

SERVICE LEARNING

FROM

A to Z

BY

CYNTHIA PARSONS



Serving to Learn - Learning to Serve

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A is for AWARDS and APPRECIATION

Awards for Student Volunteers:

Parents: you could establish a student community service award for those youngsters who respond to a community need, possibly during an emergency. E. g., an elementary school youngster who lived next door to a blind couple, seeing smoke coming from their kitchen window, entered their trailer home and led them both to safety, then called the fire department. He was cited during a school assembly as well as at a PTA meeting.

Managers of government and non-profit agencies: you could band together to provide awards to students whose volunteer efforts have been particularly useful. E. g., the manager of a hospital asked patients to list those student volunteers they thought particularly deserving, and posted their names on a bulletin board in the Visitors' Center.

School personnel: at the very least you could see to it that school announcements include special achievements by student volunteers. You could maintain a special bulletin board where such citations are posted. You could call parents to tell them of some honor being given their child for exemplary student community service.

At commencement exercises or awards ceremonies, a special award could be reserved for the student volunteer(s), chosen by all the students by secret ballot. Could be a class group, like the environmental science class which planted a new strain of elm trees; or a pair of students, or a single student.

The school superintendent, asking for secret ballot votes from students and staff at each school, could give a community service award to "someone" at each school during National Volunteer Week.

The governor could ask a commission to set up criteria for Governor's Awards for Volunteer Activity, reserving one award for a high school student; another for a college student, with nominations to come from those for whom the service was done. This has actually been done in Vermont.

A personal note. My mother's car, in a severe storm, was swept into 10 feet of salt water off a boat-launching ramp, and all electrical systems shorted. A passer-by, organized her rescue, himself jumping out of his car, pants, and shoes to help. He was asked to come to the next city council meeting to receive a citation, which he did, taking my mother with him. He said he really didn't care about the award, that saving a life was reward enough. But for my mother it was very important. And for the city? It was the first such rescue from that dangerous area; all other victims swept down the ramp had been lost. Now the area is re-routed, and blocked off during storms.

Another personal note. I have served for several years on the Hitachi Foundation's review board for the Yoshiyama Awards for outstanding service by high school seniors. Each year there are more nominees;

each year the quality of the service performed by the finalists has improved dramatically; each year the students find the award and the recognition a spur to thinking of more and more effective ways to serve.

Awards From Student Volunteers:

Elementary school students within each neighborhood might choose each marking period a community person to honor who has "made a difference."

- a) Write letters of appreciation to them.
- b) Do a class book about what the person did and give it to the local library.
- c) Write and give radio announcements about the award during public-service time.
- d) Prepare a cable television appreciation message.
- e) In social studies class, learn about others who have been given special awards for helping a community and "making a difference."
- f) Invite the award winner to school, and give three cheers at lunch.

Middle and high school students could do all that has been suggested for the elementary students, but also could look for members of the community who should receive awards for their contribution to technology; or health; or the arts. The award could be made by the whole school or some particular group of

students. Funds could be raised for the favorite charity of the award winner.

In sum, awards and appreciation are not only ways of recognizing the deserving, but of showing students how important it is for each to help and support the other; how that improves the civility in civics, eschews servitude, and enhances service.

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

It is not only the quantitative growth of active programs and of interest in service learning, but also the growing understanding of the significant role that involvement in community service can play for all young people that prompts us to believe that we are entering a new era: of links between schools and communities, and of opportunities for young people to become active learners and contributors in their schools and communities.

Joan Schine

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

B is for BOOKS and BIRTHDAYS

First, Books:

For every non-English-speaking preschooler, prepare alphabet and number books in English and the preschooler's own language; have the books focus on community service centers and significant buildings.

Invite interested community members to read the books and come to school for a discussion period. Ask that teams of students, each including a community member, do a short skit based on one scene in the book.

Every computer student could either be tutored by an adult computer specialist from the community, or himself tutor a beginner. A computer class or group of computer students might re-write a popular program to be more "user friendly" for learners with special needs.

Every upper-grade student offer to read to and be read to by a lower-grade pupil on a regular basis.

Students might perform the research and do all graphs and art work for reports needed by town officials regarding water, sewage, zoning, recycling, recreation, etc. etc.

A student might team up with a college student, and work with one community adult who has not yet learned to read and write fluently. As the adult pupil

begins to learn, either write or provide books at the appropriate reading level.

Be a storyteller at your public library.

Second, Birthdays:

Sometime in September, invite everyone in the community who had an 85th (or higher) birthday since the previous May to come to school, have lunch (with special cake made by student cooks), sing a medley of songs to all birthday celebrants, and send them away with a "surprise" gift made in arts or crafts.

Each marking period, through churches, visiting nurses, local police, etc., locate all citizens in the community 85 or over living alone, and about his or her birthday start a pen-pal or phone-pal relationship. Through an appropriate agency learn what art work might be appreciated, whether talking books would be appropriate, and if the elderly persons are mobile, whether they have a way to get to school for a meal, some songs, and a play.

Note: Joan Braun, community service coordinator for a large rural high school, received a cake from the home economics teacher which had been baked as a class assignment to give to nursing-home residents. She sent it back, saying, "We don't give cakes; we give kids and cakes." A near-crisis was fortunately averted. The student bakers were more than delighted to go along with their prize work, share in the giving, and return to school refreshed and happy.

We hold these truths to be self evident that

MADE NOT BORN

If we wish to be free - if we mean to preserve those privileges for which we have been fighting so long - if we do not mean to abandon the noble struggle in which we have so long been engaged - we must fight! I repeat it, we must fight!...

They tell us that we are weak, unable to deal with so powerful an enemy. But when shall we be stronger?...

We are not weak if we make proper use of the means which the God of nature has granted us. Three million people, armed in the holy cause of liberty, and in such a country as ours, cannot be conquered by any force which our enemy can send against us....

The battle is not won by the strong alone. It is won by the alert, the active, the brave....

Patrick Henry c. 1775

among these are Life, Liberty and the pursuit of Happiness ~

all men are created equal, that they are endowed by their Creator?

with certain unalienable Rights, that

C is for CIVICS and CIVILITY and CONCERN:

One summer, SerVermont hired two interns to search out all possible service-learning jobs available in one Vermont county. One intern was a college student on an independent-study project earning course credits from the sociology department; the other was a junior high student earning some back-to-school clothes money, whose task it was to take notes during interviews, and to help with organization of the data collected.

I was eager to find out, particularly from government and non-profit agencies who used adult volunteers, but had never used student volunteers, (a) whether they ever would, and (b) why they never had.

The interns received a warm welcome from private non-profit organizations, particularly those where confidentiality was not a concern.

They were made unwelcome by most government agencies -- federal, state, and local.

Typical was the response of the local game warden. He called me to ask, "Just what is this all about? I have no use for students. They belong in school."

After explaining the interns' task, and why they were going to every non-profit office in the county, I then remarked that "the Gophers of Minnesota must be

getting ahead of the Woodchucks of Vermont, as the game wardens in that state had youth help them man their hotline."

There was a short pause, then over the phone came: "Hmmm, good idea."

That remark: "They," meaning the students, "belong in school," is a common refrain from town officials. Yet, some of the most meaningful learning experiences come when "town and gown" cooperate, and the children in the community feel as much a part of the community as those holding the "highest" offices.

In fact, in most communities the non-profit businesses and local Chambers of Commerce are doing more to help students integrate academics with practical skill development than are town officials. Businesses want better-trained workers, hence they see a direct connection between how well the children in a community are schooled and the quality of their workforce. And they make room for students; they cooperate with school authorities.

That connection between how well the children in a community are schooled and the quality of their civic involvement is, I would argue, very much the business of all civil authorities. Such as:

For the Fire Department:

- In rural areas, let students take turns being part of the local volunteer rescue and fire squad.
- In urban areas, develop a corps of Fire Department Cadets who learn to

inspect buildings and issue reports on findings.

- Let students learn to write and record public service announcements about fire safety.
- Assist in providing lessons in fire safety to younger children.
- Assist in preparation of department reports with data collection through the use of polling techniques.
- Assist in preparation of department reports by entering data onto computers; or designing graphs, or providing artwork.
- Translate essential material for the non-English-speaking.

For the Police Department:

Let students take turns being Police Cadets, helping with traffic control, maintenance of safety codes, and teaching lessons in safety for younger pupils.

- Assist the police community-relations department with drug, alcohol, and vandalism concerns.
- Provide, under police department guidance, an escort service for the elderly and handicapped.
- Provide drivers for the legally drunk.

- Monitor police-band radio, doing a periodic statistical analysis of police concerns.
- Integrate all school-related drug and alcohol education with police-department concerns, procedures, and policies.
- Assist with all public relations efforts; prepare material for cable tv on police concerns; prepare police bulletins for radio PSA time.
- A school or class "adopt" a precinct; learn how to organize a community crime-watch.
- Translate essential material for the non-English-speaking.

For the Town Clerk and Business Manager:

- File.
- Type.
- Stuff envelopes.
- Answer the phone.
- Use the copy machine.
- Use the calculator.
- Enter computer data.
- Write memos and reports.
- Design graphs.
- Collate data.
- Analyze data.

- Research files.
- Translate.
- Run errands.
- Be a "gofer."
- Water the plants.
- Do light maintenance.

We hold these truths to be self evident that

among these are life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

*If the young were born literate,
there would be no need to teach them
literature; if they were born citizens,
there would be no need to teach them
civic responsibility.*

Benjamin R. Barber

all men are created equal, that they are endowed by their Creator;

with certain unalienable Rights, that

D is for DARING and DOING:

Doing:

As I've stated previously, the United States of America isn't just a representative democracy, we're a participatory democracy. Learning to serve our communities -- for the good of all -- is one of the most rewarding school lessons. It's this service which undergirds what the U.S.A. stands for.

There's our "bumper sticker" again: Serving to learn; learning to serve.

Children learn to walk and run by walking and running. They learn to talk by talking. They learn to sing by singing. They learn to play ball by playing with a ball. They learn to use a computer by using a computer; to type by typing; to use the scientific method by using the scientific method; to appreciate great literature by reading it.

But let's take that "doing" a step further. A skilled coach generally improves your game more than any amount of individual trial-and-error. The same with great literature; all well and good to read it on one's own, but how much more meaningful to be able to discuss nuances with a serious scholar. And how much more fruitful it might be to carry out scientific experiments guided by a competent scientist.

All of which is preface to my argument that sending students out into the community to do XX hours

of service, and considering that a good way to teach democracy, is no more rational than to put a child in the deep end of the pool to see whether he or she can swim. Or no more responsible than turning over the science lab an hour a week to students to "do something" without guidance, reflective thought, and evaluation.

What kind of educator or school board member would consider he or she was providing an adequate education for a community's children if no community service was undertaken during 12 or 13 years of schooling? What is going on in the head of a principal of a school with some 350-1,000 students who thinks it sufficient that the bells ring on time and the students move from classroom to classroom six hours a day for 180 days doing little more than reading, reciting, listening, writing, and taking tests? How can he or she rest content if no pupil in the building ever tutors another pupil? Never cooperates with a group of students to solve a community problem? Never looks at any portion of the town budget during the last five years of math? Never contributes one word to a community agency newsletter? Never prepares a public service announcement for a non-profit agency in the community? What kind of educator would consider it unnecessary to provide "doing" experiences to complement "seat work?"

Daring:

When I talk with youngsters about community service, service-learning, and national service I often ask the following question: "Have you ever done something very special for someone -- or possibly for a cause or organization -- which no one but you and the

one you did it for knows about?" I generally emphasize, "I mean done something which needed doing, and really helped someone, or fixed something really important, but it is so special and precious to you, that you've not told anyone about it. You don't boast about it. But you feel it made a big difference in your life."

I get many nodding heads; if I ask for hands, even then, while heads are willing to nod, or eyes to sparkle, only a few even want to raise their hands.

Yes, they have done something for someone. They know what it has meant to them to "make a difference."

I watched a lad one day climb up a pile of dirty, frozen snow, and, using a heavy ax, break away enough ice to reveal a directional sign. I asked him, "Who sent you to do that on this cold day?"

"I told myself. People coming into town need to know to take the next left turn if they want to stay on this road."

Was he practicing civics? Think what an alert teacher could do with that act to bring home civics lessons regarding the "common welfare" and "pursuit of happiness."

I believe it is daring, not to mandate community service, but to "dare" yourself -- particularly if you are an educator -- to make your school such a caring environment that volunteering and solving community needs is "second nature" for the pupils, and integrating service and coursework is "second nature" for the faculty.

I think it's more daring -- as well as more pedagogically correct -- to have students describe

important service activities and place this description in a portfolio of achievements than to give a grade for service or to put a check mark on a report card signifying service done.

I think it's more daring to ask that students keep a journal about service work and no teacher ever look at it -- letting the students relish its privacy -- than to have such a journal handed in, corrected, and graded.

It takes considerable daring for politicians to espouse anything to do with schooling which doesn't appear to them to have an immediate effect on raising standardized test scores, and lowering drop-out rates, vandalism, and drug abuse. Similarly, those whose jobs are dependent upon political considerations consider it dangerous to put resources into programs which cannot be scored quantitatively. [See Chapter 14 for ways to avoid this Catch-22.]

Dare to do it; dare to involve every pupil in some community improvement project; dare to challenge every teacher to fuse service and learning; dare to involve every non-profit private or public agency with all the public school children in the area.

Dare to be a doer.

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness

MADE NOT BORN

Real government is very hard. It's probably the hardest thing humans do other than fight a civil war. The Founding Fathers spent 35 years between the Albany Congress and swearing in George Washington. They were frustrated. They were often lonely. They were defeated on occasion, and they had to keep going. They wrote long documents like The Federalist Papers and they wrote short documents like a one-page handout, and it wasn't easy. And all too often, I hear so-called reformers come in and basically say, "I'm available for 25 minutes next Tuesday to change the world. Why don't you listen and let's have a nice dialogue?" The world doesn't work like that. People who want to change it have to buckle down and master the process of self-government; and the first rule is, it's very hard work.

Newt Gingrich

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

E is for EQUITY

Establishing a participatory democracy and granting full citizenship rights to all those born in the United States continues to be a serious challenge.

Was our country a democracy before we provided free public schooling for all children?

- Was our country a democracy when it sanctioned slavery?
- Was our country a democracy when we made gender (male) a condition for voting?
- Was our country a democracy when a citizen had to pay money to vote?
- Are we a truly representative democracy if less than 50 percent of our citizens vote?
- Are we a participatory democracy if year after year more than 25 percent of our 18-year old youth cannot pass basic literacy tests?

As a nation, we've made some interesting decisions regarding equity and children. It was not until the 1954 Supreme Court decision outlawing separate schools based on race that most school districts with a

minority population of more than 20 percent gave any thought at all to treating all pupils fairly and impartially. But the mandated changes in school equity did not take place overnight, nor within a year or two or three or....

It wasn't until a decade or two later that many school districts made a serious effort to provide equity to all races, colors, and creeds.

It wasn't just that children of different colors were educated in different buildings, but the teachers were different; the physical conditions of the buildings were different; the equipment was different; the playgrounds were different; the support services were different; the amount of money spent per pupil was different; the ratio of pupils to classroom teachers was different; the test results were different; the percentage of those accepted into four-year colleges was different; the percentage who dropped out before completing grade 12 was different.

I remember being taken to an inner-city school in the early 1960's which once had housed only black children from the local neighborhood, but was now a grade six center to which white and black pupils were bused from other parts of the school district. The white sixth graders discovered that this school, unlike the ones they had attended previously, had no library, no playground, no stage, no music room, and had not been painted inside or out for more than 25 years.

There is no way we can teach "that all men are created equal," or that they have "certain unalienable Rights" such as "Life, Liberty and the pursuit of Happiness," if we do not help our children address all questions of fairness and justice.

Take the matter of whom most schools will permit or mandate to do community service. If I were to ask educators in Prague, Sofia, Dresden, Budapest, Moscow, and Warsaw the question: "Whom do you think gets to do community service in the majority of U. S. public schools in 1991?" they would probably answer: "Any student who wishes to." Unfortunately that, too often, is not the case. Students in honor societies are required to do some form of out-of-school community service; students being punished for a school infraction are often given XX hours of community service as part of their punishment.

For the students with high grades or in student leadership positions, service partakes more of Kipling's "white man's burden," or government by oligarchy, than of government by, for and of the people.

For those being punished, the purpose of service too often is not citizenship in action, but servitude. For example in Pine Bluff, Arkansas, youths under the age of 20, and as young as eight, are court-ordered to pick up roadway litter two Saturday mornings a month for XX months. The South Carolina Department of Parole and Community Connections states that their mandated public service program, which includes the litter pickups, "promotes a work-ethic approach to punishment."

There are, of course, some schools which do offer community service to any interested student, and a subset of these schools make an effort to integrate the service with academic coursework.

Yet service work develops good work habits, even if the work itself doesn't enhance a skill. The

members of a work crew which rakes leaves or shovel snow or digs trenches to divert water (or even picks up litter) may not develop any specific business skills, but may learn punctuality, consistency, perseverance, and comradeship. It shouldn't take special privilege or punishment to be given an opportunity to gain those sterling qualities. Equity demands similar lessons for all students.

As a member of the faculty of a boarding school, I was assigned the task of supervising the Saturday-morning service program for "offenders"; that is, for those students who had "earned" demerits during the week. Each demerit "earned" a quarter hour of service work. Since I was determined that service should be recognized as a way to learn citizenship, I made the activities as rewarding (and fun) as possible so that students without demerits would volunteer.

I started by asking the students to find out what the community most needed to make it a fair and just place to live.

Thus, we did chores for single elderly people; we cultivated and harvested flowers to give to shut-ins; we cultivated and harvested fruits and vegetables for the school kitchen and some hungry families in the community; we maintained two public nature trails; we carried out rescue missions on high-country trails in a primitive wilderness area; we responded to calls from the fire tower to douse smoldering campfires in mountain meadows; we tutored, tutored, tutored.

We hold these truths to be self evident that

MADE NOT BORN

YEAR	U.S. POPULATION	SLAVE POPULATION	PERCENT
1790	4 million	700,000	17.5%
1810	7.2 million	1.2 million	16.6%
1830	13 million	2 million	15.4%
1850	23.2 million	3.2 million	14.3%
1860	31.5 million	4 million	12.7%
1870	40 million	-0-	-0-

among these are Life, Liberty and the pursuit of Happiness

all men are created equal, that they are endowed by their Creator

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident; that all men are created equal.'

Martin Luther King, Jr., 1963

with certain unalienable Rights, that

F is for FRENCH (and other foreign languages)

- The "Welcome Wagon" is a business approach to a community need. When a new family moves into town, the business community greets them with a basket of goods and information about where they might shop. Would be wonderful if every time a new student for whom English is a second language enters the school system, he or she could be treated to a "Welcome Basket" of goods and information, not only about the school and its activities, but about what's available for youth in the community. Particularly helpful if the written (or taped) material in the basket could be in two languages: English and his own.
- Let's say a newly-arrived family from Southeast Asia has children in grades 1, 6, and 11. A team of primary school pupils could be responsible for putting a map of how to get from the grade 1 room to the lunch room; a map showing where the playground is; a "welcome to our school" card; names and pictures of the rest of the children in the grade 1

homeroom. Older students could help by providing a school calendar as well as information on regulation in both English and the language of the family. For the sixth and eleventh graders, the "basket" of materials should provide information to meet their special needs.

- A "Welcome Basket" for the adults in the family of translated information about community services (police, fire, recreation, etc.) could be assembled and dispatched (or delivered) by a team of students.
- All school-home notices could be translated by teams of students into the family's language; including information about school closings, special school events, parent nights, and so forth.
- Pairs of students, learning a second language, could offer to help with translation for teacher-parent conferences.
- The children in a primary school came predominantly from three different cultures. A good many were Chinese; many more Hispanic; the remainder English-speaking grandchildren of immigrants from central Europe. For a community service project, the Chinese children, together with a Chinese service organization, took all the children on a tour of a Chinese ghetto,

and together the pupils and their parents served and explained a Chinese meal in the school cafeteria. Following month the Hispanic children led a tour of their ghetto, and prepared and served a Hispanic meal. The aftermath was a continuing offer by the pupils to help out in the Chinese and Hispanic day-care centers, regularly making artwork, story-books, and plays to share.

- Every single child needs to know where to go for help when hungry, when abused, when left alone with no appropriate supervision. Needs to know phone numbers of organizations which can protect and provide care. For example, the children in one school made a booklet with this information for every child in their county, a rural one where there were many children living in isolated trailers. Children in another school compiled such information for an urban setting, got it printed on a bookmark, and distributed through schools and stores. The same information should be made available in every language used in non-English-speaking homes.
- Is the French (or...) class going to watch a specially-ordered film? Won't they invite anyone in the immediate community interested in watching? Is

the French (or...) class going on a field trip to view French art, visit a French-speaking community, hear French music? Won't they offer to include anyone in the immediate community interested in going?

- Aren't older students regularly providing the school and public library with original stories in two languages, English on the left page, second language on the right? Aren't students fluent in a second language, as part of course work, preparing lessons for beginning students of French (or...) for cable television public service time?
- I received a letter written in French, and was not sure of the full meaning. Interestingly, my first thought was to ask an adult friend who grew up in a French-speaking home some 40 years earlier. She helped me, enlisting the aid of an adult who had lived more recently in a French-speaking community. None of the three of us even gave a moment's thought to asking the school's French class, or a student in it, to help with the translation. Why? I suppose because we had never heard of the language classes at the school ever performing any service for the community; we only had been asked repeatedly to give money to them so that they could travel abroad.

Consider how much more willing we would have been to give generously so our children could study and travel abroad, if we thought they were doing so in order to enrich our community.

- In Sacramento, there is a waiting room at the County Courthouse for witnesses as well as defendants and plaintiffs. In an adjoining children's waiting room, called La Casita, student as well as adult volunteers take care of little ones who must wait while their parents are in the courtroom. Spanish is the second language most needed in this room. What a wonderful place for language students to put book and tape translations, posters in two languages, toys and games which use two languages, and to spend some time there playing and talking with, and listening to the little ones.

We hold these truths to be self evident that

among these are life, Liberty and the pursuit of Happiness

MADE NOT BORN

We have learned from much of our research that, in effective classrooms, young people are moved to choose to learn. When they take their own initiatives and when they care about what they are doing, they are likely to go in search of meanings, to begin learning to learn. We understand also that they are most likely to pose the questions with which learning begins when they feel themselves speaking to others, speaking in the first person to those who are different from themselves. When they can articulate what they have to say against the background of their own biographies, they may well be in a position to listen to others -- and be listened to -- if those others are also speaking for themselves.

Maxine Green

all men are created equal, that they are endowed by their Creator?

with certain unalienable Rights, that

G is for GOVERNMENT

Students: "In order to form a more perfect Union":

- Organize and conduct voter-registration drives.
- Assist with the filling-in of absentee ballots by those unable to write.
- Staff a baby-sitting, infant-care center at or near a polling place.
- Assist with handicapped and elderly at voting booths.
- Track and publish the voting records of all elected officials serving your community.
- Provide advocate service for any persons in the community experiencing racial, religious, or economic discrimination.
- Regularly provide opinion columns on community issues for the op ed pages of local newspapers.
- Regularly provide editorials for public service time on radio and television.
- Form a committee structure at school for research and discussion on issues affecting the school community.

- Serve on school decision-making committees.
- Combine service with governance concerns. For example, Joe Nathan, author of FREE TO TEACH, taught an elective course in a St. Paul, Minnesota, school called "Consumer Rights and Responsibilities." Purpose: to teach the students not only about consumer needs, but to do so through community service advocacy. His class advertised in the local media, offering assistance to those in the community with consumer grievances.

One case called in involved an alleged consumer violation by a local car dealership. The customer claimed that the radio she was promised was not in the car when delivered, and that the dealer had refused to make restitution.

Before deciding whether or not to take this particular case, the students talked it over, finally deciding to do so, and agreeing as a class which team of students would take the case and what should be their first steps.

The car owner received the following letter from the class, composed by the team and written down by one of them: "Your case was brought up in our class, and we have agreed to work on it. We have discussed it and we would like a copy of your contract. From there we will write to you and tell you our next step. Sincerely yours, [signed] Consumer Action Service Students."

After the contract arrived, the students and teacher discussed possible next steps, and three students acted out a possible scenario of one of the students calling the dealership asking to talk with the owner.

To help the students, Joe Nathan invited officials from the Better Business Bureau and the Consumer Protection Agency, a public-interest research group, to come and talk with the full class, provide them with reading material, and to act as consultants for the cases they took on.

The students applied their research well, and the client got her radio. In fact, this class resolved satisfactorily for their clients more than 50 percent of all the cases they took on. But best of all, they learned an important way "to form a more perfect union."

Students: "Establish Justice"

- Run errands for court clerks and court-appointed lawyers.
- Be a phone pal of, hence part of the support team for, a youth on probation.
- Include youths on probation when doing group community service such as park cleanup, rehabilitation of a homeless shelter, soup kitchen food preparation, celebratory meals for elderly in the community, caroling at nursing homes.
- Serve on school juries deciding guilt/innocence and determining punishment for proven offenses.

- Serve on school arbitration panels.
- Serve on out-of-school youth arbitration panels.

Ask any student in any school who the "best" teacher in the school is, and after you get your answer, ask why the student named that particular teacher, and you will hear the word "fair." I met a fellow older adult, now a retired lawyer, and in our brief autobiographical exchanges I learned the name of the public high school she'd attended. I grinned and said, "Then you surely had Miss H_____ for math!"

"I did, I did. What a tyrant." Then this lawyer, thinking back some forty years, asserted, "Fair. She was fair. She was tough. If she hadn't been fair, we'd have probably drowned her in the river!" There was a pause, then she said, "My gosh. Talk about community service. She made us all find some instance of the use of mathematics by town government which we could improve on -- and we did."

In the 1990 electoral race for governor of Vermont, one of the candidates regularly aired a television chart depicting a rise in spending of tax dollars in an attempt to portray himself favorably in relation to the incumbent governor. The incumbent objected strenuously, arguing "distortion" of the data.

What an opportunity for civic service for the students in the state's sixty-six academic high schools. What a good lesson in math to take the same raw data, and build an appropriate graph. What a good lesson in history to understand the manipulation of data for political purposes.

What a good lesson in civics for each student to determine which candidate best understood that our democracy can only "establish justice" through a respect for truth.

Students: "Insure the domestic tranquility"

- Help fellow teenagers avoid unwed pregnancies.
- Get safe adult help for children whose home environments are hostile, violent, incestuous.
- Help fellow students avoid unwanted sex.
- Help fellow students throw off depression, calm disturbing fears, avoid suicide as a "solution."
- Provide a confidential forum for peer discussion and wholesome service activities leading to positive self-images.
- Reach out to those with physical and mental handicaps to insure their happiness.
- Insist that children be included in neighborhood crime- watch plans.
- Help fellow teenagers to avoid drinking and driving.

A reader might well ask what any of this has to do with government, per se. And why I have chosen to use phrases out of context from the Preamble to the

U.S. Constitution. I do so because an enormous percentage of social studies teachers nationwide ask students to read -- perhaps even to commit to memory -- these phrases, yet seldom connect the meanings of these phrases to the democratic well being of our republic. Hence, what I have attempted to do is to suggest some activities which an alert teacher might use to help make the study of government more meaningful.

One-half of all births in the United States in 1990 were to teenagers; and half of those to unwed teens. And some fifty percent of all school children live in one-parent families.

We're now placing the fourth generation of welfare-dependent children in our public schools.

This means that forty-five years ago the average woman with an inadequate economic base gave birth to at least one child. That child grew up dependent on welfare checks. Statistics show that before this child's 20th birthday, a second generation child was born, growing up with more than a fifty-percent chance of staying within the welfare system. Next the third-generation welfare-dependent child was born, to a teenager. And today that child, still welfare-dependent, and while a teenager, has given birth to an infant soon to enter the U. S. public school system. That little one lives in a domestic situation which has been dependent for economic security on poverty-level public funds for more than 40 years.

Poor health, low-level work and literacy skills, and inadequate schooling and mentoring from those who can support dreams of personal success and

economic independence have produced a cycle of failure which sorely needs breaking.

Children can help such children; together they can face a more hopeful future. Together they can look for ways to support each other's learning abilities and styles so that home circumstances don't limit possibilities or stifle interests and skills.

Does your school publicly identify those children eligible to receive free or reduced-cost meals?

Why? How does that help the child who needs the financial help or the child who does not? What lesson in democracy does that teach? No student I have asked about this labeling of students eligible for free school meals has ever agreed that this is "right" or "fair."

Many of the school children I meet are better small "d" democrats than those who run their schools. They would not so humiliate their peers. And I would argue that the children know why; has to do with "justice," and "tranquillity."

Homework assignments are enormously effective in supporting the cycle of school failure for children living at or below the poverty line. How's that? Homework assignments support the cycle of failure? I am not alone in making the claim that hundreds of thousands of homework assignments regularly given out by teachers from grade four on are guaranteed to promote the welfare-dependent cycle.

All a teacher needs to do is to give for homework an assignment which requires home skills and support materials which are missing from one or more homes, and the statements in the paragraph above are

rendered true. Since this is what the majority of teachers regularly do, we have every reason to suggest that community service, "in order to insure domestic tranquillity," should include: peer tutoring, homework hotlines, home tutoring services, cooperative learning assignments, experiential learning experiences, and a service-learning curriculum.

We hold these truths to be self evident that

MADE NOT BORN

A lost opportunity is the greatest of losses. Whittier mourned it as what "might have been." We own no past, no future, we possess only now. If the reliable now is carelessly lost in speaking or in acting, it comes not back again.... Faith in divine Love supplies the ever-present help and now, and gives the power to "act in the living present."

The dear children's good deeds are gems in the settings of manhood and womanhood. The good they desire to do, they insist upon doing now. They speculate neither on the past, present, nor future, but, taking no thought for the morrow, act in God's time....

Good deeds are immortal, bringing joy instead of grief, pleasure instead of pain, and life instead of death.

Mary Baker Eddy

among these are Life, Liberty and the pursuit of Happiness ~

all men are created equal, that they are endowed by their Creator?

with certain unalienable Rights, that

H is for HELPING

In truth, this entire book is about helping; and about forging classroom-service activity connections. Following are just a few of the many examples I've found that appear to help agency directors and school officials move from classroom-only schooling to a service-learning curriculum.

Example

A junior high student, involved with the Early Adolescent Helper Program in New York City, explains: "On Tuesdays and Thursdays we go in pairs to the Jewish Home and Hospital for the Aged to meet some of the residents. It's a great feeling to be with people who are always glad to see you and can tell you interesting stories of their pasts.

"On the last Tuesday of every month the Jewish Home has a birthday party for the residents. There's entertainment and cake for the residents. We help serve the food and talk to them. When it's over we help escort them back to their rooms.

"On Thursdays, we sing songs from the movie 'Sound of Music.' We will do the play with some of the residents. In the play, each of us shares a role with a resident. Together we act and sing as one. We relax and enjoy ourselves. It takes responsibility and it's fun."

Related Academics

For history or social studies: Compare stories told by the elderly with knowledge gained from reading assignments and class discussions. For English and language-arts: Write essays about the historical implications of what has been learned from the elderly; write poetry about the encounters; compose original one-act plays in which a senior citizen and a student play a part together. For music: Compose original lyrics, teach them to the elderly, sing them together.

Example

A participant at a Teen Institute training camp in San Diego writes: "The Teen Institute helps people with personal and family relationships, school performance, self-esteem, and, most of all, the prevention of alcohol- and substance-abuse. Teen Institute promotes the positive attitudes and the healthy environment we all need to better our communities."

Related Academics

For the health class: Learn what best promotes a substance-free (and substance-controlled) person, home, environment, community; learn to research health issues in medical research materials. For English: Learn to write promotion copy for mass media aimed at the teen audience; learn to write publishable letters to the editor to support your substance-abuse projects; learn to write memorandums explaining to specific audiences what needs to be done to promote a healthy environment.

Example

A high school senior from Burlington, Vermont, testifying before Senator Ted Kennedy's Committee on Health and Human Services explained that she had recruited 100 of her classmates to help her plan an alcohol- and drug-free graduation party. When the senator asked her why she was doing this type of community service she responded, "Three friends of mine were seriously hurt on graduation night a couple of years ago in an alcohol-related accident. I made up my mind I'd do everything I could to help my classmates do better."

Related Academics

For the speech class: Learn to squeeze 10 minutes into two minutes; learn to express ideas in understandable images; learn to project voice and meaning for emphasis and control. For social studies: Learn how to read the Congressional Journal; do research on past committee issues and decisions; develop an understanding of the purpose of Congressional committee structure.

Example

Concern for the environment led scores of students from San Francisco area schools to clean up Ocean and Baker Beaches in September 1990, removing debris weighing some 3,500 pounds.

Related Academics

For science courses: Using data cards, catalogue such debris -- as did the San Francisco students -- for study in science courses, including a study of salinity and pollution rates. For English: Learn to write position papers on a single issue like this one

for presentation to a single audience. For social studies: Learn what methods best promote a clean environment along beaches. Study city, county, state, and federal regulations regarding beach environments. Learn how to influence legislation regarding beach pollution.

Example

Older students in some California high schools volunteer to be lab assistants in math resource labs, helping to plan, prepare, and teach arithmetic lessons to elementary school students who have asked for such help. Considerable effort is made to match the language and cultural backgrounds of the tutors and their pupils.

Example

I was having a discussion with a group of junior-senior high school students about ways they could improve the health of their community through providing services for elderly adults. One student seemed skeptical about the need for such services stating, "All the old people I know are doing just fine on their own." I was stumped for a moment, and filled the silence with an old-fashioned remark, "Goodness me."

More silence, then one of the boys spoke up: "I go to an older person's home every Thursday for two hours, and do chores for her she couldn't do herself. She's pretty frail, and has failing eyesight. I get wood in for her stove, move heavy bags so the trash people

can pick them up, sometimes get things down for her from top shelves, things like that."

The skeptic asked how he'd found her, and he answered, "My mother is a visiting nurse. She could tell you about at least 20 more people who need your help."

The skeptic again: "Does the old lady pay you?"

"Oh, no. Well, not if you mean money. You see, we spend some time talking together. She's really interested in me and what I'm learning in school. And, of course, she always has some cookies and milk for me. I didn't sign up for spring baseball last year because I wanted to be with her at least once a week. She's not going to be around forever, and I need to learn more from her about how to be patient and things like that."

Related Academics

For interdisciplinary study: Teachers and parents need to support student discussions and reflective thinking on both the moral and spiritual meanings of acts which promote personal and community health. [See Chapter 16.] Students, in keeping their journals should be encouraged to write truly private and personal comments, knowing they will not be subjected to grammar and spelling checks. But these journal notes might well form the basis for discussions with peers and adults helping them to think about — and to compare their ideas with — what great leaders have done and thought in similar circumstances.

Example

A woman whose house lay on the school-bus route of a "tough student," did not have her rural mailbox shoveled free of snow one winter, hampering mail delivery. The "toughie" remarked how thoughtless this was of the old lady living there. "Dumb broad, doesn't even have the decency to clear the snow out of there for the mailman."

Then he learned that "the old lady" had recently undergone surgery and had had one arm removed. Onto the bus the very next day went an old snow shovel; at the boy's command [no, not a request!] the bus driver stopped, in moments the area was cleared. The shovel was stowed in the back of the bus. When he left school that year, he assigned a younger student to "keep that mail box clear." Then added, "Look in the box. She puts chocolate chip cookies in there after every storm."

Related Academics

For civics class: Learning the interrelationships between civic rights and civic responsibilities.

We hold these truths to be self evident that

MADE NOT BORN

A commitment to active citizenship and community service has always been an American characteristic. That commitment, which has fostered and preserved our democracy for over 200 years, now seems to be weakening among young people. It is up to everyone in a position of leadership -- particularly educators -- to help reverse this trend....

Part of the problem lies in the fact that one can go through a full and supposedly thorough formal education without ever hearing or reading about the major role the voluntary sector plays in American life. Alan Pifer, president emeritus of the Carnegie Corporation, reviewed more than 50 textbooks used in civics, history, social studies, and the like and found no reference to philanthropy or voluntary organizations.

Brian O'Connell

among these are Life, Liberty and the pursuit of Happiness

all men are created equal, that they are endowed by their Creator

with certain unalienable Rights, that

I is for INTERNS

Intern:

"Resident within," (from the French, according to Webster's 2nd College Edition.) Synonyms: "apprentice," "novice," "learner."

- It would be delightful if every appropriate service agency (where confidentiality and safety are not serious problems) would ask local high schools for student interns, agreeing to oversee compatible coursework during a full-time internship of at least six weeks duration.
- A student seriously interested in botany, planning either to leave school and work in a florist shop or nursery, or to go on to college and major in botany, might spend a marking period working in a local hospital's greenhouse as a volunteer, doing an independent study project for full course credit, and receiving a grade for the quality of the internship work from the hospital supervisor.

- A student seriously interested in music, planning either to leave school and work in the music field or to go on to college and major in some aspect of music might spend a marking period helping a local school music teacher, or a community choral group or orchestra, receiving credit from school for a related independent study project and a grade for the quality of the internship work.
- A student interested in a business career, planning either to leave school and begin full-time employment or to go on to major in business at college, might intern in the office of the local United Way.
- A student doing poorly in coursework might be given an opportunity to intern at a non-profit agency alongside a highly-motivated, high-scoring fellow student, receiving peer tutoring and counseling, and being graded for an independent study project by a teacher, the peer tutor, and the work supervisor.
- Suggested reading: Chapter Four of Seeds: Some Good Ways To Improve Our Schools (Santa Barbara, CA: Woodbridge Press, 1985), by Cynthia Parsons, introduction by Schuyler M. Meyer, Jr. And Chapter Two of The Co-op Bridge (Santa Barbara, CA:

Woodbridge Press, 1991), by Cynthia Parsons, with prelude by William J. Cirone and postlude by John R. Coleman.

We hold these truths to be self evident that

MADE NOT BORN

Beginning in elementary and high school, boys and girls should learn to take some responsibility for the well-being of any group they are in--a seemingly small step but without doubt the first step toward responsible community participation. And for that matter, the first step in leadership development. On the playing field and in group activities in and out of school, teamwork can be learned. Through volunteer and intern experiences outside of school they learn how the adult world works and have the experience of serving their society. Every organization serving the community should find ways of involving young people....

I take the same view of [the] claim that leaders are born, not made that Dr. Samuel Johnson took of cucumbers, which he said should be carefully sliced, well seasoned with pepper and vinegar, and then thrown out.

John W. Gardner

with certain unalienable Rights, that

among these are Life, Liberty and the pursuit of Happiness ~

all men are created equal, that they are endowed by their Creator,

J is for JUSTICE

Thomas Jefferson: "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."

Treasured Rights

One of the treasured rights of all United States citizens, including its children, is the principle that one is innocent until proven guilty. Another treasured right is trial by jury, with the further requirement that the plaintiff must prove the defendant guilty, rather than the defendant prove himself innocent.

It is the rare public school, even the rare secondary school -- some of the pupils of which will be old enough to be judged as adults by the courts -- which considers its students "enlightened enough to exercise...control with a wholesome discretion." But if one believes former President Jefferson, the remedy is not to deny our youngsters the opportunity to control themselves, "but to inform their discretion by education."

Discretion

"Discretion:" Roget's Thesaurus provides as equivalents: "diplomacy, circumspection, thoughtfulness, tact, caution, prudence, foresight, sagacity, responsibility, and maturity." We need to nurture these qualities through education.

Let me cite as an example how this was done in a private boarding school for upper elementary and junior high students needing some special academic help located on the outskirts of a primitive forest area in the mountains of southern California.

It was my second year as a teacher, and my first in this school. One lad had distinguished himself as its most unruly and destructive student. At the first staff meeting, the director, a woman of enormous skill and insight into this age group, suggested that this youngster be asked to serve on a volunteer rescue squad. As one, the staff tried to argue her out of the idea. She overruled us, stating, "You'll see, he'll rise to the responsibility; he's just acting this way because he's homesick and afraid and doesn't want anyone to know it." She was correct; he did "rise to the responsibility."

In fact, he showed such "discretion" -- tact, sagacity, and responsibility -- that the members of the rescue squad, at their next election, made him their chief.

Judged by Peers

A few years later, at a different school, another troubled youth -- fully-grown and old enough to serve in the Armed forces -- had done all that he could think

of to get himself thrown out of school. But that school had a student court. The 12 peers first listened to the plaintiff's complaints about him, then, assuring him he was still considered innocent, asked the young man to defend himself against the charges.

He made no effort to gloss over his many unruly and impolite encounters with teachers, administrators, and even fellow- pupils, but went on to explain how badly he needed tutoring in some basic skills, and how particularly frustrated he was by the gap between his ability at mechanical work on the one hand and literary work on the other.

Tutors were found. His reading and writing skills improved dramatically. In six months he was elected president of the student body. Asked why he supported his friend's candidacy, the former president explained, "You just wait and see, he'll really clean up, and by gosh, he'll be fair because he knows what it's like when people aren't fair." As student body president his first act was to make peer tutoring available to every student.

Also, this newly-elected president was able to convince the school authorities to let almost all discipline cases be heard by a student jury, with verdicts and punishments meted out by the students, not by the vice-principal.

Jury After Jury After Jury

"J" is for Justice. And of all the areas of civic instruction in which I believe our U. S. schools fall down the most prominent is that of teaching justice by allowing students to learn how to be just. Of all the areas where "learning by doing" is key to

understanding, it is most so in that of justice. Above all, there must be choice, discretion, tact. Evidence must be weighed. Motives must be assessed. Special circumstances must be addressed.

You couldn't learn to get the basketball into the hoop 8, 9, or 10 times out of 10 tries by reading about basketball, discussing basketball, reviewing films about basketball, or by listening to tapes made by the top basketball players of all time. No, you'd need to throw a basketball at a hoop over and over and over.

The instances are not entirely comparable, but youngsters couldn't learn how to serve on a jury just by reading about juries, discussing juries, reviewing films of juries, or listening to tapes by legal experts on jury duty. No, they would need to be on jury after jury after jury.

Bill of Rights

Do you know about the Constitutional Rights Foundation and their Bill of Rights in Action materials?

If not, please look them up in the Selected Resources section at the back of the book. They have been performing a magnificent service, suggesting all sorts of service-learning opportunities to strengthen civic understanding; that is, to help make small "d" democrats.

The Fall 1990 edition of the newsletter highlights the 8th amendment: "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted." I know a stupid and unusual punishment often inflicted on older high school

students. A student age 16 or older drops out of school, and then decides, probably through mentoring, that he should go back, only to be told by the school principal that before re-entering he must do, as punishment, XX hours of community service.

What a perverse message this sends to the student about his or her place in a democracy; about what community service has to do with strengthening our republic; and about what schooling itself is for. What should happen is the provision of special support, as well as an opportunity to connect learning with service to enrich both.

We hold these truths to be self evident that

MADE NOT BORN

May it please your honor, I will never pay a dollar of your unjust penalty [\$100 and court costs]....In your ordered verdict of guilty [for voting illegally] you have trampled under foot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually but all of my sex are, by your honor's verdict, doomed to political subjection under this so-called republican form of government....

Your denial of my citizen's right to vote, is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by a jury of my life, liberty, property...

Susan B. Anthony c. 1872

among these are Life, Liberty and the pursuit of Happiness ~

all men are created equal, that they are endowed by their Creator?

with certain unalienable Rights, that

K is for KINDNESS

Barry F. Sullivan is CEO (Chairman and Chief Executive Officer) of First Chicago Corporation, and also Chairman of the Board of Trustees of the University of Chicago. Through the kindness of Hannah Grey, President of the University and a part-time Vermonter, I receive the University's official "Record." The October 1990 issue includes the "Remarks" of Mr. Sullivan to degree recipients of the Graduate School of Business on June 8, 1990. He makes a compelling case for kindness.

Mr. Sullivan defines this decade's significant challenges, and states, taking off from cartoon character Pogo, "that we have met the solution, and it is us." The challenges? "...the aging of our society -- most notably, the dramatic increase in the proportion of [female] Americans over 75 years of age. Another is the need to integrate the growing number of energetic new immigrants into the mainstream of our society...." He continues, "When it comes to integrating minorities into every aspect of our society, laws have done what they can. The rest is up to us, as individuals. Not only do corporations have to 'step forward;' we, as individuals, have to do so ourselves. I am referring to what I see as the obligation that each of us has to 'reinvest,' on an ongoing basis, in a society that offers us the stunning array of opportunities that our country does. What do I mean by 'reinvest'? I mean that we need to be volunteers in our nation's schools, in our

religious institutions, in our cultural organizations, and in our social welfare agencies that work with youth, the elderly, and the homeless."

Of course, Mr. Sullivan is talking about adults, not about children. But can't children do something about the challenge of an aging population; about the new wave of immigrants seeking the "promised land"; about discriminatory practices persistently inhibiting progress for native and black Americans?

April Wege, a Tumwater (State of Washington) High School student, wrote in the Service Line Newsletter, "We had the privilege of tutoring Abdu Adam, a Cambodian immigrant, to help prepare him for his naturalization test to become a U. S. citizen. It was truly a joy for us to work with him over two weeks, and to watch his awareness of U. S. government and the role of a U. S. citizen grow. Abdu worked very hard; the culmination of his efforts came when he passed his test on the first attempt.

"We ourselves experienced a development of character as high school students who used what we had learned to help change the life of another individual. This citizenship project, which we had undertaken as part of our civics class, was one of the highlights of our educational experiences."

I love the idea of every civics class sponsoring and tutoring at least one immigrant each term. I can just imagine the kindness the children would show to someone struggling to understand the principles of democratic government, and its special form in the United States. And readily imagine how much more civics would be learned by the students because of the need to make things clear for another.

When I asked some thirty elderly folk living in a variety of circumstances if they would like school students to provide some voluntary service for them, to a person they countered, "Only if we could do something for them." This reminded me of what happened one winter night in a big eastern city.

It was bitter cold. Something went wrong with the electrical system in a residential section of the city, and more than 50,000 residents were without heat or electricity. Hundreds were live-alone elderly in large apartment houses. No water (no electricity to pump the water), no heat from any electric source, no lights on the city streets.

The Red Cross arrived with tents, generator-powered spotlights, a supply of blankets, and hundreds of sandwiches. As if by magic (no radio or TV announcements without power!), hundreds of students arrived and went in co-ed pairs from apartment to apartment, bringing food, blankets, and comfort. A group of girls began caroling; soon some of the apartment residents came out and joined them. It was more than 48 hours before full power was restored. Students were there every minute of every day unrequested and uncompensated financially. When asked why, they answered: "We love being here."

Among those the students helped was a former musician, now nearly blind, one of whose visitors was a budding pianist. A friendship was formed, and the student, who needed a piano to practice on, continued to visit for the next two years, learning from his new elderly friend and giving him new reason to stay alive and alert.

A former schoolteacher, confined with a dog she thought was her only friend, became a grammarian-in-residence to a student group for whom English was a second language, after one who brought her a needed blanket used a verb in the plural with a singular subject.

Kindness isn't a one-way action, it demands a reciprocal relationship. Kindness is grace, compassion, support, and true philanthropy.

A young black friend of mine turned a corner on a city street to find that two elderly white women had just had their purses snatched and their groceries scattered all over the sidewalk and into the street. He couldn't catch the thieves; they had gone off in a car. But he could help the two ladies, one of whom had had her glasses crushed, and needed some guidance to negotiate the curbs and rough pavement.

My young friend was outraged. He gathered up as many of the groceries as he could, offered his arm to the one with the broken eyeglasses, and took the women directly to their apartment in a low-cost housing project. He told them he didn't want them going to the grocery store without an escort; explained that he hung out regularly in a nearby youth drop-in center, and that they should ask for him and he'd go to the store with them. For many who knew my young friend, and the social and economic pressures on him, those women actually rescued him from similar uncivil, unlawful behavior.

They learned to love him; he learned to love them. He found reasons to come by and help them out with household chores. They taught him the joys of

punctuality, consistency, and frugality. He gave them a strong reason to believe in desegregation.

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness.

MADE NOT BORN

Had I, during my residence in the United States, seen any single feature in their national character that could justify their never-ending boast of generosity and love of freedom, I might have respected them, however much my taste was offended by their peculiar manners and customs. But it is impossible for any person not to be upset by the contradictions between their principles and practice. They attack the governments of Europe, because as they say, they favor the powerful and oppress the weak. You may hear this said in Congress, roared out in taverns, discussed in every living room, poked fun at upon the stage, even discussed in the churches. Listen to it, and then look at them at home. You will see them with one hand lifting the cap of liberty, and with the other whipping their slaves. You will see them one hour lecturing their mob on the rights of man, and the next driving from their homes the Indians, whom they have bound themselves to protect by the most solemn treaties.

Frances Trollope c. 1832

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

L is for LIKE WHAT

That ungrammatical "like what" comes from my many discussions with both school officials and managers of non-profit organizations. As I begin to explore whether either would permit students to do some community service, particularly service integrated with academic coursework, the question invariably arises: "Like what?"

Principals: If you knew how to lower the teacher/pupil ratio at no additional cost to the school district, wouldn't you do so? Use adult volunteers as classroom aides, as homework helpers, as mentors, as work supervisors, as intern managers, as phone pals, as pen pals.

Students: Are you worried that your grades will go down, your rank in class will slip, and your standardized test scores won't make it into the 90th percentile and hence you will not be admitted to the college of your choice if you combine service and study? Not to worry, the most selective U. S. colleges and universities give preference in admissions to students who have done community service, particularly service integrated with the school curriculum.

Mary Ann Johnson is the director of the Illinois Governor's Office of Senior Involvement, and in 1990 held a series of meetings throughout the state entitled "The Circle of Helping," out of which has come an

excellent report: Intergenerational Service-Learning.
[See Selected Resources]

The following are just a few of the success stories culled from that report.

- A retired secretary assisted a high-school business class. When she suffered a stroke the students visited her, and helped her through rehabilitation.
- Members of a fraternity helped some senior citizens relocate to a new building. The following semester those senior citizens helped guide freshman students through the chaos of their first weeks at college.
- An older couple visited a preschool to read and tell stories to the children. Three years later when one member lost his sight, the students took turns reading to him --proudly demonstrating their new skills.
- Retirees visited a youth center to tutor delinquent boys; who, in turn, shoveled snow for the retirees.
- Some preschool children visit a seniors' day-care center each Tuesday at 10 a.m. doing activities with them which are planned by the staffs of both institutions. The active seniors visit the preschoolers once a month for special- theme programs. And the

preschoolers make tray decorations for those seniors served by Meals on Wheels.

- At one elementary school, all school programs are open to a nearby nursing home which regularly receives a school- activities newsletter written and compiled by the pupils, telling the senior residents of upcoming events. Students have pen pals in the nursing home, offer to do letter- writing, hold a Halloween parade in the nursing home, and do joint gardening activities. And the school band, orchestra, and chorus regularly hold performances at the nursing home.
- A nice twist: residents at a nursing home compiled a book for the students: To the Youth of the 1990's From the Youth of the 1900's.
- Students at one school fill out an "interest card." The RSVP (Retired Senior Volunteer Program) pairs each student with a senior citizen with similar interests starting off the relationship at a pot luck supper.
- A retired-teachers' association and a local branch of the American Association of University Women hold regular 90-minute homework-help sessions for any student needing assistance.

- Home-bound seniors call the RSVP and give a grocery order. Volunteers from the home-economics classes along with a RSVP volunteer do the shopping, and the students deliver the groceries, staying to help put them away and have a short visit.
- Students read, live, on a radio broadcast for the blind.
- Bilingual students offer telephone-pal service to non-English-speaking community adults through daily calls.
- From 3 - 6 p.m. every weekday, latch-key children may call and talk with a home-bound senior who helps to mediate sibling rivalries, listen to the day's events, and help with homework questions. The seniors have all the information needed to get emergency service to a latch-key child.
- A local library holds its Saturday-morning childrens' story hour in a nursing home, reading to both audiences.
- A school hosts a volunteer day, asking students to tell how they could use an adult volunteer. Each student, or group of students, sets up a table in the cafeteria and older community residents are invited to visit each "stand" and, if interested, sign on as a volunteer. Maybe the school chess club is looking for more players; or the

**school chorus needs a couple of strong
bass voices; or the art students want a
show juried...**

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

True, the heart grows rich in giving;
All its wealth is living grain;
Seeds which mildew in the garner,
Scattered, fill with gold the plain.
Is thy burden hard and heavy?
Do thy steps drag wearily?
Help to bear thy brother's burden,
God will bear both it and thee.

Is the heart a well left empty?
None but God its void can fill;
Nothing but a ceaseless fountain
Can its ceaseless longings still.
Is the heart a living power?
Self-entwined its strength sinks low;
It can only live in loving,
And, by serving, love will grow.

Elizabeth Charles

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

M is for MONEY

- 1) How much should a school district of, say, 10,000 students, reasonably expect to budget for service-learning?
- 2) How much should a high school of 500 students expect to allocate in its budget to support its voluntary student service programs?
- 3) Would an elementary school serving 500 pupils need more or less money to support service-learning than the same size secondary school?
- 4) Should a school district, contemplating its first student community service program, expect that while the initial start-up costs will be high, but subsequent costs will be negligible?
- 5) Is it possible that the introduction of service-learning in a school system could lower not raise overall per-pupil costs?

Let me answer the fifth question first -- YES.

Good service-learning, as I trust this book is demonstrating, is a two-way street. Students studying a foreign language who become pen pals of those for whom the students' second language is their first, have added that many more teachers to the system at no additional cost to the school district. Fewer texts will be

needed; fewer audio cassettes; fewer trips abroad; fewer field trips; and the teacher/pupil ratio will be lowered.

Peer teaching reduces the need for substitute teachers, aides, paraprofessionals, part-time instructors, and paid tutors.

Learning horticulture while caring for flora in public parks, nursing-home gardens, school landscaped areas, and community centers -- particularly if undertaken with the assistance of the local garden club -- would reduce the cost of schoolgrounds maintenance. And would considerably reduce the cost of in-school laboratory space and equipment.

Using students to help with staffing of in-school day-care centers, of after-school latch-key programs, of breakfast and snack programs, and to monitor the school hotline would create considerable savings overall.

And now let me return to the first four questions; first, making some generalizations. Just as a coach of a specific sport receives both extra pay for coaching as well as reduced class-room assignments, a community service coordinator should be given time as well as "extra" pay.

This coordinator may need a telephone line, a one-time cost. This coordinator may need a part-time clerk or secretary, a recurring cost. This coordinator may need a budget to pay out-of-pocket expenses for certain community service projects, also a recurring cost.

There may be a need for special insurance coverage.

Transportation costs, particularly in rural areas, may be an additional recurring expense.

But let's answer questions one and two with the same figure - \$10/per pupil.

Question four doesn't have a "ready" answer. Too much depends on decisions made at the school or school district level. Decision might be to ask one teacher to involve one class and to have just one culminating community service event the first year. Or the position of community service coordinator could be made a separate post, and filled with a highly-paid employee, or staffed with a secretary supported by a team of consultants.

We hold these truths to be self evident that

among these are life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

...it's my belief that democracy is more than just a form of government, a system of government. It is a process. It is ongoing. We're struggling, we're striving toward the idea. It's not finished in 1990 or 1992, but it's ongoing. It doesn't take place in one day, or one election year, in one century.

John Lewis

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N is for NATURAL SCIENCE

- Produce a weekly engagement calendar (proceeds going to the non-profit agency or agencies of your choice) which features on its facing pages one natural science "guesstimate" made by a local senior citizen. E.g., first night when temperature will drop below freezing; first sighting of a Monarch butterfly; first sighting of migrating whales; etc. Computer skills, English, history, natural science, design, art, and photography could all be involved.
- Provide care for all aquariums located in non-profit settings such as nursing homes, hospitals, senior centers, day-care facilities, public libraries, schools. Combine this care with science study at all school levels. Use the aquariums for research projects in college-preparatory biology and zoology as well as in general science classes. Perhaps do some statistical analysis using computer skills; or write some literary prose and poetry strengthening English composition skills. Use a resident of the facility as

a research assistant. Bind the report, and add it to the facility's library.

- Take pets from local humane societies for short-term visits to day-care and senior centers, giving training to the pets, and providing cheer to the visitors. Combine this activity with science and English coursework.
- Teach your community how to recycle. Is the local diner separating cardboard from general trash? What happens to the opened cans from the local chain restaurant? In all local condominium buildings and apartment complexes with built-in incinerators, are the residents separating newspapers, glass, computer paper, cardboard, cans? The project might combine general science with math, English, history, and computer skills.
- Work on legislation to protect the endangered species in your local area; learn about research being done to protect endangered species throughout the world. General science, math, English, and history could all be involved.
- Do something about local air quality. Monitor pollution levels from traffic, from industry, from private homes, from refuse centers. Do something about tobacco-related air quality. Do something about effluent-related air

quality. Review legislation; research scientific knowledge; issue periodic reports; help change long-standing habits. Integrate your scientific study with lessons in English, math, social sciences, and politics.

- Provide a natural science hotline to deal with the control of natural disasters.
- Provide a natural science homework hotline.
- Provide the local media with natural science lore on a regular basis.
- Ask elders in the community to share a natural science history of the area. Provide the results of interviews in video as well as book form for community use.
- Teach a lesson in natural science on tray liners made in art class .
- Plant trees and flowers on public land in the community.
- Offer to provide plant and pet care for senior citizens.
- Develop and maintain a school zoo.
- Develop and maintain a town nature trail.

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

The public purpose of institutionalizing public schooling was to shape the young to become an enlightened electorate -- so that democracy could be maintained, and so that effective and responsible leaders could emerge irrespective of social class or racial, ethnic, and gender origins. If, indeed, we look realistically at the total job of the school, we must begin and end with its primary reason for being -- the public purpose. It is our moral responsibility to accomplish, above all, this primary goal, and no understanding of limits can exclude it from our definition of what the total job of the school is and must be.

Faustine C. Jones-Wilson

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with certain unalienable Rights, that

O is for OBLIGATION

My thesaurus lists "obligation" as the first synonym for "mandatory." And as equivalents to the word "obligation" lists the following:

imperative	compulsory
mandatory	requisite
binding	required
enforced	coercive

When I am asked if I believe student community service should be mandated or obligatory, I respond, "I think it's hard to learn how to volunteer in a mandatory program."

Yet school statistics offer much to support the idea of obligatory service. A survey taken in 1987, covering 1,000 schools, found that some 700 schools had "some" student community service activities ongoing. In 140 of the schools service was mandatory and 100 percent of the student body were involved; in the remaining 560 schools only a small percent (never as many as 50 percent, and often less than 10 percent) participated in co-curricular service clubs.

And that's what makes me so fond of service learning. If the service and the coursework are designed so that they support each other, then

everyone in the course engages in service while engaging in learning. Yet in those schools which mandate service, generally it's not learning which is the goal but hours. To graduate, so the regulation generally stipulates, a student must have "done" XX hours of service.

But the debate over whether student community service should be voluntary or obligatory is the stuff of which democracy is made. I believe there's something wonderful about a democracy's struggles with this kind of issue, seeking ways to share a community's responsibilities. I think it's good for us all to be thus engaged: debating, exploring, airing, and reassessing such matters.

We all might at least go as far as Thomas Jefferson: "A debt of service is due from every man to his country proportioned to the bounties which nature and fortune have measured to him." [See Chapter 15.]

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

It cannot be repeated too often.
Nothing is more wonderful than the
art of being free, but nothing is
harder to learn how to use than
freedom.

Alexis de Tocqueville c. 1831

all men are created equal, that they are endowed by their Creator

with certain unalienable Rights, that

P is for PHYSICAL EDUCATION

- A group of handicapped children and young adults are brought to a large secondary school every afternoon to join the physical education classes. The program is so popular that regular school students must sign up a week in advance to be among the host program participants.
- Residents living in a shelter for battered and abused women are brought during the day in small groups to middle and high schools to participate with students in classes in gymnastics, swimming, tumbling, folk dancing and non-contact sports.
- Junior and senior high school students, for physical education credit, organize games and physical education lessons for children at a local elementary school.
- Senior citizens are invited to participate in such special physical education classes as aquasize, figure skating, shuffleboard, archery, ping pong, croquet, horse shoe pitching, etc.

- A middle school's cross-country ski trail is maintained during physical education periods, and used evenings, weekends, and vacation times by community members.

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

Service is not just giving out, it is also gaining insights. There will be joy and satisfaction, and pain and frustration, too. In any event, if students are to be educationally affected by service, they should be asked to comment on their experience and explore with a mentor and fellow students how the experience is related to what they have been studying in school.

...the goal is to help students consider the connection between what they learn and how they live.

Ernest L. Boyer

all men are created equal, that they are endowed by their Creator?

with certain unalienable Rights, that

Q is for QUID PRO QUO **"Something for something"**

Year after year, in polls taken to determine what parents consider to be the main failing of U.S. public schools, the problem of "discipline" is high on the list, if not first.

Polls show that the business community doesn't believe schools have taught entry-level workers basic skills or workplace discipline.

And, of course, polls of school teachers and administrators show that they believe that parents and taxpayers are not providing schools with adequate support.

Service learning is "something for something" to meet the demands of parents, business executives, and educators.

The antidote for poor behavior on the part of students is engagement in an activity of compelling interest -- becoming a dance partner for a blind child or adult, for instance -- which instills a deep desire for self-discipline.

The antidote for poor workplace behavior and absent basic skills is the provision of opportunities to learn how to behave there, and of basic skills lessons through "hands-on" activity.

The antidote for too few resources is to share teaching and applied-skill lessons with the wider

community, lowering the teacher/pupil ratio, and in effect securing up-to-date equipment through the work/study sites themselves.

But what about the quid pro quo for politicians? Today's buzzword for those labeling themselves conservatives is "choice." Give students and parents the means to choose the school which best fits their expectations, so say these politicians, and all schools will improve in an effort to retain a portion of the school market, and the range of choices will widen.

Service learning is the personification of choice. The youngster who is studying mathematics, and wants to gain experience with its use in budgeting and bookkeeping, has a world of choice as to where to learn: hundreds of non-profit as well as commercial agencies.

The decision of where to do service can turn on location, personnel, skill development, pertinence to specific curriculum offerings, etc. In other words, learning to serve and serving to learn display the entire philosophy of choice.

And what about the quid pro quo for students? Giving is getting, just no doubt about that. There may be rough patches at the beginning of some partnerships between students and those in need, but real gratitude begins the moment the school youngster finds a way to be truly helpful. And it's a lot more than warm chocolate-chip cookies in exchange for clearing the snow from the base of a rural mail box; or grammar lessons for someone who brought a blanket on a cold night.

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

*Did you too, O friend, suppose
democracy was only for elections, for
politics, and for a party name? I say
democracy is only of use there that it
may pass on and come to its flower
and fruits in manners, in the highest
forms of interaction between men,
and their beliefs -- in religion,
literature, colleges and schools --
democracy in all public and private
life....*

Walt Whitman

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

R is for RECREATION

School superintendents could save their communities a considerable amount of money by housing the parks and recreation offices in any one of the school buildings not already at capacity.

School officials could involve members of the community in physical education offerings; for instance, in folk dancing, aquatic exercises, limbering-up movements done to music, or mild calisthenics.

Older students -- students, perhaps, interested in careers in recreation -- could serve as town Recreation Volunteers integrating science classes with laboratory work in town gardens, park areas, and woods; in the design and building of nature trails. They might combine English composition assignments with the publication of a town recreation newsletter, or art assignments with the design and production of outdoor sculptures, posters, art shows, etc.

- Maintain a Community Recreation Hotline. Groups of students, probably in association with a committee of adults, would take turns maintaining a community calendar of recreation opportunities for all age groups, either answering the calls themselves, or preparing the taped messages. For a language-arts assignment, produce a monthly recreation newsletter, collating

all community recreation offerings to which the public is welcome. If there is a need for a translation of the newsletter into one or more languages other than English, integrate this work with foreign-language study.

- Hold field days -- sponsored by a school or a community -- involving games at several skill levels, and mixing on the same teams old and young, handicapped and physically able, male and female, experienced and inexperienced.
- Plan the use of school athletic facilities as community recreation facilities; such as family ice skating on a flooded rink; or folk-dance lessons for homeless-shelter residents in the "cafetorium;" or bird walks led by high school botany students through a town park; or basketball clinics for women in their 30's; or co-educational volleyball tournaments organized by junior high students...
- Work closely with one or more community agencies to develop walking, cycling, skiing, jogging, running, and natural science trails. Let the student volunteers count this activity as "physical education class."
- Is there an adult recreation committee appointed by some town official? Either have one-third of the members

be school-age youngsters, or have a second committee, reporting to the adult committee, made up entirely of students.

- For all children who have had to be out of school for more than five days due to some illness, provide student volunteers to help with recreation and physical therapy.
- Middle school students (10-14-year olds) might run latch-key recreation programs for 5-9 year olds. High school students (15-20) might run after-school recreation programs for middle school students who have no one "at home" to be with.
- With the aid of adults who belong to garden and local history clubs, student interns could produce printed guides for tours in recreation areas, offering these to tourists as well as to interested local residents. Such areas could include the public gardens, a town's forest area, a landscaped cemetery, or a river, lake, or major waterfront. The interns might be responsible for deciding the routes, mapping and describing them, designing and producing the maps and pamphlets, and keeping the boxes stocked.
- Many older people want to do some daily walking, but need to be out of inclement weather as well as in a safe

environment. For physical education credit, teams of students could be on hand to assist interested senior citizens to use hallways and available athletic areas of the school for walking exercise.

We hold these truths to be self evident that

all men are created equal, that they are endowed by their Creator,

MADE NOT BORN

Simply put, students learn best when those around them expect them to learn. That "community" of expectations grows strong when the schools and their communities are united.

David Mathews

among these are Life, Liberty and the pursuit of Happiness ~

with certain unalienable Rights, that

S is for SerVermont

SerVermont is an initiative, not a structured program. It is privately run, and privately funded. As Governor Madeleine M. Kunin introduced it in her 1986 State of the State address:

In this coming year, we will launch a volunteer program for high school students, stressing public service in the community, called "SerVermont."

Students will be taught the value of personal volunteer service and our communities should benefit from their efforts.

Five years later, SerVermont continues to be a volunteer program, but is no longer confined to the high school years, but includes all of Vermont's kindergarten through grade twelve students. Communities have benefited and are continuing to benefit from the voluntary service done by Vermont's youngsters.

SerVermont is a "carrot," not a stick. If anything distinguishes SerVermont from other school-related community service efforts it is its strong emphasis on linking the service with the curriculum. SerVermont doesn't count hours or compute how much money has been "saved" at minimum wage by students doing XX hours of service.

SerVermont doesn't advocate XX hours of voluntary service as a graduation requirement; nor XX hours as punishment; nor XX hours for those with high grade-point averages. SerVermont thinks schools should be continually thinking of ways they can help improve local communities, and how students can practice learning how to be active community members.

SerVermont does care whether the voluntary student service is direct, person-to-person; whether it is integrated with the curriculum; whether what is being done by the students is something which the community agrees needs doing.

We hold these truths to be self evident that

**MADE NOT BORN
SerVermont is a Dream**

among these are Life, Liberty and the pursuit of Happiness ~

- A DREAM that every student in Vermont's public schools will do some important community service.
- A DREAM that every community will be enriched by the voluntary service done by its student-citizens.
- A DREAM that each nonprofit organization in Vermont will train and use students to enhance the quality of service each one provides its clients.
- A DREAM that each government agency in Vermont will make a place for student volunteers thereby helping to bring civics and citizenship lessons alive.
- A DREAM that parents and guardians will encourage and support student volunteers making it possible for them to learn by doing; i.e. to learn how to be small "d" democrats.
- A DREAM that school authorities will encourage and support students in community service as an essential part of free public schooling.

all men are created equal, that they are endowed by their Creator?

Cynthia Parsons

with certain unalienable Rights, that

T is for TIME and TRANSPORTATION

"TOIME"

I promised Vermont's governor as well as its education commissioner that I not only would start SerVermont's activities at the secondary school level, but that I would begin in what Vermonters call the "Northeast Kingdom", that portion of the state with the lowest population and weakest economy. Also promised them I would visit Vermont's 66 academic high schools.

The first school I visited (Canaan Memorial High for grades 7-12) was in the farthest northeast corner, Canada to the north, New Hampshire to the east. After driving four hours north through a major snow storm, I waited some two hours on a wooden school chair for the principal to finish repairing the school boiler.

"We don't have much time for this sort of thing," was his quick response when he returned to his office still wiping the oil off his hands. After more talking from me he said, "I'll put your notice in one of my teacher's boxes; he likes to try new things."

That, which I thought a dead end, proved to be something very different. But as to exactly how, I beg your patience.

At school after school, the principal or the guidance counselor (when the principal didn't want to

"bother" with me) explained that the students already had too much to do, what with classes, sports, homework, and either farm chores or 20-hour-a-week jobs.

At the suggestion that the volunteer work might double as homework or classwork, I was more often than not shown the door.

At about the fifth or sixth school the principal remarked as soon as I came in, "Sorry, Miss Parsons, but I've only got 10 minutes. We're having a fire drill." It only took the second fire drill for me to realize that these school administrators were sure there was no time for service activities; but since the governor and commissioner had written to say how much they were in favor of SerVermont, they had resorted to a sure-fire (pun intended) way out of having to spend much time with me.

I returned to the governor after visiting some 20 schools all in the northern half of the state stating:

"I'm sorry to report, Madeleine (yes, called her by her first name, as do both supporters and detractors throughout the state), that the Vermont secondary schools are out of "toime." (The native Vermonter has a Vermont accent, not down-east Maine or Kennedy "Bahston," but their own blend, and time is "toy-em," and swallow the "em.")

Governor Kunin frowned: "Cynthia, the state has run out of what?" I answered, "Toime. There's no toime. Even if I offer \$200 mini-grants to defray expenses for service work the students haven't got the toime to do any."

For a great many school officials, the mention of "community service" does not conjure up visions of students interacting with the community in a way which naturally supports the school curriculum; instead, their first reaction is negative because they see this type of activity as taking away from class and study time, already a precious commodity.

Transportation

Actually, "no transportation" was nearly as often the excuse; e. g., "Miss Parsons, even if I could squeeze more time into the schedule, and I cannot, how would I transport these kids? You got money for that?"

Of course, the few Vermont schools located in the center of a town didn't point to that barrier, but after all, Vermont is the most rural of the 50 states, and transportation is not only costly in dollars, but in time. Took only visits to three rural regional schools before I discovered a solution to the transportation excuse.

Driver ed. There it was: a driver, plenty of insurance, a car with an empty back seat, and a student with the time to drive around the area.

Used it at the very next school where students in industrial arts previously had offered to fix appliances for the elderly and handicapped in the area if they could get the appliances to the school. Now there was a way. Also a way for the repaired item to be returned to its owner by its fixer(s), and time for the showing of gratitude.

Also, many non-profit organizations are only too willing to help with transportation, either bringing their

population to school for special programs, or arranging safe transportation for volunteer workers.

In addition, the Red Cross with RSVP drivers are making their vehicles increasingly available for student community service programs.

And many a rural school is able to piggy-back on bus runs to and from vocational centers, dropping students off at non-profit work sites.

No Time or Transportation

One of the teachers at Canaan Memorial High was interested in doing something with a social studies class to improve instruction in art, history, and language arts. He did more with his \$200 SerVermont mini grant than even I thought possible.

A local expert on period style in architecture agreed to teach the students what was important about several of their historic town buildings, all within easy walking distance of the high school. A local quilt maker agreed to teach quilt-making.

A video camera was borrowed from the school's audio-visual supplies, and the mini-grant allowed purchase of tapes. After studying the buildings themselves, and researching the architectural periods through the state library loan system, the students made a video tape (with copies) which subsequently were presented to the town library, school library, Vermont Historical Society, and the Vermont library system.

The quilt was a class project displaying the five buildings chosen by the students as the "most important in Canaan." Centerpiece was the town's library; and

the quilt hangs there, a gift from the Canaan Memorial High students.

Like the planting of Liberty Elm trees by the interdisciplinary science/history class at Wilmington High School, which meant taking the time to plant and the time to learn about where to plant and the time to research why a new strain of elm is necessary, the Canaan video really didn't take "extra" time, but was extremely important learning time.

And by fusing the service with the learning, both were enhanced.

We hold these truths to be self evident that

among these are life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

[The true community is] a community of tribulation, and only because of that is it a community of spirit; it is a community of toil, and because of that it is a community of salvation.... They are communities only if they prepare the way to the promised land through the thickets of this pathless hour.... A community of faith truly exists when it is a community of work.

The real essence of community is to be found in the fact, manifest or otherwise, that it has a center. The real beginning of a community is when its members have a common relation to the center overriding all other relations....

Martin Buber

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

U is for THE UNITED STATES OF AMERICA

As this book has been pointing out, the U. S. A. is a remarkable democracy. No other nation on earth has ever made education available to every citizen at any age and of whatever learning ability. But this is truly the case in the United States. If you are in prison, schooling is available. If you dropped out of school at whatever age, you can return at whatever age. You can go to school by watching TV, listening to the radio, through the mail, by attending night classes, workshops, seminars, or sitting in formal classrooms. You can go to school for an hour, a day, a week, a month, a semester, a lifetime.

It took a while, but just about all citizens over the age of 18 -- even women and blacks -- may vote. We've not made voter registration as readily available as we should, and, incredible to admit, very very few of our high schools celebrate the 18th birthday turning point for our youth by registering them to vote and congratulating them for reaching this critical milestone. But all citizens may vote, no matter what the losers in local, state, and federal elections may think about their qualifications. (I speak as one who lost two elections to represent Chester-Andover, Vermont, in the state legislature.)

And there'd be little reason for this book if U. S. public schools had taken as seriously their mandate to "make" children into small 'd' democrats as they have their mandate to "make" literate young adults who can lead productive lives. The purpose of this book is not to rehearse the reasons for how well -- or how poorly -- the public schools of the U. S. "make" literate adults, but there is substantial evidence that both what is taught and the manner in which it has been taught has put at risk as many as one out of every two children by the age of 16.

Fortunately, focusing the schools on better teaching of citizenship will not compete with the teaching of literacy, hence put even more youngsters at risk, but enhance and improve the teaching of basic literacy and scientific skills.

In fact, suggestions pouring forth from the citadels of higher education and the successful business community across the U. S. call for exactly the kinds of service learning activities described in this book. Learning by doing is not a new teaching practice; but it has been progressively abandoned in classroom after classroom, partly because it has not been part of the syllabus at those colleges and universities certifying the nation's teachers. Even in vocational education training, where work experience and study skills are more likely to be integrated, very little is done to provide future vocational school teachers with experience themselves in fusing what's taught in coursework with what's being learned on the job.

In fact, for more than a quarter of a century, the federal government's vocational education funds have

gone 98% for study unrelated to work, and only 2% for cooperative education.

The result for the business community -- including private non-profit and government employers -- has been a need for immediate on-the-job training for almost all employees hired direct from K-12 schools.

There are a good many education scholars who believe that the nation's public schools need restructuring from the roots up; that they require a new form of government. Something clearly needs "fixing" when only one out of two who enter the public school system manages to become functionally literate; only one out of four 18-25-year-olds votes in local, state, or national elections; and employers reject one of 20 applicants for entry-level jobs because of unlearned work skills.

We hold these truths to be self evident that

MADE NOT BORN

We hold these truths to be self-evident:

- **That all men are created equal;**
- **That they are endowed by their Creator with certain unalienable Rights;**
- **That among these are Life, Liberty and the pursuit of Happiness.**
- **That, to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed;**
- **That, whenever any Form of government becomes destructive of these ends, it is the Right of the People to alter or to abolish it,**
- **And to institute a new Government, laying its foundations of such principles, and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.**

Thomas Jefferson, et al

among these are Life, Liberty and the pursuit of Happiness

all men are created equal, that they are endowed by their Creator

with certain unalienable Rights, that

V is for VALUE

Values and choices: Desirability; usefulness; importance. The loud speaker crackled, interrupting the senior students' interdisciplinary (history/English) class. "We're delighted to announce that we have been able to secure for today a film which teaches an important value lesson -- that we all really are 'created equal,' and that we must not allow ourselves to display or to be the victims of prejudice."

The announcement continued, explaining the place and hours when the film could be viewed. "No students remanded to study hall may be excused to see the film."

I burst out laughing; I, the visiting speaker for the two-hour class session. The film, known as "Brown Eyes; Blue Eyes," starts by showing how a teacher treats all those students in her class with brown eyes after she has been told that educational psychologists have determined that all persons with brown eyes are inferior in intellectual ability to those with blue eyes. Halfway through the school year, the same teacher is told that she was given the wrong information; it is the other way around -- brown-eyed persons are superior in intellect to those with blue eyes. The camera remains in the classroom, recording how the teacher then changes her treatment of brown-eyed children vis-a-vis blue-eyed children.

Because the film does not contain actors and actresses, but faithfully records dramatic behavior and value changes in the treatment of real children in a real classroom based on ground so superficial as eye coloring, its message is very powerful. And here was a school administration, proud of securing the film, yet denying its message to the students most in need of learning its lesson. You will not be surprised to know that that school ranks all students by grade level, and makes that information public. Nor, I'm sure, surprised to be told that all students are tracked by ability groups, with awards and favors parceled out in descending order.

Nor be surprised to learn that community service is a once-a-year, half-day project with students being delivered to care agencies for a few hours of "volunteer service," followed by essays written during English composition class under the title: "What My Service Meant To Me."

I hope this book makes clear that that's not the service learning I am recommending. Those aren't the values I would espouse; not the choices I would make. Values, though, are being taught -- and learned -- whether service-learning is or is not part of every student's school experience.

We hold these truths to be self evident that

among these are Life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

...After all, democracy doesn't begin with elections. As events in Eastern Europe have demonstrated, citizen forums precede elections. Dialogue takes place among people who live with the issues day by day. In such dialogues fundamental values emerge. And it is on these values, not who's running for office or the way a particular bill is worded, that they make decisions. ...

Millions of people across the globe have made the choice for democracy. Now, like us,...they must begin making the thousands of daily choices about what kind of democracy they will have.

David Mathews

all men are created equal, that they are endowed by their Creator?

with certain unalienable Rights, that

W is for WHO

W is for who is in charge of service-learning at school? Of course, that question becomes moot when and if service learning is a natural method of instruction throughout the grades and in all disciplines. Admittedly, some central coordination may be still needed, but merely for the benefit of the work sites, which could be handled by an adult volunteer.

But you are reading this book because you want to get started, or you want to expand your student volunteer activities. Let me suggest three "WHO'S."

The Social Studies Department

Treating service learning as citizenship education, and including civic activity within the teaching of civics from grade one through advanced-placement history courses in senior high school, each school district could make its high school social studies department the coordinating agency for all student community service, perhaps using adult community volunteers to help with placement and supervision, or by using teachers-in-training or college interns as clerks and coordinators.

The Guidance Department

Here is a logical place for coordination, particularly if the guidance department is giving equal

attention to those students not going on to post-secondary schooling. Its personnel will then include men and women knowledgeable about local employment opportunities in commercial, non-profit, and government offices. With the aid of adult volunteers and college interns, they could handle the added responsibility of coordinating the school's service activities.

The Office of the Dean of Students

That is, whoever handles discipline for a school. Maybe there are several such persons; in small schools it's probably the principal. But again, this is a natural location for a coordinating activity with those local businesses seeking volunteer help. And again, no reason this office couldn't be staffed by adult volunteers and college interns.

We hold these truths to be self evident that
MADE NOT BORN

among these are life, Liberty and the pursuit of Happiness ~

Geese, as we all know, fly in a V-like formation. Scientists, studying the flight patterns and behaviors of geese have learned that as each goose flaps its wings, it creates an uplift for the bird following behind it and just a little to one side. Scientists estimate that flying in this formation, geese add some 70% greater flying range than if each goose flew on its own.

Hence: People who share a common direction and sense of community can get where they are going more quickly and more easily since they are traveling on the thrust of each other.

If a goose falls out of formation, it immediately feels the drag and resistance and gets quickly back into formation to take advantage of the lifting power of the bird in front.

Hence: If we have the sense of a goose, we'll stay in formation with those who are headed in the same direction we are.

When the lead goose is tired, it rotates back and another goose flies point.

Hence: It pays to take turns doing hard jobs.

Scientists have determined that the reason the geese in the rear honk is both to encourage the geese up front, and to let them know where the tail end of the formation is.

Hence: We need to be careful when and at whom we honk.

When a goose is sick or wounded, and goes down to the ground, two geese pull out of the formation and join the one in trouble, staying until it is well enough to fly, or until it is dead. Then the two (or three) go forward on their own until they find and join another formation.

Hence: If we have the sense of a goose, we'll stand by each other just like that.

all men are created equal, that they are endowed by their Creator?

Anonymous

with certain unalienable Rights, that

X is for XENOPHILIA

Xenophilia: "attraction to or admiration of anything foreign or strange."

The opposite, of course, is attraction to the status quo. It's not our children who are afraid of what's "foreign" or "strange." They are eager explorers of the unknown. The high schoolers who are partnering severely retarded youngsters see right through the externals, and all who have watched the interaction remark on how the partnership improves both.

Children who visit hospice and hospital patients reach out to the residents with such innocence and love that the patients not only respond in kind, but begin to see themselves in a more positive light.

Teens who invite senior citizens to share in a prom love both teaching and learning different dance steps.

But thousands of school teachers are textbook bound. They not only want every student to have the same text and to be using it at the same moment, but need an annotated text for themselves which not only provides test answers, but suggests teaching activities.

They do not readily see how they could teach math, for example, by guiding their students in the creating of graphs for the humane society, or helping with bookkeeping chores at the town hall, or assisting with the inventory in the school supply closet, etc.

Thousands of school principals who believe in purchasing textbook and workbook series, and in demanding that a certain amount of time be spent each day doing the prescribed exercises, are likely to think that using pen-pal activities to teach reading and writing lessons is a very poor substitute for filling in workbook blanks.

In some cases, principals feel sure that, while the teachers can handle workbook activity, they know too little of their subject matters to be able to turn service activities into service-learning activities -- at least without a script.

If a French teacher, for example, is not really fluent in the language, and dependent upon texts and commercial materials, then suggesting that the teacher have students form pen-pal relationships with native French speakers, translating all letters into both French and English for homework assignments, might not seem wise. Yet having such a teacher is not wise. And keeping youngsters from interaction with adult speakers of the language they are attempting to learn is even less wise.

There are good teachers in every community. One may be a garage mechanic, another a store clerk, another a retiree who loves poetry, another a former teacher now raising a family, another a business entrepreneur, another an innkeeper. They should have the opportunity to be the "foreigner," and "stranger" for the community's children, sharing their knowledge and love of learning with them.

We hold these truths to be self evident that

among these are life, Liberty and the pursuit of Happiness ~

MADE NOT BORN

Doing what deserves to be written, and writing what deserves to be read; and rendering the world happier and better for having lived in it.

Pliny, the Younger c. 100 A.D.

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

Y is for YOUTH

Youth is a passage; a transition period between childhood and adulthood. In the United States, we've prolonged adolescence or the period of youth far more than any other society on planet Earth. It's not fair to our youth to keep them dependent; to delay their maturity; to provide them with the rights of citizenship, but to shield them from its responsibilities.

True, when we were primarily an agrarian society, even young children were given serious responsibilities and early learned to make life-and-death decisions relating to the safety of animals under their care as well as that of the land, the farm buildings, and all living there.

One way we can help speed the transition for our youth is to provide them with opportunities to exercise serious responsibility. I don't mean that we adults should abandon our own responsibility to guide and support our youth, but that we should give them an opportunity to suggest how all of us might do things better. To listen to them. To consider their suggestions, and together decide what course of action is best.

In this matter of community service, we might well learn from our children what needs to be done, and how to set about doing it.

For example, a youngster volunteered to play Bingo with a blind resident of a nursing home. When

the youngster climbed the stairs to the third floor, her destination, her sensitive nose noticed that the odors on the second floor were more pleasant than those on the third.

She asked the first nurse she came to what the difference was between residents on floors two and three, and learned that those on the third had their bills paid out of public funds, but that those on the second paid their own bills. She asked if those on the second paid more than those on the third, and learned that the fees were essentially comparable.

After helping her new friend at Bingo (they won several games), she went to the director's office and told him that she knew he did not keep the third floor as clean as the second, because the people on the third floor didn't have "important" visitors, but that she was important and that she was coming back the next week and . . .

This high schooler did not stop until services for the public patients improved dramatically.

We hold these truths to be self evident that

MADE NOT BORN

It is imperative that we educate coming generations of students to grasp and appreciate their own cultural heritages -- to be open and knowledgeable about cultures other than their own -- to develop a firm moral base and a strong sense of social responsibility and equality among people....

...as educated individuals shaping our society, our momentous responsibility is that of forging the distinction between servitude and service. For, thanks to the good fortune of our history and the sacrifices of our predecessors, we enjoy the freedom to reject servitude in its many forms. But our privilege in this regard and our great intellectual legacy mean that we are far from free to ignore the summons to service. Indeed, no claim upon our lives is greater....

Freed from servitude, our lives are freed for service.

Michele Tolela Myers

among these are life, Liberty and the pursuit of Happiness ~

all men are created equal, that they are endowed by their Creator,

with certain unalienable Rights, that

Z is for ZEAL

We'll let Winston Churchill have the final word.

*"We make a living by what we
get, but we make a life by what we
give."*

End Chapter 13

[Outline]

**MADE NOT BORN:
SMALL 'd' DEMOCRATS**
Students in Community Service
How To - Why To

A work in progress by Cynthia Parsons
Author of SCHOOLS CAN CHANGE; SEEDS;
"SerVermont and the U. S. A.";
THE CO-OP BRIDGE.

INTRODUCTION

[To come]

PREFACE

Reason for this volume, following the little booklet, "SerVermont and the U.S.A." by Cynthia Parsons which spelled out some of the whys and hows of student community service.

I CALL IT WHAT YOU WILL

Text of the Gould Foundation booklet entitled, "Making Small "d" Democrats," supporting the integration of voluntary student service with academic pursuits.

II FROM COMMUNISM TO DEMOCRACY

Where should the educators today in Prague, Sofia, Dresden, Budapest, Moscow, and Warsaw look for help in knowing how to teach the principles of democracy to their school children? To Peoria, Schenectady, Dallas, Burlington, Miami, and Walla Walla. And what will they learn from them?

III IN-SCHOOL SERVICE

Recommendations for service activities which don't require special coordinators, out-of- school travel, additional funds, etc.

IV THE FOUR AUDIENCES

The book is aimed at parents, students, managers of non-profit organizations, and educators. This chapter focuses on parents, explaining how they can support service-learning in schools.

V THE FOUR AUDIENCES (continued)

Remaining three audiences, students, managers, and educators are addressed.

VI A CULMINATING ACTIVITY

How a unit of study might culminate in some service activity to meet a specific community need. Using, among other examples, the experience of the 40 schools in Springfield, MA.

VII THE FOUR AUDIENCES

Specific advice for each of the four audiences how they can advance the cause of student community service through the types of culminating activities addressed in Chapter VI.

VIII SCHOOL IMPROVEMENT

For many educators working in the service-learning field, there is an important and direct connection between service learning and school restructuring as well as active learning as different from passive didactic teaching.

IX THE COMMUNITY SERVICE COORDINATOR

The practical experience of Pat Kozel, a high school math teacher, who took on the added duties of coordinating community service, with advice about how others, similarly assigned, might wish to proceed.

X MORE COORDINATORS

The "outside" consultant or RSVP specialist. The part-time teacher or administrator. The full-time coordinator with a staffed office.

XI THE FOUR AUDIENCES

How parents and students and managers of non-profit agencies and school personnel can help make a success of student

help make a success of student community service however the coordination is handled.

XII STARTING RIGHT

Two veterans -- Cathy Kaye, "outsider," who works with youth leadership programs in Los Angeles, and Harry Silcox, "insider," principal of a large Philadelphia high school -- explain why it is absolutely vital to include school administrators and teachers in the initial plans, and in every step in the program's development.

XIII SERVICE-LEARNING FROM A TO Z

From Awards to Zeal, more than 100 specific suggestions for ways to incorporate service-learning in the life of every youngster.

XIV ASSESSMENT, PORTFOLIOS, AND COMMUNITY SERVICE

There is an exciting movement to provide students with a better way than test scores and letter grades to judge their progress, and the integration of academic coursework with service-learning assignments is an ideal opportunity for testing new evaluation measures.

XV FROM COMMUNITY SERVICE TO NATIONAL SERVICE

Shouldn't every 16-25 year old give 2,000 hours of service to enrich our nation and

world? Answering "yes" to this, chapter will explore not only why, but how, and in what way our public secondary schools should be involved.

XVI THE SPIRITUAL DIMENSION

This final chapter explores how it is no surprise to those students of the United States Declaration of Independence, that the breakup of communism, like the break down of colonialism, was spurred by a deep spiritual hunger on the part of tyrannized citizens. We should be teaching our children what it means to "do unto others as we would have done unto us." We should teach our children that "love is reflected in love." And we should unblushingly, unapologetically, help each doer of service reflect on the spiritual dimensions of the pursuit of happiness for each and every individual.

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Service Learning From A to Z is one chapter in a work in progress, **MADE NOT BORN: SMALL 'd' DEMOCRATS**, by Cynthia Parsons, author of **SEEDS, THE CO-OP BRIDGE**, and "SerVermont and the U.S.A." With generous support from the Edwin Gould Foundation for Children for the writing and distribution of "SerVermont and the U. S. A.: Students in Community Service, How To - Why To"; and from the John D. and Catherine T. MacArthur Foundation for the comprehensive work **MADE NOT BORN, *Service Learning From A to Z*** is being made available to those around the world who are seeking ways to expand the classroom teaching of civics to include the practice of democratic citizenship.

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MADE NOT BORN

among these are Life, Liberty and the pursuit of Happiness ~

Cynthia Parsons is the former education editor of The Christian Science Monitor, a former classroom teacher (14 years), an adjunct professor at the University of Vermont, charter member of Vermont's Governor's Commission on Volunteerism, Eleanor Roosevelt Public Service medalist, education consultant, author, and Coordinator of SerVermont.

If schools in the United States and around the world are to prepare learned citizens for republics and democracies, they will need to restructure what is taught and how it is taught in order to provide service-learning activities for all children, adolescents, and young adults. This cannot be done merely by mandating a few hours of student volunteerism to be done outside of school, or by offering a course in volunteerism, or by making community service a co-curricular offering.

Serving to learn and learning to serve is the goal for every student, and is -- or should be -- at the heart of all school restructuring. The integration of hands-on service with appropriate academic coursework is -- or should be -- the goal for every democracy-serving public school.

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