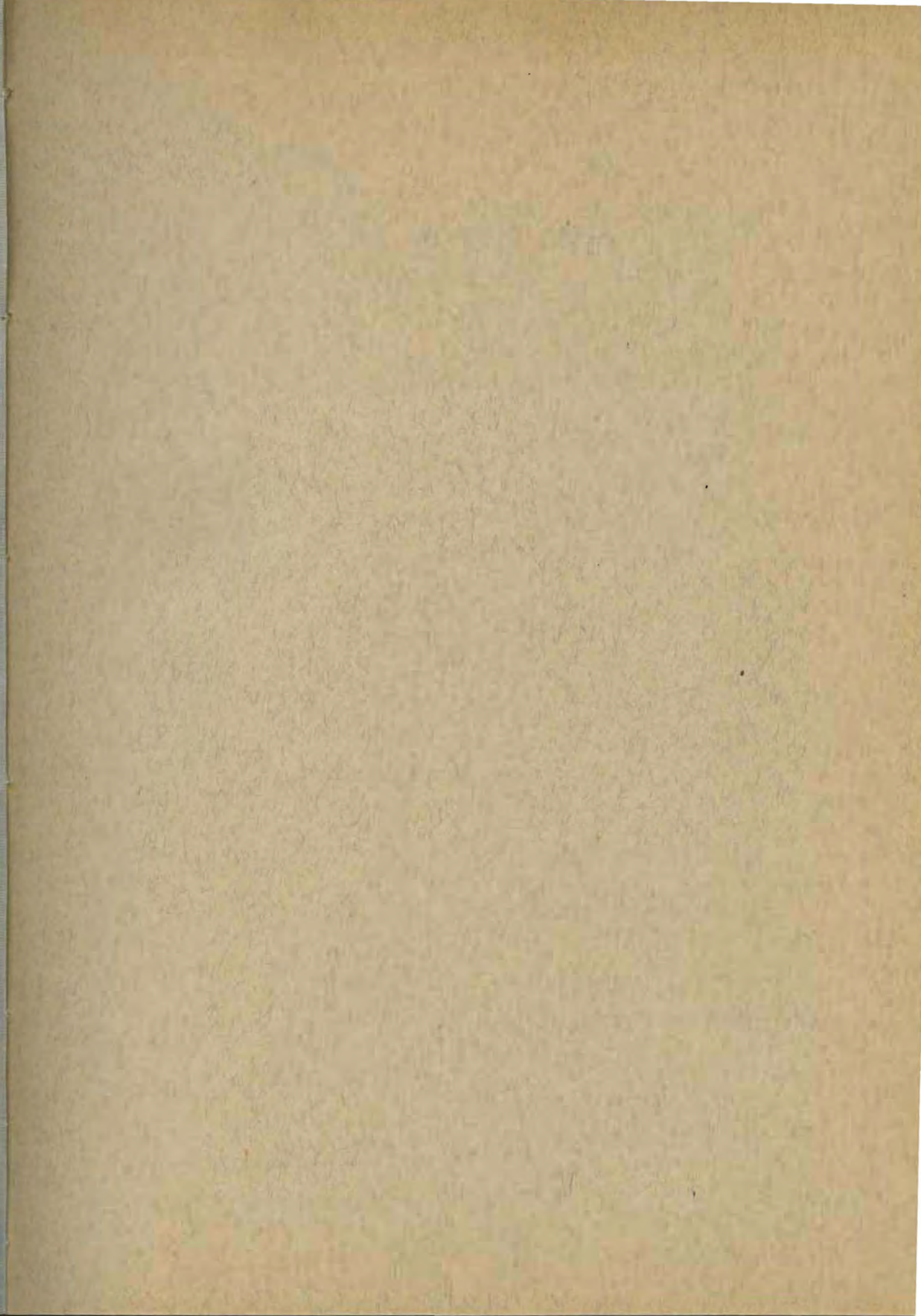
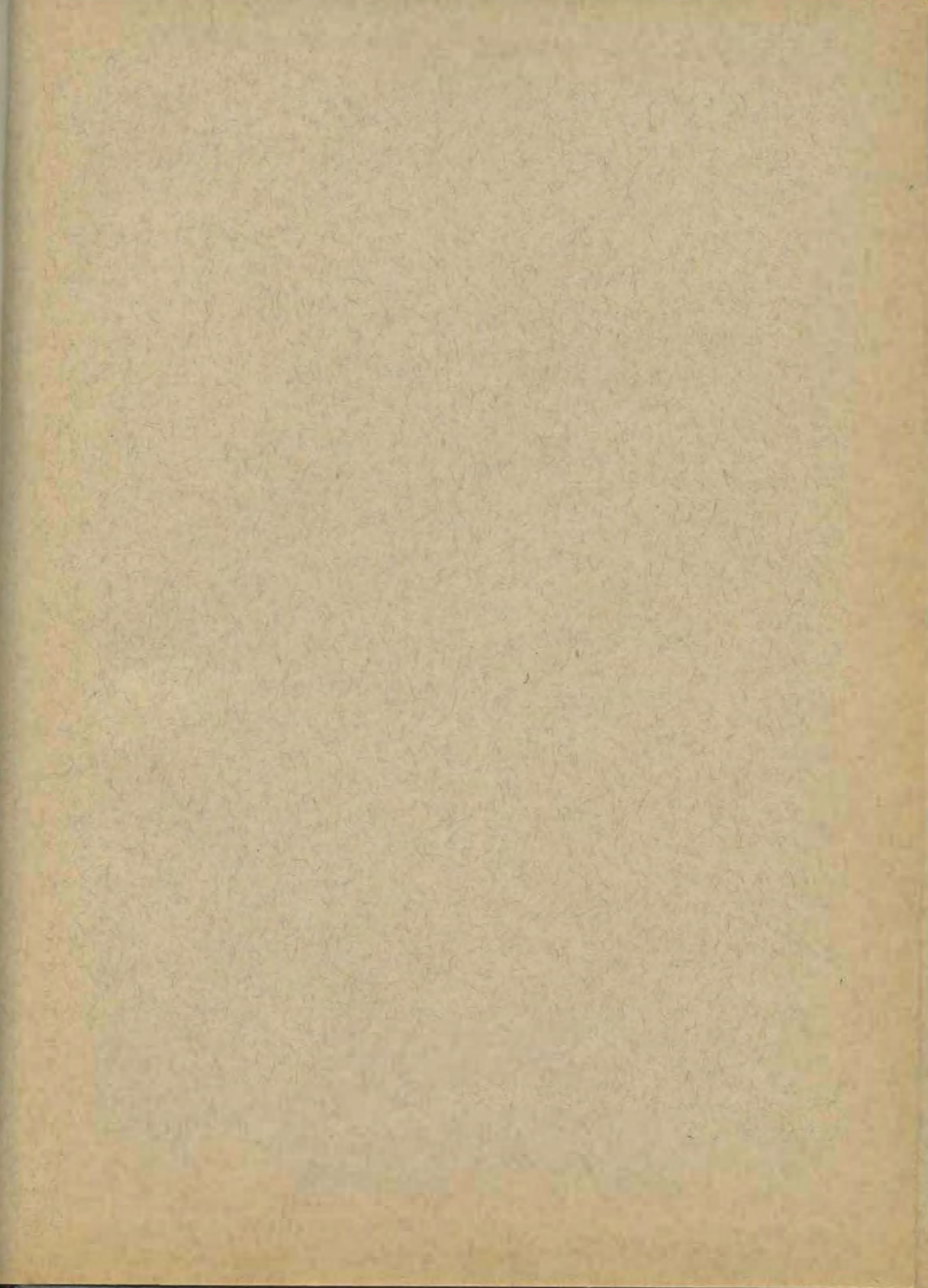


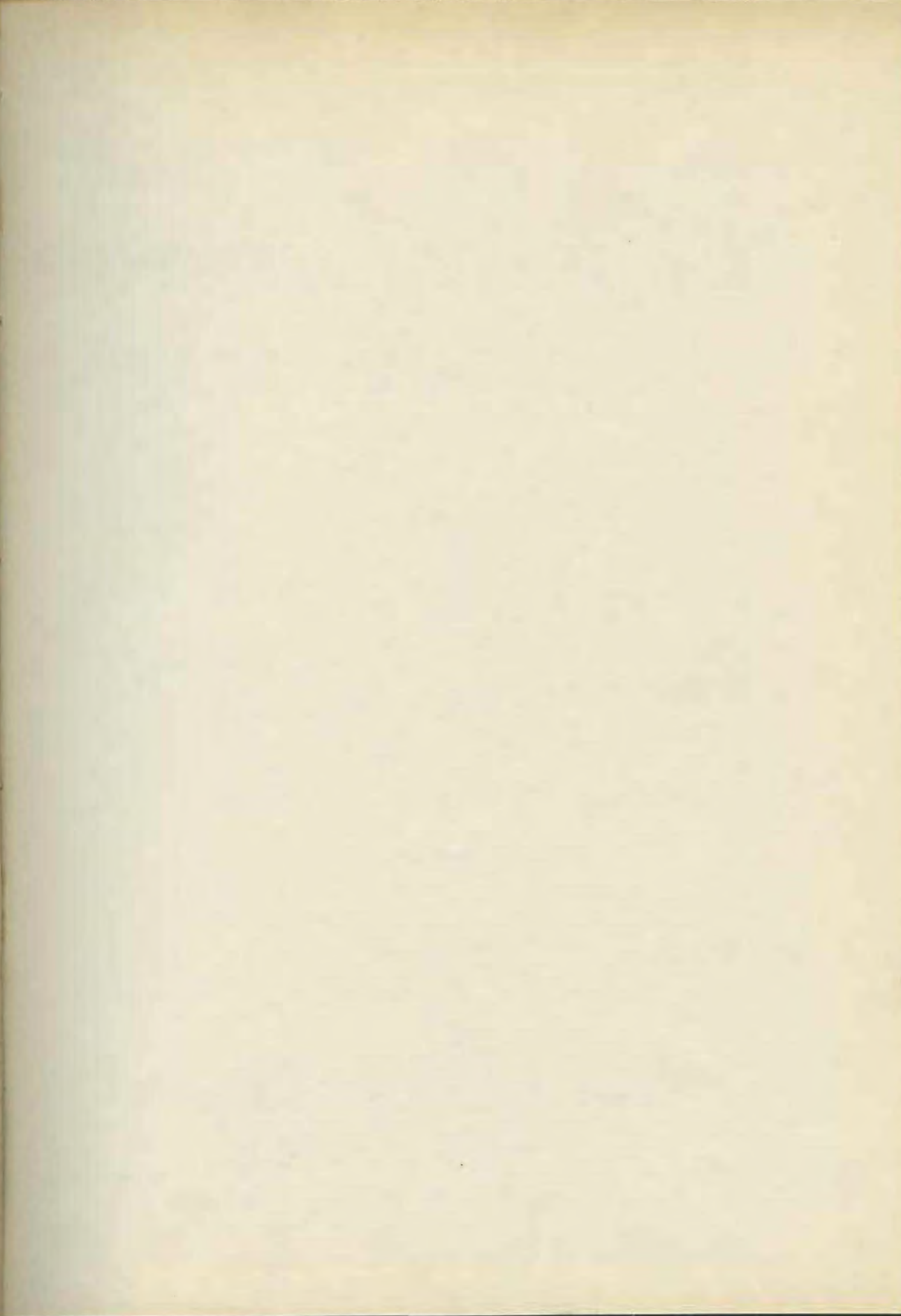
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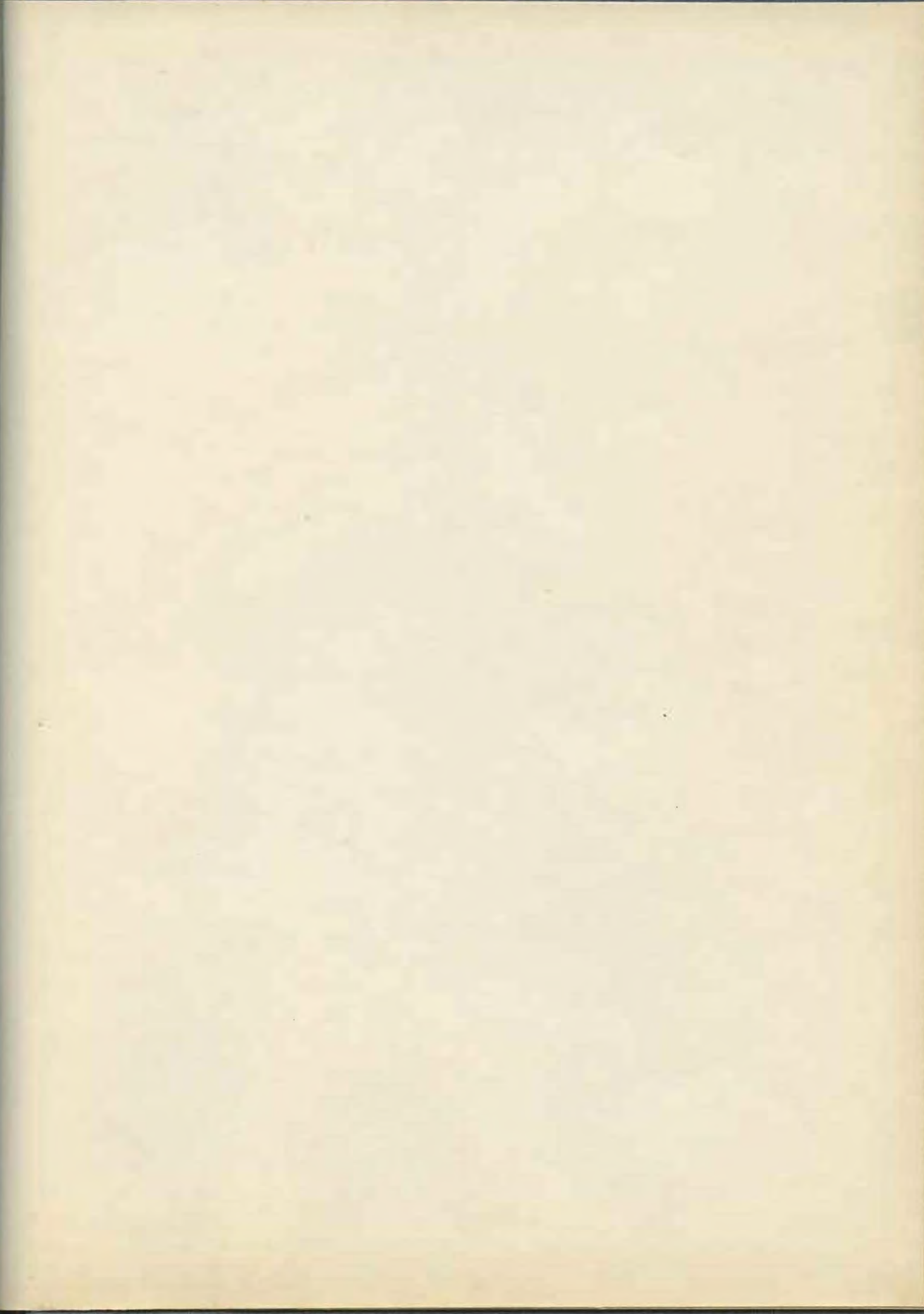
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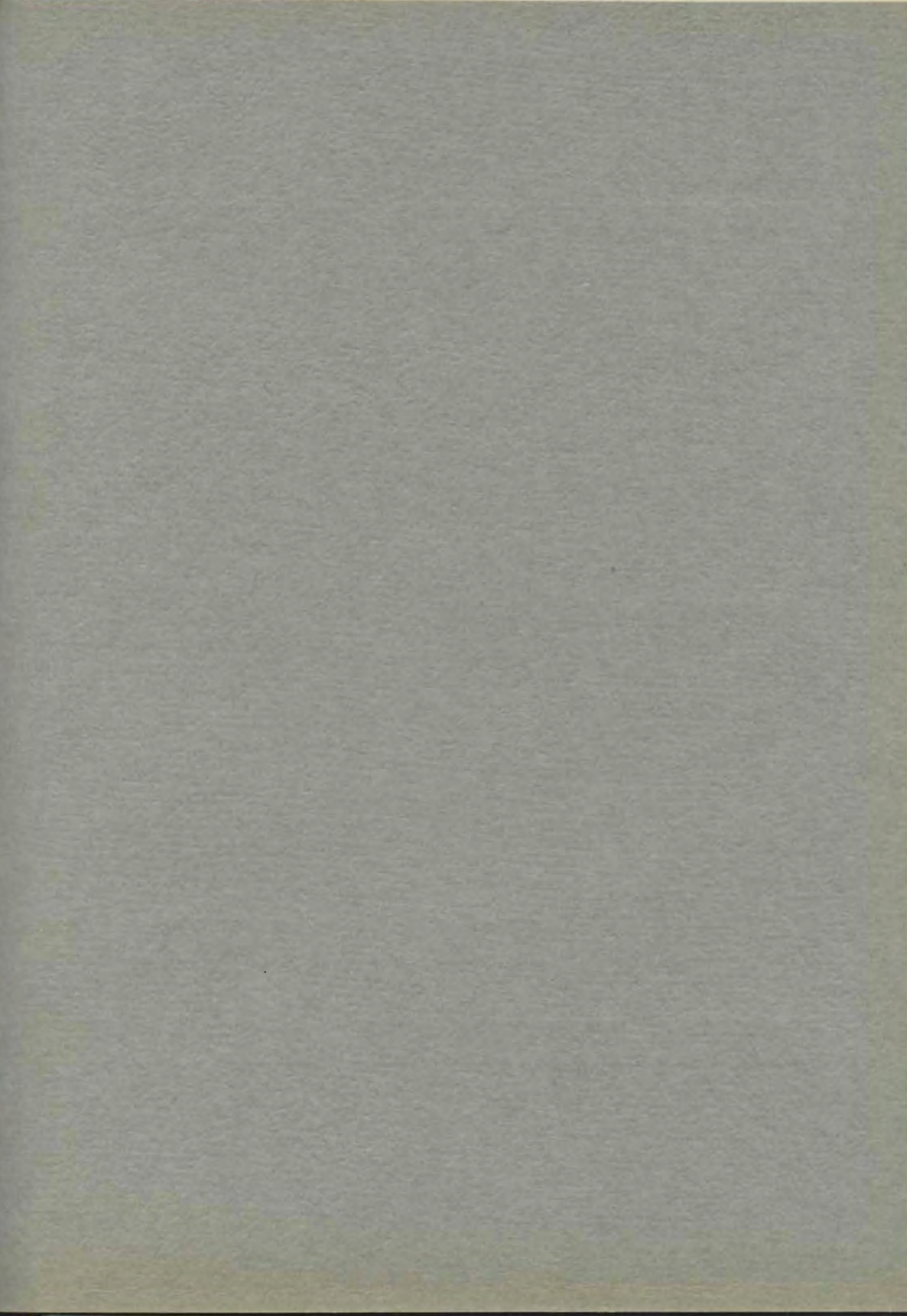
HOW TO INTERPRET SOCIAL WORK

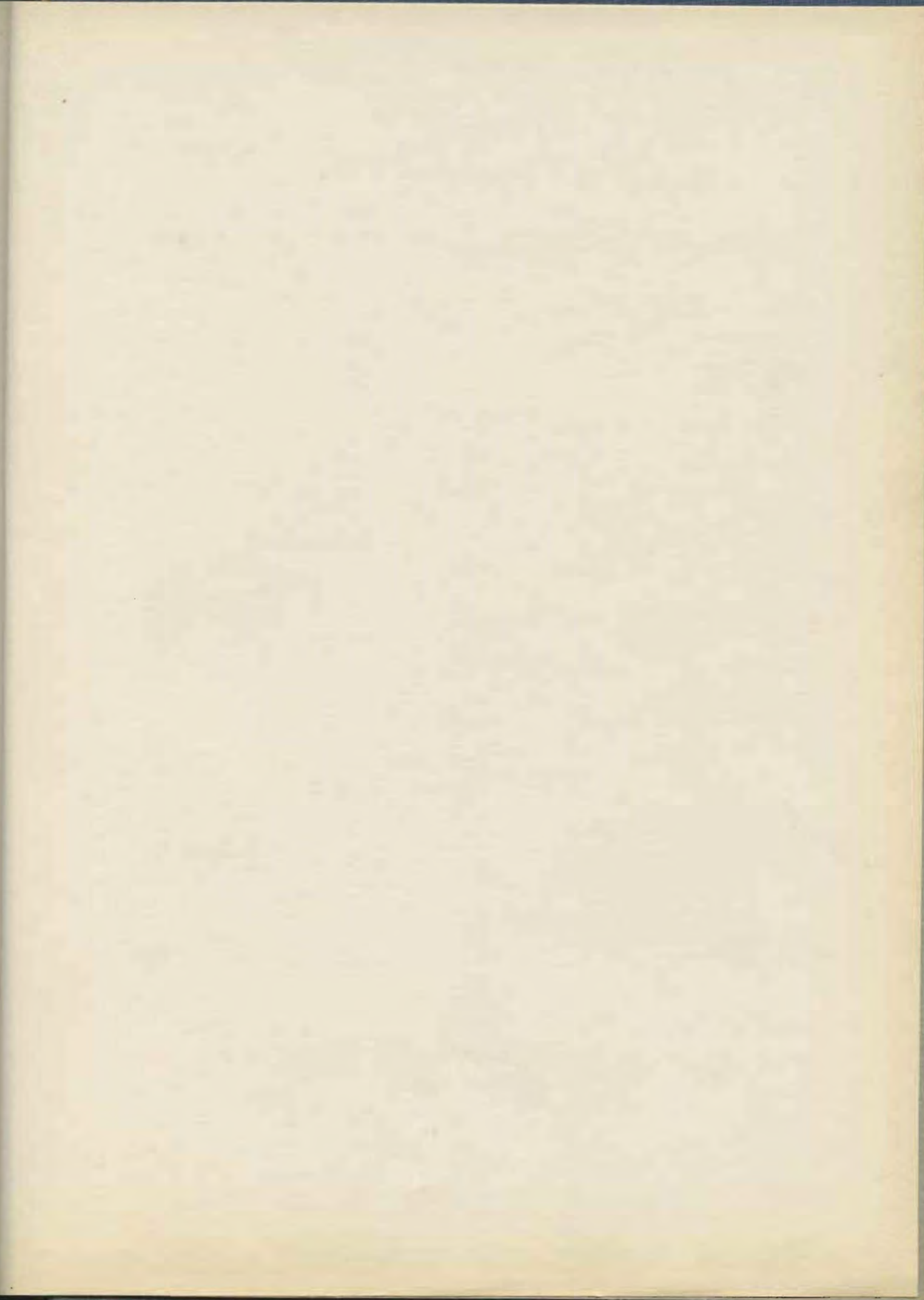
By
Helen Cody Baker
and
Mary Swain Routzahn

Russell Sage Foundation

SWI-1

ONE DOLLAR





HOW TO INTERPRET SOCIAL WORK

A STUDY COURSE

By

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NEW YORK

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CONTENTS

How to Interpret Social Work A Study Course

The Plan of the Course	5
Social Work and Its Publics	7

PART ONE

Telling Our Story by the Spoken Word

I — To Individuals	10
II — To Boards and Committees	12
III — To Larger Meetings	16
IV — Over the Radio	21

PART TWO

Telling Our Story by the Written Word

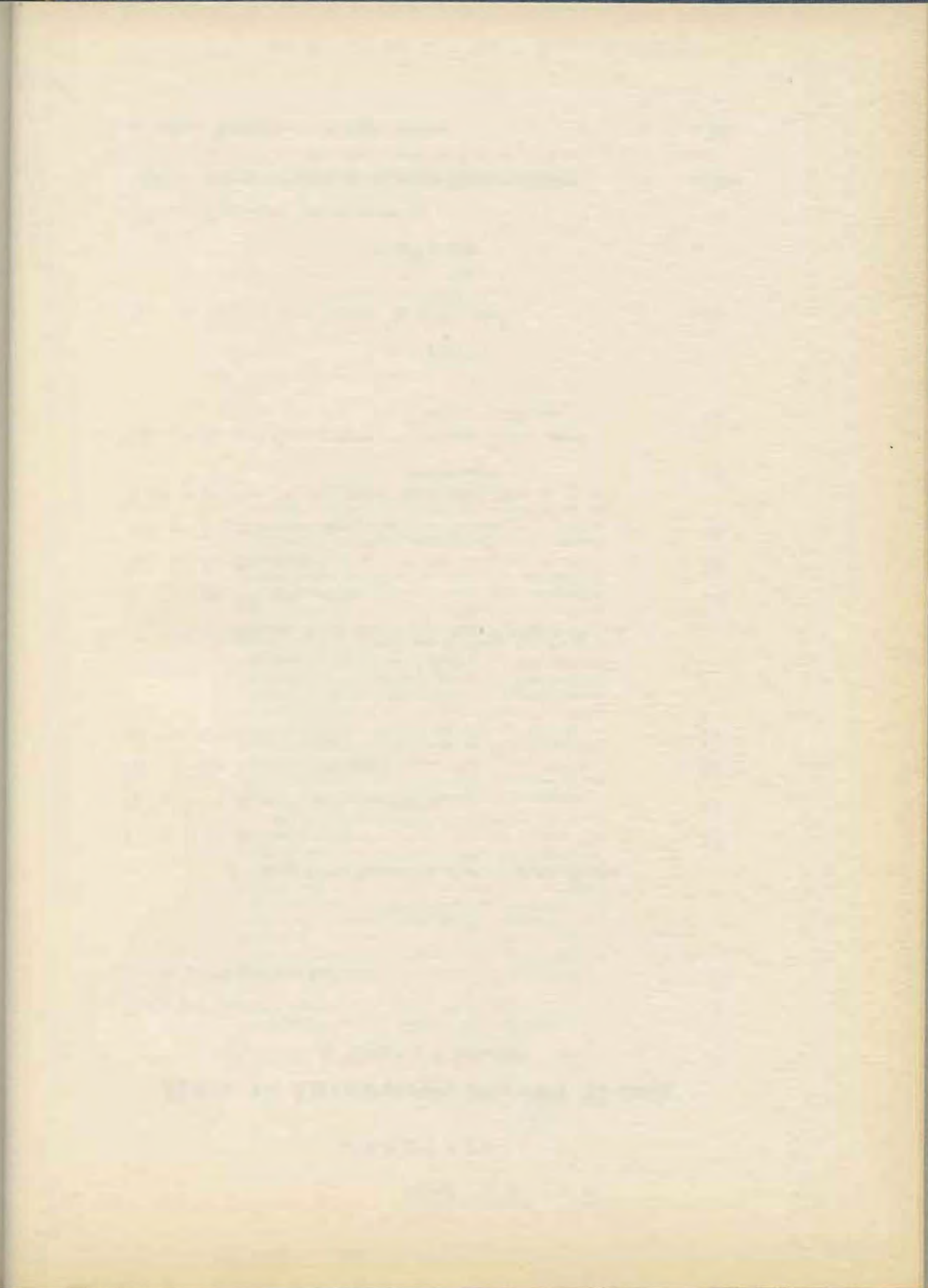
V — In Letters	28
VI — In Bulletins	38
VII — In Annual Reports	44
VIII — In the Newspapers—Studying the Newspaper	52
IX — In the Newspapers—Writing News and Feature Articles	54

PART THREE

X — Telling Our Story in Pictures	62
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PART FOUR

XI — Planning Interpretation	74
XII — Interpretation, a Shared Responsibility	76
Reading References for the Course	78



The Plan of the Course

THIS is a study course in the ABC's of interpretation. It is intended, not for publicity specialists, but for social workers who day by day answer questions, speak to small or large meetings, or write letters about social work, and for those who occasionally release material to the newspapers, give radio talks, and prepare annual reports. The following lesson outlines are concerned with these practical things that all social agencies are doing now, and must do now, rather than with the philosophy of interpretation.

This course is offered to groups gathered under local leadership for informal study. A leader or instructor continuing throughout the course should be selected. Specialists in various techniques covered in the lessons may be helpful as consultants, but an ability on the part of the leader to stimulate discussion and hold it to the matter in hand is of first importance.

There is also material here for institutes at state and regional conferences. The four parts divide naturally into the usual four sessions of study courses. Both the plan of the 12 lessons and the illustrative material are suitable for a quarter's or semester's elementary course in a school of social work. If so used, the course could with advantage be preceded or followed by study of the place of interpretation in the broad field of social work. Individuals who would like to know more about interpretation will find the course helpful.

The first ten lessons deal with the three main ways in which social work is now telling its story: the spoken word, the written word, and pictures. The series is so arranged that the study of interpretation proceeds from the simplest and most familiar to the more skilled and formal uses of these three forms of expression.

Under each of the three divisions, the inner-circle audience is considered first: personal friends or acquaintances, the board or staff; and then successively wider audiences: the clients, cooperating agencies,

contributors and key people, the general public. The aim of these lessons is to help social workers who feel the need of interpreting their work to find the right way of interesting each of these audiences.

In the eleventh lesson, the aim of the class should be to combine these three main ways of telling the story into a planned program of interpretation. In the pressure of daily work such planning is all too frequently neglected. By looking ahead at the beginning of the year, considering the audiences to be reached and the best ways of reaching them, and budgeting time, energy, and money to do the job more wisely, the interpreter can tell the year-around story more adequately. The eleventh lesson should drive these points home.

The final session of the course deals with the shared responsibility for interpretation, of social agencies in the same community and of local, state, and national agencies. It suggests sources of help in securing ideas, facts, and advice on the subject of interpretation, and raises questions about the selection of the personnel for this field of work.

Each lesson outline is designed chiefly to start the class thinking and talking about the subject. It consists of an introductory statement, a group of examples selected from the publicity of social agencies, discussion questions relating to this material, and, in some instances, a reading reference. Each lesson should be elaborated by the addition of well-chosen illustrative material from local sources. The members of the class might submit their own letters, house organs, reports, and other printed material for comment and criticism.

INTRODUCTION

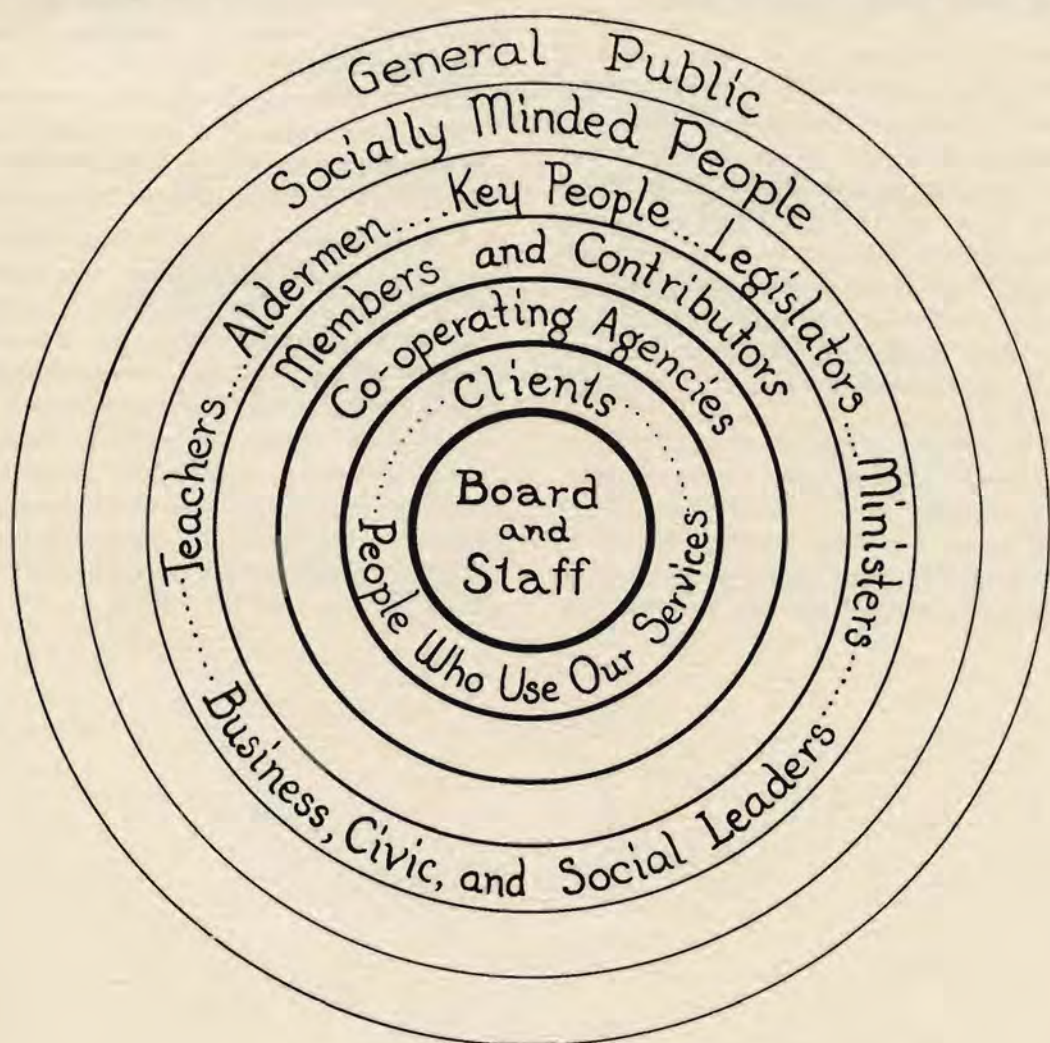
Social Work and Its Publics

Suppose we begin the study of how to interpret social work by getting better acquainted with the people we are going to talk to. We call them the public. Who are they really? What have they to do with social work? Why do we tell them about it?

To make the public seem more real, more knowable, we might break it down into concentric circles, each made up of an audience or public with which we have a special kind of relationship. In the diagram below, we move from the inner group of those closest to our work through circles of diminishing intimacy until we reach the outer rim. Here we find the "general public," made up of all the people living within the geographical boundaries which limit our work.

Social agencies use publicity to get certain definite responses from members of one or more of these circles. We seek understanding, goodwill, financial assistance, participation in our work, use of the services we are equipped to give, public support for legislative action, or a change of mental attitude or behavior.

It is in circle one that the heart of our work really beats. When every member of a private agency's board, or a public agency's citizens' advisory committee, understands the program of that agency thoroughly and believes in it wholeheartedly, publicity is well begun. Our day-by-day relations with these men and women are of more value than their names on our letterheads. What



responses do we hope to get from them? What are they told that will make them want to be active rather than silent partners? Will they carry their interest in our program into their business and social lives?

The second circle includes people whom we serve. Their experience with us seldom tells them all they ought to know about our policies, limitations, and aims. Interpretation to clients, besides making services to them more effective, may enlist them as good interpreters. They are going to be either critics or allies in any case.

The third circle encloses our cooperating agencies. How well do public and private agencies understand each other? Case workers and group workers? Especially in large cities where social agencies number 50, 100, or even more, and there may be frequent changes in policy, the chances for misunderstanding multiply. Regular interchange of information among these agencies is vital.

When a private agency must raise money to support its work, its contributors or members form a fourth circle. This public sometimes is small and continues much the same from year to year; sometimes it is large and casual. By the act of giving these people have expressed a goodwill which does not persist of itself but can be kept alive and strengthened. They are not cards in a file; they are human beings with keen sympathies and wide interests and may become effective interpreters as well as financial supporters.

Next come the key people in the community: the aldermen, school board, and city officials; leaders in the business world, in churches, labor groups, and social life. They are important links with the larger public. They represent power. Here is a picked group, one to know and be known by.

Just inside the outermost circle we place the people sorted out from the general public as more socially minded, more likely to be interested in the social services than the average person. They are people who have shown this interest by joining organizations which actively support social causes, or who have given service or made contributions to various social agencies. Sometimes we reach this group by addressing the general public which includes them. At other times it may be more effective and more economical to search them out and address our publicity to them directly.

Last of all comes the outer circle, the great mass of unassorted people who read newspapers, listen to the radio, see the posters of the community fund, patronize motion pictures, and read the Saturday Evening Post. This wide public, mostly voters, is, of course, vitally important to the public agency supported by taxes. Private social work should not neglect the outer circle because the whole picture of social work should have its place in the public thought. We sometimes address publicity (intended primarily for one of the inner groups) to this general public because members of all the other circles are a part of this outer circle and sometimes they may be difficult to get at except as they read the newspapers or listen to the radio.

This division of the public into circles according to our special relationship with each is only one of many possible groupings. We may sometimes, in planning publicity, group our publics on the basis of their interests, their religion, age, or nationality. For the purposes of this study of publicity we have chosen the grouping shown in the diagram because in so doing, we progress from informal and familiar methods of approach used with people we know, to the more formalized and skilled techniques needed in addressing the general public.

PART ONE

Telling Our Story by the Spoken Word

I - - To Individuals

II - - To Boards and Committees

III - - To Larger Meetings

IV - - Over the Radio

Telling Our Story by the Spoken Word To Individuals

THE simplest, most informal kind of interpretation is shared by every member of the board and staff. It begins with the voice of the agency's telephone operator, continues through every daily contact a social worker makes with another human being, and never ends. Whether or not we recognize it as publicity, we use conversation constantly, in and out of office hours, in all our professional, social, or casual relationships. It is one of the main factors in shaping the public's impressions and opinions of social work. We have developed skills and techniques for our more formal relationships with the public, but have left this very important form of interpretation to chance.

Each of us has constant opportunities to defend or explain the social worker's job, or some specific part of it, to members of the family, friends, or acquaintances. How do we use these opportunities? To make a speech, or preach a sermon? To sidestep the issue completely? Or to gain the confidence and goodwill of the listener today, and leave a door open for another chance to tell him more of the story? To introduce him to someone

else who will have a better answer to his question?

We cannot all be brilliant conversationalists, but the first principles of interpretation by the spoken word can be recognized, learned, and used by everyone. We can be friendly and direct. We can avoid talking either down or up to a questioner, and instead, meet him on his own level. We can be accurate in our statements, or frankly admit that we don't know.

If, for example, in each of these daily contacts, we can leave the impression in the mind of the listener that social workers are honest, competent, human beings, claiming no divine right to re-make the world, and able to appreciate the other person's point of view; that social work is important and interesting work; and that the people served by social work are no better and no worse than other folks, but just a cross section of the human race, we shall have made a long step forward.

There is no chance to prepare for such casual interpretation. The important thing is to realize its value and to improve our use of it by practice.

Examples for Class Discussion

1 — Choose members of the class to act as A, B, C, or D, and to ask the following questions — or others suggested by the group or leader. These examples may be varied to suit the composition of the class.

Mr. A, a "typical" business man whom you met at dinner:

My sister tried to get work with the relief bureau. She never went to college, but she's a good soul — a widow who's raised five children. She didn't get the job, but these little snips right out of schools for social work are getting them right and left. Why?

Mr. B, the employer on whom you called this morning:

What else does your agency do for people besides trying to get me to hire them?

Mrs. C, a 100% American:

Don't you agree with me that American citizens have more right to relief than aliens? Wouldn't

all these Italians be happier on little farms south of Naples?

Mr. D, almost anybody:

These transients now. Let them go back where they came from. Most of them wouldn't work if they had the chance. If we take care of them a lot more will come. This town and state have all they can do to take care of the home folks. Charity begins at home.

Mr. E, a husband, perhaps:

What did you do today?

Mrs. F, a stranger to you:

She telephones your agency to report a case which apparently needs relief. You are equipped to offer service but not able to give relief because of limited funds. What do you say?

Mr. G, the president of a local bank:

I never give to the Community Fund because I don't believe in organized charity. That kind of thing ought to be done by volunteers through the churches.

Members of the class might reply to these people with from three to five minutes of explanation, defense or persuasion. Let the class discuss these replies.

Questions

Was the answer a good one?

Was the social worker's language simple enough?

Did the social worker know the facts, or admit that she didn't?

Was her own idea clear and vivid?

Was her attitude toward the questioner sympathetic or antagonistic? Was she on the defensive?

Did she talk down to the questioner?

Did she tell more or less than the occasion demanded?

2—A Conversation

In the dialogue below, Jane, a volunteer social worker, tells her friend Marion why the community needs private social agencies. Marion has just entered Jane's home.

Marion: I just saw the Community Chest solicitor working our block and I thought it might save an embarrassing moment if I ducked in here until the coast is clear.

Jane: So you're not too sold on the Chest idea?

Marion: Oh, I suppose the Chest was all right in its day but not now when the government is spending billions for relief.

Jane: But a few billions split up into \$30 or \$40 a family isn't much! Anyway, there are dozens of other social needs in the community besides relief.

Marion: Jane, you and I don't seem to talk the same language. I don't even know what you mean by "social needs."

Jane: Well, imagine that your family or mine had been on relief four or five years as thousands of families have been, with never enough milk or fruit, hardly any meat, children not getting their teeth filled . . .

Marion: My kids wouldn't cry about that.

Jane: Nor mine. But you and I would appreciate free dental and baby clinics and

free milk in the schools. Those are some of the "social needs" that the Chest provides.

Marion: Oh, I know we must have health services, especially for children . . .

Jane: And think of all the people who have become nervous and despondent. The family service does what is called intensive casework for these people, whether they're on relief or not, to keep them from smashing up.

Marion: Jane, I think all this discussion is terribly morbid. We can't possibly solve all the problems in the world, so why not forget them? Don't we owe it to ourselves to keep our minds sound and cheerful?

Jane: I don't know as I think it is so all-fired important, Marion, for you and me to keep our precious minds sane and cheerful unless we can use them to clear up some of the dark spots in the picture. They stay there whether we like to think about them or not unless some of us do something.

Marion: Well, go ahead. I can take it.

Jane: As I see it, it boils down to this, Marion. Here are you and I living in a community where a number of needs have to be met by somebody if life is to be decent — or even safe. Hundreds of mothers need advice and help in keeping their babies well. (Did you ever visit the baby clinic? You have a treat waiting for you.) Then think of the people of all ages needing wholesome recreation. The youth organizations like the Scouts and the Y.M. and Y.W. aren't self-supporting. They have to have help from somewhere. There are unmarried mothers, foreign-born neighbors who need legal aid . . .

Marion: And somebody has to do all this and it might as well be us. Is that the idea?

Jane: Why not? We still have incomes. We do go to shows and have permanents.

Marion: Jane, I feel my stony heart melting. I'll give that Chest solicitor the shock of her life by having my check ready for her!

Questions

Do you think Marion was interested as well as convinced? What impressed her most? If you were Jane, how would you follow up this conversation?

Telling Our Story by the Spoken Word To Boards and Committees

THE social worker's inner-circle audience consists of boards of directors and committees. These lay men and women are our partners. Theirs is the policy-forming responsibility of the partnership, ours the executive. Our concern, as interpreters to these partners, is to keep them keenly interested and well equipped to do their share of the agency's work. Well informed and actively interested boards will help with the informal type of interpretation discussed in Lesson I in their own daily contacts.

Our main chance to make social work real to the board comes at its regular meetings. First, there is the executive secretary's report. All that was brought out in the first session about thinking clearly, using simple and direct language, and suiting the words to the listener's point of view carries over into this use of the spoken word. In selecting material for the monthly reports of current work, we can make good use of the same news-sense which we will discuss later in connection with newspaper publicity. These reports should be specific, timely, interesting, brief. Keeping a lay board's meeting from overflowing its time limits demands as much restraint as holding copy within the margins of a well-printed page.

There is usually time to prepare for this kind of interpretation. It is more formal than casual conversation. The social worker is still among friends, but in a business as well as a personal relationship. The opportunity to make a speech should be avoided. On the other hand the report should contain more than a review of administrative details.

What can be told in these reports that board members should know and will be interested in knowing? How can a fact or event of the month be presented vividly enough to be remembered and repeated to friends and acquaintances?

Board meetings offer other opportunities for interpretation than the executive secretary's report. Variety can be introduced by bringing in different staff members to give first-hand experiences and by reports from committees, especially those on which board and staff members work together. Simple dramatizations of the agency's work may help to make it real and vivid.

Most of what has been said applies equally well to staff and committee meetings or other gatherings of the inner circle.

Examples for Class Discussion

1—*A Report of Current Work*

Here is an actual report of an executive secretary, just as it was given at a regular board meeting, except that names have been changed. A member of the class might read it aloud.

During the month we have taken advantage of the board's vote to modify the office space; the new partitions are now up and complete except for papering. W.P.A. men who could not get work because of snow moved our files and desks for us and did such a fine job that we all felt much impressed with the calibre of W.P.A. men. Staff members are delighted with our changes in arrangement and already feel that the interviewing rooms enable them to work more efficiently and thoughtfully. We shall welcome visits from any board members who would like to see the new arrangement.

On February 1, the American Legion held a child welfare conference in Centerville. The

Bureau was asked to have an exhibit. Mr. Ames and Miss Gibbs took charge of it and were aided by two volunteers, Miss Dorothy Miller and Arthur Gilbert, who is employed by the direct mail division of the Healey Company and has had considerable experience in display work. The result was an excellent display which created much comment and secured the goodwill of the Legion. The exhibit was composed of a large sign carrying the name of the Children's Bureau and a photograph of two of our children; underneath this, two posters, one showing what foster homes do and the other giving reasons for placement of children now in our care. On the table beneath these posters was a scene which showed a social worker bringing a child to a foster family, portrayed by clothespin dolls.

During the month, Mr. Harrison, director of Boys' Work at the Y.M.C.A., came to the Bureau to discuss cooperative plans. He agreed

to give free membership to any of our boys who proved suitable to the "Y". This is a real gift to us. As we had no item in our budget for such expenses, we felt that we could not allow many boys to have membership; consequently, the new plan will mean a happier and more active life for many of our boys. We are planning to recommend the boys carefully and only one by one so that we will not be overdrawing on the interest of the "Y".

During January applications for care of children continued to come in about as usual. We received 24 applications involving 68 children. We have been able to look into or refer elsewhere only 19 applications as we have been swamped with a heavy load of work. However, we are doing the best we can with our staff and finances.

On January 31 we had in care 285 children. 190 were in boarding care. This number is somewhat increased because of 13 children taken on through the additional grant of the Levy Court, and because several are paid for entirely by interested individuals. This means that our total budget for board has not been increased.

Several interesting children were accepted into care in January to partly replace 7 who were discharged. Only one of the 7 discharged children was in boarding care, the other 6 being older boys who were placed in C.C.C. camps or with their own families. One new child, Harry, is just a month old. After his mother, who has epilepsy, had dropped him on the floor several times, an urgent request for placement came to us through the Washington County Unemployment Special Relief Unit, of which Dr. Morris is president. We agreed to take this child into care if the agency would pay full expenses, which they agreed to do. A three-months-old baby, Anthony, was taken into temporary care, as both parents are working. Parents pay full support, continue a deep interest in Anthony, and will take him back in a few months. Anthony is Roman Catholic and is placed in a Roman Catholic home. Helene Meyer, a 17-year-old girl who is quite outstanding in school, who is a member of the school orchestra and takes part in many school activities, was accepted for supervision. Helene is placed in a free home, is in her last year at high school, and is trying to earn enough money so that she can go into training as a nurse. Through the aid of the Clothing Committee we were able to outfit her entirely without expense to the Bureau.

The Clothing Committee has been most helpful and has sent in some unusually lovely clothes. This has helped to keep down our clothing budget this month.

Questions

Would the board members have heard enough, or would they want to know more?

Could the less well-informed members ask intelligent questions?

Could they pass this information on correctly and intelligently to other persons?

Would you change any of the words or amplify any part of the report to make it a more vivid picture?

Note the references to other agencies. What is accomplished by such references?

2—A Report of a Special Project

The following quotation is taken from an informal report to a board, and describes a special project in the correction of eye defects of school children.

The interest aroused in the discovery and correction of eye defects in school children in every community where we work is the thrilling by-product of the energy which we contribute.

In Chicago, the Illinois Society, as a part of the Cooperative Health Education Project of the Council, broke the ground by doing a visual survey in the restricted area which the project covers on the north side of Chicago. In the schools of that district — 10 public and 3 parochial — we discovered 766 children having uncorrected eye defects. This group we divided into three. (1) Those having *very serious* eye defects, (2) those having *serious* defects, and (3) those having *minor* defects.

The very serious defects, numbering 131, we took over as our personal responsibility, first dividing the group into those on relief and those of independent means. Miss Nichols of the Cooperative Project handled all the relief cases through the supervisors and medical workers of the relief and casework agencies and we put on a special worker for the other group. Don't think for a minute that it is easy to go to a parent and tell him that his child has a serious eye defect which must have immediate attention. There are always people who think you are trying to run their lives for them if you are the bearer of such tidings.

I remember, one hot day last summer, Miss Herely, our worker, told me that she rang a doorbell in this area. A second floor window was thrust up and a very cross face appeared. When Miss Herely told the woman that she had come to find out about her little girl's eyes, the woman said, "I'm just sick and tired of having people come around here and telling me what to do for my children and besides I'm

nearly dead with sunburn." Miss Herely said, "Well, that's too bad. I had a bad case of sunburn myself last week and I found the grandest remedy." When the woman asked her what the remedy was, Miss Herely told her if she would let her in out of the hot sun she would tell her. And so they spent a very amicable hour discussing sunburn, glasses, doctors, etc. Needless to say, the eyes were corrected as well as the sunburn!

On this group of 131 we have obtained 112 corrections and 12 more are in the process of being corrected. This is about a 90% correction. There were 7 more cases where the parents refused to cooperate — but we aren't through with them yet!

The children in the second group having serious defects of vision, of which there were 191, were also divided into two groups — those on relief and those of independent means. Miss Nichols again referred 55 of these cases to the district supervisors and medical workers and the other 136 were referred to the Chicago Board of Health. The Board of Health, after looking through the names, decided they could only take 24 cases and so we were forced to appeal to the Visiting Nurses' Association of that district with the 112 cases left. The visiting nurses met us with the utmost cooperation — had a meeting of all the nurses in the district and parcelled out the 112 cases for correction. Already we have a 50% correction on the group of children with the serious eye defects, exclusive of the 24 cases referred to the Board of Health on which we have no report, and the V.N.A. reports they will be able to get a good many more.

On the third group, we sent letters to all the parents telling them that their children had eye defects and urging them to take steps to have these defects corrected as soon as possible.

Our work did not end with the fitting of glasses during the summer. When school opened in the fall our nurses went back through the schools to see if the children were wearing the glasses provided for them.

This survey showed the acute need for routine physical examinations in the public schools. Sporadic eye examinations unaccompanied by a correction program will never solve the vision problem in Chicago and we earnestly hope that the Chicago Board of Health can see its way clear to returning to the routine physical examinations which were formerly conducted on all school children and which were formerly the basis for fine work on corrections of all physical defects.

Questions

Is there anything in this report which the board members might repeat to their friends?

Would Mr. X, who has eaten too much lunch, stay awake?

Would Mrs. Y, whose attention wanders, keep her mind on it?

If so, why?

Has the speaker given a clear and persuasive picture of (a) the problem, (b) the workers, (c) the persons helped?

Does either of the two reports recognize the board's share of responsibility, or suggest anything for the board members to do?

3 — *A Dramatized Report*

One agency dramatized a statistical report to a board meeting. Here is the introduction to a breezy dialogue between Mr. Greenback, a prospective contributor, and a financial secretary. It begins with Mr. Greenback at the telephone.

FIGURES WILL TELL

Mr. Greenback is seated at the desk in his office reading Esquire or the New Yorker. The telephone rings.

Hello. Yes, this is Mr. Greenback. Carter? Yes, yes, I remember you. That time in the Cocktail Room at the Astor. That was a nifty girl you had with you. Oh, — another Carter — Bill Carter. Sure, I never forget a face — I mean a voice. The Playground Committee? Yes, I know. I don't know what it does, but I know it does good work. I know some of the Board.

The growth of leisure? Shorter work day? Wait a minute. Who gets this leisure? I don't. I've had to give up my Wednesday golf and my winter vacation at Palm Beach. I'm so rushed, Carter, I —

But I'm *not* making money. Why I — I can't even afford a French phone — 200,000 delinquent children — how was that? \$3.00 per year to give a boy playground service, and \$500 a year to keep him in a reformatory. That is quite a difference, Mr. Carter. But I have no children. I'm a *bachelor*.

Other people's children? — I see —

Yes, —

No, —

Yes, —

How's that? You say recreation promotes immorality. Oh, morality — morale for the jobless. Devil finds work for idle hands. Yes, I guess that's right.

Well, of course, there's a lot in what you say about leisure, neglected children, safety and all that, but here's the way my mind works. I want to know something about the scope of this work, what it costs, the number of people affected, etc. I always say that *figures will tell*. At a minute's notice I could tell you how much money my firm lost last year, the year before, and the year before that. Now if you had, —

You have? I see. Well, all right, send him up in half an hour. What did you say his name was? Jameson? O.K. Good-bye.

Then follows an interview in which figures showing progress in public recreation are presented by means of a chart which interprets in a nutshell, the statistical report. This episode ends with Mr. Greenback writing a check for \$10,000!

Questions

Would you, if you were a board member, be more interested in a statistical report dramatized in this way than in a straightforward recital of the figures?

Does it justify the extra preparation involved?

What other ways of enlivening reports to board or committee members can you suggest?

4—*Self Education by Boards and Committees*

Several experiments in self education by boards and committees were described in *The Family* for November, 1936, page 244.

One of these experiments was carried on by a family society through a series of "board committees." Each committee was related to one department of the society's work, and met regularly with the appropriate staff member to appraise community resources for meeting the needs of particular clients. For example the family service committee discussed the society's responsibility in cases of domestic difficulty, insufficient income, etc. There were committees also on mental hygiene and child placement. One of the six members on each committee served on an interpretation committee which planned the society's program of local interpretation.

Another experiment was that of a study committee composed of board members of three family societies in adjoining suburban towns. Two board members and one of the staff of each agency took part. They sought for suitable material for explaining professional practice to laymen. They looked at the work of each agency from the layman's point of view, trying to "keep his 'why' constantly in mind in framing satisfactory answers." They tried, also, to "diagnose attitudes on the part of the case worker which may react unfavorably on her efforts toward interpretation." Instead of beginning a program of interpretation almost immediately as they had expected to, they found they had to thresh out their own reactions and questions within the group first.

5—*Board and Staff Gatherings*

The Urban League of Pittsburgh arranged a series of board and staff dinner meetings as a means of stimulating active interest on the part of board members, and improving board and staff relations.

Before the first of these gatherings, each department head was asked to "dream of what you would do if you somehow found that you had ten thousand dollars for your department for the next year." These dreams, as reported, served as discussion points for setting goals.

At another meeting, the chairman of each League committee spoke briefly on the theme, "What shall the League do in the coming year?" Each committee proposal was the result of group discussion among its own members. General questioning and comments followed. "Never before have the objectives of the League in the local field been so clearly and concretely defined, nor its aim so definitely set," reports the executive secretary.

Questions

What are the merits of each of these projects considered as means of preparing board and committee members to become effective interpreters?

Do you think the amount of staff time and effort required to make such meetings of value is justified?

Telling Our Story by the Spoken Word To Larger Meetings

WHEN we carry the spoken word to larger meetings, our own and other people's, we are simply moving from a small room to a larger room, from an intimate circle to one less familiar with the homely details of our work, from an informal to a more formal atmosphere. We should take with us the simple, friendly approach, the careful selection of material, the restraint, and the consciousness of the point of view of the audience which were emphasized in the discussion of conversational interpretation.

We use spoken words in meetings to interest, inform, persuade, or inspire audiences. Would it be a compromise with the high standards which we hope to reach in our interpretation to add "entertain" to that list?

There are plenty of good text books and courses on the art of public speaking, but social workers seldom take advantage of them. We "learn by doing," and sometimes pay dearly for our tuition. By study and practice under a good teacher we can get rid of many of the barriers which separate us from our audiences: annoying mannerisms of voice or gesture; and the temptation to use technical language, to overtalk the allotted time, and to

speak in broad generalizations without the aid of concrete illustration.

One help toward overcoming such habits is to become thoroughly informed on the subject of the talk. Interest in the story will help us to forget ourselves. Even Abraham Lincoln admitted that he believed he would "never be old enough to speak without embarrassment" when he had nothing to talk about. Another help is to give some attention to the audience. A columnist writes of a man formerly in public life, that "notwithstanding years of experience, he still drops his eyes and permits his phrases to drip down his vest." If we can feel an interest in the people before us, it is easier to talk to them naturally.

There are other good ways of using the spoken word in meetings in addition to the talk or speech, among them the dialogue, the panel or discussion, and the dramatic sketch or play. These three latter forms are really an extension of conversational interpretation. Write down your friendly questions and answers: you have a dialogue. Add a few more people: you have a panel or discussion group. Introduce action and plot — there's your play.

A brief and readable book on public speaking is listed in the reading references.

Examples for Class Discussion

Here are three talks and a simple one-act play. One or more of the talks might be read aloud, or, still better, spoken from notes. If it is to be read, the person to whom the speech is assigned should have a chance to go over it beforehand. If spoken, advance study and preparation are needed. Other talks should be prepared and delivered by members of the class. In discussing each example, the audience it is intended for should be stated and kept in mind.

1—*Are Social Workers Sociable?* — by a social worker

This talk was delivered to a small group of social workers.

We, as social workers, eagerly tell the world what we think of it. But what does the world

think of us? If we face facts squarely we admit that we're considered a pretty queer lot. Why, we wonder? It seems to us that we are no more queer than any other group of professional people — and maybe not as queer as some.

Experience has taught us that men regard the unknown as strange or queer. Does this shed some light into our own situation? How well do we let the community know us as people and as social workers? Does the community reject us, or do we reject the community with the exception of the small portion which we contact professionally, the clients and the board? How social, as social workers, are we from a community standpoint? Is it satisfying either to the community, or to us, for the board to play the liaison role of interpretation between us? Would not a direct relationship prove to be more valuable?

What happens when we go into a new community as social workers? We affiliate ourselves with the Social Workers Club and with the local chapter of the A.A.S.W. Here are kindred spirits. With their members we play and hold endless discussions, and explore the countryside. Perhaps we go to our own homes over the weekends. The members of the country club, the women's clubs, the college club, the churches, read in the papers that we have come to town, but that is all that they ever know of us. As far as they are concerned, and they're not concerned very much at that (except perhaps to wonder why the job could not have been allotted to some local person), we might as well not be there. We are in the community but not of it. Yet the members of these organizations form a cross section of community life which it is important for us to know. What is of even greater importance is for them to know *us*. That is, if we want to play a part in breaking up the unflattering connotations that cling to the word "social worker" in the public mind.

It would certainly be uncalled for to suggest that we relinquish our private lives and live only for the community. However, one or two evenings a month might yield rich dividends in community support and interested understanding.

One social worker sells tickets each year for a bazaar given by the women's club. This is not a great deal to do, certainly, yet by so doing she feels that a tie has been established between herself, her agency, and the community, that no amount of formal interpretation could have achieved. The world is by no means sold on social work, and who can sell its wares as well as the social worker?

To know the community at first hand, to really live in the community, not just on the job, outside of being a professional challenge, can be a stimulating and exciting personal experience.

Questions

Is the style of the speech suited to the material and the audience? Would you simplify any of its language? Shorten any sentences to make it "talk" more easily?

Can you, by rearranging any parts of it, give it a stronger ending?

Does the speaker use effective examples in support of the proposed course of action?

Under what conditions would it be most successful? Before a small or large group? As a message complete in itself or as an introduction to discussion?

This speech was given by the president of the Chicago Council of Social Agencies at the annual meeting to which members of the board and staff, key people, and representatives of cooperating agencies were invited.

In 1832 an early resident wrote from Chicago to a relative in the East, "I already know the complexion of this country. It is a bilious country, with no trees to break the lightning, no hills to soften the thunder, and a wind to blow the hair off your head."

Chicago was built on a malarial swamp, by men and women who knew hardship and adversity. Social service, in those pioneer days was as simple as it was sincere: a neighborly impulse of help to those in trouble. There was poverty, then as now, but there was no visiting nurse or country doctor to help the first Chicagoans through their many ailments, from the prairie itch to a cholera epidemic. There were no pre-natal clinics and infant welfare societies, no children's homes or child-placing organizations. Orphans — and there were many — were taken in by friends or sent back to relatives in the east. Every neighbor was a visiting nurse, and every mother was a midwife. . . .

As the city grew, periods of growth alternated with periods of calamity. In good times we made great strides in education, building, and individual prosperity. In bad times, the old neighborly impulse of help to the unfortunate re-asserted itself, and we perfected our social services. . . .

Each new step was taken as an answer to some calamity. During the panic of 1857 a few scattered relief organizations banded together to form the old Chicago Relief and Aid Society. During the Civil War that association combined with the Christian Union, the Citizens' Relief Society, and the relief work of the Young Men's Christian Association.

The Chicago Fire brought \$5,000,000 into the city to be distributed by our swiftly growing social agencies. During the panic of 1883 the Charity Organization Society was formed. The black winter of 1893 gave birth to the Bureau of Associated Charities. With the hard times of 1907-8, all of these forces joined hands to form the United Charities of Chicago.

All this time the cooperative idea had been growing. Catholic and Jewish charities developed centralized leadership. Day nurseries and settlements formed federations. Another idea, too, was taking root in the minds of thoughtful people. Our intricate modern life demanded that neighborliness be trained and informed to answer the needs of a complex age. The young profession of social service was crystallizing standards of education and technique. Schools

of social work developed either separately or in connection with our leading universities, and our philosophy of philanthropy broadened to include recreational, educational, protective, preventive, and a host of other activities.

We came at length to think of social service as much more than charity; we began to realize it as embracing every effort to give normal people a fair chance to develop their personalities, or to improve the environment in which we all live.

While our private social agencies, supported by the gifts of benevolent citizens, were first multiplying and then centralizing their efforts, our public social work, supported by taxes, was compelled to enlarge its program to meet the needs of a swiftly growing city. Our Juvenile Court was born. In 1925, the Cook County Bureau of Public Welfare was created by an act of legislature. Its employees are under the civil service law and its procedure accords with the best social practices. There has always been a fine spirit of team work between our County Bureau of Public Welfare and the voluntary social agencies of this city.

Chicago has grown from a few cabins huddled around a log fort to the second largest city in the United States. Her social services have grown from the neighborly impulses of those first pioneers to a vast and intricate structure. There are now about 140 child welfare organizations in this city, including homes for children, day nurseries, and societies that place children in family homes. There are at least 200 organizations in the health field, 50 homes for the aged, 45 summer camps, 30 family welfare agencies, 50 community centers and settlements, 25 civic reform associations, and 250 parks and playgrounds. Even in normal times the money spent by our public and private social agencies in their work for the health and happiness of our people is considerably in excess of \$30,000,000.

Any business of this size requires an engineering or planning department. In Chicago, this need is met by our Council of Social Agencies, a federation of 205 of the major social service organizations of this city. This Council is controlled by a Board of Directors selected from its member agencies, representing both public and private social work as well as all creeds and races. It is not a financial federation. Each member agency has, in the past, raised and controlled its own funds. The economic crisis which began in 1929 however, taxed our social service machinery almost to the breaking point, and joint emergency relief drives for private funds were necessary to help finance our private social work, while our public agencies were obliged to ask help from the state legislature and national Congress.

The assumption of nation-wide responsibility for unemployment relief by the federal government marked a new step in social service. The policy of Chicago and its neighboring communities in asking and accepting such assistance was quite clearly defined. Public funds, raised by taxes, will in the main be used for unemployment relief and disbursed through our public social agencies.

Behind these stand our private social agencies, a solid second line of defense. Their chief responsibility will still be to perfect family service, encourage recreational, educational, and preventive work, and sustain the morale of Chicago men and women. And back of both, inspiring and directing their efforts, is the same old impulse of neighborliness that stirred in the hearts of our earliest pioneers.

Questions

What purpose does the speech serve? Does it seem intended to instruct, challenge, inspire, or entertain?

Does the written speech talk easily? Are the sentences short and of simple construction?

Is the interest sustained to the end? If so, how?

Can you retell the substance of it accurately? What do you recall most easily — a particular illustration, the delivery and manner of the speaker, the general idea contained in this speech?

3 — *A Report of a Journey*

This is part of an address delivered by President Roosevelt on September 6, 1936. Although it was spoken to a radio audience, it has qualities worthy of study by those who speak to smaller audiences gathered in meetings.

I have been on a journey of husbandry. I went primarily to see at first-hand conditions in the drought states; to see how effectively Federal and local authorities are taking care of pressing problems of relief and also how they are to work together to defend the people of this country against the effects of future droughts.

I saw drought devastation in nine states.

I talked with families who had lost their wheat crop, lost their corn crop, lost their livestock, lost the water in their well, lost their garden and come through to the end of the summer without one dollar of cash resources, facing a winter without feed or food — facing a planting season without seed to put in the ground.

That was the extreme case but there are thousands and thousands of families on western farms who share the same difficulties.

I saw cattlemen who because of lack of grass or lack of winter feed have been compelled to sell all but their breeding stock and will need help to carry even these through the coming winter. I saw livestock kept alive only because water had been brought to them long distances in tank cars. I saw other farm families who have not lost everything but who because they have made only partial crops must have some form of help if they are to continue farming next spring.

I shall never forget the fields of wheat so blasted by heat that they cannot be harvested. I shall never forget field after field of corn stunted, earless, and stripped of leaves, for what the sun left the grasshoppers took. I saw brown pastures which would not keep a cow on fifty acres.

Yet I would not have you think for a single minute that there is permanent disaster in these drought regions, or that the picture I saw meant depopulating these areas. No cracked earth, no blistering sun, no burning wind, no grasshoppers are a permanent match for the indomitable American farmers and stockmen and their wives and children who have carried on through desperate days, and inspire us with their self-reliance, their tenacity and their courage. It was their fathers' task to make homes; it is their task to keep those homes; it is our task to help them with their fight. . . .

In the drought area people are not afraid to use new methods to meet changes in nature, and to correct mistakes of the past. If over-grazing has injured range lands, they are willing to reduce the grazing. If certain wheat lands should be returned to pasture they are willing to cooperate. If trees should be planted as wind-breaks or to stop erosion they will work with us. If terracing or summer fallowing or crop rotation is called for they will carry them out. They stand ready to fit, and not to fight, the ways of nature.

We are helping, and shall continue to help the farmer, to do those things, through local soil conservation committees and other co-operative local, state, and federal agencies of government. . . .

With this fine help we are tiding over the present emergency . . . We are going to have

long-time defenses against both low prices and drought. We are going to have a farm policy that will serve the national welfare. That is our hope for the future.

Questions

What qualities in the speech itself might grip and hold the easily wandering attention of the average member of an audience?

For example: Has it liveliness, humor, striking contrast, or suspense? Does it bring people or scenes to life through picture-making words, a wealth of detail?

What forms of expression aid the speaker in holding attention? Do you find repetition of phrases? Active verbs? Climaxes? Contrasts?

What is its purpose? Enlightenment? Good-will? Action?

4 — *Not So Old As Some* — a dramatic sketch

The informal play under the above title is reproduced in full on the next page.

Here is a simple form of dramatization, requiring no plot or scenery. The spoken word may often be used this way in meetings, especially among friends. This sketch was written by three county poor commissioners of Kansas and rehearsed en route to a social work conference.

Questions

To what particular audience is this sketch suited?

Could it be used successfully before a woman's club or at an American Legion meeting?

What sort of picture do you get of the welfare worker ("That Woman")?

What impression do you get of the clients?

What action is suggested in this program?

In what way would you introduce it to the audience?

Other Examples

Further examples of talks, dialogues and sketches are contained in Lesson IV.

Not So Old As Some

CHARACTERS: Seth Smith
Amanda Smith, his wife
Layfe Brown
Sary Brown, his wife

SCENE: The Smiths' front porch, Greeley County, Kansas.

SETH SMITH

I jes' been down to th' county office to git my grocery order and to ast That Woman there when they wuz agoin' to git us our old age pensions.

MRS. BROWN

What did She say?

SETH SMITH

Well, she didn't know, but she give me this here paper to read, this here S-U-R-V-E-Y—

MRS. SMITH
(*impatiently*)

I been tellin' you all along there wouldn't nothin' come o' those pensions.

LAYFE BROWN

I don't figger it's all her fault maybe. Pore woman, she ain't got all the say.

MRS. BROWN

How ain't she got all the say?

LAYFE BROWN

On account the rehabilitations fellers, an' them commissioners has got a say too. Anyway t'ain't no use arguin' 'bout somethin' we ain't got. Seth, what's in that air paper she give you?

SETH SMITH
(*turning the pages of The Survey*)

'Pears that out in Californy there was a club of old folks an' they told each other what they needed an' how they felt. Sez here in the paper when That Woman from their office was goin' to make a budget, this club told her a person couldn't git along on \$23 a month and by jing they raised it to \$25.

MRS. BROWN

I don't believe it.

SETH SMITH

Well, it says here they even brung the mayor to see that \$23 warn't 'nuff.

LAYFE BROWN

Well that sounds like folks do pay attention to us old folks sometimes.

MRS. SMITH

Precious few times!

SETH SMITH

Well, it worked all right. They didn't

ON an April day, "in one of our dustiest dusters," says John M. Whitelaw of Lane County, Kansas, three county poor commissioners sat around a table at Scott City, Kan. and, with due apologies to Eugenia Schenk of San Francisco, "put together" Not So Old As Some. They were Julia Miller of Greeley County, Mary Belle Eberle of Scott County and Mr. Whitelaw. They had read Miss Schenk's article, One Kind of Security, [See *The Survey*, April 1936, page 106] and had grasped its idea of client participation. Four days later the three, with Edward Brander of Wichita County as a fourth, drove eighty miles "in another duster," to a meeting of the Northwest Association of Social Workers in Kansas, rehearsed en route, and presented Not So Old As Some to an enthusiastic audience of public welfare officials and social workers from some twenty Kansas counties.

treat 'em all like reliefers, nuther.

MRS. BROWN

Winter-fore-last when Layfe and me didn't have nothin' but geverment beef, Layfe couldn't even git linamunt fur our rheumatiz, an' That Woman at our office got so she wouldn't even listen when I showed her how my feet swelled, and I couldn't git up when I wuz down.

LAYFE BROWN

What else them ol' folks do, Seth?

SETH SMITH

Well, sez here that they had parties.

MRS. SMITH

Huh, That Woman don't do nothin' but snoot when I want a dime's worth o' cookies or a plug o' chewin' tobaccer fur Seth.

SETH SMITH

Well, these Californy folks had a real social time of it. One ole feller was flat on his back with malar, and when t'was his eighty-ninth birthday, the folks all chipped in an' sent him a birthday card. T'was the first time anybody'd remembered his birthday in fifty years. He sure was tickled.

MRS. BROWN

Yuh don't say.

SETH SMITH

Yeah, an' seems one old lady aboutn eighty-four allus had liked to draw pitchers. All the folks in the club wanted a pitcher once they seen them so she up

an' showed 'em how to make pitchers fur themselves. That Woman up at their office give 'em some paints.

MRS. BROWN

D'you reckon That Woman up to our office'd help us folks to git together?

SETH SMITH

Well, I don't want to paint but I'd sure like to git the garden patch plowed.

LAYFE BROWN

Why say, if yuh want your garden plowed my boy Roy can do it.

MRS. BROWN

I 'spose there's lots o' things we could do fur each other, if we got started an' there was a regular way of meetin'. It wouldn't cost nothin' neither.

MRS. SMITH

What, fur instance?

MRS. BROWN

You an' me kin trade quilt blocks. You stitch right nice.

MRS. SMITH
(*melting*)

I'd like fur you to show me how to use that 'ere dried skim milk so's it wouldn't smell. Land, Seth carries on awful every time I open a package.

MRS. BROWN

Just mix it with plenty o' cocoa an' that covers it up so a body can hardly smell the difference. Layfe says he likes it, don't you Layfe?

LAYFE BROWN

Yes, Mother, what is it?

SETH SMITH

You don't reckon Roy could git Sat'-day on that 'ere garden o' mine, do you?

LAYFE BROWN

Yes, I 'low he could; he's goin' to be at our house fer dinner. Mother, we'd better be gittin' along, it's put' near time for Roy now.

MRS. SMITH

I do declare! Well this visit's been plum revivin'. Now, you an' Layfe come over right soon.

LAYFE AND MRS. BROWN
(*in chorus*)

We sure will. An' you come over an' we'll talk some more an' git to doin' somethin' fur other old folks 'cuz we ain't so old as some.

Curtain

Telling Our Story by the Spoken Word Over the Radio

WHEN social work goes on the air, it carries the spoken word out to that final circle, the "general public." The radio audience is the most casual, miscellaneous, and merciless of all those to whom we tell our story. It owes us nothing, and can walk out on us, by thousands, by twisting a dial. It is, for the most part, far more eager to be entertained than informed or persuaded, though certain members of it will stay with us if we can catch their personal interest at the time of day when it is available. Mothers will listen to child guidance programs; young married couples may be intrigued by discussions on budgeting small incomes; almost everybody is interested in health; and programs on resources for recreation are pretty sure of an audience — always provided that this material is skilfully and vividly presented.

Mr. Sarnoff, of the National Broadcasting Company says:

"What the public demands of radio is entertainment. If the educators on the air fail to recognize that fact in this development of education by radio, they are merely firing a blank cartridge. Every person entrusted with teaching by radio should be required to pass an examination on his ability as a showman. When education joins hands with the radio, it enters the show business."

We are competing on the air with expensive talent and showmen of rare ability.

In the face of this competition, unrehearsed speeches, presented in technical phrases, and de-

livered with neither warmth nor ease of manner, will not help our cause.

We must carry with us into this outer circle that use of concreteness and interesting detail emphasized in earlier lessons. We shall need our news-sense in selecting material that ties into what people are talking about at the moment. Restraint is especially important in programs timed to the fraction of a second, and, perhaps the most important of all, is the ability to put ourselves in the listener's place.

Before planning a radio program or series, we should listen long and well to other programs; consult our local station managers as to what they would like; ask ourselves what information we are able to give that the radio audience can use, or what part of our work is sufficiently interesting to hold their attention. Then give serious thought to the form of the program.

There is a wide range of choice, from spot announcements inserted into other programs to town meetings and full length plays. There is a vogue in radio programs in both style and subject matter. Social work will do well to study and use the popular devices, although they cannot be depended on to put over dull material.

The examples presented here for discussion include talks, interviews, and sketches. Members of the class might also submit radio programs for suggestions and comments.

Basic information for the discussion of radio programs will be found in *Social Work at the Microphone*. (See reading references.)

Examples for Class Discussion

Suppose that you are at home, enjoying an evening's relaxation. Idly turning the dial of the radio, you come on the broadcasts whose opening paragraphs are quoted below. Each of these was chosen from a program which has been put on the air by a social agency.

RADIO TALKS

Let one member of the class read the talk and the rest keep your hands raised as long as you are listening, each one lowering his hand as he tunes

out. When all hands are down the reader knows the audience has vanished.

1 — *The beginning of a radio talk on social security*

In speaking of social security, it must be remembered that this is an extensive piece of legislation which governs a number of phases of public welfare activities. The Act itself is written in eleven different sections, or titles, each covering the operation of one public welfare activity.

The State Relief Agency is responsible for the administration of Title 1, having to do with Old Age Assistance; Title 4, Aid to Dependent Children; Title 5, Part 3, Child Welfare Service; and Title 10, Aid to the Blind. These sections of the social security program deal entirely with public assistance in the form of cash grants to individuals, and social service activities. . . .

Having heard so much, would you still listen?

2—*Another beginning on the same topic*

Announcer: Mr. Bane, have you told the people of the United States what this Social Security Act is going to cost, if forty-eight states take advantage of its possibilities?

Mr. Bane: No, we haven't. And when the first Ford car was built the people of the United States were not told what our present system of concrete highways was going to cost. But they've built them, and are paying for them, and they like them. . . .

Are you there?

3—*Part of a talk on Camp Fire Girls*

What influences are at work upon your daughter? What conditions are moulding her personality, making her what you want her to be — or something quite other?

Her home? Yes. But with all the will in the world we could not build the walls of our homes high enough to shut out the influence of life around us. Nor would we want to. Our modern life demands that we take our place in the world courageously and that young and old we face life foursquare and without shrinking.

Her school? Yes. But how many hours of the day does she spend in school? What does she do in her out-of-school hours? Who are her friends? What influences are at work upon your daughter during her hours of leisure and recreation? How important are they?

Some of the greatest studies in social research ever made have been carried on to answer just this question — What builds character? What moulds personality? Certain findings are of the utmost importance to us. "Character, good or bad, is learned more during the playtime of a child than in school or church." "The influence of his gang is stronger upon a boy than that of either his parents or teachers." The same is true of a girl and her crowd of friends. This was recognized by Dr. Luther Gulick, prominent educator and pioneer in recreation for boys and girls, and by those other wise and understanding men and women who with him planned the program of the Camp Fire Girls.

Questions

What section of the public is this speech intended to reach?

Is there a decided drop in interest at any point? If so, at what point, and why?

4—*Part of a health department talk on "Your Germs and Mine"*

A few months ago, in and around the city of Lincoln, Nebraska, an intensive man-hunt was in progress. Police, posses, and vigilantes sought high and low for a thief whose pilferings might cost hundreds of lives and untold suffering unless something were done about it. For the man had stolen some six hundred and thirty million live germs from the City General Hospital. And those germs included the deadly ones of meningitis and tuberculosis, among other diseases. Even arthritis germs were included in the theft.

Of course the doctors could not be certain of the exact number of microbes or bacilli as that's too many germs for even a scientist to keep track of. And besides, the germs were living in the bodies of six rabbits and thirty guinea pigs. The man who stole the hospital livestock was never discovered and unless he destroyed the animals when the newspapers announced the nature of his theft, he may have contracted some disease himself or allowed the scientists' pets to infect other animals and humans. In case the man released the animals, those germs may be scampering about the Nebraska prairies today in company with cotton-tails and jackrabbits and doing no good to anybody.

Those few people who do not believe in germs, because they don't believe in anything they can't see with the naked eye, might do well to investigate a recent discovery by the chief medical examiner in New York City when he did autopsies in sixteen cases of fatal tropical malaria in a period of four months. The malaria was of the tropical (estivo-autumnal) type. In every instance the victim had been a drug addict. The anti-germ faddist would have considerable difficulty in giving his usual explanation of the facts. . . .

Questions

Would you switch to another station?

If your attention was caught by the "man hunt," would it carry over into the main theme which gets under way in the third paragraph?

Several members of the class might read this talk in turn to show what good delivery means to a broadcast. Note what can be accomplished by well-placed pauses, voice inflection, emphasis and feeling.

How long did it take you to eat breakfast this morning? Half an hour? Well, during that time somewhere in this broad land of ours a mother died in childbirth. Every half hour during the day and night, day in and day out, this is happening. At the end of each year over 15,000 mothers, the home-makers of as many families, have died.

Won't you be a little more statistically minded? Figure out how many husbands, how many boys and girls, were left desolate by these deaths. An average American family is about four in number. Three times 15,000 makes 45,000 or a sizable little city of people left wifeless, or motherless in the past year.

Who has not heard of one or more of these tragedies? To be sure, none of us likes to hear or read about these unpleasant things. It is much easier to look the other way. But it is the duty of all of us who know the facts to broadcast them and at the same time to sing the message of hope from the housetops — *OVER HALF OF OUR MATERNAL MORTALITY IS PREVENTABLE.*

If prospective parents from New York to San Francisco and from Canada to the Rio Grande only knew the simple formula for reducing the risks of motherhood and followed it, we would have many more happy families and fewer broken homes.

Listen! That formula is this: EARLY AND ADEQUATE CARE REDUCES THE RISKS OF MOTHERHOOD — FATHER PLAYS A LEADING ROLE.

By early care, I mean as soon as a woman thinks a baby is on the way she should see her doctor — not next week or next month, but right away.

By adequate care, I mean care by a competent doctor who will continue to check on her physical condition throughout the entire nine months. And the day the baby is born he will make the best arrangements possible for an aseptic delivery, and he will keep a close watch of mother and baby for at least a year after the event.

And now we come to the last part of our formula — Father Plays a Leading Role. That is important. I know a great many men who are listening right now are saying to themselves or to their wives, "Well, what can a man do about making maternity safe or about getting ready for the new baby? It's a woman's

job. All the man has to do is supply the money." But that is not so. . . .

If you had tuned in or out during the middle of the speech would you still have grasped the main idea?

DIALOGUES

6 — *An interview during a community chest campaign*

Let two members of the class read this over before they present it to the class.

Mr. Dale, interviewer: Mr. MacWatters, I am told that you head up one of the largest business organizations in Los Angeles; one requiring a capitalization of approximately Three Million Dollars annually, and that you must completely refinance your activities each year. This to me seems a little unusual, is it not?

Mr. MacWatters, general manager, L. A. Community Chest: Yes, Mr. Dale . . . your information is correct . . . and I suppose . . . unusual . . . especially when one considers that we promise our investors . . . a return that is largely . . . intangible.

Mr. Dale: Three Million Dollars and intangible returns! Why that sounds like a lottery, Mr. MacWatters.

Mr. MacW: No, . . . it isn't a lottery . . . to the contrary . . . it is a safe . . . and . . . sound investment. We even go so far as to guarantee investors . . . that they will receive . . . handsome . . . dividends and . . . what is better still . . . we have for the past ten years . . . since the inception of our organization . . . made good this promise.

Mr. Dale: Perhaps you wouldn't mind telling me something about the nature of your business?

Mr. MacW: Certainly . . . with the greatest of pleasure . . . Our business is . . . Community Insurance . . . insuring the community better . . . healthier . . . happier . . . and more useful . . . citizens; which . . . of course . . . means the savings of vast amounts of . . . tax monies . . . for crime and disease . . . prevention . . . in future years.

Mr. Dale: I think I begin to see, Mr. MacWatters; in fact, I was told that same thing a few weeks since by one of my neighbors, who was one of the volunteer solicitors for the Community Chest fund. He sold me the idea and I made a subscription.

Mr. MacW: Well . . . you will be interested to know . . . that you were one of more than . . . two hundred and thirteen thousand persons . . . who concluded that a subscription to the . . . Chest fund . . . was a . . . good . . . investment.

Mr. Dale: Did the local campaign not fall short of the goal and what effect will that have upon

the local welfare and relief agencies to care for the needy during the ensuing year?

Mr. MacW: The amount of the goal was . . . Three Million and Ninety Four Thousand Dollars . . . Restrictions of programs . . . and rigid . . . economies . . . will be necessary to enable the agencies to carry on through the year.

Mr. Dale: The demands doubtless will be very heavy.

Mr. MacW: At least . . . Ten Thousand . . . Five Hundred . . . orphans . . . half orphans . . . and neglected . . . children . . . are going to require care in institutions . . . and foster homes . . . besides . . . Eighteen Thousand . . . under-nourished school children will need milk . . . and hot lunches . . . every school day. Over Seventy-two Thousand children . . . and Twenty-three Thousand adults . . . will be started on the road to good health . . . at hospitals . . . clinics . . . maternity homes . . . and other health agencies. . . .

Questions

Would listeners whose interest was caught by the business build-up in the first sentences find the paragraphs about the Chest equally absorbing?

Does the latter part of this example need enlivening? If so, could you suggest some device which might serve?

Do the interviewer's questions sound as though he really wanted to know or thought the listener would want to know the answers? Are the questions interesting?

7 — *A dialogue on mental hygiene*

This is one of a series emphasizing that proper mental attitudes will help people live together with less friction.

Anne: Why, what's the trouble, Mary?

Mary: O, I've just had a letter from Tom's mother. She's going to come and visit us.

Anne: She is! Why, didn't you have a lot of trouble with her the last time she visited you? Wasn't that sort of a disaster?

Mary: I guess it was! — a major disaster. Goodness, that was a long time ago, when you stop to count up the years, although I sometimes feel as though it had happened just yesterday.

Anne: What was it that happened then? I've sort of forgotten.

Mary: Well, you know, when you begin to tell this story it sounds silly, and I suppose part of it was, because we had been married only two months, and it seemed to me that she had just

made up her mind that she was going to run our lives and, of course, I didn't want my life run — certainly not by her and, — oh, it was a general misunderstanding all around. . . .

Questions

Do you think of other social work topics which could be as simply discussed by fictitious characters?

Would you watch for Anne and Mary next week?

DRAMATIC SKETCHES

Here are brief quotations from three sketches or dramalogues, all based on case records of social agencies.

8 — *A sketch about a child in a foster home*

Doctor: Polly — for heaven's sake — what are you doing up at this time of night?

Mrs. Dean: Sh-h-h- be quiet Richard — I thought I heard a noise.

Doctor: You're imagining things — I didn't hear anything.

Mrs. Dean: You don't suppose it could be one of the children, do you?

Doctor: Of course not. Now get back to bed before you catch your death of cold.

SOUND EFFECT: CLOCK STRIKES TWO

Doctor: Two o'clock in the morning — Will you get back here and stop that worrying!

Mrs. Dean: No Richard — I'm going to find out.

SOUND EFFECT: DOOR OPENS SOFTLY.

Doctor: I don't see why you have to go prowling around the house —

Mrs. Dean: Richard — come here!

Doctor: Well, what is it?

Mrs. Dean: Look! — There's a light under Alice's door.

Doctor: What of it?

Mrs. Dean: Come with me till I find out what's wrong.

What was wrong in this case, was that Alice, a dependent child who had been placed in a foster home, was unnecessarily unhappy and worried. The dramalogue goes on to show how good team-work between foster mother and case worker straightened out the trouble.

Questions

Has the dialogue action?

What makes it move swiftly?

9—*From a radio skit used during a family welfare campaign*

Landlord: You know how it is — my house is eighty per cent vacant — I have to supply heat and electricity — if you can't pay me anything, not even a couple of dollars on account, what am I going to do?

Mrs. Mason: But what are we going to do?

Landlord: I don't know. I'm sure I don't know. Isn't there some way you could get —

Mrs. Mason: Look, Mr. Jenkins — we don't need heat, we don't need electricity — we can get along without them. Why don't you shut off the heat and light from this room, and then we could stay here without costing you anything, and then when Mr. Mason gets work —

Landlord: I couldn't do that, Mrs. Mason! Letting you stay here without heat or light — it wouldn't be — it wouldn't be kind.

Mrs. Mason: It's kinder than turning us out on the street.

Landlord: Well, you know how it is. I gotta do something.

SOUND EFFECT: DOOR BANG — DISTANT

Mrs. Mason: Wait — wait a minute — that's my — that's Mr. Mason downstairs — don't say anything to him — don't tell him please, Mr. Jenkins — go away and come back tomorrow, I'm sure something will turn up tomorrow.

Landlord: Tomorrow. It's always tomorrow.

Mrs. Mason: Please — please go — and don't say anything.

Questions

If radio listeners have grown critical of relief clients, would this kind of interpretation modify their attitude?

Are both the landlord's and tenant's points of view presented fairly?

Is the listener's interest in finding a solution to the problem aroused?

10—*This is taken from a travelers aid drama-
logue*

SOUND EFFECT: TELEPHONE RECEIVER LIFTED

Miss Gleason: Miss Bennett — Send this wire to Travelers Aid at Denver, Pueblo, and Albuquerque.

SOUND EFFECT: FADE IN MORSE CODE

Voice: JOE DE ORIANO 14 RUNAWAY BELIEVED EN-ROUTE CHICAGO LOS ANGELES BY BUS WIRE IF LOCATED

SOUND EFFECT: FADE OUT CODE
FADE IN MOTOR: BRAKES: BUS STOPS

Driver: Albuquerque Bus Terminal — 35 minute stop for supper — Everybody out, please.

Miss Clark: Hello, Bill — Did you have a young boy on this bus — traveling alone?

Driver: Why sure I did — see that kid over there — near those two men — He's the one.

Miss Clark: I hope so — Joe?

Joe: Yes, Ma'am?

Miss Clark: You're Joe De Oriano, aren't you?

Joe: Yes, that's my name.

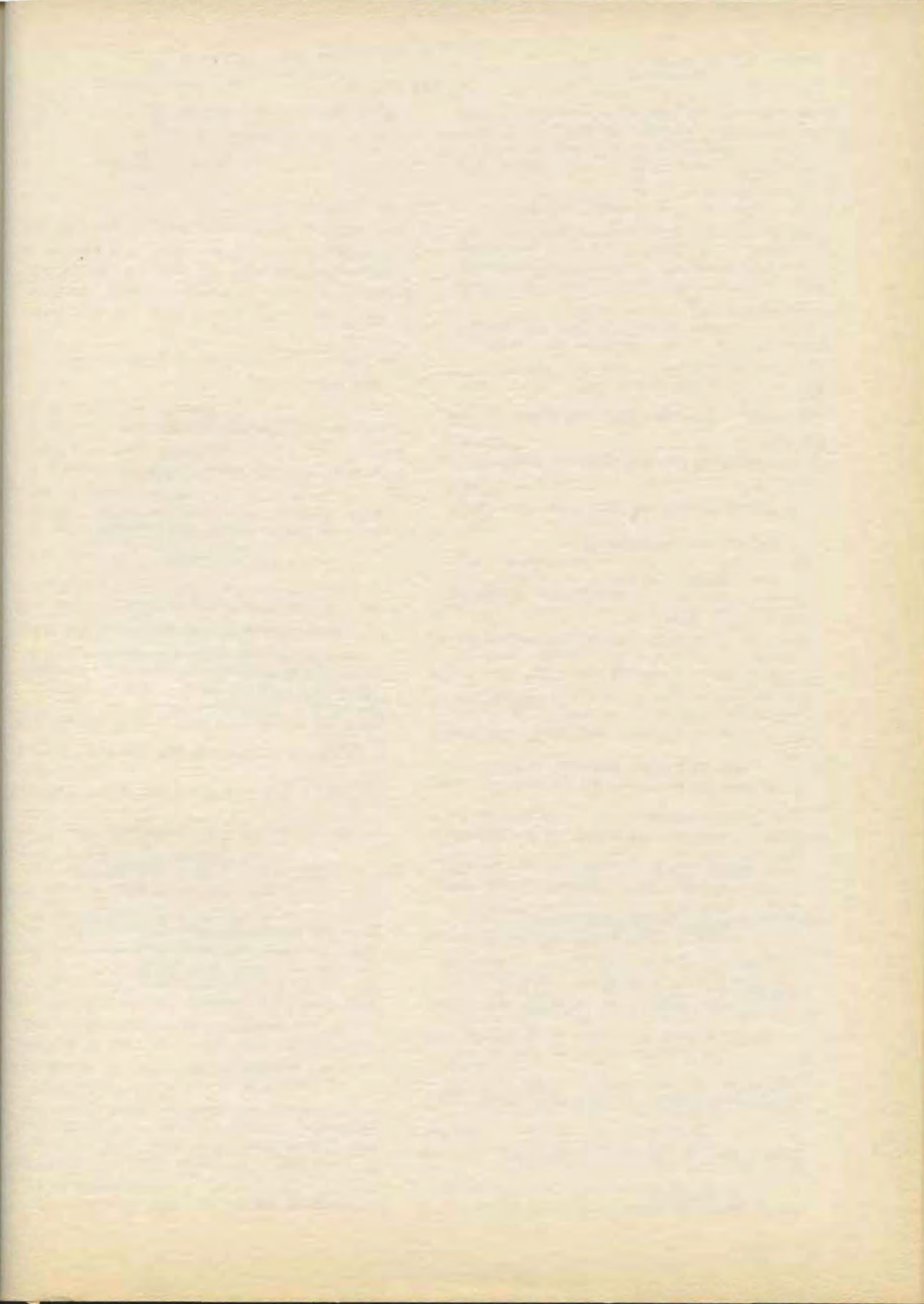
Miss Clark: Come over to my desk, will you — I'd like to talk to you. . . .

Questions

Is the pace quickened by the use of sound effects?

Is the scene recreated for you by sound and dialogue?

Do you wish to know the outcome?



PART TWO

Telling Our Story by the Written Word

V - - In Letters

VI - - In Bulletins

VII - - In Annual Reports

VIII - - In the Newspapers

Studying the Newspaper

IX - - In the Newspapers

Writing News and Feature Articles

Telling Our Story by the Written Word In Letters

THE letter is the most widely used and personal form of interpretation by the written word. It stands in the same relationship to social work writing that personal conversation holds to interpretation by the spoken word. Publicity secretaries may write newspaper articles or radio scripts; executives may prepare annual reports; but we all write letters.

Principles which we have applied to the use of the spoken word are still good when we put words on paper: selection of the material to be used in a letter, so that it will not ramble; restraint, so that it will not be too long; accurate knowledge of the facts we are writing about (sometimes written words are terribly permanent!); and audience-sense which, in the case of a personal letter, is narrowed down to an appreciation of the point of view of the person who will read the written words.

Every letter received arouses some kind of a response in the reader, whether or not it brings a reply. The response may be only a clearer understanding of some question relating to our work, or the goodwill of a potential friend. It may be a check for our agency's use, the attendance of a board member at a meeting, or the support of an alderman for a legislative measure. We may write letters merely to say "thank you" for help given. From such letters we hope to get the response of a pleasant impression about our agency in the recipient's mind.

There are, of course, "born letter writers," just as there are naturally sparkling conversationalists; but the straightforward expression of what we have to tell is often as effective as a brilliant style and may be acquired by practice. We don't always re-

alize what an important part letters play in our relations as social agencies with our supporters, co-workers, and clients.

Rules for letter writing are more apt to trip us than to help us, if we memorize them, and then try to squeeze a letter into that pattern. It is much better to analyze the impression made on us by a letter that we like. Doing this, we will probably find that

Its appearance is inviting (attractive letter-head and well-designed typewritten page),

The first paragraph captures attention and carries it on to the second,

The body of the letter states concisely and interestingly the situation which is the occasion for writing, and

The final paragraph makes very clear what response is expected, and inclines the reader to do something about it.

The length of a letter depends on who writes it, what the letter is about, who is to get it (interested people or strangers), and the talents of the writer. The ability to carry a reader into page 2 is a rare gift. Nevertheless, an expert on advertising copy reminds us that *Good-Bye Mr. Chips* and *Anthony Adverse* were both best sellers. The best seller is not necessarily the briefest.

To improve the quality of our letters we should write them spontaneously, and then apply the above tests. When there is time, it is a good plan to write a letter well in advance of mailing, and then forget it for several days. When it is "cold" it may be scrutinized with a critical eye.

Examples for Class Discussion

The letters reproduced on the following pages are arranged in several groups and discussion questions relate to each set.

1 — *A Group of Three Letters*

Here we have an informal, intimate letter, a friendly report of progress, and a formal invitation to membership. See next three pages.

Questions

Is the tone of each letter appropriate to the group addressed?

After reading all of them, do you still remember clearly the main idea of each? If not, is it because your interest lagged?

How would you shorten, or otherwise revise, any of the letters to hold attention?



THE NEGRO LITTLE THEATRE

801 NORTH FREMONT AVENUE
BALTIMORE, MARYLAND

PHONE:
LAFAYETTE 2308

September 16, 1935

Miss Anne Page
1212 Carrollton Avenue
Baltimore, Maryland

Dear Anne,

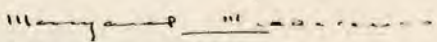
A real, flesh-and-blood, Our-Gang comedy was staged around here last season. Did you know it? The principals, though, were not Mickey nor Spanky nor Farina nor Arabella nor the rest of the Pathe younger set. Instead, they were you and I and all the Negro-Little-Theatre gang. Here's how we did it: maintained a mailing list of fifty-six names, an average attendance of eleven people, and an average monthly collection of one dollar and twenty-five cents. Major Bowes would have given that performance the gong long before the year was up. 'Twas a hell of a show.'

What are we going to do about the 'thirty-five--' thirty-six season? Well, the Executive Committee has this in mind for the immediate future: a studio production of Edna St. Vincent Millay's Aria de Capo for ourselves and our friends at the Orchard Street Hall, Friday, the eighteenth of October. We are already in rehearsal for it and think you are going to like it. The invitations are printed and most of the detail work done except making out the guest list. That we shall all do together. Please come to the Hoskins Studio, 801 N. Fremont Avenue, Monday the thirtieth of September, at eight o'clock and bring along names for five invitations. Further plans for the year await your endorsement.

One thing we are determined upon: the organization will hereafter function with greater precision. Our staff meetings are swell in this respect. That our membership meetings, committee meetings and rehearsals have not been so may be entirely our fault. We assume that it is. Please believe us, though, when we say that whatever the deficiencies in our set-up, we who represent it have never knowingly been negligent. Few, if any, of you know how hard and how consistently we have worked to make things go. We are willing to continue, but not in the same old rut, of course. Won't you help us get out?

BY EIGHT P. M. of the thirtieth of September--the meeting night, that is--may we have definite assurance of your support? We mean prompt, vigorous, sustained support! If you do not respond in some way, we shall take it that you are not stringing along with us any longer. That's reasonable; isn't it?

Very sincerely yours,


Margaret R. Williams
General Director

November 1935

To the Board of Trustees and Other Friends:

You who know Autumn by the red of the barberry and the smell of burning leaves, give a thought to our young neighbor who remarked "I kin always tell when it's Fall by the grape skins in the garbage."

There are other signs and symbols that are characteristic of the season and the West Side - little girls in faded cotton dresses hurrying to school where it's warm; little boys in overalls with nothing worn underneath, huddled over trash fires in the alley; old men on the street corners (probably forty but looking all of seventy) standing as they have stood for four years, with sagging shoulders, doing and probably thinking - nothing; women in their homes, barefooted - "my girl wears my shoes or she stays from school" - and trying to keep from eating that there may be enough for the "keeds."

Sure it's Fall - the Fall of 1935.

To go back a bit, 29,771 people took advantage of the program we offered in the Summer School, on the playground and in street play. Two unforgettable outings, one for boys and girls and one for the Nursery School and its mothers, were provided by our Winnetka Board. The mothers were especially thrilled by a whole carefree day which one of them described as follows; "We seen the lake, then we et all we could and then we were took for a ride in cars by ladies who talked nice with us."

The first week in October some 96 clubs and classes began their 1935-36 programs in the House. What would happen if this Center of friendly help were not here? After twenty years of seeing youth struggle for its bit of happiness I am willing to accept this recent pronouncement of a friendly police officer, "Gads Hill is like a lighthouse in this district where it's so darned hard to keep off the rocks." (No, Joey, that was not quite the word he used.)

Respectfully submitted,

Head Resident

ra/s

NEW YORK STATE COMMITTEE FOR PROGRESSIVE SOCIAL LEGISLATION

109 East 42 Street, New York • Suite 572-574

Murray Hill 2-5557

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Lillian D. Wald

October 12, 1936

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Mrs. Carl E. Whitney
Warren Winkelstein

The last seven years that our country has lived through have more than demonstrated that certain groups in our population will always need protection. Social security legislation is supposed to be a partial answer to this problem. This legislation secures certain services that can only be rendered by society itself acting through its government.

Are you aware of, or interested in, what happened to the program of social security which was before our legislature in its last session?

Do you realize that by three votes in our last legislature millions of dollars of federal moneys were lost to New York State, and that the underprivileged group of dependent mothers, crippled children and the blind were also deprived of this sum?

The New York State Committee for Progressive Social Legislation feels that there is a great need of supplying this kind of information to the voting public. There is no justification for injecting party politics or partisanship in legislation affecting the welfare of hundreds of thousands of men, women and children, but there should be a knowledge on the part of the public as to which of its representatives are making the kind of laws it wishes to have. Voters elect law-makers and these, as servants of the citizenry, are supposed to make laws which are acceptable to it.

For instance, how did the representatives of your district vote on social security measures during the last legislative session? If you do not know, are you interested in finding out?

We are writing you knowing your interest in the field of social welfare, to ask you to help us by becoming a member of our group. We wish no financial contributions but only the knowledge of your active support and willingness to further our aims. Will you sign and return to us the enclosed membership card?

Sincerely yours,

Chairman



Dear Mr. Fischer:

Who's job is it to look after these two youngsters?

Their father works part time, earning \$10 a week. Their mother is a good manager and somehow or other they usually get along.

But....

In the sub-zero weather, while we gathered around our cheerful fires, this little, independent family went under. The wind sailed through their flimsy tenement. Coal melted away, but the ice didn't. The little girl went to bed with pneumonia.

This family and others in just as desperate straits have come to the UNITED CHARITIES. They can't wait. They need a friend right now to help them through this crisis.

Shall we close our minds to their distress? Or shall we do - as Chicago has always done since it founded this agency in 1857 - give voluntarily, not because we must but because we want to help those less fortunate than ourselves?

A prompt check from you may, literally, save the life of one of them.

Yours very sincerely,

ROBERT A. GARDNER
PRESIDENT

JOEL D. HUNTER
GEN'L SUPT.

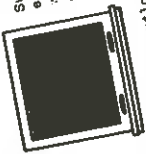
DEXTER CUMMINGS
VICE PRES.-TREAS.

UNITED CHARITIES OF CHICAGO
203-NORTH WABASH AVENUE

MRS. EMORY S. ROCKWELL
116 EAST 4TH STREET
HINSDALE, ILLINOIS

May 15, 1936

Suppose this were the view you saw every morning when you looked out your window -- and every hour of the day -- every day of the year -- all your life long -- just blackness!



A terrifying thought, isn't it? Yet such is the outlook of 5,500 blind men, women and children in our own state -- 3,500 of them needlessly so -- the state's the disgrace! To think that for the lack of some simple, preventive treatment, 66% of these darkened lives might have been bright, normal ones.

But it's never too late to help, and the Illinois Society for the Prevention of Blindness is doing a magnificent work throughout Illinois, saving the sight of new-born babies, curing and preventing trachoma, restoring the vision of school children and conserving the sight of the aged and infirm.

Operating on an entirely inadequate amount of money, its four staff members cover 1500 miles of Illinois territory every week, bringing their hopeful message which means that blessed gift -- sight -- to hundreds.

And so, when you look out your window at the sunny world, will YOU do something to avert this calamity which turns day into night?

Will you, out of very gratitude for your own rich gift of vision, send a check for the Illinois Society for the Prevention of Blindness today -- it can't be -- that and it can't be too small to do its magic share -- the community they may carry on their good work throughout the community and our state.

Cordially yours,
Member, Advisory Council,
Illinois Society for the
Prevention of Blindness

Please make check payable to
Herbert Waldock, Treasurer

EDWARD L. RYERSON, JR.
2800 WEST 16th STREET
CHICAGO

August 10, 1935

My dear Miss Barrett:

We might get along without a Council of Social Agencies in Chicago. Each of us could support his pet philanthropy, and no one would need to bother about such intangible things as "united planning for social welfare," or worry over duplication, overlapping, and competition among social agencies. It would be less humane, less efficient, less orderly, than our present system. It would be much more expensive to all of us in the long run. But it could be done.

I don't want to do it. I don't believe you want to do it. I'm sure that you feel, as I feel, that leadership and joint planning are a big part of welfare work today. But we can't have order, efficiency, and economy unless the people who believe in these things support them.

The Council receives some help from the Community Fund and from the dues of its member agencies. Twenty-five thousand dollars remain to be raised from Chicago's citizens. Your check would be a great help.

Very sincerely yours,

President, Council of Social Agencies
of Chicago



Kansas Childrens Home & Service League

1825 West Maple Street
WICHITA, KANSAS

April 8, 1936

Dear Mrs. Kersting

Each spring at Easter time we ask our Wichita friends to join the Children's Home & Service League and help in our effort to smooth the path of homeless children.

Here is an example of what might be called the spirit of Easter in action:



KANSAS CHILDREN'S HOME & SERVICE LEAGUE

Herman Newman, Superintendent

916 KANSAS AVENUE

TOPEKA, KAN.

September 30, 1936

As we look back over the summer, we are not able to see that the hot weather increased the demand upon us for the care of children. It was just the usual run of life's mishaps that brought these and other such children to the League:



Kansas Childrens Home & Service League

November 4, 1935

Channing Pollock has an article in the November READER'S DIGEST entitled "Giving with Imagination". He relates a number of interesting stories which bring him to the conclusion that:

"To give wisely you must go around with the pores of your heart open. Finally, sit down and think. Wise giving requires foresight, imagination and sympathy with mankind."

Topeka, Kansas

December seventh

1 9 3 4

Dear Mr. Jones:

With Christmas close at hand we again ask you to widen your giving to include some little child who needs help to make his way in this big world.

We have a dream that some day Christmas may find every child in Kansas in a safe and happy home. But the fact now is that little children, here and there, all over the state, are living miserably on the ragged edge of things.

Carl was one of the many children who, during the past year, needed a helping hand:

Carl's father, after their mother died, left his four children alone for days at a time in a Tourist cabin. Carl did his best to see that his brothers and sisters had a little something to eat each day and were rounded up at night. At the end, with his father gone for good, Carl had to be sent to a sanitarium for treatment and a long rest. When he was out again and on his way to a new home, he unburdened himself thus to our Visitor. "I don't want to get lazy, but I must remember what the doctor said. I can do a lot of chores but foot-ball's out. I'll like it anywhere so I don't have to change." Then past memories stirred and "It'll seem queer not to have to just scratch for Christmas," he ended.

It just isn't in us to let children take the knocks. At this season, particularly, the best that is in each of us comes to the surface and our sympathy is sharpened. Will you send as full a stocking as possible in order to hurry along that dream of a home for every child?

We wish for you a happy Christmas and a blessing on your home and family.

Yours sincerely,

Herman Newman

Herman Newman,
Superintendent.

HN/rh

2—*A Group of Letters Asking for Money*

The questions below relate to the letters on the four preceding pages.

Questions

Does the letter begin in a way that captures attention? Note especially the timely beginnings of the series of seasonal letters from the Kansas Children's Home and Service League.

Is the reader, or his interests, or his point of view, brought into the opening paragraph?

Do interest and approval grow as you progress in reading the letter, or do they drop after a striking opening paragraph?

What reinforcement, if any, is needed through an enclosure? Should the letter be supplemented by a human interest appeal through pictures and stories? By more facts and figures? By a simple contribution blank?

Does the letter carry added prestige and conviction because of the person who signs it?

3—*A Group of Letters of Thanks*

Group 3 is made up of letters of thanks to donors. See opposite page.

Questions

Would these letters increase the feeling of goodwill toward the agencies that sent them?

Are they sincere? Friendly? Informative?

Do they pave the way for further efforts to win the interest of the recipients?

4—*A Personal Letter*

When a writer is full of her subject and knows her material is interesting, the letter practically writes itself. This is well shown in these paragraphs from a social worker's letter about flood conditions.

I cannot begin to tell you of the misery and suffering. People are being rescued from house tops. We have been unable to get boats in here fast enough to remove the people . . .

Martial law has been declared in these places. All drug stores have been flooded and medical supplies shut off. We are rushing clothing to all stricken areas as fast as we can turn it out of the sewing rooms that are run-

ning, and from commodity depots. Blankets and cots that have been sent in, have been rushed out. All yardage that we have been able to make available, has been made into sand bags and clothing. They were in such dire need of sheets that the material was torn into sheets and we did not even have time to hem them. We have put WPA women in the emergency hospitals nursing, and in the kitchens serving food . . .

The sewing room in Harrisburg is under water late this afternoon and we will not be able to sew there any more. We took the women into the room this morning by boat . . .

If things were not so terribly serious, you could almost laugh at the appearance of our office. People coming in, dirty faced and men with beards. I do not think I can ever wash the dirt off my own face . . .

We have had to remove women from flooded homes and house tops, who were pregnant and ready to be confined, but I think we will be able to save all of them . . .

Questions

Is this natural, swift-moving, and vivid style of writing something to try for in letters on less dramatic subjects?

Can you tell friends of your agency about the day's experiences as concretely as this?

5—*The Appearance of Letters*

Do the letterheads reproduced on the last few pages help or hinder the letters in making a favorable impression?

Negative qualities: Claims too much attention for itself because type face is too black or too large; combination of too many and varied elements as lists of names, symbol, slogan, and borders; page too type-heavy with lists of names; over-decorated.

Positive qualities: Attractive design; illustration, if used, appropriate and attractive; pleasing texture and surface of paper; well-balanced arrangement of lists of names; printed matter does not encroach on space needed for margins, and for the letter itself.

Do the mechanics of producing the letter make it look inviting? Note spacing, margins, paragraphing, filled-in address and signature.

How would you improve the appearance?

If the letter were shortened and additional information given on the inside pages or on an enclosure, would the appearance of the page be improved?

A Group of "Thank You" Letters

NATIONAL BOARD

of the
YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS of U. S. A.

600 Lexington Avenue
New York City, N. Y.

41 MT. VERNON STREET

Boston Society for
the Care of Girls
Incorporated 1903
Arthur Adams, Treasurer

CHILDREN'S AID ASSOCIATION

BOSTON, MASSACHUSETTS

Boston Children's
Aid Society
Incorporated 1905

I. Tucker Burr, Jr., Treasurer



September 28, 1936

November 23, 1936

My dear Mrs. Burke:

In behalf of the National Board I want to express my appreciation for your pledge to the 1936 budget for national and world work.

The continued interest and support of our friends makes possible our service to girls and young women at a time when lack of employment, threats of war and general uncertain conditions do much to disillusion and discourage youth.

Your pledge not only helps us in this service but also brings us fresh courage as we enter upon the year's work.

We are deeply grateful.

Sincerely yours,

Margaret M. Hatch

Mrs. Harold A. Hatch
Chairman
National Support Committee

Family Welfare Society Employees,
41 Hawkins Street,
Boston, Massachusetts.

Dear Friends:

We have been informed by the Community Federation of Boston that you designated a gift of five dollars to the Children's Aid Association during the Community Fund Campaign last winter. On behalf of the directors of the Association I want to thank you for this evidence of your interest and confidence in our work.

About once a month, except during the summer, we publish a little folder, "Our Children", the latest copy of which I am enclosing. Your name is now on the mailing list and I trust you will be interested in reading about the boys and girls your gift is helping.

Sincerely yours,

I. Tucker Burr, Jr.

Treasurer

My dear Mr. Smith:

Every new contributor to the Council of Social Agencies is especially welcome in this time of increased responsibility. I want to add my personal appreciation to that of the board and staff for your gift of ten dollars. Your interest and support are as valuable as your check which is particularly helpful this year.

Very sincerely yours,

President

Mr. John Smith
207 North Wabash Avenue
Chicago, Illinois

On behalf of the Family Welfare Society, I want to thank you for your gift of _____ made through the 1936 Community Fund.

We are glad to welcome you to membership in the Society, and are adding your name to our mailing list, so that you will receive our bulletin, Family Welfare, of which I enclose the first issue for the current year. We publish this leaflet in conformity with the provisions of our By-Laws, which state that one of our objectives shall be "to interpret social facts." We hope that you will find it an interesting way of following the progress of the work in which you have become a partner.

We appreciate greatly the trust which you place in the Society by designating it as a beneficiary of your donation to the Community Fund.

Sincerely yours,

John F. Moors

John F. Moors
President

April 21, 1936

Dear Mrs. Henderson:

You probably have no idea how much your continued support means and the encouragement it brings. Our job of education and understanding seems particularly important at this time when the temptation to rally public opinion against the alien is so acute. I hope you will feel that your gift is not only helping the Service to meet a real human need on the part of the present generation of newcomers, but is also a contribution to our American traditions of tolerance and equal opportunity.

With much appreciation, I am

Sincerely yours,

Read K. Raw's

Director

Mrs. William J. Henderson
135 East 88th Street
New York City

Telling Our Story by the Written Word In Bulletins

THE personal letter, even when mailed to a fairly large list, carries a definite message from one human being to another. The bulletin, sometimes called a house organ or a news letter, uses written words to reach numbers of people at regular or irregular intervals. The letter ends with an individual signature, and should express the personality of the signer. The bulletin, even when written entirely by one person, is the voice of the agency, and should express the agency's philosophy and point of view.

The style and content of a bulletin should depend to a large extent on the public to be reached and the purpose. Is it an "inside" news letter to a large staff, put out with the idea of building esprit de corps? We can be far more informal in writing to this inner-circle audience than in editing a bulletin designed to tell contributors how their money has been spent, and to keep their goodwill and financial support. Many national and state agencies issue service bulletins or magazines, recording happenings and developments in one field of social work. These are often impersonal and matter-of-fact in style and practical in content.

Our audience-sense should help us to tie our copy into the immediate interest of the group we are addressing; our nose-for-news should guide us in the selection of timely material; we need re-

straint in condensing copy to fit space without crowding, and accuracy, simplicity, and sincerity are as necessary here as in all other good publicity.

The bulletin is our best opportunity to tell our own story to readers of our own selection exactly as we want it told. No headline writer or re-write man will distort or cut its copy. On the other hand, no editorial judgment except our own will discard it and substitute something better. This lays a heavy responsibility upon us to hold interest and develop the bulletin-habit in our readers. Unread bulletins are not only a publicity liability; they are a waste of other people's money. At least once a year those on the mailing list should be asked to vote yes or no on whether they wish to continue receiving any bulletin. A return postal card enclosed in one issue or some other device will serve this purpose.

News letters now in use by social agencies are of all sizes, from simple folders 3 $\frac{1}{4}$ " x 5" to magazines 9" x 12". They are produced by mimeographing, the offset process, or printing. They are illustrated, or undecorated, colored or plain. But whatever the height, weight, cost, or complexion of these news letters, the best of them are attractive in appearance, timely and specific in subject matter, human in tone, and easy to read.

Examples for Class Discussion

The bulletin pages reproduced here are all taken from local publications which go to contributors, friends, board members, or fellow workers, or to all of these.

A basis for discussing these examples, and others which may be submitted by members of the group, will be found in *The House Organ — Ambassador of Social Work*. (See the reading references.)

Questions

Which of these bulletins are so written that they establish friendly relations with their readers?

Which report facts as definitely and concisely as a newspaper?

If you were editing a bulletin, how would you decide which style to use?

Note that *Inside Information* devotes this issue to a single topic, summer camps; that a chest bulletin, *Three Minutes*, relates a current event to the work of a member agency; that *Charity Fund News* contains a newsy series of brief items.

How would you select the content for your bulletin?

Do the titles and headings lead you on?

Do they help to make the appearance of the page inviting?

Why does the first glance invite reading of some pages rather than others?

Note the spacing of the text. Which pages have generous margins and "breathing space" between the lines? Which look crowded?

Inside Information

FROM THE
JEWISH SOCIAL SERVICE ASSOCIATION
71 WEST 47TH STREET, NEW YORK, N. Y.

VOLUME 2 JUNE, 1936 NUMBER 2

Let Them Eat Grass

"You must excuse me I can't talk English good, but I must tell you how a mother feels to send her child to Camp Rainbow. When I left my girl go to camp, I thought, a charity camp, you must excuse me, for nothing you get nothing. But my child went from me bones and came back a doll. Then, after my child comes back, I get a letter, a lady from camp is coming to see me. I think she'll be high tone, a stuck-up-nick. But no, comes a camp lady and she's plain and friendly. She wants to teach me how to keep my child well. But cabbage and green leaf she says I should give her. I think, here I'm poor so they tell me to eat grass. Grass is for horses. But then, I see my child loses weight, gets sick, and I think maybe I try to do what she told me, so I follow what she tells me and from a book she gave me. And now it's altogether different by me in the house. I myself am

Page Two

feeling much better, and the other children, too. The house even is different.

"I only wish Camp Rainbow should grow and be able to take more children."

Camp Rainbow

The above speech—abbreviated, but otherwise unchanged—was made at a reunion of Camp Rain-



Gee, I wish I was undernourished

INSIDE INFORMATION

bow alumnae and their mothers. Each year, this camp gives a whole summer in the country to fifty seriously undernourished children in families under the care of the J.S.S.A. And during the rest of the year, periodic clinic examinations and home instruction to mothers by a trained nutritionist make sure that the gains of the summer are kept.

Briefer Vacations

Camp Rainbow can care for only the fifty most serious sufferers from malnutrition among the children under our care. What about the others?

Well, last year the J.S.S.A. arranged for country vacations of two to four weeks for 664 of its children, young girls, and mothers. These vacations are much more than a respite from city heat and an opportunity for fresh air. They mean a brief release from the harassing strain of an atmosphere often oppressive because of disturbed family relationships, physical or mental illness, and personality difficulties, magnified tenfold by economic hardships. A chance to get away even for a few happy weeks may make an enormous difference not only in the

health of those who go, but in their attitudes, and in their capacity for getting along with others, both inside their own family group and in the community.

Few Are Chosen

Of course only a fraction of the number of children who could profit by vacations can have them. Which ones need vacations most urgently? Each year at this time the social workers in all our district offices struggle to make the wisest choice.

Here's Arnold: Everybody wants Arnold to go to camp. "One of the brightest," his teacher telephoned. "Tops in every subject. I hope you can send him to camp." . . . The doctor thumps Arnold's sturdy ten-year-old body: "Good development. Camp would give him some color, and an extra pound or two won't hurt." . . . Arnold himself speaks eagerly: "I'd like camp. I could learn some new swimming strokes . . . And nature study! . . . I could make a bug collection!" . . . And Arnold's mother: "We hide our worries from Arnold. We stop quarrelling when he's home from school . . . But I'm afraid of the summer. If

THREE MINUTES

With the Dayton Community Chest
May 4, 1936
Vo. 8. No. 1

Too Late!

Last week the country shuddered with horror as it read the details of the assault and slaying of a former Dayton girl in her New York apartment. The majority who read the sordid details and who tried to visualize what kind of human could be guilty of such a horrible deed, undoubtedly conjectured the picture of an ape-like maniac haunting darkened hallways. Instead, when the crime was solved, the murderer was a young man of average appearance, giving no indication of the beast that lurked within.

Yet, in the files of Public School No. 4, Manhattan, there has repositied the past decade, according to newspaper accounts, a little yellow card that gave definite index to Fiorenza's defective personality.

One of the medical reports attached to this yellow card, it is recounted in these newspaper stories, speaks of John Fiorenza as a "split personality." In ordinary language this means there are two John Fiorenzas—the one who

INSIDE INFORMATION

Page THREE

my husband doesn't get work . . . If Arnold could only go to camp!"

Miss Jessa, too, would like to send Arnold to camp. But here's Arthur, failing in school, undisciplined. The group life at camp, and the influence of a friendly camp counsellor would do much for him . . . And Alan, a morose, sad-eyed child, ashamed of home quarrels after his Dad's drinking sprees . . . And Joanna, who is ten but looks seven . . . And Bill, who disappears every now and then with a young gang, and was once found in a burlesque house.

Miss Jessa sighs. Not a chance for Arnold. These others need it more . . . But suppose it is impossible to send all four of them? So many things to consider—health, personalities, home situations, and the grown-up worries as they affect each child . . . Bill and Alan and Joanna and Arthur . . . Miss Jessa braces herself, and tries to list them in order of greatest need.

Co-operative Council Anniversary

Ten years ago, three volunteer visitors of three small societies met in a tenement-entrance, all looking for the same family. They

learned that the family was being helped by all three agencies . . . That incident marked the recognition of a need for cooperation between the various small benevolent societies and the J.S.S.A. . . . As a result, the Co-operative Council was started.

This month, the Council celebrated its Tenth Anniversary with a sketch called *Ten Years Ago and Now*,—a dramatization of its brief but significant history. Today, the Council has fifty-eight member agencies, of which the J.S.S.A. is one. They meet regularly to discuss their activities and the problems in the community which affect the people they help. This discussion has been most fruitful. Through it they have not only avoided duplication of services, but have been courageous enough to change their functions when it was discovered that a need existed for which they were better equipped than the one upon which they had originally embarked. The Council can be justly proud of the intelligence and flexibility of its member agencies; and especially of their willingness and eagerness to direct the full momentum of their activities for the common good.

MOTHERS GIVEN A VACATION, TOO

The fresh air camp of the Salvation Army, is again providing happy, healthy vacations for mothers and children in one-week sessions. Each week a new group of 130 is taken out by friends in the local club organizations. The fresh air camp is the only one in Kansas City which gives the mothers a chance to get away from home. They are allowed to do just as they please except for a small amount of work in the camp kitchen. Many of the campers have gained as much as four and five pounds weight during the session. Underweight children are given milk twice a day. The camp is under the direction of Mrs. A. E. Chesham.

* * * * *

VOLUNTEER BUREAU MAKING GOOD

Capt. and Mrs. George Paull of Junction City, Kans., will arrive in Kansas City July 15 to take charge of the Southwest Corps of the Salvation Army at Twenty-ninth and Holly streets. The building is being completely renovated prior to their coming. The Paulls will succeed Capt. and Mrs. Kyle Piercy. ---

The first steps taken in any undertaking are always watched with the greatest of interest--so it is with pride the newly organized Volunteer Service Bureau reports on its first month of "active" work. Miss Sarah Lechtman is chairman of the committee.

During June 667 hours of Volunteer service were given. Of course this is not all the volunteer work that is being rendered but it is the work of the volunteers who have registered and have been placed through the Bureau. A good share of the work was in the neighborhood houses assisting with the summer play schools and in the child health centers. To date there are 65 volunteers registered.

The newest project of the Bureau is the training course for Volunteers working in the child health centers. Miss Blanche White, caseworker at the Mental Hygiene Society, is the instructor. The first meeting was July 8, and the next two will be at 9:30 o'clock, July 15 and 22 at Plaza Hall.

Any information on the Bureau may be had by calling the placement secretary, Thelma Kratochvil, MAin 3981.

* * * * *

MORE GIRLS TO SUMMERCAMPS-- PLANS COMPLETED

Mrs. E. S. Crockett will be director of the girl's camp at Camp Bohoca that will open for two sessions of 12 days each August 2. Mrs. Crockett, now a Kansas Citian, is a graduate of Posse-Nissen School of Physical Education, Boston, and a graduate of Posse-Nissen Camp, school for camp administration and direction-ship.

This will be the second summer the girls from the neighborhood houses have been fortunate to use Camp Bohoca and plus the two sessions that they will also have at Camp Washita, this summer 315 different girls will be given a summer camp vacation.

Each house is sending one councillor and two junior councillors to assist with camp activities. For the most part the girls will be from 10 to 18 years. The houses participating in the two camps are Jewish Educational Institute, Italian Institute, Mattie Rhodes Neighborhood Center, Whatever Circie Community House, West Side Community Center, Minute Circle Friendly House, Swope Settlement, Institutional Church and Guadalupe Center.

150 colored girls from the Paseo Y.W.C.A. and Urban League will have a camp this year on a site near Pleasant Hill, Mo. It opens July 11 and will be for three weeks--50 girls attending each session.

* * * * *

PLAYGROUNDS IN FULL SWING

The entire summer program of the fifteen supervised playgrounds is based this year on the Olympic theme. Each playground selected a country at the opening of the activities and will represent that country throughout the season in all citywide events. At the close of the summer, points will be totaled to determine an Olympic champion. Three citywide events have already been held including a horseshoe tournament, a roller skating carnival, and a checker contest. At present Budd Park is in first place with Ashland Square second, Mulkey Square third, Sheffield Park fourth and Yeager school fifth. A kite tournament at Swope Park and a swimming meet at Penn Valley are the next feature events. The playgrounds are directed by A. O. Anderson with Les L. Warren, James F. Schooling and Miss Helen Fahey as supervisors. Miss Fahey is taking the place of Miss Patric Ruth O'Keefe who is spending the summer in Europe.

* * * * *



NEWS LETTER - COUNCIL OF SOCIAL AGENCIES OF CHICAGO

"Truth, from Good Motives, for Justifiable Ends"

July 20, 1936

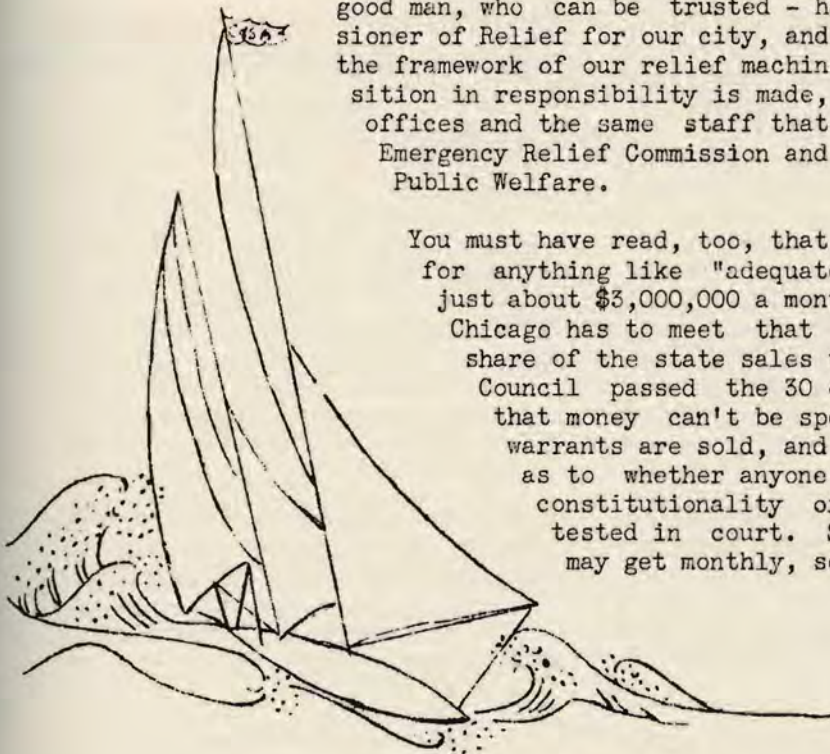
SAILING THROUGH THE SUMMER

Turning over a new leaf on the desk calendar we found, on July 20, "Remember to write breezy summer report to contributors." That note was made last spring, when summer work was being charted in advance, before this latest relief squall loomed black on the horizon.

Last summer, as we hope you remember, we sent you a very informal hot-weather report of the way we were spending your money. So many friendly letters came back that we decided to do it each summer. So here goes - and we'll be as breezy as we can, with all the trouble that's abroad in the land.

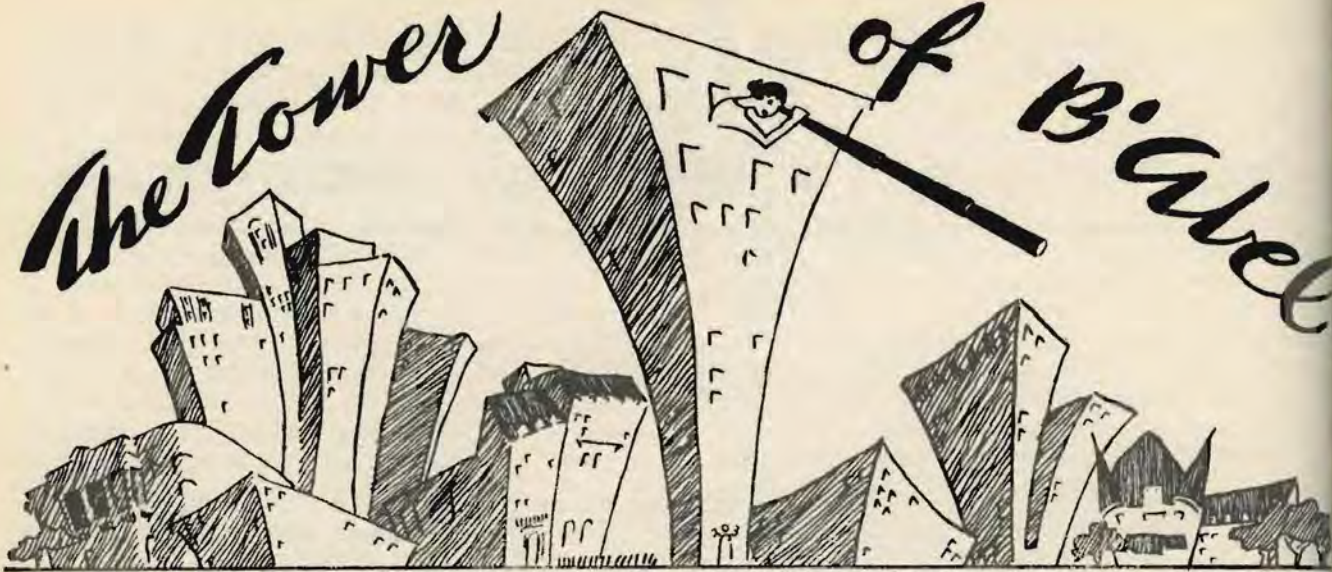
You have read the papers, so you know the general outlines of that trouble. You know that public relief in Chicago is now in the hands of the City Council, that Leo Lyons - a good man, who can be trusted - has been appointed Commissioner of Relief for our city, and that he is trying to hold the framework of our relief machinery intact while the transition in responsibility is made, to keep the same district offices and the same staff that were used by the Illinois Emergency Relief Commission and the Cook County Bureau of Public Welfare.

You must have read, too, that at the very lowest figure for anything like "adequate" relief, Chicago needs just about \$3,000,000 a month; and that all the money Chicago has to meet that need is \$1,318,000 - our share of the state sales tax. To be sure, the City Council passed the 30 cents property levy, but that money can't be spent until tax anticipation warrants are sold, and there are serious doubts as to whether anyone will buy them until the constitutionality of that ordinance has been tested in court. So the \$667,000 which we may get monthly, sometime, from the property



203 NORTH WABASH AVENUE
TELEPHONE - STATE 8394

The Tower of Babel



S. Peck (B-R) Central H. McCornick W. Side (B-R) Metropolitan S. Side Central K. M. Gill

January, 1936

"Babel (according to Webster): to blab, blurt, cackle, chat, gossip, jabber, murmur, palaver, prate, prattle, tattle, or twaddle". This Tower does all those things concerning the affairs of the Y.W.C.A. of Chicago, for the benefit of its staff, board and committee members.

Down with January!

Something really ought to be done about January. Quite aside from the weather, and the fact that you are still brooding over getting three copies of North to the Orient for Christmas, January is a dull old omnibus of a month, in which you have to do all the disagreeable chores that you blithely put off in December because of the dear sweet alibi of Christmas. Then there's the matter of annual meetings. January simply bristles with annual meetings that you are expected to attend, luncheons and dinners ranging from \$1.00 to \$2.50 per. And it's small comfort to reflect that we of the Y.W.C.A. had ours back in October for 35¢. Also in January come pitiful appeals from little Y.W.C.A.'s round about Chicago asking you please to come down next week and be the chief speaker at their annual meetings. Or if you can't, please suggest somebody wise, clever, forward-looking, conservative and inspirational who can. You have never gone, and have never found anybody who would or could, but still the appeals come and it's all very disheartening. Thirty days hath September, April, June and November, but January must have at least seventy, and all of them are horrid--

Hope Springs

Hello, a little ray of sunshine just filtered into the room--a memo from the finance department, attaching a letter and a two dollar check in answer, so the writer says, to a letter and folder of appeal sent out last June. Heigh ho! Whatever else our Y.W.C.A. publicity may be, you'll have to admit it is durable! Maybe we can make the rest of this Tower a bit more cheerful. So--

We asked some of you to listen in on the Y.W.C.A. radio program over W. B. B. M. on December 7, and quite a few of you did. We were particularly interested in

Telling Our Story by the Written Word In Annual Reports

WE may beg off from speaking at meetings, or decide not to issue a bulletin, but the annual report is a publicity "must." We all write reports — with varying degrees of effectiveness. The proper time to begin writing next year's is while the ink is still damp on this year's efforts. It is a good idea to keep a log or diary or a loose-leaf file, and jot down happenings and comments while they are freshly in mind so that highlights of the year's experience will not be overlooked. Too many of us wait until the last minute, and then try to recreate the year's story from minutes of meetings held six months ago, and now as dead as frozen mutton.

When we come to the moment at which the report must be put into final form (and let's not put that moment off too long, either) our news-sense must be called into play to select the best of what there is to tell. The interest of our audience comes first. Who will read the report? It will probably go to members of the inner circles: board members, cooperating agencies, contributors, and key people. We have a right to assume initial interest on the part of these groups of readers, but not a ghost of an excuse for boring them, or for making the reading of the report a tedious chore. The news value to be found in a record of achievement and change may bring the report to the attention of newspaper readers, but it should not be written primarily with this general public in mind.

The restraint discussed in earlier lessons will help to keep the annual report within its proper limits. First of these are the dates that mark off the year's work. They should appear on the title page, especially if the fiscal year does not coincide with the calendar year. We may overstep them in a very few ways, for legitimate reasons: to contrast this year's work with the previous year's experience, for instance; to glance swiftly at the past, and to foreshadow the future; but the meat of the report should lie within those dates.

Having built our chronological fences, we may next consider the subject matter. What do we expect this annual message to do for the agency? Should it make clear the most urgent problems? Interpret clients as human beings rather than sta-

tistical units? Defend the agency's program and philosophy? Introduce the professional staff? These are all legitimate objectives of social work interpretation, but how prominently should they be featured in the annual report which is, first and foremost, the story of a year's progress?

The introduction may say, briefly, "This is what our agency is and does." The conclusion may say, again briefly, "These are things we couldn't do, although they should be done, and by us. With your help we hope to do them next year." But the body of the report should say, explicitly, "This is what we did last year."

The relation of the agency's work to the community plan for social work, and to the national program of which it is a part, should be included somewhere in the report.

Your final limitation is purely physical. How long should the report be? Expense and form must be considered here, as well as readability. We can lay down no rules for the length of annual reports.

Organization of the report is another important consideration. Is it to be subdivided,

- a — By the months or season? Would a running story of the year's progress be effective? Or
- b — By departments — each featuring a different service that the agency gives? Or
- c — By personalities — the president speaking for the board, the executive for the staff, the treasurer for finances?

Finances should certainly be included. Once a year, at least, we should account to the supporters of social work for the way their money has been spent, whether the support comes in gifts or taxes. But figures, whether service or financial, should be simplified for a large audience, interpreted in the text, and given significance in the year's story.

THE APPEARANCE OF THE ANNUAL REPORT

The annual report is more formal than the bulletin or news letter. It is the agency's yearly bow to its widest circle of friends and acquaintances, and should be made in becoming attire and with best foot foremost, but with the simplicity and

sincerity that are part of all good manners. Although it need not be expensive, it can and should be attractive and easy to read.

Good appearance of printed pages is achieved by team-work between the printer and the person responsible for the report. It is our business to prepare copy and to cut it to fit the space. Selection of type, size of pages, quality of stock, and details of decoration should be planned in conference with

the printer. This calls for some knowledge on our part of the essentials of good printing, especially if we must cut costs by shopping about for competitive bids. The alternative is to employ one competent printer who can be trusted with all of these details.

Illustrations for reports will be discussed when we come to "telling our story in pictures."

Examples for Class Discussion

The examples taken from annual reports which follow are grouped so that content and style may be discussed first, and appearance second. In advance of this discussion, members of the class would do well to read, *Writing the Annual Report*. (See the reading references.)

1—*A Group of Opening Paragraphs of Annual Reports*

a—From a report of a health officer:

In presenting my annual report for 1935, may I first call to your attention a fiscal fact? Notwithstanding consistent parings of the Board of Health budgets for several years, we have kept within our total appropriations. Loyal employes have used many devices to compensate for financial handicaps, although various activities have of necessity been curtailed. It is expedient that I repeat once again—continued cutting of public health appropriations will reduce activities to such a low level that, sooner or later, thousands of dollars will have to be spent to do the work a few additional hundreds *could* do now.

b—From a settlement house report:

The past season was full of excitement and anxiety. There was not space enough for those who wished to use our facilities, nor time enough in which adequately to serve those who came to us for help. The House meets a great variety of needs. Not only does it help in furnishing material necessities, but it provides many cultural opportunities especially thirsted for in a period of prolonged unemployment. It includes, also, for those who desire it, an opportunity to work out their own problems, to express their interests and to hold meetings of their own. During the most crowded times, the House and its branches had a weekly attendance of over 10,000 people. One hundred and ten volunteers helped the regular staff. New groups were formed to meet new demands. Readjustments had to be made.

c—From a family society's report:

The calendar turns and another year adds itself to the preceding sixty which constitute the past of the Jewish Social Service Associa-

tion of New York, formerly the United Hebrew Charities. This is the season to take stock of ourselves and to report to those of you who, either through Federation or directly, have made it possible for the J.S.S.A. to help 5,658 families in 1935. These pages will tell you how they have been helped, and how the J.S.S.A. has kept pace with the changing world.

What most distinguishes 1935 from our earlier years is the extent to which the J.S.S.A. has been drawn into the pattern of the whole community. Not only in its professional activities as a family welfare society, its cooperation with public and private bodies, its general civic interests and representation on socially forward-looking committees; but even in its financing. Against the somber background of the depression, Jew and Gentile joined forces as early as 1931 to help support private charities. And in 1935, our share of the funds collected by the Citizens Family Welfare Committee for the eleven family welfare societies of New York City made up an appreciable per cent of our budget.

d—From another family society report:

Since the publication of our last report five years ago we have made our way through troubled waters. We have been forced by circumstances to change our course from previously charted directions.

We have abandoned some functions performed for many years and have assumed new ones to meet the changing conditions and needs of the period.

Each change has been carefully thought through by the board, the district committees and the staff. There has been constant consideration of changing programs in other agencies and effort to correlate our services with those of the other social agencies and to integrate them into a comprehensive community program for meeting human needs.

We feel that definite gains have been made, despite the limitations which depression conditions have made inevitable. We have found it necessary in these hard times to weigh every type of service performed by our agency and to test each method. Through all the changes

we have retained the fundamental principles of the case work approach to family problems which we find as valid under present conditions as they were when affirmed by the founders of our association fifty-three years ago.

Questions

Does each of these opening paragraphs strike a good keynote for an annual report?

If you were already interested in the agency would you like to read on? If you were not?

Are any of them overloaded with social work terminology?

If so, can you substitute what Conrad calls "fresh, usual words" for these phrases?

2 — Interpretation of Service Figures

In the examples which follow, service figures are presented in varied ways.

a — Figures explained in the text:

How many of our readers, even Board Members, really understand not only what the Neighborhood League does, but what it hopes to accomplish? Undoubtedly any lack of knowledge is our own fault. We have trusted too long to the power of figures. When I tell you that this year, besides the work of four nurses, the Neighborhood League has sponsored over 100 community gardens, paid for a leader on the playground, and, in the social service department, three workers have cared for 178 new families, while also carrying 381 old ones, I have a picture before me of those who have been helped.

I see the proud owner of one of the free gardens, pointing to his shelves stocked for the winter; the 330 children who woke up Christmas morning with surprises in their stockings; I hear the summer playground crowd dispersing after an evening ball game; and I see the busy clothing committee getting children outfitted for camp and school.

I remember a young girl, the oldest of nine children, her father a semi-invalid, the family receiving the minimum amount for food and shelter, who came to the office bashfully asking if we could buy material for a dress for her first high school ball.

I still can feel the gratitude of the man whose oldest child was hopelessly ill when he was told we could save his home by carrying the interest on his small mortgage until he was able to secure work.

Each and every one of you, who can not even turn a *fake* collector from your door without giving him something, would have been moved by the needs of these neighbors if they

had come to you. But when you think of each of them as a classified case you remark, "How cold is charity!" Charity is not cold. If it is, it is not charity.

If you could know how worried our workers get because an old-fashioned grandmother living with a lively family of young people makes those she loves miserable; or because Mr. T, who is out of work seems to become more and more depressed after losing his home, and "wonders why he was born to such trouble"; or because they do not know what to do for a family so proud that they won't accept coal, but live in a huge house heated by a fireplace; or how to reconcile an excitable couple when the husband accuses his wife of threatening to kill him; — if you could know the patience with which the worker listens to a family's troubles or to the man who thinks the system is against him, and how well-trained and sensitive she must be to know the psychological moment to help them change their attitudes; if you could hear the government workers who come to our office troubled because government money does not include needed glasses or rent or tools, to say nothing of new stoves for old ones, — you would never again say that social work makes workers hard. No, there is no such thing as the tight-lipped social worker of story and screen.

b — Service figures which show relations between services and costs:

HEALTH SERVICES \$442,749

- 884 families under the care of the Tuberculosis Family Division received help in meeting health and social problems, as well as financial aid.
- 461 families, through our Nutrition Service, have been personally helped to protect health and to relieve their economic situations by obtaining maximum nourishment at minimum cost. In addition, thousands of school children have been taught the relationship between good teeth and good health.
- 4,265 families were given continuous nursing supervision— including such services as arranging for the care of illness, and for physical examinations of members of the families under the care of the Association in order to discover and correct physical defects, and to eliminate as nearly as possible preventable diseases.
- 543 mothers were given special maternity care.
- 482 mothers were given a rest period of three weeks or more at Caroline Rest after child birth. Teaching the mothers the proper physical care and habit training of their children is an important part of the service rendered at Caroline Rest.
- 78 children of pre-school age, from homes where tuberculosis is a problem, were cared for throughout the year at Chelsea Day Nursery—a day tuberculosis preventorium.
- 1,292 pre-school children received special medical and nursing care at Mulberry and Columbus Hill Health Centers in order to prevent and correct physical defects.
- 4,150 patients made 7,038 visits to AICP's medical clinics.
- 13,657 patients made 62,904 visits to AICP's dental clinics.

From the 92nd Annual Report of the A.I.C.P., New York

c—Service figures analyzed in tables and charts:

See three examples on this page.

Questions

Note the different methods by which service figures are brought to life in examples, a, b, and c, on this page and d and e, page 47.

By what other means can statistics be made intelligible and interesting?

How can you enliven and clarify the table of figures and the statistical chart?

In what other ways can you bring the figures into relation with the text of the report? Note that in example d, which shows pages from two annual reports, figures are effectively displayed in relation to both text and pictures.

b

From 1933 annual report of United Charities of Chicago

Although Public Agencies Have Expanded—Demands on United Charities Increase

Cost per Family \$5 \$10 \$15 \$20 \$25 \$30 \$35 \$40 \$45 \$50

Before Depression
December 1929

At Present Time
December 1933

	Total relief	Relief cases	Relief average
Dec. 1929	50,478	1,110	27.46
Dec. 1933	111,544	2,359	47.28



[10]

a

TABLE 22

ANALYSIS OF REASONS FOR DENIAL—NEW APPLICATIONS OLD AGE ASSISTANCE

Reason	Number	Percentage of Total Denials	Percentage of Decisions on New Applications
Not of required age.....	940	20.54	11.63
Not in need of public aid....	1,770	38.67	21.90
Not a citizen of the United States.....	302	6.60	3.74
Not a resident of New York State required time.....	263	5.75	3.25
Not a resident of Public Welfare District required time....	25	0.54	0.31
Inmate of institution.....	77	1.68	0.95
Made assignment of property..	8	0.17	0.10
In need of continued institutional care.....	7	0.15	0.09
Application withdrawn.....	383	8.37	4.74
Deceased since filing application.....	71	1.56	0.88
Refused sufficient information to enable Department to render decision.....	123	2.68	1.52
Not at address given and could not be located.....	74	1.62	0.92
Moved from Public Welfare District.....	28	0.61	0.35
Lack of cooperation regarding insurance or property.....	9	0.20	0.11
Referred to Veterans Division..	497	10.86	6.15
Total.....	4,577	100.00	56.64

TABLE 23

ANALYSIS OF DECISIONS RENDERED ON REINVESTIGATIONS IN 1935 OLD AGE ASSISTANCE

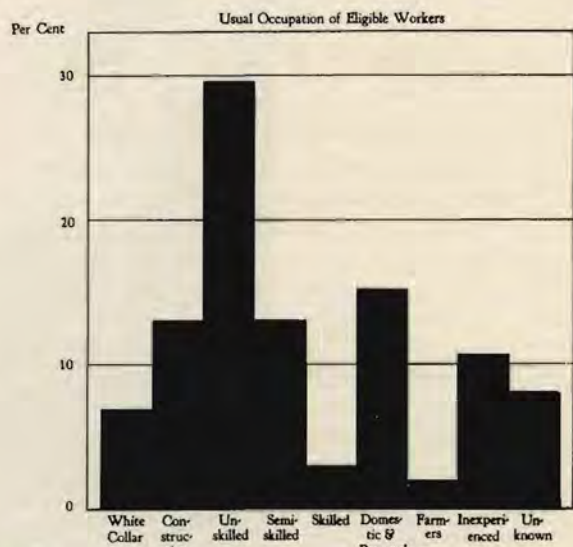
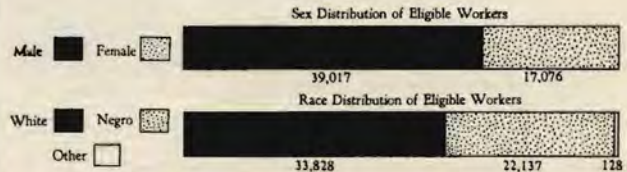
Decision	Number of Cases	Percentage
Grant continued.....	13,071	51.23
Grant increased.....	6,298	24.68
Grant decreased.....	1,910	7.49
Grant revoked (death of applicant).....	2,272	8.90
Grant revoked (other reasons).....	1,965	7.70
Total.....	25,516	100.00

69

From annual report for 1935 of N. Y. Dept. of Public Welfare

c

SEX, RACE AND OCCUPATIONAL DISTRIBUTION OF ELIGIBLE WORKERS RECEIVING RELIEF, MARCH 1935



Data compiled by: F. E. R. A. Division of Research and Statistics Research Section

From Maryland Emergency Relief Program

d— Service figures brought into relation with text and pictures

ABOVE: Sylvia and her troop loomed the skeleton of the biggest dinosaur. A scientist of the museum staff, who likes Girl Scouts, told of exciting days (millions of years ago) when gigantic lizards ruled the earth.

"But they curled up and died," he concluded. "The earth changed in the dinosaur's day—as it has in ours—and he just couldn't keep up. He made tracks the size of a washtub. He could gulp a bale of watercress. But his dim brain didn't spark out new action for new facts."

"He had no love for adventure, then?" asked Sylvia.

"No," said the scientist. "That's why he's a fossil."

"Girl Scouts wouldn't understand the dinosaur at all."

The love of Girl Scouts and their leaders for adventure—their zest for the landscape on the other side of the hill—implies no turning away from fundamentals; and of these fundamentals one of the firmest is flexibility for the lack of which the dinosaur has disappeared.

Girl Scouting is always the same and always different; for the girls it serves are alike, but various in personality and environment. It is a part of our changing life; yet it restores to Sylvia values of which change has deprived her—values which help her to be self-reliant, friendly, eager-minded, capable like her grandmother of covered-wagon days.

For this reason it often happens that the newest trails in Girl Scouting (such as a critical study of the Girl Scout program by impartial scientists and educators) tend to turn back to neglected but well-beaten ways of American life: to the latch-string out, not only for neighbors, but strangers; to the emotional satisfactions of honest workmanship.

Old things were cherished in 1935 and many fruitful new ideas were tried out. And how we grew!

There are now 382,971 Girl Scouts, an increase of 10.6 percent for 1935. Bright Girl Scout costumes last year enlivened lonely Alaskan villages, Indian pueblos, "ghost towns" in the Rockies. The "Big Tree" country reported a growth of 23.3 percent for the whole region. In Honolulu Girl Scout membership increased 65 percent; and there are communities where every teen-age girl is a Girl Scout. Soldier Summit, Utah, is one such.

Sylvia likes the Girl Scout blend of old and new.



ACTIVE MEMBERSHIP
DECEMBER 31, 1935

Girl Scouts	284,218
Brownies	29,746
Leaders and Adult Members	69,007
Total	382,971
Increase for Year	36,816
Total Troops and Brownie Packs	15,677
Communities	4,328

From Girl Scouts, Inc., report for 1935

e



From the report of Tuberculosis Association of Territory of Hawaii

Spreading Knowledge

943 black spots on the map—each a known case of tuberculosis, and potential spreader of disease—lie closely packed in tenement districts of Honolulu. Here tuberculosis has its great opportunity of spreading. In a place like this a family of nine sleeps in one room. Small wonder that the disease has spread from one sick parent to seven others.

Tuberculosis can be prevented and cured by modern weapons. When everyone recognizes signs of danger and knows where to find these weapons, then more lives will be saved. Knowledge is the power behind the weapons. Into districts where tuberculosis runs rampant Christmas Seals take information directly to those in need. Motion pictures, exhibits, pamphlets, add strength to the word in many tongues.

Here we tell you of the 1935 activities of the Tuberculosis Association of the Territory of Hawaii which aid in wiping out these spots, and the 2,302 spots throughout the Territory, by helping groups like this.



47,730 people given information and advice on tuberculosis prevention in 1935

3—Examples to Show Appearance of Reports

a—An experiment in giving text “room to breathe”:

Note the two arrangements of the same text—below and at the right. The original page is shown below—a solid unbroken block of copy. The revision at the right shows the same text broken into a number of paragraphs; to gain this more pleasing appearance the last eight lines of the original text were omitted.

Let the class try re-writing the original text, especially the latter half of it, so that all the essential facts are retained, but the text is shortened by the eight lines for which there is no room on the more open page.

Do you find that both style and appearance are improved by this revision?



Twenty-Fourth Annual Report of the Office

A fifteen-year old boy living in the south-west section of Chicago, wrote to the President of the United States, “I hate mankind. I hate civilization.” He protested that the young people of our country did not get “any breaks” especially those who are striving to stay in school when the odds are stacked against them. He said “I am going to get a bunch of boys with guns and kill every human being.” The Washington office, to which the letter was referred, thought Edward needed help and sent his letter to the Social Service Field Projects of the University of Chicago, who in turn referred Edward to the Children’s Scholarship League. Our worker met an alert, manly boy who, though bitter and disillusioned, responded quickly to friendly treatment. His great desire in life was to have an education and become a research chemist but financial obstacles beyond his control stood between him and his goal. His father, a boiler maker who previous to 1929 had earned an adequate income, was now working only part time averaging \$16 a week. The parents had fought a losing battle to hold their small home in which they had invested their frugal savings. Most serious of all, they could no longer provide Edward with proper clothing and money for school supplies and, in spite of their willingness to sacrifice to the limit, decided that Edward would have to give up his education. But a scholarship granted to him last fall, because of his fine scholastic record, and covering his school and home expenses, has enabled Edward to continue in high school. The financial security which this monthly allowance gives him and the sympathetic, skillful guidance of the scholarship counselor, have already started a change in Edward’s attitude toward the world. Instead of allowing his thinking to continue along destructive lines, his energy and intelligence are now being directed into channels that will help him to make a satisfactory social adjustment in his adult life.

3

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3



b—Varied designs for text pages:

Several examples of carefully planned layouts or designs are shown on the two following pages.

Questions

Which pages invite reading?

How has effectiveness in page design been achieved?

Consider these features: plenty of white space obtained through margins, space between lines and between paragraphs, and breaking up of text by titles or short paragraphs; good balance in the arrangement of light and heavy-faced types and of illustration; absence of distracting and unnecessary lines and ornaments.

year's. There are, probably, several reasons why it did not. The Fund kept us out of the mails until late in the year; the mimeographed letters were not as successful as former letters have been; and it was the hardest year of the depression in which to get new money for a comparatively abstract cause. The early and successful completion of this year's joint drive should lay a good ground work for a better record in 1935.

The Bureau for Volunteer Service

AGNES VAN DRIEL, *Chairman*
DOROTHY M. BROWN, *Director*

PLACEMENT OF VOLUNTEERS

CHANGE was at work in the Bureau for Volunteer Service during 1934, as in other parts of the Council. There was no mass recruiting of new volunteers, partly because of the large number of work relief people available to settlements and boys' and girls' clubs and partly because of a shift in emphasis. We decided to fill requests, as far as possible, from lists of former volunteers with good records. We actually assigned 134 volunteers to 30 agencies.

No recruits meant no general lecture courses. A course for hospital volunteers was given in March, a series of ten field trips was offered old volunteers who wanted to re-

fresh their interest, and a tea, attended by over a hundred people, was given through the hospitality of the Children's Memorial Hospital.

The motor corps was abandoned in the early fall, as too expensive in time and money for the results. Although there is little doubt that motor service is one of the greatest helps a volunteer can give, the committee believes that until the public understands how exacting it is and accepts it more conscientiously it can be developed better by individual agencies than through a central bureau.

Here is what the Bureau actually accomplished the past three years: 1132 volunteers were assigned to 81 agencies; 10 general courses were held with a total enrollment of 1257; and 291 people were enrolled in 4 special courses. The largest age group was between 18-25 years; the next over 35 years. Practically all had had a four year high school education and 512 out of the 1132 assigned had had some college work. A survey of 693 volunteers on whom follow-up reports were available showed 176 had served one month or less; 331 over one month and under six; 107 over six months and under one year; 63 over one year and under two; 16 over two years.

We do not know to what extent this is typical nor whether it is good or bad. We are convinced, from experience, that for the future we shall do best to place a smaller number of better qualified volunteers.

EDUCATIONAL PROJECTS

The arrangement of certain projects of a general educational character fell to the Bureau for Volunteer Serv-



"MAC"

13 years old
Scotland

• Interested in Marionettes, Clear Pool Camp, Grand Opera Class. Expert 5-cent shoe-shiner. Ambitious.



"WALT"

9 years old
Germany

• Leatherwork. Wants to be a surgeon. Belongs to Rhythm Band. Has stamp collection. Owns a wire-haired terrier, Spot.

THE CALL OF THE WILD

Is answered by young frontiersmen atop of the Madison Square Boys' Club roof.

Our roof gym, surrounded by high tenements, colorful clothes lines and two Atlantis trees, was made over into a small camp with two tents, pine trees, a log fireplace containing a concealed gas stove, and a lake with a real waterfall stocked with goldfish, carp and sunnies. On the first comfortable days in spring the boys were permitted to sleep on the roof and were given a breakfast of bacon, eggs and milk, which they cooked over the log fire before going to school.

They registered for this camping privilege and during the entire summer and fall it was occupied five nights a week by these young campers, who sleeping in the shadow of the Empire State building, imagined they were miles away from civilization, surrounded by wild life. The rumble of the "EL" became mountain breezes moaning in the pines. The skulking shapes in the moonlight were panthers, not alley cats, and when the first faint streaks of dawn lightened the

sky, they rose to catch a salmon leaping the waterfalls, or, perhaps, shoot a bear before breakfast, when, from the surrounding windows came a chorus of sleepy and indignant voices, ordering them back to bed. Pioneering has its disadvantages, when a stage whisper rouses the neighborhood.

WE HAVE LOST OUR BASEBALL FIELD:

Through the kindness of Mr. William Church Osborn, for 4 years we have had the use of a large playfield on the East River at 31st Street, where 27 blocks competed with each other, playing soft ball baseball during the summer months.

Damon Runyon opened the last season by chucking out the first ball, or as he says: "A large crowd witnessed the prodigious ceremony and there was only a little boing." It was advertised as a first ball chucking. The reason why it became a three-ball chucking was because the writer, standing on the mound, coat peeled, displaying a gorgeous pair of suspenders, chucked the first ball plumb out of the lot. A young batsman standing at the plate awaiting the chuck



"HARRY"

13 years old
Born on boat on the middle of the ocean

• Expert in boat-building. Active in photography, electricity.



"MONKEY"

13 years old
Gibraltar

• Leather class. Works newspaper route industrially. Spends great deal of time in library. Likes baseball, books and Tom Swift.

From "Americans,"
Madison Square Boys' Club, New York

SEWAGE

Your attention is called to the New York State Health Department's repeated communications concerning the unsatisfactory treatment of Middletown's sewage and the resulting foul-smelling effluent which goes far to pollute the brooks of adjacent towns. If the present plant was never more than 50% efficient, it would seem that now is the time to repair errors of the past.

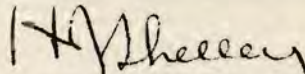
COMPLAINTS

One of the functions of this office is the investigation of complaints and the abatement of nuisances, which necessarily mean a response to many complaints which are not justifiable or within our jurisdiction.

GARBAGE COLLECTION AND ICE PERMITS

Under the Sanitary Regulations, permits must be secured by all garbage collectors (except municipal collectors); this includes waste meats, etc. The supervision in connection with the issuance of these permits has brought about very beneficial results in collection and transportation methods. This applies equally to ice. Ice distributors and garbage collectors receive with their permits metal plates with dates of expiration of permits, and these are displayed on each licensed vehicle.

Respectfully submitted,



H. J. Shelley, M. D.,
Health Officer

Middletown, New York,
January 15, 1936.

"That's all, folks."



1300 copies mimeographed
by Mildred Dillistin Shelley

Telling Our Story by the Written Word

In the Newspaper

I. Studying the Newspaper

NEWSPAPER readers, like the radio audience, form a large and varied public. We know much less about the human beings who make up this public than we do about the readers of our news letters or annual reports, but we do know something about the way the great majority of them read the morning or evening paper. They probably do just what we do ourselves — glance at the headlines for important news, give more careful attention to the words of their favorite columnist or feature writer, and settle down to the sport, society, business, or other special departments according to their individual interests.

We are so familiar with the newspaper as readers who would like to get something out of it, that many of us may need to take a fresh look at this old friend in the light of what we wish to put into its pages. From this viewpoint, it is fully as necessary to study characteristics of the newspaper as it is to listen analytically to radio programs. This lesson is designed to help us really see the newspaper as a medium for interpreting social work.

First, let us consider space. A newspaper of from 20 to 48 pages seems as roomy as an old-fashioned garret, but how much space really is available for our articles and pictures? If we take the paper apart we find that perhaps less than a fourth of it is devoted to all kinds of local material, of which social work news can be only a small part.

Having looked at the paper from the standpoint of space available to us, let us examine it again for content. We will find that a few broad generalizations about what is printed and where, apply to all newspapers. The front page carries big news stories, and the inner pages items of less importance. Editorials express opinions. News and feature articles deal with facts. Good reporting follows a well defined pattern. Evening papers and some morning papers contain entertainment, humor, and practical advice for each member of the family.

Beyond this, each sheet has individuality — we could almost call it personality. By comparing several papers we will find contrasting physical characteristics, such as the length of items printed, and the amount of space given to pictures. We will also find temperamental differences: one paper is a crusader; another gives human interest stories preference over even important news. Certain chains of papers have common policies and features.

In addition to these general characteristics of newspapers as a whole and of certain ones in particular, we will find also certain habits or tendencies in the treatment of social work and social problems. For example, we may find that some social agencies appear almost exclusively on the society pages of certain papers, their work being reported as the special interest of "socialites." We may find that private social work is seldom in the news except in relation to money raising campaigns. Perhaps most of the news which appears about the public welfare or the public health department is statistical in form and is based on monthly compilations. A long-time observation of social work news might show that relief clients appear in the headlines only when they are under fire, and seldom, if ever, when something can be said to their credit.

When we find these stereotyped ways of handling social work news, is there anything that we can do about it? An editor or headline writer often drifts into a certain attitude because no other has ever been suggested to him. Sometimes social workers fail to bring changing patterns in their own outlook and methods of work to the attention of editors. Sometimes, of course, a policy which we wish could be changed is inspired by a strongly entrenched political or personal conviction on the part of editor or owner. In such cases very little can be done.

Examples for Class Discussion

In training ourselves to write for newspapers, the type of observation suggested above should be a daily habit. The following class assignments suggest several experiments which may be made the basis of class discussion.

1—*Analysis of the Content of a Newspaper*

Each member of the group might bring to class a current copy of the same edition of the same newspaper. Take the paper apart, as suggested above.

First consider available space. Make a rough count of the number of pages and part pages given to advertising, and subtract these from the total space.

Next, count the column space given to syndicated features of all kinds, such as comic strips, household advice or fashions, signed columns of daily comment, and so on. Reduce this to pages and subtract from total space minus advertising.

Then subtract from what is left the news with date lines from outside the city, including national and international stories.

What remains will be local news, feature stories, editorials, letters to the editor, and locally edited departments — dramatic criticism, society, real estate, financial, and sport news. This is the part of the newspaper open to us as reporters and interpreters of local social work. What proportion of the total space does it occupy?

The city editor who decides what goes into this space always has much more material than he can print. He must estimate reader-interest in various local topics — business, politics, police, schools, fire department, and others. Consider what you might have to offer him in the light of this revised picture of available space. Does it still seem to you to merit an important position and space?

Note: To get any real approximation of the division of space, one should, of course, study the paper for a week so as to include the Sunday paper if there is one, the days of heavy advertising, and the days when the news is heavy or light.

2—*A Study of the Characteristics of a Newspaper*

Let each member bring to class morning and

evening papers of the same date, or two quite different morning papers. Note the differences.

- a — Does one value human interest above important, but unsensational news — or the other way around?
- b — Does either use very short, or very long articles? Few or many pictures?
- c — If feature material is used, is there a preference for many pictures and very brief text, or is the opposite the case?
- d — Do you find a brief, signed article which is part of a series on a special topic, continuing through a few days or a week?
- e — Is there a section in which letters from readers are printed?
- f — Are many letters used? Do they all average about the same length, or does one letter get considerable space?
- g — Does the paper have a definite bias to be reckoned with, such as a political affiliation, strong prejudice against "reds," or a liking for sponsoring special civic reforms?
- h — What other characteristics has each paper which might affect your chances of getting material published?

3—*An Analysis of a Week's News*

Analyze a week's issue of a particular newspaper from the standpoint of what is news. This is an exercise to help develop a sense of timeliness.

- a — What are people talking about?
- b — Is there "big news" at the moment which fills so much space that it crowds out minor news?
- c — Is there any topic high in news value which provides a "peg" for a story? For example, is there an exceptional wave of severe cold or heat which affects the relief situation? Has a scientific discovery been announced which concerns a health agency? Has any crime been committed which calls attention to the work of the juvenile court?

4—*How News Happens*

Examine a number of the news stories to see how many of the happenings were accidental or unexpected, and how many were planned. In other words, did the news "break" or was it built up?

Check the items that grew out of "statements" made by individuals or organizations, and those based on what was said at meetings.

Telling Our Story by the Written Word

In the Newspaper

2. Writing News and Features

WE have now looked at the newspaper as though we were seeing it for the first time. Let us do the same thing with our own material. What is there in the familiar story of social work which, after a fresh appraisal, seems suited to the newspaper public?

We must learn to recognize and select facts and figures which are interesting, important and unusual from the public point of view. We must remember that information and ideas which meet these tests for us may fail in all of them for editor and reader, while we overlook the real newspaper values. So our first step is to re-evaluate our material as an editor might judge it. Even those of us who help to make the news but do not write the articles should cultivate this habit.

In addition to news sense, we need publicity judgment. What part of our story is it important to have generally known? If this information lacks timeliness we can sometimes inject news value into it by the choice of a spokesman so important that *he* is news. Again, facts which *should* be told may sometimes be worked into a story whose news values carry it across. Both of these points are illustrated in the examples on the following pages.

There is a nice balance to strive for here. On the one hand, we recognize that we can make the news columns only by giving editors what they want. On the other hand, there is the importance of telling what should be told without shoving our philosophy, facts, and vocabulary down the editor's throat.

The next step is to decide in what part of the paper our story fits best. Has it important or minor

news value? Is it more suited to the style and form of the illustrated features than to the news columns? Does it deserve editorial comment? What department editors would like it? Society? Sport news? Does it offer a special feature writer opportunity for a series of signed articles?

Then we come to the task of writing the story. Those of us who suffer from "pen paralysis" may find the preparation of newspaper releases easier than any other form of writing, because rules for style are helpfully explicit. Good text books on news reporting are necessary here, and should be supplemented by close study of the way in which articles are written in the daily papers. It takes practice to learn to put who, when, where, what and why in the lead; to use the inverted pyramid construction with the heaviest facts on top and items of minor importance at the bottom; to remember to keep opinions out of news stories which are reports of up-to-the-minute facts. Feature articles may be written with a lighter touch and need not be that day's news, although they must have current interest.

Editors who, benevolently or grudgingly, give space to social work releases which do not conform to news style nor have news value, may do us a disservice. Especially in smaller cities, a good-hearted editor may encourage social workers to expect special consideration and protection in their reporting. So pampered, we will never learn to stand on our own feet and produce stories that will hold their own with the main current of events, giving social work the place it deserves in the news of the day.

Examples for Class Discussion

The examples of newspaper publicity included in these pages are so arranged as to provide for discussing ways of giving social facts importance as news; publicity for special sections of a newspaper — news, features, columns, and so on; news values in social information; writing the news story.

The examples should be supplemented by

material which members of the class submit for criticism.

1 — *News Treatment of Facts Not New*

The three clippings on the opposite page illustrate ways of including important social information in stories which are so planned as to achieve importance as news.

Questions

What social information is contained in the stories on this page which is not new and so lacks news value?

How is the information given news shape? For example: by releasing a statement, holding a meeting, issuing a report.

What devices are used in any of these stories for tying the facts to current interests and so increasing their news value?

Daily Worker, New York March 16, 1936

Survey Shows Suffering Of Low Paid Girl Workers

Thousands in New York Lack Food and Clothing — Wages Less than \$10 a Week Force Privations on Domestic, Store and Factory Workers

Living on a wage of \$10 a week or less, as hundreds of girls in New York City and State between the ages of thirteen and twenty-five are doing today, means a life without adequate food and clothing and with no recreation, according to a study of girls receiving assistance from the Episcopal Agency, the Church Mission of Help, 27 West 25th Street.

"From the study we made of actual expenditures of girls," said Miss Marguerite Marsh, executive secretary of the agency, "we know these girls are only getting by. But the cost of it to their morale and to their physical well-being is terrible." A recent report put out by the New York State Department of Labor gives figures showing the number of girls earning less than \$10 a week. In restaurants there are more than two-thirds of 8,875 women; in cotton garment factories 356 out of every 1,324; among hand bag workers, 30.8 per cent out of 253.

Every day more young girls flock to New York City from small towns, looking for jobs. Seventy-one per cent of all the girls who came to the C.M.H. last year were full orphans or with one parent living, or from families where the parents were separated.

"This survey is a fair cross-section of the underpaid young women in New York today," Miss Marsh said. "Some have good educations, some have practically none."

They come from many industries—factories and stores. Or they are employed as house workers.

\$4.50 Is Average Room

The average room costs \$4.50 a week. It has a gas plate on which many of the meals are prepared. The rooms are often dark and small, and as the girl cannot afford more than a ten cent movie once a week—and only one in ten spends anything for movies—the girl is forced to pass much of her spare time in the room. Each girl spends about ten cents a week for reading matter. Only two in every ten spend anything for other recreation.

Miss Marsh said that such a life has a bad effect upon the girls. Her deprivation comes out in mental and emotional strain. A girl living that way can make no decent adjustment to life.

The girls spend about \$3.50 a week on food which permits only a poorly balanced diet. One girl in her report said she had bought an ice cream sundae when she felt she must do something "frivolous." Another girl had no sweets and no desserts but two ten cent jars of preserves a week.

\$1 A Week for Clothes

The average expenditure for new clothing and for repairs was one dollar a week. The majority spend nothing for laundry or cleaning. The clothes inventory reveals the following: forty per cent of the girls have only one slip; fifteen per

cent have no night clothes; two-thirds of the girls have only one pair of stockings; twenty per cent of the girls have no handkerchiefs; only one in ten has an umbrella or rubbers or galoshes—the rest wear wet shoes all day; fifty per cent have limousines; four girls were wearing summer dresses and the majority have only one dress; and twenty per cent have no warm coats and fifty per cent report their winter coats are badly worn and thin.

One girl in her report spent \$1.10 for a pair of pyjamas. She said of it, "I was so tired of sleeping in slacks and a sweater. I guess it was because I hadn't had so much money to spend in so long that I just squandered it."

Nothing Spent for Doctors

None of the girls spend anything on doctors or medicine. An average of fifteen cents a week is spent on tooth paste, powder and soap. Care is usually is about seventy cents a week. But many girls walk long distances to save ten cents a day.

One factory worker was wearing out shoes so rapidly, the agency became especially interested in that fact and discovered that she was walking from the West Seventies to the East Twenties every day to save carfare. She also saved money by eating luncheon only twice a week.

It is possible for girls to find cheaper rooms, but Miss Marsh said that they were neither safe nor desirable for a young person living alone. The budget given above has in some cases to suffice for two. The Church Mission of Help supplements these inadequate incomes with weekly contributions where this can be done without injury to a girl's independence. One girl who was offered a two dollar weekly help said that if it was a loan she couldn't take it as she was already in debt for \$3.75 which she was paying off at fifty cents a week.

One Girl Becomes Communist

A letter, written by one of the girls to the agency says, "Recently I've become interested in Communism, which proves fascinating. In it I have opportunity to study not only conditions but the cause of these conditions and a radical remedy. Through the Young Communist League I have been delegated to the Youth Congress of Westchester, of which you have doubtless heard. Convening in and around New Rochelle, we attempt to ally the stumbling blocks before youth. So you see with things of interest to occupy my mind I am quite busy."

Chicago Daily News, May 2, 1935

INFANT WELFARE EXPECTS TO AID 15,000 NEEDY

Mrs. E. S. Talbot Jr., Points to Needs of Child Aid Group.

At least 15,000 Chicago babies and children under school age will be dependent upon the Infant Welfare Society this winter for medical, nutritional and nursing care, Mrs. Eugene S. Talbot Jr., Vice-president, said today.

The society is one of 147 leading private welfare agencies of Chicago looking to the Community Fund again this year for partial support in carrying on with depression-aided programs.

Seventy per cent of these babies belong to families now on public or private relief, while the remainder come from families not directly on relief but too poor to minister to the additional needs of expectant mothers, infants, and preschool-age children, according to Mrs. Talbot.

Expect 15,000 This Year.

Over 15,000 were cared for last year, she said, and it is expected that this year's enrollment in the infant welfare clinics throughout the city will equal if not exceed that number. From January to Sept. 1 of this year 11,340 were enrolled along with 1,321 expectant mothers coming for prenatal care. If all goes well with the latter, Mrs. Talbot said, at least 1,321 more babies in addition to newcomers will swell the clinic rolls before the year is out.

Four nurses have been added to clinic staffs and more are needed, she said, because of the increasing number of malnutrition cases among children newly enrolled in the clinics.

"The burden of caring for them all this year we expect to be even greater than last, because the undernourished child requires twice the attention due a child who is merely needy," she explained. "We have fewer doctors, nurses and nutritionists than we did back in 1928 and our need is so much greater."

Malnutrition Increases.

As an indication of the increase in malnutrition, Mrs. Talbot said that the society gave out twice as much cod liver oil last year as it did the year before, approximately 20,000 pints, and since January of this year it has distributed 16,463 pints.

"These new cases of malnutrition are nearly all traceable to the family in which adult members allow their adult worries over unemployment to affect the child. They neglect to consult anyone about his health until he becomes sick," she said. "Many babies are brought to the clinic the first time because they couldn't walk when the time came to walk. Malnutrition was the cause. It requires all our facilities."

"NOW HOW MUCH DO I WEIGH?"



Dressing up in birthday togs is just an incident for these two toddlers being "weighed in" for free examination at the Infant Welfare station. Community Fund dollars are going to further the work of the Infant Welfare Society and other private welfare agencies and hospitals.

is given by Infant Welfare. Mrs. Talbot said, but the society provides these infantly by reporting its needs to the proper agencies. However, it provides mothers with cod liver oil, clothing and incidentals for the baby. Through its women's auxiliary it distributed 21,146 individual pieces of clothing last year.

Would Extend Work.

The prenatal care of mothers is another important phase of infant welfare work but one which needs to be extended, Mrs. Talbot added. "Of course, prevention always has been the key word of our entire program," she said. "It starts with the mother. As long as she needs it, it does not stop until the child is ready for school."

No direct relief to a baby's family

Wichita Evening Eagle, May 2, 1936

Pastor and Peace Officer Recall Karpis as Youth

Reverend Taylor and Harry Dawdy Remember Notorious Gunman as Bright Student in School

Harry Dawdy, probate court judge, and Reverend Taylor, pastor of the First Methodist congregation at Conway Springs, Okla., are among those who remember Alvin Karpis, the young faces will stand out to him from the rest of his audience and he will feel that his career will have been blessed if one youngster has headed the spiritual call he has sounded so often and shuns the ways taken by Alvin Karpis.

For Dawdy, Reverend Taylor and Karpis, the No. 1 public enemy captured yesterday by government agents, were kid schoolmates at Topeka.

"Yes," said Dawdy today. "I remember Alvin very well. He and Rev. Taylor and I attended Brammer school as classmates and with other boys played in the East end."

"Alvin was not an extraordinary boy. He made average grades. He was not a leader and not a haggard. After the eighth grade, however, he got to running with another crowd of boys, a gang, you might call it, sleeping up late and roaming the streets. It was not long before he had a juvenile record."

Aside from the spiritual good Dawdy or Reverend Williams might do by saving a boy from crime, one such accomplishment, based on what Karpis has cost and will cost, would save the state and nation more than what either of these men is apt to receive for a lifetime of labor in their chosen fields.

The association of these three as schoolboys prompted Sam Wallingford, president of the Community Chest, to draw some interesting conclusions regarding the practical value of boys' work.

"Karpis has cost the country vast fortunes," said Wallingford. "Tomorrow, Rev. Walter L. Taylor will address his Presbyterian church



HARRY DAWDY ... played with Al ...

if, by his guidance, just one boy had been saved from the path taken by Alvin Karpis, his years of work could not have been rewarded better.

Tomorrow, Rev. Walter L. Taylor will address his Presbyterian church

(Continued on Page 2 Column 6)

THE NEW ORLEANS ITEM

Published at No. 700 Poydras Street
Under the Charter of March 2, 1878

The Oldest Afternoon Newspaper in the South—Founded June 11, 1877

Published Week Day Afternoon at
713 Poydras St. at 7th and Co. Ltd.

Fifty-Ninth Year—277

Friday Evening, March 13, 1936

Price 3 Cents

'Magnifying Glass' Tours Throw Light On City's Social Problems

Taking a look at New Orleans' social problems is the aim of the new series of Community Chest tours which are being held in the city. The tours are being held in the city and are being held in the city.



CHAS

The New Orleans Item, April 27, 1936



The Community Chest invites you to go social sight-seeing—to take a close view of some of New Orleans' social problems through the magnifying glass of a personal visit.

A tour of welfare agencies has been arranged for those who, like yourself, have helped to make the work possible. This plan is in response to numerous requests from women's groups that they be given information about the year-around program supported by the Chest at a time when no appeal is being made for funds.

Would you like to know what social agencies are doing to weed out grave problems of poverty that tend to multiply like locusts in our back yards? How health organizations are protecting you and your family? What social group work is doing to keep down your taxes? The relationship between public and private social work? Attendance at a tour will help you to answer these questions for yourself.

Follow your Community Chest pointer—See how you're being a good neighbor.

Who's Afraid Of The Big, Bad Jinx!



PAT and ADELE of St. Vincent's Infant asylum are busy packing their baby dolls and other belongings. Friday the Thirteenth is their lucky day. Their mother has been granted a pension from the city and they're going home to her.

It Wasn't Pat Or Adele Who Said Friday, 13th, Was Unlucky

Friday the thirteenth is a lucky day for Pat, aged 3, and Adele, "going on five."

For the last six months the two fatherless little girls have been living at St. Vincent's Infant asylum. Now they're going home "for keeps" to their mother.

By this time you're sure with excitement Thursday as the little sisters packed their belongings. "Those magic words, 'Want to go home with Mamma!'" had been said to them by Sister Mary, in charge of the lots in their dormitory. Then Sister had said something more—something about staying with Mamma always. They didn't quite understand what it was, but could tell it was something nice. Fat lips smiling, they ran up corridors errands. A smooth, brown head and a curly one were bent over a big empty box that had held end over end as three tiny, baby dolls were packed with maternal care. It wouldn't be long now before Mamma's work would be over and she would come.

Long in Planning

It took more than a year of effort and planning by social agencies of the Community Chest and the city to bring about this happy day for Adele and Pat. This time two years ago their father was making out his income tax return. Their mother took pride in keeping her home attractive and giving the best kind of care to her beautiful babies. Then, a year ago, their father died. Their mother had to go to work to support them. She couldn't take care of the babies herself and what she made was not enough to pay anyone else for such a big job.

For months she struggled—but it was a losing fight. Many sad things happened, including the serious illness of little Pat. The children's bureau arranged temporary care but did not have the funds to place the children in a foster home. The city department of public welfare was asked to provide a pension so the mother could keep her babies with her. At the time the department had no funds for the purpose, care being forced to drop widows from the rolls rather than take them on. So all of the frustrated

Catholic Charities was involved and the children placed in St. Vincent's. But the application to the city stayed in a file marked "for prompt attention when funds permit"—and got it.

A City Pension

Thursday Miss Anna Klein of the Catholic Charities notified the authorities at St. Vincent's that the little girl's mother has been granted a pension by the city and will be able to take care of her babies herself. So there will be two vacant places in the heavily burdened rolls of New Orleans children's institutions that may be filled from the waiting lists of children who are less lucky than Adele and Pat. And Sister Mary, who has done many things for the little girls these last six months, cried with moist eyes when she heard the news:

"Ah, that is good. They will be so happy. We do the best we can for them here. But there is nothing for a child like a home and a mother."

Seventy-five mothers are missing from New Orleans' Mother's Day roll call whose deaths might have been prevented during the past year had maternal care been given to all women in childbirth such as that which was given a comparatively small group.

This statement is made in the second annual report of the Joint Maternity Service of the Tulane University School of Medicine, Tour Infirmery, the Child Welfare and Community Health Association and Philan-

thrope hospital, made public Saturday. The report contains recommendations for improving the city's facilities for maternal care through action by medical schools, hospitals, the medical profession, health agencies and the public.

That 75 out of the 100 women who die in childbirth in New Orleans each year die of preventable causes is asserted by the report. New Orleans' maternal death rate, between 11 and 12 deaths for every 1000 live births, is reported "twice that for the United States." Further evidence that the death rate of mothers for the city is too high is adduced from the fact that the joint service, working with the least privileged families in the community, reports being no more than three mothers per 1000 births.

"That"

"The joint service attended 1424 births in 1934," the report states. "It delivered 1900 of the patients in their own homes, and there were no deaths in this group. Four deaths occurred, two at Toure and two at Phil-Thrope ridge among the 374 cases delivered in hospitals, with all abnormal cases in this group. If the rate for the city had obtained, there would have been not four, but 15 or 18 deaths. The joint service saved not less than 11 mothers during the year."

Preventable Toll In City Maternity Cases Fixed At 75

Recommendations Given in Report of Joint Service on Year's Activity

maternal death rate should not exceed three per 1000 births is confirmed by the study made by the United States children's bureau under auspices of the health division of the Council of Social Agencies at request of the Orleans Parish Medical Society, city board of health, Tulane university department of medicine, Child Welfare and Community Health Association and Tour Infirmery. The bureau made a statistical study of the deaths of women from postpartal causes for the years 1929, 1930 and 1931. For the year 1932, it made a case study in which a corps of competent obstetricians studied each death in detail. This group decided that only 22 per cent of the deaths during the year were not preventable. The remaining 78 per cent might have been saved."

Class Standard

Recommending remedies for this condition the report states, first, that according to the White House Conference on Obstetrics, training of physicians should include "participation, under competent supervision, in not less than 25 deliveries," questions whether the medical schools of New Orleans are meeting this standard, and propose that it be accepted.

RICH MAN'S DIARY

BY GILBERT BROWN

"This tower," said Fred Blair, with an expressive sweep of his arm, "used to be Mrs. de Belevy's dining room. The view now is even better than she used to have, since they've cut down so many old buildings for parking lots and for extending the Civic Center."

I looked around the room where Donna Arredia Baker and her guests had dined in the roost of summer evenings long ago, back in the horse and buggy days of Los Angeles. The Baker Block at Main and Arcadia streets was then the center of town.

Perhaps Donna Arredia Baker would turn over in her grave if she could see the one to which her once magnificent dining salon is being put today. But I don't think I am inclined to think that good old lady of an earlier Los Angeles would feel rather proud of the laundry tubs that now fill her lower salon, and of the clotheslines on the roof where workers of the Goodwill Industries hang the day's washing to dry.

The Goodwill Industries at Southern California, whose headquarters and main store occupy the historic Baker Block, is Los Angeles' biggest private charitable institution, in a monetary sense. Its annual budget is the largest of any of the 100-odd agencies of the Community Chest.

More than 300,000 families contribute discarded material to the Goodwill. The 72 Goodwill trucks collect every year 60,000 sacks filled by Los Angeles

householders with articles they no longer have use for.

From this mass of waste and junk the workers of Goodwill salvage and repair thousands of garments, pieces of furniture, toys and useful articles. These are sold at ridiculously low prices.

For instance, silk dresses—Goodwill salvaged and sold 70,000 last year—bring from 75 cents to \$1.50.

Men's shoes, after being re-soled and put in shape, bring from \$1.25 to \$1.40 a pair. Last year Goodwill repaired and sold 50,000 pairs of shoes.

Fred H. Blair, executive secretary, has spent the past 17 years working for Goodwill, with his money as well as his time. He has watched—and helped—the Goodwill idea in Los Angeles grow from a one-man affair to a business in which one-fourth of the population of Los Angeles are partners.

Goodwill has more than 300,000 contributors, most of whom receive regularly the bi-monthly publication, the Goodwill News, printed and distributed from the Goodwill headquarters in the old Baker block. Every day Goodwill trucks collect from 2000 to 3000 filled Goodwill harvest bags, always leaving another in the place of the one taken.

Tomorrow I'll continue this discussion of the Goodwill Industries and their place in the community.

Los Angeles Evening News, July 24, 1936

THE COST OF RELIEF

ANY unbiased person who makes a study of the detailed statistics on relief administration that were made public yesterday must feel that the TERC has provided a full and adequate answer to the major part of the Levy Court's seven-point request.

The Levy Court, by asking for a general reduction in overhead costs, had implied that relief is costing too much. It had asked a reduction in case workers so that each worker will handle approximately 100 cases. It had asked for a check every two weeks on the eligibility of persons receiving relief, for detailed monthly reports on payments made, for a reduction of "excessive" relief payments and for the discharge of married employes of the commission whose husbands or wives have jobs.

What are the facts about the situation, as revealed by Mayor Collins' reply?

Direct relief in New Castle County cost approximately \$1,080,000 last year. Administration costs totaled about \$118,000, or, roughly, 11 per cent of the whole amount spent.

This does not seem a large percentage to pay for administration when the various factors involved are considered. Constant checking of cases is required. Accurate records must be kept. A business organization must be maintained to handle the funds paid out. And beyond all this hundreds of applicants are examined and then turned down. This takes work, even if their names do not show on the books.

The 21 case workers employed by the Commission, the records show, handled an average of 127.86 cases each during December. This more than meets the demand of the Levy Court.

The Commission contends, and we believe with justice, that regular checks of cases are made on an average at least once every two weeks and that relief payments granted have not been excessive.

The salary list that was published yesterday does not, we feel, show any excessive salaries. For case workers, in particular, they seem low when the experience and fact that a case worker must have and the difficult problems that he must meet are taken into consideration.

In the same way we feel that the Commission is thoroughly justified in its refusal to dismiss married employes whose wives are gainfully employed, without regard to their ability. It is a good idea to spread employment. But it is bad policy to fire competent specialists

PAGE 4

THE BUFFALO SUNDAY TIMES

Looks Like There's Nothing To Pin It To!



GEE TEE MAXWELL

HAPPEL'S CHEST

Every once in awhile the life of the editor is brightened beyond telling, when a letter, such as Mr. Happel's, rolls in. It is printed elsewhere on this page and we are constrained to call special attention to it. Mr. Happel's past offerings have set him down as considerable of a sardist and, for the sake of his literary mission, he must, of necessity, be hard on the human race. Yet his personifications, in this case of Community Chest back-slayers, are so accurate, of such penetration, that every marathon panting solicitor must get a grim satisfaction out of his thrush. And harpaged as Mr. Happel is, he is forced to grovel in humility before the class whom he terms as the poor stenographers (God bless 'em) whose powderings are a little sparser, whose lunches are a little lighter, because they choose to lay their money on the line and put the campaign over whether they can really afford it or not.

The People's Forum

The Old Refrains

In the Editor of THE EAGLE:
No doubt you're Community Chesting. And, if so, you've found human nature again in the raw. Campaigners quickly learn to identify certain types, rare as they may be getting, and sign maybe a bit warily at the Old Refrain!

First, there's the Man of Many Guilties. Mysterious, he is, and mightily modest. Give to the Chest! Not he. "I," he says not hesitatingly, "give to charity where no one ever sees it. Not just once a year," he sweeps a mighty hand, air-like, "but all year long. He sums. Lots of money." But not, you understand, one cent for anything so "public" as the Community Chest. Modesty, however, fails to deter him from using this as a reason for saying "No," in one of the world's longest ways 'round. Avoid him, good campaigner, as you would the sleeping sickness, for otherwise he'll take up all your time talking of himself.

Want, in the midst of plenty? Break down if you will, fair campaigner, but not for too long, when you enter the brentious home or office to be met with the plaint, "You think all this," indicating a sweep of orientals and deep mahogany, "belongs to me? Oh, no," comes a faraway look "once, yes, but now it's different. Still, the looks have been very kind—(hawl)—only who knows for how long?" You are then supposed to evaporate delicately to the outer air, leaving the unhappy martyr to his misery. As you depart, he or she will tell you, "Of course people don't know all this I've told you," a perfect—no, imperfect stranger? "So don't let on, will you?" Rinded by tears, you may then stumble hesitantly down the steps, to cry your little heart out on the first policeman's shoulder. Later, you'll realize the expertness of the hoax! It usually dawns slowly, if properly put over.

Fleeing from this galaxy from Pandora's box, you come to the unpropitious stenographer who has just started to work after a long period of unemployment. And right there, you learn that this is not so hopeless a world after all for delving in her shabby handbag she tells you, "I want to give you an extra dollar this year. Last year I wasn't working and I could only give four dollars," and before your astounded eyes she produces five crumpled bills! That is truth, too, and not fiction—so have courage, campaigner!

R. V. HAPPEL.

Pittsfield.

Co-operation Eliminates Waste and Aids Community Growth

Essential for Social Workers

The Times today presents another in a series of 'inside' stories on Buffalo's leading charitable institutions written by personalities who know just about those institutions.

In this article, Paul L. Benjamin, executive secretary of the Buffalo Council of Social Agencies, explains the work of his institution.

Next week's article will be written by Grace M. Tanking, social worker, Crippled Children's Guild.

By PAUL L. BENJAMIN

THE story is told of E. H. Harriman, a railroad magnate, that in opening a directors meeting he said, "Gentlemen, we must have co-operation. I insist upon it." Later he was asked his definition of co-operation. He replied, "That is simple. Do as I say, and do it quick."

The Council of Social Agencies is primarily an institution for co-operation, but not in the Harriman sense. Harmony and community growth don't come that way. Co-operation in social welfare comes through understanding, sharing the other fellow's point of view, reasoning together and mutual aid. Competition gives way to co-operation. Co-ordination replaces chaos. Consideration succeeds conflict.

Such co-operation has been in the nature of slow growth. Until recent years, social work development in



2—*Publicity for Special Sections of the Newspaper*

The clippings on the two preceding pages illustrate some of the varied patterns used in different parts of the newspaper.

Questions

What differences do you find in the selection of content and treatment among the various types of newspaper items and pictures illustrated in these clippings?

Which use a light and informal style?

Which conform to a prescribed formula?

Which contain expressions of opinion?

3—*News Values in Social Information*

In the monthly service bulletin of the Cleveland Community Fund (see opposite page) are a number of brief items capable of expansion into newspaper stories.

Questions

How would you rate the brief items in this service bulletin as topics of news importance?

Has any of this material the making of a front page story?

Which topics are suitable for brief news items on inside pages?

Could stories for society, business, or other special pages, be written about any of the items?

Which could be expanded into good human interest stories by adding incidents, personalities, and pictures?

4—*Writing the Story*

The facts for a news story are listed below. They have been arranged without regard to news importance so that members of the class may write the story, making a selection of what should be told in the lead, or opening paragraph, and what should come later.

Before writing your story, study the Patterns for Newspaper Writing reproduced on page 60. Here you will find the facts assembled for two stories and also the stories themselves as they appeared in the New York Times.

You will find points of similarity between the material for a news story, dated August 8, 1936, and the facts below — in that both describe a number of different objects for display.

Facts for a news story:

Miss Janet Collins, district secretary of the Green County Emergency Relief Committee, has

announced an exhibit of articles of handcraft made by relief clients. The exhibit is being shown this week at the district office, Main and 12th Streets.

Persons of all ages have contributed to the display.

The making of these articles grows out of the desire to keep busy so that there will be no time left to worry, Miss Collins said. The clients are urged to cultivate some hobby, "for even though they may not all be talented, we feel that it is a healthy thing for them to have an interest in some creative work."

Objects are fashioned from humble materials. The exhibits include such articles as: wooden fork, carved in pattern of leaves; grapes and a bird — by a man of eighty-three; cigar box carved with razor blade by a thirty-five year old Italian woman; luncheon set and table scarf trimmed with drawn work made of flour sacks; crayon drawings of birds, flowers, and Santa Claus by sixty-five year old woman who lives alone; model of state hospital made from memory by Negro; comforter made of sugar sacks dyed red and green; hooked chair seats from cotton scraps; ash trays cut from tin cans, decorated with hand painting; locomotive and observation car built by former trapeze artist — its use secured him a job; several devices now ready to be marketed by their inventors — a fire extinguisher and pressure lubricator for automobiles.

"Oftentimes the hobbies become more or less lucrative and in a few instances clients have been able once more to support themselves as a result," said Miss Collins.

Questions

How would you re-write these facts to fit the accepted pattern of a news story?

Which statement comes closest to reader-interest and so belongs in the lead or opening sentence?

Try writing the lead in the required summary form which begins with an interesting phrase and tells the who, why, where, what, when, and how of the story.

How would you rearrange the statements so that the facts are told in the order of decreasing interest?

How would you make the description of articles more vivid?

From the standpoint of interpretation, would you add any further information to this story?

Dudley S. Blossom
General Chairman

Alexander C. Brown
First Vice-Chairman

Ellwood H. Fisher
Second Vice-Chairman

Herman R. Neff
Treasurer

Randolph Eide
Assistant Treasurer

Newton D. Baker
Chairman, Executive Com.

James R. Garfield
Chairman, Investigating Com.

Kenneth Sturges
General Manager

Founded 1919  106 Services

Monthly Service Bulletin
VOL. IV - No. 10
October 31st, 1936.

Payments on Community Fund pledges to October 31 were 89.1% of this year's Fund; percentage a year ago was 87.6%; difference, up 1.5% from a year ago. Payments totalled \$ 2,757,926.71 or \$ 106,745.78 more than a year ago.

Contrary to popular belief, there is not a shortage of available domestic employes. In many cases, low wages and poor working conditions are discouraging to applicants. Demand continues for male stenographers, office help and skilled workers for machinery and tools. Unable to get enough skilled workmen in technical fields, employers are now calling for graduates of technical high schools to train them in their respective lines of industry.

Bulletin readers are invited to the National Mobilization grand rally meeting at Masonic Auditorium, Friday, Nov. 6, 8:15 p.m. to hear Gerard Swope, chairman, National Mobilization citizens' committee; Mrs. Harper Sibley, national women's committee chairman; Rabbi Abba H. Silver, member, national citizens' committee; The Singers Club of Cleveland. In a national broadcast President Roosevelt will speak on behalf of the National Mobilization; Mr. Swope will respond from Cleveland.

The Girls' Bureau Big Sister Council no longer exists. The Volunteer Committee of the Girls' Bureau replaces it, headed by Mrs. J. H. Thompson. The new group will further social and cultural opportunities for girls it serves.

Following a peak demand for social service from Travelers Aid Society in August, there was a return to normal load in September, although general travel service remained high. Return of children to school, improved care for indigent in home towns, generally improved economic conditions are factors in the deduced need of social service.

Increased interest in work for boys, particularly with more police officers becoming scout masters, has helped to increase Boy Scout membership.

Lay-offs of temporary employes by some industries create the high percentage of repeat cases cleared through the Social Service Clearing House. People who have been dependent on charity for some time, totally without independent means, are naturally forced back on relief each time they are laid off.

EIGHTEENTH ANNUAL CLEVELAND COMMUNITY FUND CAMPAIGN NOVEMBER 16-24, 1936

Ellwood H. Fisher - Campaign Chairman

Fletcher R. Andrews Division A Chairman	Tyler W. Carlisle Industrial Chairman	E. H. Gustafson Metropolitan Chairman	W. G. Leutner Schools Chairman	Mrs. John C. Dabney Chmn. Women's Com.	F. Carlisle Foster Publicity Chairman	Dale Brown Assoc. Publicity Ch.
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Patterns for Newspaper Writing

The New York Times

A NEWS STORY—5—New York City, August 8th, 1936.

Paul Mazerowitz, 123 Henry Street, 15-year-old sculptor, won first prize out of some seventy-five entries made in hobby contest among needy children on Lower East Side, sponsored by Educational Alliance, East Broadway and Jefferson Street.

Paul entered plaster bust of Dr. Henry Fleischman, director of Alliance, and soap carving inspired by lions in front of Public Library. Both done from memory, Dr. Fleischman being in Europe, lions a matter of subway fare.

Pen and pencil set second prize, won by Bessie Gutzait, 12, 227 Clinton Street; Bessie knitted a pink jacket and cap, trimmed with blue angora.

Third prize to comedians, whose antics in restaurant scene set audience of 300 children screaming with laughter; Abe Gilbert, 15, 166 Henry Street, and Max Weintraub, 14, 38 Jefferson Street, mustached clowns, seemed to be children's choice for first place.

High point in their skit reached when customer, after having his face doused several times in a bowl of soup, ordered waiter "to explain"; waiter returned with two raw eggs.

Wide field covered by objects on display; girl had autograph book, signatures ranged from Herbert Hoover to Max Goldberg, neighborhood tailor; 4-year-old girl had collection sugar lump wrappers; another had teapot filled with "genuine junk"—metal, paper, cloth; boy planning to be a dentist brought eight-inch cast of false teeth.

A HUMAN INTEREST STORY—1—August 7th, 1936.

Mrs. Everett Smith, 363 Ovington Avenue, Brooklyn, heard, through son in California, of a blind (University of California) student who was planning to try for audition at NBC studios.

Russell Darbo, law student, 27, and his dog, Mia, who was trained at the Seeing-Eye, Morristown, New Jersey, set out on July 2nd from Berkeley, California.

Darbo believes distance nothing to a blind man.

Difficulty in getting lodgings because of restrictions against dogs; Darbo put up frequently at YMCA.

Handicapped with blindness since picking at some dynamite caps at age of fifteen; set out on his hitch-hiking expedition, not as "a publicity stunt," but to merit normal treatment by doing a normal thing.

In spite of disapproval of friends, Darbo set out with only his dog; carried \$38.00; a small radio; few tidbits in his knapsack; planned to walk and hitch-hike the 3,400 miles; had to manoeuvre thick traffic as well as waste-land and desert.

Wanted to turn back only once—25 miles out of Reno; dog kept willingly on in spite of blistered feet; the pair often walked thirty miles a day.

Darbo believes his thirty-three day trip proves blindness is no handicap to doing the ordinary things of life.

Blind Student Hitch-Hikes Here From Coast; Guided on Desert Trek by Dog Companion

Russell Darbo, blind University of California student, until yesterday was the unheralded hero of a cross-country hitch-hiking adventure, in which his only companion was Mia, a shepherd dog.

There was no public or private welcome awaiting Darbo here last Monday. The long journey, many miles of it made on foot, was "not a publicity stunt." Darbo, aided by Mia, traveled thirty-three days to prove to himself that blindness is no handicap in doing the ordinary things of life.

A law student, 27 years old, Darbo has been blind since he picked at some dynamite caps when he was 15, and all these years he has been

treated as one handicapped. He wanted to be treated as a normal person, so he undertook what ordinarily would be considered an adventure for a normal person.

On July 2 he and Mia left Berkeley, Calif., despite the disapproval of friends and others.

With only \$38, a small radio, a few tidbits in his knapsack, Darbo and Mia struck for the road. A distance of about 3,400 miles the two traveled, through thick traffic, across desert and waste land. Only once, twenty-five miles out of Reno, was there any desire to turn back.

Mia, trained by the Seeing-Eye in Morristown, N. J., as a guide

and protector for the blind, stuck by faithfully, even though her paws blistered. They often walked thirty miles a day.

Darbo found it difficult at times to get lodgings because of restrictions against dogs. Much of the resting hours were spent at branches of the Y. M. C. A.

Darbo told his story yesterday at 362 Ovington Avenue, Brooklyn, where he was the guest of Mrs. Everett Smith. Mrs. Smith learned about Darbo through her son in California, who was the latter's chum. Mrs. Smith had but one clue as to where Darbo could be reached in New York; she knew that he had planned to get a radio audition at the NBC studios. There she found his hotel address.

For himself Darbo wanted to say distance was nothing to a blind man.

CHILD'S SCULPTURE WINS HOBBY PRIZE

Plaster Bust and a Carving of
Soap Adjudged Best in
East Side Show.

75 COMPETE FOR AWARDS

The Entries Range From Cast
of Huge False Teeth to
Model Airplanes.

Everything from a murderous-looking cast of huge false teeth to model airplanes turned up yesterday afternoon in a hobby contest among needy children of the lower East Side, sponsored by the Educational Alliance, East Broadway and Jefferson Street.

Out of some seventy-five entries the first prize went to Paul Mazerowitz, a 15-year-old sculptor who lives at 123 Henry Street. Paul entered a plaster bust of Dr. Henry Fleischman, director of the alliance, and a soap carving inspired by the lions in front of the Public Library. Both pieces, Paul said, were done from memory, Dr. Fleischman being in Europe and the lions being a matter of subway fare.

The second prize—a pen and pencil set—went to Bessie Gutzait, 12, of 227 Clinton Street. Bessie knitted a pink jacket and cap, trimmed with blue angora. The third prize went to a couple of comedians, whose antics in a restaurant set the 300 children in the audience screaming with laughter.

These mustached clowns, who seemed to be the children's choice for first place, were Abe Gilbert, 15, of 166 Henry Street, and Max Weintraub, 14, of 38 Jefferson Street. The high point in their skit was reached when the customer, after having his face several times doused in a bowl of soup, ordered the waiter "to explain," and the waiter returned with two raw eggs.

The objects on display covered a wide field. One little girl had an autograph book with signatures ranging from that of Herbert Hoover to Max Goldberg, a neighborhood tailor. A young man who is toying with the idea of becoming a dentist produced a cast of false teeth some eight inches across.

Other items were a collection of sugar-lump wrappers, of which a tiny girl had only four because there are only four restaurants with monogrammed sugar-lump wrappers in the neighborhood; also a teapot filled with "genuine junk" which the announcer said may be very valuable some day. It contained pieces of metal work, paper flowers, pencil drawings and home-made dresses.

August 8, Page 15

August 7, Page 1, Col. 2

PART THREE

X -- Telling Our Story in Pictures

Telling Our Story in Pictures

WE come now to the third main division of interpretation: pictures and symbols. We use pictures of many kinds in publicity for social work to attract the attention of our audiences, to make a more vivid appeal to their emotions than can be carried by even the best copy, to illustrate or emphasize a written message, or to tell a simple story which may be explained by supplementary text. In cartoons, posters, and "candid camera" photographs, for example, the pictures carry the message. The titles, slogans, or other words merely point it up.

There is a great deal to be said about the types and qualities of pictures. In this one brief lesson of a short study course we must stick to the question of how we may use pictures, in relation to the spoken and written word. Perhaps we decide to have a new letterhead, and to adorn it with a pictorial symbol, sketch or photograph. If we get out a news letter we must decide whether or not it is to be illustrated, and how. The annual report raises the same question. Most of us send photographs to the newspapers; many of us use slides to illustrate spoken words or graphs and charts to vitalize statistics. In fact, the only audience to which we may not at some time make a pictorial appeal is the radio audience — and even this may be changed when television comes within the reach of social work's publicity budget!

The important question, when illustration comes up for discussion, is: What do we want this picture to do? Silhouettes are arresting and decorative; but they will not look at you like the baby who, on the cover of one annual report, says, "Thank you for my eyes."

Pictures should be carefully selected and used with the same good judgment that should characterize all our publicity. Sometimes a smile is what we ask from our audiences, among other responses. Sometimes we want a catch in the throat. Sometimes we hope for more complete understanding, and sometimes we wish only to compel attention or to create a pleasant attitude of mind. Small grotesques, like the funny little dot-and-line figures which were so popular a few years ago, are humorous and pleasing; but they will not awaken sympathy for human need. Serious or tragic situations demand the skill and imagination of a true artist.

In selecting pictures for the newspapers, for example, we may be so eager to supply what the editor will use that we give no thought to the response we would like from newspaper readers. Is it our intention to create in the mind of the general public the impression that social work is chiefly supported by radiantly beautiful and exquisitely dressed debutantes, who pour tea, act in theatricals and pose in style shows for sweet charity's sake? Do we want our clients exclusively represented by the ragged newsboy and the gaunt, shawled widow? If we do not, we would do well to see the picture editor of a newspaper, find out from him what else he wants and can use, explain the dangers of exploiting clients, and then put imagination and resourcefulness to work.

One look may be worth a thousand words, but it is better to use no pictures at all than unsuitable or poor ones. Fortunate indeed is the agency possessed of a staff member who can make clever sketches to brighten a bulletin or poster; but in the effort to achieve the light touch, let us not be trivial. Almost anyone can be an amateur photographer, but a photograph carrying the caption, "eager, alert youth looks to us for leadership," adds nothing to the text if children in a stiff row have been caught by a flashlight with their eyes shut and their mouths open. Action pictures are better than posed ones, and individuals are more appealing than groups.

Decisions about publishing pictures of clients should be made on a case work basis rather than through any general rule. Will the use of the picture be against the interest of the client? Will other clients be perturbed by the fact that such pictures are used? Will the caption of the picture cast discredit on its subject?

When we want types rather than individuals we may borrow from or exchange with agencies in other cities — with permission; never without it. We may use photographs of posed models or we may buy suitable commercial photographs.

The field of illustration has been enriched of late years by new uses of pictorial statistics. The various offset processes have multiplied pictorial possibilities considerably. Shaded maps and those which use pictorial symbols are still good. Motion

pictures for those who can afford them are increasingly popular. Good cartoonists are usually glad to have their work reproduced, and will sometimes lend us a hand by giving their services for a special purpose. The art departments of schools can some-

times be called upon for illustrations, and professional artists are frequently merciful in their charges to social agencies. These are only a few of many possible suggestions in a rich and highly varied field.

Examples for Class Discussion

1—*Pictorial Charts*

The chart below, with the signature "Isotype," illustrates the method of pictorial interpretation developed by Dr. Otto Neurath, director, International Foundation for Visual Education.

See also charts in Lesson VII and on the following page.

Questions

Is this "picture language," as Dr. Neurath calls it, easy to understand?

To what publics is it suited?

What kinds of facts and figures would you think might most effectively be expressed in this way?

POST-WAR SLUMP TO DEPRESSION
Pig Iron Production



U.S.A. Other Countries

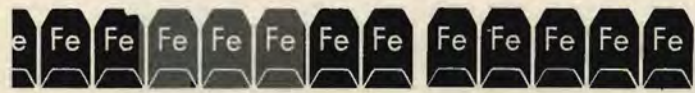
1900



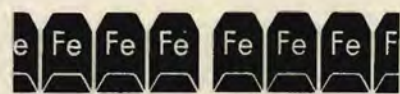
1913



1920



1921



1929

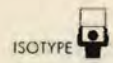


1932



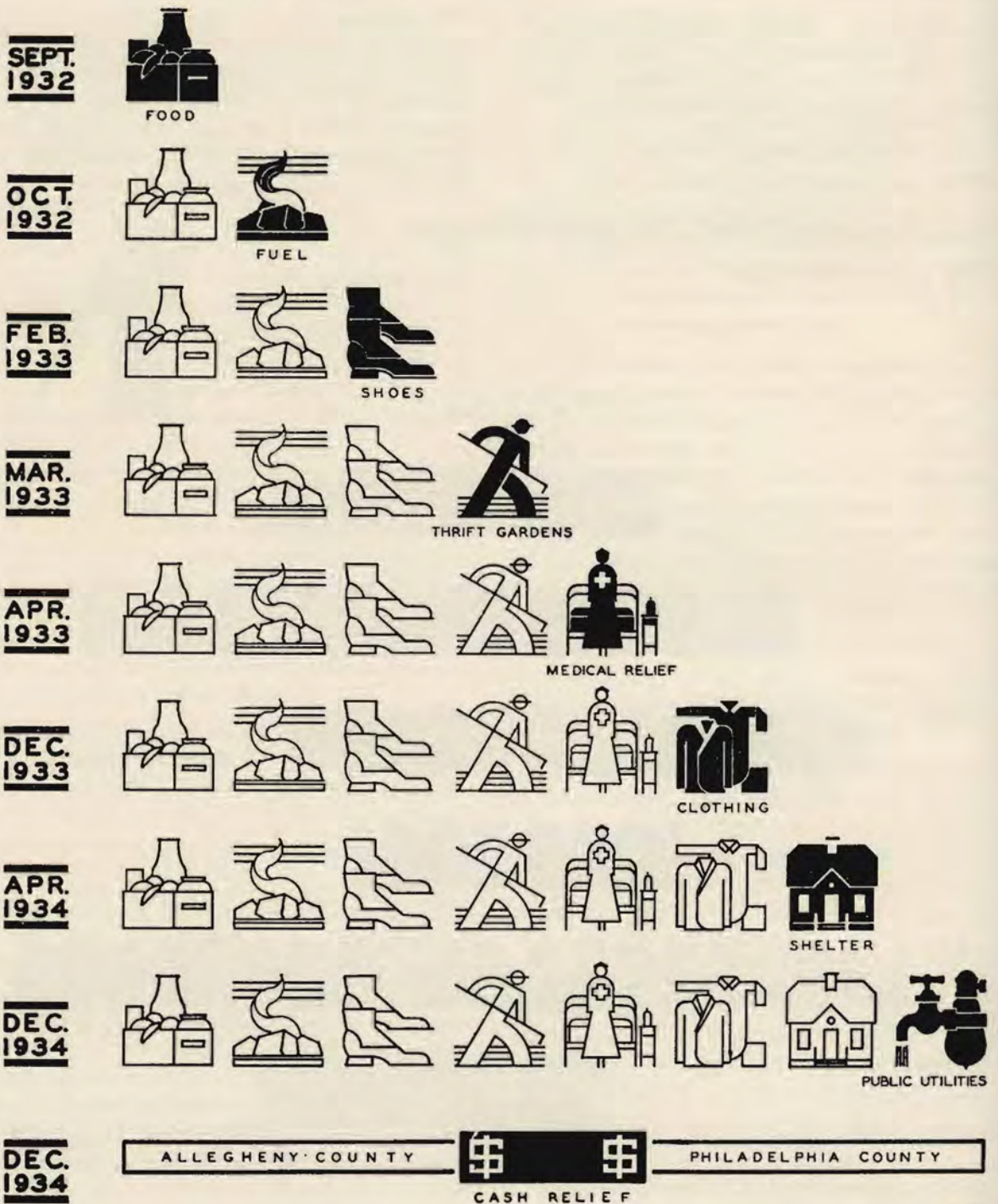
Each symbol represents 5 million tons

From Ten Years IRI, the decennial report of the International Industrial Relations Institute, The Hague, 1935



CHRONOLOGY OF DIRECT RELIEF EXPANSION IN PENNSYLVANIA

BY TYPE - SEPTEMBER, 1932 - DECEMBER, 1935



Both of the cartoons reproduced here appeared first in newspapers and are used, with permission, to illustrate appeals for funds.

Questions

Do these pictures drive home the need any more effectively than words can do?

Does the touch of humor detract from or appeal to your sympathy?



REPRODUCED BY SPECIAL PERMISSION OF FERDY CROSBY

"Almost any day now the buds is liable to bust out, an' then we'll know Spring is here."

One More Spring

It's Spring even in the Gas House district and the narrow, squalid back streets—where no trees grow and the only birds are pigeons caged on tenement roof tops.

Now is the time when the mind turns to dreams of warm days ahead and of other Springs—of searching for violets in fresh green woods, of catching pollywogs in dark, muddy pools, of oiling up one's rusty jackknife ready to cut willow whistles and fishing poles for a new season's business.

THE CHILDREN'S AID SOCIETY •

From a letter enclosure of the Children's Aid Society, New York

EVERYDAY MOVIES

By Denys Wortman



"No, Let's not pretend we're at the beach. We did that all last summer. Let's pretend we're in the country."

REPRINTED BY PERMISSION OF THE CHICAGO DAILY NEWS.

DREAMS CAN COME TRUE

All about Chicago Commons social settlement are just such little play groups on the streets of its congested neighborhood just west of the river.

The camp at New Buffalo, Michigan can take 95 boys and girls every two weeks for a real country experience.

Day outings can be planned for mothers and children, boys and girls. The "backyard" playground is a "promised land" for a hundred or more very small children daily. Older children join in the play school and vacant lot play.

Parents seek counsel in the many emergencies that beset them.

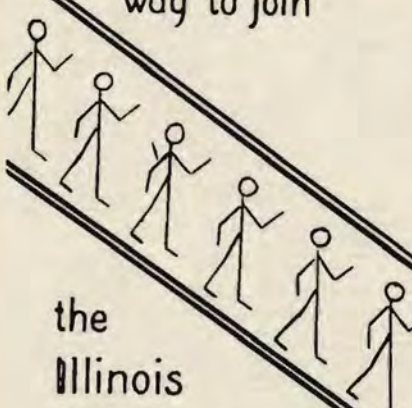
To make dreams come true, we need your help.
Will you not send a contribution to help in the summer work of

CHICAGO COMMONS ASSOCIATION
GRAHAM TAYLOR, TREASURER
955 WEST GRAND AVENUE, CHICAGO

ENDORSED BY THE SUBSCRIPTIONS INVESTIGATING COMMITTEE OF THE CHICAGO ASSOCIATION OF COMMERCE FOR THE YEAR ENDING NOV. 30, 1936.

Cartoon reproduced by permission of United Feature Syndicate, Inc., and New York World-Telegram

They are on their way to join



the Illinois Conference on Social Welfare

Elected officials, judges, administrators who hold their office as a public trust and want help in doing their work well.

Social workers, both public and private, who, as trained workers, value research, interchange of ideas, leadership.

Nurses, lawyers, doctors, teachers, -all who must meet human needs with wisdom and skill.

Social agencies and organizations willing to help and be helped.

Illinois Needs:
 Adequate laws
 Good welfare personnel
 Good welfare administration

Your Community Needs:
 Effective public welfare boards
 An informed public opinion
 Contact with other communities

Your Welfare Agencies Need:
 Coordinated planning
 Cooperative action
 Advise and information

You Need:
 A sense of responsibility
 Inspirational contacts
 Facts and ideas

These needs can best be met by a state-wide non-partisan organization, adequately staff and financed, through which all groups can act after joint consideration and planning.

Parents who want to work for the welfare of their children.

Board members of public and private agencies who want to give and to get new ideas.

Club women, civic leaders, members of service clubs who find strength in cooperation, who need facts and guidance.

Taxpayers and business men who know that efficient welfare services free from graft and patronage save money.

THIS IS WHAT YOUR GIFT CAN DO—

IT CAN...

- Render legal service to a person in trouble \$.66
- Cure a sick patient an hour's expert nursing care 1.87
- Give a homeless child care in a children's home for one week \$ 95
- Give 4 boys recreation and education for a year in a scout troop 7.79
- Give a sick child 1 day's hospital care

PUBLIC WELFARE NEWS

Published by
AMERICAN PUBLIC WELFARE ASSOCIATION
 450 N. STATE STREET - CHICAGO, ILLINOIS

Consultant, Administrative and Technical Service in the Field of Public Welfare

VOL. IV NOVEMBER, 1936 No. 11

OPEN FORUM

Sharely a few phases in the office of the American Public Welfare Association in which we do not have an interview or a letter asking for a discussion of a policy or procedure related to public welfare administration.

We believe that there may be other or even better answers to any one of these questions than what we can devise. There, too, we are realistic enough to think that the people on the firing line frequently have a philosophy or contribution out of their experience with which we should be aware.

The way to develop discussion and use the best ideas available is to offer the opportunity to speak on the opinions of others on pertinent questions to those who are interested in stimulating their own thinking or finding a solution to a problem.

It is valuable to express an opinion, but it is more useful to stimulate thinking on a subject which, like public welfare, is always on the move forward with new problems, each requiring thoughtful solutions.

If some few administrators or social workers are helped to think more thoroughly about their own work or if others come to an honest difference of opinion, this issue of the PUBLIC WELFARE NEWS will have served a good purpose.

Frank H. Goodstein
 Director, American Public Welfare Association



FAMILY SERVICE



Since 1929 the Chicago Family Service has been a public and private, non-profit organization. It is a member of the National Council on Family Service and the National Council on Child Welfare. It is a member of the National Council on Social Work and the National Council on Public Welfare. It is a member of the National Council on Family Service and the National Council on Child Welfare. It is a member of the National Council on Social Work and the National Council on Public Welfare.

3— Symbols and Small Sketches

On the opposite page are examples of small pictures. Others of a similar kind may be found among examples in Lessons V, VI, and VII.

Questions

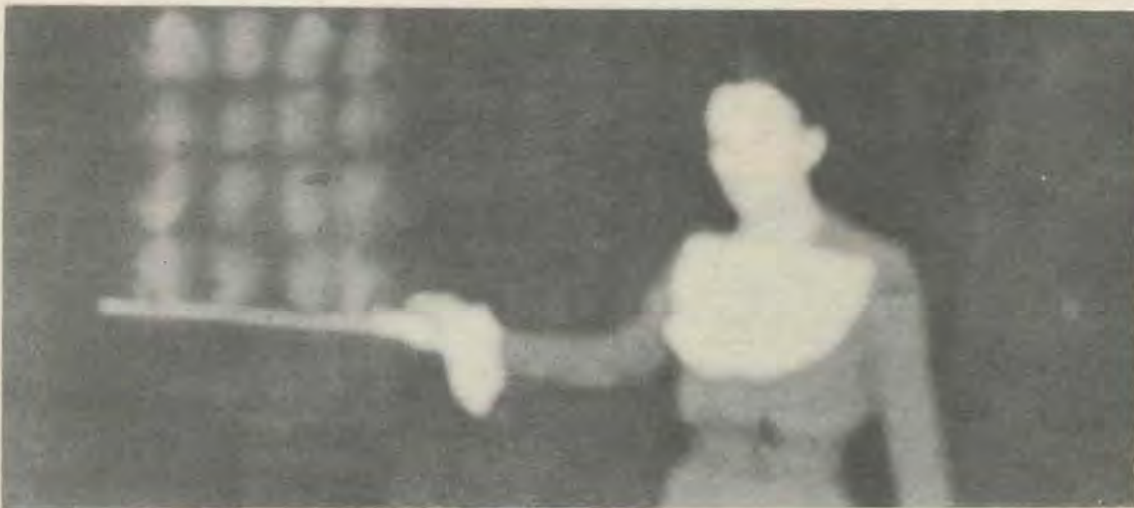
Do these simple pictures justify the slight added expense of using them? Try to imagine these pages without the sketches.

What is added to the appearance of the page? Are the pictures mainly decorative? Do they lend dignity or informality to the message? Do they lessen or increase a sense of importance? Add a welcome liveliness? Reinforce the text?

An enclosure called "The Difference" from the Illinois Society for Prevention of Blindness



The blackboard as it looks to John



And ———

As it looks to Joan

4— Photographs Which Tell a Story

On this page and the five following pages are photographs which have been used in bulletins and reports.

Questions

What purpose is served by the photographs in this collection? Which make an emotional appeal? Which ones are merely decorative? Which ones tell a story better than it could be told in words?

Under what conditions could these pictures be used without doing any harm to the subjects? What limitations would you place upon their use? Upon the captions which relate to the pictures?

MOTHERING the MOTHERLESS

Photographic Series by
LEONARD B. HYAMS

Scenes from a day in the life of Federation's 2,500
foster children.



1. *Come and get me, somebody.*



2. *Morning, mommy.*



7. *I finish my cereal.*



8. *See, I help mommy.*



9. *Wait till I comb my hair.*



10. *Step—down.*



13. *Just us men.*



16. *It's wet.*



17. *I'm bigger than you, daddy.*



18. *See, I can carry both.*



23. *See, the funny dog.*



24. *I can eat by myself.*



25. *First, the right foot.*



26. *I wash good.*



3. Now, the left foot.



4. See, I wash—



5. —and dry myself.



6. I like cod liver oil.



11. I walk with mommy.



12. I'm hungry.



13. Afternoon nap.



14. It's Sunday—dad's home.



19. Your slippers, daddy.



20. Ooh, milk!



21. I can write, too.



22. Gimmel!



27. Don't wanna sleep.



28. Good night.

Today, in 2,117 private homes, 2,565 boys and girls are living a normal life, under the watchful and affectionate care of foster mothers, expertly chosen by two Federation child-care agencies, the Foster Home Bureau of the Hebrew Sheltering Guardian Society, and the Boarding-Out Department of the Hebrew Orphan Asylum.

The child pictured here is a two-and-a-half-year-old orphan boy, one of a group of 400 babies, ranging in age from new-born to 4 years, under the care of the Foster Home Bureau.

Under the careful eye of the foster mother, with the supervision of the agency, babies receive the individual care so necessary for health, training and development. They have someone to teach them their first steps, to guide them with their first words.

Step by step they become a part of the family, school and neighborhood life—not children apart, but normal children living the life of other kids.

AT JOURNEY'S START—

From Bangor, Maine, to Seattle, Washington; from Detroit, Michigan, to Houston, Texas—Travelers Aid works at the gateways to the city. Throughout the country, workers in Travelers Aid stand ready to give a competent, friendly service, safeguarding children, young people, elderly folks, as their journeys start. At the sign of the Travelers Aid lamp, a safe journey can begin.



"A safe journey to you and yours"—is Travelers Aid's purpose. The National Association for Travelers Aid and Transient Service, representing Travelers Aid Societies and cooperating groups, seeks to maintain and strengthen adequate, prompt, friendly service from city to city and town to town, in order to prevent any possible breakdown between the city of departure and the point of destination.



Children from broken families—hitch-hiking, wandering youths—young women, unemployed and without funds in a strange city—these are the friendless who come to Travelers Aid day after day. The problems of these young people on the march are the concern of at least two cities, and many times three or more. By getting in touch quickly with relatives, through other Travelers Aid workers in hamlets, towns, and cities from which these young travelers have come, Travelers Aid is able to serve in a friendly, constructive way. Such a service to the young "stranger within our gates" protects and safeguards youth, as well as our communities, from unwarranted difficulties, from aimless wandering, and many times from tragedies that cannot be repaired.



Families migrating from drought areas—unemployed, middle-aged women stranded in a strange city—elderly people who become confused while traveling—have come to look upon the Travelers Aid badge as a mark of friendship in strange surroundings. No matter whence they come or where they plan to go, each of these families and individuals needs a special, individualized care so that their problems do not increase for them and their care become a greater charge upon the community. Immediate action and a sympathetic hearing must be offered. Travelers Aid seeks to keep itself prepared to give this kind of service at the crossroads where human beings travel up and down.



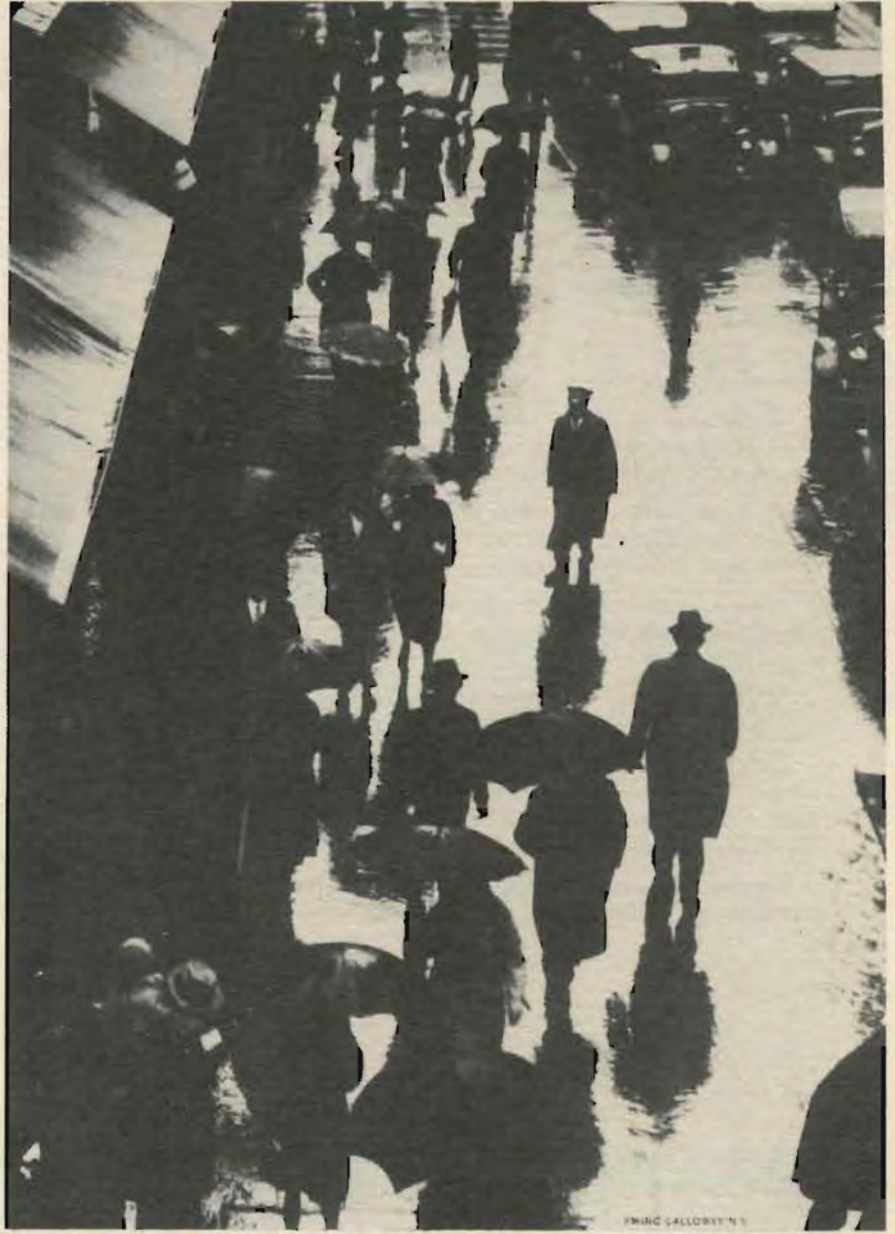
AT JOURNEY'S END—

At the sign of the Travelers Aid lamp, a safe journey can end. Travelers Aid workers on duty at terminals—railroad, bus, steamship, are ready to meet the inexperienced, the handicapped, the old, the young. A strong chain of service must be maintained to insure quick exchange of letters and telegrams for this friendly appointment service. The National Association for Travelers Aid and Transient Service is responsible for keeping this chain of service strong and unbroken from East to West, from North to South.

National Association for Travelers Aid and Transient Service

415 FIFTH AVENUE, NEW YORK 17, N. Y.
 Telephone: GRamercy 5-8171

Cover of a booklet of the
United Hospital Campaign Committee, New York



80
%

OF THE PEOPLE



5 — *A Series of Illustrations for a Talk*

The pictures described below were included in a series of slides used to illustrate the report of a relief agency's director at an annual meeting. Pictures were so taken that clients were not recognizable, except in instances where the client's permission to use the picture had been obtained.

A crowd of 200 people waiting outside one of the district offices before 9 o'clock in the morning.

A large group of people in one of the district waiting rooms.

Examples of poor houses in a suburban area of the city and an interior of one with the worst family conditions.

A houseboat which had been raised by its owner from 22 feet of water, repaired by driftwood and made the home of two clients.

Two views of houses in good neighborhoods where three or four families to a block are now on relief.

Two blocks of a congested section of the city where 150 families are under care.

A group of five different nationalities out of the 36 different nationalities of one of the districts. Those shown are Scotch, Italian, German, Polish and Chinese.

A group of six unemployed men showing the fine type of many of those under care.

A worker interviewing clients.

An interviewing room in which many workers are obliged to interview at one time.

A colored family having 13 children, which on the minimum food allowance requires ten quarts of milk a day. There are three sets of twins.

Two sections where houses are being given rent free for families in return for putting them into condition.

A white family of 12 children showing the great need for clothing and the interior of the work-relief sewing room where many thousands of garments are being made weekly.

Questions

Do these pictures help to focus attention on urgent problems?

Is there enough variety and contrast in the subjects? For example: contrast between pictures of people and of scenes; mass pictures and close-ups; unsightly or depressing pictures, and attractive pictures — of conditions as they should be, perhaps?

Would any of the subjects be unsuitable for use in a newspaper or widely distributed publication? Are all of them suitable for use in a meeting attended by a sympathetic group of friends of the relief agency?

Scene building for the Federal Theatre



PART FOUR

XI - - Planning Interpretation

XII - - Interpretation, A Shared Responsibility

Planning Interpretation

IN the first ten lessons of this course, we have laid out the tools for interpretation. Now we need a blueprint to work by.

The ideal way for any social agency to carry on interpretation is to plan a year's work in advance. If we look back over the uncharted work of the year that has just passed, we will see why planning ahead is important. What have we told our various publics, and how well have we told it? Any agency, taking this backward glance, might find that its program had been defended against criticism, but that very little had been done in the way of constructive education; or that valuable time and energy had been spent on the general public, while the inner circles of the board, staff, and co-operating agencies were woefully neglected; or that the entire publicity budget had been lavished on one expensive annual report when a bulletin sent monthly to key people in the community might have been more effective.

Having recognized past failures and also the foundation on which to build, we are ready to decide what facts to emphasize in the coming year, which audiences to reach, and what techniques to use in approaching them. Such planning makes it possible to budget time, money, and energy in advance, and to tell the year-around story more adequately.

Of course, changes in program, shifts in public attitudes, fluctuations in the prosperity curve, or even the election of a new board of directors may

demand alterations in the blueprint. The publicity program of any agency should be as flexible as its service program. No rules can be set down for planning that is both definite in outline and adaptable to unexpected conditions. Each situation that arises demands individual thought, just as each family must be considered individually by a good case worker. In general, however, we will do well to include in the plan such items as the following:

- 1— A clear statement of the objectives, policies, and strategies for the year's program or the particular project covered by the plan.
- 2— Consideration of the audiences to which the story is to be told, their interests, their present attitude or understanding of the subject.
- 3— A fresh look at the facts and illustrations available for publicity.
- 4— Selection of outlets or media to be used.
- 5— A calendar indicating the way in which efforts of interpretation will be spaced over the period to be covered.
- 6— An estimate of the cost.
- 7— The assignment to committee and staff members of their part of the program.

The three typical situations briefly summarized below call for decisions about some of these elements in planning. The bulletin called *Notes on Planning a Publicity Program* (see the reading references) will be helpful for advance reading and for reference in class discussion.

Examples for Class Discussion

1— *Membership Promotion*

Members of a community center's staff are aware that many young people in the neighborhood are restless and "at loose ends" but do not take advantage of the Center's varied program of play and study. These young men and women, some jobless, most of them underpaid, want passionately to have a good time and "to be somebody." They are, however, suspicious of any efforts to do good to them. The staff proposes an intensive effort during a month before the fall program starts, to attract to its clubs and dances as many as possible of these older boys and girls.

Questions

How would you go about bringing the Center to the attention of these neighborhood young people?

Would you seek them out and approach them individually? If so, who should talk with them?

How would you describe the Center's activities so as to break down their suspicious attitude?

Would you try to reach them in groups through talks? Through showing slides or amateur motion pictures? Where would you expect to find them gathered under conditions favorable to informal talks? Illustrated talks?

Would you use printed matter? Of what kind?
How would you distribute it?

Would you try indirect publicity about the Center on the radio or in newspapers?

2 — Meeting Criticism of a Public Agency

A county public relief agency has just been subjected to a barrage of criticism growing out of a local newspaper's published story of a family completely destitute and unable to secure help. On the one hand, the newspaper has opposed adequate salaries for competent social workers and a large enough staff to keep case loads down to a reasonable size; on the other, it demands prompt, efficient service and prints reports of all cases of apparent neglect which come to its notice. There is an impression abroad that, while "deserving cases" are badly treated, many people who won't work succeed in living in lazy comfort at government expense.

Questions

How would you, as the commissioner of public welfare, plan a year's program of publicity directed toward a better understanding of relief clients and the department's policies in meeting their needs?

What attitude would you take toward the critical newspapers?

Would you begin by trying to correct all these misconceptions at once? If not, which would you take up first?

Would you carry on a defensive campaign, replying to critics through letters, articles, and talks, or

Would you spend your energies chiefly on supplying a citizens' committee with facts to use in an educational campaign of its own?

If you should choose the latter course, what steps would you take to prepare these spokesmen to be interpreters?

Would you depend chiefly on statistics for your talking points, or broad statements of policy?

How can the human side of the picture be presented since "case stories" obviously may not be told?

How would you time your publicity to take advantage of current interests? You might, for example, take as an occasion for making information public the introduction of a bill for relief appropriations in the legislature, or a striking change in the employment situation. What other "pegs" of timely interest on which to hang stories suggest themselves to you?

3 — A Money Raising Effort

A well-established children's agency, not a member of a community fund, is about to add foster home care to its program. Its main support comes from an endowment fund which may legally be used only for institutional care of children. Its board of 27 members includes ten who actively support the new program and an equal number who are against it because their interest is centered in the beautiful building and grounds of the institution, and their pleasure in visiting the children there. The other seven members are not greatly interested, but have voted with those who wish the change. It will be necessary to raise about \$6,000 to launch the new program.

Questions

From what circles will you draw your "prospects" in the effort to obtain the necessary support? See page 7.

On the basis of what personal interest will you solicit contributions from members of these circles? Will you approach school teachers? (They are interested in children!) Members of a prominent men's athletic club? Rotarians? Business and professional women? Wealthy people who have children of their own?

Will it be helpful to inform the general public of this new departure?

What forms of publicity will you use?

a — Spoken words? Who will speak them?

Members of your board? Do they need instruction? How will you prepare them to be good spokesmen?

Members of your staff? If not, why not?

b — Written words? If a mail appeal is chosen, what kind of letter will be most effective? Who will write it? Who will sign it?

c — Will a printed folder describing the agency's services be needed? Should it be small enough to enclose in a letter or carry in a pocket? Should it be illustrated with original sketches? Photographs of children on whose behalf you are appealing? A picture of the present institution?

d — In what other ways could pictures be used in this appeal? Would charts, graphs or pictographs be useful? Would there be any opportunity to use slides or motion pictures?

e — Should the copy for the folder include an itemized estimate of the amount of money needed? A list of the board of directors? Brief case stories of the children?

Interpretation, A Shared Responsibility

IN the foregoing pages, the pronoun "we" has been employed again and again. "We use spoken words." "We should be simple and friendly." "We put words on paper." "What responses do we hope to get?" In whose name has the first person plural been employed? Who are "we" that share responsibility for interpretation?

Primarily, as was brought out in the earlier lessons, every member of every staff and board of every agency in every field plays some part in telling the story. The huge background for interpretation is woven of spoken words, written words, and pictures used by case workers, group workers, volunteers, board members, and citizens' committees everywhere.

Into this background three main patterns are woven, repeated again and again with minor variations. There is the government pattern often used by public agencies, in which publicity heads up in Washington and filters down through state machinery, or is directly released through large news and feature services, national radio hook-ups, and leading magazines. Such national leadership may be supplemented by state or regional information services covering local territory with varying degrees of initiative and independence.

There is the national private agency pattern, in which local units carry most of the work of interpretation, but look to headquarters for help, advice, and stimulation that may or may not be used to full capacity. The Travelers Aid, Girl and Boy Scouts, Young Men's and Young Women's Associations, and national societies for family and child welfare follow this pattern. A few national agencies carry on publicity campaigns which provide a setting for local money-raising efforts. The Mobilization for Human Needs, the Christmas Seal Sale, the Red Cross Roll Call, are familiar examples. These national campaigns, consisting of newspaper, radio, magazine, and sometimes news-reel publicity, are supplemented by the production of material sold at cost to the local agencies participating in the campaign.

There is also a recurrent local pattern in which the community chest, or council of social agencies, or both, divide responsibility with their agency members. Sometimes the chest carries on active in-

terpretation during the money-raising campaign supplemented by the year-around efforts of individual agencies. Sometimes the year-around job is handled by the central group, and the agencies have little share in it. Sometimes the agencies do most of the work with such advice or stimulation as the chest or council is able to give.

Closely related to all three of these patterns, but independent of them, there is the national Social Work Publicity Council, acting as a clearing house and exchange for publicity ideas from coast to coast, offering leadership, stimulation, and consultant service that is available to individuals and agencies everywhere. In some cities, local councils or chapters of the Social Work Publicity Council offer their members an opportunity to exchange experience, improve techniques, and work together for cooperative interpretation.

So much for the general picture. We come now to the individuals who blueprint and carry out the job of publicity for any given agency. Who they are and what they do will vary greatly according to the policy of the local agency or the community plan. Among them are publicity secretaries employed by social agencies on a year-around basis; executives who handle interpretation as a part of their work; staff members who take it on as a side line; individual board members or committee members who assume this task as their especial charge; and advertising or newspaper people enlisted for the duration of a campaign.

Some of those who specialize in this field have brought special skills with them from advertising agencies or newspapers to the organizations they serve. Some have added interpretation to other social work responsibilities, because of a natural flair for public relations, or because it needed to be done, and there was no one else to do it. Courses in public speaking, radio writing, and other highly developed techniques may be found in the larger cities. A very few professional schools of social work offer introductory courses in interpretation. State conferences now and then include publicity institutes in their programs. Adequate training for this special work is non-existent.

Groups of social workers who have followed this series of lessons may wish to continue to study and practice together. There are several possibili-

ties. For individuals, there are the books and articles listed in the reading references at the end of the course. For the group as a whole, there is the continued and more intensive study of one or several of the topics introduced in these lessons. In many

communities, this whole matter of sharing responsibility for interpretation needs to be thought through and a cooperative plan developed by the council of social agencies or some other widely inclusive organization.

Examples for Class Discussion

1—*Shared Responsibility of National and Local Agencies in Publicity*

A local agency planning a program of interpretation may decide to "go it alone," or it may share in the program of its affiliated national agency.

Let us assume that a national agency (say in the group work, case work, or public health field) supplies publicity material to its local units at cost, and also carries on a broad program of national publicity through magazines, radio, and newspapers. What considerations will help the local agency to choose between available national aids, and locally designed and prepared material? For example, the national organization might contribute: authoritative information as background material, the economy of large-scale production of printed matter, the prestige of important names of spokesmen, the skill of exceptional artists and writers in preparing illustrations, radio scripts, articles. The local agency has as its special equipment: information about local problems and services, its own well-known citizens and public officials to speak up in its cause, and local color.

These considerations might be discussed and others added:

a—"Our town is different; we can't approach the public here the way you would in other places."

Glance over the various examples of publicity reproduced in these pages. Do you find any statements, pictures, stories, or other material which, with possible changes of names and figures, would be suitable to use in your town?

b—"Let's borrow or buy a one-act play to produce at our annual meeting."

Will the play written for general use tell the story of your work for the year? If it is to be used, what additional features of the program would be needed to center interest in the local problems?

c—"The national agency's educational campaign (Girl Scout Week, Early Diagnosis Campaign, or some other one) comes at a bad time for us."

Does the local inconvenience outweigh the advantages of relating your local work to featured national broadcasts, or the news

values of an announcement coming from the White House, and the opportunity to use an attractive poster as a background for window displays?

Is some other event scheduled for the same period which would prevent a local campaign from getting public attention? Would your campaign be in competition with that of another agency?

d—Could you make use of services offered by the national agency, supplementing them with material locally prepared?

2—*Responsibility for Local Interpretation*

In considering the common interest of all local social agencies in community understanding of social work, how would you divide the assignment of tasks among the community fund, council of social agencies, and individual member agencies?

a—Who should take the initiative in seeing that unmet needs are brought to the attention of the community?

b—Should the member agencies in the community chest try to maintain well-informed constituencies of their own?

c—Where would you place responsibility for collecting suitable information for special articles, series of radio broadcasts, or of forums, and other efforts planned to give a well-rounded picture of community needs and services?

d—Where would you place responsibility for advising social agencies in their relations with newspapers and radio stations?

3—*Raising Standards of Interpretation*

Now that you have completed this course what would you suggest as the next step toward developing skill and good judgment in the interpretation of your agency's work?

a—What parts of the task require skilled publicity service?

b—What should be the contribution of social workers who are well-informed about needs, services, and policies?

c—Where would you look for skilled volunteer service? (See *Jobs for the Volunteer Publicity Aide* in the reading references.)

d—How can the group taking the course provide for continued study and practice?

Reading References

I—To Individuals

How to Win a Sales Argument, by Richard C. Borden and Alvin C. Busse. Harper & Bros., 49 E. 33d St., New York, N. Y. 166 p. 1926. \$1.00. This little book, intended for salesmen, contains some sound ideas for conversational interpretation. It begins: "If you have a dominating personality, sufficient nerve, and a fluent tongue, it is quite possible for you to occupy ninety per cent of the total time available for a given argument with your own comments — perhaps a hundred per cent. But your achievement will be your ruin."

How to Be a Convincing Talker, by J. George Frederick. Business Bourse, 80 W. 40th St., New York, N. Y. Two volumes. 1937. \$3.50 for the set. The sub-title is "and a Charming Conversationalist." It has as its thesis: "Skill in talk is the great high-road of success in almost any endeavor."

II—To Boards and Committees

Board Members' Manual. National Organization for Public Health Nursing. Macmillan Co., 60 - 5th Ave., New York, N. Y. 173 p. 1937. \$1.50. See chapters on Publicity Committee, Informing the Board Member, and Meetings.

Social Agency Boards: And How to Make Them Effective, by Clarence King. Harper and Bros., 49 E. 33d St., New York, N. Y. 102 p. 1938. \$1.25. See chapters on What Are the Chief Functions Performed by Boards? and How Should Board Meetings Be Conducted?

The Family, Family Welfare Association of America, 130 E. 22d St., New York, N. Y. 25 cents a copy, \$1.50 a year. From time to time *The Family* contains articles about interpretation to boards or by them.

III—To Larger Meetings

A Handbook of Public Speaking, by John Dolman, Jr. Harcourt, Brace and Co., Inc., 383 Madison Ave., New York, N. Y. 165 p. Revised, 1934. \$1.00. There are so many good books on public speaking that it is hard to name only one. Mr. Dolman's book is brief, practical, and inexpensive. It contains a bibliography for those who would read more fully.

Follow the Leadership — and Other Skits, by Barbara Abel. The Womans Press, 600 Lexington Ave., New York, N. Y. 132 p. 1938. \$1.00. Contains a number of informal sketches prepared for the Young Women's Christian Association, but adaptable to other uses; also a preface about using dramatics in meetings.

IV—Over the Radio

Social Work at the Microphone. Social Work Publicity Council, 130 E. 22d St., New York, N. Y. 17 p. mimeographed. 1935. 40 cents. Here, in brief

form, are the essentials of preparing and presenting radio programs. This bulletin contains a well-selected bibliography.

Handbook for Amateur Broadcasters, by P. Gibson. Scholastic Publications, Chamber of Commerce Bldg., Pittsburgh, Pa. 58 p. 1937. 50 cents. It is practical for producers of radio programs, and informative for novices who wish to know what a radio program involves. There are many illustrations, both quoted from scripts and photographic.

General References for Part Two

Publicity for Social Work, by Mary Swain Routzahn and Evert G. Routzahn. Russell Sage Foundation, 130 E. 22d St., New York, N. Y. 392 p. 1928. \$3.00. Part Three discusses the appearance of letters, house organs, and reports.

Put It in Writing, by Warren Bower. Service Bureau of Adult Education, Division of General Education, New York University. 20 Washington Square North, New York, N. Y. 63 p. 1937. 50 cents. This pamphlet offers "Practical Aids to Clear and Vigorous Expression."

V—In Letters

The Reporter of Direct Advertising. Official monthly publication of the Direct Mail Advertising Association, Inc., Hotel Pennsylvania, New York, N. Y. 25 cents a copy, \$3.00 a year. Contains ideas on layout, form and lists for sales letters, and practical information on mailing and testing direct advertising.

Take a Letter Please! by John B. Opdycke. Funk & Wagnalls, 354 Fourth Ave., New York, N. Y. 479 p. 1937. \$2.75. It is called "A Cyclopedic of Business and Social Correspondence." Part One on General Principles contains many quotations from famous letter writers and much practical advice.

Letters and Goodwill, by Hilary Campbell. Social Work Publicity Council, 130 E. 22d St., New York, N. Y. 15 p. mimeographed. 1937. 35 cents. The discussion of letters used by social agencies for financial appeals and general correspondence. Contains a bibliography on letters.

VI—In Bulletins

The House Organ — Ambassador of Social Work. Social Work Publicity Council. 17 p. mimeographed. 1936. 35 cents. This tells editors of social work bulletins what are the fundamentals of their task.

VII—In Annual Reports

Writing the Annual Report. Social Work Publicity Council. 11 p. mimeographed. 1937. 25 cents. The best features of a large number of annual reports are described and general principles of report writing are made clear.

VIII and IX—In the Newspaper

The Changing American Newspaper, by Herbert Brucker. Columbia University Press, 2960 Broadway, New York, N. Y. 111 p. 1937. \$1.50. Trends in journalism which contributors to newspaper columns should be aware of are described and illustrated.

Newspaper Writing and Editing, by Willard Grosvenor Bleyer. Houghton, Mifflin Co., 2 Park St., Boston, Mass. 482 p. 1932. \$2.25. This is a thorough textbook on the newspaper.

X—In Pictures

Publicity for Social Work, Chapter Ten, takes up illustrations for printed matter.

The main sources of help are magazines which use effectively pictures of people, conditions, and events, for example, *Survey Graphic*, for all kinds of illustrations, and *Life* and *Look* for photographs.

Survey Graphic, 112 E. 19th St., New York, N. Y. 30 cents a copy, \$3.00 a year.

Life, 350 E. 22d St., Chicago, Ill. 10 cents a copy, \$4.50 a year.

Look, 551 Fifth Ave., New York, N. Y. 10 cents a copy, \$2.00 a year.

How to Use Pictorial Statistics, by Rudolph Modley. Harper & Bros., 49 E. 33d St., New York, N. Y. 170 p. 1937. \$3.00. Technical instruction on preparation of pictorial charts and maps for presenting and interpreting statistics.

New Ways in Photography, by Jacob Deschin. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York, N. Y. 307 p. 1936. \$2.75. The emphasis is on low cost of operation and easy availability of mate-

rials. Illustrated with 36 photographs and 9 diagrams.

XI—Planning Interpretation

Notes on Planning a Publicity Program, 8 p. mimeographed, reprinted, 1935, and *Appraising Your Interpretation Program*, 8 p. mimeographed, 1938. By Mary Swain Routzahn. Social Work Publicity Council, 130 E. 22d St., New York, N. Y. The two pamphlets provide a method of analyzing and outlining the year-round program of interpretation of a social or health agency. 15 cents each, 25 cents for both.

XII—Interpretation, A Shared Responsibility

News Bulletin and special publications of the Community Chests and Councils, Inc., 155 E. 44th St., New York, N. Y., suggest ways of sharing responsibility for interpretation among social agencies.

Jobs for the Volunteer Publicity Aide. Social Work Publicity Council. 6 p. 1935. 10 cents. A wide variety of services which volunteer publicity workers may perform are described.

General References

A Selected Bibliography on Social Work Interpretation, compiled by Mary Swain Routzahn. Russell Sage Foundation. 4 p. 1936. 10 cents.

List of mimeographed and duplicated bulletins on social work interpretation. Social Work Publicity Council, 130 E. 22d St., New York, N. Y. Free.

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