THE IDENTIFICATION AND DESCRIPTION
OF COMMUNITY SERVICES FOR
CHILDREN IN AIKEN COUNTY
AIKEN, SOUTH CAROLINA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER DEGREE OF MASTER
OF ARTS

BY

SARAH HELEN SAPP

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA

AUGUST, 1965
ACKNOWLEDGEMENTS

The writer wishes to express her deep indebtedness to Dr. Huey E. Charlton for his patience, encouragement, understanding and helpful suggestions.

Special thanks are also due to Dr. Linwood Graves for his assistance in this project. To the principal and faculty of Schofield High School and the community resource agencies, the writer is indebted for their cooperative assistance in gathering the data for this investigation.

S.H.S.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Rationale</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Evolution of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Contribution to Educational Knowledge</td>
<td>4</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Locale</td>
<td>6</td>
</tr>
<tr>
<td>Subjects</td>
<td>6</td>
</tr>
<tr>
<td>Method of Research</td>
<td>6</td>
</tr>
<tr>
<td>Procedural Steps</td>
<td>7</td>
</tr>
<tr>
<td>Survey of Related Literature</td>
<td>7</td>
</tr>
<tr>
<td>II. PRESENTATION AND ANALYSIS OF DATA</td>
<td>23</td>
</tr>
<tr>
<td>Community Resource Agencies</td>
<td>23</td>
</tr>
<tr>
<td>Introductory Statement</td>
<td>23</td>
</tr>
<tr>
<td>Types of Community Resource Agencies</td>
<td>23</td>
</tr>
<tr>
<td>The Organizations Classified</td>
<td>23</td>
</tr>
<tr>
<td>The Information Sought</td>
<td>24</td>
</tr>
<tr>
<td>Identification and Address</td>
<td>24</td>
</tr>
<tr>
<td>Nature of Services</td>
<td>25</td>
</tr>
<tr>
<td>Eligibility Requirements</td>
<td>25</td>
</tr>
<tr>
<td>Fees Charged</td>
<td>25</td>
</tr>
<tr>
<td>Method of Referral</td>
<td>25</td>
</tr>
<tr>
<td>Usual Procedure in Handling Cases</td>
<td>26</td>
</tr>
<tr>
<td>Sources of Financial Support</td>
<td>26</td>
</tr>
<tr>
<td>Community Resource Agencies</td>
<td>26</td>
</tr>
<tr>
<td>Aiken Association for Retarded Children</td>
<td>26</td>
</tr>
<tr>
<td>Aiken Council of Camp Fire Girls</td>
<td>27</td>
</tr>
<tr>
<td>Aiken County Board of Education</td>
<td>27</td>
</tr>
<tr>
<td>Aiken County Department of Public Health</td>
<td>28</td>
</tr>
<tr>
<td>Aiken County Department of Public Welfare</td>
<td>28</td>
</tr>
<tr>
<td>Aiken County Employment Service</td>
<td>29</td>
</tr>
<tr>
<td>Aiken County Hospital</td>
<td>30</td>
</tr>
</tbody>
</table>
**TABLE OF CONTENTS (Continued)**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. PRESENTATION AND ANALYSIS OF DATA (Cont'd)</td>
<td></td>
</tr>
<tr>
<td>Aiken County Public Schools</td>
<td>30</td>
</tr>
<tr>
<td>Aiken Parks and Recreation Department</td>
<td>31</td>
</tr>
<tr>
<td>Aiken Police Department</td>
<td>31</td>
</tr>
<tr>
<td>Aiken Public Library</td>
<td>32</td>
</tr>
<tr>
<td>Alcoholics Anonymous Club</td>
<td>32</td>
</tr>
<tr>
<td>Alpha Kappa Alpha Sorority</td>
<td>33</td>
</tr>
<tr>
<td>American Association of University Women</td>
<td>33</td>
</tr>
<tr>
<td>American Cancer Society</td>
<td>34</td>
</tr>
<tr>
<td>American Legion Auxiliary</td>
<td>34</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>35</td>
</tr>
<tr>
<td>Boy Scouts of America</td>
<td>36</td>
</tr>
<tr>
<td>Business and Professional Women</td>
<td>36</td>
</tr>
<tr>
<td>Civil Defense</td>
<td>37</td>
</tr>
<tr>
<td>Civitans</td>
<td>37</td>
</tr>
<tr>
<td>Council of United Church Women</td>
<td>38</td>
</tr>
<tr>
<td>Cripple Children Service</td>
<td>38</td>
</tr>
<tr>
<td>Delta Sigma Theta Sorority</td>
<td>39</td>
</tr>
<tr>
<td>Demolay, Order of</td>
<td>39</td>
</tr>
<tr>
<td>Eastern Stars</td>
<td>40</td>
</tr>
<tr>
<td>Girl Scouts of America</td>
<td>41</td>
</tr>
<tr>
<td>Gregg Graniteville Foundation</td>
<td>41</td>
</tr>
<tr>
<td>Heart Council</td>
<td>42</td>
</tr>
<tr>
<td>Kiwanis</td>
<td>42</td>
</tr>
<tr>
<td>Knights of Columbus</td>
<td>43</td>
</tr>
<tr>
<td>Lions Club</td>
<td>43</td>
</tr>
<tr>
<td>Ministerial Alliance</td>
<td>43</td>
</tr>
<tr>
<td>March of Dimes</td>
<td>45</td>
</tr>
<tr>
<td>Mental Health Association</td>
<td>45</td>
</tr>
<tr>
<td>National Association for the Advancement of Colored People</td>
<td>46</td>
</tr>
<tr>
<td>National Society for Crippled Children</td>
<td>46</td>
</tr>
<tr>
<td>Pan Hellenic</td>
<td>47</td>
</tr>
<tr>
<td>Parent-Teacher Association</td>
<td>47</td>
</tr>
<tr>
<td>Phyllis Wheatley Branch</td>
<td>48</td>
</tr>
<tr>
<td>Pilot Club</td>
<td>48</td>
</tr>
<tr>
<td>Rotary International</td>
<td>49</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>49</td>
</tr>
<tr>
<td>Schofield Alumni Club</td>
<td>50</td>
</tr>
<tr>
<td>Smith Hazel Recreation Center</td>
<td>51</td>
</tr>
<tr>
<td>Tuberculosis Association</td>
<td>51</td>
</tr>
<tr>
<td>Veterans of Foreign War</td>
<td>52</td>
</tr>
<tr>
<td>Veterans Service Council</td>
<td>52</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>52</td>
</tr>
<tr>
<td>Winston Service Council</td>
<td>53</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>53</td>
</tr>
<tr>
<td>Use of Community Resource Persons</td>
<td>53</td>
</tr>
<tr>
<td>Use of Youth-Serving Organizations</td>
<td>54</td>
</tr>
<tr>
<td>Use of Field Trips</td>
<td>54</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II. PRESENTATION AND ANALYSIS OF DATA (Cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Use of Directories</td>
<td>55</td>
</tr>
<tr>
<td>Use of Resource Maps</td>
<td>55</td>
</tr>
<tr>
<td>Use of Resource Units</td>
<td>59</td>
</tr>
<tr>
<td>School Records</td>
<td>60</td>
</tr>
<tr>
<td>Community Leaders Who Have Appeared on the School Assembly Programs</td>
<td>60</td>
</tr>
<tr>
<td>Areas in Which Community Leaders Were Used</td>
<td>60</td>
</tr>
<tr>
<td><strong>III. SUMMARY AND CONCLUSION</strong></td>
<td>63</td>
</tr>
<tr>
<td>Introduction</td>
<td>63</td>
</tr>
<tr>
<td>Problem and Methodology</td>
<td>64</td>
</tr>
<tr>
<td>Summary of Related Literature</td>
<td>65</td>
</tr>
<tr>
<td>Findings</td>
<td>67</td>
</tr>
<tr>
<td>Conclusions</td>
<td>69</td>
</tr>
<tr>
<td>Implications</td>
<td>73</td>
</tr>
<tr>
<td>Recommendations</td>
<td>74</td>
</tr>
<tr>
<td><strong>BIBLIOGRAPHY</strong></td>
<td>75</td>
</tr>
<tr>
<td><strong>VITA</strong></td>
<td>78</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Distribution of the Types of Community Resource Agencies Participating in the Study</td>
</tr>
<tr>
<td>2.</td>
<td>Distribution of Community Resource Persons Teachers Used in Their Classroom Activities During the Academic Year, 1964-1965</td>
</tr>
<tr>
<td>3.</td>
<td>Distribution of Field Trips that Were Made by Teachers and Groups of Students at Schofield High School During the Academic Year, 1964-1965</td>
</tr>
<tr>
<td>4.</td>
<td>Distribution of Directories Teachers Used in Their Classroom Activities at Schofield High School During the Academic Year, 1964-1965</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution of Resource Maps Teachers Used in Their Classroom Activities at Schofield High School During the Year, 1964-1965</td>
</tr>
<tr>
<td>6.</td>
<td>Distribution of Resource Units Teachers Used in Their Classroom Activities at Schofield High School During the Academic Year, 1964-1965</td>
</tr>
<tr>
<td>7.</td>
<td>Distribution of the Community Leaders Who Have Appeared on the School's Assembly Program During the Year 1964-1965 as Indicated by an Examination of the School Records at Schofield High School in Aiken, South Carolina, 1964-1965</td>
</tr>
<tr>
<td>8.</td>
<td>Areas in Which Community Leaders Were Used as Indicated by an Examination of School Records at Schofield High School in Aiken, South Carolina, 1964-1965</td>
</tr>
<tr>
<td>9.</td>
<td>Distribution of the Nature of Services Rendered by the 50 Agencies Participating in the Study</td>
</tr>
<tr>
<td>10.</td>
<td>Distribution of the Eligibility Requirements as Indicated by the 50 Agencies Participating in the Study</td>
</tr>
<tr>
<td>Table</td>
<td>Distribution of the Number of Agencies Charging Fees as Indicated by the 50 Agencies Participating in the Study</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Distribution of the Preferred Methods of Referral as Indicated by the 50 Agencies Participating in the Study</td>
</tr>
<tr>
<td>13</td>
<td>Distribution of the Usual Procedures in Handling Cases as Indicated by the 50 Agencies Participating in the Study</td>
</tr>
<tr>
<td>14</td>
<td>Distribution of the Sources of Financial Support as Indicated by the 50 Agencies Participating in the Study</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Rationale.—One of the most interesting and promising of the school public relation approaches is that of using community resource personnel. Through this medium the public school is able to bring the laymen face to face with the school labors.

The counselor's and teacher's knowledge of community resources is a prerequisite if they are to function satisfactorily in referral. Locating available sources of help is often a difficult task for both students and school personnel. This is true because of the changing nature of professional memberships and service agencies in a community, the often limited resources available in the area, and the lack of central clearing agencies, such as the county medical society. A mental health information center, child and family welfare agencies, schools and universities, Red Cross, juvenile authorities, various state and national agencies, and others can help teachers and counselors locate professional and institutional services. Many communities have contributed to the health and welfare of their area by establishing central clearing offices whose task is to maintain a current listing of available resources for the benefit of students and professional workers.¹

Not only does the school personnel need to know the names and locations of referral resources, but they also should have some knowledge concerning how the students will be received and treated. Only a personal knowledge of institutions and professional workers will provide information as to their respective ways of functioning and the quality of services rendered.

The public schools do not exist apart from all other institutions. On the contrary, the success of the school program and of individual students in achieving educational goals is determined, not by financial support alone, but by all types of resources which the community has to offer.

Since the school is an integral part of the life of the community, not separated from it, the personnel services in the public schools of Aiken County should utilize the community resources, make referrals to them, and use such resources to augment the guidance program. However, this can not be done unless the various resources and referral agencies are identified and classified according to their functions or purposes.

It is essential that teachers and counselors know the many services available to the school and students that can be rendered by the agencies in the community. The schools and the agencies are working for the same goals. Even though they work in different ways, they are most effective when they work together. Both are contributing to the community by helping individuals to make the best personal and social use of their talents. Both are guided by a concern for the unique value of each student or client; both hope that the individual,
with help, will assume responsibility for his own direction.¹

The alert teachers and counselors sometimes see a student's need for medical, psychological, or welfare services not available in the school system. In these cases the work of community agencies make possible the improved education of the students. They in turn, see the value of enlisting the understanding and cooperation of the school in carrying out services to children and their families. These mutually-shared goals and responsibilities point up the value of school-agency cooperation to the best interest of individuals both are serving.

The writer, a former classroom teacher in the Aiken County School System, is of the opinion that a research study to identify the sources available in Aiken County for referral of high school students would prove fruitful and revealing by providing assistance in meeting needs of individuals that the school alone cannot meet as efficiently as some resource person or agency.

Statement of the problem.—The problem involved in this study was to identify and describe community services available for children in Aiken County, Aiken, South Carolina.

Evolution of the problem.—The writer's interest in this study is an outgrowth of four years of teaching and observing students. During this time the writer has come to realize that the teacher and counselor can not handle all of the problems that arise in the school setting. Not only because of the limited time available to them, but because of the problems that arise that are not within the domain of the school's

personnel. The writer has discovered that only a few of the student problems are actually referred to community resources and agencies, because the school is not aware of the various resources and referral agencies that are available for their use.

The writer has had conferences with several agencies in the community and has discovered that these agencies are anxious to serve the school, and would like to be closely associated. However, the school knows only a few of these agencies. But, in order to serve its pupils so that they may obtain the maximum benefits, the school should know all of the community referral agencies and resources. Since the school is not aware of the numerous resources, the writer feels that she has a responsibility of identifying these agencies and referral sources in order that the high school student might utilize these resources that are available to him, therefore, enabling him to live a more adjustive and productive life.

Contribution to educational knowledge.—The writer hopes that the implications in this study will be significant for the following reasons:

1. The data secured from this study will be of considerable value to the writer because, as a guidance counselor in the high school, the writer will need to know exactly where individual clients might best be referred for help.

2. The results of this study will serve as a guide to teachers and counselors in making good referrals.

3. The study will make the counselors and teachers aware of the school as being an integral part of the community.

4. The school will develop a positive attitude toward agencies as a result of this investigation.

5. The school and the community will become more cognizant of their interrelated functions in educating the youth of Aiken County.
Purpose of the study.—The general purpose of this study was to identify and describe community services for children in Aiken County, Aiken, South Carolina.

More specifically, the purposes of the study were characterized by the following objectives:

1. To ascertain the names and addresses of community agencies and to describe the services provided by those agencies.
2. To determine eligibility requirements for use of the community services.
3. To determine the methods of referral used by the community agencies.
4. To ascertain sources of financial support for the community agencies.
5. To ascertain the extent to which these services have been used by the teachers and students at the Schofield High School during the 1964-1965 academic year.

Definition of terms.—Significant terms used in this study are thusly defined:

1. The term, "community resource," refers to all those persons, places, things, materials, activities, and experiences in the community considered helpful in educating boys and girls into useful, effective, intelligent participating citizens.
2. The term, "referral," refers to the directing of people to sources of information or help.

Limitations of the study.—This study was an attempt to synthesize descriptive information about all of the community resources available to children in Aiken County. Data were collected by means of interviews with officials of the community agencies, examination of school records, and by use of a questionnaire constructed by Harold R. Bottrell and modified by the researcher and completed by the high school faculty members. Participation in the research was voluntary. Of the
102 agencies contacted, 50 supplied sufficient data to warrant inclusion in the study. The remaining 52 agencies indicated very limited participation in the affairs of the school, or elected not to participate.

Some of the persons interviewed were concerned about the purposes of the interview. This concern was expressed in inquiries pertaining to civil rights, race relations, and relationship with the state and federal tax authorities. While it is the opinion of the writer that valid information was obtained in the interviews, it is felt that the reader should be aware of the factors mentioned above.

The school records inspected included copies of programs, cancelled checks, receipts, and minutes of the faculty meetings. To supplement these records the researcher questioned the principal and teachers in respect to the use of resource persons and agencies.

It is believed that the writer's familiarity with Aiken County and with the Schofield High School aided considerably in the procurement of data which can be accepted as valid with no more than the usual reservations.

Locale.—This study was conducted in Aiken County, South Carolina.

Subjects.—The subjects used in this study were 55 classroom teachers at Schofield High School, 50 community resource agencies, and school records providing data on services rendered by these agencies during the year 1964-1965.

Method of research.—The descriptive survey method of research was used to collect data for this study, utilizing school records, interviews, and questionnaires.
Procedural steps.—The procedural steps followed in the conduct of this research are enumerated below:

1. The related literature pertinent to this research was reviewed, summarized, and presented in the thesis copy.

2. Permission to carry out this proposed research was obtained from the administration of the Aiken County Board of Education.

3. The teachers and principal of Schofield School who were to participate in this study were contacted to secure their cooperation and to orient them as to the nature and scope of the research program.

4. The questionnaire was designed as a modification of a questionnaire previously validated by Harold R. Bottrell, Editor, Educational Sociology, Harrisburg, Pennsylvania.

5. On May 11, 1965, the questionnaires were distributed to the 55 classroom teachers employed at Schofield High School, in Aiken, South Carolina.

6. On May 29, 1965, the writer began collecting data by interviewing officials of service agencies in Aiken County, South Carolina. The interviews were designed to ascertain information pertaining to the following: (a) types of firms, industries, and agencies; (b) names, addresses, and telephone numbers; (c) nature of services rendered; (d) eligibility requirements for use of services; (e) fees charged; (f) method of referral; (g) financial support; (h) pupil group visitation.

7. The data derived from the questionnaires, school records, and the interviews were assembled, and described as indicated by the purposes of the research.

8. The findings, conclusions, implications, and recommendations which were derived from the analysis and interpretation of the data were incorporated in the finished thesis copy.

Survey of related literature.—All of us are more or less vaguely familiar with some of the many youth serving organizations, but many persons are unaware that their numbers run into the hundreds, and only a few are acquainted with their precise purposes, the extent of their activities, and their size as measured in terms of men and money. It
is the responsibility of the school personnel to find and identify these various resources if the school is to educate the "whole" child by utilizing all available resources.

To begin with, the school's guidance and counseling program should integrate and coordinate pupil services within the school; it should also unite with individuals and organizations in the community. Even in small communities, such community resources as librarian, judge, and public health clinic are very valuable to students. These resources have the welfare of children at heart and have demonstrated great value as a referral source.

In a study of the New York schools, Committee #14 states that every community should be thought of as an extension of the school plant if the best possible educational program is to be developed. All the patterns of life, past and present, as well as physical facilities of the community are valuable resources. Business officials, municipal activities and service agencies have become the classroom of the modern school. These resources are assets for our educational program.¹

Fulmer and Bernard state that community child-guidance services, juvenile delinquency prevention agencies, state or city health departments, family welfare services, mental health associations, community psychiatric clinics, local colleges and universities with guidance training programs, religious, social, and recreational organizations,

community recreation agencies are all invaluable resources in the education of the child.¹

The counselor should know about community resources and make use of them. Loughary has emphasized that counselors and teachers seldom make even minimal use of community resources.² It is the counselor who should take the initiative for inviting key people from various agencies to meet and discuss mutual problems, and it is his responsibility to initiate the idea of surveying the community in order to identify the available resources.

There is a great store of resources awaiting in every community. There are the men and women who are successfully employed in the work in which the students are interested. Hoppock has implied that securing occupational information from only one person in an occupation would probably give a biased picture, depending upon the degree of satisfaction the individual had found in his work.³

Numerous studies have been made to identify the community resources available to children and in many cases, these studies have facilitated the development of a close, harmonious working relationship between the school and the community.


Williams, in a study of a community located on the coast of Florida used questionnaires and the interview to study the community. It was discovered that the following resources were readily available to the high school students: The beach and recreation area, banks, consultants, court, community center, merchants, tennis courts, swimming pools, doctors, nurses, Health Department, Police Department, Fire Department, Youth Center, City Government, adults in the community, and the Parent-Teacher Association.¹

All segments of the community resources are important in the education of the child. According to Blanchard and Flaum, parents are very important community resource agents. The parents are suppliers of material, models, inspiration, maintenance and repair, confidants, and taxpayers. A major responsibility of each parent is in the role of a model. The speech, the attitudes, the work habits, the desire for self-improvement and the desire for service to others are only a few of the ways in which each parent is a model.²

There are students who have decisions to make regarding military service. Perhaps the individual student is the only one who can finally decide what is his most intelligent decision regarding military service. Should he enlist upon graduation from high school? Should he wait to be drafted? Should he enter college and go as far as possible before being drafted? Should he get into the Reserve


Officer Training Corps? The school personnel can assist the student by referring him to the nearest recruiting station. The armed services personnel are very cooperative if one wishes to have a question and answer period regarding any branch of the service.¹

Child-guidance clinics are available in many communities. Here a psychiatrist, aided by a psychologist and a psychiatric social worker, studies the causes of the child's difficulties; helps him through personal treatment; and advises the parents on ways of bringing about a better emotional and social adjustment for him. For those children whose emotional disturbance is greater than can properly be cared for on an out-patient basis a few communities have already begun to provide study homes.²

The agency-operated group home is a relatively new community resource that is available to students. It has become an important tool in the community for certain children who are dependent, disturbed, delinquent, retarded, or are adolescent unmarried mothers. These homes provide psychotherapy, psychological testing as diagnostic aids, education, recreation, and medical and dental care.³

The Community Chest is another valuable resource that is found within the community. It is an organization whose membership is

¹Ibid., pp. 296-97.
representative of contributors, community groups, and social agencies.¹

In 1933 the social and health agencies in the Hartford Metropolitan Area made a survey of the Community Chest for the purpose of providing a scientific basis for future programming and budgeting. It was indicated that these services are available to everyone in the community. It was discovered that there were twenty-four public departments, boards or bureaus, and forty-nine agencies under private auspices. Four of the public agencies were state agencies with special programs in Hartford, seven were under the Hartford City Government, and thirteen under the Town Governments of West Hartford, East Hartford, Bloomfield, Wethersfield, Windsor, and Newington. More specifically, twenty-nine agencies were in the field of family welfare and relief, fourteen in the field of child care, fifteen in the field of recreation and leisure time, and there were eight concerned with health education and administration.²

Community resources can also be used to broaden the scope of extra-class activities. Because of the creative nature of the extra-class activities, students can help plan housing projects, landscaping projects, design buildings, recreation centers, etc. Through the means of field trips and community surveys, the school can better


utilize the local resources to enrich its own extra-class activity program and be of assistance to the community itself.

Blanchard and Flaum is of the opinion that students can be greatly motivated through the work with social service agencies as part of their extra-class activity work. They further point out that students can take part in civic improvement enterprises such as playground assistant's work, community recreational program work, community festival, forest and wildlife conservation work, community dramatics, "Y" work, and conducting community polls.¹

In 1964 the administration and personnel at Booker T. Washington High School made a survey of the community resources available to their students. They identified the following as the four main agencies within the community: Educational, Recreational, Civic, and Health and Sanitation. The Educational agencies included the public library of which approximately 30 per cent of the pupils had public library cards; twenty-four additional public schools, and 9 private schools for youth of secondary school age; eleven collegiate institutions; 8 non-collegiate institutions; museums, art galleries, planetariums, botanical gardens; youth serving agencies, such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Clubs, and Girls Clubs.²

Recreational opportunities were provided through the facilities

¹Blanchard and Flaum, op. cit., p. 224.

of both public and private organizations, among them were municipal recreation authorities, parks, clubs, churches, and various schools.¹

The report further stated that mental health is an ever present problem. Several steps had been taken to help eradicate the problem. Functioning child guidance clinics, social and welfare agencies, psychologists and psychiatrists had done much in that endeavor.²

The first professional community resources to become available to the schools were largely medical. Mental health was a prime concern, and still is. Advances are continually being made in every area affecting the physical and mental health of children and youth. It is now possible for local communities to use Federal Aid funds for the direct purchase of:

1. Medicine.
2. Locating and caring for children with physical, mental, and emotional handicaps.
3. Arranging for the care in foster homes or institutions for children who must live outside their homes.
5. Helping mental hygiene clinics, health agencies, schools, and other agencies to develop special programs for individual children.
6. Counseling on problems of children.
7. Helping to promote and to organize community-wide child welfare programs.³

²Ibid., p. 29.
In 1958, Goodwill Industries of Greater Kansas City initiated a community program with financial aid from the Federal Office of Rehabilitation, designed to rehabilitate the mentally retarded and to prepare them for gainful employment. They were interested in helping the mentally retarded, the cases of brain damage, emotional disturbances, pre-psychosis, epilepsy, speech and hearing disorders, hemiplegia, cerebral palsy, post-polio residual, club foot, and other forms of physical disability. A four to eight week evaluation or induction period in a sheltered workshop constituted the main part of the program. The project consisted of 33 clients, of this total, after play therapy, expressive-therapy, academic training, and personal hygiene, ninety-four per cent of the clients were placed on jobs.1

Many communities make available on the job training. A recent study of the on-the-job-training facilities available to students was made in Dade County, Miami, Florida. It was discovered at the time of the survey that a group of 50 youth between 17 and 21 years of age were being trained as meatcutters, meat handlers, and meat wrappers, using facilities at a nearby Air Force Base. These students had been selected by the schools with the cooperation of the Retarded Children's Society of Dade County and screened and tested jointly by the Vocational Division of Rehabilitation and Miami Employment Service. Instructors were supplied by the Miami Local of the Meatcutters and Butcher Workmen's Union. After the training period, it was agreed that the local

---

butchers and chain store meat departments would hire trainees who completed the course. These placements would be made through the Florida State Employment Service.¹

A somewhat similar study was made by the Georgia State Department of Education of its schools to find out exactly what the communities were doing in direct working relationship with the public schools. The report was to be presented to the Governor and to the General Assembly. It was reported that students receive instruction in distribution and marketing of goods and services for employment in retailing, wholesaling, manufacturing, storing, transporting, and other business establishments. This training was made possible by the community resource agencies. More specifically, it was found that:

1. Twenty-two Georgia high schools offer DE in 11th and 12th grades as an elective. In the Distributive Education classroom, students study such things as marketing, merchandising, salesmanship, advertising, retail mathematics, store organization and operation.

2. Diversified Cooperative Training. Students are co-op students who plan to enter trade and industrial occupations on a full-time basis after graduation. Some 1400 students in 11th and 12th grades in 51 Georgia high schools are taking DCT.

3. Vocational Office Training...Students are senior business education students who are preparing for full-time employment in office occupations. Thirteen schools in Georgia now offer VOT with 300 students enrolled.²


The great influx of youth into the labor market presents a problem. It is very important that the counselor be able to strike the spark necessary to set a community job placement program in motion for those who will be seeking summer employment or chances to do voluntary work. The Red Cross, the YMCA and YWCA, local hospitals, welfare programs of religious organizations, camps for underprivileged children, community playground, settlement houses, community centers, are all in the market for services of serving youth.

The program of the National Commission on Children and Youth has studied the communities in several areas and has presented a program indicating that the neighborhood playgrounds must be supplemented by district and regional areas and equipped with playground facilities for children, and other activities requiring large open spaces. It further indicates that trained leaders are necessary to help children and youth make the best possible use of such facilities. Opportunities for individual choice of interests and hobbies should be available to children and youth, youth centers, clubs, schools, churches, youth councils, community centers, museums, libraries, and civic organizations.¹

The rapid increase in the number of high school graduates in the years ahead and the growing awareness that a college degree is fast becoming the minimum educational requirement for many positions are great indications for the school to try to help students, financially, by finding and identifying the various scholarships and aids that are

¹Social Security Administration, op. cit., pp. 19-21.
in the local community.

In many communities, service organizations and women's groups have been particularly active in compiling scholarship data. For example, all field offices of the B'nai B'rith Vocational Service have compiled local scholarship information.¹

Forrester has made several studies concerning scholarship information. She points out that there are many local scholarships, namely: Vocational Rehabilitation, American Legion, B'nai B'rith, the Daughters of the American Revolution, Eagles, Eastern Star, Elks, Exchange Clubs, Kiwanis, Lions, Masons, Optimists, Parent-Teacher Association, Quota, Rotary, United Daughters of the Confederacy, and private firms are only a few of the many local scholarships that are available to high school students.²

Many communities seek to give their children the best possible chance to grow into happy useful citizens. Yet all communities know that every group of children suffers from wastage resulting from maladjustment and failure to develop and use talents. Some of these children grow up to become delinquents and criminals; some become emotionally disturbed and maladjusted adults; and some with unusual talent fail to discover and make use of it.³

¹Frank W. Miller, Guidance Principles and Services (Columbus, Ohio: Charles E. Merrill, 1961), pp. 326-44.
³Frank W. Miller, op. cit., pp.28.
In 1951, a Midwestern community with a population of forty-two thousand planned a ten-year project called the Community Youth Development Program. This program was an experiment. It tested the hypothesis that the community, through local persons appropriately trained, could increase its production of unusually able, creative young people and could reduce its production of socially personally maladjusted young people. Two groups of children were chosen for the experiment. An experimental group of children from age ten to twenty, and a control group of children two years older than the first group was studied in the same way, but no special effort was made to help the latter group. They were to get whatever assistance the community ordinarily gives. One member of the committee surveyed the community and met with several resource agents to discuss the needs of children, and asked for their cooperation in the project. As a result, the following organizations promised to give its services to the youth of the community: The county court judge, the exchange club, family service agency, Girl Scouts of America, Lions Club, YMCA, YMCA, Welfare Council, Service League, Rotary Club, Police Department, Maternal and Child Health Association, Kiwanis Club, Boy Scouts of America, City Council of the Parent-Teacher Association, the college, County Medical Society, and the Board of Education.

Another study was made by Grillo on the available community resources for the treatment and prevention of delinquency. The study was not conceived as a project to curb delinquency but to provide

---

recreational service where the need for such was obvious but difficult to fill.¹

After surveying the community for the available resources, he found that there were several agencies that readily supported his efforts, namely: Public health nurses, public assistance workers, school guidance workers, the principal of the school, teachers, the school nurse, recreation directors, social group workers from decentralized program agencies such as the Boy Scouts, priest from the neighborhood church, probation officers, and both patrolmen and members of the juvenile detail of the police department. To state an example of how some of these resources were utilized: Under the direction of a social worker, a group of delinquents sponsored a boxing show to raise funds for the Community Center Christmas Celebration for younger children. In planning, they were aware that they would need a lot of help. The boys got in touch with the priest and arranged for use of the social hall and the boxing ring equipment; the priest suggested that a police friend of his could help with securing posters and printing tickets. The boys followed through on the plan, made an appointment, visited the officer at the City Hall, and received help.²

A study of a community was made in a rural section of Pennsylvania under the auspices of the Pennsylvania Department of Public Instruction. A committee was formed, and this committee used the

²Ibid., p. 86.
following techniques for gathering community data: observation, interview, documentary research, questionnaire, and schedule of check list of items concerning which information was to be obtained.¹

After surveying the community, a chart was revised indicating the available resources in fourteen different areas and among those were community organizations, agencies for health and welfare, professional services, sources of historical knowledge, natural resources, farms in the community and other occupational activities.²

Chambers identified and described hundreds of organizations by surveying non-governmental agencies serving youth. After locating and identifying the organizations, he collected data concerning the membership, purposes, activities, publications, staff and finances of each organization, and listed them under twenty headings: General Character-Building Organizations for Youth; Protestant Religious Youth-Serving Organizations; Catholic Organizations Serving Youth; Jewish Organizations Serving Youth; Student Associations; Research and Social Planning; Patriotic, Political, Fraternal, Labor; Agricultural and Rural Life; Negro and Interracial Organizations; Commercial and "Service" Clubs; Women's Clubs; Educational Associations; Guidance, Personnel, and Employment; Leisure and Recreational Associations; Health and Safety Organizations; Social Work Organizations; Child Welfare Associations; Organizations Serving Handicapped Youth; Association for the


²Ibid., p. 90.
Prevention and Treatment of Delinquency and Crime; Peace, Consumer Cooperation, Humane Education.\textsuperscript{1}

In order for individuals to benefit from community resources, the school's program must be so organized that the potential exists for utilization of all available resources in both the school and the community. Each utilization of a community resource should be for the purpose of bringing maximum benefits to the individual referred.\textsuperscript{2}

Before the referral can be made, the counselor must obtain the necessary approvals and supply the resource person with pertinent information. The counselor must follow through on the case by obtaining and interpreting reports, from which he should select appropriate information to share with teachers, administrators, parents, and others.\textsuperscript{3}

After employing the techniques indicated in the procedural steps and suggestions from the related literature the writer will identify and describe the community resources available to children, and ascertain the extent to which these services have been used by the teachers and students at the Schofield High School during the year 1964-1965.

\begin{footnotesize}
\begin{itemize}
\item[\textsuperscript{2}]\textit{Ibid.}
\end{itemize}
\end{footnotesize}
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Community Resource Agencies

Introductory statement.—This section of the chapter will be concerned with the presentation and interpretation of data gathered from interviews with various resource agency personnel concerning the community resources available to children in Aiken County. The interview itself was constructed around the following elements: (a) types of agencies; (b) names, addresses, and telephone numbers; (c) nature of services rendered; (d) eligibility requirements for use of services; (e) fees charged; (f) method of referral; and (g) financial support.

Types of community resource agencies.—The data on the types of agencies participating in the study of Community Resources Available to Children in Aiken County are presented in Table 1. The 50 agencies suggested here can be easily grouped together in the categories that follow: (a) socio-civic, such as libraries, churches, and movies; (b) government, local and federal, which embraces courts, city hall, public health, postal services, and public services; (c) industrial enterprises, such as factories, plants, and gas and electric companies; and (d) recreation and play, such as parks, playgrounds and organized youth clubs.

The organizations classified.—Fifty community resource organizations are included in the descriptive inventory which forms a portion
TABLE 1

DISTRIBUTION OF THE TYPES OF COMMUNITY RESOURCE AGENCIES PARTICIPATING IN THE STUDY

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government (Local and Federal)</td>
<td>3</td>
</tr>
<tr>
<td>Social-Welfare-Health</td>
<td>13</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Cultural</td>
<td>3</td>
</tr>
<tr>
<td>Industrial</td>
<td>1</td>
</tr>
<tr>
<td>Recreation</td>
<td>8</td>
</tr>
<tr>
<td>Socio-Civic</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

of Chapter II. There they are grouped in alphabetical order, as indicated in the table of contents.

The information sought.--The descriptive inventory of organization treats each by arranging the data under seven headings: (1) identification and address, (2) nature of services, (3) eligibility requirements, (4) fees charged, (5) method of referral, (6) usual procedure in handling cases, and (7) sources of financial support.

Identification and address.--The name of the organization, the street and number, city and state in which the organization is located, and the name and title of the principal active executive officer are the items usually constituting the identification and address information. However, in this thesis, a few variations have been made wherein the active executive is identified with the "method of
referral."

Nature of service.—The principal enterprises in which the organization engages, irrespective of whether these are concerned wholly or partly with youth service or whether they affect the welfare of youth directly or indirectly, are briefly enumerated. Wherever possible this picture is made more vivid by mentioning specific examples of the general activities and by inserting numerical explanations of the scope of each enterprise, wherever such figures are obtainable.

Eligibility requirements.—Conditions that have to exist, or obligations that have to be met are recorded first whenever possible. Thereafter appears any data reported concerning the age and sex of the individual.

Fees charged.—In most cases all services provided by organizations are done so without charge; however, there are a few instances wherein a small fee is required if the individual is financially able to pay.

Method of referral.—In medical and welfare cases children are referred by a variety of sources depending on the type of services desired. However, in every community all children should have access to health services and medical care necessary for their physical and mental health development. In this respect it appears that the largest number are referred by family and child welfare agencies. A small number are referred by court probation staff, clinics, school guidance counselors, and others. Nevertheless, in the case of recreation and other resources, any interested person is free to solicit and
participate in the services offered by the organization.

Usual procedure in handling cases.---There are several wide-range factors involved in describing the procedures used by each organization in handling cases. Consequently, for this study, brevity requires that the substance of this thesis be confined to the simplest method that the agencies could provide at the time of the interview.

Sources of financial support.---Our present economic order is one of the most significant measures of most social enterprises. It is important to know whether an organization has the secure backing of a permanent endowment fund, what surplus funds it has invested, and what if any is the value of its physical plant and material equipment. This study is not concerned with the amount of security an organization possesses, but rather with only the various types or kinds of support. Furthermore, this study indicates that a certain degree of consistency among different organizations is naturally found.

Community resource agencies.---The 50 community resource agencies participating in this study are presented below:

Aiken Association for Retarded Children
374 Jones Drive, North West
Aiken, South Carolina

Nature of services: Provides care for pre-school children who are homeless, neglected, abandoned or who are denied parental care because of parents being hospitalized or institutionalized. Care is temporary, or for any emergency, until rehabilitation plans can be worked out on a social work basis. A family social work study is made to protect the child's needs and rights.

Eligibility requirements: Children, of both sexes, who are free from infectious diseases or serious handicaps. Non-sectarian.

Method of referral: Interested persons, public agencies, and others should contact: Mrs. Sadie Quattlebaum, Director. Phone: 649-6201
Usual procedure in handling cases: Provides immediate aid when needed on a temporary basis. All other cases are investigated thoroughly before further services are rendered.

Sources of financial support: United Fund, contributions, gifts, and membership fees.

Aiken Council of Camp Fire Girls
334 Park Avenue
Aiken, South Carolina

Nature of services: Offer educational-recreational group work program for girls, ages 7 through high school. Girls learn to be efficient homemakers, good friends, and responsible citizens. Offers group, family, day, and resident camp activities.

Eligibility requirements: Membership open to all girls between the ages of 7 and 18.

Fees charged: One-dollar per member for membership dues and camp fees as specified in the camp bulletin.

Method of referral: Interested young ladies should contact: Miss Sarah Howman. Phone: Midway 8-5171.

Usual procedure in handling cases: All applications are processed and considered for membership. If accepted, the individual will be notified.

Sources of financial support: United Fund, contributions, gifts, and sales.

Aiken County Board of Education
Edgefield Highway
Aiken, South Carolina

Nature of services: Provides qualified counselors and teachers in each high school. Maintains a system-wide counseling service for the elementary schools. Services include educational, vocational, and personal adjustment guidance and counseling as well as follow-up.

Eligibility requirements: Any student attending Aiken County Schools.

Fees charged: None.
Method of referral: Visiting teachers, school officials, and parents should contact A. J. Rutland, Chairman. Phone: 649-4483

Usual procedure in handling cases: All cases are brought before the Board, and the decisions are made by the members.

Sources of financial support: Taxes.

Aiken County Department of Public Health
736 Richland Avenue, West
Aiken, South Carolina

Nature of services: Provides a general public health and sanitation program, operating health centers and clinics for immunization, dental, health, venereal diseases, tuberculosis, prenatal and post-natal clinics, well baby conferences, school health programs, cardiac clinic, child guidance clinic and public health nursing service into the home for demonstration purposes. Provides visiting nurses services to families of mentally ill, rabies control, maintains birth and death records. Regularly inspects nurseries, kindergartens, and nursing homes.

Eligibility requirements: No limitations.

Fees charged: None.

Method of referral: All interested persons should report to the Health Clinic, or contact: Allen L. Simpson. Phone: 648-5449.

Usual procedure in handling cases: Gives aid when needed, and individuals must observe a schedule on which specific days are designated for the different services provided.

Sources of financial support: Taxes, gifts, and contributions.

Aiken County Department of Public Welfare
102 Williamsburg Street, South West
Aiken, South Carolina

Nature of services: Administer Old Age Assistance, Aid to Blind, Aid to Dependent Children, Aid to Disabled, certifies for surplus commodities. Provides financial assistance to unemployable residents of the county not eligible for aid under the above categories, and burial of indigent persons. Handles out of town inquiries and makes referrals to other agencies of clients needing special services. Processes applications for admission to nursing homes and private institutions. Provides foster homes
care for dependent and neglected children. Receives applications and places children for adoption. Investigates independent adoption petitions for the courts, and renders services to unmarried mothers.

Eligibility requirements: Old Age Assistance, 65 years and older; Aid to Dependent Children, under 16 years; Aid to Disabled, 18 and over; Aid to Blind, 16 and over. Unwed mothers, no age limit; Child Welfare, to 21 years; general assistance and surplus food, no age limit. No limitations as to race or sex.

Fees charged: None.

Method of referral: Individuals, school officials, physicians, and others should contact: Mrs. Wilhelmina Moody, Director. Phone: 649-7203.

Usual procedure in handling cases: All cases are handled on an individual basis. Cases are investigated and verified before services are provided.

Sources of financial support: Taxes, gifts, and contributions.

Aiken County Employment Service
100 Park Avenue, South West
Aiken, South Carolina

Nature of services: Offices secure job openings from employers and refer qualified applicants to fill jobs. Receives claims for unemployment insurance from claimants whose employers pay the South Carolina Unemployment Insurance Tax, and administer tests for job qualification.

Eligibility requirements: No limitations; anyone qualified by laws of the State of South Carolina.

Fees charged: None.

Method of referral: Individuals, local organizations, schools, and others should contact: J. T. Wells, Supervisor. Phone: 649-6225.

Usual procedure in handling cases: Applicants are asked to fill out a form for the records; helps individuals to find employment to fit particular skill; and places individuals on jobs.

Sources of financial support: Taxes.
Aiken County Hospital
823 Richland Avenue, West
Aiken, South Carolina

Nature of services: Provides general hospital care and out-patient clinic services for persons who live in Aiken County.

Eligibility requirements: Residents of Aiken County.

Fees charged: Based on certain financial requirements and ability to pay for services.

Method of referral: Individuals, parents, public welfare agents, health department, and others should contact: Elton Graves, Superintendent. Phone: 648-1361.

Usual procedure in handling cases: All cases are handled according to general hospital procedures, with the exception of charitable cases.

Sources of financial support: Federal aid, taxes, United Fund, stocks, benefits, and donations.

Aiken County Public Schools
143 Edgefield Road
Aiken, South Carolina

Nature of services: Department of Pupil Records and Services provides leadership for the school's social work services (visiting teachers); acts as liaison with all community agencies concerned with pupil welfare; coordinates the school health services and directs the School Records Center.

The Department of Guidance Testing provides leadership for high school counselors (personal, educational, and vocational guidance) and directs the city-wide group testing program.

The Department of Services for Exceptional Children provides educational programs for those students in the system who have speech problems and those who are blind, deaf, crippled, emotionally disturbed, mentally retarded, academically talented, homebound and hospitalized.

Eligibility requirements: All children residing in Aiken County who reach their fifth birthday on or before December 31 are eligible to enroll.

Fees charged: None.
Method of referral: Parents, guardians, and others should apply to the school closest to where the child lives. Monday through Friday, 8:30 a.m. to 1:30 p.m. Contact: Charles Kneece, Superintendent. Phone: 649-4483.

Usual procedure in handling cases: Admit any student who meets the eligibility requirements.

Sources of financial support: Taxes.

Aiken Parks and Recreation Department
957 Morgan Street, North West
Aiken, South Carolina

Nature of services: Provides facilities and programs throughout the year designed to appeal to people of every age and interest. The purpose is to enhance life through happy and healthy use of leisure. Maintains the following: 2-swimming pools, 1-tennis court, 3-recreation centers, 2-playgrounds, 2-baseball diamonds, and 2-parks.

Eligibility requirements: All citizens of Aiken County, no limitations on age, race, or sex.

Fees charged: Major activities carry no charge. Minor fees charged only for some materials or special activities.

Method of referral: Self-referrals are appropriate and desirable.

Usual procedure in handling cases: No set pattern.

Sources of financial support: United Fund, taxes, and contributions.

Aiken Police Department
Office of Probations
215 Hayne Avenue
Aiken, South Carolina

Nature of services: Provides supervision for selected offenders convicted of violating city ordinances (misdemeanors only). Conducts investigation of defendants confined to city prison who are seeking release. Attempts to secure employment and other types of aid whenever possible. Provides guidance and counseling for defendants.

Eligibility requirements: Age limit is all offenders 17-years and above.
Fees charged: None.

Method of referral: Referrals are made from the Police Department. Contact: W. L. Bush, Chief of Police. Phone: 649-4121.

Usual procedure in handling cases: No set pattern, procedure used depends on problem and the individual.

Sources of financial support: Taxes.

Aiken Public Library
408 Jones Avenue
Aiken, South Carolina

Nature of services: Aiken Public Library provides all library services to the City of Aiken and Aiken County and functions as a main library and one bookmobile. Lending books, recordings, framed prints, and references. Story hours for children, lectures for senior citizens, film festival of educational films.

Eligibility requirements: Free borrowers' cards limited to residents of Aiken County and the City of Aiken.

Fees charged: None.

Method of referral: Self-referrals, public school librarians, and others should contact: Miss Josephine Couch, Librarian. Phone: 648-8961.

Usual procedure in handling cases: Individuals must observe all of the library regulations that have been established.

Sources of financial support: Taxes.

Alcoholics Anonymous Club
135 Laurens Street, South West
Aiken, South Carolina

Nature of services: A fellowship of men and women who are endeavoring to solve their common problems and help others to recover from alcoholism. Sponsors neighborhood discussions; provides speakers for churches, civic clubs, schools, and other groups.

Eligibility requirements: No limitations; anyone with a drinking problem or families or friends of such persons.

Fees charged: None.
Method of referral: Interested persons, school personnel, and others should contact Eugene Barrymore, President. Phone: 648-8961.

Usual procedure in handling cases: Services are provided when there are requests for such services.

Sources of financial support: Membership fees, contributions, and gifts.

Alpha Kappa Alpha Sorority
1011 Barnwell Avenue
Aiken, South Carolina

Nature of services: Participates in social-civic activities, sponsors scholarship drives each year, and contributes to charitable causes.

Eligibility requirements: Females only. Must be a graduating senior with intentions of going to college.

Fees charged: None.

Method of referral: School counselors, church officials, or others should contact Mrs. Lelia A. Bradby. Phone: 649-7193.

Usual procedure in handling cases: All cases are called to the attention of the members for discussion, and they are the ones who make the final decisions as to how the case should be handled.

Sources of financial support: Membership fees, fund raising, and contributions.

American Association of University Women
133 Greenville Street, South West
Aiken, South Carolina

Nature of services: Works for high educational standards from the nursery school through the university; carries on a program of studies in the fields of education, international relations, social studies, the economic and legal status of women, and the arts, with varied community activities growing out of the study; supports legislation and other public action to further its objectives; supports graduate fellowships for gifted women scholars; maintains a close relationship with the national headquarters club in Washington, D. C. Cooperates with other agencies in surveys of youth and in providing facilities for out of school unemployed youth.
Eligibility requirements: Open to girls and women ranging from pre-school to the upper ages.

Fees charged: None.

Method of referral: Prefers teachers, counselors, and other professional persons to make the referrals. Contact: Mrs. Janice Wheat, President. Phone: 649-9905.

Usual procedure in handling cases: All cases are reviewed by the members before any decisions are made.

Sources of financial support: Membership dues, journal subscriptions, and fellowship accounts.

American Cancer Society
1016 Clark Road
Aiken, South Carolina

Nature of services: Organizing and training volunteer workers to conduct public and professional programs for further cures through early and orthodox treatment of cancer; an education fund crusade for dissemination of information about cancer, and to raise funds for research and limited aid to indigents.

Eligibility requirements: No restrictions, overall program to benefit all.

Fees charged: None.

Method of referral: Prefers physicians, public welfare, or family to make the referral. Contact: L. G. Ahrens, Administrator.
Phone: 649-9210

Usual procedure in handling cases: Gives aid and services where needed most.

Sources of financial support: United Fund, membership, donations, and gifts.

American Legion Auxiliary
3426 Summit Drive
Aiken, South Carolina

Nature of services: Sponsors and organizes character-building clubs for youth, including Boy Scout Troops, Girl Scouts, Camp Fire Girls, 4-H Clubs, Junior Baseball Clubs, contests, scholarships. Observes
National Boys and Girls Week and promotes junior athletics on a large scale. A trophy is awarded annually by the commission to the department of the American Legion which has within its jurisdiction the junior baseball team winning the Little World Series.

Eligibility requirements: In order to be eligible for scholarship, student must be attending an accredited high school, in the 11th or 12th grade, and must be able to speak for five-minutes on certain sections of the United States Constitution.

Fees charged: None.

Method of referral: Prefers school personnel to make the referral.

All interested persons should contact: Mrs. B. T. Barnes, Jr.
Phone: 648-6470.

Usual procedure in handling cases: All cases are judged by members of the organization.

Sources of financial support: Membership fees, United Fund, and contributions.

American Red Cross
276 Laurens Street, South West
Aiken, South Carolina

Nature of services: Operations of the organization are carried on in the following major divisions: (1) Home Service to Men of the Military and Naval Service, Claims Work, and Information for Veterans of All Wars, (2) Disaster Preparedness and Relief, (3) Civilian Relief, (4) Nursing, (5) Other Health Services, (6) First Aid and Accident Prevention, (7) Life Saving and Water Safety, (8) Junior Red Cross, and (9) Volunteer Special Services. Major Service: First Aid and Life Saving.

Eligibility requirements: No limitations within the scope of the program.

Fees charged: None.

Method of referral: Self-referrals, physicians, school personnel, public welfare, and others. Contact Lucius E. Eubanks, Director.
Phone: 649-7229

Usual procedures in handling cases: Individuals must fill out application for service, applications will be reviewed by officials before plans are made to render service.

Sources of financial support: The American National Red Cross Endowment Fund, membership fees, and contributions.
Boy Scouts of America
129 Easy Street
Aiken, South Carolina

Nature of services: Nature lore, camping, hiking, woodcraft, handicrafts, and scores of related skills are acquired and enjoyed by different individual members up to prescribed minimum standards, and further as their own tastes and the local facilities permit. Community services activities are stressed and include such enterprises as street patrol duty, caring for church property, cleaning fences and clearing lots, assisting at conventions and fairs, cooperation with the police at the times of parades, shows, or carnivals, and other activities. Scouts are organized into troops of from 8 to 32 members.

Eligibility requirements: All boys 8 to 18 years of age.

Fees charged: Fifty-cents per year per boy.

Method of referral: Apply to any Cub Pack, Scout Troop, or Explorer Post, or contact: Arthur Groll, District Chairman. Phone: 649-7042.

Usual procedure in handling cases: Review applications, if accepted will give the individuals a general orientation to the program and its activities.

Sources of financial support: United Fund, gifts, membership dues, profits from sales of uniforms and equipment.

Business and Professional Women
1007 Cherokee Avenue, North West
Aiken, South Carolina

Nature of services: Supports the merit system in government, federal aid to public school under state control, and sponsors a program of vocational guidance consisting chiefly of the dissemination of publications offering occupational information and guides to successful adjustment to the demands of working life. Administers educational funds for students at various levels. Helps sponsor Girl Scout Troops, and 4-H Clubs.

Eligibility requirements: Must be between the ages of 12 and 24; interested in community activities, Would like for students to be interested in economics, social, and political problems of the day.

Fees charged: None.

Method of referral: Prefer students to be referred by school counselor. Contact: Mrs. Florence Mooney, President. Phone: 649-4229.
Usual procedure in handling cases: All cases are brought to the attention of the executive board, who in turn, makes the decisions regarding the services to be rendered, and how the cases should be handled.

Sources of financial support: Membership fees, Lena Lake Forrest Fellowship Fund, Lena Madesin Phillips Building Fund.

Civil Defense
340 Jones Drive
Aiken, South Carolina

Nature of services: Plans and prepares for the preservation of human life and property under disaster conditions. The Federal legislation establishes joint responsibility of federal, state, and local governments to accomplish objectives. Responsible for planning, training, and coordination of operations during an emergency.

Eligibility requirements: Must be in need of services described above.

Fees charged: None.

Method of referral: Policemen, firemen, and others should contact: H. P. Parker, Director. Phone: 648-1109.

Usual procedure in handling cases: Gives immediate attention to all cases that range within the scope of the program.

Sources of financial support: Taxes and Federal Aid.

Civitans
Box 937
Aiken, South Carolina

Nature of services: Develops the building of good citizenship, helps in the curbing of crime, elimination of tuberculosis, and control of venereal diseases. The major activity is the conduct of Citizenship Essay Contests. The program advises and guides youth in choosing their careers.

Eligibility requirements: No limitations.

Fees charged: None.

Method of referral: Prefers school counselor, church officials, or
officials of other recognized organizations to make the referrals. Contact: William Burgess, President. Phone: 648-8371.

Usual procedure in handling cases: Students applying for scholarships are asked to compete in the essay contest, others are given counsel when requested, or are referred to specialized agencies.

Sources of financial support: Membership fees, contributions, and gifts.

Council of United Church Women
703 Laurel Drive
Aiken, South Carolina

Nature of services: Promotes the work and interest of the church-related colleges; stimulates religious work in tax-supported institutions; counsel in Christian life service; holds local, regional, literature on Christian higher education, and gives scholarships to deserving young ladies.

Eligibility requirements: Females. Must be interested in attending college, technical, or vocational school.

Fees charged: None.

Method of referral: Prefer referrals to be made by church officials, school personnel, and fellow members. All persons should contact Mrs. Paul Dahlen, President. Phone: 649-9586.

Usual procedure in handling cases: Based on needs of persons involved, and the aims that they are trying to accomplish.

Sources of financial support: Grants, membership fees, publications, and gifts.

Cripple Children Service
35 Coker Drive
Aiken, South Carolina

Nature of services: Purpose is to develop, extend and improve services for locating crippled children under 21 years of age, whose families are unable to provide needed care; to provide facilities for diagnosing and for medical, surgical and corrective treatment; and to promote after-care until maximum benefits are received.

Eligibility requirements: Residents of South Carolina from birth to 21 years.
Fees charged: Parents are expected to participate in the cost of care to the extent of their ability. No patients are accepted who can pay the total cost of care.


Usual procedure in handling cases: Treated on individual basis.

Sources of financial support: United Fund, contributions, taxes, and gifts.

Delta Sigma Theta Sorority
1021 Hampton Avenue, North West
Aiken, South Carolina

Nature of services: Sponsors social-civic activities, contributes to charity, and raise funds for scholarship purposes.

Eligibility requirements: In order to be considered for scholarships, students must be graduating seniors with high scholastic averages, and in good moral standing in the community. Girls only.

Fees charged: None.

Method of referral: School officials and other interested persons should contact: Mrs. Vinetta Kelly. Phone: 649-4903.

Usual procedure in handling cases: Members of the organization review all applications for aid before decisions are made. Scholarships are given to the most deserving students.

Sources of financial support: Membership fees, fund raising, and contributions.

Demolay, Order of
1011 Hammond Road
Aiken, South Carolina

Nature of service: Emphasizes the virtues of love of parents, reverence, patriotism, cleanliness, courtesy, comradeship, fidelity. Stresses the fulfillment of personal obligations and dramatizes Jacques DeMolay as a man who followed that principle even unto death. The organization promotes good scholarship, student leadership, vocational selection, athletics, amateur music and dramatics, self-control, and thrift, in addition to numerous other activities.
Eligibility requirements: Must be interested in upholding the standards of character and ideals of good citizenship. To qualify for scholarships, young men must be good scholars, graduating seniors, and must have intentions of going to college.

Fees charged: None.

Method of referral: Prefer referrals to be made by school personnel, church officials, and other recognized organizations. Contact: John H. Mathis, Master Counselor. Phone: 649-4179.

Usual procedure in handling cases: Cases are brought before the members of the organizations, who in turn, make decisions.

Sources of financial support: Membership fees, rituals and certificates, Charters and letters temporary, and contributions.

Eastern Stars
   Rt. 2, Highway 215
   Aiken, South Carolina

Nature of services: Hold regular meetings presided over by a "worthy adviser" elected from their own membership. Each has an adult advisory board which selects an adult "mother adviser" to supervise the affairs of the assembly. Ritualistic work is designed to impress the girls with the beauties of life. Programs include developing a drill team, contests with nearby teams in exemplification of the ritual, entertainments, study clubs, attending church services, assistance in beautifying the community, summer camps, and other recreational activities.

Eligibility requirements: For scholarship purposes, the individual must possess leadership ability, high scholastic achievement, and must make a good score on a college entrance examination.

Fees charged: None.

Method of referral: Prefer students to be referred by school counselors, or church officials. Contact: Mrs. Grace Barton, President. Phone: 649-4369.

Usual procedure in handling cases: Interviews are held with the students and the counselors before any decisions are made.

Sources of financial support: Membership fees, contributions and gifts.
Girl Scouts of America
Savannah River Council
33/4 Park Avenue, South West
Aiken, South Carolina

Nature of services: In small groups (16 to 32) operated democratically, girls gain practical information about homemaking, nature, outdoor living, sports and games, music and dancing, literature and dramatics, health and safety, arts and crafts, community life, and friendship. Each girl is bound by a promise to be helpful to others and to obey the other injunctions embraced in the Girl Scouts Code; by making the principles effective in practical everyday activities she learns to set character above routine performance, and intelligent understanding above material reward or personal gain.

Eligibility requirements: Open to all girls age 7 to 17 years who accept the Girl Scouts Promise and Laws.

Fees charged: Annual membership dues of one-dollar paid to Girl Scouts of the United States of America by each member.

Method of referral: Self-referrals, or others should contact: Mrs. Vann Marshall, President. Phone: 648-5471.

Usual procedure in handling cases: Gives each girl a general orientation to the program and activities.

Sources of financial support: United Fund, contributions, membership fees, service fees, and sales.

Gregg Graniteville Foundation
Graniteville, South Carolina

Nature of services: Textile manufacturing. Offers scholarships each year in the amount of $800.00 each. These scholarships are available to students whose parents or guardians are employed by the Graniteville Company. Students must plan to attend college, technical, or professional schools, or must be children of ministers or teachers.

Fees charged: None.

Method of referral: Prefers students to obtain applications from their school principals or counselors. Fill out the applications, and mail them to: Mrs. Francis A. Townsend, Chairman
Gregg-Graniteville Foundation
Graniteville, South Carolina
Usual procedure in handling cases: Scholarships are awarded by the Director of the Gregg-Graniteville Foundation to those qualified applicants deemed most deserving after an investigation of the merits of each individual applicant. Scholarships are awarded in such numbers as the director sees fit to award in any 1 year.

Sources of financial support: Stocks, bonds, sales, and others.

Heart Council
254 Williamsburg Street
Aiken, South Carolina

Nature of services: To collect and correlate facts relating to cardiovascular diseases; to devise and apply preventive measures to lessen impairment of the cardiac structure; to coordinate the work being done in established centers in fight against diseases of the heart; to furnish the encouragement and assistance requisite for the development of additional centers for cardiac work; to disseminate information in regard to diseases of the heart and the methods to be employed for their prevention and relief; to arouse the public's mind to its responsibility and opportunity to assist in the fight against diseases of the heart.

Eligibility requirements: Primarily for indigent patients.

Fees charged: None.

Method of referral: Prefers referral to be made by physicians, nurses, school officials, Public Welfare, or Health Department.
Contact: Stathy J. Verenes, Director. Phone: 649-7131.

Usual procedure in handling cases: Makes contributions to indigent patients. Conducts educational activities for physicians, nurses and the general public.

Sources of financial support: United Fund, publications, and contributions.

Kiwanis
256 New Berry Street
Aiken, South Carolina

Nature of services: The current program of civic effort includes service to underprivileged children, vocational guidance, establishment of closer relations between rural and urban communities, support of churches in their spiritual aims, initiation and support of constructive policies of conservation, continued interest in public safety, furnishing a broader knowledge of the fundamentals of popular
government and the good will existing between the Dominion of Canada and the United States of America. The total local activities being carried forward includes numerous types of services to children and youth, some executed directly and others through a wide variety of other youth-serving organizations.

Eligibility requirements: In order to become eligible for the scholarship that is offered yearly, students must be in the senior year of high school, with high scholastic standing.

Fees charged: None.

Method of referral: Prefers referrals to be made by school counselor.

Procedure in handling cases: Applicants are interviewed by the executive board.

Sources of financial support: Conventions, membership fees, interest on bonds, bank balances, and publications.

Knights of Columbus
797 Boardman Road
Aiken, South Carolina

Nature of services: To make available to boys during their leisure time a psychologically sound program under qualified and adequately trained leadership; and to cooperate, through the Columbian Squires Program, with the home, church, and the school in cultural, social, civic, and physical development of the members.

Eligibility requirements: Primarily for Catholic Faith.

Fees charged: None.

Method of referral: Self-referrals or others should contact: Joseph J. McMahon, State Master. Phone: 649-4157.

Usual procedure in handling cases: Gives counsel as often as requested by individuals, and renders any other services within the scope of the organization.

Sources of financial support: Membership fees and contributions.

Lions Club
Reynolds Pond Road
Aiken, South Carolina

Nature of services: Distributes Juvenile Braille Magazines to blind
children between the ages of 8 and 15. Boys' and girls' work includes cooperation with Boy Scouts, Sea Scouts, Girl Scouts, Camp Fire Girls, Girls Reserves, Young Men Christian Association, Young Women Christian Association, juvenile court authorities, 4-H Clubs, Future Farmers of America and other organizations. Civic improvement sponsored by the clubs and special benefit to youth include establishment, maintenance, and aid to libraries, and parks, playgrounds, swimming pools, and other recreational projects. Educational projects, includes cooperation with school authorities in athletic and educational contests, student aid, presentation of scholarships, prizes and gifts.

Eligibility requirements: Under 18 years of age and some adults over age of employability.

Fees charged: None.

Method of referral: Prefers referrals to be made through Public Health and Welfare Departments, school officials, or other recognized organizations.

Usual procedure in handling cases: No set pattern, but gives aid as often as possible, and where most needed.

Sources of financial support: Membership fees, publications, and contributions.

Ministerial Alliance
111 Kershaw Avenue
Aiken, South Carolina

Nature of services: Assists pastors and congregation in the study of local conditions and needs, and in constructing a program to meet their needs. Prepares leaders (pastoral and lay) for more efficient service, provides counseling service, and contributes to charity.

Eligibility requirements: No limitations.

Fees charged: None.

Method of referral: All interested persons should contact:
Mr. A. W. Holman, Chairman. Phone: 649-4726.

Usual procedure in handling cases: Gives counsel when requested, or any other service that is within the scope of the program.

Sources of financial support: Membership fees, gifts, and contributions.
March of Dimes
231 Richland Avenue
Aiken, South Carolina

Nature of services: Physical and Occupational Therapy on physician’s prescription. Vocational counseling provided by division of Vocational Rehabilitation. Limited home treatment program offered to patients unable to leave their home.

Eligibility requirements: All ages, no limitations.

Fees charged: Five-dollars per treatment session if the patient can pay, or any part thereof if full payment cannot be met. Ten-dollars for evaluation and clinic review.

Method of referral: Referrals must be made by physicians.

Usual procedure in handling cases: Cases are treated on individual basis.

Sources of financial support: United Fund, contributions, gifts, and donations.

Mental Health Association
Aiken Chapter
12 Longwood Drive
Aiken, South Carolina

Nature of services: Counseling and referral services to the mentally ill and their families; very limited medical emergency financial assistance; referral to other agencies and to state and private facilities; morale programs for patients in mental institutions including Christmas gifts, clothing, athletic equipment; maintains a Fellowship and Recreation Club for returned hospital patients; and assist in rehabilitation.

Eligibility requirements: No restrictions on age, race, sex or creed.

Fees charged: None.

Method of referral: Interested persons should contact: Dr. George Poda, President. Phone: 648-5187.

Usual procedure in handling cases: Assist persons who come into the office for counseling and referral.

Sources of financial support: Membership fees, United Fund, gifts, and contributions.
National Association for the Advancement of Colored People
112 Kershaw Street
Aiken, South Carolina

Nature of services: Seeks enactment of antilynching legislation and other laws aimed to eliminate racial injustices; employs legal counsel for the defense of Negroes accused of crime and tried under conditions of inflammatory race prejudice, and for the arguing of cases in constitutional law involving the civil rights of the Negro; seeks to secure equality of consideration and integration of qualified Negro citizens in every branch of national defense. Campaigns for educational opportunity for Negro youth, calling attention to shortness of school terms, low salaries of teachers, inadequate school plant and equipment, inequality in enforcement of truancy laws, and exclusion of qualified Negroes from some state-supported universities and technical schools.

Eligibility requirements: Primarily for Negroes.

Fees charged: None.

Method of referral: Prefer church officials and other recognized organizations to make the referrals. Contact: Rev. A. W. Holman, Secretary. Phone: 648-5745.

Usual procedure in handling cases: Always counsel with persons involved before any action is taken.

Sources of financial support: Grants, gifts, membership fees, special funds, endowment and reserve funds, and benefits.

National Society for Crippled Children
721 Richland Avenue, North West
Aiken, South Carolina

Nature of services: Conducts campaigns for the sale of seals to help finance work for crippled children; studies and advocates state and federal legislation in behalf of crippled children and physically handicapped persons; endeavors to correlate the work of all private agencies in the field. Find crippled child, transport him to hospital and clinic, provide convalescent care, and develop a program of education, vocational guidance and placement.

Eligibility requirements: Residents of Aiken County from birth to 21 years.

Fees charged: Parents are expected to participate in the cost of care to the extent of their ability. No patients are accepted who can pay the total cost of care.
Method of referral: Prefers referrals to be made by Public Welfare Department, physicians, and school officials. Contact: Lucius E. Harrigal, Chairman. Phone: 648-8344.

Usual procedure in handling cases: Each case is investigated, and treated on an individual basis.

Sources of financial support: Membership fees, United Fund, Seal account, and other contributions.

Pan Hellenic
923 McCormick Place, South East
Aiken, South Carolina

Nature of services: To train and teach girls how to divide their time and use it in a helpful and constructive way; develops drill teams, contests, study clubs, assistance in beautifying the community, summer camps; and sponsors scholarships for high school students.

Eligibility requirements: Membership open to all girls between the ages of 7 and 18, and adults.

Fees charged: Adults fees $5.00 per year. Children do not pay fees.

Method of referral: Interested persons should contact: Mrs. E. M. Sampson, President. Phone: 649-7941.

Usual procedure in handling cases: All prospective members are interviewed before being accepted for membership. Scholarships are based on the winner of the oratorical contests that are held each year.

Financial support: Membership fees, contributions, and gifts.

Parent-Teacher Association
Schofield High School
Aiken, South Carolina

Nature of services: Sponsors hot lunch programs, audio-visual education, guidance services, is usually glad to cooperate in efforts to make the school a real community center, assists with trips and surveys, develops programs, and gives scholarships each year to graduating seniors.

Eligibility requirements: In order to become eligible for scholarship aid, students must be excelling in their academic program.
Fees charged: None.

Method of referral: Prefers referrals to be made by the school counselor. Contact: Mrs. Janie Hightower, President. Phone: 663-7902.

Usual procedure in handling cases: Cases are handled by the executive board.

Sources of financial support: Fund raising campaigns and membership fees.

Phyllis Wheatley Branch of the Y.W.C.A.
400 Kershaw Avenue
Aiken, South Carolina

Nature of services: Provides opportunities for personal and leadership development and community service for various ages through clubs, sports, and recreational activities, adult education classes, forums, and institutes. Maintains a list of approved homes to which women and girls are referred upon request.

Eligibility requirements: Youth and adults from age 7 throughout.

Fees charged: Membership fees: Adults minimum $5.00 and youth (through 17 years of age) $1.00 per year. Nominal fees are attached to adult education classes.

Method of referral: Interested persons should contact: Mrs. Josie Hazel, Director. Phone: 649-9544.

Usual procedure in handling cases: All applications are processed and considered for membership. In most instances, all applicants are accepted.

Sources of financial support: United Fund, contributions, membership fees, and others.

Pilot Club
195 Marlboro Street
Aiken, South Carolina

Nature of services: Participates in socio-civic activities, raise funds for scholarships and worthy community causes.

Eligibility requirements: In order to be considered eligible for scholarship aid, applicants must possess leadership ability, high scholastic aptitude, and must be a senior in high school.
Fees charged: None.

Method of referral: Prefers referrals to be made by school counselor.

Usual procedure in handling cases: All applicants are interviewed, and decisions are made by members of the club.

Sources of financial support: Membership fees, sales, and contributions.

Rotary International
1561 Forest Hill Avenue, South West
Aiken, South Carolina

Nature of services: Specifically, in the field of youth activities, the club engages in: vocational guidance, training, placement, and counseling for youth; work for crippled and otherwise handicapped children; various character and body-building activities such as provision of playgrounds, swimming pools, camps, boys' clubs, cooperation with Boy and Girl Scouts, and promotion of Boys and Girls Week; aid to rural youth through 4-H Club; and special aid to young people between the ages of 16 and 21 through student loans and scholarships.

Eligibility requirements: Must be willing to encourage and foster the ideal of service as a basis of worthy enterprise, to encourage development of acquaintance as an opportunity for service. Others must be in need of special service of which parents can not provide sufficiently.

Fees charged: None.

Method of referral: Prefers referrals from school officials, or outstanding members in the community. Contact: Sam Nesbitt. Phone: 649-6696.

Usual procedure in handling cases: Different procedures are used, depending on case involved.

Sources of financial support: Membership fees, publications, and contributions.

Salvation Army
142 Sumter Street, South East
Aiken, South Carolina

Nature of services: Maintains an evangelical organization, with a military form of government, including a vast and diversified
system of social service, embracing in the United States officers, constituent units, and institutions of various types, including maternity homes for unmarried girl mothers, young women residence for self-supporting girls, children's home for orphans, and home for the aged.

**Eligibility requirements:** Must be temporarily unemployed, sick, waiting for County Welfare assistance.

**Fees charged:** None.

**Method of referral:** Prefers referrals to be made by Public Welfare Department, school officials, or religious institutions.

**Usual procedure in handling cases:** Counsels with individuals, refers them to specialized agencies, renders immediate financial assistance in cases of emergency. Provides clothing and emergency lodging for women and children.

**Sources of financial support:** Membership fees, donations, gifts, and United Fund.

Schofield Alumni Club
528 Marlboro Street, North West
Aiken, South Carolina

**Nature of services:** To promote and encourage educational growth by providing scholarship aid to seniors at Schofield High School.

**Fees charged:** None.

**Method of referral:** Counselor should contact: Marion Holston, President. Phone: 619-4466.

**Eligibility requirements:** Seniors, who are above average in leadership, ability, and achievement.

**Usual procedure in handling cases:** A conference is held with the counselor concerning all applicants, and final decisions are made by the members of the club.

**Sources of financial support:** Membership fees, contributions, and fund raising campaigns.
Smith Hazel Recreation Center
400 Dershaw Drive
Aiken, South Carolina

Nature of services: Provides both facilities and programs for the recreational enjoyment of the citizens of Aiken County.

Eligibility requirements: Program and park facilities are for all citizens of Aiken County.

Fees charged: Fees are charged for swimming and special classes.

Method of referral: Self-referrals are appropriate. Contact: Mrs. Marie Brown, Assistant Director. Phone: 649-9544.

Usual procedure in handling cases: Generally, no set pattern. Fees are collected before individuals engage in activities which require the payment of fees.

Sources of financial support: United Fund, taxes, fund raising, and other contributions.

Tuberculosis Association
153 Laurens Street, South West
Aiken, South Carolina

Nature of services: Maintains a child health center which is concerned with parent education, health education in schools, including colleges and universities, and a cooperative health program with youth-serving organizations outside of the schools. This service works closely with the American Association for Health, Physical Education, and Recreation financing its assistant in health education, with the American Student Health Association in the promotion of college hygiene, and with the National Congress of Parents and Teachers through participation in the Summer Roundup of Children.

Eligibility requirements: No limitations.

Fees charged: None.

Method of referral: Prefers referrals to be made from Public Health Department, or physicians. Contact: Mr. Henry Summerall, President. Phone: 649-7213.

Usual procedure in handling cases: Assists the patients and their families in securing treatment. Contributes to medical research.

Sources of financial support: Seal sale, donations, grants, dividends, discounts, and United Fund.
Veterans of Foreign Wars
Highway 19 - Whiskey Road
Aiken, South Carolina

Nature of services: To preserve and strengthen comradeship among the veterans of foreign campaigns; to foster patriotism; and to assist disabled and needy veterans and their widows and orphans. Sponsors Boy Scout Troops, and Sons of the Veterans of Foreign Wars (12 - 24 age limit). Carries on an extensive program among youth in building for future citizenship, especially among underprivileged boys.

Eligibility requirements: All veterans, members of veteran families, and veterans' survivors.

Fees charged: None.

Method of referral: Self-referrals and others.

Usual procedure in handling cases: All cases are investigated and verified before service is rendered.

Sources of financial support: Membership dues and federal aid.

Veterans Service Council
37 Coker Drive
Aiken, South Carolina

Nature of services: Serves veterans, their families, or survivors. Furnishes information and assistance in securing all V. A. Benefits, including claims for pensions, compensation, insurance, death benefits, hospitalization, and domiciliary care.

Eligibility requirements: All veterans, members of veteran families, and veterans' survivors.

Usual procedure in handling cases: All cases are investigated and verified before service is rendered.

Sources of financial support: Federal Government.

Vocational Rehabilitation
Aiken First Federal Building
Aiken, South Carolina

Nature of services: Medical and vocational diagnosis, counseling
and guidance; medical treatment; artificial appliances, vocational training; and placement in employment.

Eligibility requirements: Must be 16 years of age or over. Must have potential to return to employment.

Fees charged: None.

Method of referral: Prefers school officials or others to contact: Arthur L. Woodward, Director. Phone: 649-7294.

Usual procedure in handling cases: Each child is interviewed, tested, and counseled.

Sources of financial support: Taxes, United Fund, and other contributions.

Winston Service Council
1400 Kershaw Drive
Aiken, South Carolina

Nature of service: The Winston Service Council of Aiken County was organized to provide liaison between the churches and the social agencies of the community. It coordinates and uses the resources of the churches to provide counseling, employment, referral, and various other services in addition to emergency, short-term casework and financial assistance.

Eligibility requirements: No limitations.

Fees charged: None.

Method of referral: Prefers persons to be referred by outstanding leaders in the community. Contact: Mrs. L. M. Myrick, Secretary. Phone: 648-3317.

Usual procedure in handling cases: No set pattern, individual cases are based on services requested.

Sources of financial support: United Fund, membership dues, and contributions.

Classroom Teachers

Use of community resource persons—Table 2 represents data on the use of resource persons for classroom purposes as reported by 55
classroom teachers at Schofield High School. Twenty-three different responses were made when 26 out of 55 teachers responded to the statement, "List resource persons you have used in the classroom activities during the year 1964-1965." Ten teachers made no response, and 18 indicated that they did not use such persons. Out of the 26 teachers who responded in the affirmative, 23 different community resource persons were indicated as follows: Two insurance agents; 4 doctors; 5 Savannah River Project representatives; 3 librarians; and representatives from the Welfare Department, telephone company, Health Department, etc. In noting these various responses, it is evident that a relatively wide variety of resource persons served the school during the 1964-1965 academic year.

Use of youth-serving organizations.—Several organizations which devoted their energies to serving youth were located in the county. Among these were the Aiken Association for the Blind, Council for Camp Fire Girls, Departments of Public Health and Public Welfare and Boy Scouts of America. In response to the questionnaire items pertaining to the use of these resource agencies, the teachers indicated that very few students had been referred to the agencies and very few officials of these organizations appeared before the children at school. In fact, inspection of Table 2 reveals that representatives from these agencies were conspicuous by their absence.

Use of field trips.—The information presented in Table 3 indicates the distribution of field trips that were made by teachers and groups of students at Schofield High School as indicated by responses to the statement, "List field trips you have made during the year 1964-1965." The returns indicate that of the 55 teachers, the majority
of them do not make use of field trips to supplement their classroom activities. Only 11 teachers answered by supplying names of places visited for field trips. Four teachers visited Aiken Air Force Base. These teachers were responsible for chaperoning a group of high school seniors who were extended an invitation to tour the base.

Three teachers were responsible for taking the Science Club to the Savannah River Project in order that they could tour the plant and participate in the Science Fair. Considering the total responses, there is apparently little use of field trips.

Use of directories.—Six different community resource directories are listed in Table 4 as having been used by the respondents made by 26 out of 55 teachers at Schofield High School when asked to "List community resource directories that you have used." Most of these directories are listed only once, with the exception of the telephone directory which was listed by 13 teachers as having been used in their classroom activities. Ten teachers did not use directories, and 19 teachers did not respond.

Use of resource maps.—There apparently is little use of community resource maps, as indicated by the teacher responses to the statement, "List resource maps you have used in your classroom." As shown in Table 5, only two types of community maps were used, namely: City of Aiken Maps were used by 7 teachers, and the Aiken County Map of School Routes was used by 4 teachers. Twenty-six teachers did not respond, and 19 stated that they did not use any. It would appear that resource maps are not readily accepted as being useful in classroom activities at Schofield High School.
TABLE 2

DISTRIBUTION OF COMMUNITY RESOURCE PERSONS TEACHERS
USED IN THEIR CLASSROOM ACTIVITIES DURING
THE ACADEMIC YEAR, 1964-1965

<table>
<thead>
<tr>
<th>Specialized Areas Represented</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance Company</td>
<td>2</td>
</tr>
<tr>
<td>Health Department</td>
<td>2</td>
</tr>
<tr>
<td>Doctors</td>
<td>4</td>
</tr>
<tr>
<td>Ministers</td>
<td>2</td>
</tr>
<tr>
<td>Interior Decorators</td>
<td>2</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>2</td>
</tr>
<tr>
<td>Builder Constructors</td>
<td>2</td>
</tr>
<tr>
<td>Lawyers</td>
<td>2</td>
</tr>
<tr>
<td>Telephone Company</td>
<td>2</td>
</tr>
<tr>
<td>Savannah River Project</td>
<td>5</td>
</tr>
<tr>
<td>City Librarian</td>
<td>3</td>
</tr>
<tr>
<td>Social Security Bureau</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Service</td>
<td>2</td>
</tr>
<tr>
<td>Police Department</td>
<td>2</td>
</tr>
<tr>
<td>Department of Education</td>
<td>1</td>
</tr>
<tr>
<td>Electric Company</td>
<td>2</td>
</tr>
<tr>
<td>Public Welfare Department</td>
<td>2</td>
</tr>
<tr>
<td>Cancer Society</td>
<td>2</td>
</tr>
<tr>
<td>Probate Judge</td>
<td>1</td>
</tr>
<tr>
<td>State Highway Department</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 2—Continued

<table>
<thead>
<tr>
<th>Specialized Areas Represented</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Demonstration Agency</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture Agency</td>
<td>2</td>
</tr>
<tr>
<td>Bank</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>18</td>
</tr>
<tr>
<td>Did not respond</td>
<td>10</td>
</tr>
</tbody>
</table>

TABLE 3

DISTRIBUTION OF FIELD TRIPS THAT WERE MADE BY TEACHERS AND GROUPS OF STUDENTS AT SCHOFIELD HIGH SCHOOL DURING THE ACADEMIC YEAR, 1964-1965

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savannah River Project</td>
<td>3</td>
</tr>
<tr>
<td>Southern Bell Telephone Company</td>
<td>2</td>
</tr>
<tr>
<td>Air Force Base</td>
<td>4</td>
</tr>
<tr>
<td>Aiken Coco Cola Company</td>
<td>2</td>
</tr>
<tr>
<td>None</td>
<td>23</td>
</tr>
<tr>
<td>Did not respond</td>
<td>21</td>
</tr>
</tbody>
</table>
### TABLE 4

**DISTRIBUTION OF DIRECTORIES TEACHERS USED IN THEIR CLASSROOM ACTIVITIES AT SCHOFIELD HIGH SCHOOL DURING THE ACADEMIC YEAR, 1964-1965**

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>13</td>
</tr>
<tr>
<td>Health Clinic</td>
<td>1</td>
</tr>
<tr>
<td>Savannah River Area</td>
<td>1</td>
</tr>
<tr>
<td>South Carolina Rules (for Safe Driving)</td>
<td>1</td>
</tr>
<tr>
<td>Public Library</td>
<td>1</td>
</tr>
<tr>
<td>Aiken Chamber of Commerce</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
</tr>
<tr>
<td>Did not respond</td>
<td>19</td>
</tr>
</tbody>
</table>

### TABLE 5

**DISTRIBUTION OF RESOURCE MAPS TEACHERS USED IN THEIR CLASSROOM ACTIVITIES AT SCHOFIELD HIGH SCHOOL DURING THE YEAR, 1964-1965**

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Aiken Map</td>
<td>7</td>
</tr>
<tr>
<td>Aiken County Map of School Routes</td>
<td>4</td>
</tr>
<tr>
<td>None</td>
<td>19</td>
</tr>
<tr>
<td>Did not respond</td>
<td>26</td>
</tr>
</tbody>
</table>
Use of resource units. — There was a wide variation of responses to the statement, "List resource units you have used in your classes." The frequency of responses were: atomic energy - 11; conservation - 10; first aid - 7; electricity - 6; communication - 7; recreation - 4; income tax - 4; health and welfare - 3; public safety - 3; banking - 2; and insurance - 2.

TABLE 6

DISTRIBUTION OF RESOURCE UNITS TEACHERS USED IN THEIR CLASSROOM ACTIVITIES AT SCHOFIELD HIGH SCHOOL DURING THE ACADEMIC YEAR, 1964-1965

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>2</td>
</tr>
<tr>
<td>Stock Market</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
</tr>
<tr>
<td>Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>Public Library</td>
<td>2</td>
</tr>
<tr>
<td>Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
</tr>
<tr>
<td>Electricity</td>
<td>6</td>
</tr>
<tr>
<td>Conservation</td>
<td>10</td>
</tr>
<tr>
<td>Recreation</td>
<td>4</td>
</tr>
<tr>
<td>Health and Welfare</td>
<td>3</td>
</tr>
<tr>
<td>Banking</td>
<td>2</td>
</tr>
<tr>
<td>Public Safety</td>
<td>3</td>
</tr>
<tr>
<td>Did not respond</td>
<td>24</td>
</tr>
</tbody>
</table>
School Records

Community leaders who have appeared on the school assembly program. -- The data on the community leaders who have appeared on the school assembly programs, as indicated by an examination of the school records at Schofield High School, are presented in Table 7, which reveals the facts that follow. It is interesting to note that according to the records, the highest number of community persons who appeared on school programs were the ministers with 38 or 63 per cent of the appearances. This is probably due to the frequently with which ministers attend the school assembly programs. And in turn, they are often asked to give the convocation before the program. The nurse and the attendance teacher, each with 4 or 7 per cent of the appearances respectfully, are indications of the next highest number of appearances.

The use of the superintendent, with 2 or 3 per cent of the appearances resulted from an established custom of scheduling appearances twice per year to Schofield High School. The doctor, lawyer, mortician, and assistant superintendent, each made 1 or 2 per cent of the appearances.

Areas in which community leaders were used. -- The areas in which community leaders were used, as indicated by an examination of the school records, are presented in Table 8. As seen from this table, community leaders participated in activities designed to improve the curriculum, to talk with specific groups of students, to judge various school activities, to officiate athletic contests and to support the school in appeals to higher school officials.
TABLE 7


<table>
<thead>
<tr>
<th>Leaders</th>
<th>Number of Appearances</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministers</td>
<td>38</td>
<td>63</td>
</tr>
<tr>
<td>Homeroom Mothers</td>
<td>3</td>
<td>05</td>
</tr>
<tr>
<td>Nurse</td>
<td>4</td>
<td>07</td>
</tr>
<tr>
<td>Doctor</td>
<td>1</td>
<td>02</td>
</tr>
<tr>
<td>Lawyer</td>
<td>1</td>
<td>02</td>
</tr>
<tr>
<td>Mortician</td>
<td>1</td>
<td>02</td>
</tr>
<tr>
<td>Insurance Agent</td>
<td>3</td>
<td>05</td>
</tr>
<tr>
<td>Attendance Teacher</td>
<td>4</td>
<td>07</td>
</tr>
<tr>
<td>District Counselor</td>
<td>2</td>
<td>03</td>
</tr>
<tr>
<td>Superintendent</td>
<td>2</td>
<td>03</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>1</td>
<td>02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
TABLE 8

AREAS IN WHICH COMMUNITY LEADERS WERE USED AS INDICATED BY AN EXAMINATION OF SCHOOL RECORDS AT SCHOFIELD HIGH SCHOOL IN AIKEN, SOUTH CAROLINA, 1964-1965

Uses

Helping to build courses of study.

For informal talks with specific topics assigned.

For informal talks when topics are not assigned.

For special addresses before assemblies or other pupil groups on special occasions.

Helping to formulate school policies.

Helping to enforce school regulations pertaining to maintaining order on school grounds during exercises or entertainment.

To judge the quality of performances in extra-class activities such as, debates, music, activities, etc.

To judge the quality of workmanship in vocational fields.

As officials in athletic contests.

To chaperon pupils on tours, athletic trips.

To advise on special school problems.

To support worthy drives.

To appear before school boards to present the needs of the school.
CHAPTER III

SUMMARY AND CONCLUSIONS

Introduction.—The use of community resources is one of the most interesting and promising public relation approaches a school can have. Through this medium the school and the community are able to work hand in hand.

Locating the available sources of help is often a difficult task, because of the changing nature of professional membership and service agencies in a community, the often limited resources available in the area, and the lack of central clearing houses. However, many communities have contributed to the health and welfare of their area by establishing central clearing houses whose task is to maintain a current listing of available resources for the benefit of students and professional workers.

The school personnel need to know the names and locations of referral resources, and have some knowledge concerning how the students will be received and treated. This information can only be gained by a personal knowledge of the prospective ways of functioning and the quality of service rendered.

It is essential that teachers and counselors know the many services available to the school and students that can be rendered by the agencies in the community, because the work of community agencies makes possible the improved education of the students by providing
medical, psychological, or welfare services not available in the school system. These mutually shared goals point up the value of school-agency cooperation.

Problem and methodology.—The problem involved in this study was to identify and describe community services available for children in Aiken County, South Carolina.

The descriptive method of research was used to collect data for this study, utilizing school records, interviews, and questionnaires.

Collecting the data necessitated several visits to the school for the purposes of inspecting records and interviewing certain school officials. The principal assisted by letting the researcher examine copies of programs, receipts, cancelled checks, and minutes of faculty meetings. To supplement these records, the researcher questioned the principal and teachers in respect to the use of resource persons and community agencies. The information obtained was organized and presented in the finished copy of the thesis in descriptive form, utilizing charts and tables.

The officials of the Community Chest were interviewed to find out the nature of their services. A listing of the names, addresses, and telephone numbers of several organizations were obtained from the Chamber of Commerce. The classified section of the telephone directory was inspected to find out the names, addresses, and telephone numbers of organizations listed. As a result of the preceding inspections and findings, a specific time for interviews was established. The researcher wrote only pertinent notes during the interview, and
completed the records immediately following the interview. The information obtained was organized and presented in narrative form in the finished copy of the thesis.

The 55 teachers who participated in this study and the principal at Schofield High School were contacted to secure their cooperation, and to orient them as to the nature and scope of the research. Questionnaires were completed and returned by all of the teachers employed at the Schofield High School. The data obtained were tallied, organized, and presented in the finished copy of the thesis, utilizing descriptions and tables.

Summary of related literature.—The related literature pertinent to this research is summarized as follows:

1. Committee #1, a group from the Metropolitan School Study Council, states that every community should be thought of as an extension of the school. All patterns of life as well as physical facilities of the community are valuable resources, and that business officials, municipal activities, and service agencies have become the classroom of the modern school.

2. Fulmer and Bernard emphasized that community child-guidance services are invaluable resources in the education of the child.

3. Loughary has stated that counselors and teachers seldom make even minimal use of community resources.

4. Hoppock has implied that securing occupational information from only one person in an occupation would probably give a biased picture, depending upon the degree of satisfaction the individual has found in his work.

5. The Hartford Survey, a study conducted by the Community Chest and Councils of Hartford, found that there were twenty-nine agencies in the field of family welfare and relief, fourteen in the field of recreation and leisure time, and eight concerned with health education and administration.

6. Blanchard and Flaum are of the opinion that students can be greatly motivated through working with social service agencies as part of their extra class activity.
7. In 1961, the administration and personnel at Booker T. Washington High School of Atlanta, Georgia, made a survey of the community resources available to their students. They identified four main classes of agencies available to their students, namely: educational, recreational, civic, and health and sanitation agencies.

8. Williams, in studying community resources in the State of Florida, discovered that several resources were readily available to high school students, such as health department, police department, doctors, youth centers, city government, and adults in the community.

9. Martin Gula states that the agency group operated home is a relatively new community resource that is available to children. It has become an important tool in the community for certain children who are dependent, disturbed, delinquent, retarded, or are adolescent unmarried mothers.

10. Waters states that the first professional community resources to become available to the schools were largely medical, and that mental health was a prime concern. She further states that it is now possible for local communities to use Federal Aid funds for direct purchase of medicine, child care, and counseling services.

11. The Goodwill Institute of Greater Kansas City directed a project which consisted of 33 mentally retarded clients, of this total, after 4 to 8 weeks of play therapy, expressive therapy, academic training, and personal hygiene, ninety-four per cent of the clients were placed on jobs.

12. A study was made by the Georgia State Department of Education of its schools to find out exactly what the communities were doing in the direct working relationship with the public schools. It was reported that students receive instructions in distribution and marketing of goods and services for employment in retailing, wholesaling, manufacturing, storing, transporting, and financing.

13. Forrester has made several studies concerning scholarship information. She points out that there are many local scholarships, such as Vocational Rehabilitation, American Legion, Eastern Star, Elks, Kiwanis, Lions, Masons, and Parent-Teacher Associations, available to high school students.

14. Chambers made a survey of non-governmental agencies serving youth. He identified and described hundreds of organizations and listed them under twenty headings which included character building, religious, social, political, fraternal, labor, and commercial.
15. Hollis and Hollis state that each utilization of a community resource should be for the purpose of bringing maximum benefits to the individual referred, and that before referrals can be made, the counselor must obtain the necessary approval and supply the resource person with pertinent information.

Findings.--The analysis of the data collected in this study provides the following findings:

1. Fifty community resource agencies were asked the question, "What is the nature of the services offered by your organization, and what services are designed for children in Aiken County?" It is interesting to note that out of 50 community resources available to children, 17 organizations provide educational-recreational opportunities for youth. In addition, 17 organizations offer counseling and guidance services which indicates that these agencies and groups are contributing to the making of a healthy community so that the children and youth may have full opportunity to develop their potentialities and to become responsible and cooperative members of society.

2. Scholarship aid ranks third with 16 sponsors offering their services through sororities, clubs and other organizations. The findings indicate that there are 9 agencies which provide services for homeless, neglected, or abandoned children.

3. Services for exceptional children ranks 5th with 8 supporters. This is interesting because it indicates that the people of Aiken County have come to realize that what such persons need most of all is opportunity and some assistance with problems of adjustment.

4. Although very important, the following services are less frequently available: employment service - 6; library - 3; public health and sanitation - 5; general hospital care - 3; rehabilitation service - 3; service to unmarried mothers - 2; and service for combating cancer - 2.

5. One can not expect to receive the services offered by the various community resource agencies unless certain qualifying conditions exist. With this fact in mind, several different types of eligibility requirements are indicated in this study. In relation to sex differences, 38 organizations indicated that their services are available to both males and females. Nine organizations accept girls only, and 3 indicated that their services are primarily for boys. In addition to sex differences, several other
requirements are necessary, such as scholastic achievement which was the most important element called for by 13 organizations. These organizations provide scholarship aid in addition to other services. Fourteen organizations have no limitations as to requirements for service, 14 use age as a basic requirement, 2 provide services for children of veteran's families, 3 make their services available primarily to indigent children, 1 organization restricts its services principally to Negroes, and 1 prefers children of Catholic Faith.

6. It is interesting to note that out of 50 community organizations, 40 or 80 per cent of the services are provided free of charge which indicates that both tax and voluntary funds are being made available to cover costs in providing social service for children. Ten per cent indicates that parents are expected to make contributions when able to do so. This is probably due to the high cost of maintaining adequate medical facilities. Five or 10 per cent specified a small fee to cover cost of materials such as those used in arts and crafts.

7. In the data on referrals, 37 or 74 per cent of the organizations prefer certain methods of referral, such as those made by school personnel, church organizations, parents, and public welfare agencies. This is understandable because of the many problems that are involved when providing services to minors. However, 20 per cent prefer "self-referrals," and 6 per cent prefer no set pattern.

8. Many agencies have their own set of procedures in handling cases. This study indicates that 47 or 94 per cent of the organizations participating in this study have their own methods, ranging from total investigation of each case to rendering immediate service upon request. Three or 6 per cent stated that they preferred not to use a definite pattern because of the constant variations which they think should be made depending on the problem or case involved.

9. Out of 50 organizations participating in the study, 60 per cent receive a portion of their finances from membership fees. These persons demonstrate their interest in keeping these "youth-serving" organizations operating so that healthy and stable children can grow into worthwhile citizens, and communities can become good places in which to live. Fifty-six per cent receive part of their income from contributors of various kinds, 26 or 52 per cent receive income from other sources, such as sales, stocks, bonds, and endowments. Nineteen or 40 per cent receive aid from the United Fund which consist of contributions.
made by interested citizens, community groups and social agencies. Twenty-four per cent receive aid from local taxes, and 3 or 6 per cent receive federal aid. This indicates that a very small segment of the organizations are dependent upon funds from the Federal Government.

10. Fifty youth-serving organizations were found in Aiken County. Of this group, forty-seven were located in the City of Aiken. For the names and addresses of the organizations, see pages 26 through 53 of this report.

11. The teachers and students of the Schofield High School do not make extensive use of resources available in the community except for persons who appear in connection with chapel programs. The great majority of these were ministers. Ninety-three speakers from the community were reported as having participated in school and class programs during the 1964-1965 academic year. Eleven student groups participated in field trips during the year.

12. The purposes served by community leaders can be perused in Table 8, page 62. As seen from this table, community leaders participated in activities designed to improve the curriculum, to talk with specific groups of students, to judge various school activities, to officiate athletic contests, and to support the school in appeals to higher school officials. It may be stated that the community leaders are generally enthusiastic in their support of the school.

Conclusions.—Eight general conclusions were drawn from this study, namely:

1. Community resources for children in Aiken County are quite adequate in comparison to the size of the community. The majority of these resources are located within reasonable proximity of the high school.

2. The majority of services offered by the community resource agencies participating in the study are free of charge and are available to both males and females.

3. The various organizations participating in the study are principally financed by membership dues and charitable contributions.

4. Resource persons are used at the Schofield High School primarily as participants on chapel programs. Classroom teachers do not make extensive use of community resources for instructional purposes.
<table>
<thead>
<tr>
<th>Services</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational-Recreational</td>
<td>17</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>17</td>
</tr>
<tr>
<td>Scholarship</td>
<td>16</td>
</tr>
<tr>
<td>Homeless, Neglected or Abandoned Children</td>
<td>9</td>
</tr>
<tr>
<td>Exceptional Children</td>
<td>8</td>
</tr>
<tr>
<td>Employment Service</td>
<td>6</td>
</tr>
<tr>
<td>Library Service</td>
<td>2</td>
</tr>
<tr>
<td>Public Health and Sanitation</td>
<td>5</td>
</tr>
<tr>
<td>General Hospital Care</td>
<td>3</td>
</tr>
<tr>
<td>Rehabilitation Services</td>
<td>3</td>
</tr>
<tr>
<td>Services to Unmarried Mothers</td>
<td>2</td>
</tr>
<tr>
<td>Services for Combating Cancer</td>
<td>2</td>
</tr>
</tbody>
</table>
### TABLE 10

**DISTRIBUTION OF THE ELIGIBILITY REQUIREMENTS AS INDICATED BY THE 50 AGENCIES PARTICIPATING IN THE STUDY**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Achievement</td>
<td>13</td>
</tr>
<tr>
<td>Indigent Children</td>
<td>3</td>
</tr>
<tr>
<td>No Limitations</td>
<td>14</td>
</tr>
<tr>
<td>Age Limits</td>
<td>14</td>
</tr>
<tr>
<td>Negroes</td>
<td>1</td>
</tr>
<tr>
<td>Catholic Faith</td>
<td>1</td>
</tr>
<tr>
<td>Children of Veteran's Families</td>
<td>2</td>
</tr>
<tr>
<td>Boys Only</td>
<td>3</td>
</tr>
<tr>
<td>Girls Only</td>
<td>9</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>38</td>
</tr>
</tbody>
</table>

### TABLE 11

**DISTRIBUTION OF THE NUMBER OF AGENCIES CHARGING FEES AS INDICATED BY THE 50 AGENCIES PARTICIPATING IN THE STUDY**

<table>
<thead>
<tr>
<th>Fees</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>Conditional</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Specified Fees</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 12
**DISTRIBUTION OF THE PREFERRED METHOD OF REFERRAL AS INDICATED BY THE 50 AGENCIES PARTICIPATING IN THE STUDY**

<table>
<thead>
<tr>
<th>Preference</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Methods</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>Self-Referrals</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Variations</td>
<td>3</td>
<td>06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### TABLE 13
**DISTRIBUTION OF THE USUAL PROCEDURES IN HANDLING CASES AS INDICATED BY THE 50 AGENCIES PARTICIPATING IN THE STUDY**

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Procedures</td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td>No Set Pattern</td>
<td>3</td>
<td>06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
TABLE 14

DISTRIBUTION OF THE SOURCES OF FINANCIAL SUPPORT OF
THE 50 COMMUNITY RESOURCE AGENCIES
PARTICIPATING IN THE STUDY

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Fund</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Contributions</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>Membership</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Gifts</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>Taxes</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>Federal Aid</td>
<td>3</td>
<td>06</td>
</tr>
<tr>
<td>Others</td>
<td>26</td>
<td>52</td>
</tr>
</tbody>
</table>

5. The majority of the community agencies will accept cases referred by schools, churches, counselors, and public welfare agencies.

6. Each community resource organization has an official in charge of referrals who can be contacted by telephone, or through personal visits.

7. Many of the community resource agencies investigate referred cases thoroughly before any service is rendered, others give immediate attention to all referrals that range within the scope of their program.

8. The community leaders in Aiken County are interested in supporting the school in their extra-class activities by providing services that are within their limitations.

Implications.--The interpretation of the findings of this research appear to suggest the following implications:

1. The people of Aiken County are sincerely interested in the welfare of children. This is evidenced by the relatively
large number of youth-serving organizations in the community and the fact that for the most part their services are free.

2. The school personnel do not share the generally accepted opinion that the community is an extension of the classroom.

3. Further, it may be implied that youth-serving organizations prefer helping students who are academically able and possess potentials of becoming future leaders.

4. Resource agencies recognized their limitations and attempted to work only with those cases which they felt come within the scope of their knowledge and skills.

Recommendations.—The analysis and interpretation of the findings of this research seem to justify the following recommendations:

1. That the administration and faculty of the Schofield High School re-evaluate their attitudes toward the use of community resources. If the people in the community are as willing to help the schools as their responses indicate, it is not very satisfying to note that very little use is made of these resources.

2. Since the respondents made no mention of race as a requirement for use of their services, it is recommended that the faculty and students of the high school assume that all agencies in the county are available for their use.

3. That a handbook of referral agencies be prepared and distributed to adults who work with children.

4. Lastly, it is recommended that the administration continue to give attention to the importance of community resources in the education of the "whole" child.
BIBLIOGRAPHY

Books


Yearbooks


Articles and Periodicals

Articles and Periodicals


Pamphlets


Bulletins


Reports


Unpublished Material

VITA

Name: Sarah Helen Sapp

Education: B.S. Allen University, Columbia, South Carolina, 1958; NDEA Guidance and Counseling Institute, Atlanta University, 1964-1965.


Personal Information: Single; Member of the American Personnel and Guidance Association, National Vocational Guidance Association, National Educational Association.