ERIC KINGSON IS HIRED BY AGASSIZ COUNCIL

(The hiring Committee of the Agassiz Community Schools Council offered Eric Kingson a position on the staff of the Agassiz Community Schools Program. He has accepted and will take the place left open by the retirement of Jay Lord. Below is background information on Eric which he wrote for the paper.)

My name is Eric Kingson and I have just been hired as the assistant director of the Agassiz Community School Program. I will be working with teenagers, working in existing programs and helping develop new programs.

I was born in New York City in 1946 and lived there until coming to Boston as a B. U. student. I studied psychology and political science. While there I edited a student handbook on tenant problems and was involved in some of the first student tenant organizing.

Since graduating I have worked at Elizabeth Peabody house in Somerville and at Jewish Family and Children's Service. In Somerville I was working with a community group which was lobbying the city for the construction of a community school. At Jewish Family and Children's Service I worked at developing elderly and youth programs and did some counseling with kids.

During the past year I have done a fair amount of moving around, living and working first in San Francisco, and most recently in Chicago where I worked with the Campaign Against Pollution:

a coalition of citizen's organizations who are developing a political base to fight pollution.

Basically, I enjoy working with kids and community organizations, two interests that are easily combined in the community school program.

CITY-WIDE COMMUNITY SCHOOLS BUDGET PASSED

On Monday, March 22, the city council voted to approve the combined recommendations of the finance committee and the city manager that community schools be granted $357,843 in operating money for 1971.

By voting to grant $357,843 the council insured each local community school council that they would have a total $3,700 for their program. This figure represents an increase of $1,200 per school for program funds over last year.

In addition to approving these monies, the city manager stated that if a qualified person could be found to fill the program and development specialists job now open at the central office of community schools, he, the city manager, would find money to pay him.

The next COMMUNITY SCHOOLS COUNCIL MEETING will be held on Wednesday, April 14, at 8 PM in the Agassiz School. Everyone is invited!
MORE LETTERS...

Dear Jay, Kate, and others:

This resident of the Agassiz community would like to thank you for all the efforts you have collectively put forth to make the Agassiz School a neighborhood center. With the Whistler, I feel that you have made a firm start; I hope you will be permitted to continue.

It has only been since the organization of the community school project that I have felt a tiny sense of belonging to something that suggested group participation. I have the feeling you have only begun to scratch the surface of this very fluid neighborhood.

Do you think it might be possible to engender any neighborhood activity in the matter of cleaning up a single street, Wendell for instance? There's too much littering and lack of concern for one person to have any effect; but several households together could begin to arouse interest. I have the feeling residents will join an effort that is already underway, once they can see that it IS possible to bring about improvements. What a difference it would make if Wendell from Oxford to Mass. Avenue was litter-free. One might even be encouraged to put out a plant or two! Could the Agassiz Community School consider some such pilot project? In an area where it felt the most could be done with a minimum of effort?

Congratulations also to Priscilla Dunn for the charmingly written sketch on Louis Agassiz.

Sincerely,
Muriel S. Williams
(Mrs. M. Williams)

RECOMMENDATIONS

(These recommendations for the running of Community Schools were part of the evaluation of Community Schools done by Louis O'Malley and Geoffrey Pierson, and submitted to the City Manager.)

This section of the report deals with the major weaknesses which we feel exist within the community schools program and presents specific recommendations for dealing with those weaknesses.

Communications

The issue of communications is a multifaceted one in the community schools. It extends from relatively simple issues like phone service to more complicated and subtle issues involved in interdepartmental communication at the municipal level.

In general, communication is poor, both within community schools and from community schools to the city.

Specifically, several aspects can be

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THE AGASSIZ WHISTLER is published twice a month by the Agassiz Community Schools Program for the entire neighborhood. The cost is 10¢ per issue or $1.00 for a six months' subscription mailed to your home. Call 876-9268 for more information or visit the office at 28 Sacramento Street. We welcome your literary contributions, letters, suggestions, or advertisement requests.

Kate Mattes, Agassiz Community Schools Co-ordinator
Jay Lord, Assistant Co-ordinator

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improved immediately. Because of the nature of their jobs, coordinators are often out of their offices and cannot be reached by phone. No reliable message service exists. A central switchboard with extensions would seem to be a more useful type of service than the present system of separate phones.

Role of Coordinators

Coordinators do not always feel that their position within the hierarchy of city employees is clear. Only recently established, they feel that they operate at a disadvantage in some schools where their position is not clearly understood by the teaching staff. We would suggest that the Director of Community Schools seek the cooperation of the School Department in working to dispel the notion in some schools that coordinators and assistant coordinators are unprofessional interlopers.

Our recommendation is that the role and position of coordinators should be more specifically delineated for School Department personnel.

Coordination with Recreation Department

It is quite clear that some strain exists in the relationship with the Recreation Department. In essence, this strain develops from the way in which the two departments, recreation and community schools view each other.

The Recreation Department views the Community Schools as an interloper, attempting to provide services to the community which have traditionally been provided by the Recreation Department and which are more efficiently and properly provided by that department. They are viewed as essentially unprofessional, underorganized and overpaid. This is further compounded by the status of the director of Community Schools. His position is not well defined, and, further, presently holds only an acting appointment.

Community Schools, on the other hand, views the Recreation Department as uncommunicative and inflexible. Specifically, the Recreation Department is seen as tying up facilities for months in advance and as being unwilling to share facilities.

The general impression received by the investigators was of two agencies trying to improve the quality of life for Cambridge residents but failing to do the best possible job through a lack of communication with each other.

Our recommendation is that it be the specific duty of the assistant director to establish and maintain lines of communication with the Recreation Department, and that this include, but not be limited to weekly meetings.

Budget

If the aim of the community schools is to be carried out - that control of the neighborhood be vested in the people there - then there must be a sizeable sum to put into the hands of the community councils which is not subject to the veto of the central organization.

This recommendation is meant literally. The coordinator, the director, and the city manager must make it clear that the council controls the money absolutely. The present budget of $2500.00 discretionary funds in each school seems low, but this, of course, is determined by many exigencies not controlled by the director or the city manager. If possible, it should be at least doubled.

It is expected that some poor judgments
concerning the use of funds will be made. These should be subject to advice, but not veto. It is only in this manner that the expertise of community councils will grow. Both of the above incidents led not to better understanding but to further feelings of alienation from the governmental structure.

Our recommendation is that discretionary funds available to each school be at least doubled to $5000.00: and that except in the case of illegal use, the final decision regarding use of funds rest absolutely with neighborhood councils.

Reorganization

The present organization of the community schools reflects a need to initiate and develop the program within the fourteen neighborhoods. The location and identification of coordinator and assistant coordinator with the community to be served appears to be one of the major successes of the program. As administrators of council policy and requests, coordinators and their assistants have had to display considerable versatility and inventiveness. Obviously, however, some coordinators are more skilled in particular areas than others. It may become more efficient to encourage staff with particular expertise to work with councils other than their own. It could be argued that more productive use of all coordinators' energies and skills would entail the separation of coordinators from their neighborhoods to operate in a city-wide capacity as specialists.

Advantages of this organization should be weighed against advantages of the present one which encourages the interaction of trained and resourceful professionals with neighborhoods. Obviously, any separation of a coordinator from a particular school, if it takes place, will be a carefully measured process, occurring at different times in different schools. What is chiefly demanded of community schools is a flexibility of organization and a willingness to explore and experiment with alternative structures which allow continued responsiveness to the community.

Our recommendation is that community schools consider alternative organizational plans.

CANDLE-MAKING

Ingredients
Parafin
Steric Acid
Crystals

Color
Scent (optional)

Equipment
Stove or hot plate
Large old double boiler or equivalent set-up
Ladle
Molds
Wicking
Crisco or spray mold release

Hammer
Pencils or chopsticks
Old cups, tin cans or pans for mixing colors
Knife
Paper towels
An old stocking or pair of tights for buffing
Types of Molds

<table>
<thead>
<tr>
<th>Orange juice cans</th>
<th>Wine bottles</th>
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<tbody>
<tr>
<td>Milk cartons - any size</td>
<td>Tin foil</td>
</tr>
<tr>
<td>Cottage cheese or sour cream containers</td>
<td>Sand</td>
</tr>
<tr>
<td>Plastic ice cream containers or any other plastic jars that can be easily cut</td>
<td>Anything else that has a nice shape, won't melt and can be removed from finished candle</td>
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<td>Glass jars</td>
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No matter how hard you try to control the splatters, making candles is a messy process. It takes just as long to make one candle as it does to make a dozen, so if you're going to do it, you might as well get a system set up and make a whole lot. That way you'll only have to clean up once. It's a good idea to cover your work surface with newspaper before you begin, and if you're using a stove, cover the top with tin foil leaving only the burners exposed. A wastebasket and a roll of paper towels are essential, too. If you pour the candles in layers as suggested within, you should allow between four and eight hours on and off for the candle-making itself and another eight hours before removing them from the molds.

**MELTING THE PARAFFIN**

Put some water in the bottom of a large double boiler and some paraffin in the top. To the paraffin add Steric Acid in the proportion of 15% to the weight of the wax (or about 2 1/2 oz. per pound). Steric Acid makes the wax burn cleaner and slower which should make the candle last longer. If you wish, you can also add some Crystals (3% to the weight of the wax) which make the wax shinier. Melt slowly... it takes a half an hour or so to melt a pound of wax during which time you can get the molds ready to use.

**SETTING UP THE MOLDS**

If you're using a re-usable mold or the kind that will be torn away from the finished candle (ie., milk carton), punch a small hole in the center of the bottom of the mold with a hammer and nail. If you want to use the mold again, grease the inside with Crisco or the like (or you can buy some "Quik" Mold Release) so that the candle will slip out when it's finished.

Next, cut a length of wick about 2" longer than the depth of the mold. Tie a knot at one end of the wick and string it through the hole, tying the other end firmly around a pencil or chopstick at the top of the mold to insure that the wick stays in the middle of the mold while the candle is being poured. Now turn the mold upside-down and pour about a tablespoon of melted paraffin over the know to seal it. Let that cool and turn the mold right side up. If you're making more than one candle, you should get all your molds set up to this point before going any further. This way you can begin to pour all the candles at once, synchronizing the hardening time of each layer and giving you time while you wait.

**POURING THE CANDLE**

If you fill the mold to the top in a single pouring of wax, you will find that the candle often hardens leaving an irregular and sometimes deep well in the center around the wick. This well can be re-filled by melting some more wax and pouring it into the hole, but that's a drag, so it's better to pour the wax in layers, letting the first layer cool before pouring the next. This enables you to make more interesting candles because you can change the color with each layer and can vary the depth and direction of each layer by increasing the amount of wax poured and by tilting the mold and letting the wax harden on an angle. It is important that the layers should NOT harden completely before pouring the next because they will not fuse and the candle will break. Each layer should
be cool, not liquid but not cold before pouring the next one. If a layer does harden completely, score the surface of it with a knife several times to help the wax bond with the next layer.

COLOR

Wax color comes in cake and powder form. You also can use crayons, but the color is not as intense and you use up a lot of crayons. It's a good idea to mix the color you want in a container other than the one in which the paraffin is melting. Ladle the amount of clear wax you want to use into a tin can or cup, add the color (a little at first and more if you need to), and mix well, making sure that all the color has completely dissolved before pouring it into the mold. At this point, if you want to scent the candle, pour about two capfuls (more if it's a large candle) of concentrated scent into the colored wax and then pour into the mold. If you take a long time getting the color you want and the wax starts to cool too much to pour, set the cup in hot water until it heats up again. Also remember that the color will lighten when it gets hard. Drop a little bit on a piece of white paper and let it dry if you want to see what color you are mixing. If you're making several candles at a time, clean out the cup after mixing each color in order to keep each subsequent color true. When the candle has been poured, let it cool over night no matter how much you want to see what it looks like. It's got to harden for at least eight hours or the chances of its breaking when you take it out of the mold or try to polish it are great. Really!

REMOVING THE CANDLE FROM THE MOLD

Cut away the wax from the bottom of the mold and cut off the know. Untie the wick from the chopstick. If you're not going to use the mold again, tear, cut, peel or break (in the case of glass) the mold away from the candle... carefully. If the mold is to be used again, pull the candle out by the wick... very gently. If, for some reason, the candle doesn't slide out easily, roll the mold across a table like a rolling pin (this method good only for cylindrical molds) or run the mold under hot water for a minute and try again. Once the candle is out of the mold, cut off the excess wick leaving about 3/4" sticking up from the wax.

POLISHING

There are several ways to polish a candle. One way is to not polish it at all, leaving the finish created by the mold, Crisco, leaking layers, etc., just as they are. Sometimes accidents create a really nice effect. Another way is to carve the candle with a knife or old dental tools or whatever else you can think of. This isn't hard to do, but it takes practice to get a feeling for the hardened wax. Anyway, it's fun. You can also run the candle under very hot water for a few seconds and then under very cold water, creating a crackled texture on the surface of the wax. You can repeat this process several times until you get the effect you want. And finally, if you want a really smooth and shiny finish, you can do the following: scrape off all imperfections with a blunt table knife. It takes awhile and you have to be careful not to gouge the wax. When you've gotten the surface smooth and clean (you can use the pile of shavings in another candle), rub off the marks made by the knife with a paper towel and then buff well with a nylon fabric - a stocking works the best. You can get a mirror finish if you work hard enough at it.

OTHER KINDS OF CANDLE MOLDS

To make a candle that will remain in its mold (a glass or bottle), you have to tie the wick through a wick base, sink it into some hot wax poured in to the bottom of the mold, let it cool and pour the candle. Candles poured into damp sand or tin foil allow you to experiment with abstract shapes and many wicks and are made in this same fashion.