. BP
Silent Observer	Mr. WM
Content Recorder	Mr. DT

The discussion leader said he would like for everyone to write on paper his desires for our next meeting group action.

The feeling of evaluation of field day was agreed on by all. Mr. GF was asked to write up minutes of this evaluate.

Mr. GF talked about the toilet situation and water. There was very strong feelings about this among the group. The feelings itself among the group is that there is little recreation in the community. Again Mr. AFR gave a beautiful display of Discussion leader and also the group showed all out participation on this topic.

There was a felt need in our group about the recreational facilities within the Ellicott District. The group wants to go ahead and do what's needed to be done in our neighborhood. I think our topic now, in the group, is that we are ready to work and work hard within our community. The worker/trainer said, in meetings in the past, said he would do less talking, but he got so involved about the topic that he could not hold back his words.

The trainer offered a contribution from the Reach Out. The trainer suggested ways to go about the situation. Why the facilities aren't being used? Facts should be down in black and white in each situation.

Our group is really loving one another in this group. Also our new men in this group really seem part of the group right off the bat. Our group again is really gelling together as a group, and the feeling is that we will all prosper if we

stick together. Tonight we went back into our past meeting about love, aggressiveness, and felt needs. Love and aggressiveness is positive.
Aggressiveness and anger is destructive.

Mr. AFR again really spoke his mind tonight. Some points were disagreed upon by the group. WOW ! There are no words that I wrote tonight, that could express the feeling of the men in our wonderful group. (May be I am wrong), but there my have been a little racial problems in the heart of some of our members in the beginning of our leadership training program, but I'm telling you I do not think now.

The worker/trainer brought a point across that our group has racial pride. Mr. WM really brought out his feelings of how much criticism he would take in order to help his community.

Mr. GF suggested that we discuss the idea of our topic, recreation, in later meetings. The group suggested that we will work on this project in the next meeting.

Content Recorder

Note: The group (organically) grew and was ready to organize for social action. Notice the principles of self determination, common good, communal spirit.

The worker/trainer held to the precepts of:

Start with people where they are, keep pace with the group, and support and encourage.

September 7

Leadership Training
Meeting # 15

Mr. AFR summarized that in general, recreation was a big problem in the community and Men's Leadership should focus on it.

The worker/trainer told of an incident at Perry where recreation was at a standstill. Through pressure and the newspapers, Landigan Field was improved and a playground and Tot Lot "were" built in the area.

The worker/trainer suggested that all the facts be gathered and presented. If nothing happens those facts should be released to the newspapers.

Mr. MP said he tried a demonstration to show that the people wanted the park cleaned but it failed. The project was investigated by the group to see why it failed. No one was able to put their finger on it.

The meeting was stopped for a quick evaluation because it was observed that the meeting was not going well.

Chapter 4 - Page 84

The worker/trainer suggested stopping and trying to determine what the problem was:

1. Define the problem
2. Break the problem down.

The problem was first defined as making J.F.K Center and Field, function to their potential. Suggestions by Mr. GF and Mr. FB.

Meeting again broke off for evaluation. It was stated that we:

1. Should stay on the subject
2. Define the subject
3. Review the minutes at the beginning of the meeting and state the business at hand.

It was their suggestion that the minutes be read to put us back in focus.

Mr. CAC investigated the background of JFK Center and field. the problem.

The Problem Complaints were:

1. Lack of supervision and negligence concerning facilities at the J.F.K. field house.
2. Lack of Staff.
3. Staff not involved
4. St. Phillip's basketball team was denied use of the center
5. Saturday movies got refused.
6. Various social clubs like Elks, Big Hill Country Club have used the J.F.K. Center
7. Mrs Sau. may show favoritism.
8. Social Gents were refused use of the center .
9. No dancing on the gym floor.
10. No Junior Olympics
11. Coral Group was canceled.
12. Mrs. Sau contradicted herself by saying admission could not be charged when a dinner was being given.
13. Aldrick players were manipulated so they could not hold their play.
14. Studio 17 Dancers were refused.

Role play by Mr. GF and Mr. HC.

The interested city gentlemen getting information about J.F.K. center failed.

1st role -- no good
-- no pitch

Approach was talked about. Direct approach was turned down.

Mr. FB suggested the approach of finding how to get people to participate in recreation. It was decided as a good one. This takes the blame off the Recreation Center.

- 2nd role -- Beautiful
- No defensiveness
- Made the men feel proud of this program

We must document the refusals of the past!

Submitted by,
Content Recorder

Leadership Training

Sept. 20

Meeting # 17

The meeting was opened by Mr. AFR. He suggested that the discussion leader be made steady for each project. A vote was taken.

- 9 --- in favor
- 1 --- not in favor
- 2 --- abstain

Mr. HC explained reasons for not being in favor because in his opinion it might hinder the learning process for newer members. Suggestion went forth:

1. Steady discussion leader
2. Discussion leader rotates but a coordinator be appointed

Discussion followed. Second motion was carried, Mr. JR and Mr. TR were elected as co-coordinators of the present project.

The worker/trainer taught the Scientific Method, before you start you must define a problem. Second step is to delimit the problem. Our Problem was defined and delimited.

Then set up a hypothesis, hypothesis is to speculate what the problem is. You must have some data or facts. You must then coordinate or combine data and codify it. Finally you have a summary and recommendations.

Roles were then assigned:

- Discussion leader Mr. FB
- Content recorder Mr. HC
- Silent observer Mr. JR
- Chalkboard recorder Mr. TR

Minutes of the Content Recorder of last weeks meeting were read. Mr. WR and Mr. FB gave their report on Hennipen Center, they met Mrs. Lons.

Recreation was good. They were first referred to ministers and business men. Center has a planned schedule for adults and children. Schedule is as follows.

Schematic floor plan was distributed of Hennipen Center.

They were staffed by director, assistant director, 3 aides. This does not count volunteers.

Community Program:

Various adult volunteers came in for programs. If they see a need and you

can get participants, they will try to find teachers and supervision. The City pays for these people. Woodcraft was given as an example.

Workers are paid by the recreation department. These workers feel the pressure of the community. Pressure is exerted downtown to get paid supervision for any particular problem.

Dancing is allowed on gym floor. Police supervision is provided at the center. Parochial schools use the gym with their own supervision.

Piano lessons were given free of charge. Community is responsive and are using the center to its maximum potential.

The neighborhood is predominantly Polish; and is working class neighborhood somewhat comparable to the Ellicott neighborhood.

The group was somewhat outraged when they found out how Ellicott was being cheated. **Note: (hurt→inspirational anger)**

Role play worked: Our visitation plan, including questions to ask came out of our Role Play. Our designed approach was beautiful. This report was accepted.

Mr. CAC was next with his report concerning Lannigan Field House. The Fall program was as follows:

- Mrs. Crom had
- a. Dance classes
 - b. Weight watchers
 - c. Sneaker dances
 - d. Drum corps
 - e. Community chorus
 - f. Brand new gym floor
 - g. T.V. room

Lanigan Center is available for all neighborhood groups that have proper supervision. Mr. CAC report fit in well with the six point visitation plan. Mr. CAC's report was will accepted. The neighborhood committee idea was brought up.

Mr. WR gave his report on J.F.K. Windows were broke in machine shop and machines appeared unused. The man was very skeptical. Mr. WR was permitted to walk around and observe.

Mr. TR told of his visit, on Sunday, and received a nice reception from Mr. Beck but found out nothing.

Mr. GF told of his relationship with Mr. Bker and his fight for Saturday Movies. He said he would write it up and submit it.

Mr. DT got some information by spying in a big book at J.F.K.

Sept. Companies of the Foresters
Sept. 18 Pleasant Grove Tea
Sept. 25 Fashion Show and Dinner
Tuesday Big Hill Woman's Axillary
Thursday Buffalo Braves Football
Oct. 10 Wedding Reception

- Oct. 17 Pleasant Grove Com. for Senior Citizens
- Oct. 4. Big Hill Women's Auxiliary
- Oct. 9 Gospel Crows Chorus & Fashion Show
- Oct. 23 Tea
- Oct. 25 Service Church Banquet

Mr. FB manager of public housing, stated that the neighborhood groups are coming to him for space after being refused by the supervisor of J.F.K.

Note: Gathering Data

The outline that follows was designed by the men's group, to gather necessary information for their social action plan. Discipline and organization are of necessity to attain data for an attack strategy. Organization is naturally flowing out of necessity.

- A. Scientific Method Model
 - 1. Define the Problem
 - 2. Delimit the Problem
 - 3. Set up Hypothesis *
 - 4. Collect Data
 - 5. Codify Data
 - 6. Summary and Conclusions

*The hypothesis decided upon by the group "IS OUR COMMUNITY RESPONSIBLE OR ARE WE BEING CHEATED"

- B. Questions to ask when visiting centers, Public and Private.

Note: Role play was used to define the questions. Role play was also used to deal with responses emanating from negative hostile persons.

- What is:
 - 1. Staffing Plan
 - 2. Floor Plan
 - 3. Program in the Center
 - 4. Program in the Neighborhood
 - 5. Neighborhood Responsibility
 - 6. How are participant greeted and accepted.
- C. Visiting Other Public Centers

- List the centers Men Assigned
- D. Visiting Other Private Centers
- List the Centers Men Assigned
- E. Problems at J.F.K. Center Men Assigned
 - 1. Surveillance
 - 2. Question Staff
 - 3. Depositions from Participants
 - 4. Take Pictures
- F. Problems at Ellicott Field Men Assigned
 - 1. Surveillance
 - 2. Question Staff
 - 3. Depositions from Participants
 - 4. Take Pictures
- G. Standards Set by Recreation Authorities
- H. Historical Newspaper Articles of J.F.K.
- I. Broaden Base of Power Support
 - 1. Ministerial Groups
 - 2. Business Men
 - 3. Private Citizens
 - 4. Petitions
 - 5. Neighborhood Politicians
- J. Method of attack, Confronting Political Power Source

Respectfully Submitted
Content Recorder

September 27

Leadership Training
Meeting # 18

Discussion was opened with a review of the Content Recorder minutes of the meeting of September 20, 1966.

Volunteer Roles Taken:

Mr. HC Discussion Leader
 Mr. BP Content Recorder
 Mr. MP Silent Observer
 Mr. CAC Chalkboard Recorder

ITEMS OF NEWS:

New thought was brought into view that would help our cause. A new Recreation Center; "The East Delavan Mossell."

We began to throw around the possibility that J.F.K. might be sending false records, since a few groups (Braves Parents Association & Playhouse 17)

were said to be using it, but actually are not.

Next, bills were presented, caught up, filed and paid. Mr. GF then read a report in regard to the Saturday Movie Committee's request for J.F.K. on September 6th by Miss H.. Report filed.

At this time the floor was given to a guest community minded person, who was trying to obtain the use of J.F.K. for her Playhouse 17, dancing and dramatic classes. Age groups 6 years to 17 years old. (Refer to her report filed letter) No special request of J.F.K. was asked, except for opening it for rehearsals.

The following information was obtained from the News Library which is located on the sixth floor of the News Building. No articles were read because I didn't have enough time to look into them. I did find out that all the material needed would be listed in the index under recreation. What I did was copy down the dates of pertinent articles and headlines of some of them. Due to a lack of time I was only able to scan and found 30 articles. There were also articles dating back an additional eight years, totaling 14 years of articles.

Some of the headlines for the 30 articles are as follows:

- ▶Recreation Center to Serve 75,000 in Ellicott District.
- ▶The community Welfare Council Asks City and City officials to Appoint a director of superior background to head the Ellicott District Recreation Center.
 - ▶Omitting Budget Item for Operating Ellicott Recreation Center During Part of the Fiscal Year Done Deliberately and Intentionally by Budget Director.
- ▶College Degree and Experience in Recreation Programming and Administration Urges a Qualification for the Director of the Ellicott Recreation Center.
 - ▶ Delay in the Opening of the Ellicott Recreation Center.
- ▶Mayor and City Officials Urged to Provide a Well-Organized Year Round Program for Ellicott Recreation Center.
- ▶New Ellicott Recreation Center Still Closed. No Money Available for Staff.
- ▶Mrs. Leonard Scu Recommended by Mayor Kowal as Supervisor of New Ellicott Recreation Center
- ▶Nearly \$3,000 In New Machinery Has Stood Unused For at Least Months In Ellicott Recreation Center's Craft Room. Machinery Operates On 220 Volt electricity and Craft's Room is wired for 110 Volts.
 - ▶Complete Survey of City's Recreation Facilities and Staff by the National Recreation Association Urged by the Recreation Society of Buffalo.

This report at present is fairly incomplete but I hope within the next few weeks to have a much better report to submit.

Mr. HC

Items of News:

Request for some workers and community women to sit in on our meetings was temporarily declined unless they presented specific information or ideas.

The plan of attack was presented to the group. It was actually compiled from steps agreed upon at meetings

Submitted by
Content Recorder

October 4

Leadership Training
Meeting # 19

Note: This meeting reveals an organization that has become sophisticated.

Mr. MP, Mr. WR, Mr. AFR said they will dig up some facts about J.F.K. charging admission for activities held at the center. If we run into this very illegal issue, report it back to us.

Mr. HC and Mr. CAC visited Schiller park and gave their facts. Mr. HC gave a brief description of the layout of the area covering 80 acres. Mr. TR asked how does Schiller get to have permanent grounds keepers, when J.F.K. only get a part time grounds keepers.

The trainer suggested that Mr. AFR our professional photographer take pictures of different parks, that is a very good suggestion. Mr. WR will drive Mr. AFR and Mr. DT to these different centers.

Mr. DT and Mr. MP visited Houghton Neighborhood House #1. Mr. MP and Mr. DT gave the outline of the center.

We discussed with the group our experience with the janitor who gave all the information.

Mr. WM and Mr. RW went to Seventh Street Neighborhood and gave their experience there.

There was a lot of comedy in our meeting tonight. I was so comical tonight that, I did a poor job as content recorder. I forgot to mention the Tract Fact Census book the worker/trainer brought to the meeting. Our group got facts that we needed.

ASSIGNMENTS WERE GIVEN FOR NEXT WEEK

1. Mr. FB and Mr. WR are to visit Butler Mitchell Recreation Center.
2. Mr. CAC and Mr. AFR are to visit Northland Ave. Boys Club.
3. Mr. DT and Mr. TR and Mr. MP are to visit Babcock Boys Club.
4. Mr. HC is to bring in and review census tract facts.

Joyfully Submitted
Content Recorder

Chapter 4 - Page 91

Note: By this time, members of the group have experienced the basic group dynamic roles and were not hesitant to accept any role.

October 11

Leadership Training
Meeting # 20

Roles were chosen:

Discussion Leader Mr. TR
Content Recorder Mr. BP
Silent Observer Mr. HC
Chalkboard Recorder Mr. FB

We opened with a reading of meeting # 19's contents. We then began with visit reports.

1. Mr. CAC and Mr. AFR visited the Northland Ave. National Org. Boys Club. It had fully trained three complete full time staff. Enrollment consisted of 800 boys, age ranging from 7-18 years, 7-10 midgets, 11-13 juniors, 14-15 intermediates, 16-over seniors.

There are 7 high school boys included in the staffing, earning minimum wage per hour as junior counselors. Very good discipline operation. It was expressed that the club was set up for poverty families, atminium yearly fees. The Saturday hours are from 10:45 - 4:45. Complete report and schedule placed in file.

2. Report from Mr. AFR in regards to photos, all are considered complete, are awaiting final proofs.

3. Mr. TR and Mr. MP visited Babcock Boys Club. It had a 3 story structure similar set up as Northland Ave Center with following additions. Radio room dealing in electronics and radio announcing etc, a girls cooking class. Complete report and schedule in file.

A stipulation was brought up regarding the directorship of Recreation Centers, that most are professional males. Mr. CAC brought back, our desire for the need of a dedicated sincere person whether they be professional or not. This is what would end most of our problems.

4. Mr. FB and Mr. WR went to Butler Mitchell they were to early to go in. They proceeded to Jewish Center and treated very coldly. All approaches were used to no avail.

5. Mr. DT and Mr. TR visited the Michigan Ave. "Y". There they received a warm reception, and also eloquently escorted around; floor plan included.

Forward attack plan; letters will be sent to Standard Recreation Authorities for information regarding standards, to be done by Mr. BP, Mr. CAC,

Mr. AFR, Mr. HC, and Mr. WR.

A stipulation was made that all assignments and reports be in written form, and ready for meeting of 18th.

6. Mr. CH regretted no complete and immediate report, but will have a report upon return from N.Y.C.

For the population study, Census Tracts 14 and 15 were chosen as ones served most directly by J.F.K. Recreation center. The information was gathered from Census Tract Facts.

The population per residential rate in district 15 is the second highest in the city whereas district 14 is the fourth highest.

The facts presented show that the district served by J.F.K. Center is one of the most densely populated in the city. Not only is the area densely populated but where the most children are. The dwellings are greatly overcrowded. This area shows a high amount of juvenile delinquency and youthful crime.

It stands to reason that this area should have the best staffed, most community minded, and most creative recreation program in the city to combat the existing social problems.

Content Recorder

Leadership Training
Meeting # 21

Roles:

Discussion Leader	Mr. CAC
Content Recorder	Mr. FB
Silent Observer	Mr. DT
Chalkboard Recorder	Mr. HC

Mr. CAC apologized for not writing the letter to National Recreation Association, but it will be done this week.

A letter of response, however, came as a result of Mr. BP's request. Summary of the letter from the Town of Saugus follows:

November 8

Mr. BP
Men ' s Leadership Group
127 Spring Street
News Room
Buffalo, New York 14204

Dear Mr. BP:

I apologize for the extreme delay in answering the letter sent to me. I

Chapter 4 - Page 93

appreciate the faith that you have in my ability to aid you in your programs. As I indicated previously, when I was Executive Director of the Citizen's Advisory Committee, I felt that your programs had merit and that it was a time when a definite understanding between the Black community and the White community was certainly needed.

I felt and continue to feel that recreation programs, particularly in the Ellicott District, have not received the necessary attention due that community. In your study entitled "Is Our Community Responsible, or Are We Being Cheated?", I find this to be an extremely appropriate title. As I indicated to you at the time, any and all communities are responsible for the creation of services necessary to bring about the fulfillment of each and every citizen regardless of color; and because historically the African American have been cheated separate approaches.

The first approach is that I feel that as an organization you can receive appropriate grants from the Bureau of Outdoor Recreation on the Federal level. The second approach is one which I feel could also be accomplished from within. It would appear to me , and has appeared to me, that the black community in Buffalo is presently at a level by which they could form a qualified political movement. You have the leadership, you have the people and, I believe, you have the understanding within your own group as to what you want. I recognize that many of those individuals within the White community would consider "you people trouble makers", etc., but if you will recall I stated that there were many people with the same feelings that I have had in regard to the absolute integration of all groups within any community, and that community could not grow, progress or maintain stability without this integration.

I would appreciate hearing from you in the future as to your success, or lack of it, and if I can be of any assistance to you whatsoever, please feel free to call upon me at any time. I will provide whatever assistance I can.

Sincerely yours

P H B

Town Manager

As the meeting continued, Mr. HC reviewed population study in minutes of meeting #20

Suggested organizations to broaden our power base of support:

- Community Councils
- Unions
- Urban League
- Elks
- C.A.O. N.A.C.
- Politicians -
 - Mr. BI, Local Councilman
 - Mr. BR, District County Legislator
 - Mr. AR, Councilman
 - Mr. MI, Majority Leader Common Council
 - Mr. EE, State Assemblyman
- Am. Vets
- Democratic Club (Young Men)
- P.T.A.
- Family service
- Churches
- Business Association
- Comm. Welfare Council
- Neighborhood newspapers
- Boy Scouts
- Girl Scouts
- W.U.F.O Radio

The group discussed the power of broadening our support power base.

GENERAL ATTACK ALTERNATIVES WERE OUTLINED

1. Present facts ourselves and if no results come, broaden power base of support, and attack again.
2. Broaden base of power support and then let loose with everything.
3. Hit and then tell power support base we might need them.
4. Presenting facts ourselves with petitions from people.

We are having an exciting meeting. Mr. CAC reminded us that he was discussion leader

Content Recorder

Note: In social action efforts, it is wise, necessary, and indispensable to enlist the support of neighborhood people, groups and caretakers. As important, noted respected power people and groups should be enrolled in the plan of action, to broaden the base of power support.

Leadership Training
Meeting # 22

Meeting opened with choosing of role players:

Discussion Leader Mr. TR
 Silent Observer Mr. MP
 Content Recorder Mr. BP
 Chalkboard Recorder Mr. FB

We began with the checking of reports and assignment responsibilities.

	<u>OUT</u>	<u>IN</u>	
Lannigan Field	x		Mr. DT & Mr. SF
Schiller Park		x	Mr. CAC & Mr. HD
Northland Ave. Boys Club		x	Mr. CAC
Hennipen Center		x	Mr. BR & Mr. FB
Butler Mitchell	x		
P.A.L.	x		Mr. TR
St. Philips	x		Mr. VL
Neighborhood House #1		x	Mr. DT & Mr. MP
Babcock Boys Club		x	Mr. JR & Mr. MP
7th Neighborhood House		x	Mr. M
Clinton Neighborhood H.		x	Mr. DT
Michigan Ave. "Y"		x	Mr. LR & Mr. DT
Rec. Conference Report	x		Mr. H
Mosell		x	Mr. AFR

Five sets of pictures, one set to be placed on letter size paper with a typed description, of the problem. (See attached pictures)

Respectfully Submitted
Content Recorder

Leadership Training
Meeting # 23

Mr. TR Discussion Leader
Mr. FF Silent Observer
Mr. JR Content Recorder
Mr. FB Chalkboard Recorder

Mr. SF will make report on Lannigan later he was not able this week.
Report made on Babcock staff, 2 full time and 4 part time.

At the moment there are three incomplete assignments to be typed.
(Northland Boys Club, P.A.L., and 7th Street).

The Group had discussion and worked on the outline for the book.

It was agreed that no pictures be on book cover. And for the title page it
will be Is Our Community Responsible, or Are we being Cheated ?. (Our
Hypothesis.)

Next week everyone is to bring in a quotation. And also Mr. FB and Mr.
SF are to bring in a draft of the introduction.

Mr. SF volunteered to be Discussion Leader

Respectfully Submitted
Content Recorder

December 20

Leadership Training
Meeting # 25

A four hour meeting with Mr. DFB

Due to our many requests, we were fortunate to have the pleasure of personally
meeting the district representative of the National Recreation Association, Mr.
DFB. This was in response to a letter, which was sent to the National Recreation
and Parks Association, Middle Atlantic District, which requested Information for
the national norm and expectations of the Recreational Center located in our area.
our letter stipulated briefly that our area is comprised of approximately 75,000
people with a high percentage of children. The center of the area is made up of
two low income municipal housing projects surrounded by over-crowded and
dilapidated housing. We also included the cost of building the recreation center,
We described the complex itself as far as area, space, facilities, etc. We also
went on to describe the building, the number of floors, the type of rooms,
gymnasium space, locker room space and approximate cost of furnishing.

We received a letter stating that the District Representative, DFF, would

be making a trip to Buffalo about the middle of December and he would contact us, and answer the questions we had proposed in our letter. He contacted us and agreed to attend one of our meetings.

On December 20, Mr. DFB spent four hours with us. He was given a guided tour of the JFK Center and the surrounding area before attending the meeting. He told us that the JFK Center was the most beautiful he had seen in the Northeast. He also showed displeasure when we told him of conditions, staff problems and ineffective programming.

In response to many questions from the group, Mr. DFB covered many aspects of recreation, and made many suggestions:

Mr. DFB stated that a recreation center should be open seven days per week, all year 'round. His public center closed only on Christmas Day. (Settlement House Concept)

Mr. DFB stated that the community should be involved in the program of public center without question. A center should be opened to neighborhood groups, fraternities, PTA's, etc. In addition, a good director should be open to suggestions made by interested citizens. He went so far as to relate how one center brought in the Harlem Globe Trotters to help in raising money for a scholarship fund.

Finally, in relation to community participation, he informed the group that recreation should be out of the hands of political influence. Citizens need to demand adequate recreation. Mr. DFB pointed out that present salaries for the Buffalo Recreation Workers are inadequate. The Director of Recreation for a city the size of Buffalo should be educated and qualified in the field of civic recreation.

Our question: "Is political influence part of Buffalo's recreation department?" We are including a list of appointments made during the last twelve years.

The word "appointment" means something in and of itself. It is known that many of the gentlemen aforementioned have been active in politics.

Our second question: "How many appointed recreation directors during these twelve years have had training and education in recreation?"

We would point out the circularity that exists. The days of pork-barreling seem to continue in the Buffalo Recreation Department.

Mr. DFB agreed that adequate maintenance and custodial help is needed.

Now we come to a very significant point made by Mr. DFB concerning staffing. A center requires a director, program director, other full-time and part-time instructors to meet needs for good quality programming. In essence, the degree of dedication, identification, respect and love that a director and his staff have for those served will be reflected in the appreciation, identification and respect returned by those served.

Mr. DFB suggested we reach the following people for additional standards:

1. For a set recreation policy, we wrote to Mr. MB, Supervisor of Recreation, 82 East Second Street, Moorestown, New Jersey.
2. For Insurance Mr. CFB informed us that ordinarily it was not needed by groups and that it was supplied by the National Recreation and Parks Association at.
3. For personnel standards, he suggested we contact WCS of North Park Association Washington, D. C.
4. He referred us to Rockville Recreation Center, EP, Rockville Centers New York, for an example of good programming.

We have this information on hand but have not included it directly in this study, This material will be made available to any interested person or group upon request.

Content Recorder

January 10

Leadership Training
Meeting # 28

Members present were:

Mr. TR	Mr. SF
Mr. FB	Mr. RR
Mr. CAC	Mr. JR

We worked on Chapter I, under supervision of Mr. BP.

We then went back to work on the project, and after a while we called a halt, feeling that we had accomplished a little bit more on our project.

Content Recorder

January 17

Leadership Training
Meeting # 29

After opening, roles were chosen

Mr. MP	Discussion Leader
Mr. BP	Content Recorder
Mr. HC	Silent Observer
Mr. FB	Chalkboard Recorder

After hearing minutes of previous meeting, we heard the 2nd rough draft of the Introduction. After hearing beginning of Chapter I, we decided to break up into small groups in order to hasten production.

Note: Organizational Partialization is taking place. Use of people power is

Chapter 4 - Page 99

reflected in smaller committee assignments to increase accomplishments.

Mr. BP	Chapter 1	Mr. MP	Chapter 5
Mr. SF	Group 1	Mr. TR	Group 2
Mr. LR			
Mr. JR	Chapter 3	Mr. FB	Chapter 2
Mr. CAC	Group 3	Mr. CT	Group 4
		The trainer	

Mr. HC - Mr. RW - Mr. SF are to go to News to obtain more copies for history of J.F.K. A collection was taken to add to the treasury for such needs.

Group (1.) Stalled due to need of more observation reports. Every man will try to obtain one.

Wed. - Mr. SF

Thurs - Mr. BP

Fri - Mr. LR,

Sat. - Mr. TR etc.

Group (2.) 4 drafts completed to be typed and sent out by Mr. TR

Group (3.) Just started

Group (4.) Rough Draft to be completed and typed by Mr. CT

Submitted by
Content Recorder.

January 24

Leadership Training
Meeting # 30

Meeting was called to order, and Mr. TR was named discussion leader, with Mr. R as content recorder, The worker made a report on the book, "Guide for the Evaluation of Community Recreation," which was very well received. In this book are set standards which can tell you if your own recreation center is one of high quality. It was suggested that we set up a "roll play" to learn more about the questions to be asked in the event there is a comeback from outside interests when our project is finished. We also decided to see if we can get about ten or fifteen more copies of this book for us to study.

Several reports were received; one by Mr. FB on "Comparison of other Public Recreation Centers", another by Mr. TR on "Letters sent our". He also made one about his visit to J.F.K. Center, at which time there was nothing going on, despite the fact that it was a Saturday, when all children are out of school. Mr. MP also made a report on this same topic, at which time he found the activities to be at a standstill.

Chapter 4 - Page 100

The Leadership Training Group will go to J.F.K. Center on February 7, to attend a meeting of the tenants of the Ellicott and Talbert malls. This meeting will start at 7:30 p.m. After which we will retire to our club rooms for a session.

A new man sat in with our group tonight, and he said he got a real "charge" out of the way everyone was involved. This man was introduced as Mr. JF.

Mr. GF made a suggestion that our group sponsor a concert by the Johnson Male Chorus Group on a 60-40 basis. It was decided to have an agent of the group appear before us next Tuesday to tell us about the possibilities of sponsoring this effort.

Mr. FB brought up a question which we would like every member to think about: "Why does she rate the job she holds at the J.F.K. Center?"

Members Present: Mr. CT, Mr. RW, Mr. TR, Mr. TR, Mr. FB, The trainer, Mr. MP, Mr. GF, Mr. JF, Last, but not least. We were served refreshments by Mr. TR.

Respectfully Submitted
Content Recorder

January 31

Leadership Training
Meeting # 31

Meeting was called to order at 8:30

Roles

Discussion Leader Mr. AFR

Silent Observer Mr. CT

Content Recorder Mr. RW

Chalkboard Rec. Mr. BP

Minutes of the meeting of Jan. 24th was read by Mr. JR. Mr. MP gave a report coming from the Bureau of Recreation, 1129 North Caver Street, Baltimore Md."

Mr. FB gave a report coming from "National Recreation Association, 8 West Ave. N.Y." A letter was read by Mr. BP, that he sent requesting more books.

Dear Mr. CFB,

We were very glad to have you visit with us. Our group was truly inspired by your presence. You sent us a copy of the booklet "A Guide For The Evaluation of Community Recreation" and we would like the privilege of purchasing about ten or fifteen copies.

We plan to make an intensive study of the periodical and will call in or get into a meeting where we can question (intelligently) some of our local recreation

Chapter 4 - Page 101

leaders.

Please let us know the cost and we will take care of this expense so as to cause a minimum of trouble to your organization.

With Sincerest Best Wishes,
Mr. BP

Both reports were good. The trainer suggested that we write a letter to our own Buffalo Recreation and planning board and see what advise we can get. It was discussed by the group and okayed.

It was agreed to turn all letters coming from other cities concerning recreation over to our Editor Mr. BP.

Members present ---- 13

Content Recorder

February 28

Leadership Group
Meeting 32

Opened with work on chapter #10. We then worked on Chapter #7 and concluded with about twelve recommendation. We then worked on the limitations of our investigation.

Mr. TR brought in a quotation for our book which was very good and accepted by all.

Respectfully Submitted
Content Recorder

March 14

Leadership Group
Meeting # 33

Roles were chosen:

Mr. BP	.....	Discussion Leader
Mr. GF	.....	Content Recorder
Mr. CAC	.....	Chalkboard. Recorder
Mr. JF	.....	Silent Observer

The trainer stated that he saw fear in the group tonight and he had never seen this before.

The trainer spoke as a teacher for the group not to let fear control the group, if we fail let's fail with dignity.

Note: Groups have good up times and bad down times. In this instance the trainer confronted

the group as to the fear they felt resulting in their inability to function. When faced with their behavior, the group pulled their strength together, functioning very well for the remainder of the meeting.

Mr. DT made a statement saying we should still have love for each other and revert to our training and respect each other feelings.

We then read our rough draft of our book which was almost completed.

We have about 51 pages in our book so far. not counting pictures, statistics sheets etc. We also have documentation from neighbors who has tried to get the use of the center.

A nice round of applause was given for Mr. HC and Mr. BP for a job well done.

Things we need to complete our study:

1. Observations sheets
2. Work up one or two paragraphs making comparisons with other cities.
3. Think in terms of summary and epilogue.

The trainer suggested we also have to go to J.F.K. and ask for their program.

Members present were: 13

Meeting closed at 11:35 the meeting ended with a silent prayer.

Respectfully Submitted
Content Recorder

Note: The group sponsored the Johnson Male Chorus to earn money. The money was used for expenses. Inadvertently, the mens group also earned distinction. They were energized “felt good” for sponsoring a successful program. The letter they wrote and sent out follows:

MEN'S LEADERSHIP GROUP
127 Spring St.
Buffalo, New York 14204

Devoted to Community Responsibility

Dear

May we ask you to announce to your congregation that the Men's Leadership Group is sponsoring "The Johnson Male Chorus in Concert: at Woodlawn Jr. High School on Sunday, April 23 at 5 P.M.

Donations are:

\$3.75 Adults (advance sale)
4.00 Adults (at the door)
2.00 Children

For tickets call Mr. BP, 889-9196. We will deliver tickets to you.

The Men's Leadership Group is a non-profit organization from our community. We feel that this program is the type that could add to the cultural enrichment of the people of our community.

Thank you for your cooperation.

Sincerely,

The Men's Leadership Group

(The names of the leadership were listed alphabetically)

March 28

**Mens Leadership
Meeting # 35**

Roles were assigned:

Mr. WR Discussion Leader
Mr. AFR Chalkboard Recorder
Mr. JR Content Recorder
Mr. MP Silent Observer

Chapter 4 - Page 104

Meeting opened by The worker/trainer making the observation that something has to be done to smooth the ruffled feelings of some of the club members. So far there has been a spirit of togetherness in the club and this must be so in the future.

Note: The trainer, sensing the feelings in the group, voiced it back to the group. Pointing out the behaviors that revealed agitation, discontent, abruptness. This was done so that the group would get back to positively working together. It was also used as a teaching method for the group to understand the dynamics taking place.

Mr. AR made a report that a license was needed for the concert. Proof was needed that the organization is a non-profit one. If this is to be obtained the fee will be minimum.

Letter sent on Reach-Out Stationary to authenticate Non-Profit status.

Note: The following letter represents a legitimate agency rendering support for the licensing of the men's group program, which was granted.

To Whom It May Concern:

Reach Out has been in the process of offering a leadership training course to men. On May 25, the Reach Out gave a course in leadership to approximately 23 men who live in the inner city. This course consists of group dynamics, running informal meetings, and development of general leadership qualities. As a result of this courses, which still continues, a group who now call themselves the Men's Leadership Group is in existence. This is a non-profit organization. Reach Out is continuing to work with this Men's Leadership Group in the role of trainer and consultant.

We would like to verify the fact that this is a non-profit organization, whose aim is to take social responsibility in making improvements within our community.

Sincerely yours,

Trainer
Reach Out
Neighborhood Program

JD:mf

Mr. MP made report on tickets and publicity. Suggested we sell back page of program to pay for cost of Johnson Male Choir Concert.

Reach Out will make up flyers to be brought in to show the club.

Mr. GF is having posters made up.

Mr. CT has verified date for use of Woodlawn Jr. High. Next we must get insurance for the one day.

Mr. HC composed letter form to be read at churches announcing our program.

Ten or more churches to be sent letters about our concert.

Mr. CT will send card to Mr. TR after his physical heart attack. In fact everyone should send one.

Motion made by Mr. AFR and seconded by Mr. MP to affiliate with B.U.I.L.D. Discussion about this motion followed and the motion was withdrawn.

The meeting ended at 11:00 p.m.

Content Recorder

Note: The trainer's analysis of the motion to withdraw from affiliating with B.U.I.L.D. This was the most spiritual uplifting moment of the entire leadership training course.

Ardent members of Alinsky's B.U.I.L.D. movement, who were also members of Men's Leadership Group, encouraged the group to affiliate with BUILD. There was instant spontaneous joy, that we should join BUILD. The group felt proud that we were considered; that emissaries of BUILD, were our members and were dispatched to promote our joining.

A committed core group member softly announced that he would have to resign from Mens Leadership if we joined BUILD. Joining BUILD would compromise his job with the Municipal Housing Authority.

From a pitch of exhilaration, the group became quiet, pensive, subdued. The motion was unanimously withdrawn. The men had tears in their eyes. Everyone was spiritually uplifted.

Our love for a colleague superseded joining BUILD.

The quietness was finally broken when one of the men abruptly, as men are prone to

behave, yelled out, "Where the hell are we going to get a printer for our 63 page book?"

Note: We never spoke about this communal spirituality. We didn't have to. It was obvious and lasting.

The Result of the Men's Leadership Group

A 63 page book, was written. The Community Action organization published this work.

A summary of the book will be found in Appendix 2.

Note: The next task of the Men's Group was to present the findings of the study at a public meeting, including mass media coverages.

Preparations and Rehearsal Sessions for Public Meeting

Place: Lloyd Memorial Church

Date: Thursday May 11

Time 7:30 P.M.

Purpose:

- Report findings and Recommendations to neighborhood and community
- Confront political Power Source and Staff of J.F.K. Center
- Involve the News Media, Papers and Radio

1st Rehearsal Session - Tues. April 25

1. Role play regarding possible reactions from political power sources.
 - Hostility
 - Patronizing
 - Pacifying
 - Other
2. Reading and reviewing the book together.
3. Men assigned to make contact with various neighborhood and community power groups such as: NAACP, Alinsky's B.U.I.L.D., Urban League, Ministerial organizations, Community Action, Organization, local newspapers etc.

4. Equipment Needed

- PA System

Note: So the audience could hear all conversations held on stage.

- Tape recorder

Note: To record and document the public meeting for review learning and insure that politicians follow through with commitments.

- Large Chalkboard & Chalk

Note: For audience to observe facts - obstacles - possible solutions

- Pencil and paper for spotters

Note: We issued paper and pencils to members of the audience who wished to write out questions for the politicians. Audience members could ask the question or have a spotter make the inquiry.

- Background music

Note: To be played before the meeting started.

- Name tags for all persons in the meeting.

- Name cards.

Note: 8X10 cards folded lengthwise in half, with boldly written name and title of all persons on stage. Many of the cards were drawn up beforehand and placed on tables. If invitees did not attend the card was placed with an empty chair. The Mayor did not come, his chair was empty, with a card broadcasting his name. This was a good tactic that had meaning for the audience.

5. Public Officials to be invited by

A Letter.

- Governor
- Mayor
- City Recreational Director
- State Senators
- Federal State Senator
- Director of JFK Center
- Majority Leader City Common Council
- State Assemblyman

B. Men were assigned to personally invite four local councilmen and a county legislator.

2nd Rehearsal Session - Tues. May 2

- Role Play
- Role Drama (simulate community meeting)
- Assignments completed?

3rd Rehearsal Thurs May 4th

- Mens Group & supports
- Press release drawn up
- Deliver full copies of book to power base of support
- Review 3 page summary

4th Rehearsal, Dress REHEARSAL Tues May 9

Held at meeting place, Lloyd Memorial Church

5th Public Meeting to be held Thurs May 11

MEN'S LEADERSHIP GROUP
Public Meeting Structure

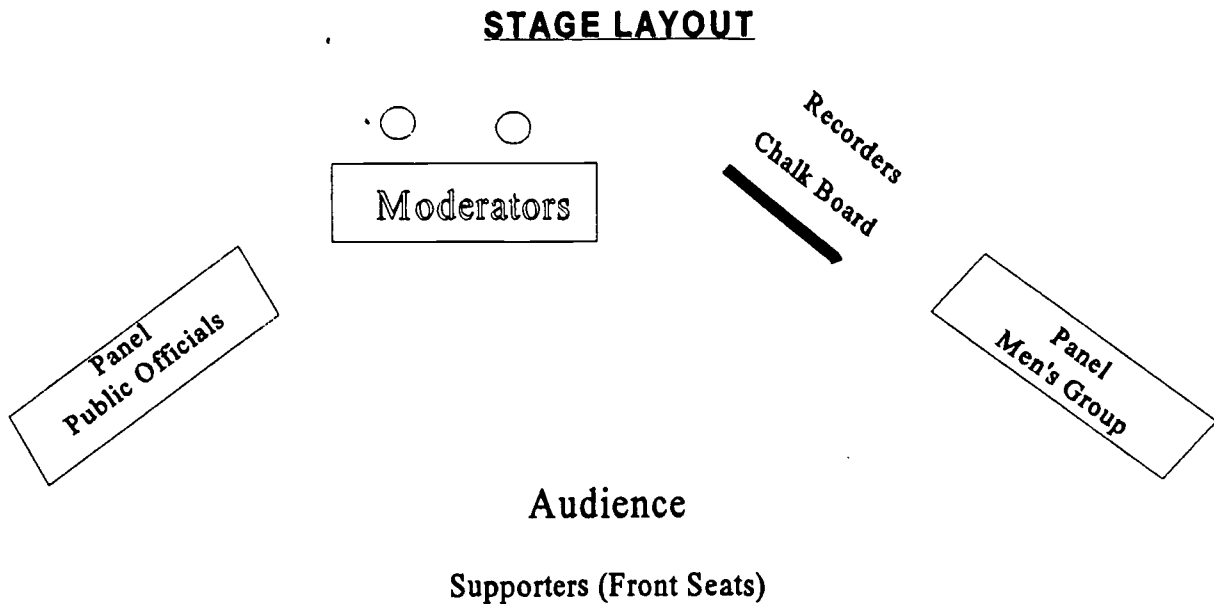
May 11

7:30 P.M. - Lloyds Memorial Church

1. Co-Moderators:
 - Rev. WD - Sacred Heart Parish
 - Mr. N - CEO of Urban League
2. Chalkboard recorders:
 - Mr. FB
 - Mr. JDR
3. Panel of Men's Group:
 - Mr. HC, Mr. BP, Mr. GF, Mr. MP, Mr. SB, Mr. CT, Mr. AFR, Mr. TR and Mr. WR

4. Silent Observers:
Mr. SF, Worker/Trainer
5. Panel of Public Officials:
 - a. Governor
 - b. Mayor
 - c. State Senator
 - d. City Recreational Director
 - e. State Senator
 - f. Federal Senator
 - g. Director of JFK Center
 - h. State Assemblyman
 - I. Majority Leader Common Council
 - j. Local Councilman6. Ushers
 - Sergeant-at-arms - Head Usher
 - Mr. RW - responsible to seat people, distribute summary and agenda of meeting.
 - Assisted by Mr. WM, Mr. TH, Mr. LR, and Mr. RR
7. Spotters:
 - Head Spotter - Mr. CAC - responsible for name tags and name plates, also paper and pencils for audience.
 - Assisted by: Mr. TR, Mr. JF, and Mr. EM
8. Press Agents:
Mr. BP and Mr. HC
9. Supporters:
Saturday Movies Group
15 members sat in front seats
10. Tape Recorder:
Mr. RD

11.



Note: This lay out allowed the audience to view the entire stage and to witness the confrontation of Men's Panel Group and Panel of public officials. The audience could direct questions to all people on the stage especially public officials.

Note: Sixty-three page books and invitation announcements were sent to the two major community newspapers and two local newspapers. These were followed up with phone calls. All invited newspapers were present at the Public Meeting (excerpts of the newspaper articles follow).

An invitation announcement and summaries were mailed or hand delivered to power support groups. All persons attending the public meeting received an agenda and summary.

(Invitation announcement and Agenda)

<p>THE MEN'S LEADERSHIP GROUP Devoted to community Responsibility Requests the honor of your presence at a <u>Public Meeting</u> on Thurs., May 11, at 7:30 P.M. at Lloyd's Memorial Church, 459 Clinton St. The Findings & <u>Recommendations</u> of a Twelve Month Study of the JFK Center Entitled "Is Our Community Responsible or Are We Being Cheated" will be presented With special emphasis on <u>Recommendations</u> The following Public Officials have been requested to attend:</p> <ol style="list-style-type: none"> 1. Governor 2. Mayor 3. State Senator 4. City Recreation Director 5. State Senator 6. Federal Senator 7. Supervisor of JFK Center 8. State Assemblyman 9. Majority Leader Common Council 10. Local Councilman <p>Our Attendance will reveal our interest in our community.</p> <p style="text-align: right;">Sincerely, Men's Leadership Group.</p>	<p>A G E N D A</p> <p>Co-Moderators -- Mr. NN - Executive Director, Urban League Rev. WD - Assistant Pastor, Sacred Heart Parish Invocation -- Rev. WAH, Lloyd's Memorial Church</p> <p>Announcements: Part I: <u>Men's Group Findings & Recommendations</u> Part II: Response of Public Officials Part III: Questions and Discussion form the Audience Benediction -- Rev. HRL - St. Brigid's Parish</p>
--	--

Excerpts from newspaper articles describing
the public meeting and results of the Men's
Group study.

Post-Study More

New Board Looms for J.F.K. Center

First steps toward creation of Citizens Advisory Board at John F. Kennedy Recreation Center were taken Thursday night at a meeting at Lloyd's Memorial United Church of Christ, 459 Clinton St.

Establishment of an advisory board, made up of "indigenous members of the community" was one of 12 recommendations made by the Men's Leadership Group, which conducted a year-long study of conditions at the J.F.K. Center.

The men's group strongly worded report, made public May 2., attacked operations at the Kennedy Center stating its history was "one of confusion politics, and many unfulfilled requests."

City budget problems were cited at Thursday night's meeting attended by nearly 200 persons by Recreation Director Edward J., George E. aide to Mayor Frank A, and other representatives of the city administration.

"I can't hire anybody without the money," Edward said.

"Maybe we'd better do what the firemen are doing," the Rev. Joseph W. Moore, pastor of New Hope Baptist Church, said from the audience, "Let the city fathers know that we mean Business".

Another Men's Group recommendation called for "a fully-qualified recreational director as prescribed by the National Recreation Assn. (NRA)

Asked how stat positions are filled, Edward said, "We hire off the City Service List".

"There's no question that we need more people at the J.F.K. Center, and at almost every other one of our centers," Edward said.

"Key to Problem"

Both Edward and George pledged help in setting up the Advisory Board which George called "the key to the problem at this point".

The Rev. William assistant pastor of Scared Heard Catholic Church and Nelson, executive director of the Urban league were co-moderators for the program.

Wednesday, May 3

Politics has Curbed Functions of JFK Center, Group Says

Study Panel Believes Qualified Director Needed to carry out Recreation Programs

"The days of pork barreling seem to continue in the Buffalo Recreation Division" states a report on the John F. Kennedy Center, released today by the Men's Leadership Group.

Made up of 28 neighborhood men, aged 18 to 55, the leadership Group spent a year studying the city's 1\$ million center to the Ellicott district.

Political Influence mentioned

The role politics might play in hampering quality recreation is questioned by the study. Noting that many city recreation heads have been active in politics, it lists directors of the past 12 years.

"Its political influence out of Buffalo's Recreation Division?"

The Leadership Group asserts that it was unable to obtain division figures on the cost of operating the Ellicott complex.

Lack of Data in City

"We were unable to compare the budget of the JFK Center with other public centers," they state. "We were unable to receive a complete written program from the JFK Center."

"It is significant that we had no difficulty getting material from other cities (on operation of their recreation programs). However, we could get little or no material from the city of Buffalo. Why?"

Urges Year-Around Crew

"It is obvious from this information alone that the history of JFK is one of confusion, politics and many unfulfilled request," the Leadership Group states.

Thirteen pictures show broken equipment and facilities in Ellicott field outside JFK Center. On the field the report recommends:

1-A full-time year around ground crew.

2-Complete renovation of the fields "to eliminate all hazards to children playing there".

Programing Inflexible

"We also believe the leadership of the JFK Staff is inadequate. We feel that the staff people lack the basic initiate to draw the people of the community into planned recreational activities."

Advisory Group Formed to Guide Kennedy Center

As a first step to combat "slow but steady deterioration" of the John F. Kennedy Center, a temporary advisory board was formed Thursday evening. Area residents and city officials on the move during a three-hour meeting in the United Church of Christ.

"Prepared to Respond"

During the far-ranging meeting, Edward, director of recreation, urged formation of the advisory group as a first step to implement 12 recommendations made in the study of the center, entitled "Is Our Community Responsible or Are We Being Cheated?"

George E., confidential aide to Mayor said "We are prepared to respond! to these recommendations. Our answer is absolutely, let's go."

Director Replies

Ellicott Councilman Charles F. told the group he would welcome their appearance in the Council chambers today.

The problem of admissions fees also recurred at the meeting moderated by Nelson N., executive director. Buffalo Urban League, and the Rev. William D., Sacred Heart Church.

Admission Fees Discussed

The Leadership Group charged some programs had been refused use of the center because they charged a small admissions fee to cover costs of films, costumes and similar materials, while other functions charging admission fees had been permitted.

Citizens Unit Makes plans For JFK Center Program

Twenty members of a citizens advisory board took their first steps toward planning a concrete program Saturday for the John F. Kennedy Center.

The board, a result of a year long study by the Men's Leadership Group selected Anthony F. its temporary chairman and chose three committees to deal with the philosophy, purpose structure and bylaws.

The group, which contends the center has failed to live up to its service potential, was formed by the Reach Out, a United Fund Agency.

Note:

Public Meeting Follow Up

After working very hard for a year, the men decided it was time for the entire community to participate in righting the wrong of JFK center. They felt a broader number of people should be involved to make it a more democratic process. This was poor judgement!! Even though 28 people had volunteered to be on the advisory board, they lacked leadership, discipline and organization. The political powers, smothered and outlasted the advisory board which ceased to exist.

Fifteen years later, the worker/trainer was involved in the process of merging three small agencies into one larger more cost effective, efficient agency. It had taken community people almost 3 years to accomplish the creation of the new agency. The leaders said "they were tired; that other community members should take over the new agency". The worker had learned the hard way, from the men's group experience and vehemently fought the idea of turning over the agency to a new board of directors. It was pointed out abandonment would mean the demise of the new agency. This was convincing. The fatigued merger group remained forming the board of directors. The new agency prospered.

SUMMARY AND CONCLUSION

The men's leadership group realized that their children and neighbors were being cheated (common good) by the City Recreation Department. Politics before people. The neighborhood poor, people with the least power, were given the fewest resources (Right to Resources). The men had a deep felt need and thirst for knowledge, skills and power (Self-Determination) to right an injustice. The worker/trainer started where the men were and kept pace with the group

as they grew. The trainer, (subsidiary) did not interfere with group process, but rather supported, encouraged and taught when it was necessary. The trainer became a member of the group, an involved catalyst, offering alternatives and needed information.

Communal Spirit is obvious throughout the process. It is the communal, working together, that was able to withstand the power of political forces.

It is noted! Paid people can ordinarily "outlive" volunteers. Time is on the side of those being paid. Paid people are able to feed their families and will fight to save their jobs. Volunteers can sustain themselves through their solidarity; spiritually working together for the common good.

This chapter makes apparent organic felt needs as being the precursor to organization. Organization takes place out of necessity to accomplish solutions. The group split up into committees, assigned objectives, assigned work to be done, and came together for synthetic efforts.

28 people are listed as contributors to the book. The men decided that any man who made a contribution, no matter how insignificant, would be listed alphabetically. Of the 28 men, the core group consisted of approximately 15 men.

There has been no formal follow-up of group members. The worker has obtained some feed-back. Three members became very active in local and state politics. Two members were hired by the University system to bring minorities into higher education. One man worked placing minorities into jobs. Another man became a supervisor in the Parole System and used group dynamics in his work.

Neighborhood Organizing with the Poor

- **Can neighborhood people be organized to serve their children?**
- **What are the precepts for neighborhood organization?**
- **Can neighborhood people evaluate their programs, for what purpose?**
- **Will teenagers contribute to organizational programs including evaluations?**
- **Can the elderly help in organizational self help programs?**
- **Should both genders, all colors, all ages, all families be involved in organizational self help programs?**
- **Should neighborhood "abandoned poor" contribute money as well as time?**
- **Where can activists, organizers get money to help the poor?**
- **Is training neighborhood indigenous leaders necessary and essential for successful programs?**
- **Is it important to utilize all agencies, organizations, institutions, homes and what ever brick and mortar is available?**

"Never doubt that a small group of thoughtful committed citizens can change the world: indeed, its the only thing that ever has"

Margaret Mead

INTRODUCTION

The basic program precepts for Neighborhood Organizing will be concertized by drawing

from experienced programs that have been evaluated by the neighborhood residents and the organizer/consultants.

Neighborhood Defined

In this work neighborhood is defined by the residents living within a geographical area. The organizer learns of these boundaries by speaking with neighbors.

Neighbors ordinarily develop psychosocial attitudes regarding their neighborhood based on ethnic, cultural, economic, man made and natural barriers.

Man made barriers, easily observed are Industrial/Commercial limits, Railroad tracks, bridges, Main thoroughfares.

Natural barriers can be streams, hills, wood, fields.

PROGRAM PRECEPTS:

- **Neighborhood Centered**
- **Family Centered**
- **School Centered**
- **Seek Out, Find and Train Leadership**
- **Goal Centered**
- **Start with People Where They Are**
- **Keep Pace with the Group**
- **Offer Alternatives**
- **Support and Encourage**
- **Teaching**
- **Worker Anonymity**

- **Neighborhood Centered**

If there are 8,000 people in a neighborhood, there is a potential for 8,000 problems, **BUT** there is a potential for 8,000 solutions.

- **Family Centered**

The Family is the basic unit of society. The emphasis should be on strengthening and unifying families. When working with Dysfunctional families, the entire family needs to be worked with as a system rather than only focusing on individual members. When family members are part of neighborhood solutions, the entire family should be considered.

Dysfunctional families can and will contribute to neighborhood solutions, which contributes in reunifying the family.

- **School Centered**

The tragedy is that many neighbors no longer have neighborhood schools. Integration problems may have been improved by busing, however, parents now find it more difficult to relate with the teachers of their children. By the same token, some teachers have little or no relationships with parents. Personalized contact with schools has disintegrated. As part of the solution, families must be encouraged to work with schools, and schools need to be encouraged to relate with families within neighborhoods. Both need to be creative in this type of artificial environment.

- **Seek Out, Find and Train Leadership**

Leaders, and potential leaders in a neighborhood need to be sought out, involved and trained. When this is accomplished, the power of leadership will remain in the neighborhood.

Example:

Rev W. lived and pastored a church in the inner city. The church had city-wide recognition because of its many service programs offered to the congregation and neighborhood. Tutoring classes, food distribution, parenting programs, athletic leagues and other services were offered.

He brought in resources and leadership from suburban churches. Volunteers came and contributed. A number of years later the depressed minister said:

"I failed, I am totally disheartened. Service growth in my church was initially astonishing. We peaked with success. I failed for it all came tumbling down. I depended on outsiders for leadership. Eventually they left. I should have trained internally. It would have taken longer, but would have lasted. Outsiders could have been used to teach and train."

It is not unusual for organizers to seek out experts from outside a neighborhood to resolve problems, but in actuality this does not have lasting meaning. When outsiders leave, problems return. No permanent neighborhood leaders have been trained. The capitalization of neighborhood resources languishes.

- **Goal Centered Based on Cooperation Not Competition**

Our world stresses competition not cooperation. It is easier for people to fight than work together, therefore, goals are not reached. Caution must be expressed; to fight or be vindictive only begets the same. Time is negatively spent with impulsive anger.

Disciplined and goal centered time can be used positively, to build. Self help and neighborhood programs need to avoid reacting to gossipy, over the fence, negative remarks. It

only drains energy and is not goal centered. Social Action Programs , however, are required to "fight" but with a disciplined collective self-controlled goal centered response.

- **Start with People Where They Are**

Work with the felt need that neighbors want to work on. Some agencies/ are function centered. If "clients" do not fit into the services offered, they are not served. These restrictions do not have meaning in neighborhood organization. Neighborhood services need to be people centered not function limited.

- **Keep Pace with the Group**

Groups and people move at their own rate. Groups and people do not move to a higher level in a straight line up, but rather grow with hills and valleys in their ascendency. The worker must offer **support** and **encouragement** as the group moves ahead. By the same token, the worker must be sensitive and skilled as to when the group needs to be challenged and confronted into further action. People sometimes need a therapeutic "push" to move.

- **Offer Alternatives:**

There are times when groups get "stuck". When this occurs the worker needs to offer alternative courses of action including the risks involved with each alternative. This approach will sometimes contribute to getting groups "unstuck".

- **Teaching**

In neighborhood organization a role of the organizer is to teach whether it is done formally, informally or by giving example.

- **Worker Anonymity**

The worker must remain in the background not in the lime light. Neighbors are the persons who should be recognized for their efforts to contribute to the common good.

Example of these program precepts will be evident as the case studies narrative continues.

MEMBERSHIP PHENOMENON

Experience has revealed that when a worker is fortunate to be able to organize in neighborhood/community with a core of 7 committed involved people, any project will have the potential to succeed. Why 7? The author cannot explain.

For the sake of description there are three sub groups with neighbors that can be described in a project:

- Core involved, committed, will give 100% or more to efforts;
- Participants who will give some of their time to projects;
- Interested neighbors who will be sympathetic to the effort.

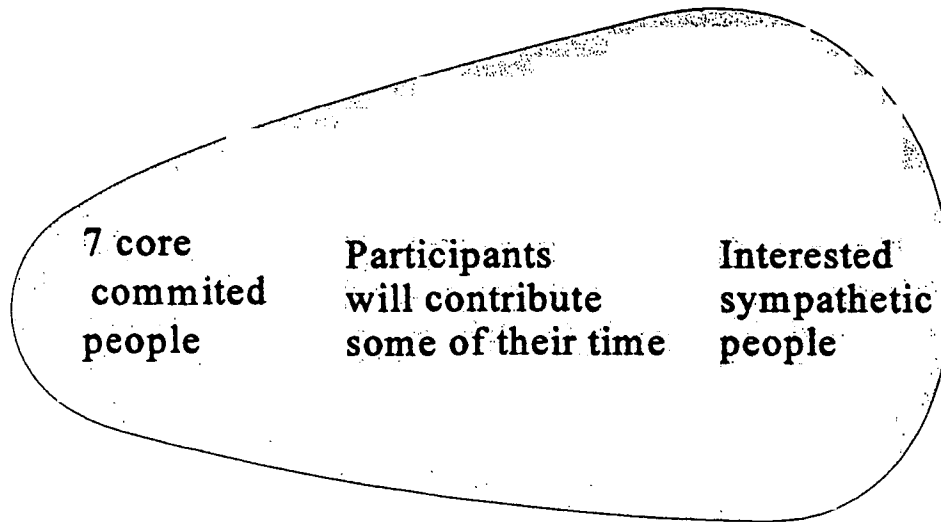
These subgroups are not fixed, but dynamic. People will move from subgroup to subgroup dependent upon their felt need circumstance.

Usually the core group will remain involved but circumstances may arise to limit their continued involvement. Moving out of the city, or neighborhood, death in the family, job changes, etc.

Participants and interested sympathetic subgroups may move from one subgroup to another based on Felt Need Circumstances. It is a dynamic process that the worker must be aware of. NOTHING IS CONSTANT -- when working and sharing with people.

Example of Felt Need Movement

An interested sympathetic mother moved into the core involved group of Project Friendship 7, when she realized that her children would have no planned supervised, safe activities during the summer months. Playing on hot tarred black parking lots below her high rise apartment was not a viable growth experience for her children.



THE ARROWS INDICATE THAT THIS IS A DYNAMIC PROCESS.
MOVEMENT OF PEOPLE IN OR OUT OF SUB GROUPS.
FIGURE 7

Organizer Assignment

The I was assigned to offer services in a low income public housing project. A demand had been expressed by an indigenous group, who called themselves TAC (Temporary Action Committee), to the United Way to provide human services in their neighborhood. There were no

services located in or near the projects. The United Way requested that Reach Out provide services.

The housing manager provided office space, consisting of a three bedroom vacant apartment on the first floor of a high rise public housing building.

I met with the TAC committee, individually in their homes and at their group meetings. A cooperative urban minister had served as a consultant to TAC. The worker also met with Rev. W.D. and was very cautious and sensitive not to intrude or compete with him regarding his relationship and efforts with TAC. The worker had known and worked previously with another consultant to TAC, Mr. A.H.

Workers must be sensitive and if possible, work with neighborhood caretakers, not compete with them.

TAC requested that I provide family life education to the eight member group, which was delivered over a ten week period. Reach Out paid a teenage baby-sitter to care for the young children of group members while they attended family life sessions. The baby-sitter was a daughter of TAC member Mrs. M.A.

An outcome of these sessions was a felt need that required a neighborhood solution.

Tutoring programs would help a number of failing and falling behind children attending their neighborhood Public School 4.

I drove some of the TAC members to various sites in the inner city that provided tutoring. Invariably, the tutors in these programs came from the suburbs. When the suburban tutors left, the tutoring died. Neighborhood leaders had not been developed.

The worker suggested a number of Program Precepts to assist in creating a tutoring

program. The focus of the program was:

- Neighborhood Centered
- Family Centered
- School Centered

Three parents met with principal of School #4. The principal assigned a very able teacher on her staff to coordinate the tutoring program.

Two days later, a "conflict" arose. A newspaper had announced the pending tutoring program. My anxiety level popped to the surface. I understood that TAC parents were going to be angry feeling that outsiders had manipulated them. Immediately I called and met with the parents assuring them that he had nothing to do with the newspaper article and suggested that they meet with the principal. Parents and worker conferenced with the principal. Explaining their hurt and anger they emphasized this was to be a joint cooperative project. Fortunately, the principal apologized, and emphasized that any further decisions would involve TAC. Out of this conflict the school and parents became closer and discussed decisions in every step of the process. Two teachers became totally involved in the tutoring project and neighborhood. They spent many after-school and evening hours in the homes of parents, drinking coffee and good humoredly sharing and discussing. A number of other teachers became friends and developed long- lasting relationships with the parents and tutors.

The program was **neighborhood centered** because the tutors were high school, and college students from the neighborhood. One of the teachers encouraged and elicited teacher colleagues to volunteer as tutors. It is interesting to note that the parents had independently projected who the tutoring students were going to be and astonishingly the teachers also had

projected the same students. Together, the parents and teachers picked the tutors. Eight teachers from the school also volunteered to tutor and supervise the neighborhood tutors. This was school centered. Reach Out contributed funds to pay the high school tutors minimum wage for their services. (See Appendix 3 for employment information examples)

Results:

The results of the tutoring programs as submitted by School 4:

No. of Groups Grade	4 - 8
Math	15
Reading	2
Social Studies	5
Science	2
English	<u>3</u>
Total	27

No. of Children Involved:

8th grade -	41
7th grade -	41
6th grade -	27
5th grade -	21
4th grade -	12
Specials -	<u>4</u>
Total Children	146

No. of Tutoring Hours Week

8th grade -	55
7th grade -	62
6th grade -	31
5th grade -	24
4th grade -	<u>19</u>
Total hours per week	191

Program began on May 3rd - ended June 7th

No. of tutors involved:

Nine Students from neighborhood consisting of one college student and eight high school students. They tutored a total of 90 hours.

Eight teachers from School #4 - They tutored a total of 72 hours.
Total cost of the program was minimal with the children getting a total of 955 tutoring hours.

Breaking Bread together to Celebrate a successful program. Socialization, honor and pride.

TAC held a dinner sponsored by Reach Out, "To Honor Those Who Have Served". A brochure created by TAC was hand carried to all invited guests. The brochure listed TAC members including the chairperson, secretary and consultants. Nine student tutors, eight teachers, the principal of public school 4 and the teacher coordinator were honored. The program consisted of an invocation, a high school principal as the main speaker, remarks of praise by TAC members and closing benediction. A cold buffet was prepared and served by 4H teen age junior chiefs at 4H facilities.

The Tutoring program was deemed successfully by the neighborhood and school. Tutors gained distinction and respect from the children and their parents. City newspapers publicized the tutoring program with pictures and text. TAC had developed a relationship with an empathetic reporter. She lent support, knowing the positive effects of newspaper and general media coverage.

Note: What happened to some of the neighborhood tutors one received a Phd in Sociology; another became a physician; a third earned a Phd in Social Work and is now a Dean of a prominent school of social work

Organizers need to develop and nourish Media Relationships

Within approximately the same time frame, the I wrote this article for the local newspaper, Venture. The paper was distributed in the neighborhood as well as to interested citizens throughout the city.

Neighborhood: A question that all of us must ask is do we have a neighborhood? To say that we have a neighborhood is to say that neighborliness exists. We would have to say that people are sincerely interested in each other, and see each other as persons with dignity of body and spirit. We would have to say that we are willing to help the person next door or across the street.

We would have to say on a more formal basis that we have an organized structure of groups cooperating together for the betterment of the people in the neighborhood.

If we look deeper into the way we live we will find that there are many frictions in this area. There are blacks and whites that at best are indifferent to each other and in some instances there is actual hatred and bigotry. Both groups finding rationalizations for their anger. There are Protestants and Catholics that are not sure of each other. The people from one side of South Park will have nothing or little to do with the people that live on the other side of South Park. People that live in private homes in the housing area will avoid having anything to do with people that live in public housing. Within the project we find that the people that live in the homes have feelings concerning the people that live in the project extension. Within the extension we find that people who live in the row houses think they are "more" than the people who live in the high rise apartments. We have found that some Polish people have made remarks about Irish people or Irish people about Italians and Italians about Irish. We have found that some of northern African Americans have made comments toward southern African Americans. We have found that the younger generation has avoided their responsibilities toward the elderly.

There are people who will deny that any of this takes place in this neighborhood or other areas. We also know people that do not have these feelings. All of us must look at our own individual conscience and take responsibility for our behavior.

It is sad that we must expose our children to these conflicts. It is sad that a child may grow up and not feel neighborliness. It is sad that our children may learn conflict from parents rather than feel adults have grouped together to bring cooperation to the place we live in.

Lest we become morbid let us look at strengths and potentials of this neighborhood. There is Lannigan Field House. The seniors now have an entire floor at 124 Fulton Street for all elder citizens of this area. All are welcome to recreate and enjoy social contact rather than loneliness. There are two nursery schools within this neighborhood. The Cooperative Urban Ministry and the Board of Education are sponsoring these. We do have a number of girl scout troops and boy scouts organized at St. Valentines and St. Bridget's and one that meets at the Council Hall. Basic adult education is being offered at night at School 4. This community has been singled out by 4-H with an Urban Program. A group of citizens have formed a group called TAC (Temporary Action Committee) to find and meet the needs of people. Reach Out has an office

located here for us. A professional group consisting of teachers health workers, social workers, minister, priests, and some neighborhood folk meet once per month to help the people who are willing to help themselves. This is the only group of its kind that meets in the Buffalo area.

Friendship VII a self directed group composed of the parents of the community have set up an educational recreational program for all children of this neighborhood. Of this area. This is actually the first group of its kind within the entire city and possibly within the entire state. During the Christmas holidays a number of groups cooperated to give a unique neighborhood Christmas production.

Activity exists but it is only in the infancy stage.

Specific incidents will point out the evil that can take place without formal and informal neighborliness. One man openly and with pride commented "that we do not have Negroes or Italians in our group". An elderly lady died alone. Four days she laid and her body grew cold, stiff, rigor mortis set in and no one cared or knew until her body reacted to this indifference by bringing forth a stench. A daily phone call would have prevented this. A blind man has lived in an apartment alone for the last ten years. He seldom has anyone to speak with. His contact with the outside world is through a broken cased radio. A mother lives with her eight small children twenty four hours per day seven days per week and Sunday starts another cycle of seven days over again. There are no relatives and no neighbor has offered to baby-sit for a few hours so that she might go to church or have a few moments for herself. These are real incidents not make up problems.

There are a number of small groups operating independently: church groups, school groups, social groups, teenager groups and others. As mentioned, for us to have a neighborhood we must have informal neighborliness plus the formal organization of groups working together. A federation comprised of all these groups is a necessary ingredient to bring us to the point that with pride we can say we have made life better for all of our children.

The words of the Bible describes the essence of neighborhood for "we are our brothers keeper". No one has offered to baby-sit for a few hours!!

PROJECT FRIENDSHIP 7

Parents were worried that their children would not have anything to do during the summer months, resulting in children and teenagers “messing up and getting into trouble”. They remembered, in past years, children having gang fights, languishing on street corners, some doing drugs. They wanted to prevent this from happening again.

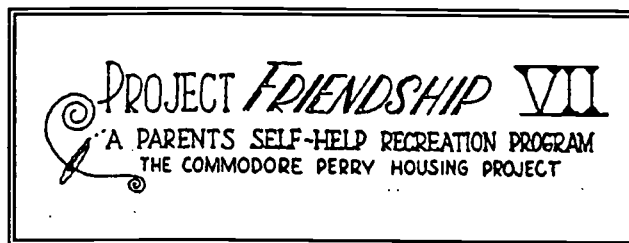
As a result of a successful tutoring program, (success breathes success) the parents were ready to undertake a second, broader, complicated "Felt Need" problem; Summer activities for neighborhood children.

Socratic Method:

The worker in many discussion groups espouses this method, relying on questions, to bring forth ideas and concepts. This is a non threatening approach that enlivens creativity and ownership.

Discussion and tutoring program experiences led to Election of officers, decisions regarding philosophy, purpose, policy and the selection of Project Friendship 7 as the name of the new venture. Following is a one sheet document drawn up by the neighborhood parents.

PROJECT FRIENDSHIP VII



THE SEAL WAS CREATED BY A GRAPHIC ARTIST
NEIGHBOR
FIGURE 8

PHILOSOPHY - MISSION STATEMENT

1. Neighborhood Centered
2. Cooperation - not competition
3. Family Centered
4. Development of Leadership
5. Creativity - Individuality

GOALS

To provide supervised recreation for the youth of the community from ages 6 - 14 years.

To create a wholesome atmosphere that would enable the youth to learn how to play and get along with one another.

To encourage any creative ability that might be present in the youth.

To encourage Parental involvement in their children's activities.

To establish a more vital "community spirit" within the area of the Commodore Perry Projects.

POLICY

1. Parents must participate
2. Fee - minimal per family (regardless of size of family)
3. Parents must register their children
4. Children ages 6 - 14

Evaluating the Results of Project Friendship 7

What follows is a case study.

Document 1

I outlined the Parent/Counselor evaluation procedure to include 19 categories, which also embodied suggestions for the future. An introductory/page gave the purpose, reasons and discipline required to complete a final evaluation.

Document 2

A two part questionnaire designed by the worker and approved by the parents was given to the Jr. Counselors for their contribution to the final evaluation.

Document 3

Excerpts from the Parents/Counselors 20 page evaluation.

Document 1

PROJECT FRIENDSHIP VII

DAY CAMP EVALUATION PROCEDURE By PARENTS AND COUNSELORS

Our Evaluation is based on the Philosophy, Purpose and Polices of Friendship 7. The evaluation is necessary for many reasons. The following are only some of the reasons for this evaluation:

1. We learn of our mistakes
2. We learn of our strengths
3. We make plans to correct our mistakes in the future.
4. We plan to publish our findings to:

- (a) Bring pride to our neighborhood
- (b) To encourage other neighborhoods to follow our lead.

Evaluating takes a great deal of disciplined thinking. Limits are needed to keep control. We cannot wander all over the lot. We must stick to the point. We, therefore, are creating categories, topics and areas to discuss. We will be moving from one topic to the next as they are completed.

In each category we must answer as many of the following questions as we can: who, what, why, when, how and where. When we have answered these questions we then try to determine our:

- 1. Strength
- 2. Weaknesses
- 3. Suggestions for improvements

All counselors, parents, and consultants should feel free to say what is necessary to make this a good evaluation. A prayer and hard work from all of us that we may succeed.

CATEGORIES TO BE EVALUATED

Space is left after each category so that notes and ideas can be jotted down.

- 1. BUDGETING, FINANCES
- 2. CONTRIBUTIONS & SOLICITING OF FUNDS
- 3. PUBLICITY & PUBLIC RELATIONS (Mrs. F)
- 4. SUPPLIES & EQUIPMENT (craft, athletic equipment etc.)
- 5. FACILITIES (use of pools, gyms etc.)
- 6. DAILY STRUCTURE (Hr. started, Hr. for lunch, counselor meetings etc.)

7. PROGRAMS (use of buses, crafts, movies etc.)
8. COUNSELORS
9. INTER-COMMUNITY AGENCY PARTICIPATION & RELATIONS (4-H, library, council, school, Youth Board etc.)
10. ADULT & COMMUNITY PARTICIPATION
11. INTRA-NEIGHBORHOOD RELATIONS (how did we all get along with each other)
12. ATTENDANCE FIGURES & STRUCTURE
13. BLACK-WHITE RELATIONS
14. REGISTRATION & FEES
15. GEOGRAPHIC SEPARATION WITHIN THE NEIGHBORHOOD (high rise, from row houses etc.)
16. CONSULTANTS
17. ADMINISTRATION GENERALLY (Role of Friendship 7 & Reach Out)
18. EXPANSION OF PROGRAM CENTERED AREA (Mr. & Mrs. E & Mrs. H)
19. INSURANCE

JR. COUNSELOR QUESTIONNAIRE EVALUATION SHEET

PROJECT FRIENDSHIP VII

A PILOT PARENTS' SELF-HELP DAY CAMP PROGRAM

DATE: _____

Part 1:

Please answer all questions (x) yes (o) no (DO NOT SIGN YOUR NAME)

1. If you had to do it all over again, would you sign as a Junior Counselor for this project?
() ()
2. Do you feel that your efforts were appreciated? by parents () () Children () ()
agencies () ()
3. Were you given enough assistance by parents? () () consultants () ()
4. Was the 4-day training program meaningful in understanding the goals () () and in
executing them () ()
5. Was your enthusiasm greatest about the trips () () weekly shows () () any one
activity () () if so list it _____
6. Do you feel the daily evaluation hour was helpful? () () of no value () ()
7. Was the morning session with the leader helpful? () () not very helpful () () of no
value () ()
8. Were favorable conditions enough for you to express your own thoughts about the
program and carry them out () ()
9. Were your relations with the other Counselors in your division good () () average ()
() poor () ()
10. The main problem confronting me was getting the program over to the children () ()
discipline () () adult intervention () () none of these () ()

11. Could you have done a better job if the weather had been hotter () () cooler () ()
less rain () ()
12. Were disciplinary problems handled in a manner suitable to you () () not so suitable () ()
) () could have been less firm () () more firm () ()
13. Did you give at least one child personal help involving a crisis?
situation involving racial conflict () () if so, was it resolved () ()
14. Were the majority of the children's attitudes toward the program
excellent () () good () () average () () poor () ()
15. Were you able to transform any child's thinking to a more positive level in regards to his
health habits () () attitudes () () ideals () ()
interests () () adjustments () ()
16. Did you make at least one home visit during the day camp () ()
two to nine () () over ten () ()
17. Did you have a personality problem (the way in which you affected the children) with a
few children () () many of the children () () none of the children () ()
18. Did you feel that the parents of the children cooperated to the best of their ability in
getting ready for Day Camp, a few of them () () at least half of them () () most of
them () ()
19. As a direct result of your experience in this program are you encouraged to become a
teacher () () social worker () () recreation director () () other professions ()
()
20. If you should qualify, would you be interested in working as a counselor next summer:
() () are you male () () or female () ()
21. Were the facilities adequate? drinking water () () rainy day () () toilet () ()

Part Two

Write a brief paragraph on each of the following:

1. What this opportunity has meant to me
2. My suggestions for improving attendance and programming
3. Comments, and/or criticisms:

Parents/Counselors Evaluation:

Excerpts from the parents/counselors 20 page evaluation will be quoted, and should make self-evident, Program Precepts of Neighborhood Organization.

Document 3

HISTORY OF PROJECT FRIENDSHIP VII

By Parents and Counselors

On July 6, something wonderful and unique happened in the Commodore Perry Project area. The parents in the Perry community conducted their own day camp program from July 6th to August 20, for over 200 children, ages 6-13 years. This venture was a first in Perry and probably a first in the entire city of Buffalo.

What motivated the residents to undertake such a mammoth task? Let's go back a few months to May, when a Family Life Discussion Group was being instructed by the worker of the Reach Out. There were eight ladies attending this session, mostly all of whom were members of TAC (Temporary Action Committee, a residents' action group). The discussion eventually turned to "What are our children going to do here in Perry this summer? - the closing of school is rapidly approaching and there will be hundreds of children idle with nothing to do but create mischief." After a few minutes, with those present deploring the lack of supervised recreation in Perry for the more than 3,000 children residing here, the discussion took on more positive overtones. The parents began to explore ways and means of solving this problem.

Out of this discussion came the idea of a day camp run by the parents for children ages 6-13 years. The worker thought the idea was a sound one and agree to take our proposal to the Executive Director of Reach Out. The executive was impressed with the parents' plan and pledged to us the support of the Reach Out.

Thus, in this way, Project Friendship VII was born. The magnitude of the undertaking never was cause for any reflection because of the enthusiasm and interest of the parents.

The Housing Manager of the Perry Project, was most willing to cooperate

with us in every way. He provided Project Friendship VII office space and equipment at 344 Perry Street, Apartment 1-C. This was an ideal location because we were next door to Reach Out office in Apartment 1-D, and being a new group with little administrative experience, the knowledge that the worker was nearby with counseling and advice gave us a feeling of security.

Very soon it was evident that our "idea" was mushrooming into a heart-warming reality. So, Reach Out saw the need of providing us with a recreational consultant who had a background in recreation and social work. The consultant was a godsend and a blessing. She not only had years of experience in recreational supervision (in New York City, in Michigan, and more recently as Director of the Friendship House), but also a gracious personality that endeared her to the parents. From the very beginning of Project Friendship VII, the consultant, the worker and the parents worked harmoniously together to successfully conduct a day camp. It is certain that the genuine concern of these two professionals, and their willingness to share their extensive knowledge with us, created a spirit of "giving of self" that inspired a sense of dedication in the parents. For every parent participating in Project Friendship VII worked long and hard to insure its success.

Yes, Project Friendship VII day camp program was successful. We realized our aims which were: to provide supervised recreation for children of the community, ages 6-13 years; to create a wholesome atmosphere to enable children to learn how to play and get along with one another; to encourage creative ability present in the children; to encourage parental involvement in their children's activities; and to establish a vital "communal spirit" in the Commodore Perry area.

However, the parents and consultants realized there were many phases of the day camp that needed close studying and an evaluation of worth. Therefore, during the week of August 23, the parents, counselors and consultants met daily to evaluate our first day camp, so as to learn of our mistakes, our strengths, and to make plans to correct our mistakes in the future. Hopefully, the results of our findings will be published so as to bring pride to our neighborhood, and to encourage other neighborhoods to follow our lead.

Categories, topics and areas to be discussed were designed. In each category we tried to answer the questions - who? what? when? where? why? and how? The synopsis of the evaluation will follow this pattern which proved to be effective.

EVALUATION

1. Budgeting, Finances

It was the opinion of the group that there should have been a more efficient financial

system established during the summer program. Although all monies were accounted for, the manner in which records of income and expenditures were kept need to be greatly improved in the future.

2. Contributions and Soliciting of Funds

Project Friendship VII operated on a budget made possible by contributions and the registration fees per family. Contributions and fees totaled \$4000. The sources were:

Cash

Private Foundation ,Reach Out, Trinity Episcopal Church, Holy Trinity Lutheran Church, First Methodist Church, Registration Fees, Bazaar, Attorney

Other than Cash

Contributions	Contributors
Office Space & Equipment	Housing Manager
Pony & Cart for Bazaar	4H Director
6 Soft Balls, 1 Volley Ball & Net, Horseshoes, Portable Bases	City Recreation Dept
Publicity	Evening Newspaper & Challenger
Ball Tickets	Shriners
Labor	Neighbor
Photos	Neighbor
Arts & Crafts Supplies	Neighbor
Arts & Crafts Supplies	Teacher
Rolls & Bread for Bazaar	Community Bakeries
Secretarial Services	School #4 & 4H
First Aid Supplies	Community Drug Company Leader Drug Store South Drug Store
Two Decorative Pictures	Neighborhood Furniture Store
Use of Typewriter	Neighbor

These contributions, both cash and non-cash, were solicited via personal contacts made by the Chairman of Finance Committee; personal contacts made by the Vice Chairman; telephone contacts made by the Secretary; and letters sent by the Chairperson

Note: It is essential that neighbors make personal contributions, even if a minimal amount. This usually insures ownership and commitment.

3. Publicity and Public Relations

The group agreed that effective publicity is necessary for any organization to establish good public relations. We also felt that Friendship VII had received excellent publicity from varied sources. Means of communication were through the Evening News and a most gracious reporter. Mrs. Y, publicity chairperson of Friendship VII, reported in the Challenger Newspaper. Three editions of the Friendship VII newspaper were written by Mrs. E, and Mrs. F (mimeographed by the secretarial staff of the Youth Board). Excerpts of Friendship VII newspaper were included in the weekly bulletin of St. Brigid's Church. Flyers and posters were also printed and distributed. A seal, designed by Mr. E enabled us to have an impressive letterhead. Our initial contact with families residing in Perry was made simple through the cooperation of the Principal of School #4. As one can see, we used many and different means to insure good public relations.

4. Supplies and Equipment

It was noted that the Chairman of Supplies, and a junior counselor, had done a most praiseworthy job with the care and distribution of supplies and equipment.

5. Facilities

Through the kindness of the Housing Manager, the location of the day camp was on local closed off street. This was an ideal location because the Commodore Perry Community Council allowed us to use the Council Hall (directly in front of the Street) for staff meetings, supply space, drinking water and toilet facilities.

For activities off the camp grounds we used many different facilities. Everyone in the projects with available space willingly allowed Project Friendship VII to make use of it. These facilities included: St. Brigid's School Gym and Cafeteria, (The gym was used on rainy days), Lannigan Field House and Pool, Conway Playground, 4-H Club's facilities, J. F. Kennedy Pool, Project Friendship VII office, Reach Out Office, Watson Branch Library, and Members' homes.

6. Daily Structure

The overall schedule of day camp was viewed as effective. 8:45 to 9:00 is a briefing. The daily flag-raising was 9:00 a.m. and the singing of taps at 4:00 p.m. The program moved fairly smoothly. However, this did not happen until after the first two weeks of helter-skelter.

The hour from 4:00 to 5:00 p.m., was debriefing. Each day was devoted to a meeting of parents, consultants, and junior counselors. This hour was used to take attendance of the junior counselors and to hear from them their comments about the day's activities. Also, as a result of this well spent hour, a meaningful relationship evolved between the parents, counselors and consultants.

7. Programs

Since the day camp was a first in the projects, we expected some deviation from the

planned program. (The planned program included arts and crafts, cooking, music and art appreciation classes, field trips and recreation.) It was a new experience for most of the children who attended, and the participating parents. The Consultant, allowed for enough flexibility in the program structure to meet any need the children might express. This proved to be a sensible plan because it allowed for a great amount of experimentation with programming idea. We were also able to initiate a program to fit the needs of the children and not vice-versa.

A lack that was evident in the program planning was not enough activities for rainy days.

8. Counselors

Project Friendship VII was most fortunate in having four teenage junior counselors teenagers who resided in the neighborhood. Thanks to the Board of Education's Neighborhood Youth Corps program, we were able to hire 28 neighborhood teenagers at \$1.25 per hour. This not only helped Project Friendship VII to really be a neighborhood project, but it also enabled a number of youths to earn money for clothing and school expenses and become less of a financial burden on their parents.

Besides the 28 counselors mentioned, there were 8 other counselors, who because they were not old enough (16 years of age) to be hired through the Board of Education, volunteered to work for \$1.00 per day. It was most gratifying to parents and consultants to see how willingly and well these volunteers worked. Not at any time were these youths observed doing any less work than those receiving \$1.25 per hour. Recognizing that these young people deserved a special commendation, the parents were quite pleased to present a bonus to the volunteers at the closing of the day camp.

Hiring and Training of Counselors

Applications for a position as a junior counselor were mimeographed by the secretary at the 4-H Center. They were distributed by the parents to those teenagers who expressed an interest in and a willingness to work with children. The consultant, chairperson, and vice chairperson, interviewed and selected the counselors they felt would work best and gain the most from the program.

The counselors were trained for one week prior to the day camp opening in July. The consultant and worker conducted the training sessions. The training was well planned, and the counselors and parents benefited greatly from it. Several invited guests participated in the training sessions - A staff member of the 4-H Center conducted out-of-door cooking classes. A Museum of Science executive gave a most interesting talk on Nature and All its Glories. The American Red Cross staff conducted a class in First Aid. A neighbor, a member of Project Friendship VII, instructed the counselors and interested parents in craft making.

After the week training session the parents, and the counselors, who received no pay, were better equipped to conduct a day camp.

PROJECT "FRIENDSHIP 7"

Leadership Training for Junior Counselors and Volunteers

June 28 - July 1, 1966

<u>Date</u>	<u>Hour</u>	<u>Topic</u>	<u>Leader/Status</u>
	9:00	Introduction: Members of the community will offer the philosophy of a first Self-Help Day Camp in the history of Buffalo	Mrs. F B/Neighbor Mr. H/Neighbor Mrs. J/Neighbor
Tues. June 28	10:00 10:45	What is Leadership? Evaluation of self-study of the small group. Needs of children. Some ice breakers	Worker And Consultant
		BREAK-----15 Minutes	
June 28	11:00	The program and leaders Planning with the children Record Writing Jr. Counselor's Responsibility	Worker and Mrs. AL /Neighbor Rev. Father/ Priest
June 28	1:30 2:30	First Aid When to apply; How to report an accident; Water Safety;	Erie Co. Health Nurse
June 28	2:30	Drama and Music (Rounds) and (Camp Songs) Improvisation Folk Dances	Consultant and Worker
		Drills	Mrs. PH/Neighbor
Wed June 29	10:00	The Campfire & Cook-Outs	Girl scout Supervisor
June 29	11:00 12:00	Nature Study	Director 4-H
	12:00	Lunch	
June 29	1:30	Arts and Crafts Paper Crafts	Mrs. H/Neighbor Mrs. B E/Neighbor

June 29	3:00 4:00	L.O. Games (Games which are less complex)	Mr .O/Caretaker and Miss P/Teacher
Thurs.. June 30	10:00	Community Resources Parks, Museums, Library, Zoo, Dairies, Plants	Rev. Father/ Priest
June 30	11:00	Planning the hike Off Location Field Trips	Worker
	12:00	Lunch	
June 30	1:30	Free Play Acting out roles, Time to observe	Consultant
June 30	2:30 3:30	Prizes and Awards	Mrs. FB/Neighbor
Friday July 1	10:00	Programs & Highlights	Consultant and Mrs. K/Neighbor
	11:00	Individual Conferences	Mrs. FB/Neighbor Mr. H/Neighbor Rev. Father/ Priest Mr. W/Neighbor
	12:00	Lunch	
July 1	1:30 2:30	Evaluation	Consultant and Worker
July 1	2:30	Personal Responsibility of Jr. Counselors	Mr. T/Neighbor Worker and Mrs. FB/Neighbor
	3.30	Summary	

9. Adult and Neighborhood Participation

One of the unique factors regarding Project Friendship VII was the constant active participation of many adults. From 5 to 10 adults were on duty daily at the day camp. In the formation period of Project Friendship VII, several of the parents, the consultant, and worker

worked from 12 to 14 hours daily, organizing and structuring the summer program. All in all there was maximum participation of the residents in the community. To add to the residents' participation, we had the cooperation of clergy of the neighborhood Catholic church and the cooperative Urban ministry. 4H staff, representative of Langigan Field House, the principal and two teachers from school #4, the librarian of the Watson Branch Library and the secretaries of 4H and the Buffalo Youth Board participated.

There were also several teenage volunteers who came to us from other communities who made a definite contribution toward the success of the day camp.

Hours Contributed by Neighbors

1. How many hours spent at Day Camp?	1459
2. How many hours at meetings?	932
3. How many phone calls related to Friendship 7?	1052
4. How much time preparing for Friendship 7?	1948

(visiting neighbors, registering children, planning, organizing, etc.)

10. Intra-Neighborhood Relations (How Did We All Get Along With Each Other)

Oftentimes neighborhood people have asked the question - "What makes the parents of Friendship VII get along so well with each other and with others in the community?" We don't have the answer. However, we do recognize that the relationship which existed between the parents, the consultants and worker was due almost wholly to the mutual respect and understanding of one another that has always been present. Everyone participating in Project Friendship VII was made to feel necessary for the success of the program. And everyone was encouraged to appraise all efforts and undertaking. Yes, we disagreed many times, but we always differed in an atmosphere of respect for the other's opinion. Then, through the adherence to democratic principles, we are able to reach decisions that were agreeable to all.

We are goal-centered, therefore, we are constantly alert to not allowing any difference of opinion to detract our attention from the specific aim of providing supervised recreation for the children in our area through a community effort.

11. Inter-Neighborhood Agency Participation and Relations

As has already been mentioned under the discussion of Facilities Used By Project Friendship VII, there was 100% cooperation between us and existing community agencies. This kind of relationship was a major step toward bringing about a unified Neighborhood with effective strength. The only strained relationship that we were aware of during the summer was experienced with the Commodore Perry Community Council. We needed to make all efforts to effect stronger lines of communication with the Council than we have had heretofore.

12. Attendance Figures and Structure

We must devise a more effective method of regarding the attendance of the children. In the summer program, the counselors kept attendance on not too sturdy cards. This did not prove to be an adequate method for many reasons (cards were constantly misplaced or lost; when the counselor was absent no roll call was taken; no systemized symbols were used to indicate present or absent). Because of these shortcomings, our figure of 150 children as the constant number served is based on an estimate arrived at by counselors and parents.

13. Black-White Relations

Unfortunately our summer program did not entice many white people in the Perry community. This applied to both levels of participation, parents and children. We made special efforts to invite white people in the community to become a part of Project Friendship VII, but we received very little response. There seems to be a great amount of reticence on the part of the white people to socialize with blacks. Being aware of this social breach, we will conscientiously address this problem in the future. We realize that until Project Friendship VII involves more of the white people residing in the Perry area, it cannot be termed a total neighborhood effort. There were many white volunteers who worked in the day camp but they were not residents of the Perry area. Suggestions for the future:

- (1) Set up a committee to work closely with Rev. Father at St. Brigid's Church to try to improve race relations.
- (2) We must use every means possible to "sell" Project Friendship VII and its goals to entire neighborhood.
- (3) Assist counselors in their efforts to improve race relations among the teenagers.

14. Registration and Fees

Over 400 children were registered in Project Friendship VII day camp. Approximately from 140 to 160 of this number were in daily attendance. We collected registration fees. (Fee for entire day camp was minimal per family.) Although the minimal fee per family fee was a part of our policy, we did not put undue stress on this point. For we did not want any child to be deprived of an enjoyable summer because of an unavailable dollar. We were more concerned with the parent taking an active part in his child's activities.

15. Geographic Separation Within The Neighborhood (High Rise From Row Houses etc.)

Project Friendship VII crossed all geographic boundaries in the Commodore Perry Project. Parents who participated and children who attended came from all the different sections of Perry Housing. However, we did not draw from the community surrounding the Project area.

A suggestion for the future is to extend our invitation to the fringe area surrounding Perry Project.

16. Consultant and Worker

Project Friendship VII was most fortunate to have two advisors two very fine professional workers from the Reach Out .

The relationship between consultants and parents, and consultants and counselors and children could not have been more effective. The consultant and worker endeared themselves to

both adults and children. They showed respect for all concerned, they in turn received respect from all concerned. Never did the consultant or worker assume an authoritarian role. They worked with the parents in all phases of the day camp. They also willingly shared their extensive knowledge and experience with us so as to enable the parents to some day in the future carry out many and varied activities unassisted. (Self-determination and Subsidiary)

The consultant and worker were evaluated by the parents.

The consultant - Good organizer; well trained; fitted well into the group; always relaxed and calm; a most charming personality. (Her melodic laughter eased many tense moments.) Loved and respected by parents, counselors and children.

The worker - "A great asset to Perry; took a personal interest in parents and youngsters; always made himself available; his heart was in making Project Friendship VII a success; always showed confidence in the ability of the parents to "do the job"; had pride in parents and youngsters.

Both consultant and worker created the kind of atmosphere with the parents that allowed for mutual exchange of criticism and praise.

17. Parents

There was something about the parents of Project Friendship VII that is very difficult to describe. Not often do you find a group of adults such as ours who work so well and effectively together. There was always teamwork among the parents (communal spirit). And this "working together" of the parents determined the success of the day camp. Whenever there was any friction evident that might have disturbed the team approach, it was always brought out openly and discussed and solved. Strong evidence of this is the fact that all the parents who helped begin Project Friendship VII are still active and interested.

18. Administration Generally (Role of Project Friendship VII and Reach Out)

Many times it was difficult to differentiate between the administrative roles of Project Friendship VII and the Reach Out. Because of the concerted efforts and interest of the consultant and worker, much of the complex administrative business was made far simpler and easy for the parents. Never did the consultant or worker take charge, but they were always willing to assist us in every possible way. The officers and members of Project Friendship VII were grateful for the support they received from Reach Out.

19. Expansion of Neighborhood and Program Centered Ideas

Every means available is necessary to expand the knowledge of program ideas. In the summer, our special programs included: music appreciation classes; art classes; and crafts. The instructors were members and parents of Project Friendship VII. They shared their talents with the children. More talent among the residents of the Perry area need to be found. There is a need to interest those with any type of skill to join with us in our efforts.

20. Insurance

For the summer program the Family Service provided liability insurance coverage for the parents of Project Friendship VII. The counselors were insured through the Board of Education.

We were unable to secure insurance for the children taking part in the day camp. We investigated in depth the possibility of insuring the children, but the high cost of a suitable insurance plan was beyond our financial situation.

The following is a compilation of the questions completed by the Jr. Counselors, and codified by the worker.

JR. COUNSELORS' EVALUATION

- (1) **Concerning the Parents:** That we try to get more parental help and spread out our base of parental support.
That the parents, somehow or other, be rewarded in the future for the time they gave in setting up Project Friendship VII.
On trip:, the parents who have children on these trips should allow the counselors to care for them and should not interfere because the children would manipulate the counselor and the parent and, therefore, the counselors would have no control over the children.
The parents of children should go on a different bus in order that the above be implemented.

- (2) **Concerning Discipline:** The counselors felt that some of the children who acted up should be given chores as part of a disciplinary problem.
The children who acted up to a great degree should not be allowed to go on trips.
The children who acted up to such a great amount they could not be controlled should not be allowed in camp.
That no group of children should be allowed on the grounds without having a counselor.
The children who upset the Day Camp should be taken to their own homes and the parents should be involved in disciplining their children.

DISCIPLINING COUNSELORS:

The counselors were able to see that some of the disciplining problems were created by themselves. They were able to analyze that some counselors had better control over the children because of their own well organized giving personalities, whereas, some counselors tended to raise hostility and cause trouble. Concerning 13 and 14 year old children, they all agreed that these children were very difficult to handle but, by the same token, they did not want to see that

these children could not come to the program. They stated that (1) the age limit should be 12 years rather than 14 years; (2) that the children over 12 years should have an adult counselor rather than a teenager for their chronological age was too close to the children, and that a different more sophisticated program be set up for older boys and girls starting from the age of 13 years and up.

In general, the counselors' evaluation revealed a loyalty and identification and a feeling for the children in the neighborhood. As an example, they spent much time in talking about a boy who could not speak or hear who had given them much difficulty in the Day Camp. Yet, when it came to the point of saying this boy should not return in the future they did not do so. They agreed that this boy should come back, and that he needed help. They should try to understand him more and even though he was a problem they would try to do their best. They identified with the neighborhood and felt that they wanted to return to work with Friendship VII in future activities. They felt that if they threw children off the grounds of Friendship VII, and they lived in the neighborhood, then how would outsiders ever accept these children.

Note: History of Vice President and President of VII.

Mrs. AM received her high school diploma and insured that her children were well educated, represented by a lawyer, school teacher and Phd. Professor.

Mrs. FB was elected to the Buffalo Board of Education for 15 years. Nine of which she served as president. She also became president of the Great Cities School board and NYS Conference of School Boards. Mrs. FB is now a certified community action professional

and certified HUD housing councilor. Presently she serves as Director of the Neighborhood Service Department and Housing manager CAO New Venture Housing Corp. In 1996 she was selected as a member of the Western New York Women's Hall of Fame.

WORKER AND CONSULTANT EVALUATION

In many ways the evaluation of the parents/counselors the worker and consultant were similar. However, the worker and consultant also analyzed the organizational and psychosocial dynamic process.

What follows, are excerpts from an 80 page evaluation completed by the worker and consultant.

History

Reach Out agreed to support this Day Camp on the basis of the philosophy, the organizational structure, and the enthusiasm displayed by the parents. Reach Out offered \$500 per month, plus offered to pay for a phone installation.

The name of this venture chosen by the parents was Project Friendship VII, suggested by the consultant, based after the first space flight of the U.S. Astronauts. People realized that this was an experiment in social action, self-help Day Camp program. It would be a first if we were successful. One father, a graphic artist, came at 6:30 in the morning to paint Project Friendship VII on the project's office door. He stated *"I came at 6:30 so that by the time the children went to school at 8:00 it would be dry."* This man also designed and made a rubber stamp symbol that could be used for letter headings. Neighbors brought in pictures, lamps, scrubbed floors and

another neighbor contributed the use of a typewriter.

Program Growth

On the first trip, the children tended to isolate themselves into little groups at mealtime - by the end of the season all ate together. They developed in measure from highly disorganized play to intensely shared activities; from unbridled behavior patterns to conformity by and large; from their self-styled attitudes and norms to more culturally desired habits; from current juke-box crazes to group singing of camp songs and spirituals.

Interesting to all concerned was the fact that some of the counselors and children performed skits where the Indians won over the settlers, and the enthusiastic response by this group to learn spirituals and enact skits of great leaders from slavery seemingly with pride and without inhibitions.

Daily Structure

The worker and consultant drew up a broad outline for daily programming for each Division. Each counselor made a copy of this chart for his own use, once he had been assigned to a DIVISION. The counselors were asked what age group they preferred to work with and in almost every case, they were given their preference. (Self-Determination)

Jr. Counselors and Parents

Counselors and parents had achieved beyond the task outlined. Some cases were: One young lady was commended for her ability to work with a slow learner. Another was cited for the number of home visits made. One Junior Counselor carried out a beautiful crossing guard theme at the four corners of a busy intersection; another spent hours assisting a lad who could not hear or speak.

Jr. Counselors

With cooperation of School #4, the parents mimeographed a flyer that was distributed by the children of School #4. The flyer indicated that counselors were needed to run a Day Camp and they would be paid for their efforts. The 4H Club also mimeographed application forms for the counselors. In total, there were approximately 65 teenage applicants from the neighborhood and a few applicants from outside the Commodore Perry area. Applicants were screened by a Reach Out consultant and the parents in the community. The parents in the community had excellent perceptions concerning applicants due to previous neighborhood contacts. They lived the culture of their neighbors. An outside professional could never have screened applicants this well.

We learned that through the Board of Education's Neighborhood Youth Corps Work Training Program we could pay our high school counselors minimum wage an hour provided that a recognized agency would agree to take responsibility for supervision and training of the counselors. Reach Out took on this responsibility with the provision that parents in the community would also help.

The Junior Counselors were selected from those who applied based on this criteria:

1. Experience in local school's Tutoring Program (This tutoring program by TAC, Temporary Action Committee, was also a neighborhood self-help project.)
2. Economic need
3. School grades and age (16-21)
4. Interests
5. School courses previously taken

6. Plans for the future
7. Understanding and feeling the culture of neighborhood children.
8. Recommendation by the parent's organization.

In the Junior Counselor rank, all but four of them knew each other prior to this assignment. It was a heterogeneous group. They were aware of each other's weaknesses and strengths, and as far as we could see, no one counselor assumed the leadership, it was a team effort. Near the close of the session, they were given the opportunity to select two speakers from the group to represent them at the closing Parents' Rally. They made very competent choices. The Parents' Organization sponsored a party for the counselors as a means of expressing their appreciation for the good job they had accomplished. Each counselor was permitted to bring a guest. Two of the volunteer (White) counselors, one male, one female, requested permission to attend while the white male counselor invited another white female volunteer as his guest. This group made a foursome, but immediately following a smorgasbord dinner, there was intermixing and interchanging of dancing partners throughout the evening.

As part of the Neighborhood and Family centered philosophy, counselors were encouraged to visit the homes of the children in their groups. Many of the counselors, with some apprehension, did so. This gained awareness helped them. It also helped the neighborhood identify with the program.

ADULT AND NEIGHBORHOOD PARTICIPATION

As mentioned previously, when this program started there were eight adults interested. This grew to approximately 20, and by the end of the Day Camp we know that more than 30 parents participated in some phase of Project Friendship VII. The number of hours contributed

by these parents is worth noting. As an example, the Secretary opened up the office at 9 o'clock in the morning and on some days remained there until 8:00 or 9:00 in the evening. She had cooking facilities in the office and would feed her children there. Her children attended the Camp. The Chairperson spent hours and hours after the daily closing of the Day Camp in planning, coordinating and administrating. Mrs. Y made contacts with publicity sources and wrote newspaper columns for the local paper the "Challenger". Mrs. C is not a very verbal person but was always prompt and there to help with the refreshments and help the counselors feed the children on trips. Mr. T, after working all night as a taxi driver, came in at 8:30 in the morning to insure that the supply room was properly organized. Mrs. M A came in every morning to take the counselor attendance, served all day, and took the closing attendance roll call. Some adults came and helped with crafts and the preparing of supplies for crafts. Other adults brought skills to the counselors. Mr. H was up at 5:00 a.m., worked until 12:30 every afternoon, after which he came to the grounds and took children swimming when necessary, worked with the older boys, 12, 13 and 14 years of age, came to meetings in the evening and, generally, gave everything he could to Project Friendship VII. Initially, he stated that he was very skeptical that Project Friendship VII would work, and, as a result, he did not come to the initial planning of the program. It was when Project Friendship VII had been in existence for two weeks that Mr. H decided that he wanted to be part of the program.

Mr. E, the graphic artist in the group, made up signs, posters, designed and created flyers, etc., and, also, taught art classes to children on a number of occasions. His wife taught classes in music appreciation. Some adults in the neighborhood opened up their homes so children could have cooking sessions. Adults worked on the weekends preparing charts for attendance,

registration cards, typed letters, etc. We had three men who contributed much of their time to Friendship VII, but it is obvious that more men are needed in the program. In this neighborhood, however, it has been difficult to recruit men for many broken families exist. It would take many more pages to list all the specifics of adult participation.

There was some competition present. The Perry Commodore Council felt that they had been left out of this program. A number of persons within the Council became antagonistic towards Friendship VII at one point. However, the parents of Project Friendship VII felt that they did not have time to take up this conflict for they were goal oriented. On the other hand, we had members of the Council who participated in Project Friendship VII. They felt they were of service to their children and could not be troubled with any kind of conflict. It is to be mentioned, however, that the Council also was cooperative in that they allowed Friendship VII the use of the Council Hall. Without the Council Hall this program could not have functioned as efficiently as it did.

INTRA-GROUP RELATIONS AMONG PARENTS OF FRIENDSHIP VII

It can be definitely said that Project Friendship VII was task oriented and goalful in its purpose. As a result, all parents worked together with very little friction. People began to see each other as persons and accepted each other with their strengths and weaknesses. For instance, one lady tended to be high strung and from time to time needed a "little loving", as mentioned by another parent. This particular high strung lady would work many, many hours if she was given some time and attention. Another lady in the group had the distinction of talking about how many things she had done in the past, but in actuality she did more talking than action. She was

accepted for she brought much humor to the group and, in a sense, was accepted as the group's goldbricker. She, in attitude, was willing to work, and did work, was always present but seemed to have five thumbs and three legs. She also had a unique gift, and this is said without sarcasm, she could burp in the most tense part of any meeting, which would immediately cause laughter in the group. This lady was new to the Projects and she came to feel that she belonged.

In another instance, we had neighbors who had not spoken to each other for six months. After the first meeting at Project Friendship VII they came together and discarded their past conflict.

Another white lady, Mrs. H, age 70, had lived in the Projects for seven months. Almost all members of the Friendship 7 are Black. She now is totally accepted by her neighbors and she feels that her life has new meaning. This lady gave many hours to teaching of crafts. She worked well with the children, counselors and adults. Her acceptance can be seen by the fact that she has visits from many teenagers and other adults in the neighborhood, whereas, when she first arrived she knew no one. Mrs. H initially walked with a cane. By the end of the program, she didn't need it anymore. Her life had meaning. She could help others, and in turn she received the respect of her neighbors and Jr. Counselors.

REGISTRATION AND FEES

In our initial planning it was decided that all parents would personally have to register their children for camp in the Friendship VII office. In addition there would be a fee per family. At one point, our registration was coming in very slowly, the parents realized this and the anxiety level increased. Each parent took approximately 20 registration cards, made home visits, and within six hours the parents had registered approximately 100 children. Within a

week, we had registered approximately 250 children, and eventually the final registration was up to 369 children from 139 families.

EXPANDING THE USE OF HOMES

The impression is that we should expand the idea of having adults in the area invite groups into their homes to carry on the program. It is necessary to use large facilities, such as gyms and 4H facilities, but also it would become more personalized if adults could invite counselors and children into their own homes for some activities. As mentioned, some of the parents had invited children into their homes.

CONTRIBUTION AND SOLICITING OF FUNDS

In order to raise funds, the parents decided to run a bazaar at the end of June. They made all of the necessary preparations. As the last few hours approached however, the parents felt completely overwhelmed, and could not determine how to pick up the necessary supplies and equipment. The consultants jumped in, and used private cars to help the parents in their predicament. The bazaar went well. The parents made money. The principle that the consultants worked from throughout this program is that whatever the parents could do we would not do. What they could not do we would do and teach them. Eventually they would do. Helping people help themselves the principle of subsidiary.

A private foundation also contributed bus transportation in order that children in the neighborhood could go on field trips. This money was gained through application made by Reach Out with the provision that the Reach Out would continue to supervise the bus trips with parental cooperation.

Black-White Relations

Our Jr. Counselors staff had two White people from the neighborhood, a young man and a young woman. The White male counselor proved to be of tremendous help to the program. He was accepted by all, was a pleasing, very effective counselor. His family also participated in the Day Camp. The female counselor, on the other hand, had many of her own emotional problems and was not totally accepted by the group, but it is to be said here that this is not because of racial difference, but due to her personality problems. The worker learned in private counseling sessions with the family of this counselor that she had been sexually abused by her father. The father eventually went to jail. His daughter moved out of town to an aunts home.

PARENTAL EVALUATION OF PROGRAM

At the conclusion of the Day Camp, which was on July 20th, after the 7th week period, the parents came together to evaluate the entire program. In total, we had six formal sessions that parents attended. We also had many informal sessions. They went through the entire program bit by bit and made evaluations as well as suggestions for the coming year. The counselors also came together for an entire day to evaluate the program.

ROLE OF REACH OUT AS DISTINGUISHED FROM THE ROLE OF PROJECT FRIENDSHIP VII

It is quite obvious this project would never have gotten off the ground without the complete support of the adults in the neighborhood. By the same token, without the consultation from Reach Out , plus the initial financial support, this project would not have succeeded. The parents in the neighborhood are well aware of the role that Reach Out played. They also are aware of the fact that in no way did Reach Out try to impose their will upon the people.

In no way did Reach Out attempt to fool the people in to thinking that they were completely independent, on the other hand, it encouraged the people to gain as much independence as possible. The role of Reach Out consultant and worker, and the role of the parents, were constantly defined and evaluated. As a result, the relationship of the consultants with the parents was quite unique. There were occasions when opinions differed and arguments took place between residents and consultants, but respect was a key precept in this program.

CONSULTANT/WORKER

There were two consultants from Reach Out who participated in Project Friendship VII. The two consultants, one Black the other White, worked very well together. Both consultants are spiritually oriented and felt that this program should be based on love and giving. The consultants accepted the basic Judeo-Christian philosophy in working with human persons and also accept the basic tenants and principles. As they had worked together in past years, there was an intuitive feeling that emanated between them. There were times when it was felt that a Black person would best fill a response, and this was done. At other times, the reverse was done. We corrected each other when necessary. There also were times when we disagreed with each other within groups. We demonstrated that disagreement with respect was possible and healthy.

Counselors, children and the parents all agreed that their relationship was an example of an excellent Black-White professional relationship. In dividing the work area, one consultant generally was responsible for programs, and one for administrative procedures. There was a sharing on both parts in each area when needed. Both worked with parents. As mentioned previously, one principle we definitely kept in view was to do with the people what they could

not do by themselves, but as soon as they learned we would pull out and allow them to take over. (Subsidiary). The adults when evaluating this principle, felt that we really meant this, and that we accomplished our goal. During the first week of the Day Camp, the consultant controlled the program almost completely. By the second week the parents were taking hold of the flag raising and the closing. By the end of Day Camp, especially the last two weeks, the parents had complete control of the counselors and programming. The consultant and worker, at times, were concerned that they were not giving the responsibility to the people as rapidly as we should. (timing) However, the parents evaluated that the timing of turnover was good. They stated that they would not have been prepared in the beginning to take more responsibility than had been given to them. It might be added that by the end of the Day Camp the people themselves knew much about programming, but it could not be said they have all the experienced skills to run a program, for many of the parents had never been involved in a Day Camp program in the past.

A "Rock In" Social Action project

An adjunct of Friendship VII, resulted in a social action project that was carried out by the parents, and elderly, to create a playground for children.

Example -

This newspaper article is descriptive of the "Rock In" project and the results.

Sixteen elderly ladies and gentlemen of the Perry Project will move their rocking chairs to the tops of 16 rubble heaps Wednesday morning at 11 to stage a "rock-in" on behalf of the 2000 young persons in the area.

Their object: To get City Hall off its rocking chair and into action.

The city is negotiating to lease the field on the northeast corner of Perry and Chicago Sts., across from the Municipal Housing Authority apartments for senior citizens.

"Truckers have been dumping there illegally for the last three years," explained Mrs. Margaret

B. Tittes, 279 Perry, president of the Golden Agers.

"Our youngsters have no place to play baseball where they aren't in danger of breaking windows. We think this would be the place for them."

The nearest equipped playground is across the D L & W tracks.

The Rev. R.S.S., pastor of St. Brigid's Church, feels that considerable tension would be removed if the small playground outside the project recreation center were equipped.

"The Buffalo Area Junior Chamber of Commerce had \$5200 in playground equipment

it wanted to give the city," said the pastor.

"We'd be glad to have it in the Perry Project.

"Anything that's in the city's budget that nobody wants, we'll take."

Working closely with the Golden Agers in the community are a group of parents who are trying to organize planned recreation for the summer.

"School will be out in a few days," explained Mrs. F.E.B. of 482 S. Park Ave., their spokesman. "There is very little for the children to do.

On a tour of the project area, Mrs. Tittes pointed out that the

only place where boys can play ball is too near thousands of dollars worth of windows.

"But I understand this area would be ideal for three basketball courts," she said.

The project sponsors admitted that relations between exuberant children and the elderly have sometimes become strained.

The rock-in, with signs urging the city fathers to remember their responsibility to the Perry children, will last two hours.

"If it rains," said Mrs. Tittes, "we'll go down with boots and umbrellas."

Within weeks the city cleared the rubble, set up the contributed playground equipment and created three basketball courts.

Summary

We have introduced the program precepts of Neighborhood Organization: Neighborhood Centered; school centered; training leadership; goal centered; starting with people where they are; keeping pace with the group; offering alternatives; support and encouragement; and worker anonymity.

Program evaluation by the workers and neighbors receiving services, documented the

above program precepts as well as emphasized the philosophic principles of: self-determination; confidentiality; subsidiary; right to resources; common good; communal spirit; and the workers use of self as multiplier catalysts.

Example setting and purposeful use of self is a powerful use of behavior as a means of teaching.

Feeling and understanding the culture of poor people is necessary.

The Socratic method, asking appropriate questions, is a suggestive technique that can be used to stimulate discussion and lead to ideas and ownership of concepts. Developing media relationships, will contribute to success.

These case studies affirm, if there are 8000 problems in a neighborhood there are also 8000 solutions.

Note: Refer to Appendix 4 for Historical organizers and wisdom of Abbe Pierre

Community Organizing with and for the Poor

- **Are the precepts for community organization and neighborhood organization, relatively the same?**
- **What precept in community organization differs?**
- **How does one go about finding community power people, who are committed to the common good and will volunteer their time and power to share with the abandoned Poor?**
- **Is power necessary (the ability to act) to meet community felt needs?**
- **Can power people provide necessary resources?**
- **Does the activist, organizer have to make the necessary preparations for presentations to power people? How long should presentations last?**
- **What board meeting considerations should be observed for successful meetings, including time limits, time of meetings, place for meetings?**
- **Is it important that Board of Directors write out mission statements, goals, and objectives?**
- **Will the activist organizer need to teach formally and/or informally for success to take place?**

"Must the hunger become anger and the anger fury before anything will be done"

John Steinbeck

Introduction:

Philosophy, principles, and felt need as described in previous chapters apply to community organizing. The program precepts, essential for organizing may vary slightly from neighborhood organizing. The program precepts follow and will be emphasized, made alive, concertized through hands on examples.

Community, defined in this work refers to county, city, town, village. Community consists of any number of neighborhoods (See Chapter 5, introduction,for definition of neighborhood).

Precepts

- **FIND LEADERSHIP AND POWER**
- **GOAL CENTERED**
- **START WITH PEOPLE WHERE THEY ARE**
- **KEEP PACE WITH THE GROUP**
- **OFFER ALTERNATIVES**
- **SUPPORT AND ENCOURAGE**
- **TEACH WHEN NECESSARY**
- **WORKER ANONYMITY**

Food Bank

History and background.

HU, a local historian, wrote, "In 1974, there appeared in Buffalo, NY, the first group

whose sole purpose was to be advocates for 'the hungry'. This was the Buffalo task force which was started by two Vista workers. Funding grants sustained them through 1979 and they limped through without funds until 1981. In November, 1978, the CAO called a meeting together of interested persons to study the possibility of having a food bank in Buffalo, NY.

A chairperson was elected. The minutes reveal many hurdles, many frustrations, misunderstandings, dedicated efforts but always a constant purpose: to feed the hungry. In September of 1981, Second Harvest sent a representative to offer guidance. There was real need for a full time manager to be selected and hired. It was made clear that the Food Bank would never belong to any one agency; that it would stand on its own! Driven by continuing frustration, The chairperson began to reach out to gain support for organizing the Food Bank"

In August, 1982, a long time colleague, called, met and requested that I participate in organizing the Food Bank. Two other established agencies had attempted to take over and control the Food Bank.

The activist contingency (based on no knowledge of food banking) was that I would review all minutes of meetings, guidelines and information on file. Then I would make a decision. As the organizer, I spent three full days reviewing the files. The review gave information regarding the politics, history, and facts of food banking. I accepted the organizing challenge and began to attend all board meetings.

Oblivious to the activist, the indigenous people who had struggled to organize the Food Bank did not have the community power to create a food bank. They, as a group, were motivated and committed to feeding hungry people. The felt need of hunger was at their doorsteps, for on a daily basis many of them had to find food for the hungry.

Felt need, without power, (the ability to act) would not establish the resources required to establish a food bank

It was explained to the board that we needed to bring community people on to the board. Hungry people existed throughout the community . The indigenous board agreed to expansion.

Find Leadership and Power

Mrs. RK, a well respected humanitarian, has devoted a great deal of her life to helping others for the common good. She has been board president of many human service agencies, is a sincere, kind charismatic person, that has been instrumental in inaugurating new caretaking agencies.

Note Criteria:

"Seek out and find" people who are sincere, have heart, are connected, have leadership ability, are respected, reliable, and have a history of giving to the common good. People who "want to give back" for what they have received.

Avoid: People who are ego oriented, seek out power for themselves, make contributions primarily to make connections and self gain.

It is acceptable that people receive secondary gains, which is an outcome of first giving to the common good.

Where does an organizer find giving power people? Search out by making inquiries at:

- United Way
- Catholic Charities
- Jewish Federation
- Political Leaders
- Unions
- Council of Churches
- Red Cross

- Ecumenical Alliances
- Urban League
- Community organizations and clubs (use the phone book for ready references)
 - ▶ Rotary
 - ▶ Jr. league
 - ▶ Lions
 - ▶ St. Vincent DePaul
 - ▶ The Conference

Organizers should not be surprised to learn of a cadre of people that will be constantly talked about as a result of this search. These are the power altruistic leader persons who will help in serving the common good.

In a meeting with Mrs. RK, the problem, was to expand the Food Bank board of directors to include cross sectional, representation of community leaders and power sources. (The Goal) In less than an hour, decisions were made regarding people who would serve well on the board. Mrs. RK, volunteered to have a cocktail party at her home at 5:30 and would personally reach and invite the people discussed.

The organizers' task was to plan and prepare the presentation. The chairperson, Mrs. CT would make a presentation.

Thirty people came to the home of Mrs. RK. In attendance was a cross section of the community representing :

Mayor's Office	United Way	Grant Foundations
Count Executive Office	Boy Scouts	Labor Union
Banker	Jewish Federation	Catholic Charities
Lawyer	Council of Churches	Food Industry
Local Newspaper		

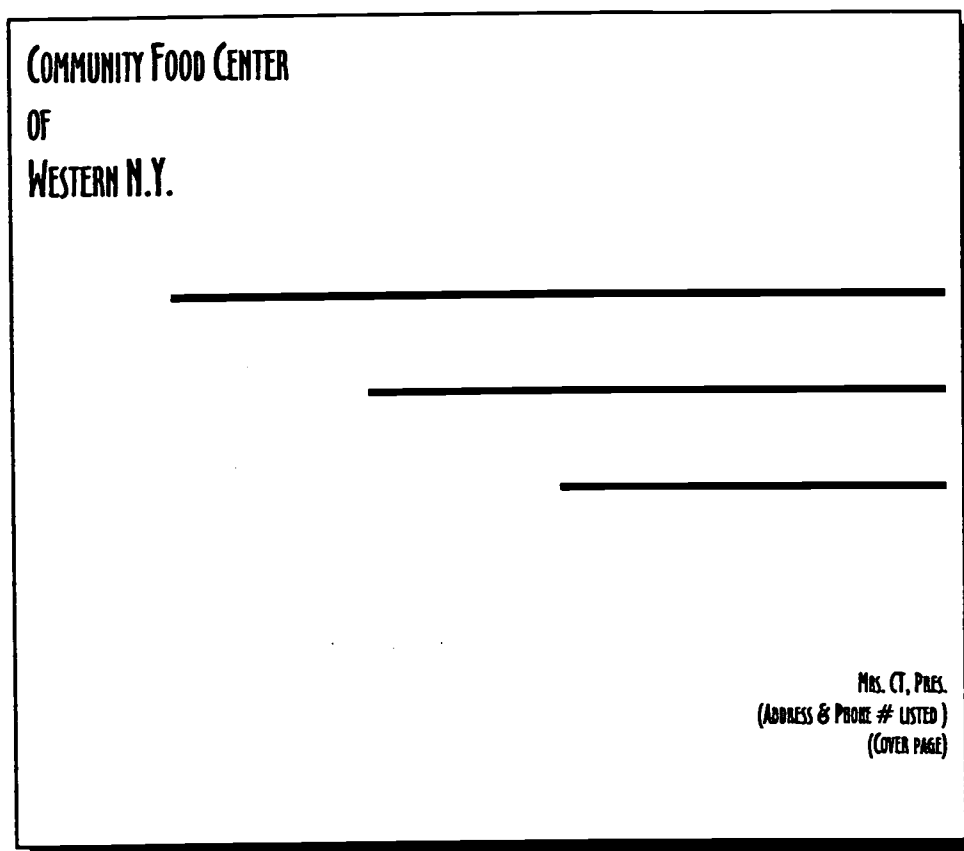
A large flip chart was used in the presentation for total viewing; each person received a handout which follows. The presentation, including questions, took about 20 minutes.

NOTE: Presentations should be simple direct and time limited to no more that 30 minutes.

Homework planning by organizers is necessary to assure this criteria.

Community leaders are busy people. Superficial lengthy presentations can be annoying, frustrating and discourage commitments.

The following six pages, handwritten brochure, put together by the organizer, was a summary of lengthy complex documents.



HUNGER HURTS



(Page 1)

— SURPLUS FOOD IS ABUNDANT BUT
DOES NOT FEED HUNGRY PEOPLE!

— A FOOD BANK WOULD:

1. FEED THE HUNGRY!
2. SERVE THE COMMUNITY
3. BENEFIT DONORS
(50% TAX RIGHT OFF)

— SURPLUS FOOD → FOOD BANK → LOCAL AGENCIES → HUNGRY PEOPLE!

— HISTORY:

- WE HAVE WORKED SINCE 1978
- WE HAVE HAD MANY BENEFACTORS
- WE HAVE STRUGGLED
WE ARE STUCK!

(Page 2)

OUR ACCOMPLISHMENTS:

- INCORPORATED AS A NON-PROFIT AGENCY
COMMUNITY FOOD CENTER
OF
WESTERN NY. IN 11-2-78
- A CADRE OF VOLUNTEERS WHO WILL SERVE
- 30 AFFILIATED AGENCIES
- SUBMITTED 8 PROPOSALS FOR FUNDS
- ARE TRYING TO AFFILIATE 2 SECOND HARVEST
A NATIONAL FOOD DISTRIBUTOR
- A \$2,000 TREASURY

LOCAL FOOD NEEDS:

- FOOD PANTRIES ARE ALMOST BARE
- 6,000 PEOPLE ARE UNEMPLOYED IN OUR COUNTY
- APPROX 650 PERSONS RECEIVE BENEFITS EACH WEEK
- 1/3 OF COUNTY POPULATION IS RECEIVING ASSISTANCE

FOOD SURPLUS EXISTS!

(ESTIMATES ARE 1/3 OF NATIONAL FOOD RESOURCES
ARE WASTED)


(Page 3)

TO OPERATIONALIZE A FOOD BANK WE NEED:

- COMMUNITY LEADERS TO KNOW HOW!!
- START UP MONEY
- A STAFF
- A WAREHOUSE
- IN KIND CONTRIBUTIONS

(Page 4)

Now, you can help yourself to 50% greater tax savings when you help the hungry.



Qualifying corporations can deduct cost plus one-half of normal gross profit. OVEE™

(Page 5)

How You and the Hungry Can Benefit.

The 1978 Tax Reform Act (PL 94-455) allows you substantial tax benefits for your donations.

The following is an interpretation of Internal Revenue Code Section 170 pertaining to a corporation's donation of certain inventory items to qualified public charity organizations.

A corporation (not a subchapter S corporation) may deduct, on a charitable contribution, its cost plus one-half of its normal gross profit on items of inventory contributed to certain qualified public charity organizations for use in exempt purposes for the care of the ill, needy, or infirm.

For the Purposes of this Contribution Deduction:

- 1** Cost is the cost of the contributed items as carried in the corporation's inventory used for tax purposes. In order to prevent a double deduction, it is necessary to remove the cost of the contributed item from the purchase or inventory accounts.
- 2** Gross profit is based on the price which the donor corporation would have received if it had sold the contributed item in the usual market in which it customarily sells, at the time and place of the contribution (except if, based on the condition of the contributed item, it could not have been sold at the usual price).
- 3** In no case may the deduction exceed twice the contributed item's cost.

HELP US HELP OTHERS... WHILE YOU HELP YOURSELF.

(Page 6)

As a result of the presentation, the goal was achieved, all of the leaders present volunteered and committed themselves, signing their names, mailing addresses and phone numbers.

Boy Scouts offered the use of office space, clerical and other resources, including a garage like area for food storage and distribution.

Within two weeks, a lawyer, and a member of the Margaret Wendt Foundation, succeeded in encouraging the approval of a presubmitted proposal request in the amount of \$13,850.00 .

The Food Bank was in business.

Obviously, the community volunteers were energized and ready to take action.

Keep Pace with the Group

In vernacular parlance "Strike when the iron is hot"

The newly committed board members were ready to move. The organizer had to keep pace with the group, resulting in volunteering three to four hours per day. A spiral bound handbook was prepared, by the organizer using the duplicating and printing resources of the Boy Scouts. The document contained essential guideline information for establishing a certified Food Bank. Information was constantly shared with board members (**a form of teaching**). The second Harvest Certification requirements were dissected and formatted into committee charges. Example: See Appendix 5 for excerpts from the handbook.

Board Meeting Considerations

Time Limits:

Meetings should last for approximately one hour and never exceed a one and a half hour limit. The actual essential work is done in committee meetings. If committees adequately perform their tasks, the board approval or disapproval process will not exceed one hour. Committees may need and request staff and clerical help to accomplish their work. Other committees may desire to function without staff.

Place:

It is desirable to have meeting places central, easily accessible, with parking available. It can be very frustrating for community leaders, when they can not park, and have to walk long distance to the meeting.

Meeting times:

Preferences may be:

- Breakfast Meetings, preceding their work day
- Luncheon Meetings

- End of work day meeting - 5 o'clock or so
- Evening meetings are usually not acceptable. It breaks the continuity of the day,

takes away from family life and other evening responsibilities.

Breaking Bread Together:

Food should be provided with the board taking responsibility for payment. Food can be as simple as coffee, tea, orange juice, doughnuts, pastries, rolls or food can be catered in.

Ice Breaker:

When groups of unacquainted people get together, the organizer uses a simple technique to get everyone acquainted and speaking freely with each other. Simply explain that a few last minute preparations need to be made. Would they please introduce themselves to each other and spend a few minutes learning about the person or persons next to them. When the meeting starts they will be asked what they learned about their adjacent neighbors. Ordinarily within a few minutes the room is happily gossiping together. Occasionally shy people may not wish to speak publicly in the meeting. Their preference should be respected.

The First Meeting of the Expanded Board

I conferenced with the president of the board. Board members were placed on committees based on their expertise. (See Handbook, Appendix 5) The organizer then called all committee members, previous to the meeting, to determine if they would accept their assignment; alternatives were also offered if desired. Democratic acceptance of assignments is necessary. Surprising people about their assignments is autocratically ineffective when working with volunteers.

Assignments were made. The organizer volunteered to staff and work with all

committees.

The Steering Committee agreed to develop by-laws for the next meeting. At the second meeting, the by-laws were presented and accepted.

Selected Examples of By-Law Articles:

Article

1. Eligibility - the membership of the board shall reflect a racial, economic and geographical mix of individuals who have the motivation, skills and experience in areas vital to the successful operation of the board (inclusiveness)
2. Number - the membership shall be limited to no more than 33 members.
10. Quorum - the presence of one-third (1/3) of the total membership regardless of vacancies shall constitute a quorum for any meeting. (This article insured the board's ability to carry on business)/

Continuing Progress

The organizer sought out and the board approved inclusive representatives from all geographic areas, including an American Indian and Hispanic representation, thus conforming with article 1 of the By-Laws.

The board composition included:

- **Ethnic**
 - African Americans
 - Native Americans
 - Hispanics
 - Caucasians
- **Religions**
 - Christians
 - Jews
- **Economic**
 - Affluent
 - Poor
 - Middle Class
- **Political**
 - City
 - County
- **Geographical** (Counties)
 - Erie
 - Niagara
 - Chautauqua
 - Cattaraugus
- **Gender**
 - Female
 - Male
- **Consumers**
- **Food Distributors**

Initially some indigenous and community members felt uneasy while working with each other. The organizer sensed this, supported and encouraged committees to keep focused on goals and objectives. Humor judiciously used can also help to break these feeling blocks.

As time progressed, community and indigenous board members voiced their admiration and pride in being able to work together². Within approximately six months, Community Food Center of Western N.Y. became certified (a goal) by the national office of Second Harvest. This meant that all major objectives and charges to committees had been accomplished.

- An administrator and staff hired
- A warehouse with cooler and refrigeration rented for \$1.00 a year.
- Financial independence.
- Gathering and distributing food to caretaking agencies and churches who in turn shared food with the hungry.

Eventually a committee was formed to update the mission statement goals and objectives, which follows.

²Please Read: "Experiments in Group Conflict" by Muzafer Sherif

Food Bank of Western New York

Mission:

The human person, in justice, has a right to share in the resources of our world, food being a basic essential. Conditions in our society and bad fortune may prevent food from reaching our neighbors.

We have bonded ourselves in communion, compassion, and as a community of friends for the purpose of sharing food. Through fortunate circumstances we have been called upon to act as stewards to receive and distribute food to our family of brothers and sisters. Food shared with us will be shared with people in need. Our resources will be tithed at home, across our nation, and beyond our borders if necessary.

Food nourishes and sustains our physical bodies but achieves a state of spirituality when shared with love, kindness, generosity, and sacrifice. Enobles those who share, and dignifies those who receive without distinguishing one from the other.

We are committed to these values and ideals from which organically follow these goals and objectives.

Goals

We will:

- 1 Advocate, in justice, for improvement of conditions that prevent food from directly reaching our neighbors.
2. Share food with the needy irregardless of race, color, creed or ability to share maintenance.
- 3 Strive to become financially independent.
- 4 Incorporate modern sound accepted Business, Financial and Accounting practices.
- 5 Seek out food, finances, in kind contributions and volunteer workers to operate effectively.
- 6 Encourage and honor shared maintenance, and for groups who cannot contribute we will assist them in seeking resources.
- 7 Comply with all health, and safety regulations, Federal (FDA USDA) State, Second Harvest, and local food handling and storage regulations.
- 8 Educate the needy of sound nutritional practices.
- 9 Share our tithes within our community, nationally and internationally.
- 10 Inform the community of our mission, goals and objectives
- 11 Serve, in particular, a four county area to include Erie, Niagara, Cattarugus and Chautauqua.

Objectives:

Will be defined and quantified against a timetable on a yearly basis.

At the first annual meeting, a board member, who was also a Rabbi, gave this invocation:

Centuries ago, a renowned Jewish sage uttered two simple sounding statements which have echoed through the centuries and continue to ring truthfully as we embark on our celebration here tonight. The teacher's name was Hillel and he said: "Do not separate yourself from the community." Instead, he continued "In a place where no one behaves like a human being, you must strive to be human."

The closing prayer by a Christian minister voiced:

Sharing food is spiritual
Sharing food is joyful
Giving food is depersonalized, and he quoted St. Vincent DePaul.

"You will find out that charity
Is a heavy burden to carry
Heavier than the bowl of soup
And the full basket.

They are your masters,
(Terribly sensitive) and exacting
masters,
You will soon see.

But you will keep your gentleness
And your smile.
It is not enough to give soup
And bread
This the rich can do.

The uglier and dirtier they will be,
The more unjust and insulting,
The more love you must give them.

You are the servant of the poor,
Always smiling
And always good humored.

It is only for your love alone
That the poor will forgive you
The bread you give to them.

--St. Vincent DePaul

Communal spirit appeared to underlie much of the board's motivation. Many voiced "wanting to give back for what they had received."

Organizer Anonymity

Throughout the early "charismatic organizing stage of food bank development the newspaper reporter board member published the progress that was being made. He included the names of board members and surrogate persons who made contributions to the food bank development. I requested that the reporter not mention my name; this was honored. Worker anonymity of the organizer was kept. In fact, many board members did not recognize nor understand the role of the organizer, who was commonly referred to as, "the first manager or consultant"

The board of directors of the food bank, continues with cross-sectional, inclusive membership, composed of community and indigenous leaders.

MENTAL HEALTH

The sections which follow incorporate the community organization process regarding the development of mental health services.

County Department of Mental Health was responsible for the development of an entirely new comprehensive mental health system based on the federal government's "Catchment Area" formulation. The county at the time had seven mental health agencies, located in the central area of the city. There were no mental health agencies located throughout the county except for one psychiatric hospital located in the peripheral part of the county which also served other counties. This meant that some "clients and patients" requiring service had to travel as much as 30 mile distance for professional help. Services obviously needed to be made more accessible.

The County.

The Department of Mental Health became the central managing public agency. The county had been divided into six "pie shaped" catchment areas to meet a necessary requirement for federal government funding.

The six pie shaped sub-management catchment areas included:

- Inter-City
- Suburbs
- Rural Areas

The hypothesis being that all catchment areas would have a mixture of intermingled economic classes. Thus, the poor and minority ethnic groups would not be cheated with second hand mental health services. All persons would receive the same services.

Each catchment area, would have a private sub management agency that could:

- Deliver direct services
- Contract services
- Purchase services
- Develop agreement for services

Graphic Description of Mental Health System

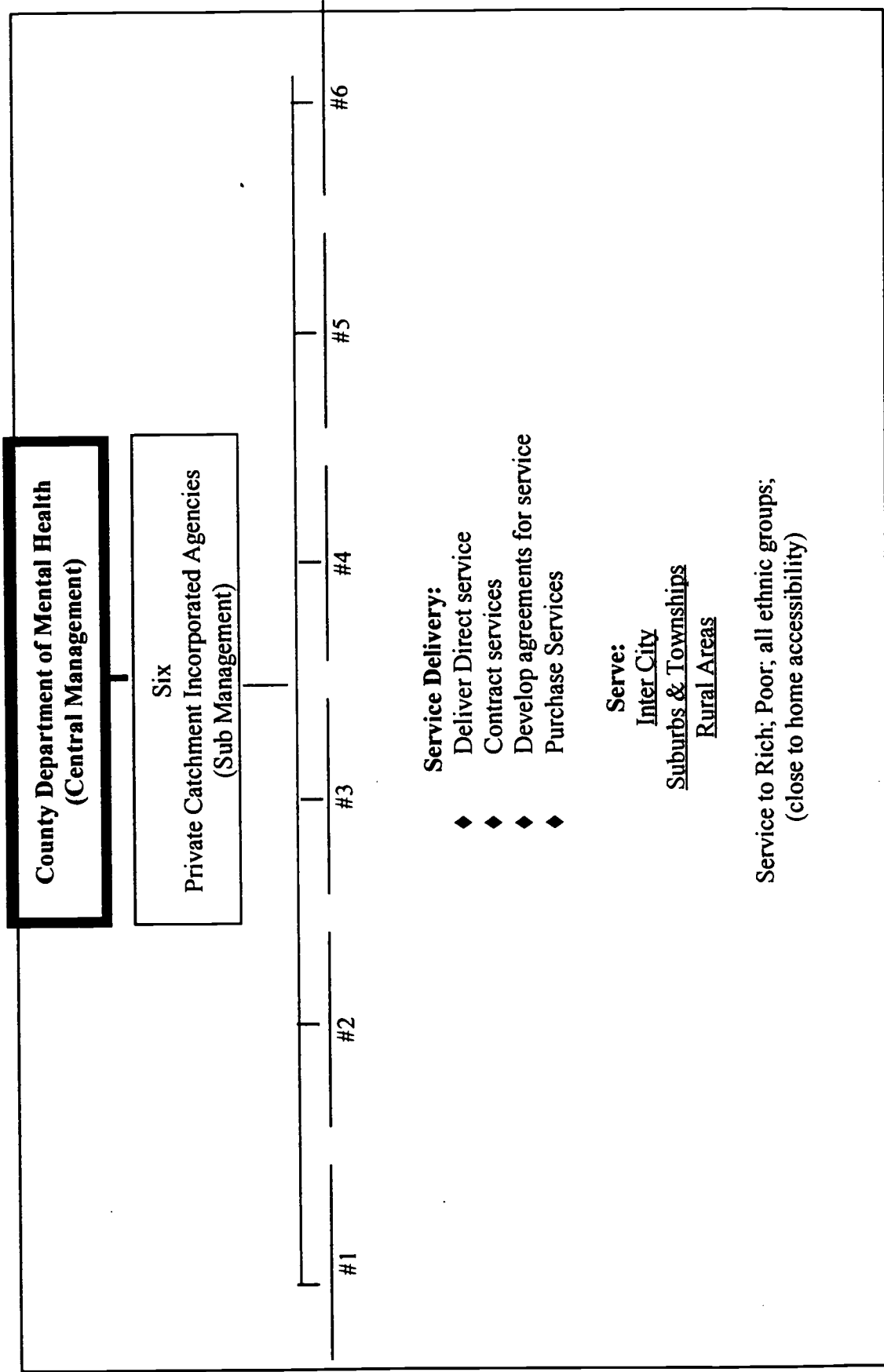


FIGURE 9

The organizer was responsible for developing three catchment area agencies as well as a number of township programs.

Organizing Process:

Find leadership and power people who will help in the organizing process.

Example:

Mr. JS

Lawyer
Past President of Bar Association
Chairman of any number of organizations
Politically involved
Well respected and connected

Rev. FS

Ecumenical leader
Advocate of the poor and minorities
Involved in many movements
Well Respected and connected.

The organizer explained, taught and described the mental Health Catchment structure to Mr. JS and Rev. FS. They became involved and committed, reaching community persons who would serve in creating new private, sub management mental health catchments agencies. (Catalytic effect)

These community power people innately understood the need to have cross sectional, inclusive democratic competent representation on boards.

In addition, the Organizer went out and searched for township representation, holding to the above criteria.

I made township contacts by phone and personal meetings. Potential board members were

described as people desiring to give to the common good. As examples, persons who served on school boards, members of the clergy, neighborhood bankers, Lions members, meals on wheels volunteers, boy and girl scout leaders etc. These people were reached and titrated to persons who seemed to be motivated and committed to helping their neighbors.

Through this incorporation stage, the Organizer was loaned as staff to newly organizing private catchment boards. After the corporations received funding and hired a CEO, the Organizer continued as a liaison from the County Department of Mental Health.

The Organizer always kept precepts paramount while working with volunteer board members; teaching; motivating; keeping pace with the group; meeting with individual members as needed and breaking bread together at meetings. The prime focus was on mental health, its problems and potential solutions, always keeping aware of guidelines and regulations. Members, including lawyers, had knowledge and experiences regarding the incorporation process, filing for 501(c)(3) designation as a not profit agency and knowing the fiduciary responsibilities that they were accepting. These knowledgeable members taught and shared with inexperienced members. (Catalytic effect)

Another mental health staff person was assigned to organize an additional catchment not for profit private agency. This person had little experience in organizing and tended to be oriented toward a "business approach to board formation". This was supported by other staff members. The Organizer voiced disapproval of the approach stressing cross sectional broad based inclusion of catchment area board representation.

Strikingly, the incorporation process of this catchment area was rapidly completed with business people being 75% of the board. A year later, it was discovered that the board

composition should be changed.

The business board, did well at conserving money.

They did not do well, however, for the board's main reason for existence: Performance.

Insuring that people received adequate, competent mental health services

Township Boards

HM was an affluent suburban township. A local minister brought together people who were interested in creating a mental health agency. The group was composed of township leaders: clergy; political leaders; lawyers; university professors and other caretaking professionals. The Organizer attended one meeting orienting the group of the mental health system, regulations, and guidelines. They did not seek out further information; submitted a program budget proposal to the catchment area corporation and were funded. Members of the board were knowledgeable and had previous experience in writing and submitting proposals for contract funding. (Self-Determination)

BE township was located in a poor rural area. A clergyman brought together a distinguished cross sectional, inclusive group of town members. They wanted as much information as the could get to develop a mental health agency. The Organizer worked very close with this group during the organizational stage. Three full days were spent with the minister teaching and assisting him in writing and submitting a program budget proposal. They eventually signed a contract with the catchment area corporation and served this rural area.

What has been explained is the necessity of the Organizer "to feel" and determine what the groups need and to offer alternatives if and when required.

Summary:

This chapter emphasized the need to find leadership and power, (the ability to act) to resolve community problems.

It is important for the organizer to simplify complex concepts into "felt needs". When understood and felt, community leaders will empathize and identify with people who are hurting resulting in committed response.

Community leaders are busy people; therefore, the Organizer needs to make all the necessary preparations to keep meetings and presentations short and concise. Committee charges need to be understood and agreed upon and not foisted upon volunteers.

When groups are ready to take action; the Organizer must move as rapidly as groups are energized to take action, always supporting and encouraging the effort.

Experienced knowledgeable groups will proceed and take action on their own. (Self Determination).

Teaching takes place by providing essential information and may require formal teaching, to help people to help themselves, if they lack experience (Subsidiarily)

The leader volunteers are the people to be credited for their efforts. The Organizer remains in the background serving as an involved anonymous catalyst.

Cross sectional inclusive participation of people is the philosophical value of democratic participation.

Servicing Neighborhood Poor

- **If there were 8000 people in a neighborhood:**
 - **How many Potential problems are there?**
 - **How man potential solutions are there?**
- **Should neighborhood people be hired and trained to serve their neighbors?**
- **What criteria should be used to hire indigenous workers?**
- **Are written Mission Goals and Objective necessary?**
- **Is setting example by the director a key function?**
- **What is the difference between an administrative structure and program policy?**
- **What procedures and methods can be used to increase staff morale?**
- **Are tangible , simple every day services essential in Poor Neighborhoods?**
- **What is the difference between referral and linkage?**
- **Will family life parenting programs have meaning in Poor neighborhoods?**
- **Will neighborhood organization, to resolve social needs, strengthen and unify neighborhoods?**
- **What techniques can be utilized to organize around social needs within a neighborhood?**
- **Should seed money be given or loaned to self help action groups?**
- **How important is it for programs to be evaluated?**

- **Is staff self evaluation a process for growth?**
- **Of what importance are neighborhood and community presentations?**

"The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them; that's the essence of inhumanity."

George Bernard Shaw

INTRODUCTION:

The reader will have an understanding of the process required to administer neighborhood programs and the process necessary to offer relevant services in poor neighborhoods. This chapter presents Goals, Philosophy, Staff, Structure, Training, Program, Evaluation, Presentations and obvious outcomes of Neighborhood Services Reach Out.

Many case study examples are given to make "Services Come Alive". Neighborhood/ Providers will discover a plethora of ideas to draw from and utilize, in their present day problem solving circumstances.

Grant Proposal

Felt needs of the people are based on 80 grass roots home visits, discussions with neighborhood caretakers, and facilitating Family Life Parenting Education groups throughout the inner city.

Goals of Neighborhood Reach Out

This is the definition as written in the Grant Proposal.

1. To establish with people in the area selected, a system of communication and services based on trust, with the intent of breaking through the barriers of apathy, hostility, and ignorance of help available.
2. To involve the people in a double process of 1) identifying their needs, finding what are the points of stress and tension 2) expressing their needs through neighborhood organization, group work, and counseling.
3. Reviving Settlement House Concept.
4. An attempt at developing neighborliness in depersonalized alienated (anomie) neighborhoods by exemplifying through action the law of love.

Philosophy and Principles

As outlined in the Grant Proposal.

1. Family Centered
2. Neighborhood Centered
3. Direct help - in helping people to help themselves
4. Indirect help - encouraging neighbor to help neighbor
5. Use of Authority based on respect not punishment.

6. Basic Principles:
- Self Determination
 - Confidentiality
 - Right to Resources
 - Subsidiary
 - Common Good
 - Communal Spirit

As time proceeded the philosophy and purpose of Reach-Out was written in narrative form and remained the Philosophical Value system, from which decisions were made.

Philosophic - Mission Statement

The purpose of Neighborhood Reach-Out Program is to contribute towards changing the social order. Our goal is to love, work and think of human persons and their lives in common in a new way. Our desire is to develop neighborliness, and community in depersonalized alienated neighborhoods by exemplifying the law of love through action.

To accomplish our purpose we reach the human person in a direct personalized encounter. In communion with our neighbors, we will identify with their needs, aspirations, frustrations, rejections and suffering in order that we may serve them through the organic process of counseling, group work, neighborhood organization and social action.

We believe that man is created in body and spirit. The human person thinks, feels and is social by nature. We accept that our neighbors have unalienable Rights and unalienable dignity irregardless of how people function within our society. We believe that human persons are inseparable from the world and have a right to share in the world's resources. We further accept that our neighbor's dignity can only be preserved by their making decisions and choices for their own destiny, respecting however, the rights of others, the common good. Our program is committed to helping people understand and increase their alternatives.

Reach-Out is family centered as well as simultaneously being person centered and group centered. We accept that the family is the basic social unit of our society and we are committed to strengthening and unifying the family. We believe in working with our neighbors with in the context of the family.

We accept that families are part of a neighborhood and community environment and cannot be separated from the conditions, and issues within this milieu. We are committed to finding, developing and encouraging leadership, strengths and potentials within neighborhoods.

We believe in giving direct help and helping our neighbors help themselves,

but of more importance we will encourage neighbor to help neighbor.

There are times when we find that people will allow harmful things to happen to themselves, their children and others. When this occurs we will use confrontation, discipline and authority based on respect, not punishment, in helping to prevent people from hurting themselves, their children or others. We must honor and dignify personhood but we can reject behavior that diminishes the person and or the common good.

In conclusion, Reach-Out believes that people are all bound together in our humanness and spirit.

HIRING STAFF

Hiring indigenous staff is imperative if success is to be achieved in neighborhoods for they will feel and understand the culture of the poor.

Criteria for Hiring Paraprofessional Visiting Aides

- Ability to read and write
- Have heart (compassion)
- Mother Wit (Common sense, Wisdom)
- Motivated
- Spiritual Energy
- Phone Access

The above criteria was relied on to select paraprofessionals who are committed, involved compassionate and spiritually motivated to serve our neighbors. Having phone access allows the agency and neighbors to reach staff at home when necessary. Writing is essential for record keeping and reading is required for many reasons, including being able to understand training literature.

The worker invited a number of people to apply who had participated in previous Family Life Parenting Groups. Caretakers were consulted and requested to refer people. The local employment Agency was enjoined to submit applicants based on the above criteria.

The employment agent was "stunned to receive such an overtly simple criterion request but

understood the sophisticated debt of the request". Eventually, this agent was invited to a staff meeting, spoke and endeared herself to staff and always kept potential applicants in mind for Reach-Out.

Applicant Interviews

The Director (worker), the assistant to the Director, and a Supervisor interviewed the visiting aide applicants. Following the interviews, the three interviewers met, discussed and decided on the candidates.

Some of the Questions Asked

- Will you be ready to work at all hours?
- Will you change diapers?
- Will you scrub floors?
- Will you run errands?
- Can you withstand anger?
- Can you struggle with suffering?
- Are you willing to go to funerals?
- If a child is stranded on the streets, will you bring the child home for one night, until adequate placement is made?

We found, that many of the Visiting Aide applicants were married, had children, were spiritually motivated, warm, responsive, and wanted to help their neighbors. Their educational background ranged from the sixth grade to two years of college.

Example of people we hired and trained.

Mrs M.A:

"I moved in the Perry Projects 14 years ago. I was the only African-American family in the court where I lived. I didn't mingle with the neighbors or meet anyone because I was shy about being the only African-American in the neighborhood. Other than that, the apartment that I moved into was so filthy that it took me about three months to get it clean, so the neighbors never saw me out. One day I was cooking liver and onions for dinner and one of the neighbors was wondering what I was fixing. I told her and she said that she would be over for supper. So she told me not to start fixing dinner for them because they would

expect it all the time. All the women went and bought their own liver and onions in this court. From then on, we became close friends. If I was sick they would help me out and vice versa. I just went as far as this in my own court. I didn't know the names of the people in the other courts to even speak with them. After I moved on South Park in 1964, I was bored with nothing to do. The children were out and I would clean and after that I would sit all day and look out the window. We started the Family Life Parenting Education Group and from this, Friendship VII started. After this I started to mingle with people and I found out that I enjoyed this. I always liked people but I was always skeptical; didn't like to get too friendly with them. Now I have so many friends, both children and adults. Everywhere I go, somebody knows me.

Through working with Friendship VII that summer, for the day camp I would get out 9:00 A.M. and stay there until 4:00 P.M. I learned how to work with people there. I met the Director there and I learned that jobs were coming up. I put in an application. That was the best thing that ever happened to me because I was so bored and I had heard that an idle hand is the devil's workshop and I was thinking of a lot of mischief to get into. Now I am too tired to think of mischief at night. Training gave me confidence. People call me at home at one or two o'clock in the morning to talk. I like this because I feel as though I am doing some good for someone. I do like working with people and I have made a lot of friends. I didn't know that people's homes were in such run-down condition and were as dirty as they were. Now that I know, I am trying to help them to take care of their surroundings and children. Since I have been working, I have trained my children to do the housework. My oldest son takes the clothes to the Laundromat because I don't have time to wash them. My daughter keeps the bedrooms straight. My oldest son studies a lot but I never have dishes to wash or to clean their rooms on Saturday. I told them that I don't mind doing for them as long as they helped me. My oldest daughter is in college and I have to go home and cook supper at night; I don't like that. I used to walk in and eat my dinner, then watch TV while the boys did the dishes. But it has all worked out for the best. At least they have a little more than they would have had if I weren't working.

Mrs. J H:

I would like to tell that when I was approached for this job, I had been separated from my husband for almost three years. I am the mother of three children and although I was in my late twenties. It was as if I were a grandmother and in my late fifties. I figured that I had lived my life, I had ruined my own chances, I had not been able to keep my marriage together and I felt that the only thing for me to do was to live for my children from then on. This was not good for the children or for myself and I had finally come to realize this. I depended too much on them and they depended too much on me. I tried to break this in such a way that I would become more active with the school. One of the days that I was trying to help, the nun, at the beginning of school, I went

downstairs to the Professional and Residents Meeting. I had not heard of these meeting before. I thought that it might be interesting. At this meeting, I met the Director and later on he visited at my home and I didn't realize then that he was interviewing me. He told me about the opening that may be available in the future and of course I was very interested and applied for it. Much to my surprise, it was opened much sooner than I thought and I was hired as one of the aides in the Perry Unit. The changes in me since then have been so great that it is hard to enumerate. I have decided to live all over again. I am no longer a grandmother but a young matron now and it has gotten to the point where my children are even proud of me now. They see me working in the community and I was very heavy and I lost weight, felt rather good about that. Also, I look much better and I feel much better. I had a new confidence in myself that I had never even gotten in my teens. Now I can meet people without being retiring. I can't even say how different things have been! I never could believe before that people liked me for myself. As my mother-in-law told me, and I believed it, my husband was a very good looking man and he could have had his choice of anyone in Buffalo and why he chose somebody short and fat with bad complexion she couldn't understand. These were my exact feelings, why would anybody like me. But by getting this confidence in myself and working with people, and realizing that I got along, and they liked me and I like them, I know I'm not as horrible looking as I thought I was. The one compliment my mother-in-law ever did give me, was I had the cleanest glasses of anyone that she knew. I guess that was all she could think of. In my retiring way I felt that this must be. But now if anybody says those things to me, it will be water off a duck's back because I know that I'm not like this. Now I can speak up for myself. Before, I could speak up only for my children or close friends. I certainly hope that this job goes on, I see that so much has been done for so many people around here. I am one of those who has great pride that I am helping to do this. At the same time, it is doing so much for me

Through my visiting, especially here in my own neighborhood, I noticed and I was surprised to find that there were so many very nice people in my own neighborhood that I never knew. I also feel that even though this program may end that my association with so many different people in this area will cause my interrelationship to continue forever."

Examples of people not hired.

One woman came in wearing a fur coat, an evening dress and a hat that spanned the room.

Another woman, was very attractive, shapely statuesque, oozed with sweetness, and as she sat in her chair, she raised one leg a good 18" above the other leg, then coquettishly lowered her dress

over her knees. Obviously she used sexual manipulation. We were concerned that these two people were self centered and would not be able to give and share with our neighbors.

Staff Analogous to Family

Start with people, where they are. Build on the strengths of each person but also consider their weaknesses.

Consider a unit of 5 or so persons, as a family. Some staff members will have the skills of doing day to day tasks and will do them well. Other members may be gifted at working with groups. Still others may be skilled at counseling with people. Occasionally you may find a worker that espouses all these skills and more. A unit, will have all of the necessary skills, knowledge and abilities to perform any objective. The supervisor, has to be competent and understand the strengths and weaknesses of staff and delegate responsibilities accordingly. The whole unit is stronger, more effective than the sum of the individual members. The unit is analogous to traits existing in a family.

Example:

Mrs M's. Strengths were with homemaking, running errands, baby sitting, transporting neighbors. She was well liked but had no initiative or skill to counsel people.

Mr T. was an impulsive man, who got bored easily. His supervisor, realizing his weakness, gave him some of the most difficult situations to work with, at some of the most odd hours of the day. When he was busy and had a task to perform he would do very well, and did not wander.

All units working together in an agency need to be viewed as an "Extended Family". Staff must be encouraged to cooperate and support each other. Competition between staff and units is to be avoided.

Staff, however, can and should compete with the evils that destroy and harm neighbors.

"We must honor and dignify personhood but we can reject behavior that diminishes the person, and/or the Common Good."

Setting example and modeling of the family approach starts with the Director, CEO. Staff members are not to be compared with each other. "Sibling Rivalry" among staff does not garner lasting solutions.

The entire agency, (family), is subject to public evaluations, regarding the accomplishment of goals and objectives. An individual staff member's evaluations should always be kept confidential.

Weaknesses and strengths of individual staff need to be understood and accepted.

Examples:

One staff person in a unit tended to be aloof and didn't appear to be overly cooperative with her colleagues. Her colleagues would be angry with her, but by the same token they realized that she gave an immense amount of time and effort to successfully serve neighbors. As time went on she realized her weakness and became more cooperative with staff members.

A supervisor was always late or waited until the last minute to complete necessary paper deadlines. This was aggravating, for the director, for he had to make necessary adjustment to meet deadlines. The supervisor was prodded to conform to deadlines, however it never became a critical issue because this supervisor was a visionary with many skills, and competencies, especially when working with groups. Her weakness was over looked because of her contributory strengths.

Staff Failures:

Approximately 80% of the staff selected, worked out very well there were, however, some failures.

Examples:

Mrs. S F was excellent on the telephone. She could sell the pyramids on a cash & carry basis; however, she was inundated with personal family problems, lacked self discipline and attempted to manipulate the program to meet her personal needs.

Mr. A.W. was an alcoholic, unknown to us when he was hired. He was steeped in the bottle and obviously could not give to others. He refused attending AA.

Mr. L J was hired as a supervisor, claimed he had a degree in the Social Science from the University of Washington in the state of Washington. He was charming, intelligent, glib and knew all of the proper social nuances. As time went on the Director began to "wonder" about this man's abilities but could not pin point the problems. After a number of months, his mendacious " con artist" behavior caught up with him. His staff unit reported that he had put the squeeze on them for money, and he had not paid legitimate rent to a neighbor for the use of a store front. He insisted that he had a degree and that he paid the rent. He brought in a canceled check to prove it, which he ingeniously fabricated. His degree would be presented the next morning. On his way to meet with the director, he was robbed of his brief case containing the degree. The police were notified and the robbery particulars were published in the newspaper.

After the fact, the University was called. Mr. L J never attended. He had no degree. He was fired on the spot. His staff cheered. We paid the landlady.

What does this mean?

"Check out necessary credentials"

Leaving to chance can have devastating results.

Mr. B.B. was the leader of a "brown bag group" that hung out in a high rise parking lot. They drank beer, wine and whiskey held in brown bags. Mr. B.B. was "looked up to" by the group. He was tough, confident and not afraid of anyone. The director got to know him and offered him the opportunity to become an Aide. He came to work for about a week. It was obvious that he "suffered greatly" while at work. He sweated profusely, did not speak much, seemed filled with anxiety. The director talked to him privately. Mr. B.B. said he could not do the job and left. We never learned why he was so insecure.

Director, setting example.

The director C.E.O. has administrative responsibility. It is important, in fact imperative that the director relate compassionately to staff, because staff is expected to be compassionate and giving. The director is required to function within the structure of the agency and be treated no differently than staff.

Example

An aide made an unsolicited statement at a staff meeting. "The boss arrives at work before any of us and leaves after we do. He encourages us, works harder than we do, and even when he gets the "hibby jippies" (anxious, nervous behavior) he doesn't take it out on us."

The staff bought the director a special gift for Christmas. It was the first and last time it occurred. The director appreciated the gift, but informed the staff that he would be part of the staff procedures in picking names and sharing Christmas gifts. The director contributed to the sunshine and coffee funds, brought dishes to pass at break bread events.

Staff Self Struggle

As the aides/paraprofessionals gained experience and training, there were some staff members that interpreted counselors, social workers, psychologists, talk therapists as being elite, having greater prestige and status. A few liked the idea of sitting in an office talking to people and not having to "scuffle" throughout the neighborhood to serve people.

Staff had to be reminded that we were "Pros" not professionals. We were "Pros" for we had skills and talents that professionals did not have. We were called upon to give people, our neighbors, day to day concrete services, that were relevant, based on felt need and that professionals could not or would not perform. Aides "hands on" services had meaning for our neighbors. We did not have to apologize, because we were "Pros". Aids had received training not academic educational degrees. They were encouraged to get degrees if they wished to be professionals. In actuality many of the aides went on and received high school diplomas. A number of staff members completed college work.

Strife over buttons

In another incident, some members began to wear Alinsky "BUILD" buttons. The director called a special meeting to discuss this. There were neighbors who reacted negatively to the Alinsky's Organization. Reach-Out was organized to serve all of our neighbors. It was stressed that we were not to exclude people because of a button.

Staff did not wear "BUILD" buttons while working. Otherwise, staff were encouraged, if desired, to join "BUILD". There were staff that became deeply involved with Alinsky's group during off work hours.

"BUILD" was in conflict with many of the traditional "downtown" service agencies including

a number of inner city agencies. Reach-Out, however, was supported because of the Reach-Out philosophy, program and the fact that 25 of the 28 member staff were indigenous to the neighborhood being served.

Example

The following are autobiographical sketches which will give us insight into the qualities and experiences of staff.

Mr. G F. age 45:

"I now work for Neighborhood Reach-Out program. The purpose of my job, case-aide is to break down apathy in our community and to assist and help people regain the respect do them. I am putting this on tape so that other people might know that there can be a change in a person's life for the better. I was born in the south, migrated to Chicago at a very young age. Attended public schools in Chicago, left Chicago, went to Milwaukee, worked and lived there until I came to Buffalo, New York. My problem in Milwaukee, was getting into trouble. I was young. My biggest problem was fighting. I had many fights. I had been arrested seven times, some of these were for fighting. At this time I do not have accurate records of the convictions at hand. To me they were minor. No one ever said they were felonious convictions. After coming to Buffalo and working for awhile I became sick. I have had two heart attacks which limited my work. I started working toward a different type of career. I attended Barbering School, for one year. After graduation I worked as an apprentice barber for Boyd's Barber Shop. After completion of my apprenticeship I moved to the Del Barber shop. I then applied for an examination to determine whether I was qualified to receive a master barber's license. After much running around and inspection by the inspectors it was discovered that I had a record which I suppressed in order to obtain a license. This might have been wrong, but, being a African-American, I found that in order to get a job or to get anywhere , I had to hide past legal records. After they found out that I had suppressed this evidence they sent me a notice, returned my money and said I could not qualify for a master's license, not even a test. They did send me a apprentice license and told me that I may have another chance at a later date. That date they did not say. Since coming to Buffalo, I have lived a relatively clean life. I sing in the choir at my church, Grove Baptist Church, my pastor's name is Rev. T.L.. I am also president of the Johnson Male Chorus, a widely acclaimed men's singing group. I am also consultant of a men's leadership training group started in the Ellicott District through the auspices of the Reach-Out Program. I am also active in a lot of community activities and also have received my third degree in the art of

masonry. Since coming to New York I have had one other conflict. while working as a special policeman for the Burke Agency. I was assigned to work in Niagara Falls. Working one night at a dance, a man tried to stab me with a knife after I had asked him to leave the premises because he had become rowdy. This man came after me with a knife. I had a pistol, that belonged to a friend, on my side that I had taken to the plant where I was working, Buffalo Forge, to have some handles made for it. During the process of this commotion I had to use the gun. The man was killed and I was taken into custody. I received a no-bill from the Grand Jury for the killing and a two year's probation for having the gun. Since this time there has been nothing else negative in my life. I believe with firm convictions that if I had to, I could go to many of my co-workers, many of my church workers, or people that knew me in general, and ask them for a written statement of my character. I think these written statements would bring out the fact that I am ready for a change, an upward move in society, and that I am willing to abide by the laws of the state. I am also attending night school at Bennett High School to complete my high school education. I intend to go on to college and would like to major in the field of social work. This is a field I have discovered through the Reach Out program; work I like very much. I am married. My wife's name is Mae L. We have six children. My past I am ashamed of , my future I am looking forward to , my present I am proud of!"

Note: Mr. G F continued his education and received a degree in Social Work.

Mr. T R:

My name is T R, case aide Masten Unit. As far as my background goes, I don't have much. I'm engaged in quite a lot of activities in the few years of my existence. I'm a young man in my forties. As far as my background goes, I have been employed at numerous places, I am an X-juvenile delinquent. I say this truthfully, no joke. Sometime I laugh about it but it's not really a joke. I spent a couple of years in a corrective institution, the ward of Catholic charities and the State. I didn't get a chance to finish high school until I went in the service. I've worked at a number of jobs: labor long-shore-man, seaman, organized a transportation system for cotton workers in the south; was an organizer for mining smelters union; organizer for United Office and Professional workers; a left wing school where I learned some of my organizing skills. I also worked at a number of other jobs I did a lot of volunteer work in civil rights, worked in Mississippi, Alabama, the Carolinas, Texas, Oklahoma, New Mexico, St. Louis, the Mississippi freedom school, and organized cotton workers. This isn't much of background, but I have been around. Presently, a member of SNCC, Core, C.A.O., Neighborhood Advisory Committee, BUILD (with Saul Alinsky) and a subcommittee of Model City Program. So all in all I've did a number of things. I, of course, was in the service for a while -- stayed too long, did two hitches, come

out fairly well, got a commission out of it. Made one advancement out of the commission but it was no big thing -- it happened that way. Lately I've done some work in the Post Offices as a mail carrier, clerk, mail handler. I wasn't satisfied with those jobs, it seems that I was always on the move, dissatisfied, going no where until I applied for employment at Reach Out. I have been looking. I always wanted to do something for my community and finally I made it. I've been here a year, I felt that when I come I was impulsive, sort of know it all. I have been active in a lot of things, politics, bartender, bouncer, a hobby hand-radio operator, photographer, a scoutmaster, post advisor for explorer scouts. I'm an outdoors man and love it, I'm always camping in the summer. I've been here for a year, resulting in my being less impulsive. I'm not much of a leader but I'm less apt to jump the gun. I now evaluate things as I go along. This job has helped me improve. I see tremendous improvement in myself not at the way I look at my community, but also how I look at my fellow man. I look at things with a different light now. I don't know, maybe the people around me have changed me. My family life has changed quite a lot and I'm just a different man and I can't understand it. Well, this is all I know about myself and how I feel."

Mrs. DD:

"I was born in St. Louis, MO the fifth child of a family ten children. I was brought to Buffalo a very early age. As a child my family had membership in the Urban League of Buffalo for cultural enrichment programs. As a high school student I had been a helper in the Jewish home for children on Johnson Street. I have been secretary to the Boy Scouts' Mothers' Club of Humboldt Park, Troop 437. During WWII I was welder at Curtis Wright Air Craft Co. I am the mother of five boys and I've always been active with the PTA. I've worked with the 4th and 5th grade students of school 547 (religious instruction). Before taking on this job, I was instructor for the 10 year old girls in after school recreation and also religious instructions for 3rd graders at West Minister House. I was a very interested member of Women's Thursday Morning Out Club, at West Minister. Now I am working with my church on the advisory board for the youth and young adult group. Of all the community work that I have done and still am doing, I think that one of the greatest works and most rewarding is working with Reach Out. Going into the homes of my neighbors trying to meet their needs, not promising but trying, meeting them as a neighbor and a friend is very rewarding."

Mr. HC:

I am 28 years old and I am supervisor of the Masten Unit. Since graduation from college, I was a school teacher for three years and I worked in the department of social welfare as a child welfare caseworker for two years. This past year and four months I spent with Reach-Out Program. It is basically my responsibility to train, supervise, and re-train the members of my unit. This didn't work out exactly the way you would think. I did some training but the majority of

the training was done by the unit themselves. Not only did they train each other but in a very large part they trained me."

"I was born in Brooklyn, NY and I was the second of two children. My father was a very successful and wealthy lawyer. I attended parochial school and a private high school for boys which was about the second best in the city of NY and I continued on to a private college. I never had to support myself until I graduated from college. I lived in a Irish-Italian ethnic neighborhood in Brooklyn and can say very definitely that I never held a conversation with a Black person until I was probably nineteen years old. When I taught, I taught in a private boys school. The Black enrollment at that time was twelve boys out of a thousand.

We have just briefly told you the thumb-nail sketches of the autobiographies of the people in the Masten Unit. As you could observe, there is an age differential of over thirty years, educations range from grammar school to college diplomas. We come from three ethnic backgrounds. White, Black and Puerto Rican. Our birth places are all extremely far apart and a good number of us were born over two thousand miles apart. We all are married and we all have families. Our Children run from their mid twenties to six months old. There has to be some things we share and have in common. We never really sat down and thought of what we had in common, one thing of course, is humanity. We all are human beings and we all want to live our lives as best as we possibly can and make the lives of others better."

Administrative Structure:

- Staff needs to know the structure of the program and any administrative limitations. A solid structure makes for efficiency and is utilized for the purpose of serving neighbors. It is a means to an end. It should not be so complicated and convoluted, that it becomes an end in and of itself to satisfy total control by the CEO.

The Following Is Indicative of the Administrative Structure.

- Report to work punctually.
- Call in if you are going to be late or absent
- The day's briefing with your supervisor is a required must.
- Never leave the premises even in an emergency, without first notifying the office.
- Your supervisor should be aware of what area you are working at all times.
- The Aides must attend all training sessions.
- A file card must be kept on individuals served.
- Restraint is the watchword --- Do Not under any circumstances make promises you are not absolutely certain the agency can fulfill.

- Appearance does count BE NEAT AT ALL TIMES
- Sincerity transmits itself. If you are sincere in what your do, others will recognize it and if your are insincere, they will know that too.
- Work load expectations:
 - ▶ No more than eight hours in the office (we serve our neighbors in the neighborhood}
 - ▶ 80 home visits per month
 - ▶ One neighborhood group
 - ▶ One adopted family

Other Structural Components:

Visiting Aides:

- Are expected to meet with their supervisors daily in the AM and at closing for briefing and debriefing.
- Meet with their supervisors once per week for individual supervision and as needed.
- Staff meetings are held bi-weekly with the following functions.
 - ▶ Administrative announcements.
 - ▶ Staff training .
 - ▶ Sharing skills and techniques with each other.
 - ▶ Invited speakers.
 - ▶ Development of communal spirit.
- Monthly staff luncheons functions.
 - ▶ Breaking bread together with dishes to pass.
 - ▶ Fun and frivolity.
 - ▶ Making program decisions.
 - ▶ Invited speakers.
 - ▶ Sharing experiences.
 - ▶ Communal spirit.

Supervision of supervisors

- Meet with the director on a weekly basis or as needed.
- By phone as needed

Guidelines for Referrals:

As part of the initial structure an administrative guideline was set. The supervisors made and accepted referrals from outside the neighborhood, from the broader community. The supervisors related with the professionals of outside city agencies.

Examples:

Welfare Department
Health Department
Courts

Counseling Agencies
Hospitals
Etc.

The visiting aides/paraprofessionals, were encouraged to make referrals and linkages with in the neighborhood.

Boy scouts
Girl Scouts
Block Clubs

AA Groups
Prenatal Clinics
Etc

The visiting aides, at first, were angry feeling they were second class workers. The policy was explained and why it was made. Reach-Out was the first agency in the city to hire and train paraprofessionals to do service work. Professional caretakers tended to, under their breath, belittle aides and questioned their abilities. As time went on "outside professionals" realized the skills and abilities of the aides in serving the poor and dysfunctional. In less then one year professional caretakers were calling Reach-Out requesting the help of aides. The aides were now ready to make outside referrals, but always discussing and notifying their supervisors of their plans

Program Policies:

A separation has to be understood between administrated structure and program policies.

The director made administrative structural decisions many of which were discussed with staff before policies were set.

On the other hand the staff made decisions regarding program polices in keeping with Reach-Out philosophy and principles.

This was their neighborhood!

They serviced their neighbors!

Staff program Policy Decisions

- All staff members were to be saluted by their last names Mrs., Mr., Miss _____ . Down south blacks were referred to by their first names and whites by their last. This diminished Black People.
- All our neighbors and staff would use the front door. In the south blacks were downgraded because they could only use back doors.
- Staff designed a door knob hanger to be placed when neighbors were not at home.
- Staff designed an insignia on the cover of the Black Book

We are quoting an experience Mrs H had with door knob hangers:

"I was making visits. On this day, I knocked on a door. The lady that answered the door said that she was very busy and had taken the day off to go to the doctor and had no time to talk to me. I told her it was okay and that I had a door hanger which said '*Dear neighbor, I came to call on you today, for a chat and a very short stay, as a visiting aide my services are new, I shall return and explain them to you!*'. Also there is a place for the time, my name and the date. I left this with her. On returning to the office, the secretary had just received a phone call from this particular neighbor. She wanted to know all about the services. Everybody else leaves notes, gasmen, police tickets, usually bad reasons. Reach-Out has a good reason to leave a door knob hanger".

Insignia on a black book

Staff wanted an obvious, noticeable Reach-Out Insignia placed on their 5" X 7", three ring, black book. The book contained forms, resource files and pages and the following 6"X 9", punched folded card that unfolded to 6" X 12" allowing for hand written evaluations of the problem/plans and continued dictation.



FIGURE 10

Staff were proud of their work and wanted neighbors and caretakers to recognize that they were Reach-Out staff members.

The insignia covered the entire surface of the book, was glued on and was made with chain stitching in gold and red on a black felt background outlined with yellow felt.

"REACH OUT" AID											
SURNAME		WOMAN'S MAIDEN NAME		ALIAS-PREV. MARRIAGES		DATE		RECORD NO.			
ADDRESS				OWN RENT P. H.	TELEPHONE NO.			DISTRICT		AID	
FAMILY		AGE AND/OR BIRTHDATE	OCCUPATION, SCHOOL & OR. OR WHEREABOUTS		EMPLOYER OR NAME OF BUSINESS			RACE	RELIGION	EDUCATION	MARRIAGE DATE
MAN											
WOMAN											
NAMES OF SINGLE CHILDREN				FAMILY STATUS: MC UC WIDWEO DES DIV SEP SINGLE OTHER							
				SOURCE OF APPLICATION (REFERRAL) TEL. NO.							
				DATE INCOMING TO AGENCY		FROM PREV. FISCAL YR.		INCOMING STATUS		DATE OF TERMINATION	
								NEW	LAST TERMINATED		
									PRIOR YR.	THIS YR.	
				1.							
				2.							
				3.							
OTHERS IN HOUSEHOLD				RELATIONSHIP TO HEAD							
				4.							
				5.							
NEEDS AND SERVICES											
COUNSELING:		Needs	Services	SUGGESTING		Needs	Services	CATEGORY OF SERVICE AT TERMINATION			
MARITAL		---	---	BOARDING HOME		---	---	THRU CONTACT WITH FAMILY			
PARENT-CHILD RELATIONSHIPS		---	---	HOMEMAKER		---	---	TEL. OR CORR. ONLY	IN-PERSON INTER.		THRU CON. ON BEHALF OF FAMILY
PERSONALITY		---	---	EMPLOYMENT		---	---		ONE	2-5	5 OR MORE
OTHER		---	---	ALCOHOLISM		---	---	1.			
FAMILY LIFE EDUCATION		---	---	EDUCATIONAL		---	---	2.			
FAMILY GROUP COUNSELING		---	---	NEIGHBORHOOD GROUPS		---	---	3.			
UNMARRIED MOTHER		---	---	NEIGHBORHOOD ACTION		---	---	4.			
OLD AGE		---	---	OTHER		---	---	5.			

REACH OUT RECORD KEEPING CARD

FIGURE 11

How this book was used

Mrs. C R:

"This little book will kind of get you in places where ordinarily you couldn't go. This particular day I had been to visit one of my neighbors and she had just returned from the hospital. She had a Welfare check but no food in the house so she asked me if I would go and try and purchase her food stamps for her. When I got to the bank it was just about five minutes before closing time but there was just such a mob of people there that the attendant had shut the door. I walked up to the door, and he wasn't letting anyone else in. I pecked on the door and he says, "no more, no more it's too full". I started to walk away, and I said I know that something has to be done. I am supposed to do a little better than this and make an attempt to purchase these stamps. I went back to the door again. I said what am I going to do. Well, when he opened the door the next time, to let someone out, I'm going to step back up there and say something to him. I stood there and waited and waited, for him to open the door. I was afraid to put my foot in like insurance men or bill collectors do. It was too big a door. I stood there and stuck myself up in the door and just stood and looked up at him. So I started my little pitiful story about this girl, every word is true, and I told him about the family without food, sick mother, with three children. He says, "Why I never heard of it". I showed my little book and who I worked for. Well, he says, "Now tell me all about it". He took time to listen to the program. I could have been through the line and got the stamps but he seemed very interested. I explained all the phases of the program to him, and then he says, "Well all right I'll let you go in", but he says, "the next time you have to get here on time ". I assured him that I would. I went on in and purchased the food stamps, I smiled at him so nice on my way out. Since then, I go back with other neighbors to pick up there food stamps. I see him and I smile at him and he recognizes me very well. Me and my little "black book."

Children's Hospital:

We had some children to transport. We met Mr. F and quite a few from the Ellicott Unit. Finally one of the nurses said to me, "Oh, I saw some more of these little black books. Who do you represent"? I told her we represented Reach Out and the other aides were from the units downtown. It seemed that the little black books were shining very much, at Children's Hospital this particular day. Mrs. R was with me and there were three or four books from other units. The nurse noticed that all the aides, had these books. They were very busy, going to different rooms, to different doctors. This nurse wanted to know "Who were these people who had these books."

Lapel pins:

Staff requested, received and wore proudly a lapel Reach-Out pin.

Specific staff program decisions.

- The health department sent their representative to one of our staff meetings to describe the ill effects, (causing retardation) of children eating peeling lead paint. The staff accepted training by the Health Department and distributed brochures and information throughout the neighborhood. When they discovered problems of paint peeling on or in houses, they pressured the landlords to make corrections.
- Whereas, the sociology department of a local university came and made a presentation regarding a program they wished to start in the inner city. They asked the aides to assist them. The staff asked many questions about the program. Unanimously they said "No". They concluded that the real goal of the program was research to be written up and published. To the contrary, the program would not help neighbors.

Associate programs had minimal success.

There were poverty affiliate programs that were not successful in achieving their stated goals. Some examples of the reasons for their failure:

- They were function limited.

One agency defined its mission as organizing the community. They could not arouse people to organize. The reason being that they did not "start with people where they are". People had felt needs which were not considered.

Whereas, Reach-Out, served people based on felt need, and where people were no matter what the circumstances. As time proceeded, the neighborhood trusted us. Reach-Out had the expected difficulties of organizing, but no insurmountable problems in

organizing self help, support and social action groups (See Under Program 4- Neighborhood Organizing Pg. 228).

- Agencies lacked disciplined administration and structure.

The worker walked into the offices of an affiliate agency. Their staff was sitting around having a good time, gossiping. A senior staff member had a teenage part-time worker sitting on his lap, laughing and joking with her.

In the same agency, they had spent much of their grant monies purchasing exclusive office furniture. Large oak desks, wood paneled walls, soft big couches and other elite appointments. It was obvious they were more centered with "prestige and status" rather than serving "clients".

Training

Goals of Reach-Out Training

- 1 Develop communal spirit, to serve as an example in the neighborhood

It is to be emphasized that the most important part of this training was the communal spiritual bond that we created with each other. That we were interlaced. That the spiritual part of our being gives us our dignity. In two short weeks, we became angry with each other, we cried together, we laughed and we shared each other's frustrations and suffering especially concerning our families. There was no distinction made among the director, supervisors and aides. An example can be given. One of our aides expressed that as a young person, she had married unsuccessfully, and had from this union, a child with physical deformities. This was related with anguish, suffering, guilt, head bowed. There was silence. It was brought out that we would have to thank this

person for sharing her most innermost feelings with us. This incident began to bring us together as people.

- 2 Gain knowledge
- 3 Gain skills
- 4 The staff experience as many of the program modalities, that they will be offering to their neighbors.

Intensive two weeks of training

- 1 Learning philosophy
- 2 Learning administrative structure
- 3 Staff involved as a Family Life Parenting Group
- 4 Group dynamics training
- 5 Role Play
 - a) Interview techniques
 - b) Working with and understanding conflict situations
- 6 Practice home visits through hot and cold contacts
- 7 Finding and listing neighborhood resources

The aides spent time walking around neighborhoods to find resources that were present but had not been viewed with this perception in the past. They returned and listed Well Baby Clinics, Boy and Girl Scouts troops, church halls, drugstore, doctors, used furniture stores etc. which might eventually be used to serve neighbors.

Continuous training

- 1 Individual supervision

- 2 Daily group supervision
- 3 Staff meetings
- 4 Yearly total program evaluation
- 5 Individual Evaluations
- 6 Yearly retreats
- 7 Learning forms to be used:
 - a Planning and prediction sheet - plans made for a week in advance
 - b Activity sheets - lists actual service given, filled in daily
 - c Aides cards - filled in after each home visit
 - d Permanent record card - for agencies permanent record file
 - e Door knob hanger - designed by aides - left if no one is home
 - f Small group record form - used for group records
 - g A procedural handbook was studied and given to each staff member
- 8 Seminars as needed

Training Experience Example:

Mrs. K R:

(Overcoming Anxiety)

"I did a lot of missionary work. Reach Out is missionary work. Only you get paid for it. I was just wondering how in the world would, I be able to go around to these neighbors, visit with and tell them maybe something that they were doing wasn't right. How could I get up enough nerve to do all that. When I got up here and met all the ladies I formed my own opinion of them. All this was going through my mind. I even went home and told my husband that I just didn't think I was going to fit in because I didn't think that the ladies liked me. He wondered why? Because I had never seemed to have problems making friends before. It was just because they were all quite talkative and I was afraid I'd say the wrong thing. I'd just sit and listen. That went on all the time we were in training, until we came to family life. Every now and then I'd stick a little bit in about my family and how I would try and raise my son. Some of the things we talked about I've never dreamed you could, talk in front of a man, these personal things, that we were discussing. It meant so much to me, to be able to explain yourself or talk to a group of people because I was very shy. I have really gained a whole lot from this job as far as being able to express what you would like to say or get up in front of a group and talk. I can do a little better now. I notice that at my coffee hours I don't have that fear that I had when we first started them. Training helped me to help my neighbors."

Mrs. C S:

(Exposure, Growth)

"Well I've been a housewife for years and never punched a clock so I thought I would try and accepted the job. I didn't know if I would be able to get

up in the morning, and get out just as any other person who has been employed. When I came to this job I went in training and through the weeks of training I still didn't know whether I would be able to accept and mix with the other employees, because I had been used to having my way in community work. I had to learn to work with other employees and down through the months I began to like it better each day. Now I've learned to get up, and carry on my housework and get out to my job. I try to be on time and it seems that the longer I work the better I like it. When I go out to meet the neighbors, sometimes, I get a little disgusted, think it over and come back and talk with my supervisor. I've learned to forgive. It seems as the days pass my job becomes more and more a part of me. You meet people and you're working with nice supervisors, and also the employees I work with are wonderful. The director is nice so I have nothing to grumble about, I just love my job.

I thought that my family would not work with me when I first went to work. I was wondering how could I work, do my cooking and cleaning and wondered how the younger people would act. I learned as I go from day to day that my family seems to be very pleased. They help me with my housework and they help me to get out to work. If I want to go out after I return from work, they all work and help me to get out. They want me to rest in the morning until almost time to go to work. I thought this was a wonderful spirit in the family. They feel like it is a great honor for me to be able to be out in the neighborhood as a working aide. I am learning more and more everyday, because of training. I just use to get out in the community and work as a volunteer. I want to say that I really enjoy working with my employees much better than I did when I started to work. Sharing has broken the apathy I had. I felt that when I first went out on my job meeting neighbors, I couldn't take what I take now, especially when they say something bad - it would run through my head and make me mad. I've learned now that you can not do that and be a visiting aide. You've got to take time and explain things to them and let them have their frustrations. You have to be calm and let them be the one to fly up in the air. I'm learning each day to calm myself more. I really love to work with Reach Out. In my transportation, I've learned to drive better and drive neighbors around. I use to be afraid to drive on the ice and now I don't mind that. When I went to the state hospital with Mrs. KR, I was really pleased. I wondered so many times what was going on in these places. Well since I've had a chance to visit and go around and talk to people, I've had great experiences about places that I often wondered about. Training has given me confidence and helped me to grow."

Mrs. P R:

(Insight, Growth)

"We had gotten a phone call and I didn't know anybody except Mrs. M. I had met the Director. Mr. C was explaining to us what some of our work would be like etc. we sat and listened. Then I thought to myself, what are we going to

do and how much training do we have to have to do what is expected of us. What frightened me was the house cleaning. Then the Director said that this would only be in cases, where it was necessary. Cleaning peoples houses would not be our main job. We went through the training period. We reported the same as we do for work at 9:00 a.m. and would have a coffee break in between the training periods. After the training period was completed we felt that we had enough. We were beginning to get bored by sitting around listening to the lectures, etc. than we left. The first time we went out for a half day by twos. We did this for a while and eventually we set out on our own. Everybody had their own individual direction and different approaches for meeting their neighbors I have learned and still am learning because of the people you meet... First of all I never dreamed that the problems could be happening here in Buffalo. If anybody had told me that some of the things that we have found was going on, I wouldn't believe them. I would go home and I'd talk to my husband about it. He wouldn't believe it. Then you'll meet some people that don't know anything and they are willing to sit down and listen to you. Take your advise, follow your instructions on whatever you tell them to do or ask of them. I have learned more about people this one year than I think I would have learned in the next ten or twenty years. I have learned to study people. I use to meet people and right away I would form an opinion, of I either liked them, disliked them or they were all right. I found in this work you can't figure people out like this. You have to study them, go along with them. Sometimes you have to put yourself in their place and try to figure out what you would or how you would act if you were in their situation. This has been an awful lot of help in my own personal life. My friends, neighbors and in my own family. All people are not alike. Some people you have to show more kindness and sympathy than you do others. Some you have to really get rough and tell them off. Tell them what you think and just let them know that you think different from them. You can disagree and be mad or angry with them. Before training, I thought if you told somebody off the person would end up getting mad at you. You have to say what you think and what you feel and once you have said that you feel better and your neighbor begins to trust your honesty."

(Confrontation for the neighbor's sake)

"After working this job from March to December, Christmas was the most enjoyable Christmas that I have had since I have found out about Santa Claus. To me it wasn't Christmas unless you were getting a lot of things. I bought less this year for Christmas, then I have ever bought. I had worked with people who had nothing to speak of, and what little they had they were so thankful. We had little toys that were sent in to us and distributed to our neighbors. The happiness on neighbors faces when they received these little gifts may be a box of crayons made me feel kind of sad and ashamed because I have always wanted so much for me and my children. This made me look at myself.

Helping each other and working together as a neighborhood group or neighbor helping neighbor will mean an awful lot of improvements in our

community. Some of the things we thought couldn't be done, we accomplished. Training helped us to see this. Most of all I've learned to care more about other people not because of who they are or what they are but because they are people. Some of them need love. They need somebody to care for them. Need somebody to show them they really care about them, and will do for them. Help them in the time of their needs."

Mrs. P R, even at risk of neighborhood anger toward her, took out neglect charges to help cruelly punished, neglected children. (See Chapter 8, pg.250), the Blue Family)

PROGRAMS:

1. **Counseling (individual and family needs)**
 2. **Referrals and Linkages**
 3. **Family Life Parenting Education**
 4. **Neighborhood Organizing: (Social Needs of Neighborhood)**
1. **Counseling (individual and family needs)**
 - A. **Supervisors Role**
 - 1.) One person counseling
 - 2.) Family counseling
 - 3.) Group counseling
 - B. **Aides role (communicators, meet concrete needs)**
 - 1.) Knock on doors, find needs
 - 2.) Homemaking
 - 3.) Babysitting
 - 4.) Transportation
 - 5.) Errands
 - 6.) Adopt families
 - 7.) Being a good neighbor
 - 8.) Neighbor helping neighbor

Examples of Services Delivered by Aids:

Mrs. L B

1.) Knocking on Doors -(Confrontation)

"I was making a cold contact and this was my first experience with hostility in getting in the door. This lady opened the door slightly, peeped through and asked me some questions. She slammed the door in my face, I put my foot in the door. I told her that I didn't mind a person closing the door in my face but that it made me angry when a person slams a door in my face. She told me that anyone who had that much "nerve" to say this to her could come in. We've been very good friends ever since."

Mrs. M R

2) Homemaking Service - (Confrontation)

"At this time, the aides have done quite a bit of homemaking. In this particular home three of the aides had arrived. We washed the dishes, mopped and waxed the floors, swept the carpet, washed clothes. I would visit this lady quite a bit after that certain things around the house for her. I would go to the market because she was partially paralyzed. One time she talked to a neighbor of hers and said, "Yes, those Reach Out girls have been here helping me out. There's a little one that comes and she doesn't do anything". After I had heard this, I became angry because I know I had gone in had helped her out. I confronted her with this and asked her if she did say this. She denied it, and said that she was glad for me to come. From then on, this lady has been calling me girl friend."

Mrs M H and Mrs. L B.

2) Homemaking Services (Growth in the use of resources Welfare Dept.)

"This was our first experience with homemaking that began at 4:30 a.m. in the morning. The mother was in the hospital and there were no friends or relatives to take care of the children while she was in the hospital. Due to the earliness of the hour, Mr. S agreed to come over to the apartment to pick us up. He did this each morning. We agreed to take care of the children. My first day there was very frustrating. I somehow expected that since the mother knew that she was going to the hospital, the children's clothing would be in good repair and the house would be clean; this didn't happen. I was quite shocked. My first morning there, I had to sew buttons on the girls blouses. I had to do all of the things that I expected her to have ready. We did have some qualms about what the neighborhood would think seeing a man with us at 4:30 a.m. in the morning instead of our husbands. So one particular morning as we were coming down on the elevator, we met the neighborhood gossip. He walked over to the next building with us. We just knew the neighborhood was wagging today. Since we did have to start each day at 4:30 a.m., it would be quite hard for one person, so

there were two of us. One went a couple of days, the other went for the rest of the week. I had to convince my husband that this was all in the line of duty. I had been going and coming at will because my husband was working a different shift and he didn't know too much about this. This one morning, my husband was home during the time that I had to go over and insisted on walking me over instead of having some other man come over. After I convinced him this was the thing to do, he walked me over. Lo and behold I got over there and it was the wrong morning. Mr. S didn't have to go to work after all. That was the end of that little episode. Then we (Reach Out) decided that this homemaking service was getting a little bit out of hand. We got real shrewd. When we found a family that needed homemaking service, we would contact the Welfare Department and had them come up with a homemaker. Then to, in order to serve this family, we (Mrs. H and I) had to take care of each other's children. The days that she had to go over, I would go down to her apartment and get her children off to school. On the days that I had to go over, I would send my daughter down to her so she would get her children off to school. This was the only way that we could serve this family by working together. Fortunately, we lived in the same building so this made it a little bit easier for us.

Eventually this family came in for counseling, helped other neighbors and joined neighborhood groups."

Mr. G F

2) Homemaking Service - (Setting Example, teaching)

"My first experience in homemaking came one day after a neighbor of ours' wife had left him home alone with some little girls. He came in and asked if someone would come over and do some homemaking for him. Since he was a man, we usually don't send a lady in alone. I had the pleasure of going along with another aide. After we got there, I thought it was best if he saw a man do some of these things. He could probably learn better than watching a woman. I asked him what he wanted us to do? He said he would like for someone to cook dinner. I went to the refrigerator where we found chicken, potatoes, peas, etc. I told him to stand near me and watch how I would do it. That way he would probably learn how to do it. I prepared the full meal for him and his family. He enjoyed it very much. The next couple of days after that, he met me on the street and told me that he knew how to do everything like I did. He said that he could even cook himself, now.

Mrs. H

3) Baby Sitting.(serving Neighbor, Setting Example)

"When I first started working for Reach Out, I was not aware of the different situations that we have ran across in different neighborhood homes. I found, through working with Reach Out, That we have been able to do something about these situations. One of the homes that we recently went into has three

children ages 8, 4, and 7. We have been able to go into this home and render some very good services. This morning I went into the home and bathed the youngsters. At first, the four-year-old told me that he didn't want to get into the tub in front of me because I was a lady. After a while, I convinced him to take a bath. After this, I put fresh clothes on him. He then told me that he was hungry and wanted Aunt Jemima pancakes. The four year old ate more than the 7-year-old. As I was ready to leave, the boy told me not to leave, that I wasn't through with the cooking. I told him that I would be back that afternoon to finish.

Through doing this type of job, it has helped me in my personal life quite a bit. I didn't know that people were in these different types of situations. It has helped me to understand my neighbor better."

Mrs. M A

4) Transportation. (Servicing Neighbor. Humor)

"Last year in February, it was a very cold day and I visited one of my neighbors who was 88 years old. She had asked me to make an appointment for her hair on the 28th and to possibly help her to the beauty parlor; I told her that I would. I went to her house about 10:00 to pick her up. She was very old and could not walk in the house without stumbling and falling against the walls. I had her shoes that she wanted me to take to the shoe shop. We were almost to the beauty parlor and she decided that she wanted to pay the telephone bill. We had to walk to the end of the street in the snow with the wind blowing, to get her bill paid. When I got to the parlor, the beautician said that she would be ready to leave by 12:00, on my lunch hour. On my lunch hour I came to pick her up. The wind had gotten stronger and the snow was blowing. After leaving the hair dresser, the lady then decided that she wanted to go to the A & P and do some shopping. I took her bill, and went to the A & P to do her shopping. I called a friend of mine, to pick us up in a car because it was too cold for her to walk. The lady, had an appointment with the doctor next, which I tried to talk her out of. She told me that she liked to keep her appointments. The next day it was 14 degrees above zero. She called a cab and went to the hospital for the checkup. On my way to her house I picked up her shoes. She wasn't home. I waited next door at her neighbor's house, when she came in I took her the shoes. I then teased her bout getting her hair done so that she could meet a boyfriend at the doctor's."

Mrs. M R

5) Errands

"This particular errand that I did for this lady, Mrs. W. , was to buy her clothing in order for her to go to the hospital. I got all of her sizes and asked what colors she liked. I bought her a coat, dress, shoes, under garments. She wasn't able to do this because she wasn't able to get out of the house."

Mrs. H

6) Adopted Family - (Referral to Reach-Out)

"I went into the C home on January 4. We were referred to them by the manager of Bethlehem Steel where Mr. C. works. He called our office to see if we could send someone into his home because his wife was coming out of the hospital. There wasn't anyone to take care of her, the little baby, and the three-year-old. I went into the home on Wednesday morning. I was accepted there very warmly. Mr C. was there waiting for me before he went to his job. He was very nervous because he wasn't sure that anyone would come in; he seemed very relieved when he saw me. He introduced me to his wife and his three-year-old son, Jimmy. Mrs. C. received me very warmly; she seemed to be a very nice person. She showed me the house and showed where she kept everything. She also showed me the baby and asked me if I could bathe him because he seemed so tiny. At first she asked me if I were used to bathing babies. I told her that by this time I should be because I had seven of my own. She also told me what to expect out of the 3-year-old since he was so mischievous. She told me that after the first day, she didn't know whether I would return because of him. We laughed about this, and I told her that I was also used to little bad 3-year olds. The first day that I was there, I bathed the little baby which was about a week old. Mrs. C.'s husband called about 10:30 to find out how things were. She seemed very relieved; she told him that I had bathed the baby by this time. She also told him that I would be just fine because I handled the baby so well. The home was very neat. There wasn't much to be done, except for Jimmy. The three-year old was joyful and very spoiled. His mother and father admitted this. He was always into something. After the first day, he repeated what his mother said and asked me would I be back. He also said that if I would come back, he would be nice the next day. We laughed about this. So the next day that I came into the home; he was twice as bad as the first day. This day I did the baby's wash. Jimmy and I went into the washroom. I was taking the clothes out of the washer and he pulled the plug out of the socket. I told him not to do this and I spanked him. By this time he told me that he was going to tell his mother because I wasn't supposed to do this. I told him to go right ahead and tell his mother because if he did put his hand into the socket, he would be dead now. He said that he wouldn't tell his mother because he would rather for me to spank him than to die. This was an exceptional child for his age. He was not only mischievous like a three-year old would be but he was very bad. He was so bad that if you asked him if he was a good boy, he would say no, that he was a bad boy. My supervisor said that because of the recovery of the mother that we would no longer be able to come in as often as we have been. I informed his mother that I wouldn't be coming so often. Also, I told Jimmy that I wouldn't be seeing him anymore. By this time, he had grown so used to me that he didn't want me to leave. The day that I left the home, He cried, and asked me when would I come back to see him. I've been into the home a number of times since, and he is so glad to see me he runs and hugs and kisses me."

Mrs J H

7) Being a good neighbor

"I would like to tell about a lady that I visited with. She didn't seem receptive to anyone coming in or helping at all. She was very upset. She was separated from her husband wondering if she should deprive the children of their father. It really was necessary though. Everything this women got, she would put on the children. She went on Welfare. They allowed her clothing money. She put all of it on her children and nothing for herself. I visited a few times and it came close to Easter 1966. It happened that a woman that we had visited with had separated and left many of her clothes to Reach Out, in case we found someone who could use them. This woman was a very heavy-set person the same as the lady that I visited. I took the lady two coats and a dress. She was so grateful. The coats both fit well and so did the dress. A few days later, one of the aides brought in a beautiful white hat that she had gotten and wasn't using anymore. I took this down to the lady. She said that it was beautiful but she couldn't accept it. About an hour later, the woman went upstairs to try the hat on. She said she was afraid to try it on because she knew that once she put it on, she wouldn't want to give it back. She came downstairs crying and said that she would wear the hat to Easter Mass with her children. She was so grateful that someone had given her something. She hadn't received a hat since she was married, twelve or thirteen years ago. I went back to the following week and she told me she had worn the hat and coat and went to church Easter. The lady's mother told her that she never looked so pretty as she did that day."

Mrs. M R

7 & 8) Being a good neighbor - neighbor helping neighbor

"Mrs. P. was a neighbor of mine whom I have visited many times. In this particular instance, a Mr. F.'s wife was in the hospital and he did not have anyone to watch the baby. He brought the baby to our office, we made a little pallet on the floor and put him to sleep. But we couldn't let him stay here all day so we had to come up with someone who would be willing to watch him during the wife's stay in the hospital. I thought of this neighbor, Mrs. P., because she lived in the same building where the F. Family lived. I went to her house and asked her if she would be willing to take care of this child during the time the wife was in the hospital. She agreed to do this and kept the child for about ten days. In the meantime, she had six children of her own to look after. So I feel that this was a good deed she had done, by helping her neighbors."

Mrs. L B

7 & 8 (Being a Good Neighbor - Neighbor Helping Neighbor)

"In our contacts with our neighbors, we usually ask them if they would like to be a good neighbor to someone else. If they say yes, we make a notation on the card so when we find someone that needs help, we have someone at our

fingertips. This happened. I visited Mrs. B. and I found her to be such a lovely, warm grandma-type person. She said that she would be very happy to give a neighbor a hand. Then I found the family that needed help. The wife of the family was an alcoholic. She spent a lot of time outside the home. In fact more time was spent outside than inside the home. The father worked every day from three until early in the morning. There are eight children in the family; the oldest one is twelve or thirteen. the youngest one is about four years old. The father needed someone in the home with the children, in the afternoon and the early part of the night. We called Mrs. B. and asked her if she would be interested in doing this and of course, she said yes. She went into the home and really took this family under her wing. In fact in a few days, the children were calling her grandma. She liked this so well because of the fact that she had been alone and lonely, nothing to do. This served as a two-fold purpose: We served the family and the meantime, Mrs. B. got a great deal of pleasure out of this because she felt needed, wanted, and useful again. This went on for about three or four weeks. The mother was back in the home and of course, Mrs. B. left. Meantime, Mrs. B. had to go into the hospital for health reasons. The same thing happened all over again. We needed another homemaker for the same family. In all toll, we got three good neighbors to help out this one family. We feel that each one of these neighbors have gotten a great deal out of this service by being helpful to someone else, they feel wanted and needed."

Mr. T R

8) Neighbor Helping Neighbor - (Networking)

"It happened last summer. And it put the neighborhood in a turmoil. The story spread around fast that on a residential block in our neighborhood there was an argument between two women over their children fighting. This argument ended in one of the women running home and getting a pistol and coming back out, then shooting the other one in the chest. She was in a rage. She also shot the lady's dog. The woman who was shot had ten children. Her husband was home all the time. He is unemployed because of health reasons. We found out about the shooting through the newspapers, and the radio, and the grapevine in the neighborhood. Almost immediately we were contacted by the department of social welfare. (The welfare supervisor was up in arms because both people that were involved in the shooting were welfare clients, and she was concerned over the well being of the children.) In the family that did the shooting, the woman was released to go home and take care of her children so that was straightened out. But of course, the woman who was shot was in critical condition in the hospital. We went in and found out that the ten children had been spread out with relatives temporarily. I had further contact with the welfare department and the welfare department indicated that the family wanted to get all back together again. The welfare department was willing to pay \$25.00 a week for a homemaker. We told the welfare department that we would look around to see if

we could find anybody. We also told them that \$25.00 a week is no great amount for taking care of ten children. They agreed but they said that's all they could pay. We were up in the air. I thought, if we couldn't get anybody we would have to pitch in there part-time ourselves. This is going to make us work evenings, weekends. We would prefer to get somebody from the neighborhood to do it because this way the person would profit a little bit and it would be helping others. Mr. T R decided that he was going to get somebody.

I talked to Mr. L. and made a home visit. He lived on Edna Place, the father of ten children. The father was quite upset over the condition of his wife, because his wife was on the critical list. I observed some degree of intoxication, so I felt that he couldn't function as a homemaker. I made collateral contacts in regard to securing a homemaker for the family. I visited Rev. D. at CME Church and we talked to a lady about taking the homemaking job. Immediately, when she heard who the people were, she backed out. This left us cold. Again with no homemaker. I visited another minister, Rev. Paul, and talked to him about the possibility of helping us find a homemaker. He said that he would look around. It was negative because people found out who they were going to homemaker for. They didn't want to go into the home. I also found some other problems. In the neighborhood, the family wasn't thought well of because the kids were very unruly, disrespectful, and had been cursing out elderly people on the street. No one wanted to take part in being a neighbor to them. We think in terms of neighbors, the people in the whole neighborhood. I knew of a person, a friend of mine who lived several blocks away. I called her up and asked her would she like to do this type of work. I talked to her a couple of days previously and she expressed some desire in helping out people. I went to her. She was a barmaid. Her name was Miss Rosemary and she said that she would be glad to help. She was kind of skeptical, of course, but I told her the problem of the family of ten, and the amount of money. She didn't know whether she was going to get paid or not but she took a chance. I took her to talk with Mr. L. We made arrangements with the welfare department to guarantee payment but that was negative, because the receipt of the money for homemaking comes to the recipient and it is their responsibility to pay the homemaker. She willingly went in and started working with the family. She started there on a Saturday. I checked with her continuously, daily, and things were going along okay. I found Mr. L. contented: he was happy with the homemaker, he found out that Miss Rosemary was a very responsible person. She started out doing laundry, cooking - seeing that the children were properly cared for, combing their hair, ironing their clothes, etc. In fact, we had made arrangements that she stay in the home temporarily about 4 or 5 hours a day. But this young lady was staying in the house ten and twelve hours a day and as time went on we later found out that she took such an interest in the family that she started taking the kids to her church. I saw a very complete change after about a month of Miss Rosemary being in the home. The children were neat, disciplined, but the father still had the drinking problem. He was at no

time disrespectful to the homemaker. In fact she became a member of the family. After working for a couple of months her services were no longer needed.

Mr. L. was always a little rough, got fairly community minded and one day found his son with a large knife and he brought it to my attention. The knife blade alone was at least 8 inches long. He was very up set that his son would carry something like this and he asked if we could possibly find out where he got this weapon and why they were selling these weapons to kids. Mr. L. and many of our other neighbors developed a trust for Reach Out. It could be pretty well exhibited. It was shortly after Christmas, I dropped by Mr. L. home and he and a man friend were in there. It was about 10 o'clock in the morning. I came in, I could see Mr. L.'s friend grab a bottle of liquor from the table and put it in his pocket so I couldn't see it. Mr. L. looked at him and he says "put that back up on the table, he says this is the man from Reach Out and you don't have to worry about them. They're just interested in helping people and you could trust him. On that same visit Mr. L. introduced me to his mailman, who also had a problem. He made a referral for his mailman to come to Reach Out for counseling. The mailman whose wife had deserted him was left with five children. The man came to the agency to seek help thorough Mr. L. We think that this family is a good example of developing neighborliness. Also, a good example that rough people who do have bad reputations can at times, and very often do develop some sort of community-mindedness and are anxious to help each other in their times of need."

2. Referrals and Linkages

A. Supervisors Role

- 1.) Make formal referrals to catetaking agencies

B. Aides Role

- 1.) Make informal referrals within the neighborhood (ex. Girl scouts, AA groups, prenatal clinics etc.) (See page 201 for explanation)

REFERRALS AND LINKAGES - (Differential Definitions)

Linkage

Evaluation is made, the neighbor is personally taken to the resource and follow up is made by staff with the recipient and/or resource.

Evaluation → Taken to resource → Follow up

Referral

Evaluation is made, the neighbor is given information, the neighbor initiates contact, follow up may or may not be made by staff dependent upon the circumstances.

Evaluation → Transports self → Follow up may or may not be made

Mr. B P

1) Referrals and Linkages

"Part of our job is to get men employed. We decided we would have an area blitz to try and get all the manpower available for the JET Program. JET is, Job Education and Training which is under ODC, Opportunity Development Corporation. Funded by the Board of Education, Common Council and the Labor Department. We concentrated on job referrals for the unemployed, the under employed and especially the male head of families. We began to hit the blitz by going into places that we knew were frequented by this category of men. Bars, pool rooms, barbershops, shoe shine parlors, etc. We hoped to stimulate interest hoped that men would take advantage of the JET program. We concentrated on places like Masten Eaton Lounge, Hamp's, Holly's, Holland House, Clayton Millers, High-Light Bar, Crows Nest, Silver Eagle, Woodlawn Tavern, Club 1218, East Ferry-Jefferson Av Grill, Club Salvory, Ann's Tavern, Bon Ton, Pixies, Blue Moon, Club 133, Grotto Lounge, 20 Grand. In addition to the bars we visited, barbershops such as Metropolitan, Bubbles, Ben's, Aquarium, Bridges, Continental, Lucas's. We also included the confectioneries, delicatessens and stores. Harrison's Confectionery, Cecil Wares, John's Wings and Things, Jefferson Avenue Confection. We visited shoe shine parlors, Jefferson Avenue Shoeshine Parlor, Jam's. We also included record shops.

Some contributing factors for the unemployed were; drop outs, no mechanical skills, minor records, ex-convicts and parolees. Some men relied on welfare.

The reception received was warm but skeptical. We explained the JET program as best we could with the brochures and pamphlets we had procured from the JET offices. Some thought it was a beautiful program, and wondered if it was such a good thing, how come they didn't know anything about it? Other questions were asked. Why! What we explained wasn't written in the pamphlets? Was this just another survey program? Some men said they were already "downtown", at 110 W. Chippewa, the General Donovan Building, NYS Employment, OJT, the Post Office etc. Some men even showed us the cards they received. We began to question why these men were skeptical. We learned that the pamphlets were written on too high a level. Some of these men had reading

problems, with less than fifth grade education. Also these men hated to go downtown to see the Man!

We drew up suggestions for the JET Program. They needed a neighborhood interviewer from JET and should establish relationships with the proprietors. Other Pamphlets should be in laymen type language. These men wanted to know the length of training; and if jobs were really available afterwards; could they choose jobs? If they gave up their present low paying job, would they lose coverage of medical coverage?

It was obvious that JET really didn't understand the problems that these men really had.

We in Reach Out then concluded that we would transport these men to JET; to help them with the interviews, and process of applications. We now take and link men to the JET program.

We have given JET a list of 80 men who are unemployed. We have linked 32 persons thus far to the JET program. We know of nine that received jobs. We are not enthusiastic about JET, but we keep trying."

Mrs J H

2) Referral From

We had visited with this family referred to us from the JFK Maternity Clinic, a few times trying to help where we could. One of the things that they told us on referral was that this family had been without electricity for two months. In this day and age, a family in Buffalo having the light from only one kerosene lamp seemed very odd. We visited off and on taking this woman to the clinic and different places downtown. Sometimes I would baby sit while another aide took them and vice versa. After much negotiations with the public housing agencies, the family was able to get an apartment in the Perry Projects. They had no furniture whatsoever. It happened, at this time, that an elderly man in the area was put in an old folks home and he said that we could have the furniture. Of course, we thought this was great. We went down and got the furniture and put it in the apartment that the family had signed for. There were two beds, a kitchen table, many dishes, some cooking utensils and a lamp. We also received one lamp from the Women's Church; we took things in the middle of the week to the apartment. That week when the mother had her regular maternity appointment, I was left to baby sit with the children in the new apartment. The boy is just kindergarten age and very bright. When we went in, he looked around and he noticed the lamp in the kitchen. He wanted to know if it would light and to plug it in for him. He thought it was great, and wanted the lights to stay on. We went through the whole apartment and I showed him the wall snap and he turned them on and I turned them on. He said that they didn't have electricity and said that the electricity man came and turned it off on them. I told him that in this apartment, there will always be electricity. He was thrilled and checked the refrigerator to make sure that worked. He took his little sisters by the hand and showed them

that lights worked."

Mr. HC - Supervisor:

3) Referral (Coordinating Services)

"I received a referral from the Public Health Department concerning the family that lived in our neighborhood. The Public Health Nurses indicated that she thought there was tuberculosis in the family and that the children might be neglected. The morning that the referral came in I assigned it to Mrs. DD but also I indicated that Mr. T R, the only male case aide in our unit should lend some assistance because it might be a pretty rough case. The aides' took right up from there."

Mrs. DD

4) "Mr. T R and I went to make a call on the referral given to us at Laurel Street. Arriving there we found the mother downstairs, she immediately invited us into the home. When we went into the home, I received such a shock; the house itself looked like one from an amusement park like the 'house that jack built'. There were leaky faucets, there were parts of the ceiling all over the floor, garbage everywhere. Very sparsely situated in the kitchen; just the table and chairs, a refrigerator I think, and the chairs were broken. We went into her dining room and that's where I was really shocked it seemed we were walking up because the floor was in such a terrible condition. Well, I couldn't say very much to the mother because I was so floored so Mr. T R took over."

Mr. T R:

"We introduced ourselves and told her where we were from. We identified ourselves as members of the RO and we explained why we were there. We told Mrs. R W we were quite concerned the family had problems. We had come on a referral and we were told the family had health, and financial problems. This was obvious because the lady was kind of drunk at the time, I think. She listened to what we had to say and I met a couple of the children. They were improperly clothed and the home was really a mess. The toilet was stopped-up; we did find in our observation there were roaches, so looking over things we opened the ice-box - there were maggots in the ice-box and the food was rotted and stuff like this. She was afraid she didn't even want to open the ice-box. One of the kids said, "there's maggots in there and that's why we don't open it". So I did open it. The smell and the stench was paralyzing. There were also sores on the children. The children were coughing. The mother was coughing continuously. We had a report from the Public Health Nurse that the mother had night-sweats. The children had night sweats. They were coming to school improperly clothed, looked dirty, festering sores on their body. Immediately I became quite concerned over the welfare of the children. I asked the mother how can we serve her. She told us that she didn't have much of anything, and the baby

had a bottle of sour milk. Things were bad! We entered with a plan, I immediately prepared to see if I could get supportive work not only from Public Health Nurse, Miss C. but also from the caseworker of the Welfare department, whom Mrs. R W said she had not seen in quite sometime. Mrs. R W said that she had made some requests for bedding and clothing. It was obvious that she needed this, but I also observed that the clothing that she did have was piled up in corner. Bags of clothing and everything else were piled everywhere and it was filthy, moldy, smelly, wet. I was quite concerned over the children the way I found them. So we continued with a plan. I called my supervisor and I said, well, something had to be done and we'll have to start somewhere. Maybe I can get the social worker from the welfare department and also the Public Health Nurse, and maybe we can all arrange some kind of plan. We met the next day. Meeting with Miss C. and Mr. K. from ECDSW , and entered into a plan, taking care of the immediate needs first. The first was health needs. The mother was coughing, the children seemed to be ill, maybe some degree of malnutrition. The children were coughing, that was an indication that perhaps the children and mother were tubercular. Irregardless of her condition, she was kind of reluctant to go in to the hospital but we took the whole family that afternoon. We would get supportive services of the hospital. I called the hospital and arranged for them to receive us because this was an emergency. I did call for support from Children Aid Society to see if we could place the children temporarily. We took them up to the hospital and we spent approximately 9 hours at the hospital. We spent up to approximately that noon hour until about 8 o'clock that evening at the Meyer Memorial Hospital trying to get some kind of examination and emergency treatment for the children and mother. They did keep one child in the hospital with respiratory illness. He had bacterial pneumonia. He was approximately two years old. The other children were given tests. The mother was also given a complete physical and tests. This was followed up with pediatrics, dental appointments, and x-rays, We made some plans for housing afterwards. I felt at this time that some other supportive work should be done in terms of placement. We made temporary arrangements. I pointed out to the caseworker from Welfare that I could not allow the children to go back in the home. They would have to be placed temporarily! So we decided to place them into the homes of the grand mothers. They were quite concerned, they knew of the problem of the mother; she was an alcoholic! They were all removed from the house, some of the children were placed with one grandmother and one boy was placed with the other grandmother. Welfare Department did cooperate. We arranged for temporary housing and paid people to look after the children. The next thing was housing. We made some arrangements to remove the family from that home. I took Mrs. R W down to the Municipal Housing Authority at City Hall. We filled applications for emergency housing, with the support of Department of Social Welfare. Then we needed an evaluation of the clothing and furniture that could be salvaged so that the family could move into a new home, given a new start, a

new outlook on life."

Mrs. A M Y

"After the arrangements had been made with Municipal Housing, our Supervisor, Mr. HC, carried three aides along with him to see what could be done toward salvaging the things that were in the house. First we purchased pine-soil, spray, and different things to work with. We went in and started to work. Well, every body pitched in and some were cleaning the refrigerator, some cleaning the stove, some washing the table, some sorting out clothes, and this was really a job. Our supervisor since he was big and strong tacked this ice-box that was filled with maggots, roaches, and honestly to believe the sight we saw you would really have to see it yourself, it's just impossible to give you a real picture. It was really something to behold, that humans could be living under such conditions. We worked the entire afternoon trying to salvage a few of these things and de-roach them and get them ready to go into the project. The first disadvantage was that there was no hot water for us to work with. We had to bring water from downstairs across the hall. Then the neighbors decided that we couldn't get anymore from them and we had to go down the street to get hot water to work with. The toilet didn't work, the stove wasn't connected, and things were just horrible but we didn't let that get us down we continued to try and do the best we could toward preparing this family for Public Housing. The clothes were all over the floor, the bed. It seems as if they hadn't made or didn't have proper bedding. In the sons bedroom there was all these old-weird-pictures, naked women, first one thing and then another, that you really wouldn't expect to find in a child's room of this age. The boy was only ten years old and we even found love-notes and things of that sort."

Mr. HC- Supervisor:

5) "The landlord came into the house while we were cleaning it up. He was a middle-aged white man and he took me aside and told me how stupid I was for trying to clean-up the mess they made in his house. He said to me, in his accent, "they shitted it up and then you clean it up?", "he said that I didn't know enough about this neighborhood and that he's been around this neighborhood long enough to know that these people are no-good and that they'll just break everything, and wreck everything wherever they go, he says that the people here are all the same. He says, one right after the other. He says that the lady downstairs cuts her husband up and she isn't really a person, she's an animal. This lady's name was Hazel. The landlord left and I then went down to the Welfare Department to talk to the welfare caseworker about getting adequate bedding. At first he made an out-right refusal and his supervisor did also. Before we made any move to get these kids removed from the home we thought we had to give them as much as we possibly could, to give the children a chance to stay with their mother. On the strength of the amount of furniture and refrigerator and bedding that we had

salvaged, the Welfare Department finally agreed to make out some requisitions for mattresses. This allowed the family a start in the projects."

Mr. T R:

6) "Meanwhile I did some follow up as far as the health needs. I kept the families appointments (helped them keep their appointments) at the out-patient clinic. The doctor gave me a recommendation that Mrs. R W follow up with, alcoholic services at the hospital. The pediatrician did talk to me about the kids health problems, so we made additional appointments. Keith needed dental service and follow up with tests and x-rays. The eldest daughter needed extensive services. We found out that she was a tubercular, inactive at the present time. The others had a history of respiratory illnesses, and inactive tuberculosis. Mrs. R W's test came out positive, and it showed a possible active tubercular. I followed up extensively with Miss C., Public Health Nurse. We would try to provide out-patient health services for the baby, and made arrangements to remove him from the home. Mr. HC and myself went to City Mattress. We received vouchers to get mattresses for the family. I stayed with them and helped them pack up and move on moving day. Everything went pretty good. We placed the family in Perry Projects under the supervision of Reach-Out, Welfare, and Children's Aide Society working as a team. We tried but we didn't succeed, the mother went and left the children alone again, for quite sometime. The other aides gave services while the mother was out of the home for two or three days. Finally the children were removed from the home and the court proceedings on neglect were carried out in court. This was one we failed.

I met the grandmother while I was servicing the family, Mrs. F. then and also Mrs. R, the paternal grandmother. There were some indications that they were glad to be of some help. They knew about the alcoholic problems that both daughters were having. Mrs. R, the paternal grandmother, was quite concerned about Keith because Keith was her first grandson. She was happy that somebody had stepped in and tried to help the family. I like the kids and became very attached to the family. I was quite disturbed when we didn't succeed, I tried to follow the clinical appointments and tried to get some counseling. We succeeded with moving to the new home as well as other services. It upset me quite a bit, when the children had to be removed because of neglect. It hurt me. In spite of my feelings I thought that we had failed, I was quite disturbed over this for a week or two. The children are living with a family on Humboldt Parkway. I get a chance to visit the kids and they still remember me as Mr. Tony and they seem very happy. Recently I saw Mrs. R on the bus, she was properly attired and she wasn't drunk. She looked pretty well. I don't know maybe the removal of the kids from the home is a beginning for not only kids but a beginning for the mother. I feel that irregardless of how much we did for the family she was unable to function as a mother or as head of a home. In spite of everything that has happened I don't think that we failed after all."

Mr. HC:

7) In this family my aides made evaluations, made linkages, and followed up referrals. My aides also tried to coordinate the referrals so that all would act in the best interest of the family. We found out this worked; although the kids were finally placed. We gave the mother every available chance to prove herself as a mother before her children were removed. We used the Board of Education, the ECDSW, Children Aid Society, the PH Nurse, the Municipal Housing Authority, the City Hospital-Out-Patient Clinic, City Hospital -Pediatric Clinic, City Hospital Dental Service, City Hospital Alcoholic Service, County Department of Health, Family Court of Erie County, and also the Rental Agency. When you look back, all of these agencies did have contact at one time or another with the R family but this was a kind of uncoordinated services and although they all did their one particular service, the family was never helped. The only time the family showed any signs of rehabilitation was when all of these agencies tried to bring all their services to bear cooperatively by the time Reach-Out did this, the family was too far gone. If this was done at an earlier date, I am fairly positive that this family would still be together and operating at a fairly decent standard." (Note, see chap 8 - Multi-Problem Families)

3. Family Life Parenting Education

The purpose of family life education is to strengthen and improve family relationships. Ego strengthening takes place through group interaction and discussion. Participants help each other define normality within their own culture. Members of the group who have already worked through problems share with others. Serious problems are referred to counseling services. Usual topic areas: jealousy; discipline; temper tantrums; lying; stealing; playmates; preparing children to face discrimination, parental relations; teaching sessions include psychosexual development, how to teach children sex education and effects of mass media on family life.

Supervisors act as an enabler resource person, teacher, and facilitator of group discussions. Aides solicit member through personal contacts, and participate in groups adjudicating the supervisors' role.

A Neighbor's Personal Experiences

1) "In order for me to tell you about family life parenting education I will have to tell you about my personal life and you can see why I feel that it is so important. It may be hard for others to understand just how much you get out of it. The first parenting family life I attended was only because my closest friend asked me not because I thought I was going to get anything out of it, but first to be able to go somewhere else, She knew that I was lonely, and knew about my problems.

One thing I found out, was about myself, I learned why my husband was disgusted. Not that he was that short of money, but he didn't want me to make the money, he wanted to make the money. He personally believes that a wife should work because she wants to not because she has to. I found out that in my house I was giving all the orders. The children had come to the point of coming to me for everything. I couldn't see this. It took this group to bring it out. In fact the dinner table is beginning to be a discussion table. When we finish eating it seems as if everybody has got something to talk about, whether its a problem, a good day, or a bad day. My husband didn't seem to want to be part of this. I can see now, why he wasn't. He didn't want to be a part of it because I took all the parts away from everybody. When I go home and I am tired and upset I can always go in and talk with the daddy. We now base everything around each other. I think it all started with family life. I don't think you can get these things in college."

Mrs. S:

Family Life Parenting Spanish Education Groups

2) "I have been having my first experience with Family Life Parenting Group and I noticed that there was a lady in my group who could not understand a word that I was saying. However, she had a very dear friend whom we all came to love. She used to come in and sit in on the group. Afterwards, they would translate everything into Spanish for her neighbor. After this happened, a couple of evenings, group members came and talked to Mrs. S. This is how a whole new idea was born.

I went to make a return visit and I asked them how they enjoyed Family Life Parenting Education. Mrs. Rod told me that she enjoyed it very much but that her friend could not understand a single word. She had to translate. She asked me if I could have the group in Spanish. I thought this was a wonderful idea so I came back and asked my supervisor if we could have it in Spanish. My supervisor thought this was wonderful too and we started to make suggestions. I went back and I told Mrs. Rod I was going to plan to have it in Spanish. I explained how we did the translation with one English book and one Spanish book for every mother to take home. I visited about fifteen or twenty homes and I explained about Family Life Education in Spanish. They all liked the idea and some of them told me that they would try to come. The first time, we had seven persons. They all talked about their families and their problems. They all shared

their experiences with each other. Another lady that came to the Discussion Group said that she never had a chance to ask her mother questions. She always went to her friends, who didn't give the right answers; they would always give more information than she should have known. She said that she will explain to her children the right way. One of the ladies said that she could never discuss sex with her children because she never learned herself. This is why Mrs. V. told her that she had the same problem as a child and now she is learning the hard way.

The women shared, talked asked questions and were given information, pamphlets, brochures about sex and when and how to teach their children."

4. Neighborhood Organizing: (Social Needs of Neighborhood)

- A. Supervisors role
Strategist, participate in groups as needed, resource person
- B. Aides role
Work directly with groups as advisors, keep records
- C. Process
 - 1.) Aides hold "Koffee Klatches" with 5 or 6 neighbors, and discuss social needs within the neighborhood.
 - 2.) After a number of months of "Koffee Klatches" all Klatches are brought together into a Kibbutz (cooperative gathering) Social needs are defined and codified from past Klatches. Groups are created to meet the social needs on a voluntary basis.
 - 3.) Any group is offered agency help if it is desired

Note: Neighborhood organizing is aimed at improving the social needs within neighborhoods.

Neighbors collectively respond to neighborhood problems and issues that need development, change and improvements. These felt needs may range from developing babysitting groups, setting up clothing and gift exchange shops, organizing block clubs and creating action groups to establish miniature playgrounds for children.

Supervisors acted as strategist, resource persons and participate in groups as needed. Aids discuss social felt needs by having Koffee Klatches with neighbors. After a period of time the Klatching groups are brought together in a Kibbutz (cooperative gathering) KKK. Social needs are defined and codified. Groups are created on a voluntary basis to meet self help social needs. Any group desiring agency help is assisted. Following are examples of the process and

self help groups created.

Mrs. CT, Supervisor Perry Unit

Defining KKK

"Reach-Out started its Neighborhood Organizing with in three months after we opened our program. The aides went out and knocked on doors, and as they talked with neighbors, they asked certain personalities if they would hold coffee klatches for them in their own home. This was accomplished, and many coffee klatches were held. At the end of the second three months of coffee klatches, we thought it advisable to bring all the coffee klatchers, that is all the women who had attended the coffee klatches, together. We thought for a name to call this gathering and using the German (K) for Koffee and Klatch, we though we might add a third (K) , and the word occurred to the supervisor from the experimental work done in Israel the "Kibbutz". We talked it over with the Director and he suggested that we ask a bonafide Rabbi if we might use this word in its literal interpretation, and this was done. And of course the rabbi said the Koffee Klatch Kibbutz would be in good taste because the literal translation of Kibbutz meant "communal gathering". We arranged for such a meeting and on the day of the Kibbutz, there was a very very big down pour. It was difficult for the ladies to get out. However, a representative number appeared, about twelve, with other leaders of the neighborhood also there. We proceeded to organize a great experimental organization."

Mrs. HB

Cures (getting medical services in the neighborhood).

"A group was formed to get a doctor in the neighborhood, called Cures. We met and had our meeting . We decided that we would go around, solicit different people in the area, who would agree to having a medical center here. There are also quite a few senior citizens in our neighborhood. They are unable to get to different hospitals because of transportation. We called the meeting that was held at St. Brigid's cafeteria. There were about twenty or thirty members there. We decided that we would start out by writing letters to the different universities in Buffalo. We wrote a letter to the Erie County Medical Association and also the University of Buffalo, to get doctors that would visit the homes in Perry. At the meeting one of our aides and a neighbor were interested in getting something going in the neighborhood. She attended one of our meetings and decided that she would be the chairman of Cures. She was a very energetic woman and did quite a bit to help the neighborhood out."

Mrs. HB

Saturday Movies Group

"We found the need of Saturday Movies through the Koffee Klatch Kibbutz. I then started asking ladies if they would be interested in helping me, so that we could have Saturday Movies for the children in the neighborhood. The first group of ladies who helped out were Mrs. Gar, Mrs. Sim, Mrs. Clan, Mrs. Gra and Miss W R. At least two of these ladies would be at the movie every week. We also managed to have at least one man there each week to help us keep the children under control. First of all, I should have mentioned that we asked Mr. S of the 4-H to attend one of our meeting. This is how we obtained the movie projector and the boys to run

the projector. A group of ladies would pick out the film for the movie every week. We would pick up the candy on Friday before the movie. We charged a fee to pay for the film. We feel it answered a felt need."

Another one of the neighbor islands, The Sidway Neighbor Island has a beautiful story to tell and it will be told by Mrs. M A, an aide.

Mrs. MA

Baby Sitting Group-Housewives Day Out

"At our Koffee Klatch Kibbutz, four ladies were assigned to me for baby sitting service. It was their general complaint that there were not enough babysitters in the neighborhood. So I called several meetings, resulting in the commitment of five ladies. We were doing real well during the winter months. When the summer months came around, I was busy working with Friendship VII's Day Camp so we didn't have any more meetings until the end of fall. In the fall, I went out and had to gather more ladies because some of my present ladies went over and volunteered at the Swap Shop. I had nine at my house for a meeting on a Wednesday night. So we then and there came up with the idea of housewives day out, for mothers that aren't able to get out much during the day. They bring their children to 344 Perry every Thursday afternoon 1-5:30 P.M. They only have to give one Thursday out of each month which allows them three Thursdays out of the month to shop, visit the sick, or do whatever they have to. This has gone real well. The first week we had five children: the next week we had 17; the next week we had 23; following that we had 25. There is Mrs. Meeh from Springville who gives us every Thursday afternoon free to help set this up. She drives in from the country, 30 miles, to help us. We have a visiting teacher that comes in and gives us Thursday afternoons. We had a Christmas party for 27 children. For the Christmas party, Mrs. Shar came in from a suburban church, along with five Jr. Counselors, and helped to make the Christmas party a success for the children. The ages range from 2-4. Each child received two gifts. One of the Jr. Counselors played Santa Claus. I think that I enjoyed it more than the children. This program is held at 1-B. We have several rooms there. This apartment was donated to us by the Commodore Perry Housing Authority. We have the CAO office, a room for recreation for the children in the afternoon, and a room for toys. Mrs. Meeh has donated several rugs, blankets from her neighbors in Springville. We were also given a check from the school in Springville, New York to buy chairs for the Housewives Day Out children. We have the front room as a lounge for parents to sit and congregate. They can have a cigarette or a cup of coffee while they wait to pick up the children. I really feel that if it weren't for the Housewives Day Out, a lot of the mothers in 320 Perry would never have come out and taken an interest in the neighborhood. I called an emergency meeting before Christmas to see what the mothers would like to donate towards the Christmas Party. Ten mothers showed up, which was great."

A neighborhood Venture - Our Swap & Sell Shop

by: First Chairman, BE, A Neighbor

"First of all I would like to say how the Swap & Sell got its start. Mrs. J H, one of Reach Out's Aides, asked me to give a coffee klatch. Some other ladies gave a coffee klatch and this is

where the idea of the Swap & Sell Shop got started. We discussed the fact that we all have growing children who grow out of their clothes very rapidly. We needed an idea where we could exchange these clothes. In the beginning there were five members. We had about four meetings and we decided that if we were going to get the Swap & Sell Shop on the way, we would first need a building. This is when the ladies started to go through the neighborhood asking for buildings. This had to be donated because we had no money to get started or pay rent. The first building was donated by the Skyline Cleaners owner for about three months, rent free. After we got the building, the building had to be cleaned and letters had to be written. We had to write a letter to the Common Council for permission to open the Swap & Sell Shop. After we got this permission, we had to get a permit from City Hall. We also had to have gas and light. Reach-Out sponsored the Swap & Sell Shop. They loaned us the money to get the lights and the gas. As you know, we are a mixed group. We have an Oriental, African-American, Italian and so forth. We all worked together to get this thing started so there is no race problems involved. We were just a group of women working together. So far, I feel that the shop has turned out well. We are still working together, and most of the original members are still with us. In one of the meetings that we had, we decided that we would have a grand opening. This meant a lot of work for all of us, actually about five members. We had to work very hard. One member's husband came over; he was of great help to us. Sears & roebuck donated clothes racks. He took his car. Mrs. D H also drove and brought back the clothes racks from the store. Mr N worked very hard in putting the racks together for us. Being women, we weren't able to work so well with putting these racks together. It was very difficult for Mrs. B, who was about seven months pregnant. I could remember when we were on our knees scrubbing the floor and figured she needed help to get up. It has all worked out very well with the help of Reach-Out. Mrs. O T and Mrs. D H worked very hard for the women of the neighborhood to get the Swap & Sell Shop on its way.

I would like to tell you about some of the experiences we had in the shop. First of all before we really got started, we were labeling the clothes. Among ourselves, all of our personal sweaters and coats went on sale. We were going to sell each other. I thought this was quite fun. One boy who came in with a large box of clothing washed and ironed by his mother. This boy exchanged this box of clothes for a doll for his sister and mostly toys for the little ones in his family. This boy was about 15 years old. One other time, a boy came in with his toy guitar. Some of the ladies objected. They said that it wasn't a good idea to exchange a toy for living room lamp. We decided that this boy had so much feeling for his mother that he was willing to give up his guitar. This didn't work out too bad because the next day, the guitar sold for two dollars. First of all, the articles in the store are priced very reasonable. There are people that come in who don't have anything to exchange but they like to buy. We try to accommodate them with the prices on the beautiful dresses for four dollars, children's dresses for one dollar. This has worked out very well. When people come in they exchange and sometime they buy. We have quite a few donations from different neighborhoods. Some of the things that Mrs. D H has gotten are from West Seneca, Snyder, Williamsville. All of these people donated. As you may know, the Swap & Sell Shop is not opened as many days as it should be per week. This hurts the business quite a bit. We do not have enough women volunteering to help us. We would like to ask the women of the neighborhood to give a little time. an hour a week perhaps. I do not live in the neighborhood at the present time. I did when this all got started. I worked so hard with it

that I want to see it keep going and I still come down and give two hours a week. The Swap & Sell Shop is open all day on Wednesdays and there are other days that we are closed because we do not have enough help. Some people may think that this type of activity is for the middle-class housewife who may live in the suburban area. We believe that our venture is the first started and carried out by the people totally who reside in low-income housing."

Mrs. L B - Aide Ellicott Unit

Koffee Klatches

"When we first got started with Koffee Klatches I was a little bit frightened I think because I didn't know what Koffee Klatches were all about. Then when I found a lady that so graciously said, that she was willing to have some ladies or some other neighbors in her home for a Koffee Klatch. I felt a little bit better. Then when the day came that we would have it, it was very successful. The ladies I found were very warm. Now I live in the area that I serve but I found out that I knew very few neighbors. I enjoy Koffee Klatch very much because of the fact I had a chance to meet some of my neighbors, that I had not met before. I found them to be very warm and very friendly. The only thing that I think I dislike about Koffee Klatches was, that they serve such good coffee and such good cookies. We were inclined to eat too many cookies and drink too much coffee. At a point we had to tell the neighbors to stick to coffee and tea and cookies, rather than to make a full course meals. We went to some places where they really served a gourmet meal. This made some of the other neighbors feel very badly because of the fact that they didn't or couldn't afford this type of splash, or their cups and saucers weren't as nice. We broke it down and told them, just let us meet in their apartment. We could use paper cups for that matter, so they would feel relaxed in having us. This has been quite successful. The reasons we have these Koffee Klatches in the homes are, to bring out the needs and feelings that the ladies wanted for their community. We came up with quite a few ideas and needs. We noticed some of the same needs came up, in many of the Koffee Klatches. After having 25 Koffee Klatches. We reviewed all of our written notes and found that their were quite a few needs that were similar. Then we had a KKK, which is; Koffee Klatches Kibbutz; meaning: Togetherness. Out of the Kibbutz we formed quite a few neighborhood groups. Some of the groups that were formed from the Koffee Klatch Kibbutz were, the Swap Shop, The Saturday Movies, the Community Greeters, a Baby-Sitting Group, quite a few of the ladies came because they were interested and wanted something for their community. But their was one lady that was quite stout and I think she just came to eat. After she ate, and the Koffee Klatch was over, she even wrapped up cookies in a napkin and took them home. In our first Koffee Klatch we weren't quite skilled, we didn't know how to pick out the leaders. They mostly asked us questions and we answered them but, as we had more Koffee Klatches we became more skilled and were able to see who the leaders were. We got more people to answer rather than asking questions. In The community that we live , there are two high-rise apartment buildings; one is called Talbot Mall and the other, Ellicott Mall. There has always been quite a bit of confusion between the two projects. The ladies from Talbot will never want to come to Koffee Klatches in Ellicott and the ladies in Ellicott will never want to come to Talbot. Even me, living in Talbot had these feeling. But, as we begin to have more Koffee Klatches I felt more relaxed by having them in Ellicott. Also the ladies did start coming from Talbot to Ellicott and the ladies from Ellicott to

Talbot."

Mrs. KR

Aid Cold Spring Unit - Busy Bee's

"We had several coffee hours at various homes. While I was visiting the ladies I would hear them say that they wish they had their home fixed up nice but they just didn't have the money. I know I wasn't able to help them fix it up but I thought that maybe, some handy craft could be made and hung. It would make a home little cheerful. So I suggested this to the ladies, and they all seemed very interested. However, it all came through one lady offering to have a coffee hour and told me to bring all my handcraft. I gathered it all up and took it there. She did not have the coffee hour at all and I was so upset. Mr. B P was with me that day, and I was wondered who could I show all this work, that I had struggled to get out of the house. I thought about these ladies that lived on Winslow Street. I just drove down and asked her if I could come and bring the samples, and show them to her. She got her niece from next door and we sat there and looked at them. I told them how easy they were to make. They seemed very enthused. She said she would be glad to have a coffee hour and the ladies could form a group. We met in her home 10/26 and organized our little group. No one wanted to be a chairman so we worked without one. I carried all the samples and they picked out what they would like to start on. First, I explained to them which ones were the easiest and which ones were the hardest. So they decided they would make a wall plaque using clothes pins and pie plates. I brought the idea back to Mrs. R M, Supervisor and she was helping me try and get the things together. We wrote a letter to Schmit Inc. (Food Brokerage Co.) to try and get some clothes pins. We didn't ever hear anything from them. So we purchased the clothes pins and got started on our plaques. The ladies worked pretty good. They all seemed like they were really anxious to work but I would have to go by and gather them up and take them to the different meetings. For Christmas we decided we would make bath salts. We all made a bottle of bath salts. They were to bring their little jars and containers. We all had bottles of bath salts. made for Christmas and they were real tickled to get to take an article home with them. They thought that was just the thing and everybody was going to make some bath salts. Mrs. P R brought a couple of ladies, some of her neighbors. One of her ladies was so enthused over the little bath salts that we had made that she went on home and made hers and showed it to Mrs. P R. She had three or four jars of it made up and was so proud to know that she had learned how to do something. I would keep on telling the ladies that the material that we used wasn't that expensive. They seemed to think that they couldn't stretch their pennies far enough to buy the materials but they kept on saying that they would like to have something to brighten their home up. We got eleven ladies at the first meeting the second meeting only five, and at the third meeting we had six. The fourth meeting we gathered up eight and some of them were just visitors more or less. They would drop in for one meeting and then we wouldn't see them anymore. They would express themselves yes, they were interested, yes. However, when time came, they would phase out. Some of the ladies have continued to come every week, except if they were sick or their children were sick. They have shown the desire to really belong to the group. Several of my neighbors had been in the State Mental Health Hospital. I thought that it would be good for some of them to come into the group, so I invited them. The ladies could immediately tell something was wrong but they didn't

know what. One lady in particular fit in very well and was so anxious to do something - I told her that she should do something with her hands and show me that she could do something with her hands. But one day while taking her to her clinic she said to me, oh, Mrs. K R, I learned to do something with my hands. Oh I was just elated to know that she was doing something. What did you do? She said "I learned how to roll me some cigarettes". We were driving along and it floored me so that I almost had to stop. I said "roll you some cigarettes", she said "yes, I'm rolling my own cigarettes." Well, I was really let down because I thought it was going to be something. I told her that I thought you were going to tell me you was doing something and that it was going to help you. I said, "Well, that's not helping anything." She said, "Well, it's helping me because I can't afford to buy them and at least I can roll them." Anyhow I got her interested in this group and she did very well. She's very apt and in fact she does better than some those that are suppose to be normal. To just sit and watch her, she's real intense in what she's doing. While I was out to the state hospital one day. I asked if I could go to their therapy shop and maybe I could pick up some new ideas that would be suitable for these ladies to use. In fact I have three that have been patience's at either Meyer or the State Hospital. They gave me one morning and Mrs. C S and I went out and the instructor there showed us around four different buildings where they did this therapy. It was just amazing what can be made and what could be done out of just really a little or nothing. I came back so enthused and hoped that we would be able to one day do some of the things we saw in the hospital. We have had seven meetings altogether and at our next meeting we will start probably two new projects that I discussed with them. The only thing now is if we can keep the interest of the ladies going. We started out meeting every two weeks now we do good if we can get one every month, Mrs. O, however, has offered her home anytime that we don't have a place to meet. I feel that it is not fair for Mrs. O to have to take all the responsibilities for entertaining the ladies every time we get ready to have a meeting

P.S. This group went on for a number of years."

Cooking Sewing Group

"I had called everybody the day before. I didn't wait for the president of the group to call and I called them myself. The supervisor suggested that I go back and talk to them and I did. I told them that I was very disappointed and I felt real bad because it was something they needed. It was something that could have helped them, had they accepted it. I told them that it wasn't for my benefit. I told them that if they came to this cooking or sewing class, it wasn't going to hurt me one bit, because I was getting paid whether they came or not, I would still get paid. It just faded out. They didn't have any reason, why they didn't come. They didn't make any excuses why they didn't come, they just didn't come."

Note: Never became organized. This group failed because there was no organic felt need. The aide, projected her needs upon the group.

SEED MONEY FOR SELF-HELP GROUPS

Problems:

Our experience has revealed that small self-help groups are unable to raise small sums of money when they are initially brought together. By this we mean funds for small items such as money for paper, pencils, stamps etc. Also necessary for these groups is an initial outlay of cash so that they can sponsor limited fund-raising activities such as bar-be-cues, bake good sales etc.

1st Example

A neighborhood group was interested in creating a neighborhood play lot. Reach-Out fortunately had \$150.00 to loan this group. With this money they ran a bar-be-cue, bake good sale, and raffle. They raised \$360.00, used to pay insurance and to rent an empty lot for 1 year.

2nd Example

The Wayne Teen-Aid Fund needed \$150.00 to get their organization off the ground. This was loaned by Reach-Out. This group is prepared to run a city wide fund raising campaign.

Ordinarily Reach-Out loaned money to groups. Reach-Out was 90% successful in having loans repaid. Neighbors respected loans and wanted to pay them back.

What follows are examples of groups that were formed over a space of two years. There were groups that met their needs and disbanded. Other groups continued for a long period of time. However, there were groups that never really got off to a start.

- | | |
|--|---|
| 1 Sidway Island (Babysitting), Mom's Day out | 9 Saturday Movies |
| 2 CURES -- (Inactive) | 10 Weight Watchers (Inactive) |
| 3 Perry Island- Swap & Sell Shop | 11 Teen Canteen (Inactive) |
| 4 Hayward Island Stitch n' Chat | 12 East Side Action Committee of Monroe St. |
| 5 Madison St. Block Club #1 | 13 East Side Action Comm. of Emalie St. |
| 6 Senior Citizen's Committee | 14 Terrible Ten Basketball Group (Inactive) |
| 7 Soul Teen Group | 15 Visiting the Shut-Ins |
| 8 Fox Street Circle #2 | 16 Socialites Vacation & Christmas Saving |

Club	30 Spanish Families Group
17 Perry Panthers Football Club	31 Busy Bees Craft Club
18 The Data & Chatter Club	32 Eaton St. Youth Organization (E. Y.O.)
19 The Golden Eagle Cooking Club	33 Shop & Tool Safety Group
20 Fulton Island Vacation Club	34 Concerned Citizens
21 Watson Street Block Club (Inactive)	35 Northampton St. Neighbors-Tot Lot Group
22 Monroe Block Club #2	36 Southampton Neighbors Block Club (Inactive)
23 Fox Street Mothers	37 Glenwood-Waverly Block Club (Inactive)
24 Community Swap Shop	38 Community Coffee Hour
25 Community Sitter Service (Inactive)	39 Masten Group
26 Visiting Shut-ins (Inactive)	40 Family Learning Group
27 Men's leadership Group	41 Louback Tutorial Group - (Literacy Volunteers)
28 Ladies Sewing Class(Inactive)	
29 Saturday Movies	

REACH-OUT EVALUATIONS

What follows is the complete evaluation process of Reach-Out. Reading these documents will give the reader a complete view of the Neighborhood Reach-Out Agency. These evaluation examples can be used for teaching and training purposes. (See Appendix 6 for following)

- A Yearly Evaluation Outline
- B Supervisor Evaluation of Director
- C Directors Evaluation of Supervisors
- D Aides Evaluation of Supervisors
- E Supervisors Annual Evaluation of Aides
- F Aides Self-Evaluation

Presentations

Requests would come from various community service organizations. Service professionals, universities, and other groups, for presentations of the Reach-Out Program.

The entire staff participated in the presentations, which lasted for approximately one hour. 28 Staff members told the Reach-Out story, using definitive examples.

Reach-Out was applauded. The staff dignity and pride was enhanced.

Examples of presentations made.

1. Western New York Psychiatric Associations.
i.e. At the completion of the presentation, a psychoanalyst rose and applauded, followed by his colleagues.
2. Graduate School of Social Work - University of Buffalo
3. Graduate School of Vocational Rehabilitation - University of Buffalo
4. Graduate School of Community Psychologists - University of Buffalo
5. Various Social Agencies including the Welfare and Health Departments

Staff individually and collectively made neighborhood presentations.

Some Obvious Results of Neighborhood Reach-Out

1. Helped in solving the problems of neighbors, individually and collectively.
2. Were able to network neighbors into helping each other.
3. Just about everyone on staff went on and completed high school.
4. Five staff members received Bachelors Degrees.
5. Staff developed hope, optimism, and foresight. They learned and used resources for their personal families, friends and neighbors.

6. Many of the children of staff members went on to higher education, completed college, and received professional degrees.

Summary:

The main emphasis of this chapter is that neighborhood services can only be effective if indigenous, neighborhood people are hired and trained to work with the social ills of our times.

Neighborhood staff are aware of problems occurring 24 hours a day, 7 days per week.

Indigenous staff will find 8000 problems but will also find 8000 solutions.

This chapter covered goals, philosophy, staff hiring criteria, training of staff, programs offered based on felt need, staff evaluations and public relations based on presentations to community which gave staff distinction and pride.

Abandoned Multi-Problem Poor Families

- **What is a multi-problem family?**
- **What criteria is used to determine a multi-problem family?**
- **Can one agency or institution be successful in rehabilitating a multi-problem family?**
- **Are the usual procedures and techniques utilized by the human service system effective in rehabilitating multi-problem families?**
- **Do these families require an exorbitant unending amount of human service resources?**
- **Is the human service industry organized to rehabilitate these families?**
- **Have any of these families ever been rehabilitated? where an when?**
- **Are service agencies obsessed in their own self interest "turf" that they seldom cooperate together to serve these families?**
- **Do bureaucratic rules and regulations by human service agencies prevent adequate timely services to these families?**

"If a free society cannot help the many that are poor, it cannot save the few who are rich."

John F. Kennedy

Introduction:

What follows is original research.

This chapter deals with those families and persons, suffering with gargantuan problems, that are not adequately served by the community and/or the human service system. We have applied band aids when major surgery is required to serve Multi-Problem Families.

We have wasted resources!

We have wasted people!

Many of these Multi-Problem families have in their own way networked together resulting in pathologic cultures. Neither the community nor human service system adequately understand or even know that these networks exist. These diseased networks need to be understood as part of a psycho-social diagnostic equation.

Human service delivery systems, within the realm of the authors knowledge, have not been established to serve these families.

The author and colleagues spent five years trying to redesign and establish a community delivery system which only resulted in frustrated failure.

Working with these families is not an agency casework problem! It is a community issue!

Presented will be a model of the elements and modalities required for a comprehensive community delivery system.

It will also be noted that education is essential to develop community human service system analysts.

Definition of Multi-Problem Families

A multi-problem family is a family riddled with a complexity of problems. Families that are

plagued with health, educational, social, legal, spiritual, and economic ordeals, all existing at one and the same time.

The definition of a multi-problem family according to the Social Research Service of the State Charities Association:

1. Multiplicity of problems:

Dependence

Health Problems

Social Isolation

Neglect of Children

2. Chronicity

3. Resistance to Treatment

4. Handicapping Attitudes

These families may also be referred to as Hard Core, Chronic, Socially Delinquent etc. They have been in existence for generation after generation.

Example of a Multi-problem Family

The A Family

FAMILY COMPOSITION		AGE:	PROBLEM
Man	Jonathan		Never married, Common Law Relationship Alcoholic, Retarded, Physical & mental Problems
Woman:	Martha	44	
Children:	6		
	James	31	Out of wedlock
	Michael	17	OW, drop out, Neglect, Reform schools, Jail, Parolee
	Tony	14	OW, Retarded, Neglect,, School Problem, Psychotic, Probation
	Luke	13	OW, Retarded, School Problem, Disturbed,

		Neglect
Regina	11	OW, Disturbed, Neglect, School Problem
Anna	6	OW, Neglect, Disturbed

REFERRED TO REACH-OUT BY:

A neighbor who said children were being neglected and also by CAO worker, who described the children as being mal-nourished.

NARRATION:

Mrs. A. was born on April 25, in West Virginia. She had completed seven grades of education. She came to Buffalo from Washington D.C. There is no record that Mrs. A. was ever married. She has had six (6) out-of-wedlock children.

Records reveal that she has had a minimum of five romantic relationships. Mrs. A. has lived with one man after another, and at one time was living with two men. In over a 150 visits to this home, this lady was never observed doing any homemaking, cooking or general cleaning. It could never be ascertain as to when she was telling the truth. Her home was constantly visited by men-friends who were alcoholics

Through court actions Mrs. A. finally was tested by a clinical psychologist who estimated her intellectual potential as between 70 and 80 borderline defective. Testing further described her affection and care for her children as taking second place to her alcoholic addiction, and that she was incapable of providing for her children's emotional and physical needs. Approximately a week later she was seen by a court psychiatrist, who diagnosed her has having "a passive, aggressive personality, with chronic alcoholism and borderline intelligence. In addition, it was doubtful if this mother could ever be helped to care for her children."

A psycho-social diagnosis was jointly made by six (6) agencies. Mrs. A. was described as "very immature, self-centered, passive, over-protective, manipulative alcoholic woman that shows many signs of emotional and physical problems. Her moods are cyclical in nature with some question as to whether she is using medicine for some sort of addictive purposes.

She has managed to emotionally blackmail her children into meeting her needs. She has a paranoid, hostile quality towards the entire community and has managed to have her children act out this hostility in the community. During the years she managed to manipulate many agencies to the detriment of herself and her family. She has also been able to control and manipulate her many boyfriends. It was further stated, that "without social intervention all the children would become delinquent or develop emotional or mental problems."

Mrs. A. absolutely resisted any kind of help from anyone

JAMES A.

Resides in West Virginia. He's the first born of Mrs. A.

MICHAEL A.

IQ 84, was born in Buffalo. He has appeared in court on eight (8) occasions for assault petit larceny and manslaughter first degree. He was sentenced to Industrial

Training School for Boys and was paroled to his mother a year later. While out on bail for a manslaughter charge, he again committed a burglary.

A psychiatric diagnosis described Michael as having a "Transient Personality Disorder" further stating that Michael is "a callous criminal and there is no way to handle him but to remove him to an institution where discipline is very strongly needed." Michael was found guilty of manslaughter in the first degree, for having stabbed a man with a bayonet under the left arm near the heart region. He is now incarcerated.

TONY A.

Age 14 mentally retarded, a loner with no friends. He has been expelled and suspended from school on many occasions. He appeared in Family Court three (3) times. In 1965, a neglect petition was pending in court however this boy ran away to stay with relatives in West Virginia. As a result the neglect petition was dropped.

On the basis of a delinquency petition brought against this lad, he was sent to a foster home.

Tony remained there for a short while but had to be removed because he threatened to kill the children of the foster parents. He was returned home to the same conditions that had existed since his birth.

A court psychiatrist diagnosed Tony as suffering with "childhood schizophrenia". Psychological testing stated that Tony's behavior could never improve in his home environment. There were also signs that this boy may have neurological problems. In one year, Tony was present in school for a total of 15 days. During a second year, he was present in school 96 days, absent 85 days and tardy 16 times. His highest mark for the year was 18. He arrived at school in a filthy unkept way. Behavior in school was described as "violent and vicious".

LUKE A.

Luke is also retarded, has no friends and also is a loner. He was eligible for special classes. The school felt he was neglected. His attendance at school was poor. Luke has been involved in Family Court on two (2) occasions for delinquency. He was accused of damaging the property of a neighbor. On another occasion he was burned while playing with gun powder. Luke is a sullen and angry child, who as he progressed in school became more uncontrolled. He resented teachers, was disrespectful, fought with other students, was belligerent and chased neighborhood children to their homes.

This 13 year old boy was also isolated from his own family and refused to let anybody develop a relationship with him.

REGINA A.

She is a slow learner, maybe retarded, and has congenital cataracts in the right eye. Her mother refused to take her for medical eye treatment, even though she was offered transportation and escort services.

Regina, age 11, is the only person in the family who has tried to keep herself neat; tried to keep some semblance of order within the home.

She is a forlorn child, who has tried to gain love and attention from adults. One Summer she attended Salvation Army Camp. When she came back she gleefully and joyfully stressed the fun she had, and the food she had eaten. For a time after her return from camp she was more responsive, but this behavior soon disappeared.

ANNA A.

This little girl, age 6, is never clean and literally clings to her mother trying to get affection and attention. She actually would wait on her mother trying to comfort her, in order to get some affection in return.

HOUSE ENVIRONMENT:

This family has moved 11 times in eight years.. Upon entering the house we usually found the vestibule filled with feces from dogs and cats. At one time there were five dogs and two cats living in this house. After opening the living room door a gust of hot smelly, stinky air blasted forth. The living room had dilapidated broken furniture. Mrs. A. was usually lying on a couch, and with a little careful observation, beer bottles, whiskey bottles could be observed around the room. In the dining room there were old bike parts, paper stacked high, bits of food on the floor and there was no way of determining if the stove and bathtub were once white. The cockroaches were in hordes all over this house. Mrs. A. always said that she was too ill to get up, but it was known that she was inebriated. Her family physician described her major physical problem as being alcoholism. The visiting nurse described this house as unsanitary.

She never would accept homemaking services. At least this house can be described as overwhelmingly depressing.

The children were never known to have received prepared cooked meals. They ate sandwiches, potato chips and drank pop. Due to the fact that Mrs. A. drank up most of the budget, she was placed on vouchers.

This angry, hostile, bitter, and sad lady would meet workers with a torrent of filthy, dirty curse words. When her boyfriends became angry with Mrs. A., they would tell the aides of the various men who slept with Mrs. A. and would describe the neglect of the children.

This family has isolated themselves from their neighbors. This pathetic family was alone. All persons in this house, were really isolated from each other. They suffered and felt deserted. The children tried to gain affection and love from a mother who was too sick physically and emotionally to make any kind of a return. They were all mad at each other, mad at themselves, and angry with the world. There was no hope, and although many caretakers attempted to help, no rehabilitation took place. From as far back as ten years, various records indicated that this family was deteriorating and social intervention was needed. (To be continued on page 284)

Agencies have served grandparents, parents, children, grandchildren and we can expect to serve great grandchildren infinitum into the future.

These families tend to link themselves with each other in socially interrelated

network/sociograms; and when totally combined become a sub-culture. Pockets of these networks exist throughout the country.

These dysfunctional, pathologic hard core families are destructive to themselves and to the common good! These families are ostracized by society and tend to exclude themselves from the social community.

The colossal tragedy is that caretaking agencies expend an inordinate amount of resources, yet have had little or no effect in serving these families

Networking

It is natural for all of us to have networks. Family, friends, friends of friends, acquaintances that we call upon when we need help. Who is a reasonable plumber, a good reliable doctor, who can clean my gutters, what is a good school system, who can help me with finances, where should I go on vacation, etc?

Yet there are practitioners that have not realized or suspected that multi-problem families also have networks which must be considered in attempting to serve these families.

Research

The original findings of this network/sociogram were serendipitously discovered by Mr. AR, neighborhood aide in the Masten Unit of the Reach-Out Program.

The supervisor, Mr. HC, plus the aides in the local units began to make further observations and discovered many inter-relationships between multi-problem families within their unit. In turn, the entire Reach-Out staff began to observe and discover other inter-related multi-problem families in every neighborhood served by Reach-Out.

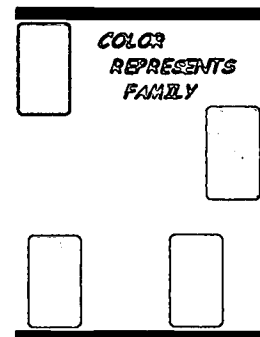
During a three year period, the Reach-Out Program had visited approximately 2700 families. Of these 2700 families we have discovered that approximately 150 of these Families are multi-problem.

Community Research Associates did a pioneer study in St. Paul, Minnesota concerning multi-problem families. Their research discovered that a relatively small proportion, 6% of the

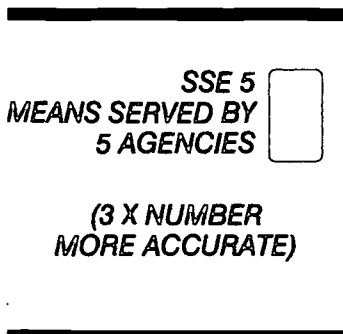
city's families, were absorbing approximately 50% of services and funds. Further studies tend to bear out this statistic; 6% of our population receive 50% of our services and monies. What is more shocking is the fact that though we expend all this time and money these families are seldom rehabilitated. A basic reason is that human service agencies fail to cooperate with each other. The Reach-Out Program of Buffalo finds that between 6% and 8% of our served families can be described as multi-problem families. Reach-Out has literally adopted some of these families. We have been accepted, more so than "outside" workers. Our lack of success and discouragement came from the fact that we could not supply the necessary resources to rehabilitate a family.

Multi-problem families are sometimes referred to as hard-core, unreachable, disenfranchised, uncooperative, anti-social, chronic, socially delinquent families. Social agencies have found that multi-problem families come from all ethnic religious and economic backgrounds. Agencies are aware of affluent multi problem families. However, the poor have many more multi-problem families, than affluent. Pockets of these families tend to live together within specified geographic areas. For instance, they tend to gather themselves in low income municipal housing projects and in poorer sections of cities. They are well known to the courts, schools, social agencies, hospital clinics, housing authorities. The families we are about to present are always in constant change. What is happening to these families today is probably very different from what has occurred at the time we documented this material. The time and period we are covering in this presentation is approximately one and a half years. All material is disguised.

Each family will be represented by a color.

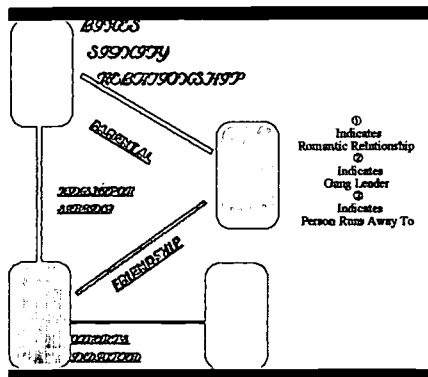


GRAPHIC 1



GRAPHIC 2

To the left of each color, you will notice HSS(Human Service System), plus a number. This indicates the number of agencies that are known to have served this family. Many human service resources do not release their being active with a family. Therefore we can, double or triple this number and be more accurate in determining the number of agencies that have serviced this family.

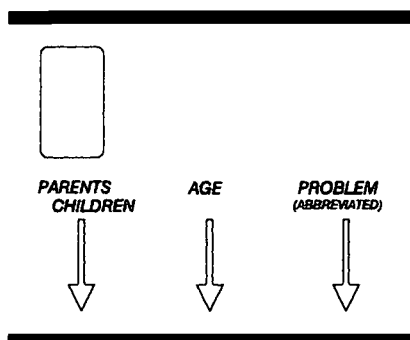


GRAPHIC 6

To the right of a color you will notice in many instances the abbreviation PA. PA indicates that the family receives some form of public welfare.



GRAPHIC 3



GRAPHIC 4

Below each color will be listed -the parents and children within the family. Next will be listed their ages. Next will be listed the problems by abbreviation.

Abbreviations of the problems are listed on this graphic.

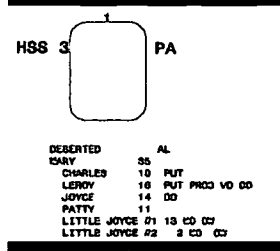
KEY PROBLEM	
OUT OF WEDLOCK CHILD	OW
REFORMATORY	REF
ILLITERATE	IL
NEGLECTED	NEG
RETARDED	RET
PUTATIVE FATHER	PF
DROP OUT	DO
VENERIAL DISEASE	VD
PREGNANT	PRG
ALCOHOLIC	AL
PUBLIC ASSISTANCE	PA
DISTURBED	DIS

GRAPHIC 5

The lines intersecting each color represents a specific relationship. A RED line indicates a parental relationship. A GREEN line Signifies a kinship or sibling relationship. The BLUE line indicates a friendship tie. A BLACK line indicates a relationship to be described. ① Indicates romantic relationship ② Indicates gang leader ③ Indicates person runs away to.

The next graphic indicates 19 families to be presented and their inter-relationship. Graphic 61 is the 15 Family. Parents and 14 children.

THE RED FAMILY



Graphic 8

HUMAN SERVICE SYSTEM

3

TIME PERIOD 1 YEAR

Erie County Department of Social Welfare
 Erie County Probation City Court
 Salvation Army

STATUS WITH WELFARE:

- Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man: Wright
 Woman: Mary
 Children: 6

35

Deserted, Alcoholic
 Disabled

Charles
 Leroy

18
 16

Putative father, drop-out
 Putative father, drop-out,
 gang leader,
 Probation, VD
 Drop-out

Joyce
 Patty

15
 11

Little Joyce
 Little Joyce

13 Mos.
 2 Mos.

OW
 OW

REFERRED TO REACH-OUT BY:

Various neighbors in the community who were aware of the family's financial situation.

NARRATION:

The Red Family left Ohio in the summer. Mrs. Red was disabled and her husband had deserted the family. She was refused public assistance because of the N.Y. State Residency Law. This woman and her family subsisted on \$325 per month sent by the Welfare Dept. of Ohio. Her income was supplemented by food baskets, Salvation Army, Local Church Groups, and various men who frequented her house.

Charles, her 18 year old son, was the putative father of one child.

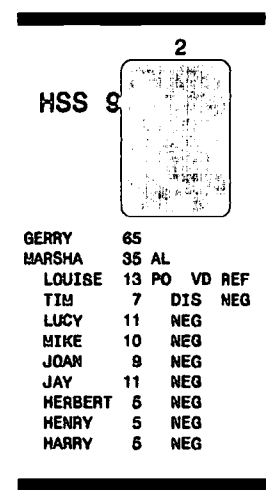
Leroy, her 16 year old son, was the putative father of one child. An 8th grade drop-out on probation for burglary, Leroy had contracted and carried venereal disease and crab-lice. While on

probation, he was re-arrested for carrying a 25 inch machete in a gang fight. About three weeks after being released for his involvement in this fight, he was shot in the leg in an attempted mugging. Leroy was once again released on bail. Eventually, it was learned that this boy participated in a series of 75 burglaries, robberies and muggings. Leroy is now in Jail.

Joyce, her 14 year old daughter, has two OW children. She was out of school with seven grades of education. The putative father was a 9th grade drop-out on probation for burglary.

NETWORK/SOCIOGRAM: so far, no connection.

THE BLUE FAMILY



Graphic 9

HUMAN SERVICE SYSTEM:

9

TIME PERIOD 2 1/3 YEARS:

- Buffalo Youth Board
- Buffalo Youth Board
- Buffalo Youth Board
- American Red Cross-Dept. Social Services
- Buffalo Youth Board
- Children's Aid Society
- Erie County Dept., of Social Welfare-CWS
- Erie County Dept., of Social Welfare
- Health Dept. Medical Rehabilitation

STATUS WITH WELFARE:

Not active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man: Garry
 Woman: Marsha
 Children: 9
 Louise

65
 35
 13

Alcoholic
 Probation, VD, Reformatory

Tim	7	Neglect, Disturbed
Lucy	11	Neglect
Mike	10	Neglect
Joan	9	Neglect
Jay	11	Neglect
Herbert	5	Neglect
Henry	5	Neglect
Harold	5	Neglect

REFERRED TO REACH-OUT BY:

Neighbors realizing a neglect situation.

NARRATION:

Mr. Blue was a well employed steady wage earner who is 30 years the senior of his alcoholic wife Marsha. A drinker, Mr. Blue had no control over his wife and children.

Louise, age 13, ran away and her whereabouts was unknown for about four months. She was known to frequent bars with older men and had contracted venereal disease. While on probation as a Juvenile delinquent, a warrant for her arrest was sworn out. Finally, she was sent to Hudson Training School. It is rumored that she will be returning to her family, which is the same as ever, in the next few months.

Tim was diagnosed by the school as an emotionally disturbed boy who exhibits bizarre behavior in school. Among other things he has removed all of his clothes in class. Suspension from school was frequent. His back bore many scars from numerous severe beatings by his mother and older sisters. On one occasion a broom was broken over his head. During another incident, Mrs. Blue, his mother, broke a beer bottle over Timmy's head.

Lucy, age 11, is not in school. She has often run away from home but returns occasionally to change clothes.

Joan is 9 years old, a run-away who spends weeks at a time in the streets.

Jay, age 11, has been known to the Buffalo Youth Board. Recently he went to Family Court for mugging a fellow student.

Mrs. Blue is usually drunk. She is constantly beating, cursing and threatening her children. Housekeeping is at a complete standstill. Conditions are horrible. This family has been reported for abandonment and neglect of their children on many occasions to many agencies over the last five years. Nothing happened.

NETWORK/SOCIOGRAM: So far no connection.

ADDITIONAL INFORMATION:

We would like to spend a few minutes to describe what commonly happens to multi-problem families. On January 6, at 2:30 P.M. a conference was called together by Louise's Probation Officer. Attending from the school department were a Guidance Counselor, Assistant Principal, as well as teachers from the National Teachers Corps., Erie County Health Dept. had

two representatives, and in addition, four members of the Reach-Out Staff were also present. The local protective agency had been invited but was unable to attend on this date.

The Visiting Nurse described that while making a home visit she had witnessed Louise twist Tim's arms to such a degree that Tim was lying on the floor hollering and shrieking with pain. The remainder of the family including his mother gleefully looked on. The Assistant Principal related that Tim came to school as early as 6:30 in the morning, dressed in urine stench girls stretch pants. Obviously Tim felt more comfortable at school than at home. Many times teachers at school, gave baths to this little boy. Mrs. Blue was encouraged to dress Tim in boys clothes. She refused. Reach-Out told of making 50 visits in this home in an effort to help this family. An entire team of five aides took two days and resorted to using rakes to clean this house. Among other things, maggot infested moldy food was found scattered around the house. The toilet was filled with human waste and was not functioning. Animal and human waste was littered about. A combined stink of feces, urine and rotting food was ubiquitous to this home. At this point in the conference many of the persons present had tears in their eyes. We experienced the humiliation and suffering of the children. All agencies present decided to take immediate action and agreed to send summaries of complaints to Family Court and to each other in order to press for neglect proceedings. Secondly, Reach-Out would continue to serve this family on a daily basis.

What really happened? The Assistant Principal notified us that she would not be able to send a written summary. Only the Visiting Teacher could send this summary. As the Visiting Teacher was not present at the conference the school was not certain as to what they could do. Approximately three months later the school authorities sent written information.

The Public Health Nurse notified us that she had written a summary however; she would not be able to forward it until it was cleared and sent by her superiors. Lines of command being her Supervisor, a person above her Supervisor, and finally the summary could only be sent by the Director of her department. The Director was in Africa doing a research project. Documentation was sent approximately three months later.

On March 9, an aide on the Reach-Out staff took out a petition of neglect. We were able to take this action because of the voluntary services of a lawyer. It is to be mentioned that an aide lives within the neighborhood of the Blue family. She realized that by signing a Neglect Petition she might be ostracized by the neighborhood. She said at one of our staff meetings "it isn't that I don't love the parents but I love the children and they need help". She personally delivered the petition.

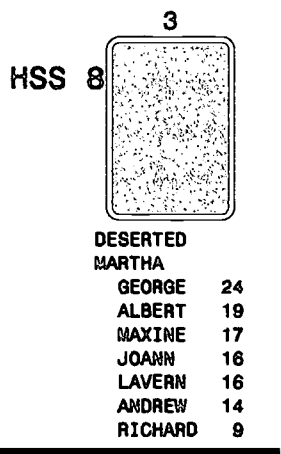
On March 28, a preliminary hearing took place. The hearing was adjourned, thus allowing the parents time to gain a lawyer. On May 2, and May 3, final court proceedings took place. Reach-Out, Children's Aid Society, the Board of Education, Health Department and Probation Department all gave evidence for the removal of Timmy from this home as soon as possible. Some agencies gave evidence to the effect that all the children should be removed. The Judge adjudicated neglect; however, he stated he would make no final disposition concerning Timmy until the court had a complete psychiatric and psychological work-up performed.

One and a half years later, Timmy was still wandering the streets late at night. This family still continues to exist as in the past. Nothing has changed.

What has been outlined as happening to the Blue Family is not unusual. This is a

common, usual happening with multi-problem families. It reflects the depersonalized uncoordinated ragmentized, bureaucratic waste of time, money and lives that gain nothing.

THE PINK FAMILY



Graphic 10

HUMAN SERVICE SYSTEM:

8

TIME PERIOD 9 YEARS:

- Department of Social Welfare-Child Welfare Service
- Department of Social Welfare
- Buffalo Municipal Housing Authority
- Erie County Probation Office City Court
- Erie County Dept., Social Welfare-Aid to Dependent Children
- Erie County Dept., of Social Welfare-Child Welfare Service
- Erie County Probation Office Juvenile Delinquency

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man:

Woman: Martha

Children: 7

- George 24
- Albert 19
- Maxine 17
- JoAnn 16
- Laverne 16
- Andrew 14
- Richard 9

Deserted

REFERRED TO REACH-OUT BY: -

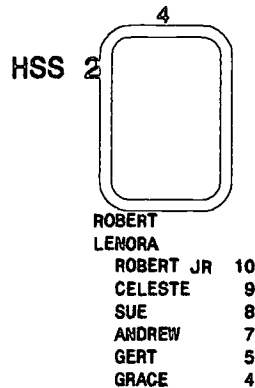
Random door knocking.

NARRATION:

The Pink Family is a fatherless family with wild teen-agers. This family is totally supported by public assistance. All the children except the youngest were unruly and associated with the rougher elements in the neighborhood. Relations at home were constantly strained by the children staying out overnight with men.

NETWORK/SOCIOGRAM: No connection.

THE WHITE FAMILY



Graphic 11

HUMAN SERVICE SYSTEM:

Erie County Department of Social Welfare
Salvation Army

TIME PERIOD 5 YEARS

STATUS WITH WELFARE: - Family receives Supplementation from the Welfare Department.

FAMILY COMPOSITION:

Man:	Robert
Woman:	Lenora
Children:	6
	Robert Jr.
	Celest
	Sue
	Andrew
	Gertrude
	Grace

AGE:

10
9
8
7
5
4

PROBLEM:

REFERRED TO REACH-OUT BY:

Mrs. Red was admitted to the hospital for two weeks of observation and left her four children with Mrs. White. She asked us to check on her children.

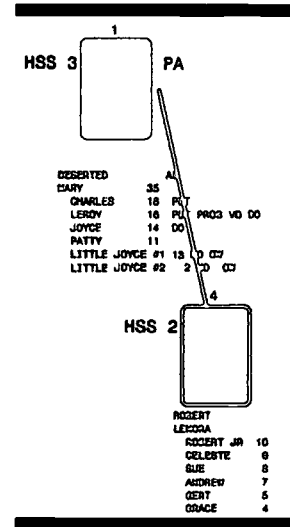
NARRATION:

The White Family lives in the same general area as the other families so far presented. Mr. White was employed but received supplementation from the Welfare Department for the three youngest children, They were children of a relative. Conditions in general were poor and Mrs. White did little or nothing for the Red Children.

During Mrs. Red's absence, her daughter Joyce, spent time alone in the house with her boyfriend. Charles and Leroy ran wild, and also frequented the empty apartment. Everyone came and went as they pleased.

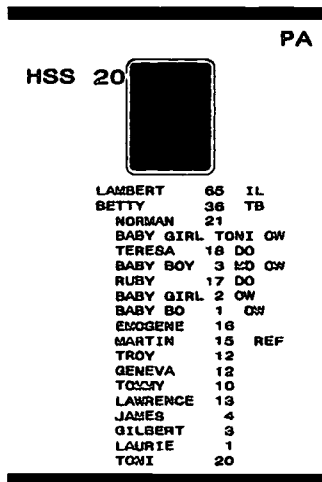
NETWORK/SOCIOGRAM:

A kinship relationship between the Red and White families. Mr. White, we learned later is the uncle of Mrs. Red.



Graphic 12

THE BLACK FAMILY



Graphic 13

HUMAN SERVICE SYSTEM:
Buffalo Youth Board

20

TIME PERIOD 7 YEARS:

Erie County Probation Office Family Court
 Buffalo Youth Board
 Erie County Dept., Social Welfare
 Erie County Dept., Social Welfare-Child Welfare Serv.
 Erie County Prob. Office Juvenile Delinquency
 Erie County Dept., Social Welfare
 Erie County Dept. of Probation Office Juvenile Delinquency
 American Red Cross-Dept. of Social Welfare
 Buffalo Municipal Housing Authority
 Buffalo Youth Board
 Catholic Charities
 Children's Aid Society
 Erie County Dept. of Social Welfare
 Erie County Dept. of Social Welfare-Child Welfare Serv.
 Health Dept. T.B.
 Probation Office-Family Court
 Probation Office-Juvenile Delinquency
 Salvation Army

STATUS WITH WELFARE: - Active

<u>FAMILY COMPOSITION:</u>	<u>AGE:</u>	<u>PROBLEM:</u>
Man: Lambert		IL
Woman: Betty		
Children: 17		
Norman	21	
Toni	20	Drop-Out
Baby girl	1	OW
Teresa	18	Drop-Out
Baby boy	3 Mos.	OW
Julia	17	Drop-Out
Baby girl	2	OW
Baby boy	1	OW
Emogene	16	
Martin	15	REF
Troy	12	
Geneva	12	
Tommy	10	
Lawrence	13	
James	4	
Gilbert	3	
Lauric	1	

REFERRED TO REACH-OUT BY:

Erie County Dept., of Social Welfare asked if we could help a grandmother care for the children in this family while their mother was in the hospital with tuberculosis.

NARRATION:

There was absolutely no parental control in this extensive ever growing family. The house was constantly frequented by men who are the boyfriends of the four teen-age daughters.

Mr. Black, an unemployed illiterate, is 30 years older than his wife. This family is wholly supported by public assistance.

Martin, age 15, was placed in the N.Y. State Industrial School for Boys.

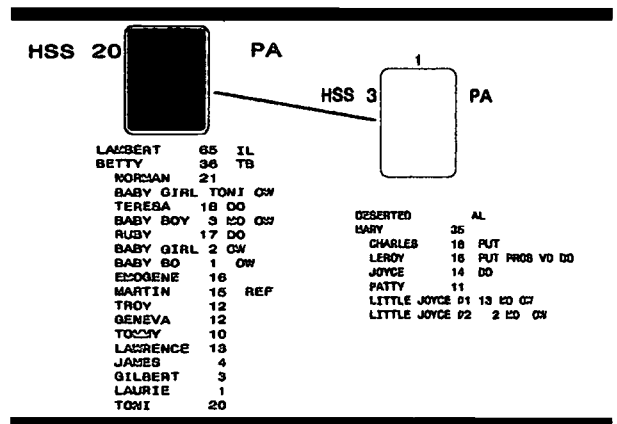
None of the girls ever finished high school.

Mrs. Black was frequently driven out of the home by the girl's constant quarreling and fighting over who would mind each other's babies. The worker, when at the hospital to see the mother, found her playing poker with male patients. Once she was sitting with a male companion holding hands.

Mrs. Red was in the same hospital and asked the worker to go and see Mrs. Black, her best friend in the neighborhood.

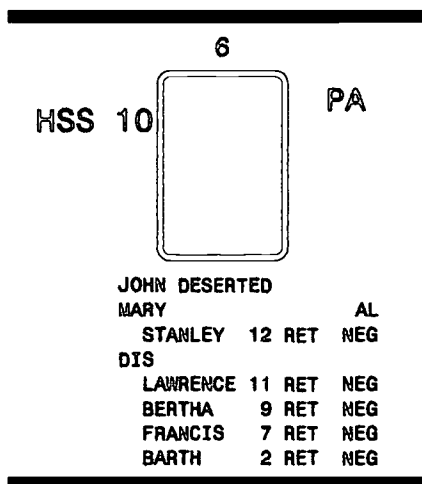
NETWORK/SOCIOGRAM:

We now have a friendship relationship between the Red and Black families. We would like to add, a public welfare official speculated that there is approximately \$3,000 a month going to the Black family. He further speculated that there may be as many as five divisions in the Welfare Dept., working with this family, and it is very conceivable and possible that each division did not know what the other four were doing.



Graphic 14

THE YELLOW FAMILY



Graphic 15

HUMAN SERVICE SYSTEM:

10

TIME PERIOD 8 YEARS:

- Erie County Probation City Court
- American Bed Cross- Depth Of Social Welfare
- Erie County Dept., Social Welfare-Child Welfare Serv.
- Health Dept.
- Buffalo Municipal Housing
- Children's Aid Society
- Probation Office Family Court
- Probation Office Family Court
- Erie County Dept., Social Welfare
- Erie County Dept., Social Welfare-Aid to Dept. Children

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man:	John		Deserted
Woman:	Mary		Alcoholic
Children:	5		
	Stanley	12	Retarded-Neglect-Disturbed
	Florence	11	Retarded-Neglect
	Bertha	9	Retarded-Neglect
	Frances	7	Retarded-Neglect
	Bart	2	Retarded-Neglect

REFERRED TO REACH-OUT BY:

This family was referred by the Public Health Nurse. Neglect was suspected.

NARRATION:

Mrs. Yellow was an alcoholic. She hung around with alcoholics. Her home was a complete wreck. Facilities were shut off and the refrigerator was crawling with maggots. After a physical, her two year old son was diagnosed as having bacterial pneumonia and kept in the hospital.

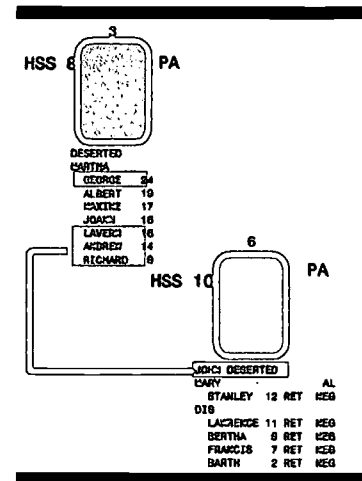
Her children were all retarded and attended special classes. It was rumored that the older boys and girls slept together.

Stanley, her 12 year old son, had his room plastered with photographs of naked women. Two photographs depicting acts of perversion were found in the home.

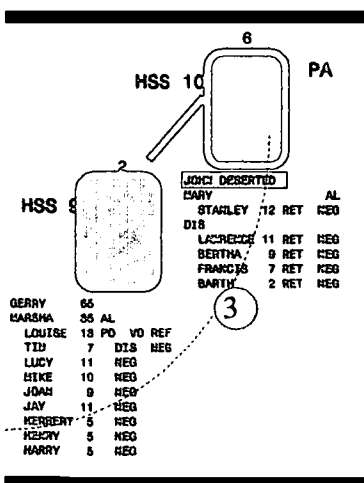
This family is wholly supported by public assistance.

NETWORK/SOCIOGRAM:

On a visit, the aide found that Mr. John Yellow had fathered the three youngest children of Mrs. Pink - Laverene, Andrew and Richard. Follow the red line from John to the three children above.



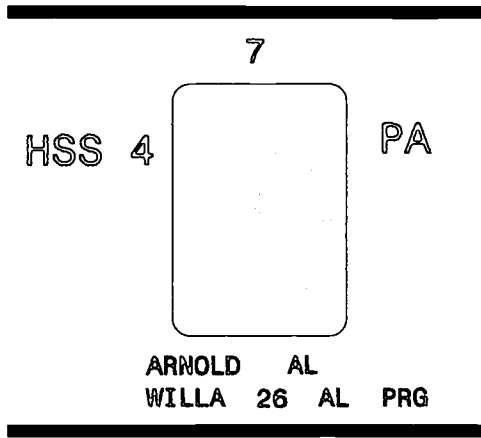
Graphic 16



Graphic 17

On another visit, Joan Blue was found to be living in the attic of Mrs. Yellow. Black line. Mrs. Blue and Mrs. Yellow were very good friends and often drank together. The blue line indicates this relationship.

THE GREEN FAMILY



Graphic 18

HUMAN SERVICE SYSTEM: 4
 Department of Social Welfare
 Probation Office City Court
 Erie County Dept., of Social Welfare
 Family Service Society

TIME PERIOD 1½ YEARS:

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man: Arnold
 Woman: Willa

Alcoholic
 Alcoholic, presently pregnant

REFERRED TO REACH-OUT BY:

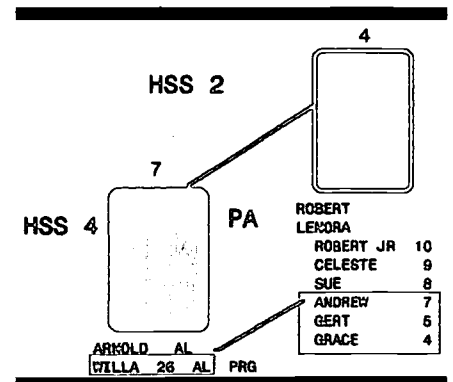
Worker met Mrs. Green while working in the home of Mrs. Yellow.

NARRATION:

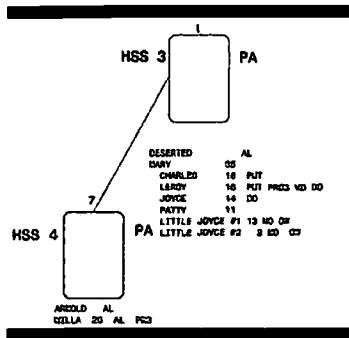
Mrs. Green hangs around with Mrs. Yellow. Both she and her husband were alcoholics. She was pregnant. Mr. and Mrs. Green engage in violent quarrels. He had just spent three months in the hospital recovering from stab wounds his wife had inflicted upon him. In turn, upon release from the hospital he badly beat his wife up.

NETWORK/SOCIOGRAM:

It was discovered that Mrs. Green's three children, Andrew, Gert and Grace, are living with Mr. White who is her brother. Red line from Willa, to Andrew, Gert and Grace.



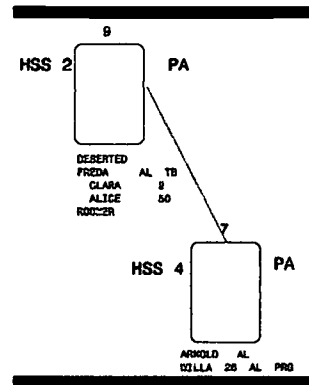
Graphic 19



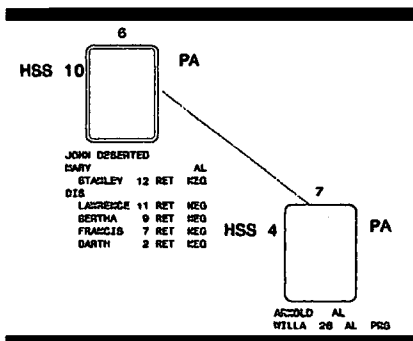
Graphic 20

This also implies a kinship relation between Mrs. Green and Mrs. Red.

Mrs. Green is also a friend of Mrs. Purple, family #9.



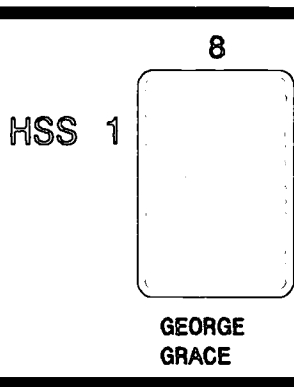
Graphic 21



Graphic 22

Green and Yellow are also good friends.

THE ORANGE FAMILY



Graphic 23

HUMAN SERVICE SYSTEM: 1
Eric County Dept. of Social Welfare

TIME PERIOD 1 YEAR:

STATUS WITH WELFARE: - Not on Welfare at this time

FAMILY COMPOSITION:

Man: George
Woman: Grace
Children:

AGE:

PROBLEM:

REFERRED TO BEACH OUT BY:

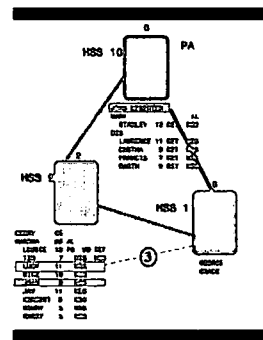
Mrs. Yellow

NARRATION:

Mrs. Orange is Mrs. Yellow's mother. We met her on 8/15 when we placed her grandchildren with her on a temporary basis. We found Lucy Blue living there. Lucy lived with the Orange family on some of her runaway episodes from her parents.

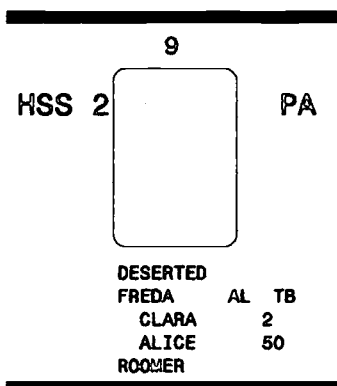
NETWORK/SOCIOGRAM:

A parental relationship between Mrs. Orange and Mrs. Yellow. Also, a relationship between the Orange and Blue families. Lucy hid in the home of Mrs. Orange when she ran away.



Graphic 23

THE PURPLE FAMILY



Graphic 25

HUMAN SERVICE SYSTEM:

Erie County Dept., of Social Welfare
Health Department/ T.B.

-2

TIME PERIOD 1½ YEARS

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

Man:
 Woman: Freida
 Children: 1
 Clara
 Roomer: Alice

AGE:

2
 50

PROBLEM:

Deserted
 Alcoholic, T.B.

 OW

REFERRED TO REACH OUT BY:

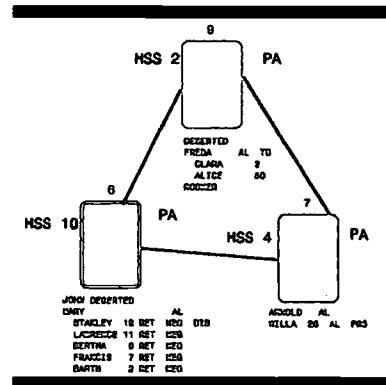
Mrs. Purple came in by herself, thinking she could get money from the agency.

NARRATION:

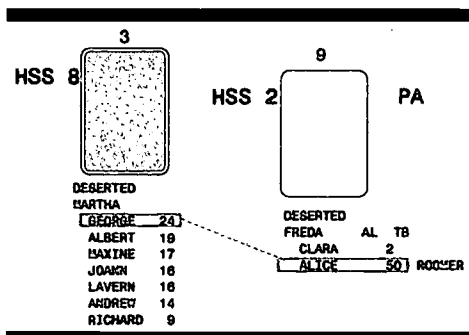
Mrs. Purple was an alcoholic who came to the office looking for money. We serviced the family for possible neglect of her two year old child. Aides helped Mrs. Purple with shopping, and helped her to obtain public assistance money. She and her two year old child were also taken to public health clinics.

NETWORK/SOCIOGRAM:

Mrs. Purple drank with Mrs. Green and Mrs. Yellow.



Graphic 26

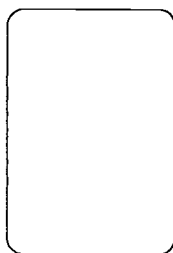


Graphic 27

Alice, 50, the roomer, was found out to be the girlfriend of George Pink, age 24.

THE BROWN FAMILY

10



ELENOR HOMELESS AL

Graphic 28

HUMAN SERVICE SYSTEM:

UNKNOWN

TIME PERIOD

STATUS WITH WELFARE:- Not on welfare

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man:

None

Woman: Eleanor

Homeless

Children:

REFERRED TO REACH-OUT BY:

Mrs. Purple

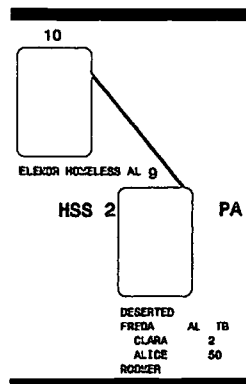
NARRATION:

Mrs. Brown came in off the streets looking for money. We didn't know it at the time but Mrs. Purple had told her to come in. Reach-Out referred her to public assistance. Mrs. Brown's children had grown and married. Nothing is known of them. She was a homeless woman who drifted from house to house and place to place.

NETWORK/SOCIOGRAM:

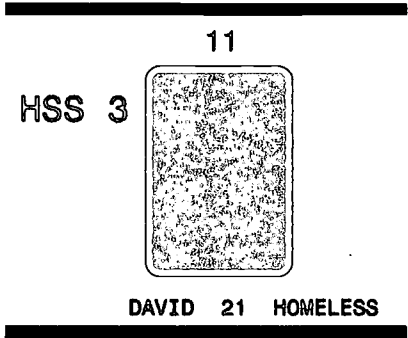
On many occasions we found Mrs. Brown drinking with Mrs. Purple. Mrs. Brown usually spent much time eating and mostly drinking up Mrs. Purple's welfare grant. It can be reasonably assumed that she is friends with many of the people on this entire Sociogram.

Our referral to welfare was unsuccessful because Mrs. Brown had no permanent address.



Graphic 29

THE GRAY FAMILY



Graphic 30

HUMAN SERVICE SYSTEM:

Department of Social Welfare
Department of Social Welfare
Probation Office-Family Court

-3

TIME PERIOD 2 YEARS:

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

Man: David
Woman:
Children:

AGE:

21

PROBLEM:

Homeless

REFERRED TO REACH-OUT BY: -

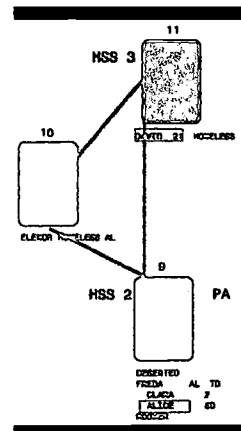
A Walk-in

NARRATION:

Mr. Gray walked in off the streets looking for money. He was 21 years old and homeless. Because he lost the use of one arm in a recent knife fight at a local tavern, he could not find work. We referred this man to public assistance.

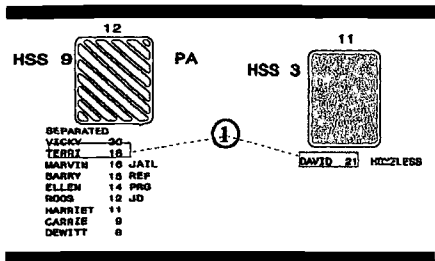
NETWORK/SOCIOGRAM:

It was learned later that Mr. Gray hung around with Mrs. Brown # 10 and Mrs. Purple #9.



Graphic 31

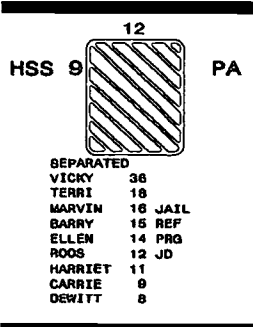
BEST COPY AVAILABLE



Graphic 32

The phone number and address Gray left with us, turned out to be the same as Vicky Redstripe's

THE REDSTRIPE FAMILY



Graphic 33

HUMAN SERVICE SYSTEM:

- 9

TIME PERIOD 6 YEARS:

- Erie County Probation Office-Adult Division
- Department of Social Welfare
- Buffalo Youth Board
- Department of Social Welfare
- Dept. of Social Welfare- Aid to Dependent Chn.
- Dept., of Social Welfare-Child Welfare Service
- Health Department - Tuberculosis
- Probation Office-Family Court
- Salvation Army

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man:
 Woman: Vicky 36
 Children: 8
 Terri 18

Separated

Marvin	16	Jail
Berry	15	Reformatory
Ellen	14	Pregnant
Roosevelt	12	Juvenile Delinquent
Harriet	11	
Carrie	9	
Dewitt	8	

REFERRED TO REACH-OUT BY: Random door knocking.

NARRATION:

When we first contacted this family, we found out that Marvin, age 16, had been in Jail for almost a month because of a mugging charge.

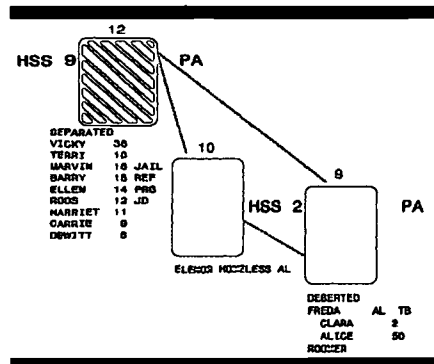
Berry was in the N. Y. State Industrial School.

Ellen, age 14, was four months pregnant out of wed-lock.

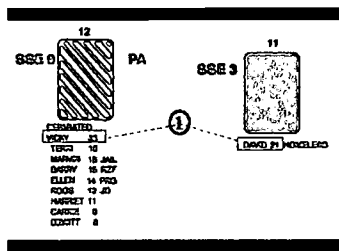
The 12 year old boy, Roosevelt, was later arrested in an aide's hallway for possession of burglary tools.

NETWORK/SOCIOGRAM:

Mrs. Redstripe drank with Mrs. Purple and Mrs. Brown.



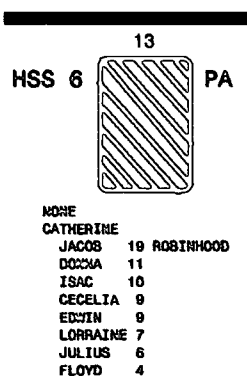
Graphic 34



Graphic35

Mr. David Gray, age 21, and Mrs. Redstripe, age 36, lived together. Mr. Gray was later arrested for stealing a TV.

THE GREENSTRIPE FAMILY



Graphic 36

HUMAN SERVICE SYSTEM:

Children's Aid Society
Dept., of Social Welfare
Dept., of Social Welfare-Aid to Dependent Children
Dept., of Social Welfare-Child Welfare Service
Probation Office
Probation Office-Juvenile Division

- 6

TIME PERIOD 6 YEARS:

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

Man:
Woman: Catherine
Children: 7
Jacob
Donna
Isaac
Cecelia
Edwin
Julius
Floyd

AGE:

19
11
10
9
2
6
4

PROBLEM:

None

Robin Hood (A gang leader)

REFERRED TO REACH-OUT BY:

Random door knocking

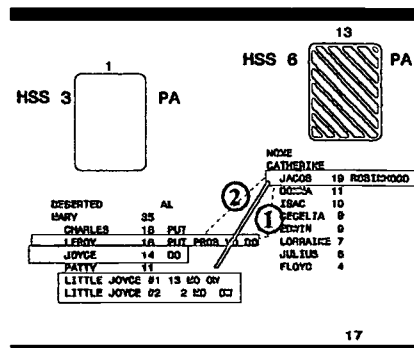
NARRATION:

Mrs. Greenstripe had volunteered to help us take care of 13 children for the lady next door who had gone to the hospital to have another baby.

NETWORK/SOCIOGRAM:

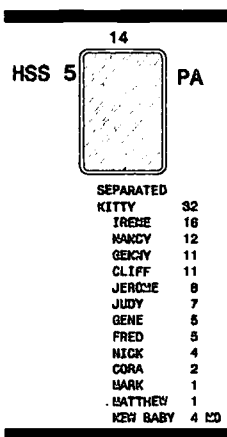
We eventually learned that her 19 year old boy, Jacob, Robin Hood, was the boy involved with Leroy Red in 75 burglaries and muggings. The police had been looking for this boy for months. Jacob Greenstripe turned up in many of the homes we were servicing. He was protected throughout the neighborhood like Robin Hood. Many warrants were issued against him. A shoot to kill order had been given to the police because Jacob was extremely dangerous and always carried a revolver.

Jacob was the boyfriend of Joyce Red; and the father of her two out of wedlock children.



Graphic 37

THE YELLOWSTRIPE FAMILY



Graphic 38

HUMAN SERVICE SYSTEM:

- 5

TIME PERIOD 10 YEARS:

- Children's Aid Society
- Erie Co. Dept., of Social Welfare-Aid to Dependent Children
- Erie County Dept., of Social Welfare-Child Welfare Services
- Health Dept., Medical Rehabilitation
- Meyer capital

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man:
 Woman: Kitty 32
 Children: 13
 Irene 16
 Nancy 12

Separated

Genevieve	11
Clifford	10
Jerome	8
Judy	7
Eugene	5
Fred	5
Nick	4
Cora	2
Mark	1
Martha	1
New baby	4 months

REFERRED TO REACH-OUT BY Friends

NARRATION:

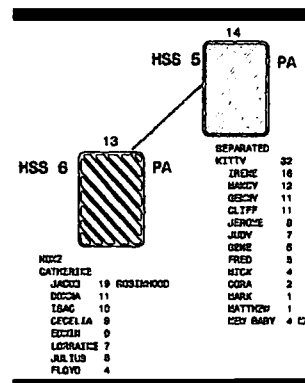
Mrs. Yellowstripe is a 32 year old mother of 12 children. Most of these children are out of wedlock. This family is totally supported by public assistance. We worked with this mother extensively trying to help her care for her children. We also helped Mrs. Greenstripe take care of Mrs. Yellowstripe's children when Mrs. Yellowstripe was in the hospital. They are next door neighbors.

The Yellowstripe children are school problems and are constantly engaged in fighting in and out of the home. Homemaking is very poor. Hordes of cockroaches pervaded this house.

One night some young boys threw a Molotov cocktail against the side of the Yellowstripe house and also lit her door on fire. It was never ascertained why this happened.

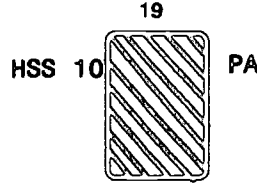
NETWORK/SOCIOGRAM:

A friendship tie between Mrs. Greenstripe, #13 and Mrs. Yellowstripe.



Graphic 39

THE BLUESTRIPE FAMILY



SEPARATED
KAY
MARY 8 NOT IN HOME DIS
FRED 3 OW
ADAM 2 OW
CLAY 15 ALL SUSPECTED
VINCENT 13 OF NEGLECT
STEVEN 12 OF NEGLECT
ELSTE 9
BUNNY 9
BABY GIRL 2 MO

Graphic 40

HUMAN SERVICE SYSTEM:

- 10

TIME PERIOD 17½ YEARS:

- Department of Social Welfare
- Children's Aid Society
- Dept., Of Social Welfare-Child Welfare Service
- Buffalo Municipal Housing Authority
- Children's Aid Society
- Probation Office-City Court
- Dept., of Social Welfare
- Dept., of Social Welfare-Aid to Dependent Children
- Dept.) Of Social Welfare
- Health Dept., of Medical Rehabilitation

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man:	Dorsal		Separated
Woman:	Kay		
Children:	9		
	Mary	18	Out of household - Disturbed
	Clay	15	Neglect
	Vincent	13	Neglect
	Steven	12	Neglect
	Elsie	9	Neglect
	Benny	9	Neglect
	Baby girl	2 Mos.	OW
	Fred	3	OW
	Adam	2	

REFERRED TO REACH-OUT BY:

Department of Social Welfare

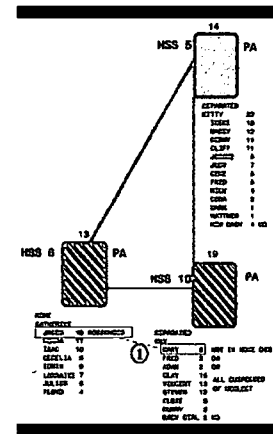
NARRATION:

We were called by the Department of Social Welfare Caseworker to investigate this family for child neglect. Conditions in this home were poor but we did not evaluate neglect of the children at that time.

Mrs. Bluestripe takes care of two OW children removed from her daughter, Mary, through protective action.

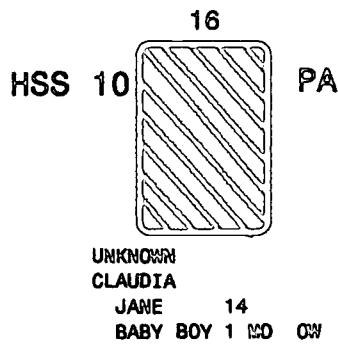
NETWORK/SOCIOGRAM:

Mrs. Bluestripe lives next door to Mrs. Greenstripe and Mrs. Yellowstripe. They are all good friends. The Welfare worker later called and related that the police had questioned Mrs. Bluestripe for hiding Jacob Greenstripe -Robin Hood. Mary Blackstripe is another girlfriend of Jacob Robin Hood.



Graphic 41

THE ORANGESTRIPE FAMILY



Graphic 42

HUMAN SERVICE SYSTEM:

- 10 -

TIME PERIOD 14 YEARS

- Dept., of Social Welfare-Child Welfare Service
- Dept., Of Social Welfare
- Meyer Memorial Hospital
- Dept., of Social Welfare-Aid to Dependent Children
- Buffalo Municipal Housing Authority
- Dept., of Social Welfare
- Dept., of Social Welfare-Aid to Dependent Children
- Dept., of Social Welfare-Old Age Assistance

Health Dept., Tuberculosis
Meyer Hospital

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

Man:
Woman: Claudia
Children: 2
Jane 14
Baby boy

AGE:

Unknown

1 month

PROBLEM:

OW

REFERRED TO REACH-OUT BY:

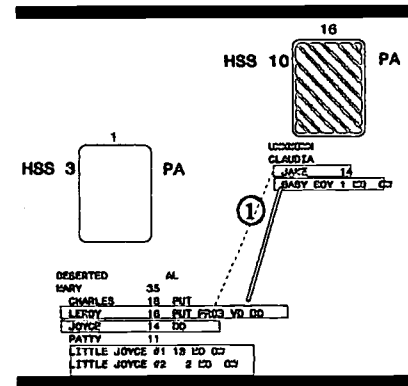
Door knocking

NARRATION:

Jane age 14, was pregnant out of wed-lock. Mrs. Orangestripe was in the hospital and Jane was running the house at the time. She was not attending school and was not getting proper prenatal care.

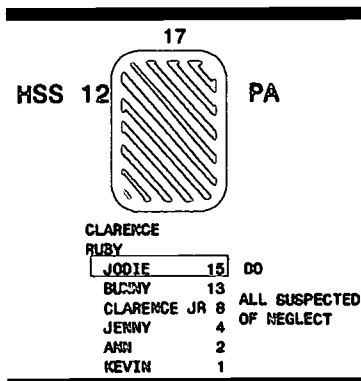
NETWORK/SOCIOGRAM:

Our worker visited Leroy Red in the Erie County Jail. Leroy asked the worker to have his girlfriend, Jane Orangestripe visit him. Jane was going to have his baby and finally did. Note the red line and black line which indicate the paternal and romantic relationship between Leroy Red and Jane Orangestripe.



Graphic 43

THE PURPLESTRIPE FAMILY



Graphic 44

HUMAN SERVICE SYSTEM: - 12

TIME PERIOD 15½ YEARS:

- Buffalo Municipal Housing Authority
- Children's Aid Society
- Dept., of Social Welfare
- Dept., of Social Welfare-Aid to Dependent Children
- Dept. of Social Welfare-Child Welfare Service
- Probation Office-Family Court
- Meyer Memorial Hospital
- Municipal Housing
- Buffalo State Hospital
- Children's Aid Society
- Dept., of Social Welfare-Aid to Dependent Children
- Dept., of Social Welfare-Child Welfare Service

STATUS WITH WELFARE: - Active:

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man: Clarence		
Woman: Baby		
Children: 6		
Jodie 15	Drop-out	
Bunny 13	Neglect	
Clarence Jr. 8	8	Neglect
Jenny 4	Neglect	
Ann 2	Neglect	
Kevin 1	Neglect	

REFERRED TO REACH-OUT BY Door knocking

NARRATION:

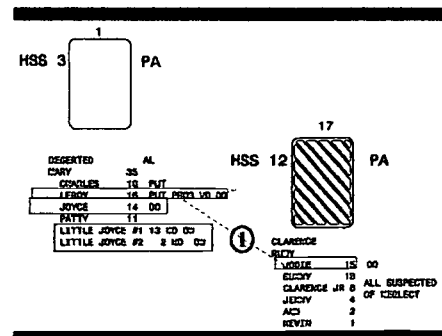
At first we centered our services around Bunny who had been suspended from school for disciplinary problems and constant truancy.

As we continued, we discovered that Jodie came from N.Y. City a number of months previously and had not enrolled nor attended school.

There was no housekeeping. The younger children ran around the streets as they pleased.

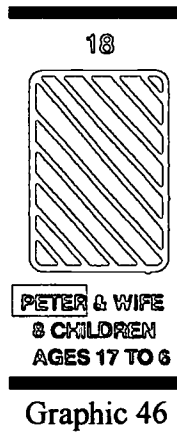
NETWORK/SOCIOGRAM:

Jodie Purplestripe, #17, is another girlfriend of Leroy Red. Follow black line.



Graphic 45

THE PINKSTRIPE FAMILY



HUMAN SERVICE SYSTEM:
Unknown

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION: AGE: PROBLEM:
 Man: Peter
 Woman: Molly
 Children: 8
 Children's ages range from 17 to 6 years

REFERRED TO REACH-OUT BY Random door knocking

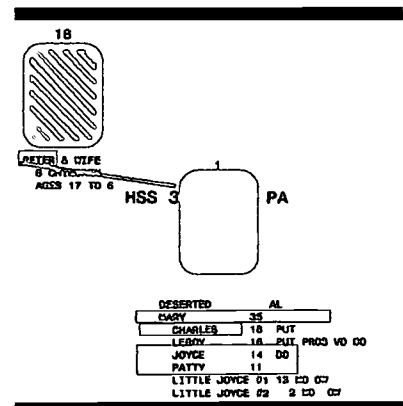
NARRATION:

We found this home in a dirty, unkept condition and offered to help clean the house. This was rejected. There were many problems in this home but Mrs. Pinkstripe refused any of our services.

Eventually, she allowed us to refer some of her children to camp

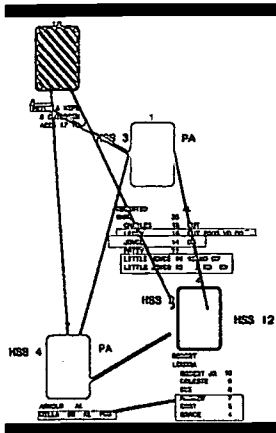
NETWORK/SOCIOGRAM:

As we continued, we found that Mr. Pinkstripe was the father of Mrs. Red.



Graphic 47

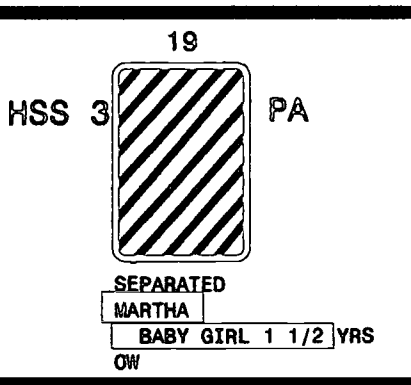
BEST COPY AVAILABLE



Graphic 48

It was also learned that Mr. Pinkstripe, Mrs. Green and Mr. White are siblings. This means that Mrs. Green, age 26, is the aunt of Mrs. Red, age 35. Mr. White is the uncle of Mrs. Red.

THE BLACKSTRIPE FAMILY



Graphic 49

HUMAN SERVICE SYSTEM:

- 3

TIME PERIOD 1½ YEARS

Dept., of Social Welfare-Child Welfare Service
 Dept., of Social Welfare
 Erie Probation Office-Family Court
 (The parents of Martha have had 21 contacts with the HUMAN SERVICE SYSTEM since 1957).

STATUS WITH WELFARE: - Active

FAMILY COMPOSITION:

AGE:

PROBLEM:

Man: Terry		
Woman: Martha	17	
Children: 1		
Baby girl	1-1/2 yrs. old	OW

REFERRED TO REACH-OUT BY

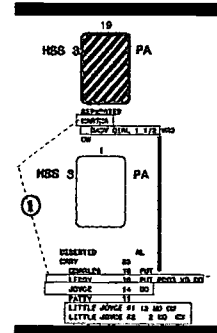
The parents of Martha

NARRATION:

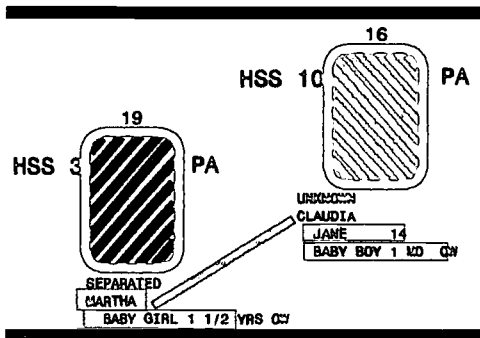
Martha was married on 8/25/66. After a four month marriage, she separated from her husband. Martha allegedly lived with Leroy Red and visited him frequently after he was incarcerated. It is not known if Leroy Red or Mr. Blackstripe is the father of the one and a half year old child.

NETWORK/SOCIOGRAM:

Martha Blackstripe is a girlfriend of Leroy Red. The baby girl may be the out of wedlock child of Leroy Red.



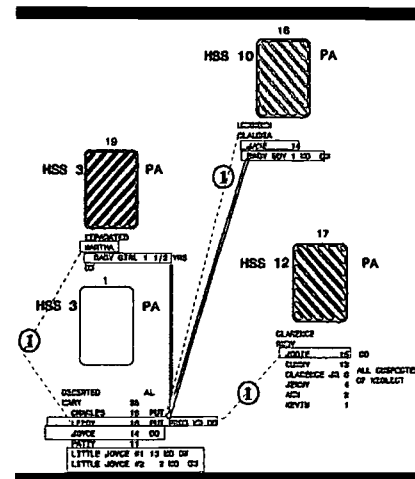
Graphic 50



Graphic 51

Martha Blackstripe is a close friend of Claudia Orangestripe.

Claudia Orangestripe, Martha Blackstripe, and Jodie Purplestripe are all girlfriends of Leroy Red.

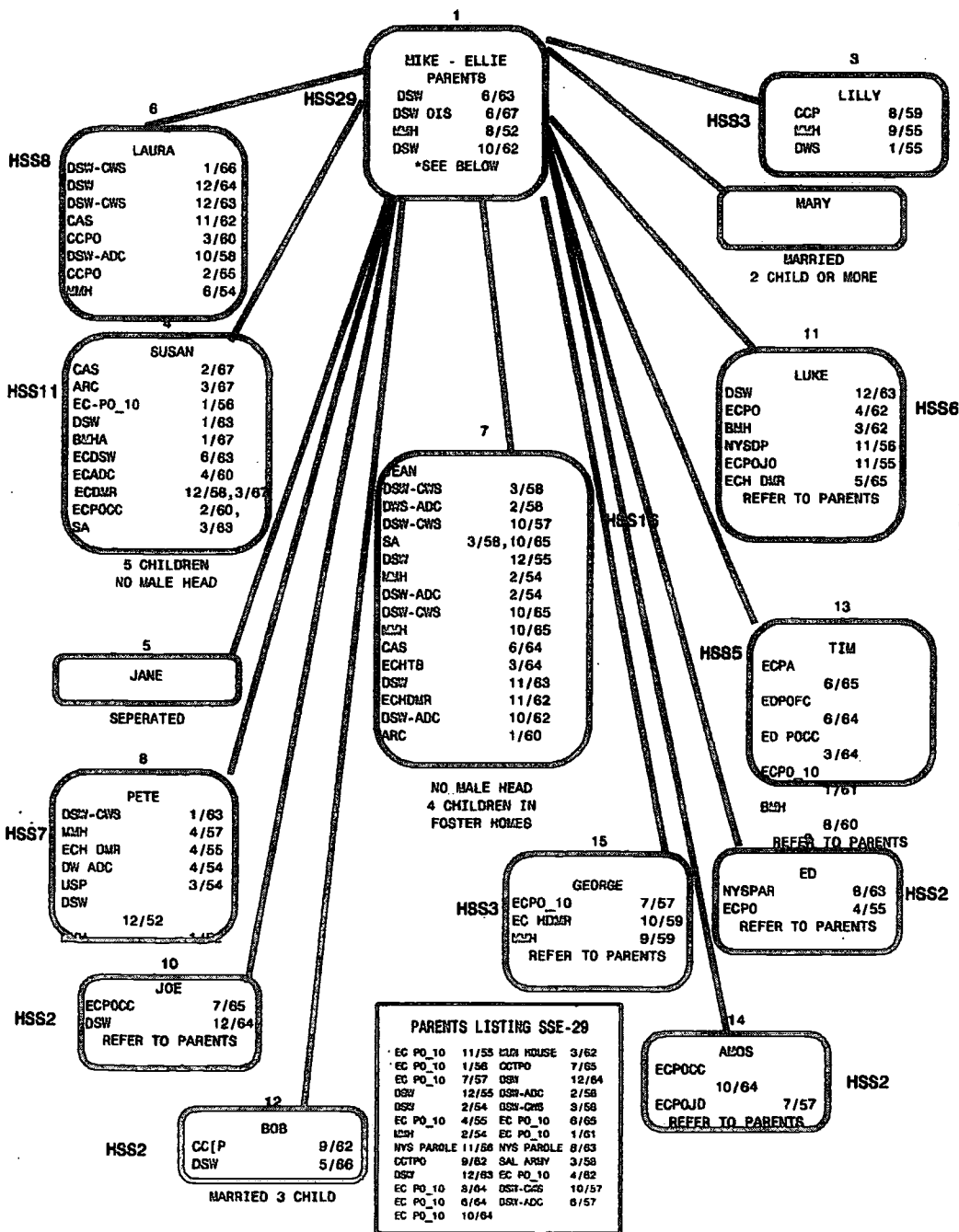


Graphic 53

BEST COPY AVAILABLE

THE 15 FAMILY

We can only speculate that each of the 19 individual families thus far presented will probably develop into families like this 15 family.



Graphic 53

THE 15 FAMILY

(1)

Parents

Father: - Mike

Mother: - Ellie

Deceased

HUMAN SERVICE SYSTEM:

- 29

TIME PERIOD 13 YEARS

City Court Probation
Salvation Army
Dept. of Social Welfare
Dept. of Social Welfare
Dept. of Social Welfare
Dept. Of Social Welfare-Child Welfare
Serv.Dept. of Social Welfare
Erie County Prob. City-Court
Erie County Probation
Family Court
Dept. of Social Welfare-Aid to Dependent
Children
Erie County Probation City Court
Municipal Housing
Buffalo. Municipal Housing Authority
Erie County Probation- Juvenile Delinquency
Probation Office-City Court

Erie County Probation- Juvenile Delinquency
Dept. of Social Welfare
Dept. of Social Welfare- Erie County
Probation- Aid to Dependent Children
Erie Co. Probation Juvenile Delinquency
Dept. of Social Welfare- Dept. of Social
Welfare- Child Welfare Service
Erie Co. Probation Office
Erie County Dept. of Social Welfare-Aid to
Dependent Children
Probation Office-Juvenile Division
N.Y. State Div. of Parole
Dept. of Social Welfare- Disabled
Probation Office
Meyer Hospital
N.Y. State Div. of Parole

NARRATION:

Mother does domestic work, usually lives with her daughter, Mary. This family has been on Welfare for many, many years.

(2)

Mary

HUMAN SERVICE SYSTEM: -

No record of HUMAN SERVICE SYSTEM on Mary.

NARRATION:

Mary is married and works nights as a nurse's aide. Unknown number of children. Transient brothers can be found in her home and use her house for their mailing address.

(3)

Lillie

HUMAN SERVICE SYSTEM:

- 3

TIME PERIOD 4 YEARS:

Probation Office- City Court
Dept. of Social
Meyer Hospital

NARRATION: No Information

(4)
SUSAN

HUMAN SERVICE SYSTEM:

- 11

TIME PERIOD 11 YEARS:

Dept. of Social Welfare
American Red Cross
Buffalo Municipal Housing Authority
Children's Aid Society
Probation Office-City Court
Dept., of Social Welfare
Salvation Army
Dept., of Social Welfare-Aid to Dependent Children
Erie County Probation-Juvenile Delinquency
Dept. of Social Welfare-Aid to Dependent Children
Health Dept., Medical Rehabilitation

NARRATION:

Susan, age 26, has five children; bigamist marriage, is now separated. She is in a continuous state of crises. Welfare may have put as much as \$5,000 in this home in an 18 month period. Child neglect exists. Susan had a boy friend in his 60's. It is rumored that Susan has used narcotics, drinks heavily, always appeared with a new bruise when she came into our office. Bigamist husband visited frequently and usually beat her up. He is suspected of setting the rental apartment on fire in March of 1967, resulting in the destruction of the entire house.

(5)

Jane

HUMAN SERVICE SYSTEM: - Unknown

NARRATION:

Jane has separated, not known if she has children. Appears to be an emotionally upset woman.

(6)

Laura

HUMAN SERVICE SYSTEM: - 8

TIME PERIOD 10 YEARS:

City Court-Probation
Children's Aid Society
Probation Office-City Court
Dept., of Social Welfare
Dept., of Social Welfare
Dept., of Social Welfare-Child Welfare Service
Meyer Hospital
Dept., of Social Welfare

NARRATION:

Laura had six children, no male in the home; not known if she was ever married.

(7)

Jean

HUMAN SERVICE SYSTEM: - 14

TIME PERIOD 11 YEARS:

Dept., of Social Welfare-Child Welfare Service
Dept., of Social Welfare-Aid to Dependent Children
Dept., of Social Welfare-Child Welfare Service
Salvation Army
Dept., of Social Welfare
Dept., of Social Welfare-Child Welfare Service
Municipal Housing
Salvation Army
Children's Aid Society
Erie County Health Dept. Medical Rehabilitation
Meyer Memorial Hospital
Dept., of Social Welfare-Aid to Dependent Children
Erie County Health Dept. T.B.
Dept., of Social Welfare

NARRATION:

It wasn't known if Jean was ever married. She had five children one child removed because of neglect. Marginal neglect existed. Jean had many boyfriends, drank liquor heavily. On one occasion, we found that she was having a drinking party and drinking liquor out of baby food jars. On another occasion, she hit the "numbers" and bought furniture and very extravagant

clothes for the children, even though at times the children didn't have shoes to wear.

During another visit we found one of the children trying to open a can of beans with a screw driver so she could feed her baby brother.

(8)

Pete

HUMAN SERVICE SYSTEM: -7

TIME PERIOD 11 YEARS:

Buffalo Municipal Housing Authority
Dept., of Social Welfare
Dept., of Social Welfare-Aid to Dependent Children
Dept., of Social Welfare-Child Welfare Service
Health Dept., Medical Rehabilitation
Meyer Hospital
U.S. Probation Office

NARRATION:

We have no information on Pete

(9)

ED

HUMAN SERVICE SYSTEM: -2

TIME PERIOD 8 YEARS:

N. Y. State Parole
Erie County Probation

NARRATION:

Ed was an alcoholic who suffered with Dt's while in the hospital. Ed may be single. He beat Susan's bigamist husband up. Bigamist husband, in turn had a group of his friends beat Ed up, resulting in Ed's long term hospitalization, causing, also severe eye injury, ruptured spleen and rumored that he may have to have a leg amputated. This man has no permanent address and oftentimes lives with his sister Mary.

(10)

Joe

HUMAN SERVICE SYSTEM: -2

TIME PERIOD 6 MONTHS:

Erie County Probation-City Court
Dept., of Social Welfare

NARRATION:

Joe ran away when our aide approached him with a job offer. He is alleged to be transient with no known address.

(11)

Luke

HUMAN SERVICE SYSTEM:

- 6

TIME PERIOD 7 YEARS:

Dept., of Social Welfare
Erie County Probation
Buffalo Municipal Housing
N.Y. State Div. of Parole
Erie County Probation for Delinquency
Erie County Health Dept. MR

SOCIOGRAM:

Luke recently married Toni Black #5. Toni had one child before this marriage. Luke is on probation.

(12)

Bob

HUMAN SERVICE SYSTEM:

- 2

TIME PERIOD 3½ YEARS:

City Court Probation
Dept., of Social Welfare

NARRATION:

Bob is married and lives with his wife and three children. He appears to be the most stable of his family. Though concerned about his brothers and sisters, he states that nobody could help them.

(13)

Tim

HUMAN SERVICE SYSTEM:

- 5

TIME PERIOD 5 YEARS:

Erie County Probation
Erie County Probation-Family Court
Erie County Probation-City Court
Erie County Probation-Juvenile Delinquent
Buffalo Municipal Housing

NARRATION:

Nothing is known about Tim

(14)

Amos

HUMAN SERVICE SYSTEM: -2

TIME PERIOD 6½ YEARS:

Erie County Probation-City Court

Erie County Probation-Juvenile Delinquent

NARRATION:

Nothing is known of Amos

(15)

George

HUMAN SERVICE SYSTEM: -3

TIME PERIOD 2 YEARS:

Erie County Probation-Juvenile Delinquent

Meyer Memorial Hospital

Erie County Health Dept. MR

NARRATION:

Nothing is known of this man.

This is a total review of our families; the 15 family, plus 19 individual families who are all inter-related.

SERVICES TO THE A FAMILY

(Continued from page 244)

What follows is a complete comprehensive description of the A Multi-Problem Family. The conclusion of this presentation is sad, but not unusual, regarding the importance of a caretaking system to which should help suffering children.

HUMAN SERVICE SYSTEM: 24

TIME PERIOD 11 YEARS

Meyer Memorial Hospital

Department of Social Welfare

Department of Social Welfare

Department of Social Welfare -Aide to Dependent Children

Department of Social Welfare

Department of Social Welfare - Aide to Dependent Children

Department of Social Welfare - Child Welfare Service

Department of Social Welfare - Aide to Dependent Children

Department of Social Welfare - Child Welfare Service
 Salvation Army
 Department of Social Welfare - Aide to Dependent Children
 Children's Aid Society
 Department of Social Welfare - Child Welfare Service
 Children's Aid Society.
 Erie County Probation Office - Family Court
 Department of Social Welfare - Child Welfare Service
 Meyer Memorial Hospital
 Meyer Memorial Hospital
 Family Service Society
 Erie County Probation Office - Adult Division
 Family Service Society
 Erie County Probation Office - Family Court
 Department of Social Services - Child Welfare Service
 Erie County Probation Office - Adult Division

STATUS WITH WELFARE: Active

SERVICES TO THE A FAMILY FROM REACH-OUT RECORDS ONLY

Psychiatrists	2	
Psychologists	2	
Social Workers		
1. Department of Social Welfare Records 4 Volumes	8	
2. Children's Aid society	8	
3. Reach Out (visits made 170)	6	
4. Probation Workers	5	
5. Parole Workers	2	
6. Community Welfare Council	2	(Evaluators)
School		
Visiting Teachers	5	
Administrator	5	
Teachers	?	
Number of Schools	5	
Doctors Family	2	
Health Nurses	2	
Hospitals	2	
Judges Family Court	4	
Other Courts	2	
Police	4	
	<u>4</u>	
	Total	67

SERVICES TO A FAMILY (CONTD)

Inter Agency Conference	
School	2
Reach-Out	1
2 ½ hours in length	
8 agencies	
20 participants	
Apartments Rented	11
Known romantic relationships Mrs. A. had with men	5

CONCLUSIONS:

- On 9/20 Mrs. H, an aide took out a neglect petition on the A Family. We were able to get the voluntary help of one of the best trial lawyers in the city. Two full days were spent in court. Sixteen subpoenas were issued.
- On 10/18 The court adjudicated neglect. A final disposition would be made at a future date.
- On 12/18 We received a call from Children's Aid stating that a number of neighbors had reported appalling conditions within the A home. A home visit was immediately made. Mrs. A was seriously ill. Neglect was as bad as ever. A letter was rushed to the court the same day.
- On 1/8/ The courts final disposition was removal of the children from the home.
- On 1/12 Sunday Mrs. A died.
- On 1/14 A telegram was sent to relatives in West Virginia. James, her oldest son came to Buffalo
- On 1/18 The children of the A Family including Michael, who was released from Jail attended their mother's funeral. The only non-family member was an aide, Mrs. H. After the funeral, Tony ran away and was finally picked up, placed in detention and is now in reform school. Luke, Regina and Anna have gone to West Virginia to live with James.

The conclusion of this A Family is sad, but not unusual, regarding the Human service Delivery system and its inadequacies to deliver cooperative, systemized, timely services.

Five Years of Community System Planning and Implementation Failure

Based upon the Reach-Out Multi-Problem Family Research Project, the Community Welfare Council (responsible for "planning and co-ordination for health, welfare, and recreation) was approached to investigate, and implement improvements in the Community Human Service System. The council resisted and would not participate in the project.

As a result, Reach-Out moved into change agency social action mode to encourage the official planning body CWC to assume its responsibility.

Excerpts from a five year process, in chronological order, continues. Presentations were made to boards of directors of any number of agencies including:

- | | |
|---|--|
| 1. Children's Aid Society | 7. Lutheran Ministers |
| 2. Community Action Organization | 8. Model Cities |
| 3. Y.M.C.A. | 9. BUILD |
| 4. United Jewish Federation | 10. Mayor Sedita of Buffalo |
| 5. De Porres Club | 11. Anti-Defamation League |
| 6. Allocation Committee of the United Way | 12. Plus various neighborhood and community leaders. |

Invariably, the 45 minute slide/tape presentation aroused anger in the listeners, who realized the ineffectual performance of the service deliver system.

The groups were requested to write to:

Community Welfare Council
Genesee Building
Attention Mrs. FH

imploing the council to set up a planning body to implement a community service plan to adequately serve Multi-Problem Families.

In their letters, these groups wrote that they would be happy to participate in a planning, implementation process.

Community and neighborhood pressures enlightened the council to enter into the planning process.

The CWC demanded that the "Case Conference Method" would enhance services to these families. An inter agency case conference invites as many public and private agencies to come together, sit, discuss the problems and accept responsibilities to serve families. Reach-Out opposed this process having had actual experiences with case conferences that always failed (Note: Read the Blue Family (#2), page ???, under Additional information, which emphasizes the failure of the case conference process).

The CWC council insisted that the inter agency case conference process be investigated. Eight case conferences, which took one year, failed. CWC conceded that this mode was totally ineffective.

On June 7, at a meeting in the CWC council offices, it was decided that Reach Out would submit material for a meeting of agency executives.

On June 28, 18 agency executives from "agencies most apt to offer services to the families" attended a CWC meeting. Catholic Charities and Family Service Reach-Out made presentations. A SUMMARY OF THIS MEETING.

"It was agreed that the CWC formulate a plan for examining the problems in providing services to these families."

CWC requested that Reach-Out submit a plan to rehabilitate Multi-Problem families.

On July 19, copies of the plan for future discussion and improvements was submitted.

On November 13, a second general meeting was held with eight executives being present. The ineffectiveness of the case conference process was emphasized. The Reach-Out rehabilitation plan was presented and distributed.

The minutes of the meeting concluded:

"It was proposed at this point that a CWC committee be established to work with executives and boards of agencies to change whatever agency structures and procedures would be necessary in order to evolve a working community wide plan for dealing with the Multi-Problem Family. The committee should include agency board members, community leaders, neighborhood representation as well as professionals".

February 21, six months later, the staff of CWC distributed a "Proposal for Service to Multi-Problem Families Committee" to its executive board of directors, recommending that the CWC board authorize the appointment of a committee of agency and designated board members to develop a better system of delivering services.

The following news paper article describes the discussion of the CWC board of directors, the problem, the committee appointees, and planning action.

Multi-Problem Families **Group Attack** **Dependency Cycle**

Twelve social agencies will attack the cycle of dependency which grips some of Erie County's most severely deprived families, the Social Welfare Council of Buffalo and Erie County announced Tuesday.

Henry J. O, council president, disclosed the formation of a committee of the 12 social agencies to study "every conceivable problem in the social spectrum" in an effort to identify and help the so-called multi-problem families.

Sawyor Named Chairman

William R. S, president of the board of directors of the Family Service Society of Buffalo, was named chairman of the new committee which is expected to have its first meeting next week.

Multi-problem families are those which require the bulk of the time and effort of existing social agencies, often with the poorest results. One study has shown, for example, that only 25 per cent of the clients of social agencies use 75 per cent of the agencies' services.

The problems of these families sometimes are so great, it was explained, that the families remain dependent on the help of governments and social agencies for three generations or more.

Problems Deep and Complex

"The depth and complexity the problems facing us in today's world have made both the quantity of welfare services and the pattern of delivering these services inadequate," the directors of the Community Welfare Council declared in setting up the new inter-agency committee.

"The need for counseling service and the auxiliary services provided by casework agencies, provided by casework agencies, as well as for

health services, both physical and mental, dramatized by the waiting lists now prevalent," the directors said

The new committee will try to identify multi-problem families more carefully, then consider setting priorities in intake and referral procedures developing new techniques and better use of staff and more effective inter-agency communications on difficult cases.

Outside Services Sought

It also will try to find service from outside their own social agencies which could be used to help the families who are mired in a multiplicity of family and personal problems.

The directors stressed that multi-problem families do not necessarily live in the inner city, nor are they necessarily supported by public welfare. "Some such families, although usually suffering economically, may be dependent upon a substandard wage earner and may live in the suburban or rural communities," they said.

The committee will consist of executive of various social agencies, as well as board members who will be designated by each agency. The agencies are:

Family Service Society, Catholic Charities, Erie County Social Services Department (formerly called the Welfare Department) Erie County Health Department, Children's Aid Society, Visiting Nurses' Association, Urban League, Church Mission of Help, Jewish Family Service Society, Family Court Probation Department, Pupil Personnel Services of the Board of Education and Legal Aid Bureau.

On February 28, a major committee was appointed by the CWC to give:

"Consideration of needed changes in agency structure or procedures, setting priorities in intake, referral procedures, development of new techniques, differential use of staff and more effective methods of inter-agency communications on difficult cases."

Eventually four sub-committees were appointed.

Sub-committee A:

"To determine the methods to be employed in gathering confidential information regarding name, addresses, etc. of Multi-Problem Families and prevent duplication of registration."

On May 17, the committee suggested a plan to locate Multi-Problem Families using the HUMAN SERVICE SYSTEM.

The committee determined that the Erie County Department of Social Welfare and Municipal Housing Authority appeared the most on the HUMAN SERVICE SYSTEM.

Sub-committee B:

"Prepare a preliminary report recommending what should go into an agency self-study".

"At a meeting held on April 9, which new members joined with old in discussing the problem of the Multi-Problem Family, it was determined that action on the following points should be initiated:

1. Appointment of a subcommittee to consider changes needed in agency structure or procedures to establish better cooperation, coordination, and communication among the agencies, and setting priorities in intake and referral;
2. Appointment of a subcommittee to develop a new method in reaching and servicing the Multi-Problem Families.

Reports from both subcommittees would be made on December 1, 1969."

On June 28

CWC called a meeting at which time 23 persons representing public and private agencies servicing these families came together.

Summarization of this meeting:

"It was agreed that the Community Welfare Council would formulate a plan for examining the problems in providing services to these families. The plan may involve some or all agencies participating in examining cases, case conference, service by individual agencies to a family, and as a result, make changes in methods, policies, or structure as needed".

On April 15, a year later

Two additional committees were formed.

Sub-committee C:

"To consider needed changes in agency structure or procedures, setting priorities in intake, referral procedures, development of new techniques, differential use of staff and more effective methods of inter-agency communication on multi-problem families".

Sub-committee D:

"To develop a new approach to and method of serving Multi-Problem Families".

On April 28, a second year later.

The CWC Multi-Problem Family committee decided that there should be more direct input of suggestions and recommendations by consumer and indigenous neighborhood people".

On May 14, Reach-Out assembled in Lackawanna, NY, 16 persons, composed of poor consumers: Black, Whites, Mexicans, Puerto Ricans, Indians, and Irish. They came together, contributing a total of 56 person hours; reviewed plans, and made recommendations to the CWC.

On Dec 16, CWC drafted a proposal which essentially was a reproduction of Family Service Society Reach-Out plan, with some minor innovations. Reach-Out However disagreed with the traditional use of casework.

"Traditionally and historically, social agencies have been handed down the concept of casework. For a lack of better definition, we continue to use this concept in our working with Multi-Problem Families. The case work approach in dealing with these families in self-defeating as proven in a number of studies. As one tool of the intervention process casework may be helpful but should not be stressed".

Reach-Out also emphasized that a resource council should be established. the council to be composed of decision makers who have the authority to flow resources to families quickly as needed. Resources to the family through one worker.

Resource Council

<u>Public Agencies</u>	<u>Private Agencies</u>	<u>Community</u>	<u>Neighborhood Leaders</u>
DSW (Dept. of Social Welfare)	Family Service Society	Chamber of Commerce	Priests
Courts	Children's Aid	Political Leaders	Ministers
Police	Catholic Charities	Religious Leaders	Civil Rights Groups
Employment	Salvation Army	Union Leaders.	Indigenous Leaders
Housing	Red Cross		
Health	Psychiatric Clinic		
Education	Urban League		
	Boy Scouts		

A schematic outline of the three year pilot project, under the auspices of the CWC follows.

The Funding Method, additional administrative support will be sought for the operational support of this new instrument from:

1. The participating agencies, loan of positions and resources
2. Foundation monies
3. Through public grants or contributions thereof
4. United Fund

Multi Problem Family Rehabilitation Plan Under the Auspices of The Community Welfare Council

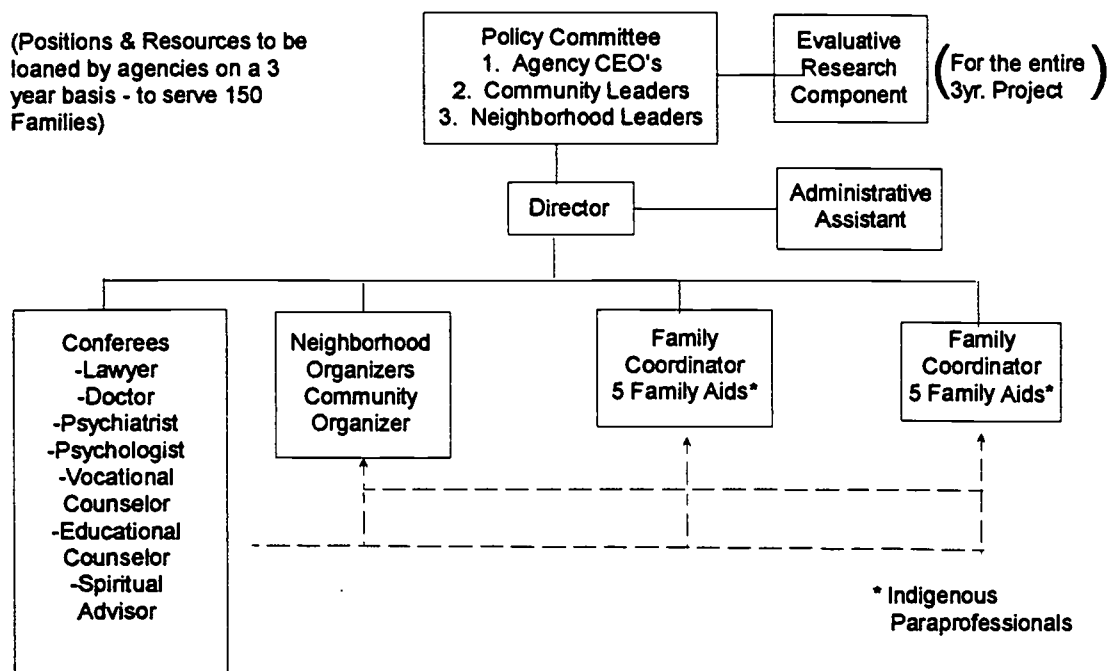


Figure 12

After five years, with thousands of person hours contributed, and a stack of documents eight inches high of letters, minutes, plans and more plans, the project came to a complete screeching halt, and failure.

Agency participants withdrew, reneged on commitments to share staff and resources to the project. Only one agency was willing to commit to the project, Catholic Charities.

Analysis of the Failure

The ingredients of failure still continue to exist and need to be comprehended to prevent failure in community service delivery system improvements.

Binders of Bias: participants could not or would not think in a systems way. They were unable or willing to move from their constricted narrow view of service delivery. It was necessary that participants conceptualize a new system that had continuity and coordination. Agency functions needed to be linked in a chain of service continuity to serve families and persons in trouble. Part of that constricted narrow view may partially come from our education and training backgrounds. The more education we received within our respected disciplines, the more we tended to become biased. We become comfortable in our bias and breaking out and expanding our view was alarming. We made an investment in our disciplines and to move beyond that sometimes raised anxiety. We can be over-committed to our frame of reference ingrown in our respective disciplines, so that we don't think in new creative ways..

Tarnished Altruism: After years of experience and day-to-day activity in the trenches with the result of failures our original ideals and altruism become tarnished. Skepticism and boredom have a way of creeping in. We came into the helping profession for different reasons: one, however, was probably common to us all, youthful idealism, wanting to serve and help a human person, our neighbor. Many of us were visionaries. We may have slowly and readily become functionaries. Where we once dreamed of being professional human architects devoted to assisting our neighbors, we may have become hum-drum and self-satisfied, leaving things as

they are.

Functionary skeptics: Many of the participants in the Multi-Problem Family Project were functionary skeptics. The most critical of all ingredients that was missing in the multi-problem family project was a lack of goodwill. The participants did not come with goodwill and commitments. What originally appeared to be goodwill was in reality self-protection. They came concerned about their agency's autonomy. They came to protect their functions, to guard their turf, to keep their control. They came to insure that decisions made would not embarrass nor effect a change in their services or the delivery of whatever they were offering. Goodwill to persons in trouble was secondary to protecting their functions. Many came with pride not goodwill. Goodwill, respect, and the belief in the work of troubled persons is a most essential and necessary base from which creative, committed planning and implementation can take place.

Management Systems:

A. **Community Human Services Delivery System**

Discussion and planing regarding an ineffectual community service system has been outlined and described in this Section, Five Years of System Planning Failure.

B. **Agency Program Management**

In many multi-function agencies both private and public, it is not unusual for separate departments, (varied modalities) duplicating services to a person or family. For example the networking/sociogram presentation was made to top management officials of the Erie County Welfare Department. The commissioner, publicly commented that he realized as many as five separate departments of Public welfare could be serving a

family, and not realize that the other departments were also serving the same family.

Redundant services can be detrimental, counter productive to service effectiveness and efficiency, and a waste of agency resources.

What follows is a functional agency flow model, that attempts to assure continuity of care and efficiency

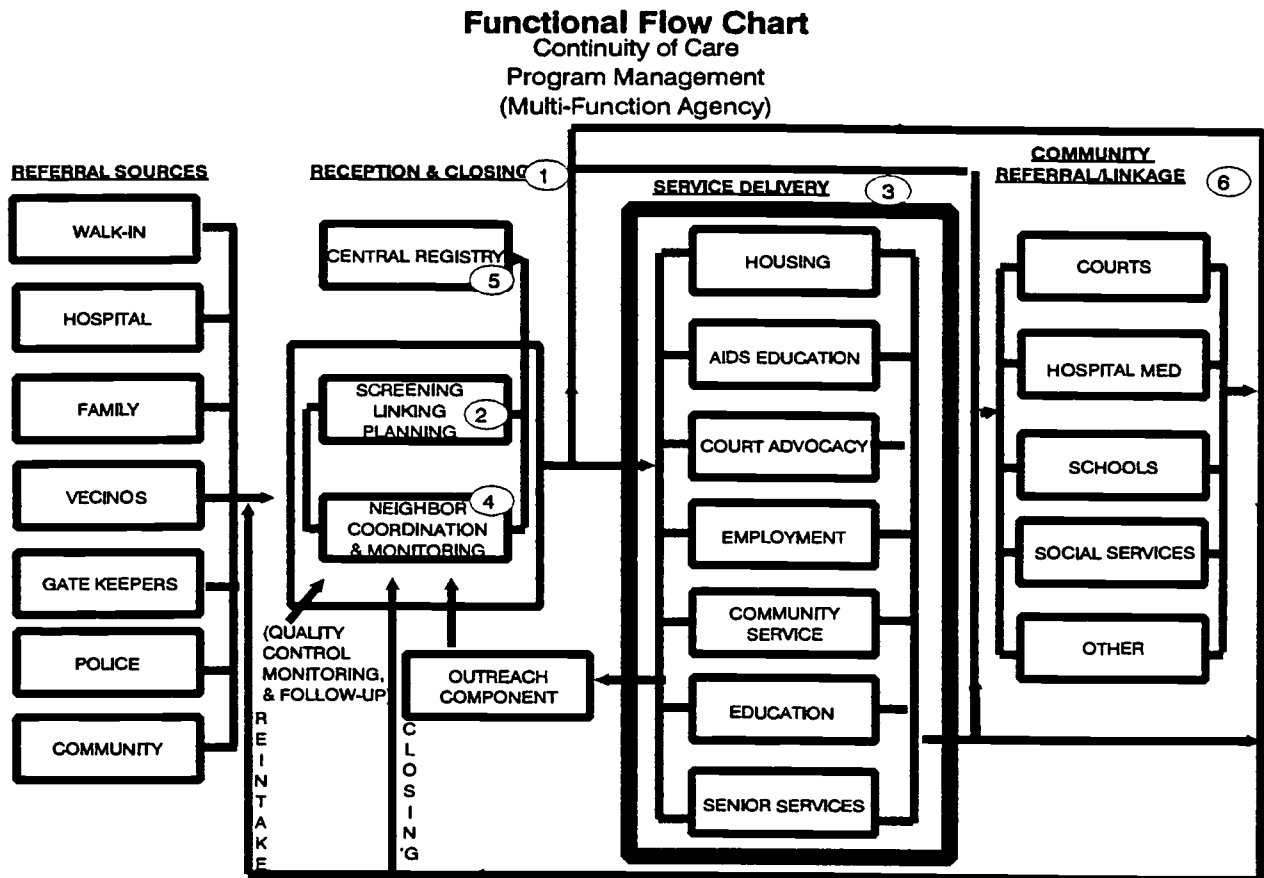


Figure 13

Agency Functional Flow Chart (Problem Management)

Neighbors move into reception services.

① Reception Services:³

Reception services require the most skilled competent workers available. Their judgement affects critical services to neighbors.

② Screening:

Takes place, to determine general overview of the problems, and the constellation of the persons involved in the problem.

② Linking:

All of the persons, involved in the problem are invited in, or reached out in the neighborhood, including ③ workers from various service delivery modalities, who may be needed in the solution process.

② Planning:

With the persons present initial plans and written solution contracts are made between neighbors and workers. This is ④ coordinated and monitored in the reception area and filed in ⑤ Central Registry. As neighbors move thru (③ Agency Service Delivery), or are (⑥ referred/linked to community services) the movement and function changes are always reported to ④ Coordination. At any time coordination should be able to monitor and pinpoint who, and what functions are active.

Computer technology is indispensable and needs to be utilized for speed and efficiency in this model. Machines however, are tools and cannot take the place of people to people relationships.

Machines can't love people

³Hansell, Noris "The Person-In-Distress" -

People can love people

Machines can't feel injustice

People can feel and fight injustice

Machines are not charitable

People are charitable

C. **Case Management**

Inordinate numbers of case managers is an explicit assured indication that a failed delivery system exists. Use of excessive case managers are "band-aids" attempting to fix a broken delivery system. This is not to imply that case managers have no meaning. It signifies however, that the system is in need of analysis and service deliver changes, to adequately serve neighbors.

Schooling for Community and Program Service Systems

Administrators, managers, analysts, in the human service field generally have had little or no education regarding community and program deliver systems. They do have day to day personal "seat of the pants" experiences, learned about delivery systems, and then awkwardly applied this knowledge to reconstruct delivery systems. The human service industry has not been effective at creating service systems for multi-problem and hard-core persons.

Additional education and training regarding service systems creation is required for administrators, managers, and analysts in the human service field.

Where does one receive this education?

Business management administration must do well at educating. Big business to survive must be competitive, visionary effective and efficient. Human service needs to borrow and

adopt this knowledge to service delivery.

Big Business is aimed at making money!

Human services' mission is performance!

The author is not in anyway inferring that big business take over and implement community and program service system.

Failure in Another Community

The author continues to search out community systems that have adequately served multi-problem families and hard-core persons.

In 1983, in Washington DC, the Inter-Agency Youth Project, was developed. It was a three year demonstration of public and private agencies, coordinated to serve 60 multi-problem young people. Contract management and purchase of service were used to monitor and control delivery of services. The goal of the demonstration project:

"To find a better and more effective way of delivering service, increasing inter agency cooperation, finding new insights to help improve the service systems and finding and eliminating the barriers to better services".

The project was a failure⁴

"Participating agencies were more cautious, less flexible and resistant to self criticism and inter agency confrontations were less likely to occur"

Other Approaches

A) Public Human Services Systems

In the public domain some communities have unified human services. One CEO,

⁴(the project information was submitted by a capitol participant, Mr. Ben Hart)

administering and managing public health, mental health, and welfare departments etc. This may make service delivery more efficient and effective for selected problem populations. This approach, however, has not benefited hard-core multi-problem persons and families. Other public agencies, the courts, police, employment, housing, education may not and usually are not coordinated to work with multi-problem families and persons.

Likewise, neighborhood and community leaders are not invited and trained to participate in servicing this hard core population

B) Case Work has not been effective

Multi-function private agencies have in many instances relied on a traditional care taking approach; case work as the modality to serve multi-problem persons, families, and the poor. This approach has been known to be ineffective for these type problems and continue to be inadequate when used as the major and sole treatment process for servicing the poor and multi-problem persons and families

C) The age of specialization

There is a tendency in many multi-function agencies to treat specific problems with specialized caretakers. Employment problems are served by employment specialist, drugs and alcohol are focused on by other specialists. Housing, recreation, education, neglect, by others etc. This specialization approach is probably effective, with designated problem classes. It is very, very unlikely that the specialization approach will help multi-problem, hard-core persons and families.

A community approach is required to serve these families. Total Community resources and specialists would need to network to serve these families.

NEW YORK TIMES

CASEWORK FOUND NO POVERTY CURE

Upstate Relief Study Calls
Money Key to Solution

For 31 months a team of highly trained welfare workers gave special intensive service to 50 families with multiple problems.

Another 50 families with the same assortment of problems were given routine caseworker care.

Both Groups showed almost identical progress, according to a study made public yesterday.

A subsidiary finding indicated that the more often the problem family saw its caseworker the less progress it showed.

The results were termed "unsettling" by executive director of the state Communities Aid Association which conducted the study in Chemung County in the "southern tier" of New York State.

He reported at a meeting in Elmira of the Chemung County Council of Community Services and in a book, "The Multi-Problem Dilemma" published by Scarecrow Press.

THE NEW YORK TIMES

Community service Society,
Dropping Casework,
to Give Aid to Slum Groups

Social-Work Unit Changing Tactics

Community Service Society
Ends Aid for Individuals
--Plans Wider Role

The city's oldest private social agency, the Community Service Society, announced yesterday that it would end 123 years of family casework and individual counseling

The techniques it said, had proved inadequate for the poor who face overwhelming problems to the slums. Trapped by these larger problems, society officials said the poor lack the freedom of the middle-class to deal with their own personal difficulties.

The society therefore plans to attack those total problems by working directly with existing neighborhood groups to deliver services, to exert pressure on government agencies and to coordinate existing public and private programs.

Multi-Problems Today

"Hard-core" multi-problem persons and families obviously exist. An example of Multi-problem persons was recently presented

On August 11, 1995, Dr. RM, MD Deputy Commissioner of the New York State Office of Mental Health, gave a talk at a local psychiatric center, regarding managed care and the public mental health system. He stated:

"5% of mental health clients utilize public facilities. Of this 5%, 35% are, severely persistently mentally ill, and they use 90% of all resources.

19% of Medicaid recipients utilize 66% of In-patient funds".

Many intensive case managers are being utilized to provide more effective services.

Obviously the MH systems is broken. A total system evaluation and improvements are needed.

In Summary:

Services to multi-problem families and persons are fragmented, overlapping and uncoordinated.

These families suffer with psycho-social, economic, physical, housing, employment, educational and spiritual problems.

Our schools, courts, hospitals, social agencies, spend half their time in wasteful futile attempts at rehabilitating these families.

Plans made by caretakers are seldom implemented. Agencies take months and more months to communicate with each other, whereas, these families communicate with each other in minutes.

This is not a single isolated family problem. We are dealing with an entire sub-culture or peer culture. These families are inter-locked with each other.

No one worker alone, no matter how skilled, has the power to rehabilitate this type of family. The problems are much too complicated and need decisions and actions by many agencies and neighborhoods, in concert with each other.

Putting it differently, we have a community problem. This is not a casework, specialist or agency problem. Many communities are confronted with multi-problem families.

This is a model of a potential rehabilitation plan. It is not meant to be a definitive plan but rather stresses principles.

Further argumentation, thinking and expertise is required to develop a definitive plan. Community program planning to service hard-core persons and families can be accomplished.

Implementation of a community plan, historically documented in this chapter, will be resisted and obstructed.

One worker is needed in each family. We feel that an indigenous person can be trained for this job. One worker will probably not be able to handle more than three or four families. In turn, a number of workers will be needed to cooperate in working with an entire sociogram.

Supervision by a skilled professional is essential.

Following is a graphic model and narrative of potential rehabilitation plan.

Summary

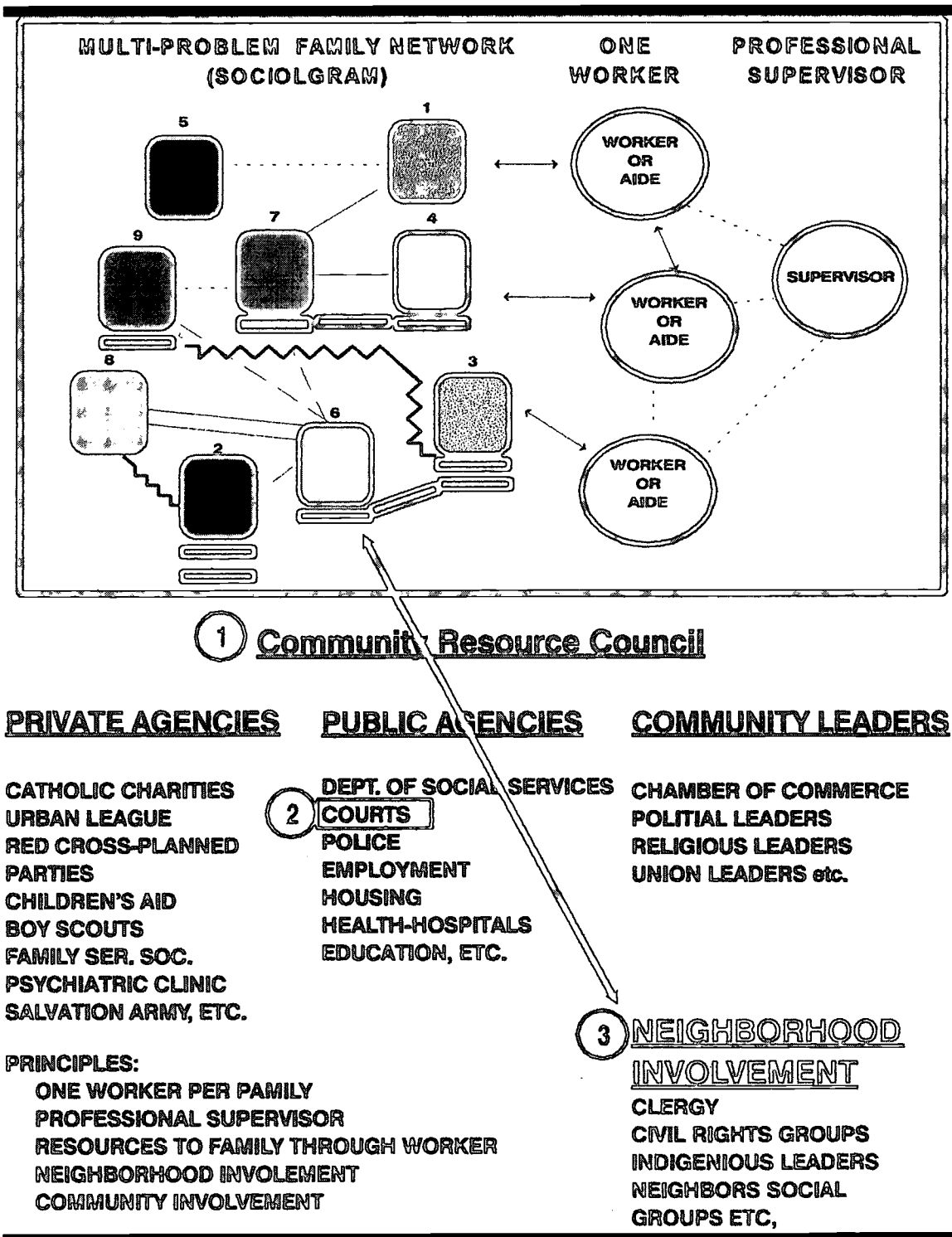


Figure 14

As problems are diagnosed, and needs determined, they would be presented to a resource council ❶. This council will be composed of decision making representatives from private agencies, public agencies, community leaders and neighborhood leaders. Thus, resources would flow directly through worker to family. We are stressing neighborhood involvement ❷. It is our contention that neighborhoods need to be organized to help these families. This can be done.

We organize neighborhoods to elicit votes. We organize neighborhoods to elicit funds. We need to organize neighborhoods to contribute toward rehabilitating these hard-core persons and families. Involvement of neighborhood leaders is essential.

The courts ❸ play a vital role with these families. With many of these families use of authority is needed. Authority which protects the rights and potential of children.

The principles we wish to stress are noted:

- One worker per family
- Professional Supervisor
- Resources to family through one worker
- Neighborhood involvement
- Community involvement

This chapter also emphasizes the need for advanced education for managers, planners and administrators in human services to implement efficient, effective community and agency service systems.

We need a drastic change now. The tragedy is many fold. We have wasted, in this networking/sociogram alone, millions of dollars. We have wasted time. We have wasted resources. We have wasted people.

Establishing a Non-profit Agency

- **What benefits incur by incorporating as a Non-Profit 501(d(3) Agency?**
- **What length of time does it take for an agency to become incorporated?**
- **What is the process for a new agency to meet IRS Non-Profit status under Section 501(d(3), which will enable the new agency to manage money?**
- **How long will this IRS process take?**
- **What can a new agency do, to manage money while the IRS is in the process of granting approval?**
- **What forms and requirements are required to obtain IRS tax exempt status?**
- **What are the alternatives means that a developing agency can utilize to become incorporated at little or no cost?**
- **What are three types of Board of Directors?**
- **What are the distinguishing functions between Board Governance and Administration?**
- **What are the functions and responsibilities of a board?**
- **What are the purposes of committees?**
- **How does a board supervise the executive?**
- **Must a board be governed and ruled by Parliamentary Procedures?**
- **What are By-laws?**
- **Are written by-laws necessary to be incorporated?**
- **What is an excellent simple manual that will teach Parliamentary procedures?**

"Be it concrete or abstract, ownership involves pride accompanied by a strong sense of responsibility"

Anna M. DiBiase

Introduction:

In this presentation, we will borrow experiential program materials from previous chapters and simulate circumstances which will require the development of a new Non-profit Social Agency.

What is outlined will include elementary examples and procedures for incorporation, board of directors governance, including parliamentary procedures, and by-laws. Resources will be presented throughout the chapter, which will lead to in depth, specific procedures for non-profit incorporation and board governance.

Simulated Vecinos Program

A community social agency, We Hispanics sought out and found indigenous volunteers to inaugurate a Vecinos, Neighbor to Neighbor program.

Full time paid staff of We Hispanics had made contact with giving altruistic neighborhood people including senior citizens who attended a senior service center. These people were invited to attend a meeting, where explanations of a Vecinos program was made.

Vecinos has deep seated cultural meaning. Hispanics from Puerto Rico had served each other in times of need and crises. There was, as an example, a designated place in villages where food was placed by Vecinos to feed their hungry neighbors. Sharing was and is a way, for neighbor to help neighbor. The goals of Vecinos are to:

- Establish a system of communication and services based on trust, with the intent of breaking through the barrier of apathy, hostility, and ignorance of help available;
- Involve neighbors in a process of identifying their felt needs, and implementing solutions through neighborhood organization, self-help, and support groups.

Staffing for the program consisted of a program director and secretary, full time, paid by We Hispanics.

20 Vecinos, Volunteers consisting of Hispanics, Native Americans, African Americans, Italian Americans who would serve a population of approximately 20,000 people.

Indigenous Vecinos received a stipend while they were being trained and for the supervision they received on a weekly basis. The criteria for hiring Vecinos are:

- Corazon (heart)
- entendimiento (basic understanding)
- bilingual/bicultural
- ability to read and write
- access to a phone, on call 24 hours a day
- all ages
- both genders

Training took six weeks of half day sessions consisting of: group dynamics; human service precepts; interview skills; human development stages; family dynamics; alcohol, drug, nutrition, health, educational literacy information; and knowledge of neighborhood and community resources.

The Vecinos made home visits through hot and cold contacts, created support and self-help groups, including socialization parties, fairs and coffee klatches. They also linked their neighbors to neighborhood and community resources. Major complex problems were linked back to We Hispanics , a community social agency.

As could be expected, the Vecinos networked first with their immediate and extended families and friends, then proceeded to fan out in their neighborhood.

In the process of serving their neighbors, three Vecinos became vitally aware that many of the neighborhood children were deprived of reading and computer skills. They decided to create their own non-profit agency, whose purpose would be to deal with social problems but more specifically to improve the literacy and computer skills of their children and adult neighbors.

By incorporating, they will be: exempt from state and federal income taxes; have limited liability; will be eligible to receive public and private grants; can enter into contracts, incur debts, receive and maintain funds; and will have structured governance.

They wished to bring in as part of their literacy efforts an "Earning by Learning" program which is set up and run by volunteers within communities. It would help motivate at risk school children to read by paying the children \$2.00 for each book they read and successfully complete a test on".⁵

They have already made contacts with indigenous neighborhood adults, neighborhood high school students, community college students, and adults who have committed themselves to teaching reading and computer skills. Local libraries, churches, schools, social agencies, recreation agencies, boys and girls clubs, and private homes have offered space for teaching.

The Vecinos have been trained as tutors in a 21 hour workshop by literacy volunteers to provide one to one mentoring of adults in basic reading and writing, computation, critical

⁵Earnings by Learning Foundation, P.O. Box 1031, Madison WI 53701-1031 - phone 1-800-214-EARN

thinking, workplace literacy skills and conventional English.⁶ A cadre of poor people are interested in taking this workshop, so they can teach their neighbors.

A major problem that remains is how and where can they get used or new computer equipment for neighborhood usage?

Vecinos Incorporation

The incorporation process is not lengthy and can be accomplished in weeks , however, IRS non-profit status under section 501 (c)(3) may take as long as one year to achieve.

This however need not be a major concern, for Vecinos can request that an already existing non-profit agency serve as a "Pass through Agency". This means that the pass through agency will act in managing all monies of Vecinos until they receive their non-profit 501(C)(3) designation.

Incorporation Process:

To Incorporate there are alternatives that can be harnessed at little or no cost.

Alternatives:

- 1 Self-Help**
- 1 United Way**
- 2 Legal Entities**
- 3 Attorney General Information**
- 4 Federal 501(c)(3) Designation**

⁶Literacy Volunteers - National Headquarters, 5795 Wide Waters Pkwy., Syracuse, NY 13214

5 Board Expansion

6 Combinations of above

1. Self-Help

Nolo Press
950 Parker St.
Berkeley CA 94710
Phone 1-800-992-6656
Publishes -

"How to Form a Non-profit Corporation"
by Attorney Anthony Mancuso

The Contents:

- How to form a tax exempt corporation in all 50 states.
- How to apply for IRS Non-profit status under section 501(c)(3).
- All the information necessary to prepare articles, by-laws and minutes of the first board meeting.
- Includes specific legal and tax instructions for each state
- Incorporation forms on disk - also includes tear out forms.

2. United Way:

Inquiry made at the United Way may lead to information regarding law firms that will volunteer pro-bono legal services for the non-profit incorporation process.

3. Legal Entities:

Volunteer lawyers projects sponsored by many bar associations may assist in non-profit incorporation or make referrals to helping sources. (Appendix 7 is an example of a volunteer lawyers project which will give assistance)

Law schools may offer indigenous groups legal assistance or give information where legal services can be obtained.

4. Attorney General Information:

Attorney General's office may submit the requirements and procedures that

must be followed for non-profit incorporation when requested by phone or in writing.

Appendix 8 illustrate the New York State "How to Incorporate and Register Not-For-Profit Corporation"⁷

5. Federal 501(c)(3) Designation

The forms necessary for tax exempt application can be obtained by calling, Internal revenue Service Federal Tax Forms - 1-800-829-3676.

The forms to be completed and returned are:

- Package 1023
 - ▶ Application for 501(C)(3)
 - ▶ By-laws and Article of Incorporation must also be submitted
- SS4
Employer Identification Number
- 8718
Used to compute and pay fees

Mail your exemption application papers to the IRS District Office in your area.

6. Board expansion:

Potential community leaders and attorneys who would be interested in serving on a neighborhood board of directors may be found by contacting the United Way. (See Chapter 6, Community organization, listed under Food Bank for additional information).

7. Combinations of Above:

In the research stage of incorporation in your community, contacts with one or more, of

⁷Anthony Mancuso's book contains the Attorney General requirements for the 50 states.

the five sources listed, might prove invaluable to commencing the non-profit incorporation process.

Board of Directors

The following information, governance, structures, accountability, rights was acquired from:

Non-Profit Management Center
707 Cayuga Creek Road
Buffalo, NY 14227-1929
Phone (716) 896-6564
FAX (716)896-6347

This organization is dedicated to the development of effective non-profit organizations.

Its functions are:

- Seminars, Workshops
- Consulting and Training, on-site and off-site
- Book Store
- Library
- Publishing
- Yearly Non-Profit Summit at Chautauqua Institution

Three Types of Boards

I. Policy Making

- ▶ A governing body for organizations
- ▶ Makes decisions regarding program, policy and allocation of funds
- ▶ Hires and fires the executive director who reports to the board and is responsible to it.

II. Advisory Board

- ▶ Engenders community input, valuable to decision makers
- ▶ Disperses information news to community, also very valuable
- ▶ Gives advise and/or recommendations without authority to enforce.

III. Administrative Board

- ▶ A full time working board
- ▶ Makes decisions regarding program and policy and acts as a plural chief executive of the agency.
- ▶ Members participate directly in administrative activities
- ▶ This board sometimes has a staff but no executive director

Non-Profit Center Management Center

1996

WHAT IS POLICY?

- Study of functions & responsibilities of senior management and the crucial problems that affect the success of the organization.
- The decisions that determine the direction of the organization.

WHY DO WE NEED POLICIES?

- Choice of purpose the development & recognition of organizational identity and character.
- The continuous definition of what needs to be done.
- The mobilization of resources for the attainment of goals in the face of competition or adverse conditions.
- The mobilization of standards for the enforcement of responsible and ethical behavior.

GOVERNANCE

- Is not management!
- Recognizing that, as a board member, you have the responsibility to protect the long-range future of your organization and see to it that it fulfills its obligations to its constituencies.
- Seeing to it that the organization is well managed, rather than managing it.

MANAGING THE WORK OF THE BOARD

- Planning
- Organizing
- Staffing
- Leading
- Controlling

FUNCTIONS OF THE BOARD

- Policy making
- Planning
- Evaluating

BOARD RESPONSIBILITIES

- Administration
- Finance
- Program Services
- Resource Development
- Human Resources
- Community & Public Relations

THE AUTHORITY OF THE BOARD RESTS IN THE BY-LAWS

PURPOSE OF COMMITTEES

- Divide Workload
- Utilize Expertise of Various Members
- Permit Board Work to Continue Between Meetings
- Facilitate Learning and Satisfaction for Members
- Committees DO NOT have decision making powers

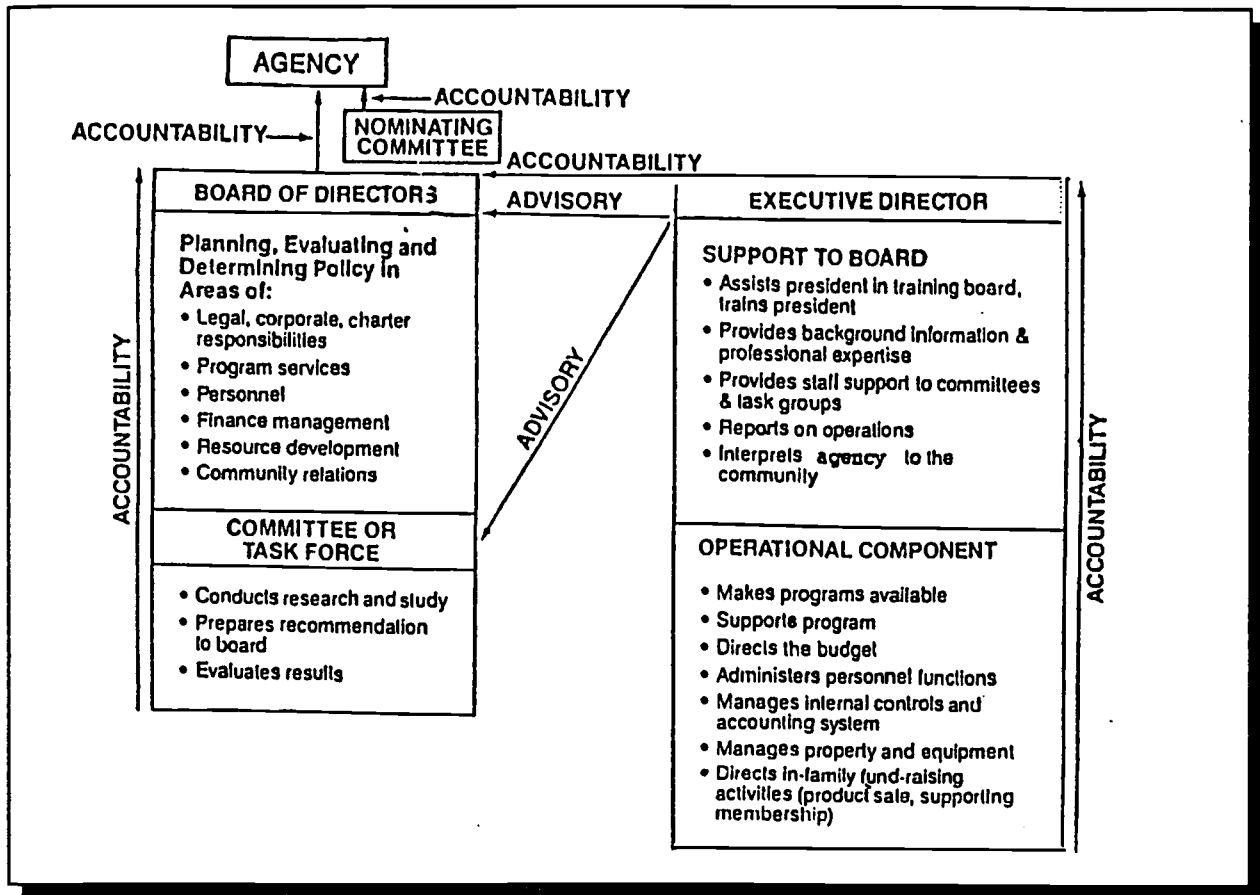


FIGURE 15

BOARD/EXECUTIVE DIRECTORS PARTNERSHIP

Board

- Make Policies
- Hire executive director
- Delegates to Executive Director

Executives

- Carries out policies
- Hires Staff
- Delegates to Staff

SUPERVISING THE EXECUTIVE - 5 WAYS TO SUPERVISE THE EXECUTIVE

- Job Description
- Goals and Objectives
- Board Chair/Executive Director Relationship
- Executive Director's Report
- Annual Performance Education

Boards of directors are responsible legally, financially and morally, for the management of non-profit agencies. Historically, it was common for boards of directors to be called trustees. Persons were entrusted to carry out responsibilities of agencies.

“Directors and Officers liability insurance can and should be purchased by non-profit corporations. "Directors and Officers Insurance for the Volunteer Board" by Charles Tremper, published by Non-profit Risk Management Center, 1001 Connecticut Ave N.W., Suite 900, Washington D.C. 20036, gives a complete definitive presentation of liability problems and insurance solutions.

PRINCIPLES OF GOOD FAITH

- Attend board & committee meeting
- Be aware of organization operations
- Be aware of legalities affecting organization's operations
- Meet minimum statutory requirements and conduct an annual audit
- Deal with potential conflict of interest
- Record dissent from actions taken and enter them into the minutes
- Make informed decisions
- Seek legal advice

RIGHTS OF VOLUNTEER BOARD MEMBERS

- 1 To be fully informed about the responsibilities, time commitment, organization, etc. before accepting the position of board member.
- 2 To have opportunities for orientation and continuing board training which will assist the board member to function effectively.
- 3 To be kept fully informed through accurate financial reports, management reports, regular and thorough briefings by staff, etc, about the operation of the organization.

- 4 To expect that volunteer time will not be wasted by lack of planning, coordination and cooperation within the organization or within the board.
- 5 To be assigned jobs that are worthwhile and challenging with freedom to use existing skills or develop new ones.
- 6 To be able to decline an assignment if it is felt that the match of skills and interests is not appropriate.
- 7 To have successful job experience that provide opportunities for personal growth.
- 8 To be trusted with confidential information that will help the board member carry out assignments and responsibilities.
- 9 To know whether the volunteer work is effective and what results have been obtained; access to an evaluation process which will measure that performance based upon measurable, impartial standards.
- 10 To be recognized at appropriate times for one's work and involvement as a board member.

Board Basics Video

A video approximately 30 minutes in length, for non-for-profit organizations published by the United Way of Greater St. Louis, can be obtained from your local United Way offices. This is an excellent presentation, for new and seasoned board members.

Missions, Goals, Objectives

For examples see chapter 6, page 174 and chapter 7, pages 185 - 186

Evaluating the Agency

A self-assessment tool for non-profit organizations is; "The Five Most Important Questions You Will Ever Ask About Your Non-profit Organization", by Peter F. Drucker.

Parliamentary Procedures

It is to be noted that throughout this work I have has relied on and emphasized group dynamics, (human interaction/communication) as the method of creating group coalescence, decision making and communal spirit.

However, in formal meetings of boards of directors, it is generally accepted that Roberts Rules of order be used to implement meeting procedures. Experience with group dynamics, will help to insure total participation and successful decision making.

By-Laws

By-laws are essential if a group wishes to gain 501(c)(3) designation. At the first meeting of the board of directors, the by-laws need to be discussed, a motion made seconded and approved. The by-laws have now been adopted, go into effect, and the corporation is officially in business.

What follows is an example of by-laws by the simulated Vecinos organization, and a sample of a meeting agenda.

BY-LAWS

VECINOS

PURPOSE:

To establish a system of communications and services; to involve neighbors in a process of identifying their felt needs and implement solutions through neighborhood organization, self help and support groups; to emphasize improving the literacy and computer skills of children and adult neighbors.

ARTICLE I

BOARD OF DIRECTORS

1 Eligibility - The membership of the board shall reflect a racial, economic and geographical mix of individual who have the motivation, skills, and experience in areas vital to

the successful operation of the board.

2 Number - The membership shall be limited to no more the 18 members

3 Term - At the first meeting of the board a slate of members shall be elected so that one-third (1/3) thereof shall serve for a term of one (1) one year, one third (1/3) shall serve for a term of two (2) years, and one-third (1/3) shall serve for a term of three (3) years. At all subsequent annual meetings, one-third (1/3) of the members shall be elected to serve for a term of three (3) years.

4 Re-election - A member may be re-elected for consecutive terms.

5 Use of Membership - No member shall use board membership for any personal or political purpose inconsistent with the objectives and non-partisan aims of the board. Any member violating this section shall be subject to expulsion by majority vote of the board.

6 Principal Office - The principal office of the corporation shall be located in the City of _____, County of _____ and State of _____, the exact location to be determined by resolution of the Board of Directors.

7 Meetings - Meetings for the purpose of transacting any business which may come before the membership shall be held on the third Thursday of each month at 5:00 p.m. In the event the day so designated falls on a legal holiday, the meeting shall be held within the next week on a day to be designated by the president.

8 Special Meetings - Special meetings may be called at any time by the written request to the secretary of seventy percentum (70%) of the members. The president may call special meetings at any time on the president's own initiative.

9 Meeting Notice - The secretary shall give written notice by mail to all members at least ten (10) days prior to an regular meeting of the members, but no such notice shall be required by any member who waives notice of the meeting. All special meetings, including those called by the president shall require only a forty-eight (48) hour notice to the members by the secretary. Notice shall specify the purpose or purposes for which the regular meeting is called. In the case of a special meeting, only the noticed agenda items shall be considered.

10 Quorum - The presence of one-third (1/3) of the total membership regardless of vacancies shall constitute a quorum for any meeting.

11 Voting - at any meeting, only duly elected members shall be entitled to vote. The vote of a majority of those members present shall be required for the transaction of business.

ARTICLE II OFFICERS

1 Election - The board shall elect from its membership, a president, a vice president, a secretary and a treasurer, and such other officers as shall be deemed appropriate.

2 President of the Board - the President of the Board shall be the chief operating officer of the board. The president shall have the supervision and control of the affairs of the Board, shall preside at all meetings and shall perform all other duties as may be assigned to the president from time to time by the board.

3 Vice President of the Board - the Vice President of the Board shall, in the absence of the President of the Board, preside at any meetings and shall perform such other duties as may be assigned to him by the Board.

4 Secretary - The Secretary shall keep the records and minutes of the Board. shall keep a list of all members of the Board, shall authenticate all acts and orders of the Board, shall submit a written report at each meeting, shall issue notices of all meetings of the Board, and shall perform all other duties customarily performed by the secretary of a Board.

5 Treasurer - The Treasurer shall have the care and custody of the funds and securities of the Board, shall keep accurate records of the finances of the Board, shall present a detailed report of the accounts of the Board at each meeting of the members and when directed by the Board, shall pay out all funds in accordance with the procedures established by the Board.

ARTICLE III COMMITTEES

1 Executive Committee - the Executive Committee shall consist of the President, Vice President, Secretary, Treasurer, and a representative from each of the standing committees.

2 Committees - the Board may appoint or provide for the appointment of committees from members, advisor members and ex-officio members from the community, as it sees fit, and shall determine or provide for the determination of their duties and functions.

3 Nominations - The nominating committee shall prepare a list of nominees for all offices which are to be filled at each annual meeting, including nominees for the Board. The list of nominations to be presented by the nominating committee shall be filed in writing with the secretary at least two week prior to the date of the annual meeting. The chairman of the nominating committee shall present all nominations to the annual meeting.

ARTICLE IV ANNUAL MEETING

The annual meeting shall be held in May of each year.

ARTICLE V VACANCIES

1 Vacancies - Vacancies on the Board occurring during terms of office shall be filled for the unexpired portion of the term by the vote of a majority of the Board present at any meeting.

2 Removal of Members - A member may be removed, either with or without cause, by a majority vote of the total Board. Any member who fails to attend three (3) regular meetings of the Board during the fiscal year without an excuse, shall be subject to removal by action of the Board. The member subject to action shall be notified in writing prior to the meeting at which such action is contemplated.

ARTICLE VI AMENDMENTS

These by-laws and any hereafter adopted may be amended at any meeting of the Board by a majority vote of the entire Board upon ten (10) days written notice of the proposed change.

RULES

In a case not covered by these By-laws or by appropriate resolution of the board, the

corporation shall be governed by the latest edition of "Roberts' Rules of Order", revised to the extent not inconsistent with the New York State Not-For-Profit Corporation law

SAMPLE OF AGENDA

- 1 Attendance
- 2 Review and Approve Minutes
- 3 Executive Director's Report
- 4 Committee Reports
- 5 President's Report
- 6 Old Business
- 7 New Business
- 8 Announcements
- 9 Adjournment

SIMPLE RULES OF PARLIAMENTARY PROCEDURE

- 1 If you desire to speak you must obtain permission from the presiding officer.
- 2 To obtain this permission, rise and address the officer by his title. The officer "recognizes" the speaker by stating his name or by a nod. If two members stand at the same time, both should remain standing until they are recognized. The member should remain standing in silence.
- 3 To speak, you must either make a motion, or speak on the same motion made previously.
- 4 When the discussion is finished on any subject, the motion shall be put to a vote.
- 5 To make a motion -- stand, and when recognized by the officer, say, " I move ..." following with a clear statement of your motion.
- 6 Before any discussion can take place concerning a motion, it must receive a second from some other member than its introducer.
- 7 To second a motion -- simply say "Mr. Chairman, I second the motion."
- 8 After the motion has been made and seconded the presiding officer must restate the motion in a clear voice.
- 9 If the motion is unsatisfactory in some respect to a member, he may amend the motion by getting the floor, and saying, "I move to amend the original motion as follows.....".
- 10 A motion to adjourn always takes precedence over any other motion and can be made at any time providing you are recognized by a presiding officer. If it is seconded, the vote must be taken immediately.

- 11 A motion to "lay on the table" until a given date or indefinitely may be made any time, and if seconded, must be voted upon.
- 12 If anyone thinks that the rules are not being followed correctly, he may rise at any time and say, "Mr. Chairman, I rise to a point of order." The chairman must say, "State your point of order". After the point of order is stated the presiding officer will, after considering the question, say either, "The point of order is well taken", or "The point of order is not well taken". This will decide the procedure to be followed. If the member is not satisfied with the decision he arises and says "I appeal from the decision of the chair". The decision is then made by a vote of the members present.

Graphic Presentation of Parliamentary Procedures

Adjourn	S			M	
Recess	S		A	M	
Table	S			M	
Close Debate	S			2	R
Limit Debate	S		A	2	R
Postpone Definitely	S	D	A	M	R
Refer to Committee	S	D	A	M	R
Amend the Amendment	S	D		M	R
Amend	S	D	A	M	R
Postpone Indefinitely	S	D		M	R
Main Motion	S	D	A	N	R

FIGURE 16

S Motion must be seconded

D May be debated

A May be amended

M Requires majority vote to pass

2 Takes 2/3 vote to pass

R After motion is voted it may be reconsidered

Note: A manual that will be explicit, definitive, and easily followed based on "Robert's Rules of Order" is "Parliamentary Procedure at a Glance": by O. Garfield Jones.

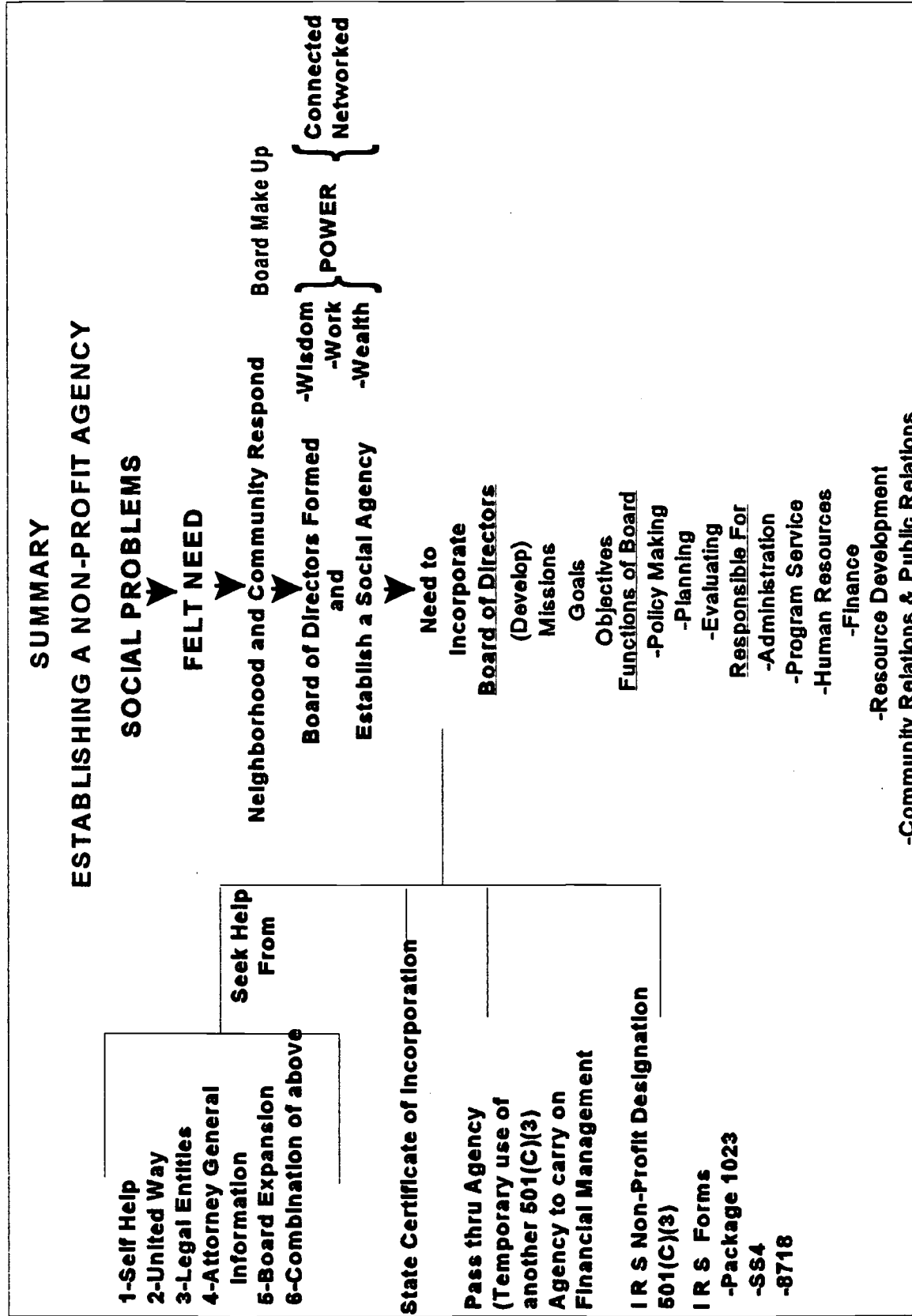


FIGURE 17

BEST COPY AVAILABLE

341

Epilogue

The revival of disenfranchised poor neighborhoods is dependent upon

Jobs! Jobs! Jobs! As a precursor to finding jobs, it is necessary that neighbors receive education in: **Reading, Writing, Mathematics** as well as **Computer Literacy**.

Employment will strengthen and unify families, dignify the human spirit and create independence.

Organizers must start with organic felt needs, with where people are. They need to bring hope! Social Activists however, need to keep in mind when working in poor neighborhoods, the impact of jobs and the necessity of reading, writing, mathematics and computer literacy. (See Chapter 9, Vecinos Page: 308)

I have spent 45 years organizing and counseling with the Poor. Moneywise it never paid that well, for I once was eligible and received a pair of glasses through Medicaid. Would I choose another form of work. **No!** My organizing works has been the most rewarding and the most frustrating work in my life!

Although we cannot make a straight line cause and effect relationship between the labor of the organizer and the consequences, outcomes, achievements of people who shared and were served, a peripheral correlation can be insinuated.

There have been many joys, but also anguish and failures.

- Five years of work , thousands of person hours, attempting to bring human service agencies together to serve Multi-Problem families only to find that "helping" agencies were devoted to protecting their self-interests, turfs, man made policies and didn't want

to cooperate and pool their resources to serve abandoned families.

- A staff "supervisor" greedily gouging his staff and neighbors for personal money gain.
- Indigenous staff working many many hours and around the clock attempting to rehabilitate neighborhood families, only leading to total frustration for not being able to garner necessary resources.

The beatific joy of feeling witnessing success.

- Neighborhood teenager day camp counselors caring for children before caring for themselves; accepting a difficult acting-out deaf mute child, who was ostracized by many people.
- An elderly, isolated white lady discarded her walking cane and capably taught Black teenagers arts and crafts, resulting in the frequent respectful visitation of teens to her home.
- A lonely blind women finding meaning by cooking chicken and fish dinners for fund raisers, leading to socialization with her neighbors.
- A neighbor painting "Friendship 7" on a public housing door at 6:30 a.m. so that it would be dry and not smudged by children on their way to school.
- A family inviting day camp children into their high rise public housing apartment where they heard, learned and appreciated classical music.
- Teaching and being part of a "David" indigenous men's group, who took on the "Goliath" political power sources, defeating them, for the sake of providing adequate recreation programs for neighborhood children.
- Witnessing a teary eyed group of men expressing love by forsaking the distinction of

joining a prominent community action group, for it would jeopardize the job of a fellow member.

- Unlettered poor people receiving applause of physician-psychotherapists for the services they were rendering.
- Feeling the process of the poor and rich working in unison to feed the Hungry.
- Public housing teenage tutors progressing and one earning a medical degree, second a Phd degree and a third becoming the dean of a prominent graduate school of social work.
- The president of Friendship 7 day camp achieving national recognition because of her work on local, state and national public school boards.
- The vice-president of Friendship 7 supported and encouraged her children who received teaching, law and Phd degrees, respectively.
- Staff members completed high school and others received college degrees. Many of their children earned professional degrees.
- Being accepted by a neighborhood leader, who I met in his home while he was reading a book and cooking Spam, which led to his passing out the word "you can trust and talk to a short white guy carrying a leather book bag."

Cumulative personal growth takes place when reaching the Biblical nuance of "I am my brother's keeper", but zeniths when "I am my brother's brother". It is only when we are engulfed in the culture of the Poor that we feel and realize their suffering, degradation, powerlessness and abandonment. Fortunately, as an organizer, I was able to share my skills, knowledge and hope with people. Eventually, I grew in feeling and could predict their

survival behaviors and defense mechanisms.

Readers who in their own way contribute and share with the Poor, no matter how little , will enjoy the redemption, and rewards of serving our neighbors.

Go, serve and share!

Appendix 1

Example A

Excerpts of a Codified, End of Meeting Evaluation Slip

1. How do you feel this group was today ?

NO GOOD

5%

ALRIGHT

26%

EXCELLENT

69%

2. Did you find yourself wanting to say things during the group but you didn't actually say them?

NEVER

5%

OFTENTIMES

69%

FREQUENTLY

26%

10. What were the weaknesses?

More outside speakers needed; lack of time for everyone; there could be more theory for group behavior; reluctance to relate personal experiences; there was a feeling that one had to be involved in verbal discussions whether they had something to contribute or not; not everyone participated; more of us should have become involved even if just to ask questions; I went home and meditated with unexplainable tears;

11. What were the strong points?

The group seemed to be open with each other and giving, that is they seemed to be able to feel each other; creating empathy with others; cohesion of the group; feeling of success; the willingness of some people to show experiences; the dynamics of those who were willing to discuss their personal involvements with life within the group (this took courage); most people seem sensitized to other individuals feelings in the class; the involvement of group; being concerned about other neighbor's feelings; ability of

Appendix I

the discussion leader to bring out salient point in the discussion and direct discussions in less painful vein; nobody was knocked down and we accepted others as they were; being able to feel other peoples needs; respect for one another; desire to console those who were experiencing their struggle to be human in the midst of the inhumaneness.

12. What improvements would you suggest in the operation of next meeting?

Feedback of silent observer from last week's group; outside get togethers; end of group get together; I would like to continue telling our life experiences; meet for a longer period of time; have a two minute speech about each ones background; interesting films on different ethnic groups to enable individuals to understand some of the slang and culture of different types of people; with regard to understanding the slang and culture of different ethnic groups, this eases some of the stereotype images that people tend to prejudge before ever meeting a particular person from backgrounds different than their own.; maybe for the people who do talk to be a little more open and honest with themselves and not add in just to make the class be what it was designed to be; perhaps the discussions could be improved upon by making them a little shorter in length; trying to get everyone to fully participate; maybe we would begin to think about and discuss just what the class as a group feels we have accomplished so far; get the group closer together; satisfied as is; less talk of principles and more of human experience because we discover ourselves through our own and other peoples experiences; more frequent meetings so everyone has a chance to express themselves and learn; perhaps having a meal together can unite us further; don't ask a person to defend or explain himself.

Appendix 1

Example B

Sample Personal Experience Testing Questionnaire

Example of (Blank) Personal Experience Testing Questionnaire

- | | | | |
|----|---|-----|--|
| 1. | This group dynamics class is... | 7. | At these significant moments, I... |
| | a. | | a. |
| | b. | | b. |
| | c. | | c. |
| 2. | The other members of our class group are... | 8. | I feel that what is important about group dynamics to me is... |
| | a. | | a. |
| | b. | | b. |
| | c. | | c. |
| 3. | The leader-trainer is... | 9. | Away from group, I... |
| | a. | | a. |
| | b. | | b. |
| | c. | | c. |
| 4. | When I speak in the group, I... | 10. | Before coming to group, I... |
| | a. | | a. |
| | b. | | b. |
| | c. | | c. |
| 5. | When I am silent in the group, I... | 11. | After leaving group, I... |
| | a. | | a. |
| | b. | | b. |
| | c. | | c. |
| 6. | The most significant moments in the group experiences seem to be... | 12. | I think it hurts in the group, when... |
| | a. | | a. |
| | b. | | b. |
| | c. | | c. |

**Example of Completed Personal Experience Testing Questionnaire,
That Has Been Codified**

1. This group dynamics class is...

Interesting, enlightening, progressive, honest, a unique experience, learning how to be involved, thought-provoking, a change to lose myself in others; group is able to agree and disagree and not break up; good experience towards being free with other people; struggling; sincere and sensitive; group is anxious to be successful; helping to create empathy with others; positive in its approaches; motivating, involved.

2. The other members of our class group are...

Concerned, hopeful, energetic, observant, intelligent, honest, moody, let down their defensive walls of protection; neighbors are willing to share of themselves; approachable and friendly; very trying; most dynamic; most always willing to express themselves.

3. The leader-trainer worker is...

Well versed; conscientious; brings out many things that the group misses; dedicated, direct, honest, a real human being, able to be part of the group; a stimulator and director; helpful when things get tight within the group; provocative, sensitive, capable of drawing from this wealth of knowledge and experience; has much insight; spontaneous, skilled at group work; considerate of others opinions; excellent methods of leadership; not

Appendix IV

completely objective; acutely aware of class tones; positive in manipulation of group interaction.

4. When I speak in the group, I...

Am free, embarrassed, worried about what others might think; am inhibited, can't express myself fully; feel that there is not need for competition; first time I have been able to go to everyone and their feelings; feel closer to the other members of the group; able to share experience; know I'm really being listened to and heard; cautious, like to invite opinions to broaden my own knowledge; wait until it is necessary for me to comment; watch the response of others; tend to be very frank; feel a bit shy but fairly confident; feel self-conscious; find self expression difficult.

5. When I am silent in the group, I...

Take in everything; concentrate on what others are saying; feel afraid; feel that what is going on is more important than what I have to contribute at that time; sleep when really tired; identify with others; observe people's reactions to discussions; disagree and do not want to disorganize the group; feel guilty; search myself; feeling for other people; try to imagine what others are thinking; occasionally turned off; reflect on the group's feelings or certain individuals especially if they seem frustrated or angry.

6. The most significant moments in the group experience seem to be...

When there are conflicting opinions; when neighbors discussed personal backgrounds;

Appendix V

emotional reaction; help someone that everyone has attacked; when people are honest with themselves; when everyone seems interested; when I feel the entire group is involved; revealing situation of personal experience; feelings of empathy; spontaneous reactions; striking humor; when worker stops to reflect upon what is happening to the group; disagreement, suffering, happiness shared.

7. At these significant moments, I...

Feel involved; feel totally engrossed in what is happening; feel glad to be alive; enjoy the experiences shared; feel happy; get a deep "gut" feeling; reflect, wonder which side I'm on; absorb like a sponge; become more sensitive; personalize the situation; feel willingness to participate; enjoy being part of the group.

8. I feel that what is important about the group dynamics to me is...

Working together, sharing feelings; ability to be myself; to know others as they are, willingness to give and take of yourself; that everyone learns to express themselves; that we reach our objective; become sensitized to others feelings; a feeling of mutual understanding; try to understand another's point of view; communicate meaningfully; that I realize my strengths and weaknesses.

9. Away from group, I...

Think about the group discussion; usually don't think much; feel good; discuss happenings with other neighbors; become aware of people's feelings and attitudes; get

mad at group and myself; do the same look, listen and learn; am introverted and keep everything to myself.

10. Before coming to the group, I...

Refresh myself to what happened previously; wonder what will happen; get nervous; feel anxious and nervous; look forward to being there with interest.

11. After leaving group, I...

Feel relieved; talk with other members of group; feel human and enjoyed sharing this feeling; try to relate it to my everyday life; wish I could have acted more; feel emotionally exhausted; sometimes feel let down; other times elated; switch my mental gears; feel accomplishment or wasted efforts; feel stimulated.

12. I think it hurts in the group, when...

Get caught up in bullshit; a person is dehumanized and manipulated as an object of another person's ambitions; when become bored and distant from each other; do not reach an agreement after an intense discussion; are frightened; some people dominate discussion with their opinions; when a member of the group is hurt; or feels incompatible; when members are self-centered; thinking only of their own interests; when they discuss personality of silent recorder which really isn't necessary; when one is chastised--openly--to see whether one can accept criticism.

Appendix 1

Example C

Sample Seminar

NEIGHBORHOOD REACH-OUT PROGRAM SEMINAR

BLACK PERSON-BLACK FAMILY

Purpose :

1. Understanding dynamics and psychology of the Black Person and Black Family.
2. Strengthening communal spirit.
3. Dynamics of small groups.

Techniques :

In this seminar we will use some of the techniques that we have learned in group dynamics. Staff members will have the opportunity to use the various roles. i.e. Discussion Leader, Silent Observer, Recorder, Chalk board Recorder etc.

"Black Rage"

We will use the book "Black Rage", moving from chapter to chapter, as our springboard for discussion. We then hope to lend our own personal experiences and experiences gained in the Reach-Out Program to further understand the dynamics discussed in Black Rage. In addition we will use Malcolm X's Autobiography as a resource.

Place :

All meetings will be at Friendship VII Office.

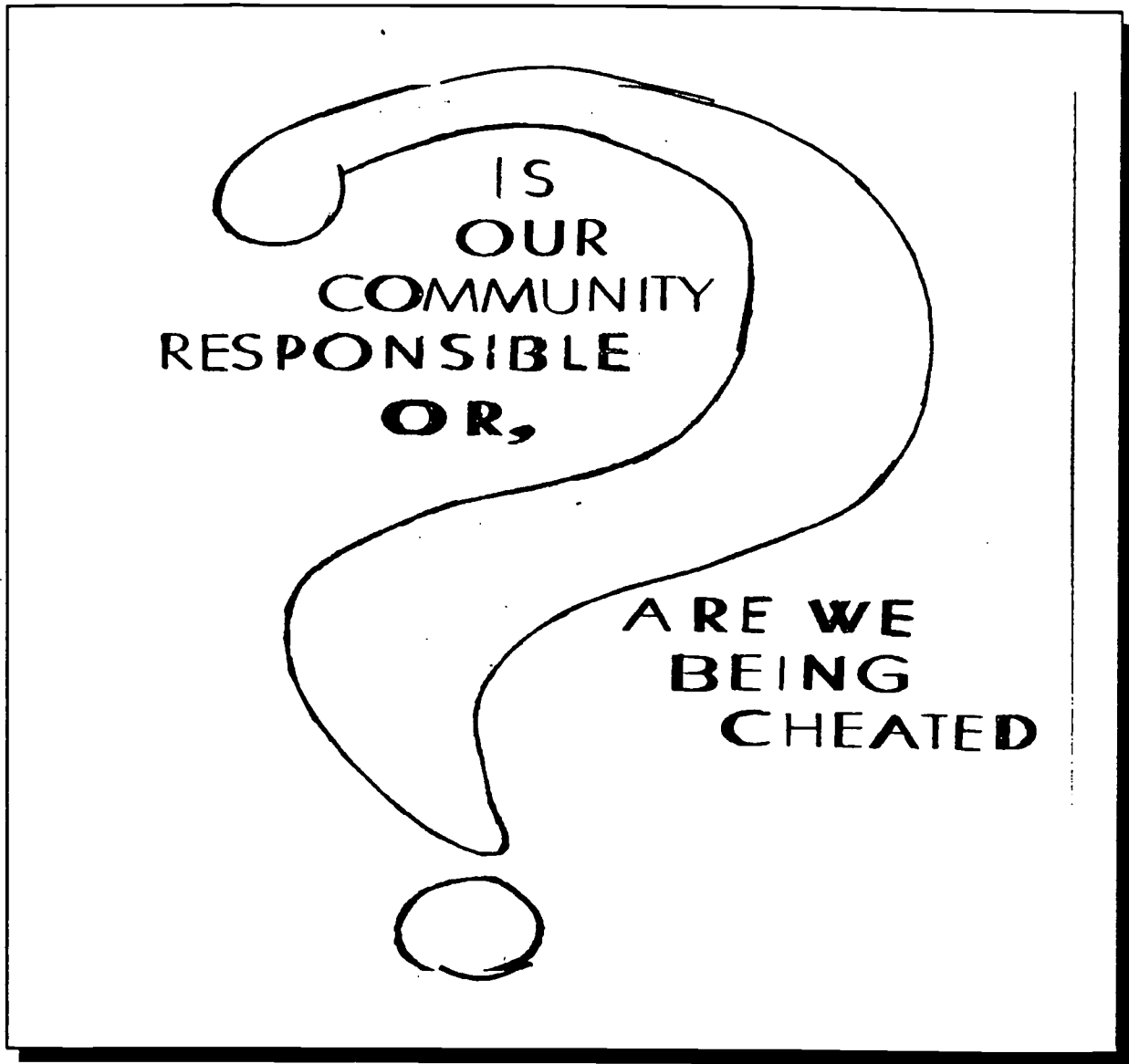
Date :

June 9th, 10th, 11th, 12th and 13th

Additional sessions will be rescheduled, in the event of any cancellations of the above schedule.

Appendix VIII

COVER



Note: The cover is the hypothesis the group used.

TABLE OF CONTENTS

Title Page	
Members of Men's Leadership Group	
Acknowledgments	
Preface Page	
Introduction	1
Statistical Analysis of Our Neighborhood	4
 CHAPTER 1	
Problems at JFK Center and Field	5
Present Staffing at JFK	6
Is the Problem of Recent Origin	7
Programming at JFK	11
JFK Field	31
Observations of JFK Center	33
 CHAPTER II	
Comparison with Other Buffalo Public Recreation Centers	39
Schiller Park	39
Hennipen Center	41
Clinton Street Neighborhood House	42
Seventh Street Neighborhood House	42
 CHAPTER III	
A Comparison with Private Recreation Centers	44
Michigan YMCA	44
Northland Avenue Boys Club	47
Babcock Boys Club	48
 CHAPTER IV	
National Recreation Standards	51
 CHAPTER V	
Comparison With Other Cities	59
 CHAPTER VI	
Limitations of this Study	60
 CHAPTER VII	
Recommendations	61
 EPILOGUE	63

THE MEN'S LEADERSHIP GROUP

- | | |
|-------------------|--------------|
| 1. Mr. FB | 15. Mr. JR |
| 2. Mr. HC | 16. Mr. LR. |
| 3. Mr. CAC | 17. Mr. TR |
| 4. Worker/trainer | 18. Mr. AFR. |
| 5. Mr. AF | 19. Mr. JR |
| 6. Mr. GF | 20. Mr. TR |
| 7. Mr. SF | 21. Mr. DT |
| 8. Mr. TH | 22. Mr. CT |
| 9. Mr. WM | 23. Mr. RW |
| 10. Mr. EM | 24. Mr. JF |
| 11. Mr. BP | 25. Mr. GH |
| 12. Mr. MP. | 26. Mr. SB |
| 13. Mr. RR | 27. Mr. AF |
| 14. Mr. WR | 28. Mr. TH |
-

ACKNOWLEDGMENTS

We are extremely grateful to the people listed below for their assistance in completing this work. It is not possible to list the names of all the people who helped make this work possible, but our sincere thanks goes to each and every one.

Miss WB
Mrs. SB
Mrs. JF
Miss MF
Miss EG
Miss LG

Mrs. EG
Miss BJ
Mrs. CS
Miss BS
Mrs. OT
Mrs. PW

INTRODUCTION

This paper is respectfully submitted as the group findings of the Men's Leadership Group. Our group has been meeting for over twelve months as of this writing. We banded together when we realized that there was a definite need for masculine leadership in our community. We not only realize this need but we are prepared to accept the responsibility to improve our community.

We feel that men, although aggressive by nature, must possess certain qualities of love and tenderness. We also believe in the dignity of all men and are prepared to make sacrifices for our fellowman. One of our basic principles is that we as men should respect each other and in turn all men.

At the inception of our group we studied group dynamics to some length.

Appendix XI

We set three goals:

1. To learn more of ourselves as persons.
2. To study interactions within small groups.
3. To learn more of our neighborhood and community.

We constantly stressed the fact that all human beings can contribute to a better society and that each person has human worth regardless of his ability or inability to function in our society.

After this study of group dynamics we decided to assist the community in some small way. We volunteered our services in helping to organize and run the Ellicott District Track and Field Day. It was then that we realized the existing conditions at the John F. Kennedy Recreation Center and Ellicott Field. We were shocked and upset by the lack of interest, inefficiency and deplorable conditions that existed at our neighborhoods only recreation center. Mr. TR, a member of our group aptly stated, "Houghton Park has better recreation scheduled any day of the year than we had on our special neighborhood day."

We are not out to make "a mountain out of a molehill." We do not consider ourselves beatniks, rabble-rousers, or "kooks". we only feel that after careful evaluation we have found the J.F.K. Center to be grossly inadequate and doing a very poor job in fulfilling the recreational needs of our neighborhood.

We realize that improving recreation in the Ellicott District would be a monumental task. The neighborhood itself has gone through a sort of social and cultural upheaval in the past fifteen years. There is little closeness in the neighborhood and a cloak of apathy and despair has set in. People cloaked in this apathy are sometimes unaware that they are being misused. Those who are aware of it feel they are helpless to do anything about it. We feel that providing a beautiful building and omitting a capable staff is a grave injustice to the people of the Ellicott District, we are concerned with the slow but steady deterioration of the J.F.K. Center and Field. Not only has it ceased to enhance our community but in many aspects has become a definite community hazard.

We feel that no one should be sold short -- especially our children. It is hard to expect young people to become adults with community responsibility when they are being cheated out of all the benefits of a good neighborhood recreation program. Recreation should play a vital role in the building of a child into a whole adult. In the Ellicott district recreation is not accomplishing this.

Realizing these injustices we felt angry. We decided we would control our anger and try to investigate as best we are able to see what is wrong. Thus the Men's Leadership Group entered into our first real project. We now consider ourselves an action group.

The question remains:

"IS OUR COMMUNITY RESPONSIBLE OR ARE WE BEING CHEATED?"

"SPEAK THE TRUTH AND SHAME THE DEVIL"

Appendix XII

Source: Gargantua and Pantagruel
Author: Francois Pebelais (1495 - 1553)
Type of Work: Mock Heroic Chronicle
Context: In the Prologue to the Fifth Book, the author asks the question, "Pray, why is it that people say that men are not such sots nowadays as they were in the days of yore?" He then goes on to ask a series of related rhetorical questions and finally says to the reader in a proverb which is widespread in usage: "..... ..Now answer me, an't please you..... Come pluck up a good heart, speak the truth and shame the devil, that enemy to Paradise, that enemy to truth..... " "

CHAPTER VI LIMITATIONS OF THIS STUDY

The limitations of this study are:

1. This study was done by interested citizens of the community. We are not professionals in recreation.
 2. Our study could not obtain the facts concerning the JFK Center's total cost for the fiscal year. Therefore, we could not approximate the per capita cost for the use of the center.
 3. We also could not get enough personally written observations of the center to approximate the use of the JFK Center.
 4. We did not get sufficient cooperation from the Center or its staff. Information regarding other centers was verbal, unofficial and may have been biased.
 5. We were also obstructed by the fact that we were unable to find a way to compare the budget of the JFK Center with other public centers.
 6. We were also unable to receive a complete written program from the JFK Center.
 7. We did not study the whole Buffalo recreational structure - - only that of the JFK center and field.
 8. We could not compare Buffalo with other cities of comparable size because we could not get sufficient information from the Buffalo Recreation Department to make comparisons.
-

Men's Leadership Group
Summary of 63-Page Study
"Is Our Community Responsible or Are We Being Cheated?"
Twelve months ago, the Men's Leadership Group banded together when

Appendix XIII

we realized the need for masculine leadership in our community. We helped with the Ellicott District Track and Field Day. It was then that we realized the deplorable conditions at J.F.K. Center and Ellicott Field. We hated to see people being cheated -- especially our children. We then decided to investigate the situation as best as we can.

We have statistics to show that this community in which we live and which is served by J.F.K. is one of the most densely populated in the city. Not only is the area densely populated, but it is an area where there are tremendous numbers of children. The dwellings in this area are greatly over-crowded and the area shows a high rate of juvenile delinquency and youthful crime. It stands to reason in an area such as this we should have the best staffed, most community minded and most creative recreation program in the city to combat all of these social problems. We don't think it does. We also feel that the staff lacks the basic creativity and interest that is needed to make a well rounded community recreation program.

This is not only a problem of the present day. J.F.K. but has been a problem since they decided to build it in 1950. The history of the John F. Kennedy Center is one of confusion, politics, and many unfulfilled requests.

We know for a fact that various community groups have been refused to use the John F. Kennedy Center for creative, community-minded recreation programs. At the same time that these groups were refused, teas and fashion shows were being given in John F. Kennedy Center by churches both in and out of the immediate area.

One group of interested African Americans and Puerto Ricans from the Ellicott District wanted to show Saturday Movies to the children of the area. They had to go through fantastic amount of red tape just to get started and finally they were driven out by the J.F.K. Staff and the downtown recreation staff. A reason given for exclusion was that these groups lacked insurance.

Another group entitled Studio 17 wanted to run a creative and artistic program for seventy to a hundred children of the Ellicott District in the John F. Kennedy Center. The two women who volunteered for this project had run it successfully in their apartments in the Talbert Mall. This program was also refused by the downtown recreation department. It is presently being run in the Talbert Mall Community Rooms.

These programs were refused because they charged a small admission fee to underwrite the cost of films, costumes, and materials. We know for a fact that there were teas, fashion shows, and workshops given in the J. F. Kennedy Center and admission was charged. We feel that these codes are enforced selectively, where and when it pleases the Recreation Department to enforce them.

A stroll through Ellicott Field is enough to make anyone sick. Neglect is evident in all areas. Lack of care and supervision of one of the most beautiful play areas in the city has turned it into hazard for children.

On many occasions, men from our group have gone to the John F.

Kennedy Center to observe programming and participation. We have never found any programming and participation is always minimum. Supervision at many times seemed to be either lacking or non-existent. Rowdyism is a natural result of this lack of supervision. It's difficult to expect large numbers of children and adults to participate in recreation in the neighborhood where there is almost no organized activity. We can see nothing being done to stimulate activity in the best recreational facility in Western New York.

We felt that it was only fair to check the other city recreation facilities to see how they compare with the J.F. Kennedy Center and Ellicott Field.

Schiller Park was extremely neat and very well kept. It appeared to be a wonderfully safe place for children and young adults to play all sorts of outdoor sports. The same facilities are available at Ellicott Field but Ellicott Field presents nothing but a hazard to all involved. Schiller Park has a full time grounds keeper.

We visited Hennipen Center. It can readily be seen that the community is responding and using the center to its maximum potential. We were told that seventeen community groups are active at the center. These community groups swing some weight with the downtown politicians and it seems that this is another reason why their center is so active. We wondered how often the people of the Hennipen area are denied what they want?

We also visited the Clinton Street Neighborhood House. We observe that the Clinton Street Neighborhood House is also being used to its full potential. Our observers came away with the feeling that this center serves both adults and children in very many social and recreational needs. It was apparent that the community actually accepts a great responsibility in making sure the center functions properly.

We also visited the Seventh Street Neighborhood House. The Seventh Street Neighborhood House is in a very bad state. Staff members there told us that the city has failed to keep up decent maintenance of the building.

We also visited private recreation centers. We made visits at the Michigan Y, the Northland Avenue Boys Club, and the Babcock Boys Club. All of these private centers have terrific programs. They also have creative and hard working staffs. The program at our J.F.K. Center doesn't compare with any of these private center programs. J.F.K. doesn't have the continuity of activity that is prevalent in these other centers. It is our opinion that if the staff and leadership of J.F.K. were more substantial there would be a definite and almost immediate reflection on its programming and participation.

We also studied National Recreation Standards so that we might become more knowledgeable in the field of recreation. We have collected much data concerning how recreation centers should be run. We even had the Regional Director from the National Association of Recreation and Parks at one of our meetings, to help us.

We wrote to many cities concerning their recreation departments. We

even included Buffalo as one of the cities we wrote to. We had no difficulty getting response from Detroit, Baltimore, Spokane, Louisburg, Pa., Mt. Pleasant, NY, Rockville, Md., Bloomfield, N.J., Rockfield, LI etc. but we got no response from the City of Buffalo.

One of the high points of our study was when we interviewed various local teenagers concerning the John F. Kennedy Center. They told us how they had been refused the use of the center on many occasions. They told us of the lack of supervision and first-aid equipment. They told us of how the lack of supervision gives rise to older children bullying younger children. They told us of fights in the center and the lack of concern of the staff. They told us of flagrant use of profanity not only the children using the center, but also by the staff. They told us of the director slapping boys on various occasions. They showed their feeling concerning how they would like to build up their community so people wouldn't talk about it so much.

Our Study was limited. We're not experts in the field of recreation. We had a real tough time getting facts concerning the J.F.K. Center. Since we all worked we didn't have a tremendous amount of free time to spend at the center. We didn't get sufficient cooperation from the center and its staff. We were unable to find any written program for the J. F. Kennedy Center. These limitations held us back.

The most important part of our study is the recommendations that we have for the future of the John F. Kennedy Center. (A complete report of our recommendations will be found in Chap. VII, Page 61 of our study.)

- 1 WE FEEL THAT THE J.F. KENNEDY CENTER AND STAFF SHOULD HAVE A WRITTEN PHILOSOPHY WITH AIMS AND GOALS.
- 1 WE FEEL THAT THE J.F. KENNEDY CENTER SHOULD HAVE ANY ADVISORY BOARD OF INDIGENOUS MEMBERS OF THE COMMUNITY (MEMBERS OF THE MEN'S LEADERSHIP GROUP WOULD BE GLAD TO SERVE AS PART OF THIS BOARD --IF ASKED.)
- 2 THE JOHN F. KENNEDY CENTER SHOULD HAVE A FULLY QUALIFIED RECREATIONAL DIRECTOR AS PRESCRIBED BY THE NATIONAL RECREATION ASSOCIATION.
- 3 THE JOHN F. KENNEDY CENTER SHOULD BE MORE ADEQUATELY STAFFED NOT ONLY TO SERVE THE CHILDREN AND ADULTS WHO ARE PRESENTLY IN ATTENDANCE, BUT ALSO TO GENERATE AND INCREASE ATTENDANCE IN THE FUTURE.
- 4 ELLICOTT FIELD SHOULD BE SERVED BY A FULL-TIME YEAR ROUND GROUND CREW.
- 5 THE PLAY AREAS OF ELLICOTT FIELD SHOULD BE

- COMPLETELY RE-DONE TO ELIMINATE ALL HAZARDS TO THE CHILDREN PLAYING THERE.
- 6 THE PROGRAM OF JOHN F. KENNEDY CENTER SHOULD BE EXPANDED TO PROVIDE FOR THE TRAINING OF YOUTHS AND ADULTS FOR FUTURE RECREATION LEADERS.
- 7 THE JOHN F. KENNEDY CENTER SHOULD BE OPEN SEVEN DAYS A WEEK.
- 8 THE PROGRAM AT THE JOHN F. KENNEDY CENTER SHOULD BE MORE DIVERSIFIED TO INCLUDE PEOPLE OF ALL AGES IN THE COMMUNITY. CONSIDERATION SHOULD BE GIVEN FOR THE NEEDS OF THE CITIZENS OF THE ELLICOTT DISTRICT AND THE VARIOUS CULTURAL GROUPS WHO LIVE THERE.
- 9 THE CENTER SHOULD MAKE AN ATTEMPT TO FIND OUT IN WHAT AREAS IT HAS FAILED. PLANS SHOULD BE FORMULATED INTELLIGENTLY AND CREATIVELY TO PROVIDE FOR FUTURE SUCCESS IN THESE AREAS.
- 10 A MORE ADEQUATE OUTDOOR SUMMER PROGRAM SHOULD BE PROVIDED FOR ELLICOTT FIELD . THIS WOULD BE FACILITATED BY AN INCREASE IN SUMMER-TIME STAFFING.
- 11 IN GENERAL, RECREATION SHOULD BE DIVORCED FROM POLITICS.

This is a very brief outline of our sixty-three page book. Copies of this book can be made available to interested parties. For a copy of the complete work, contact Mr. BP between 9:00 A.M. and 5:00 P.M. at 889-3992.

EPILOGUE

We have spent much of our free time in the past twelve months trying to write this paper. We put this paper together not only to explain our position -- not only to show our displeasure -- but also to try to be constructive citizens in our community. We have tried our best to show what Men's Leadership is all about. We attempted to put in writing the multitude of problems that plague the JFK Center and field. We studied, to the best of our ability, the other public recreation centers in our city. We even Included our findings from the private recreation centers. We have strived, with the help of the National Recreation Association, to become a little more knowledgeable in the field of recreation so that we can better serve our community. We attempted to do something that most of us had never done before. Most of all, we tried to honestly answer a question - "IS THE COMMUNITY RESPONSIBLE OR ARE WE BEING CHEATED?"

We hope our efforts do not fall by the wayside. We hope that the

Appendix XVII

situations like this never occurs again in the City of Buffalo. We hope that our various recommendations are read and intelligently evaluated.

We do not feel that this is the end. We feel that it is a beginning --a beginning of more interest in community participation in community recreation. We have shown, through twelve months of work, that we are willing to do our share.

**Appendix 3
Tutoring Employment Information**

HELP WANTED!!

In cooperation with TAC & Reach Out, a tutoring program is being started on Monday, Wednesday and Thursday afternoons from 3:30 - 4:30 p.m. at School # 4. We are most interested in having neighborhood high school and college students apply for tutoring positions. Tutors will be paid for the time they put into the program.

If you are interested in working in this program, please fill out an employment application and return it to School 4 on Monday, April 26th. Applications will be screened and applicants will be notified of their acceptance.

For those college students and parents who may qualify as tutors, we will also have positions available for Tuesday mornings and afternoons if you have this time free.

EMPLOYMENT APPLICATION FOR TUTORING PROGRAM

TUTOR'S NAME _____ SCHOOL _____ CLASS _____

ADDRESS _____ PHONE NO. _____

I am interested in tutoring in the following subjects:

1. _____
2. _____
3. _____

4. _____

Please circle the day(s) that you will be able to participate. You will be expected to come every week.

Monday - 3:30 - 4:30

Wednesday - 3:30 - 4:30

Thursday - 3:30 - 4:30

Tuesday A.M.

Tuesday P.M.

Signature _____

The parents and teachers jointly agreed on the students to be selected as tutors.

NAME _____ GRADE _____ ROOM _____

You have been selected to take part in the tutoring program at School 4. Good behavior, effort, and regular attendance will be necessary for you to remain in the program.

You have been assigned for the following subject(s):

1. _____ Rm. _____ Time _____

2. _____ Rm. _____ Time _____

3. _____ Rm. _____ Time _____

Please report to these rooms promptly at 3:30 P.M. on the days you are to come.

Appendix XX

Appendix 4

Example A

Historical Organizers

Moses.

Christ

Vincent DePaul

Mohandes Gandhi

Abbe Pierre

Cesar Chavez

Martin Luther King

Saul David Alinsky

Example B

Wisdom of Abbe Pierre

- It is not merely pulling weeds that make the corn grow faster. One must know patience through love, and watch day by day each humble effort to know its part in the slowly mounting progress of the whole.
- Had we ourselves been placed in similar circumstances of heredity, education, difficulties with work, living conditions, would we not be just as derelict, even robbers and assassins - maybe even more unworthy than they?
- Man has a soul, but before preaching to him about it, see that he has a shirt on his back and roof over that soul. Later one can explain to him what's inside.
- No patronizing. It's not only important to give the unfortunates a means to live but essential also to give them a reason to live.
- To save oneself by work to which one has freely consented, community work which

BEST COPY AVAILABLE

Appendix XXI

shows a result.

- The same soup for them all, believers or not.
- "Eternal Life" does not mean future life. It is a life today.
- We are born into a world of illusions, and we are always fabricating fresh ones.

Disillusion is the beginning of true life. You become a man when you emerge from illusion to enter into reality. This is true in every circumstances, education, marriage, charity. One has to be, if not actually deceived than at least disillusioned to know what love really means.

- I was hungry and you nourished me. You were sincere. All the rest is but a means. That is the aim.
- Never try to acquire peace of mind by chiseling on charity.
- It is life that must create laws and not the law which must shape life.
- Respect the unfortunate man.
- Try to inspire confidence in him. Deserve it yourself.
- Respect his secret, his reticence. His past does not belong to us.
- Respect his religious liberty. Don't make him sing psalms in exchange for a plate of soup. This would only degrade him.
- Restore to man his dignity. Herein lies the great secret. Without this not one of the ragpickers could do what he does, could live in primitive conditions in the garbage dumps. In this way God will take part in his work, and sooner or later, without outside intervention, will enter into his contrite heart.
- Wrench men away from shame. Let them become sober, clean, honest, industrious and

Appendix XXII

peace-loving.

- Our slogan: Freedom and Justice.
- With all the money in the world you will never make men. But with real men, you can make anything, including all the money that's necessary.
- Lord, we cannot go on any further. Give us reinforcements, volunteers, qualified people - and no romantics. (Simon: 235-237)

Appendix 5

A spiral bound, hand book given to each board member.

1

COMMUNITY FOOD CENTER OF WNY CONTENTS

BOARD AND ADVISORY MEMBERS

MISSION STATEMENT

GOALS

COMMITTEE STRUCTURE

COMMITTEE CHARGES

APPENDIX

CRITERIA FOR AGENCY PARTICIPATION

CLIENTS TO BE SERVED

MEMORANDUM FROM SECOND HARVEST

SECOND HARVEST CERTIFICATION REQUIREMENTS

Appendix XXIV

COMMUNITY FOOD CENTER OF W.N.Y.

BOARD OF DIRECTORS

(Organizations Represented)

Mrs.
Buffalo, NY

Mrs.
Cooperative Extension
Buffalo, NY

Mrs.
Kenmore, NY

Rev.
LCMB Pantry
Buffalo, NY

Mrs.
Child & Family Reachout
Buffalo, NY

Rev.
First Presbyterian Church
Buffalo, NY

Mrs.
Meals on Wheels
Buffalo, NY

Mrs.
East Side Service Center
Buffalo, NY

Mrs.
Buffalo, NY 14204

Mr.
Tonawanda, NY

Mrs.
Buffalo, NY

Rev.
New Hope Baptist Church
Buffalo, NY

Mrs.
Patek Intercard Corp.
Cheektowaga, NY

Mr.
Buffalo, NY

Mrs.
Buffalo, NY

Mr.
First Presbyterian Church
Buffalo, NY

Mr.
Food Distributor
Buffalo, NY

Mrs.
Buffalo, NY

Mrs.
Williamsville, NY

Mr.
Niagara Frontier Services
Buffalo, NY

Mrs.
CAO
Buffalo, NY

Mr.
Buffalo News
One News Plaza
Buffalo, NY

Mr.
UWA
Cheektowaga, NY

Mayor
City Hall
Buffalo, NY

CONSULTANT:

(Organizer)

John DiBiase
Buffalo, NY

(Organizations Represented)

ADVISORY BOARD

Mr.
Buffalo, NY

Dr.
Salvation Army
Buffalo, NY

Mr.
American Red Cross
Buffalo, NY

Mr.
Boy Scouts of America
Buffalo, NY

Mr.
Buffalo, NY

Mr.
Catholic Charities
Buffalo, NY

Mr.
Buffalo Urban League
Buffalo, NY

Ms.
Federation of
Neighborhood Ctrs.
Buffalo, NY

Ms.
CAO

Buffalo, NY

Mr.
Jewish Federation
Buffalo, NY

Ms.
St. Augustine's Church
Buffalo, NY

COMMUNITY FOOD CENTER
OF WESTERN NEW YORK
INITIAL
MISSION

The Community Food Center of Western New York is a nonprofit food distribution source (warehouse) that solicits, stores, and distributes large quantities of food to agencies and organizations that provide food for the poor. Food is solicited from a wide variety of sources including food processors, growers, retailers, wholesalers, and will be stored and distributed to organizations, agencies, churches, senior nutrition centers, day care centers, food shelves, pantries, halfway houses and other charitable groups who can provide food directly to poor people.

COMMUNITY FOOD CENTER
OF W.N.Y.
GOALS

1. Seek funding for the effective implementation of the Food Bank.
2. Secure the assistance of an on loan interim director.
3. Hire permanent staff.
4. Secure permanent warehouse and office space.
5. Define, plan and implement methods for solicitation of food.
6. Define, plan and implement methods for distribution of food.
7. Define, plan and implement fiscal, food solicitation and food distribution procedures.
8. Develop a cadre of volunteers.
9. Inform the community of the mission, goals and objectives, and process of the food bank.

With their permission, policy and advisory board members were assigned to committees. The organizer served on all committies as and when needed.

10	
<u>COMMITTEE CHARGES:</u>	
<u>1. STEERING COMMITTEE OBJECTIVES:</u>	
<u>Policy Members</u>	<u>Advisory Members</u>

A	To cooperate with the United Way to secure an on-loan, full-time interim director.
B	To search for and hire a Food Bank Manager Trainer and eventually the equivalent of 2 additional staff.
C	To secure an IRS tax exemption number - 201(C)(3)
D	To develop By-laws, and subsequently to select a nominating committee for election of officers.
E	To secure letters of endorsements from a broad base of agencies with the community.
F	To seek out insurance estimates and subsequently to secure coverage for directors, officers, vehicles, personal injury and workmen's compensation.
G	To share cost estimate with budget committee.

11	
<u>COMMUNITY FOOD CENTER OF W.N.Y.</u>	
<u>COMMITTEE CHARGES:</u>	
<u>2. FUND RAISING & BUDGE COMMITTEE OBJECTIVES:</u>	
<u>Policy Members</u>	<u>Advisory Members</u>

A	To design plans for securing funds from foundations, private and public sources.
A.	To follow up present grant funding request.
B.	To review and up date existing budget.
C.	To project budget estimates for the next 3 years.
E	To design sound fiscal format and recording procedures to be utilized for future audits.
F	To estimate the amount of food distribution necessary, at a shared maintenance cost not to exceed 12¢ per pound, that will make the food bank solvent in years to come.
G	To include with the 2nd year budget a 1%charge as a cost for Second Harvest affiliation.
H	To secure budget estimates form other committees.

COMMUNITY FOOD CENTER OF W.N.Y.COMMITTEE CHARGES:3. FACILITIES DEVELOPMENT COMMITTEE OBJECTIVES:Policy MembersAdvisory Members

-
- A To seek out and secure a 10,000 square foot, permanent warehouse and office facilities within the constraints of the budget and with in the guidelines of the Second Harvest.
 - B To list and project cost for equipment, tools and supplies necessary for the efficient functioning of the warehouse.
 - C To seek out in kind contributions of equipment, tools, and supplies.
 - D To comply with the Health and Safety regulations and Federal (FDA, USDA), State and Local food handing and storage regulations.
 - E To plan for the loading and unloading of a standard semi-trailer within a reasonable time and suitable equipment (pallet jack, loading dock, fork lift, etc.).
 - F To have an on-site commercial refrigeration and freezer space of a minimum of 640 cubic feet with access to auxiliary commercial refrigeration and freezer space as needed.

COMMUNITY FOOD CENTER OF W.N.Y.COMMITTEE CHARGES:4. FOOD SOLICITATION COMMITTEE OBJECTIVES:Policy MembersAdvisory Members

-
- A To list and categorize food solicitation sources.
 - B To design a procedure for efficient timely and regular contact with food donor resources.
 - C To list donor conditions before releasing food.
 - D To design a paper audit system that will document contributions for donor tax credits.
 - E To design an audit trail on all foods for the purpose of accountability training and or recall as outlined by Second Harvest. The system should provide for statistical segregation of local, national and USDA surplus commodities.
 - F To solicit a total of 100,000 pounds of dry and refrigerated and frozen food during a 3 month period.
 - G Develop a plan including necessary transportation equipment capable of picking up food from a donor with a period not to exceed one week of release date.

COMMUNITY FOOD CENTER OF W.N.Y.COMMITTEE CHARGES:5. FOOD DISTRIBUTION COMMITTEE OBJECTIVES:Policy MembersAdvisory Members

-
- A Secure and file signed documents of acceptance from local distribution agencies which meet the criteria of the Community Food Center of WNY (see attached criteria - these documents may already be on file at CAO offices).
 - B Develop a procedure which will contact local distributing sources in a regular, timely, fair, and efficient manner, informing them of foods available, and time place and date to be picked up.
 - C Develop a paper procedure which can be audited to determine the amount of food distributed and to what agencies.
 - D To distribute a total of 100,000 pounds of dry, refrigerated and freezer foods during a 3 month period.
 - E To set up efficient procedures for the storage and distribution of food within the warehouse.
 - G To supply food only to non-profit agencies with a 501-C-3 status or equivalent ruling by IRS and within the criteria of Community Food Center of WNY.

COMMUNITY FOOD CENTER OF W.N.Y.COMMITTEE CHARGES:6. PUBLIC RELATIONS COMMITTEE OBJECTIVES:Policy MembersAdvisory Members

-
- A To inform the community of the mission, goals, objectives and progress of the Food Bank.
 - A. To utilize all mass media communication systems.
 - C To assist other committees in the performance of their objective.
 - D To eventually develop a newsletter to distribute to local agencies and support organizations.
 - E To set up a speaker bureau.

COMMUNITY FOOD CENTER OF W.N.Y.COMMITTEE CHARGES:7. VOLUNTEER DEVELOPMENT COMMITTEE OBJECTIVES:Policy MembersAdvisory Members

-
- A. To Secure volunteers to carry out the mission goals and objective of the food bank.
- B. To locate volunteers who will:
- Assist in the pickup, storage, loading and unloading of food.
 - Assist the Budge Committee in setting up fiscal books (an accountant)
 - Assist in office management and secretarial functions.
 - Assist in the maintenance of equipment and facilities.
 - Assist in soliciting and distribution of food (by phone, personal contact letters).
 - Assist in the design of a logo, letterhead, and pamphlets (a graphics person).
 - Assist in the writing of a newsletter.

Appendix

Criteria for Agency Participation

- 1 Must be an established organization with a history of meeting the hunger needs of a particular target area and/or population.
- 2 Must be an organization that serves the needy, ill, or infants.
- 3 Must serve food directly to its clients in the form of meals or distribute packaged food for emergency situations.
- 4 Must not sell food or charge for meals.
- 5 Must provide transportation to pick up food or our warehouse or be willing to pay transportation costs of the food center to your agency.
- 6 Must have adequate refrigeration and storage space to ensure the integrity of the food until used and/or redistributed.
- 7 Must be licensed by the State of new York and/or City of Buffalo as a food service establishment according to the service it provides. if applicable.
- 8 Must have a 501 © (3) tax exempt status with the Internal Revenue Service.
- 9 Must agree to monitoring by the Community Food Center personnel and to cooperating with our personnel.
- 10 Must agree to supporting the operation of the Community Food Center with the suggested shared maintenance fee based upon pounds by food received.

Appendix XXX

"Neighbors to be Serviced: "Hungry"

A "Hungry" person or needy person is a person who lacks the necessities of life as a result of poverty or temporary distress.

Examples: Person or family that is financially impoverished as a result of low income and lack of financial resources.

A person or family who temporarily lacks food or shelter and the immediate means to provide for it.

A person or family who is the victim of a natural disaster in fire, flood.

A person or family as a result of sudden and severe personal or family crisis (i.e. such as a person who is the victim of a crime of violence or physically abuse.)

A person or family who is a refugee or immigrant and who is experiencing language, cultural, or financial difficulties. A person who is not self-sufficient as a result of previous institutionalization (i.e. former mental health patient, developmental disability or former prisoner).



★ MEMORANDUM ★

TO: Eastern Region Food Banks

FROM: ██████████ Eastern Region Coordinator

DATE: October 14, 1982

SUBJECT: Second Harvest Certification Requirements

Enclosed please find the revised Certification Requirements for membership in the Second Harvest National Food Bank Network. Many food banks have inquired about these requirements, and they are being provided to assist "developing" food banks in planning and organizing the food bank.

Second Harvest stands ready to assist food banks in every way possible. We ask that you please keep us informed of your progress and intentions on joining the Second Harvest Network.

The address of the Eastern Region Office is 5213 Fairlawn Ave., Baltimore, Maryland 21215.

We look forward to working with you soon.

Many of the goals and objectives for committees were taken from this document in order for the Food Bank to be certified.

SECOND HARVEST CERTIFICATION REQUIREMENTS

A Second Harvest Foodbank shall be developed in conjunction with the appropriate Second Harvest Regional Coordinator and the Second Harvest Expansion plan. It shall have the capacity and responsibility to collect and aid in the collection, storage and judicious distribution of tangible goods among its member agencies who in turn serve food to the needy.

The purpose of these criteria is to establish minimally acceptable performance standards for network banks while maintaining flexibility in recognition of local and regional differences.

1 Incorporated Status - Prior to receiving certification for Second Harvest membership a foodbank shall be incorporated as a non-profit corporation or function under the auspices of an incorporated non-profit "umbrella" organization. Prior to receiving certification, each foodbank under the auspices of an "umbrella" organization must submit a plan for achieving independent corporate status. Within one year of its affiliation with Second Harvest, each foodbank certified for membership in second Harvest shall be incorporated as an individual non-profit entity controlled by its own board of directors and responsible for its own fiscal management.

2 Tax-exempt Status - Prior to receiving certification for Second Harvest membership, a foodbank shall obtain 501(c)(3) status from the IRS as a charitable corporation serving "the ill, needy, or infants" or function under the auspices of an "umbrella" organization which has such 501(c)(3) status. Within one year of its affiliation with Second Harvest, each foodbank certified for membership in Second Harvest must have its own 501(c)(3) status.

3 Health and Safety regulations - A foodbank shall comply with all federal (FDA.

USDA), state and local food handling and storage regulations, and Second Harvest's "good Warehouse Practices: Sanitation and Safety" training manual.

4 **Inventory Control System/Record keeping** - Each foodbank shall be able to provide an audit trail on all foods for the purpose of accountability tracing and/or recall, as outlined in second Harvest's training bulletin, "Foodbank Product Records." Each foodbank must also adhere to Second Harvest reporting and recording standards, and have a system which will statistically segregate local food, national food, and USDA surplus commodities.

5 **Loading Capabilities** - Each foodbank shall be capable of loading and unloading a standard semi-trailer within a reasonable time with suitable equipment (i.e. pallet jack, loading dock, fork lift appropriate to the facility).

6 **Transportation** - Each food bank shall be capable of picking up food from a donor within a period not to exceed one week of release date.

7 **Management** - Each foodbank shall have a full-time director/manager and minimum of two staff, or the equivalent, who work during regular business hours throughout this week. A person must be available for contact during regular business hours by Second Harvest, the food donor, and the trucker delivering the food.

8 **Warehouse** - Each foodbank shall occupy a warehouse capable of meeting its storage and distribution needs. (Guideline: A 5,000 square foot warehouse, with consideration to cubic space, is the minimum space considered for a Second Harvest Foodbank. At least 10,000 square feet, with consideration to cubic space, is the minimum space considered necessary for a bank serving a community of one million people.)

9 **Freezer/Refrigeration** - Each food bank shall have on-site commercial refrigeration and freezer space capable of holding a daily supply of food with access to auxiliary commercial refrigeration and freezer space as needed. Cold storage space should be accessible, secure and available, and provide for accurate inventory control. (Guideline: Generally, a minimum of 640 cubic feet of commercial freezer and refrigeration on-sit is considered necessary for the daily food storage and distribution needs of a foodbank.)

10 Food Solicitation - Each foodbank shall be in operation, soliciting and distributing food from local donors, a minimum of six months prior to applying for membership in the Network. It shall demonstrate that local food resources are available and contributing to the foodbank and show initiative in contacting available local food sources.

11 Food Distribution - Each foodbank shall distribute a minimum of 100,000 pounds of dry, refrigerated, and frozen food to member agencies during the three months prior to application, excluding any USDA surplus commodities.

12 Member Agencies - Each foodbank shall distribute Second Harvest food only to non-profit agencies with 501(c)(3) status or equivalent ruling by the IRS who have established programs to provide food without charge to needy individuals. (Guideline: Please refer to Second Harvest's "Foodbank - Agency Relations" training manual regarding agency membership, relationships, and periodic monitoring.

13 Community Support - Each foodbank shall show broad community support such as funding, board composition, in-kind contributions, and letters of endorsements. A foodbank should demonstrate the ability, via a cash flow projection and outside funding, to pay for its operations for a year.

14 Insurance - Each foodbank shall be covered by vehicle, personal injury, and workmen's compensation insurance. Upon certification, the foodbank will be required to be covered by product liability insurance. (Guideline: Directors' and Officers' insurance as well as property insurance may be desirable.)

15 Shared Maintenance Contributions - Each foodbank should strive to keep minimal the amount of money it requests as a shared maintenance contribution. In no event shall a shared maintenance contribution for any food donated to a Second Harvest foodbank, satellite, or branch exceed an amount of \$.12 per pound. This policy applies to food given by Second Harvest foodbanks to other distributing foodbanks also.

16 Donor Stipulations - Each foodbank shall adhere to all donor conditions before releasing food.

17 Funding for Second Harvest - Effective January 1, 1983, each foodbank which is a certified member of Second Harvest shall contribute annually to the support of Second Harvest. The requirements to contribute will become effective at the beginning of the foodbank's second fiscal year and will be based on one percent (1%) of the foodbank's operating expenses for the prior fiscal year. This obligation will continue with each subsequent year of membership.

18 Memorandum of Agreement - A signed copy of the Memorandum of Agreement shall be on file at Second Harvest, thereby acknowledging the principles and accepting the responsibilities incorporated therein.

19 Exemptions - Exemption to a requirement may be given individual consideration. If an exemption is requested, the exemption requested and reasons for the request must be included in the application.

CERTIFICATION REVIEW PROCESS

- 1 The Regional Coordinator or Second Harvest designee evaluates applicant foodbank and makes a recommendation to the Foodbank Committee.
- 2 The Foodbank Committee approves or rejects the coordinator/designee's recommendation.
- 3 If the Foodbank Committee approves the bank's application, it submits a recommendation for the bank's approval to the board of directors.
- 4 Second Harvest notifies the applicant bank of its acceptance or rejection within approximately 30 days of the decision.
- 5 A request to appeal a decision to reject a bank's certification application must be sent to the Second Harvest board chairperson by the chairperson of the board of the applicant bank, with copies to the regional chairperson and Second Harvest's executive director, within 30 days after the foodbank receives notice of rejection.
- 6 If an appeal is submitted, a three-member committee will be formed. One member of the committee will be chosen by the regional chairperson, one by the appealing foodbank and one by the Second Harvest board chairperson. The member selected by Second

harvest's board chairperson will serve a convener.

7 The appeal may include an on-site visit by the appeals committee or a presentation by representatives of the appellant foodbank to the appeals committee at the discretion of the committee.

8 The appeals committee will submit a recommendation to Second Harvest's board by the meeting immediately after the appeal is submitted.

9 Travel and per diem of the appeals committee will be borne by Second Harvest.

Clarification of any of the above may be requested from Second Harvest.

This concludes the Hand Book Given to each Board Member

Appendix 6

A

Neighborhood - Reach-Out Program Yearly Evaluation Form

This evaluation is held so that we learn of ourselves in relation to our program goals. We also will be evaluating our total program. To evaluate means that we must think, meditate and attempt to answer: who, what, when, why, where and how regarding everything we are doing. If we are successful, we will learn of our strengths and weaknesses. This will then enable us to improve our weak points

MON. P.M. DEC. 5		TUES. P.M. DEC 6.		WED. P.M. DEC. 7	
<u>HRS.</u>	<u>AIDES</u>	<u>HRS.</u>	<u>AIDES & SUPERVISOR BUZZ SESSIONS*</u>	<u>HRS.</u>	
(1-4)	A) WRITE SELF EVALUATION B) EVALUATE SUPERVISORS	(1-4)	EVALUATE: 1. PURPOSE 2. PHILOSOPHY & PRINCIPLES 3. STAFF MEETINGS 4. MONTHLY STAFF LUNCHEON 5. SUPERVISION 6. TRAINING	(15 MIN.)	DIRECTOR STRUCTURE
				(45 MIN)	MR. C PROCEDURE & FORMS
				(2-4)	<u>BUZZ SESSIONS</u> A. COUNSELING: REVIEW AIDES ROLES REGARDING FAMILY CONTACTS
(4-5)	GENERAL SESSION <u>SUPERVISORS</u> FURTHER PREPARATION OF EVALUATION	(4-5)	<u>GENERAL SESSION</u> <u>BUZZ SESSIONS</u> COME TOGETHER & PRESENT FINDING BOTH WRITTEN AND VERBAL	(4-5)	<u>GENERAL SESSION</u>
		THURS P.M. DEC. 8		FRI. P.M. DEC. 9	
		<u>HRS.</u>	<u>BUZZ SESSIONS</u>	<u>HRS.</u>	<u>BUZZ SESSIONS</u>
		(1-3)	B. REFERRALS LIST RESOURCES AIDES & SUPERVISORS USE SPECIFIC NAMES OF HELPFUL PEOPLE	(1-3)	D. NEIGHBORHOOD GROUPS
		(3-4)	<u>BUZZ SESSIONS</u> C. FAMILY LIFE EDUCATION AIDES ROLE -- WITHIN GROUPS HOW SUCCESSFUL?	(3-4)	GENERAL SESSION
		(4-5)	GENERAL SESSION	(4-5)	OVERALL EVALUATION

*BUZZ SESSIONS WILL BE MADE UP OF EACH UNIT. THE SUPERVISOR WILL LEAD THE BUZZ SESSIONS. EACH UNIT WILL PREPARE A WRITTEN SUMMARIZED EVALUATION PLUS WILL GIVE A VERBAL REPORT. PLACE OF MEETINGS WILL BE AT 44 PINE AND WILL START AT 1:00 P.M.

Appendix XXXVII

B

SUPERVISORS EVALUATION OF DIRECTOR

NAME OF DIRECTOR _____ DATE _____ NAME OF SUPERVISOR _____ UNIT _____	NEIGHBORHOOD REACH OUT PROGRAM
--	-----------------------------------

1. ADMINISTRATION
2. PUBLIC RELATIONS
3. SUPERVISION
4. TRAINING
 - A. COUNSELING
 - B. REFERRALS
 - C. FAMILY LIFE EDUCATION
 - D. NEIGHBORHOOD GROUPS
5. STAFF MEETINGS
6. SUPERVISOR MEETINGS
7. RELATIONSHIP TO AIDES
8. NEGATIVE REACTIONS
9. GENERAL

Appendix 6

C

Evaluation of Supervisors by Director Supervisor

Supervisor's Name _____

Unit _____

Date _____

Director Supervisor _____

Neighborhood Program

The following categories will be used as a general outline for evaluation. It basically follow our 5-page Reach-Out Outline.

1. Goals
2. Philosophy & Principles
3. Structure
 - a. Organizational Structure
 - b. Forms
 - 1.) Reach Out
 - 2.) Form 30
 - c. Dictation & Correspondence
 - d. Supervision with Director Supervisor
 - e. Supervisory Meetings
 - f. Staff Meetings
4. Administration
Planning, Organizing of time work, Meeting deadlines, preparation for Vacations, time off etc.
5. Supervision of Aides
 - a. Briefing
 - b. Individual
6. Training of Aides
7. Program
 - a. Coordinating and keeping balance in 4 parts of program
 - b. 4 Aspects of Program
 - 1.) Counseling
 - 2.) Referrals and Linkages
 - a.) To Agencies
 - b.) From Agencies
 - 3.) Family Life Education
 - 4.) Neighborhood Organization
8. Relationship with Colleagues
9. Community Relations
10. General

D

AIDES EVALUATION OF SUPERVISORS

NAME OF SUPERVISOR _____
UNIT _____
NAME OF AIDE _____
DATE _____

NEIGHBORHOOD PROGRAM

A. INDIVIDUAL SUPERVISION

1. IS YOUR SUPERVISOR AVAILABLE FOR SUPERVISION OR HELP WHEN YOU ARE IN NEED? _____
2. ARE YOU ABLE TO GET AS MUCH TIME WITH YOUR SUPERVISOR AS YOU NEED? _____
3. DOES YOUR SUPERVISOR GIVE YOU THE SUPPORT AND ENCOURAGEMENT THAT YOU NEED? _____
4. DO YOU NEED MORE TEACHING FROM YOUR SUPERVISOR? _____
5. DOES YOUR SUPERVISOR HELP YOU IN EVALUATING NEIGHBORS? _____
6. DOES YOUR SUPERVISOR ALLOW YOU TO EXPRESS YOUR OPINIONS CONCERNING NEIGHBORS AND GROUP EVALUATIONS? _____
7. ARE YOU GETTING INDIVIDUAL SUPERVISION EVERY WEEK? _____

B. GROUP SUPERVISION "BRIEFING"

1. DO YOU LEARN FROM BRIEFING AND GROUP DISCUSSION? _____
2. DO YOU FEEL THAT GROUP SUPERVISION IS SOMETIMES A WASTE OF TIME? _____
3. DO YOU FEEL THAT AIRING OF PET GRIPES DURING BRIEFING HELPS GROUP MORALE? _____
4. DOES THE SUPERVISOR ALLOW YOU TO SHARE EQUALLY IN GROUP DISCUSSIONS? _____
5. DOES YOUR SUPERVISOR SHOW ANY FAVORITISM? _____
6. IF YOUR SUPERVISOR IS ABSENT, CAN THE AIDES SHARE AND HELP EACH OTHER? _____

C. FEEL FREE TO WRITE ANY COMMENTS YOU WISH TO MAKE CONCERNING INDIVIDUAL SUPERVISION:

D. FEEL FREE TO WRITE OUT ANY COMMENTS CONCERNING BRIEFINGS: (GROUP SUPERVISION)

E. FEEL FREE TO WRITE ANY COMMENTS YOU WISH TO MAKE CONCERNING YOUR SUPERVISOR:

F. FEEL FREE TO MAKE COMMENTS IN EVALUATING THE DIRECTOR SUPERVISOR: (USE BACK OF SHEET IF ROOM IS NEEDED).

Appendix 6

E

Supervisors Annual Evaluation of Aides

NAME OF AIDE _____ SUPERVISOR _____ UNIT _____
DATE _____

NEIGHBORHOOD PROGRAM

RATE YOUR AIDE NUMERICALLY FROM 0 TO 5.

0 INDICATES INADEQUACY IN SPECIFIED AREA.

5 INDICATES EXCELLENCE IN SPECIFIED AREA.

- (0) = INADEQUATE (1) = POOR (2) = BELOW AVERAGE
(3) = AVERAGE (4) = ABOVE AVERAGE (5) = EXCELLENT

I. GENERAL STRUCTURE

- 1. IS THE AIDES DRESS AND APPEARANCE SATISFACTORY?
2. DOES THE AIDE ARRIVE ON TIME IN THE MORNING AND AFTER LUNCH?
3. DOES THE AIDE PLAN IN ADVANCE FOR VACATION?
4. DOES THE AID PLAN IN ADVANCE FOR PERSONAL LEAVE?

EVALUATE THE USE OF THE FOLLOWING FORMS BY THE AIDE IN TRYING TO DO A GOOD JOB FOR NEIGHBORS.

EVALUATE THE FOLLOWING AS FAR AS DAILY PUNCTUALITY, NEATNESS, ACCURACY AND STATISTICAL RECORDING.

- 1) PREDICTION AND PLANNING SHEETS
2) ACTIVITY SHEET
3) WORK CARD
4) PERMANENT CARD
5) TIME SHEET
6) SMALL GROUP ACTIVITIES SHEET
7) FORM 206
8) TRANSPORTATION
9) GROUP ATTENDANCE SHEET

II. DICTATION

- 1. EVALUATE YOUR AIDE AS FAR AS OBJECTIVITY.
2. EVALUATE YOUR AIDE AS FAR AS RECORDING FEELING TONES IN RECORDING.
3. EVALUATE YOUR AIDE AS FAR AS CONCISENESS AND PRECISENESS
4. EVALUATE AIDE IN GENERAL AS FAR AS NEATNESS.
5. EVALUATE YOUR AIDE IN REGARD TO DAILY RECORDING.
6. EVALUATE YOUR AIDE IN REGARD TO GROUP REPORTS.

7. EVALUATE YOUR AIDE IN REGARD TO COFFEE KLATCH REPORTS _____
8. EVALUATE YOUR AIDE IN REGARD TO GROUP ATTENDANCE REPORTS. _____

III. PROGRAM

A. COUNSELING

1. DOES YOUR AIDE MAKE VISITS WITH ESTABLISHED PRIORITIES AND USE TIME ECONOMICALLY? _____
2. DOES THE AIDE EVALUATE RETURN VISITS? _____
3. DOES THE AIDE HAVE A COMPLETE FAMILIARITY WITH OUR PROGRAM? _____
4. DOES THE AIDE INTELLIGENTLY AND WARMLY RELATE THE PROGRAM TO NEIGHBOR? _____
5. IS HOMEMAKING SERVICE ADMINISTERED BY THE AIDE TO THE BEST POSSIBLE ADVANTAGE OF THE NEIGHBOR? (TEACHING OR EMERGENCY SERVICE)? _____
6. IS TRANSPORTATION GIVEN TO NEIGHBORS AS PART OF A PLAN TO HELP THE NEIGHBORS ENTIRE FAMILY OPERATE MORE EFFICIENTLY? _____
7. HAS THE AIDE OPERATED SO THAT SHE WILL NOT CREATE A DEPENDENCY ON THE PART OF THE NEIGHBOR? _____
8. CAN THE AIDE REFUSE SERVICE TO A NEIGHBOR WHO DOESN'T NEED IT? _____
9. IS THE AIDE FAMILIAR WITH BUDGETING AND SHORT CUTS TO BETTER BUYING? _____
10. DOES THE AIDE INCORPORATE SIMPLE BUDGET COUNSELING INTO VISITS WITH NEIGHBORS WHO NEED IT? _____
11. IS THE AIDE WILLING TO TAKE ON HOMEMAKING AND BABYSITTING WITH FAMILIES THAT ARE EVALUATED TO BE IN NEED? _____
12. IS THE AIDE NON-PUNITIVE IN HER EVALUATION OF FAMILY SITUATIONS? _____
13. CAN THE AIDE CONTROL PRIDE AND ANGER? _____
14. CAN THE AIDE USE AUTHORITY AND CONFRONTATION WHEN NEEDED? _____
15. DOES THE AIDE STAY IN THE OFFICE NO MORE THAN 8 HRS. PER WEEK WHICH INCLUDES BRIEFING, INDIVIDUAL SUPERVISION, STAFF MEETING, DICTATION? _____

B. REFERRALS & LINKAGES

1. DOES THE AIDE HAVE FAMILIARITY WITH THE SOCIAL AGENCIES IN THE AREA, AND THEIR FUNCTION? _____
2. DOES THE AIDE RELATE TO THE SUPERVISOR IN INSTANCES WHEN OTHER AGENCIES SHOULD TAKE RESPONSIBILITY FOR A NEIGHBOR'S NEEDS? _____
3. IS THE AIDE FAMILIAR WITH RESOURCES WITHIN THE NEIGHBORHOOD? _____
4. DOES THE AIDE MAKE REALISTIC AND INTELLIGENT SUGGESTIONS IN THE USE OF RESOURCES BASED ON NEIGHBORS NEEDS? _____

C. FAMILY LIFE EDUCATION

1. DOES THE AIDE EXPLAIN THE PROGRAM AND ENCOURAGE PEOPLE TO COME? _____
2. DOES THE AIDE SHARE HER OWN EXPERIENCE IN FAMILY LIFE SO THAT THE NEIGHBOR MIGHT HAVE A BETTER IDEA OF THE GROUP AND ITS FUNCTION? _____
3. DOES THE AIDE FOLLOW-UP ON NEIGHBORS THAT FAIL TO ATTEND? _____

D. NEIGHBORHOOD GROUPS

1. DOES THE AIDE TRY TO STIMULATE COFFEE KLATCHES? _____
2. DOES THE AIDE KEEP IN MIND THE PURPOSE OF THE COFFEE KLATCH?. _____
3. AS FAR AS YOU KNOW, DO YOU FEEL THE AIDE IDENTIFIES HIGHLY WITH NEIGHBORS AND THE NEIGHBORHOOD? _____
4. DOES THE AIDE KNOW HIS/HER ROLE IN A COFFEE KLATCH? _____
5. DOES THE AIDE KNOW HIS/HER ROLE WHEN WORKING IN GROUPS? _____
6. DOES THE AIDE ATTEMPT TO CONTROL PERSONAL NEEDS FOR THE SAKE OF THE GROUP? _____
7. IS THE AIDE ABLE TO STIMULATE AND ENCOURAGE GROUPS IN ORDER TO FIND OUT THE SOCIAL NEEDS? _____
8. DOES THE AIDE KNOW THE PHILOSOPHY AND REASONS FOR DEVELOPING GROUPS AND KLATCHES? _____
9. DOES THE AIDE KNOW WHEN TO ASK THE SUPERVISOR TO MAKE DIRECT CONTACT WITH A GROUP? _____
10. DOES THE AIDE KNOW HOW TO ORGANIZE TIME SO THAT NEITHER TOO MUCH OR TOO LITTLE TIME IS SPENT WITH GROUPS? _____
11. DOES THE AIDE NOTIFY ABSENTEE MEMBERS AS TO MEETING RESULTS WHEN THIS IS NECESSARY? _____
12. CAN THE AIDE PICK OUT LEADERS WITHIN THE GROUP? _____
13. CAN THE AIDE HELP GROUPS IN BECOMING INDEPENDENT? _____
14. DOES THE AIDE PREPARE FOR COFFEE KLATCHES AND GROUP MEETINGS? _____
15. DOES THE AIDE KEEP IN CLOSE CONTACT WITH MEMBERS OF THE GROUP? _____
16. HAS THE AIDE DEVELOPED SKILLS IN WORKING WITH GROUPS? _____
17. CAN THE AIDE USE CONFRONTATION WITH GROUPS WHEN THEY ARE NOT WILLING TO TAKE RESPONSIBILITY? _____
18. DOES THE AIDE CALL ABSENTEE MEMBERS AND FACE THEM WITH SOCIAL RESPONSIBILITY WHEN NECESSARY? _____
19. CAN THE AIDE ALLOW GROUPS TO MAKE THEIR OWN DECISIONS? _____

IV. SUPERVISION

1. IS THE AIDE PREPARED FOR SUPERVISION? _____
2. DOES THE AIDE USE SUPERVISION TO ITS BEST ADVANTAGE? _____
3. DOES THE AIDE FOLLOW-UP WITH SPECIFIC TECHNIQUES LEARNED IN SUPERVISION? _____
4. CAN THE AIDE RESOLVE CONFLICTS WITH HER SUPERVISOR WITH NO HARD FEELINGS? _____

V. COLLEAGUES

1. DOES THE AIDE GET ALONG WELL WITH COLLEAGUES? _____
2. IS THE AIDE'S MORALE USUALLY HIGH? _____
3. CAN THE AIDE SHARE SUCCESS AND FAILURE WITH THE GROUP? _____
4. CAN GRIPES AND ILL FEELINGS BE AIRED WITHOUT HURTING OTHERS? _____

VI. THE FOLLOWING QUESTIONS SERVE AS A GUIDE FOR THE SUPERVISOR TO FURTHER

EVALUATE AIDES IF DESIRED. THIS WOULD ALLOW FURTHER AND BROADER CLARIFICATION OF THE PREVIOUS OBJECTIVE EVALUATION.

- A. EVALUATE THE PERSONALITY OF YOUR AIDE IN RELATION TO THE PHILOSOPHY OF OUR PROGRAM AND SERVICES TO NEIGHBORS. TRY TO HIT UPON THE AREA OF: PERSONAL SACRIFICE, LOYALTY TO AGENCY AND NEIGHBORS, WARMTH, READINESS TO SERVE, AND GENERAL ATTITUDES.
- B. EVALUATE THE PROFESSIONAL CHARACTERISTICS OF YOUR AIDE. FOCUS EFFICIENCY, ACCURACY IN EVALUATIONS, CONFIDENTIALITY, HELPING TO FORM REALISTIC PLANS, KEEPING AGENCY STRUCTURE, AND IN GENERAL APPLICATION OF CASEWORK AND GROUP WORK TECHNIQUES.
- C. EVALUATE IN WHAT AREAS YOUR AIDE HAS "GROWN AND DEVELOPED IN THE PAST YEAR. INDICATE AREAS YOU FEEL ARE LACKING ALSO.
- D. ADD ANYTHING ELSE PERTINENT IF YOU WISH.

**Appendix 6
Example**

F

Aide Self-Evaluation Forms:

Neighborhood Reach-Out Program

Name of Aide _____

Unit _____

Date _____

Rate yourself numerically from 0 to 5

0 indicates inadequacy in the specified area.

5 indicates excellence in the specified area.

0 = inadequate 1 = poor 2 = below average 3 = average 4 = above average 5 = excellent

I. General Structure

- 1. Is your dress and appearance satisfactory? _____
- 2. Do you arrive on time in the morning and after lunch? _____
- 3. Do you plan in advance for vacation? _____
- 4. Do you plan in advance for personal leave? _____
- 5. Do you use the proper procedure reporting sick leave? _____
- 6. Do you use the proper procedure reporting lateness? _____
- 7. Do you use the proper procedure reporting emergency leave? _____

Evaluate the use of the following forms by yourself in trying to do a good job for you neighbor. You should evaluate the following as far as daily punctuality, neatness, accuracy, and statistical recording.

1) Prediction and planning sheet

- a. Do you do your prediction and planning sheet on Friday? _____
- b. Do you put down the family's name and address on your planning and prediction sheet? _____
- c. In filling out your planning and prediction sheet do you establish priorities? _____
- d. Do you really use your P & P during the week or is it just routine? _____

2) Activity Sheet

- a. Is your activity sheet done daily? _____
- b. Do you use the designated symbols in filling out your activity sheet? _____
- c. Do you put down when you come in late? _____
- d. Do you indicate the time spent on each call? _____
- e. Do you put down when you work overtime? _____
- f. Do you record collateral contacts on your activity sheet? _____
- g. Do you record phone calls on your activity sheet? _____
- h. Do you indicate all that you really do? _____

3) Work Card

- a. Is the face sheet of your work card completed filled in? _____

- b. Are the contacts on the back of your work cards kept up-to-date? _____
 - c. Do you check off the family's needs? _____
 - d. Do you record every contact (Ex: phone calls, collateral contacts or street calls?) _____
 - e. Do you circle your dictation in red after it is transferred to the permanent card? _____
- 4) Permanent Cards _____
- a. Do you keep your permanent cards up-to-date? _____
 - b. Is the face sheet information kept up-to-date (Ex: change of address or birth of new baby)? _____
 - c. Do you write on the permanent card the important collateral contacts involving the family (Ex: such as social worker)? _____
 - d. Do you follow procedures on getting the permanent cards from the secretaries by writing the name on a slip of paper so the secretary can give you the cards? _____
 - e. Do you define the needs of the family in your recording? _____
- 5) Time Sheet _____
- a. Is your time sheet done daily? _____
 - b. Do you record overtime on your time sheet? _____
- 6) Small group activity sheet _____
- a. Do you write a group report on every meeting? _____
 - b. Do you write a group report on every coffee klatch? _____
 - c. Are they written by the next day? _____
 - d. Do you understand the terminology of this sheet? _____
 - e. Do you write the names and addresses on the group recording sheet? _____
- 7) Group Attendance Sheet _____
- a. Is your attendance sheet complete? _____
 - b. Is it filled in after every meeting (new names, the date and the number of people who attended)? _____
- 8) The Form 206 _____
- a. Is your form 206 filled in daily? _____
 - b. Is it filled in accurately? _____
 - c. Are your collateral contacts recorded on the 206? _____
 - d. Are the phone calls recorded regarding your neighborhood groups? _____
 - e. Are phone calls recorded regarding your collateral contacts? _____
 - f. Are your phone calls recorded regarding your contacts with your regular families? _____
- 9) Transportation Sheet _____
- a. Do you keep daily count of transportation mileage or car fare? _____
 - b. Do you get your sheet in by the 25th of each month? _____

II Dictation

- 1. Evaluate yourself as far as objectivity? (What is actually seen in the

- home)
2. Evaluate yourself as far as recording feeling tones in your dictation? _____
 3. Evaluate yourself as far as conciseness? _____
 4. Evaluate yourself as far as accuracy? _____
 5. Evaluate yourself in general as far as neatness in recording? _____
 6. Do you feel that you keep up with your daily recording of your work cards? _____
 7. Do you use all available time for recording? _____
 8. Do you keep up-to-date with dictation on your permanent cards? _____
- III. Program
- A. Counseling
1. Do you make visits with established priorities? _____
 2. Do you make visits using your time most economically? _____
 3. Do you evaluate return visits? _____
 4. Do you schedule your return visits because a service is still needed? _____
 5. Do you have a complete familiarity with our program? _____
 6. Can you intelligently and warmly relate the program to a neighbor? _____
 7. Do you give homemaker service for the best possible advantage of a neighbor (Ex: teaching or emergency service)? _____
 8. Do you give transportation to neighbors as part of a plan to help the neighbor or the family more effectively? _____
 9. Do you work so that you do not create dependence on the part of a neighbor? _____
 10. Can you refuse service to a neighbor who doesn't need it? _____
 11. Are you familiar with budgeting and short cuts to better buying? _____
 12. Do you use simply budget counseling with visits to neighbors who need it? _____
 13. Are you willing to take on homemaking and babysitting with families that are evaluated to be in need? _____
 14. Are you non-punishing in your evaluation of family situations? _____
 15. Can you use authority and confrontation when needed? _____
 16. Can you control your pride and your anger? _____
 17. Do you stay in the office more than 8 hours per week which include: Briefing, Individual Supervisor, Staff Meeting, Dictation? _____
- B. Referrals
1. Do you have a familiarity with the social agencies in the area? _____
 2. Are you familiar with the function of the social agencies? _____
 3. Do you relate to your supervisor instances when other agencies should take responsibility for a neighbors need? _____
 4. Are you familiar with resources in the neighborhood? _____
 5. Do you make realistic suggestions and the use of resources based on neighbors needs? _____

- C. Family Life Education
1. Do you explain the Family Life Program and encourage people to come? _____
 2. Can you share your own experiences in the Family Life Group so that the neighbor might have a better idea of the group and its function? _____
 3. Do you follow up on neighbors that fail to attend? _____
- D. Neighborhood Groups
1. Do you feel our neighbors are able to meet social needs by working in groups? _____
 2. Do you know your role in Coffee Klatch? _____
 3. Do you know your role in groups? _____
 4. Can you control your personal needs for the sake of the group? _____
 5. Can you stimulate and encourage Klatches and Groups in order to find social needs? _____
 6. Do you know the purpose and reasons for developing groups and Klatches? _____
 7. Do you know when to ask your supervisor to make direct contact with the group? _____
 8. Do you know how to organize time so that neither too much or too little time is spent? _____
 9. Do you notify absentee members of meeting results when it is necessary? _____
 10. Can you pick out leaders within a group? _____
 11. Do you aim at helping a group become independent? _____
 12. Do you prepare for Klatches and Group Meetings? _____
 13. Do you keep in reasonable close contact with group members? _____
 14. Do you feel you have improved your skills in working with groups? _____
 15. Can you confront your group when they are not willing to take responsibility? _____
 16. Can you call absentee members and face them with social responsibility when necessary? _____
 17. Can you allow your groups to make their own decisions? _____

IV Supervision

1. Are you prepared for you individual supervision? _____
2. Do you use supervision to its best advantage? _____
3. Do you follow up with specific techniques learned in supervision? _____
4. Do you resolve conflicts with your supervisor with no hard feelings? _____

V Colleagues

1. Do you get along with your co-workers? _____
2. Is your morale usually high? _____
3. Can you share success with a group? _____
4. Can you share failure with the group? _____
5. Can gripes and ill feelings be aired without hurting others? _____

ERIE COUNTY BAR ASSOCIATION
VOLUNTEER LAWYERS PROJECT, INC.

290 Main Street - Suite 404 - Buffalo, New York 14202 (716) 847-0662 Fax (716) 847-0307

GROUP REPRESENTATION UNIT

INTRODUCTION

The Erie County Bar Association Volunteer Lawyers Project, Inc. (VLP) is now providing free legal representation to community organizations who cannot otherwise afford legal services.

Western New York is served by approximately one thousand not-for-profit community organizations that provide an array of services to a broad cross section of our citizenry. Many of these organizations are small, neighborhood-based groups with meager budgets and limited professional staffs serving poor clientele with a wide range of problems. Often, laudable but poor organizations are unable to afford the essential legal services they need to sustain themselves, operate effectively and grow. The Volunteer lawyers project has established a program to meet this need.

ELIGIBILITY REQUIREMENTS

To be eligible for free legal services, an organization will have to meet two criteria.

The first is a goals test and requires that the organization must have as one of its primary purposes assisting the poor, the elderly, or the handicapped or disabled.

The second criteria is financial and requires that an organization's annual budget not exceed \$100,000.

Organizations may apply for a special finding of eligibility if they have other charitable or civic purposes or if their budgets exceed \$100,000.

We are proud to coordinate and assist private attorneys in the delivery of effective pro bono legal services to indigent individual and non profit organizations
VLP is a joint project of Neighborhood legal Service, Inc. and the Bar Association of Erie County.

(Page 1 of 2)

TYPES OF ASSISTANCE AVAILABLE

The following are illustrative of the types of services VLP will provide to community organizations:

1. Incorporating;
2. Obtaining tax exempt status and other tax advantages;
3. Handling zoning problems;
4. Handling insurance questions;
5. Dealing with building code requirements;
6. Reviewing and drafting leases;
7. Handling issues affecting a large percentage of the organization's members;
8. Handling personnel matters;
9. Providing general business and corporate advice;
10. Drafting organizational constitutions and by-laws;
11. Dealing with federal, state and local governments.

HOW TO OBTAIN ASSISTANCE

Groups seeking legal assistance must complete an Application/Financial Affidavit Form and attach to that a list of their board of directors and a copy of their annual budget or, in the case of newly formed organization, a prospective budget.

The application is then reviewed by VLP. If a group is determined to be eligible, VLP recruits an attorney to handle the case on a volunteer basis. There is no charge to the group for the VLP's services or those of the volunteer attorney. However, there may be some filing fees required by local, state or federal agencies that VLP must obtain from the group before their case can be referred to a volunteer attorney.

For an application or additional information, please contact Coordinator of Group Representation

**HOW TO INCORPORATE OR CHANGE
A NEW YORK STATE
NOT-FOR-PROFIT CORPORATION
AND
REGISTER A NEW YORK OR OTHER
NOT-FOR- PROFIT CORPORATION IN NEW YORK**

NEW YORK STATE DEPARTMENT OF LAW
CHARITIES BUREAU
120 BROADWAY - 3RD FLOOR
NEW YORK, NY 10271

**PROCEDURES FOR FORMING AND CHANGING
NOT-FOR-PROFIT
CORPORATIONS IN NEW YORK STATE**

TABLE OF CONTENTS

**HOW TO INCORPORATE AND REGISTER A NOT-FOR-PROFIT
CORPORATION, AMEND IT CERTIFICATE OF INCORPORATION,
AND APPLY FOR AUTHORITY TO CONDUCT ACTIVITY IN NEW
YORK STATE**

	PAGE
I - Drafting a Certificate of Incorporation	1
II - Required approvals from Governmental Agencies	3
III - Filing the Certificate of incorporation with the Secretary of State in Albany	5
IV - Tax Exemptions	6
V - Registration Requirements	7
VI - Amendments, Applications for Authority	7
VII - Filing Fees	9
 SAMPLE CERTIFICATES	
Certificates of Incorporation	10

Selected Bibliography

- Addams, Jane, Democracy and Social Ethics, New York: MacMillin Co., 1911
- Addams, Jane, A Centennial Reader, New York: MacMillin Co., 1960
- Alinsky, Saul, David, Revelle for Radicals, Vintage Books 1946, Rules for Radicals, Vintage Books, 1971.
- Bork, Robert H., Slouching Towards Gomorrah, New York: Haper Collins, 1996.
- Bristek, Felix, Principle of Client Self Determination of Social Work, Social Casework, Nov. 1951
- Brown, Tony, Black Lies, White Lies, New York, William Morrow, 1995.
- Brueggemann, William G., The Practice of Macro Social Work, Chicago: Nelson Hall Publishers, 1996
- Bubier, Martin, I and Thou, New York: Charles Scribner's Sons, 1970.
- Clarke, Bell, Enough Room for Jay, Toronto: McClelland & Stuart, 1994.
- Courtois, Gaston, St. Vincent DePaul Catechetecal Guild Educational Society, St. Paul, MN.
- DiBiase, John M., O'Brien, Ann Frances, A Study of the relationship of the Student's Acceptance of Selected Social Work Principles. Achievement in a School of Social Work, Thesis for Degree MSS, University of Buffalo, School of Social Work, 1953.
- DiBiase, John M., Thomas, Carolyn, Evaluating Project Friendship 7, Unpublished, 1965.
- DuBois, Rachel Davis, Soog Li, Meu, Reducing social Tension and Conflict, New York: Association Press, 1971.

National Conference of Bishops, Economic Justice for All, Washington, D.C. ,
US Catholic Conference, 1996.

Frankl, Victor, Mans Search for Meaning, New York: Simon Shuster, 1962.

Fraser, George, Success Runs in Our Race, New York: Wm. Marrow & Co.,
1994.

Grier, William H., Cobbs, Price M., Black Rage, New York: Bantam Book,
1968.

Haley, Alex, The Autobiography of Malcolm X, New York, Grool, 1965

Hansell, Norris, The Person in Distress, Human Sciences Press, 1976.

Havel, Vaclav, Open Letters (Selected Writings 1965-1990), Alfred A. Knopf,
New York, 1991

Havel, Vaclav, Search for Something of Value, address given after receiving the
Liberty Medal at Independence Hall. July 4, 1994

Hoey, Jane, Social Work, Its Base, Skills and Relation to other Fields, Forward
of Social Casework: V31, 1950.

Homan, Mark S. Promoting Community Change, Brooks/Cole, California, 1994.

Jones, O. Garfield, Robert's Rules of Order, Parliamentary Procedure at a
Glance, Penguin, NY 1971.

Kahn, Si, How People Get Power: Organizing Oppressed Communities for
Action. New York: McGraw-Hill, 1970

Kahn, Si, Organizing, A Guide for Grassroots Leaders. New York: McGraw-
Hill, 1981

- King, Clarence, Working with People in Community Action, New York: Soceation Press, 1965.
- Kleen, Donald C., Community Dynamics and Mental Health, New York: John Wiley & Sons, 1968.
- Lou, Abraham A., Mental Health Through Will Training, Boston: Christopher Publishing House, 1950.
- Makower, Joel, Beyond the Bottom Line, Simon and Schuster: NY 1994.
- Marcel, Gabriel, "Having and Being", Dacre Press, Westminster, 1949.
- Merton, Robert K., "Social Theory and Social Structure", Free Press, 1949
- Perlman, Helen Harris, Social Casework: A Problem-Solving Process, Chicago: University of Chicago press, 1957
- Pope Pius XI, Quadragesimo Anno, (On Reconstructing the Social Order) 1931.
- Richmond, Mary, Social Diagnosis, New York, Russell Sage Foundation, 1917
- Roberts, Dorothy M., Leadership of Teen Age Groups, New York, Associated Press, 1950
- Royko, Mike, Boss, Richard L. Daly of Chicago, New York, Signet New American Library, 1971
- Sherif, Muzafer, Experiments in Group Conflict, Scientific America Reprint, 1956
- Simon, Boris, Abbe "Pierre and the Ragpickers of Emmaus", New York, P.J. Kennedy & Sons, 1955
- Spect & Courtney, "Unfaithful Angels", Free Press, Maxwell McMillian, Canada, 1994

Sullivan, Dorothea F., Readings in Group Work, New York, Association Press,
1952

Taylor, B. James, Randolph, Jerry, Community Worker, New York, Jason
Aronson, 1975

Towle, Charlotte, Common Human Needs, United States Social Security Board,
Washington D.C., 1945

Trecker, Harleigh B., Social Group Work, New York, The Woman's Press, 1948

Turnbull, Colin M., The Forest People, Simon & Shuster, New York, 1961

Turnbull, Colin M., The Mountain People, Simon & Shuster: New York, 1972

Twelve Steps and Twelve Traditions, Alcoholics Anonymous World Services,
Inc. 1952

Vanier, Jean, Eruption to Hope, Toronto, Griffen House, 1971

Vanier, Jean, Tears of Silence, Toronto, Griffen Houses, 1970

Vanier, Jean, Community & Growth, New York, Paulist Press, 1979



LICENSING AGREEMENT

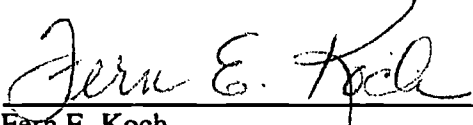
The **NONPROFIT MANAGEMENT CENTER, LLC**, (hereinafter referred to as the **CENTER**) with its office at 707 Cayuga Creek Road, Buffalo, NY 14227-1929, hereby grants permission to **JOHN M. DiBIASE** (hereinafter referred to as the **LICENSEE**), residing at 161 Tampa Drive, Buffalo, NY 14220-2865 to reproduce ten (10) pages from the Center's Board Governance publication.

The **LICENSEE** agrees to credit the **CENTER** by its full name, address, telephone and fax number when using the **CENTER'S** material.

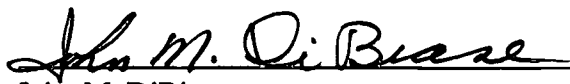
The pages to be reproduced are attached hereto, each signed by a partner in the **CENTER** and by the **LICENSEE**.

This license is personal to the **LICENSEE** and is not assignable. This license expires five (5) years from the date noted below.

Dated: November 15, 1996



Fern E. Koch,
as partner in NonProfit Management Center, LLC



John M. DiBiase
Licensee

JRG



U.S. Department of Education
 Office of Educational Research and Improvement
 (OERI)
 National Library of Education (NLE)
 Educational Resources Information Center (ERIC)



Reproduction Release
 (Specific Document)

UD 033 303

I. DOCUMENT IDENTIFICATION:

Title: <i>HOW TO SERVE & ORGANIZE THE ABANDONED POOR</i>		<i>A SPIRITUAL HUMAN RIGHTS CASE STUDY MANUAL</i>	
Author(s): <i>JOHN M. DiBIASE</i>			
Corporate Source:		Publication Date:	

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A	Level 2B
↑ <input checked="" type="checkbox"/>	↑ <input type="checkbox"/>	↑ <input type="checkbox"/>
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <i>John M Di Biase</i>	Printed Name/Position/Title: JOHN M Di BIASE M.S.S.	
Organization/Address:	Telephone: 716 824 4811	Fax:
	E-mail Address: PRC1161@PCE.NET	Date: 12-14-99

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598
Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>

EFF-088 (Rev. 9/97)