

Not Dec. 9 '74

EX-CONVICT PASSES ON CRIME GRANTS

Took Job Before Getting a Parole in New Mexico

Special to The New York Times
SANTA FE, N.M., Dec. 6—Lloyd Miller, convicted of first-degree murder, served 10 years in the New Mexico Penitentiary.

Now, armed with educational and job experience gained behind bars, Mr. Miller is working in a sensitive job—that of passing judgment on money requests from the Federal Law Enforcement Assistance Administration.

Mr. Miller, who is 37 years old, is assistant grants manager for the Governor's Council on Criminal Justice Planning. The prison administration allowed him to take the job last May and commute daily from the council's Santa Fe office to the penitentiary, 15 miles away. When he was paroled in July, he kept the job, which pays \$9,840 a year.

"He's working out exceptionally well. I wish all of our employes could learn as rapidly as he has," says Norman Mugleston, director of the council.

"We're supposed to be in criminal justice reform and to do something for the ex-offender. We should be setting the example. We are, in this case, and I'd do it again."

Mr. Miller applied for the job through normal state personnel channels and was chosen from among 10 applicants.

"He was the best man," says Julia Lopez, the council's grant manager. "That he was a convict was incidental at the time I made the decision to hire him."

Mr. Miller administers 300 to 500 grant applications from state and local law enforcement agencies.

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jury convicted him of first-degree murder and the judge sentenced him to life. He was eligible for parole after 10 years and was given it last July in his first appearance before the parole board.

"The best thing that ever happened to me and to society were those 10 years in prison," Mr. Miller says. "I went nuts for seven years. My world was that building. I considered escape and suicide.

"But then I started thinking and began to disagree with myself that I was a hopeless case. The change in attitude brought about a totally different thing. Then I got a break."

The break was his being asked to run a new prison key punch operation. It was the first time he says that prison work was being operated and supervised by convicts.

That successful operation led to his participation in an inmate school-release program that the College of Santa Fe carried out with the penitentiary. Through the educational program Mr. Miller achieved a bachelor's degree in business education.

"I think the credit must go to the Christian brothers at the college and to the convicts. The prison administration just allowed it all to happen for us," he says.

EX-PRISONERS Teaching School at Rikers Youth Ja

Eight young men slouch at their desks, absorbed in working out the problem that is on the chalkboard at the front of their cramped classroom.

Behind the cinder-block walls, painted institutional pink and green, they seem oblivious to the sunny Octobers day and the well-tended lawns outside.

Perfect football weather means nothing to them. They know they will not be rushing out into the open air after school. They will be returned to their cells in the Adolescent Detention Center on Rikers Island, to continue the long pretrial wait that is part of the criminal justice system in here.

But these young men, and 70 others like them, have decided to put the time to good use. They are participants in an unusual educational program run by Fordham University.

Adolescent detainees must attend school while they are at Rikers Island, unless their parents' give written permission exempting them from classes. There are six educational programs at the Adolescent Detention Center, including a regular public school, P.S. 189.

What makes the Fordham University program special is

that the teachers working with the detainees are highly committed to educational and rehabilitative prison programs because at one time they were in the same position as their students are today.

Robert Stenza is one of the "teaching-internes" enrolled in the Correctional Rehabilitation (C.R.C.D.) program at Fordham. He began teaching at Rikers Island in September. He recalled that on the first day of class his students were talking about prisons upstate. Mr. Stenza joined in the conversation, giving his opinion of a certain institution. A student turned to him and asked, "How do you know?"

He Is One Of 21

"I was there," Mr. Stenza answered. "Oh, you worked there," the student said.

"No," Mr. Stenza replied. "I did time there."

Mr. Stenza, who is 34 years old, was released from prison in 1971, having served time for armed robbery. "I'm not that far removed from these kids," he said. "I was a juvenile offender also. They can tell I'm not a square in a 'do-gooder' program."

Mr. Stenza is one of the 21 teaching-internes, all of whom were either adult or juvenile offenders, and who range in age from 23 to 44, all have served time in prison and are now learning how to help others stay out of prison.

The teaching-internes are completing the requirements for their bachelor's degree, and their tuition is paid entirely by the C.R.C.D. program. Besides carrying a full course load at the university, they teach at Rikers Island four days a week.

Upon graduation they will have had considerable experience in rehabilitative work within the correctional system and also with independent programs such as the Manhattan School for Boys and the Manhattan Foundation. The internes spend part of the time in community-based programs and part of their time at correctional institutions.

The program at Rikers Island has been well received, both by the inmates, and prison officials. Warden Louis C. Greco at the Adolescent Detention Center said: "This is the program that impressed me most, as the most basic, the most focused." Detainees who voluntarily enroll in the program meet in

small classes with the teaching internes for six weeks. The students are at different levels in basic subjects such as mathematics and reading, depending on when they dropped out of school.

In the new adolescent Remedial Detention Center at Rikers Island, Warden Morris Oslyn estimated that 17 per cent of the 900 detainees were unable to read.

The teaching-internes help the inmates make up for lost time so that by the end of the six weeks they were prepared to take the General Educational Diploma examination, or high-school equivalency test.

Thus far, 80 per cent of the participants in the Fordham program have passed the test despite the fact that they often miss classes for court appearances.

Many are unable to complete the six-week program because they are released on bail or their cases are dismissed. The average stay at the Adolescent Detention Center is about four and a half months.

Correction officials have noticed that the average stay has increased in recent years as the severity of the crimes alleged against the detainees at Rikers has also increased. Warden Greco esti-

mated that 90 per cent of population in the Adolescent Detention Center had been charged with felonies.

Jacquelyn Lowe Peterson, who started the program said during a classroom at Rikers Island: "I believe incarceration. There some people who should kept away from society for certain period of time. But also think that they should be given all the educational rehabilitative opportunities available."

Mrs. Peterson has used program as the subject of doctoral dissertation. was able to get the program financed in June, 1973, the State Division of Criminal Justice Co-ordinating Council. However, the funds will be terminated June.

The total cost of C.R.C.D. program was \$88,380 and the Criminal Justice Co-ordinating Council gave \$555,902. The rest was made up in matching funds by Manhattan Foundation, Correction Department, Fordham University which provided office space and services. "Correctional rehabilitation was not acknowledged in 1929," Mrs. Peterson said, "and it didn't get going until the late nineteen-sixties."

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Mr. Miller administers 300 to 500 grant applications from state and local law enforcement agencies.

"I think I'm a living example that not all is lost with the prison system," he said.

On July 4, 1962, an Albuquerque store clerk was shot to death in an armed robbery. Mr. Miller was charged and convicted of the shooting.

In 1964 he was sentenced to death and spent two years on Death Row. He challenged the conviction on a technicality and won a new trial. The new

jury convicted him of first-degree murder and the judge sentenced him to life. He was eligible for parole after 10 years and was given it last July in his first appearance before the parole board.

"The best thing that ever happened to me and to society were those 10 years in prison," Mr. Miller says. "I went nuts for seven years. My world was that building. I considered escape and suicide.

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Behind the cinder-block walls, painted institutional pink and green, they seem oblivious to the sunny October day and the well-tended lawns outside.

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But these young men, and 70 others like them, have decided to put the time to good use. They are participants in an unusual educational program run by Fordham University.

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Robert Senzsa is one of the "teaching-internees" enrolled in the Correctional Rehabilitation, Career Development (C.R.C.D.) program at Fordham. He began teaching at Rikers Island in September. He recalled that on the first day of class his students were talking about prisoners' opinions on the program. Mr. Senzsa joined in the conversation, giving his opinion of a certain institution. A student turned to him and asked, "How do you know?"

He is one of 21 "I was there," Mr. Senzsa answered. "Oh, you worked there," the student said. "No," Mr. Senzsa replied. "I did time there."

Mr. Senzsa, who is 34 years old, was released from prison in 1971, having served time for armed robbery. "I'm not that far removed from these kids," he said. "I was a juvenile offender also. They can tell I'm not a square in a 'do-gooder' program."

Mr. Senzsa is one of the 21 teaching-internees, all of whom were either adult or juvenile offenders and who range in age from 25 to 44. All have served time in prison and are now learning how to help others stay out of prison.

The teaching-internees are completing the requirements for their bachelor's degree, and their tuition is paid entirely by the C.R.C.D. program. Besides carrying a full course load at the university, they teach at Rikers Island four days a week.

Upon graduation they will have had considerable experience in rehabilitative work within the correctional system and also with independent programs such as the Manhattan School for Boys and the Monmouth Foundation. The internees spend part of their time in community-based programs and part of their time at correctional institutions.

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Detainees who voluntarily enroll in the program meet in small classes with the teaching internees for six weeks. The students are at different levels in basic subjects such as mathematics and reading, depending on when they dropped out of school.

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Thus far, 80 per cent of the participants in the Fordham program have passed the test, despite the fact that they do not miss classes for court appearances. In the Fordham program, they are given a half mass classes for court appearances.

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Correction officials have noticed that the average stay has increased in recent years as the severity of the crimes alleged against the adolescents at Rikers has also increased. Walden Grieco estimated that 90 per cent of the population in the Adolescent Detention Center had been charged with felonies.

Jacquelyn Lowe Petersen, who started the program, said during a classroom tour at Rikers Island: "I believe in incarceration. There are some people who should be kept away from society for a certain period of time. But I also think that they should be given all the educational, rehabilitative opportunities available."

Mrs. Petersen has used the program as the subject of her doctoral dissertation. She was able to get the program financed in June, 1973, by the State Division of Criminal Justice. Co-ordinating funds will be terminated next June.

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Ex-Convicts Teach Delinquents Crime Doesn't Pay

By JON NORDHEIMER

Special to The New York Times

BALTIMORE—In the basement of a musty Victorian mansion in one of Baltimore's changing neighborhoods, there is a school for young criminals.

The students are teen-age muggers, stick-up men and rip-off artists like Harold and Andre and Mack and Tony, who are not behind bars though some people in Baltimore believe they should be, including possibly Harold and Andre and Mack and Tony.

And the adult instructors know what a "yoke" (mugger's choke cord) is, and can tell the kids how it personally felt to pull down a "chump" (victim) on a dark street and see his eyes blaze with hurt and fright before surrendering his wallet.

The director spent years on Death Row before being pardoned for his contributions toward penal reform. His assistant has done three prison stretches for dope addiction. One of the staff members is a former "cop" suspended for taking bribes, and many of the others have some form of criminal record.

What is going on here is not an updated version of Fagin's school for thieves in "Oliver Twist." It is a project funded by the Federal Government to prevent teen-agers who have fallen in trouble with the law from becoming hardened criminals.

The best teachers, it is trying to demonstrate, are those who have been through the nation's corrections system and know what it does to young minds.

A 'Diversion' Project

The program is called a pre-trial intervention project, a new component of the criminal justice system that has been adopted by some 50 cities including New York, with varying degrees of enthusiasm.

Basically, pre-trial intervention — also called "diversion" — is intended to short-circuit criminal careers by funneling first offenders through a community's social service resources instead of simply locking them up and stifling their chances of functioning as law-abiding members of society.

The Baltimore program, an experiment financed by the Department of Labor, deals exclusively with teen-agers. The program will accept multiple offenders between the ages of 15 and 17 as long as they are not accused of a capital crime like murder or rape. Drug addiction, because treatment requires medical resources, is also a bar to admission.

When the program began two years ago, the counselors discovered that only a few teen-agers inside the age limit qualified as first offenders. By the time the youngsters of East Baltimore had reached 18 they had already been in trouble with the law several times.

A basic difference between this program and other techniques means to shield teen-agers from the deleterious effects of penal life as its moral stance toward the crime committed. It doesn't have one.

In fact, the counselors' most acerbic criticisms of the "client," as the young offender is called, is to admonish him for taking part in a high-risk crime like mugging that could cost him several years of freedom in exchange for a meager payoff.

He is, in the counselors' ghetto vernacular, a "chump." He is told by the counselor that he ends up in the "slammer" for a few bucks while smart dudes like former Vice President Agnew, who pleaded no contest to a charge of income tax evasion, rake in hundreds of thousands of dollars and are set free.

There is a concurrent expression of sympathy on the part of the counselors, most of whom are ex-offenders

themselves, that life in the ghetto is indeed tough. And since 80 per cent of the clients are black there is also no outright attempt to change their perception that the policeman who arrested them is the custodian of a racist society.

"The only moralizing we do is about the injustices of society," remarked Kathy McCoubrey, a white member of the counseling staff.

The headquarters for the project is across the street from the towering plume of water pushed up from the Druid Lake reservoir. Once a middle-class Jewish neighborhood, the streets in the area are now run down and mostly black in a city that is mostly black.

Perhaps because the project has been carried on with little public attention — and in the area whose children it is trying to help — it has not had to cope with the public anger over "coddling criminals" that other types of rehabilitation efforts have generated in other cities.

What complaints there have been, according to Robert I. H. Hammerman, judge of the Supreme Bench of Baltimore assigned to the juvenile division, have generally been cleared up by "demonstrating that our recidivist rate is way below what happens to kids placed on probation by the courts."

Although he adds that the program is to young for any really definitive statistics to be available, Judge Hammerman is pleased with the results achieved so far. "If the object of the courts is to turn these kids to a wholesome life instead of a criminal one, then we shouldn't care how it's done," he says.

Cycle Is Described

The project's director, Eddie Harrison, a tall 31-year old black man, heads a staff of 17 counselors and paraprofessionals. "Basically, we teach the kids how not to get arrested," he explained the other day in his office. "If a boy is sent off to a state training school the only thing he learns is how to become a better crook. He comes out and he's too old to return to school and statistics show that three out of four will commit another crime. Only this time he becomes a convicted felon, and that record makes him almost totally unemployable the rest of his life. One act of recklessness when he's 16 and he's forced into a cycle of crime and prison."

In Baltimore, however, the boy gets a break. After his arrest he is released and a report goes to the Depart-

ment of Juvenile Services where it is reviewed by Adrian Reed, the diversion project's associate administrator.

"I'm looking for the drop-out unemployed kid," remarked Mr. Reed, 41 years old, who had served three prison sentences for drug addiction before he found an alternative to heroin in his work to help ghetto youths. "I'm looking for the kid who has nothing to do all day and possibly has access to a weapon. The kid and his parents sign a form waiving the right to a speedy trial because they'd rather go with us than take a chance beating the rap in court."

The offender comes to the project with the attitude that he has perhaps discovered an easy way to "beat the rap." Mr. Reed acknowledged, and there may even be a longshot chance that some sophisticated teen-ager has committed a crime on the theory that he will be rescued from punishment by the project's counselors.

But the fact is that the project accepts only some 400 of the 10,000 teen-agers arrested every year in Baltimore and experience has shown that the individual who enters the project is incapable of manipulating the system in any manner. That is part of his problem.

Course in Self-Analysis

The youngsters are guided through a course of self-analysis in group sessions like the one led by Avon Bellamy, the project's educational coordinator, recently inside a room in the project's headquarters. Ten black and three white teen-age clients were sitting on chairs and sofas in an irregular circle.

The week before, in the group's first session together, the boys and three girls participating were asked to exchange sexual roles and play out what they felt the other sex was thinking. In this session, the teen-agers were asked to recall the times when they were hurt by the insults or jibes of a friend. Before the discussion got very far, Harold, a tall and glib youth, makes a pointed reference to the condition of Bunny, a pregnant 16-year-old girl seated on the couch beside him, playing for the laughs from the others in the group.

COUNSELOR: I wonder how you would feel if you were in Bunny's place?

HAROLD: Man, last week I had to be a girl and now, whew, I have to be pregnant. [More laughter.] Well, the way I feel is this [and he suddenly breaks into a Flip

Wilson cadence for his punch line]: If you were willing to make it you should be willing to take it. [Even Bunny shakes with laughter].

COUNSELOR: Michael, have you ever been hurt by words?

Michael, a solemn white youth, grunts "yes" almost inaudibly. (The others snicker and clamp hands over their mouths to suppress laughing at the awkward Michael, but later they confess guilt over mocking him).

HAROLD: The worst hurting feeling I ever had was when I was strung out over a girl and she burned me by playing around behind my back and, whew, my face felt like Frankenstein stepped on it.

ANDRE: [more reflective than ever.] The way I feel the world is now you don't care who gets hurt. People really don't want to hurt each other but sometimes you just can't help it.

HAROLD (the pragmatist). If I'm cracking on a man 10 feet tall and he says, Hey, man, that's enough — you better believe I'm going to stop. But if I feel I can whip him I'm gonna still crack on him.

COUNSELOR Harold coming another way. The only way he's to respect anyone's feelings is out of fear.

HAROLD (suddenly defensive). Man, that's the way it's gotta be! When I moved into my neighborhood the guys there used to be on my case all the time. But I was sleek, though. I had a steel pipe and board. If that board and pipe can't beat them I was out of luck.

COUNSELOR (trying to get to the point he wants to make about peer pressure). What do you do if someone calls you chicken?

ANDRE: Man, where I live

they don't test you with words. They come at you with fists and sticks, knives and guns.

MACK: (sticking up for the toughness of his white neighborhood). Where I come from the kids fight just from nothing else to do.

TONY: You got to fight. If you give a good fight you get their respect. A whole lot just beef with you so's you back down. But if you fight them you're okay.

And so it goes. By the end of 90 days the participants begin to think differently about the way they act and the forces that control their behavior, particularly in the street and inside the family, according to Mr. Bellamy, a black former mugger and drug user who now has a master's degree from Johns Hopkins University.

Strong Leadership

Sometimes it is just the intervention of some strong leadership in a situation where the family unit has broken down.

Gerald Bland, the counseling staff's oldest member at 50, is currently working on the case of Jimmy, a 16-year-old boy whose father died two years ago and whose mother, a sickly woman, accepts the fact that she cannot control her son Jimmy and his older brother had been arrested on burglary charges last summer when he came to the attention of the project.

At first, there were obstacles. The boy is white and comes from the poor coal country of West Virginia. Mr. Bland is a Negro. But now Jimmy is working as a \$12-a-week delivery boy, and his mother in her gratitude has forgotten her sensitivity about race.

They're All Past 60, Retired, And All Are Trying to Help

By VIRGINIA LEE WARREN

On the kind of windswept morning with driving rain that makes people grateful if they don't have to go out, a small bus jounced among construction sites on Roosevelt Island and pulled up in front of Goldwater Memorial Hospital.

Out of the bus, into the torrential rain, and up a flight of steps into the hospital went 10 elderly men and women, two of them past 80, two of them blind. They didn't have to be there. The trip from Manhattan had been made by choice by these members of RSVP (Retired Senior Volunteer Program).

Once in the 1,000-bed municipal hospital, which is for long-term patients, the 10 volunteers fanned out, they knew where to go because they have been going there every Thursday, some of them for more than a year.

Jots Down Poetry

George Silberman, 66, who describes himself as "an old bachelor" and whose small mustache is in keeping with his dapper appearance, headed for the ward where 19-year-old Bernadette Johnson, blind and bedridden with multiple sclerosis, was waiting for him to jot down the poetry she composes in her head.

She cannot write and can barely speak (she will turn her sightless eyes toward a visitor and manage, in her hesitant way, to whisper, "I'm like a child," but Mr. Silberman has learned to understand her and he writes her poetic fancies as she says them and then reads them back to her. Often she

corrects him as he goes along. Mr. Silberman, who has no illusions about the literary value of the verse, which is mostly about love, managed to get some of it published not long ago in the newsletter put out by the Hudson Guild-Fulton Senior Center. Then he told people at the center about the person who had written it. Result: Bernadette received about 35 cards that brightened at least a few days for her.

On the same morning, Helen Russell, an RSVP volunteer who is blind—she is a clergyman's widow—was sur-

tients coming to see her. ("I'm a good listener," says Mrs. Mattus, who looks 20 years younger than she is.) On this particular day, Sophie Buffari, a wheel-chair patient who has been in the hospital for nine years, dropped by while waiting for her husband to visit.

Ruth Spielman, who is blind, was in another part of the hospital, teaching 19-year-old Lydia David, who is sightless and in a wheelchair, how to dial a telephone.

From the beginning, RSVP has given priority to the building of morale among the

helped while they are helping others. One who is especially grateful to the program is Helen Satterthwaite, who goes around giving illustrated lectures sponsored by the Metropolitan Museum of Art.

The Met has now trained about 50 members of RSVP in its Senior Slide Lecture Program. At least 24 of them, including Miss Satterthwaite, were recruited by RSVP from the Gotham Chapter of the American Association of Retired Persons, St. George's Church (Episcopal).

Volunteer work was not new to Miss Satterthwaite; she has been doing it since her retirement in 1969 from the health and welfare division of the Metropolitan Life Insurance Company. But, she says, the opportunity to work in art has brought her a special joy. Recently she gave an illustrated talk on Whistler to about 70 elderly men and women at a luncheon at Temple Beth Jacob in the East Bronx.

"I've been out a dozen times on art lectures in Queens, Manhattan and the Bronx," Miss Satterthwaite said as she unpacked the slides in the temple's basement dining-hall. "And I've gotten so much out of the program that I feel indebted. A lot of time for advance preparation is required but I enjoy that too, and there are such rewards."

Active in 4 Boroughs

There are now approximately 1,320 RSVP volunteers serving in 71 agencies in Manhattan, the Bronx, Brooklyn and Queens. (There are none on Staten Island, which has an older volunteer program, SERVE, that, in fact, was the model for the national RSVP program.)

The only requirement for joining RSVP is to be 60 years of age or older. Even the institutionalized may join. At the Florence Nightingale Nursing Home, for instance, some of the residents make six calls a week every Tuesday and Thursday to homebound persons who live alone.

There are already a number of local neighborhood programs and RSVP is working toward having a network of them so that an older person living anywhere in the city will be able to choose a possible volunteer assignment within a reasonable distance. At present, group transportation is provided from central points.

No task seems too demanding or frustrating for the members of RSVP. Creedmore State Hospital for the Mentally Ill draws about 50 people from the First Presbyterian Church in Jamaica. The group includes Edward Francis, who is 84 years old and five blind persons. And at P.S. 118 in Hollis, Queens, where some of the pupils have such physical disabilities as cerebral palsy, RSVP volunteers help on a one-to-one basis.

At Gouverneur Hospital, Mrs. Dorothy Healy, an RSVP volunteer who is in a wheelchair as a result of polio, recently had turned over to her a severely disabled patient. The nurse, who was in despair because the patient had given up, she would not eat, she refused to drink water. But after Mrs. Healy had talked with her for a while the patient suddenly told a nurse, "I'll eat if she will eat with me."

The RSVP volunteer laughed good-naturedly and said, "I'll do anything but take her medicine with her."

The program's purpose is to enrich the giver as well as the receiver, providing the elderly with a chance to turn into help for people who need it.

rounded by patients in wheelchairs, listening to her tapes of barber shop music.

David Feldman, a 60-year-old diabetic, a widower for many years, used to sew rugs for a living. Now he does mending for the patients, talking with them as he works. But on this particular day he was packing the belongings of a paraplegic who was going back to North Carolina to live with a sister.

Mr. Eva Mattus, 81, was in the canteen, where she looks after patients' visitors while they wait to see the patients. She also has pa-

elderly. The volunteer organization was started here a little more than a year and a half ago by the Community Service Society with the Federal agency, ACTION, bearing part of the cost. Its first purpose, according to C.S.S., is "to enrich the lives of older persons by giving them the opportunity to utilize their time, talents and life-time experience in volunteer service." The second is "to meet unfulfilled needs of community agencies and organizations."

The volunteers are quite aware that they are being



The New York Times/Edward Heuser

Helen Satterthwaite, an RSVP volunteer, conducts a slide lecture for elderly men and women gathered at Temple Beth Jacob in the East Bronx.