

The
**PARTNERSHIP FOR
SERVICE-LEARNING**
Academic Institutions and
Service Agencies Uniting Learning
and Service

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Academic Institutions and
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*Linking Learning
and Service*

Through Colleges

For Students

With Communities

*Organization
Goals
Membership*

Partnership. The Board of Advisors includes college presidents and, among others, Alec Dickson, Moorhead Kennedy and William G. Perry, Jr.

Organization and Membership

The Partnership for Service-Learning, a not-for-profit organization chartered by the State of New York, is governed by a Board of Directors and Executive Committee elected by the voting members. There are three types of membership:

Academic Institutions, whose annual fee of \$250 provides

- Sharing of all programs including program information for college publications
- Consultant services re program sharing, program development, recruitment, applicability of financial aid and student loans, evaluation and crediting procedures, complementary curricula and co-curricular activities
- Networking with domestic and international organizations
- Reduced registration fee for annual conference and on-site faculty seminars at program locations
- The Partnership newsletter and publications

Service Agencies, whose annual fee of \$75 provides

- Consultant services re student volunteers, intercultural interaction
- Networking with domestic and international academic institutions
- Affiliations for grant-seeking
- Reduced registration fee at annual conference and on-site professional seminars
- The Partnership newsletter and publications

Individuals, whose annual fee of \$25 provides

- Reduced registration fee at annual conference and professional on-site seminars
- Resource and information sharing
- The Partnership newsletter and publications.

For further information fill in and mail the coupon below.

The PARTNERSHIP FOR SERVICE-LEARNING

Academic Institutions and Service Agencies Uniting Learning and Service

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- Please send more information about The Partnership for Service-Learning programs.

I would like to join The Partnership

- As an individual. Enclosed is my annual fee of \$25.
- As a service agency. Enclosed is our annual fee of \$75.
- As an academic institution. Enclosed is our annual fee of \$250.

Name/Title

Signature

Institution Name

Address

Telephone:

Checks made payable to: The Partnership for Service-Learning.

Mail to:
The Partnership for Service-Learning
145 College Road
Suffern, NY 10901

“In Africa we say that a person is a person through other persons. We can only be human in fellowship. The law of our being is that we have been created for togetherness, for communion.”

Desmond Tutu
Bishop of Johannesburg
1984 Nobel Peace Prize

Program Sharing

Member colleges share equally in the service-learning programs. Each program is sponsored by a member college which is responsible for its development and administration and serves as the contact with cooperating organizations in the program location. Programs currently available through The Partnership are in England, Jamaica, Ecuador and the Philippines. Other programs are being developed. Criteria established by The Partnership ensure high academic quality, service of value to the host community, and adequate safety conditions and support services for students.

Partnership colleges have immediate access to all programs, announce them as their own, register students through their own process, and validate and credit student work through their faculty. Through program sharing, students have a greater variety of program options, and the critical enrollment needed to make a program financially viable need not come from a single college.

“Whether we embrace it or curse it, the web of mutuality that this world is caught in is inevitable, inescapable. Indeed, we are the world, we are the children.”

Mario Cuomo, Governor
State of New York

Program Development

The Partnership aids colleges in developing service-learning opportunities in their own campus community and away from campus, and in relating service-learning programs to their curricula and campus life. The consultant services of experienced professionals, on-site faculty seminars, an annual national conference, and regional workshops are among the services offered by The Partnership to aid program development.

“We must think about what it is that students can actually do that will give them the hands-on experience of being a leader, in the best sense of that term, and of understanding their relationships in a broader sense than just self-interest.”

Frank Newman, President
Education Commission
of the States

Service-Learning Advocacy

The Partnership sees service-learning as a profound pedagogy for the liberal arts, area studies and career and technical courses. Equally, service-learning has implications for the development of cognitive and communication skills, affective learning, values and identity, international/intercultural understanding, and commitment to public service. Because it is multi-dimensional, service-learning has attracted the attention of leaders in higher education, government, international relations, religious and service organizations in the U.S. and abroad. The Partnership unites these leaders to act as advocates of service-learning through various opportunities for writing and speaking and through the national annual conference of The

Service-Learning

Service-learning, the union of academic study and service in the world, is a new pedagogy for higher education. In an intercultural or international setting, service-learning is practiced in new places including the Third World, uses new teaching resources, suggests a new relationship between teacher and student, demands a new stance by both student and faculty toward course material, and establishes a new rhythm of action and reflection. But the values implied in service-learning are the age-old objectives of higher education: intellectual and personal growth, critical inquiry, the development of values and a commitment to public service, and the examination of the relationship of theory to practice.

In service-learning programs, students spend a summer, semester, or year continuing formal academic study and at the same time work to address human needs.

The learning may be in the liberal arts, interdisciplinary and/or related to technical courses and career goals. Programs may accommodate students of diverse abilities, backgrounds, levels of maturity and academic achievement. The academic requirements may be fulfilled and credit received through various structures including those of classroom and independent study.

The service performed may be related to the student's specific interests and skills and is carried out under the direction of an established service agency.

In the best designed models, the study and service are tightly joined so that the service makes relevant and immediate the academic study and the study informs the work.

Students:

teach reading to the illiterate, recreation to young people, useful skills to the jobless;
care for the young, the sick, the troubled, the handicapped, the elderly;

provide service which without their help would remain undone;
study such subjects as history, language, the behavioral sciences, economics and the arts while living and working in the culture;
measure theory and practice;
learn to understand those different from themselves;
develop useful skills;
uncover their own gifts;
realize the personal rewards of public service.

Colleges:

offer their expertise to help the agencies and students;
discover new teaching resources and methods;
find stimulation in contacts with service agency professionals and academicians in other places.

Service agencies:

gain needed volunteers;
build relationships with academic institutions;
interest young people in their work.

“It is my view that participation in volunteer or low-paid activities that are important to the community is one way of both enhancing education and developing a sense of civic pride and values.”

Howard Swearer, President
Brown University

The Partnership for Service-Learning

The Partnership for Service-Learning is a consortium of colleges, universities, service agencies, churches and related organizations united to foster and develop service-learning in American higher education.

ACTION REFLECTION

PARTNERSHIP NEWS

SPRING 1989

*With Alec Dickson's article, The Partnership for Service-Learning inaugurates **Action Reflection**, to be published semi-annually, in order to report The Partnership for Service-Learning developments and to provide a forum for considering the issues related to uniting service and learning.*


ALEC DICKSON: Toward a Gentler Society

When the Jesuits were active in England 400 years ago, they worked in secret lest they be arrested as heretics. Today British Catholics are serving as Jesuit Volunteers meeting humans need in Liverpool. Postponing entry into career or further study to discover something about social problems is not revolutionary. What is radically refreshing is the way Jesuit leadership views the experience. Associated in the public mind with dedication to long intellectual preparation, Jesuits are now saying something quite different. "We used to believe that through deep thinking we would arrive at new patterns of action: now we wonder whether it isn't the other way round - that through involvement in action we arrive at new forms of thinking."

Those committed to service-learning, who have served in Peace Corps or Community Service Volunteers may be inclined to exclaim "But we have known this for years and our whole frame of action is based on this premise." Rather than reflecting on how right we have been, it may be more valuable to see how others are moving in this direction.

Medical students at Hacettepe University in Ankara are given, as they register, the name of a Turkish family living in the slums and told, "From today you will be the 'medical friend' of this family: you will be there when the grandparent dies and when a child is born and if a boy is hurt playing football you will help him." Four years later, when the aspiring graduates mount the dais to

(Continued on next page)



Alec Dickson, CBE, together with his wife Mora, is counselor, mentor and friend to The Partnership as he has been and is to educators around the world who seek ways to involve students in public and community service. Dr. Dickson, a graduate of Rugby and Oxford, was founder and director of Voluntary Service Overseas and Community Service Volunteers, the British fore-runners of U.S. Peace Corps and VISTA.

receive the coveted degree, awareness of the factors that make for community health will have been acquired not from books or lectures alone, but from real life. And they have been learning to care from Day One.

Contrast this approach with the decision of the Norwegian Government when it became clear that graduates from dental schools were refusing to work in the remote northern areas. Parliament in Oslo simply passed a law requiring dental graduates to serve among the Lapps for a year - legislation upheld by the International Court of Justice against appeals by the Students Union. The Norwegian Government, aware of its obligation to provide Lapp citizens with dental care, resorted to law. The rector of Hacettepe on the other hand, confronted by the need to develop greater sensitivity among medical students towards underprivileged patients, drew on the experience of Johns Hopkins Medical School in Baltimore and making this an integral part of students' training.

I recently addressed African students about to start on a course in Maseru, the capital of the little landlocked Kingdom of Lesotho. "I've taken great trouble recruiting village youngsters, bright ones who deserve a chance as much as the sons of ministers in the capital," said the Principal, and added: "Tell them about Community Service." "Do any of you know anything about sheep?" Dead silence. "If you have been herdboys, guarding cattle on the hillsides, let me salute you, for you have been giving service to the community." Hands shot up and faces beamed. Caring for community property, looking after sheep and cattle, wrapped only in a blanket, had seemed to them something you kept quiet about. At this point I put forward two propositions. They could, as their particular project of school-based service, run a tutoring campaign for younger children working as herdboys, enhancing their prospects of going beyond village schooling. The second proposition was this: "When in a few years time you apply for an overseas university, possibly an American college, write in the space allowed, 'I was a herdboys' - for the probability is that the Dean of Admissions will exclaim 'Now *that's* an interesting candidate, he's done something with his life already: let's accept him!'"

So far we have looked at variations of the Study-Service theme: the Jesuits who are beginning to wonder whether service

...the Dean of Admissions will exclaim, 'Now that's an interesting candidate...'

should precede long years of study; the University of Hacettepe where nurturing concern for patients is inserted into courses at the very beginning; the Government of Norway who did nothing to change the shape of things academically until faced with a chronic shortage of dentists to serve in remote places; the African high school students ashamed of their past as herdboys, not realising they could have been proud of the service they had rendered; and myself, hoping that Deans of Admissions may recognise experience of practical service will enhance the student's capacity to learn in the accepted sense of the word.

But there are other implications of an even more far-reaching kind. About a dozen years ago an oil-rig in the North Sea caught fire (It was a fearsome portent of tragedy that was to occur when an entire platform burst into flames, leaving scores dead, two years ago in the Piper Alpha zone.) I liked to envisage Aberdeen University the day following the first explosion: the special meeting of Department Heads as the Rector interrogated them one by one. "Professor Olgivie, Chemistry, what do we know about the latest means of extinguishing fire at sea? Professor Forbes, Mechanical Engineering, what do we know about capping liquids under high pressure? Professor MacFarlane, Marine Biology, what impact will the discharge of oil have on our fishing fields? Professor Chambers, Environmental Economics, if the beaches of Aberdeenshire become massively polluted, will this affect the region's tourist

industry? Well, gentlemen, let us meet in 24 hours time to coordinate the University's efforts in this emergency. . . oh, and do consult your students because they may have a lot to give." A nice picture? It is fantasy! No such meeting took place. Life on campus was as serene as always. Whose responsibility was it then? The Oil Companies? The Royal Navy? The Ministry of Energy? Robert Napier College (a technical institution for higher education, enjoying a great reputation but not quite as prestigious as the University)? In the end the appeal went out to 'Red' Adair in Texas to take charge of dowsing the flames. To me it seemed the opportunity had been lost for the University to practice interdepartmental cooperation, to demonstrate how learning and service can be combined, and how a University can be a resource centre of help to the neighborhood or nation.

Now that Ernest Boyer has recommended that no students be allowed to graduate from high school unless they have engaged in some form of community service we may hope to see a vast increase in the quantity of service undertaken. But if the quality is to be enhanced then there has to be reflection too. Suppose students visiting a mental hospital catch sight of an attendant giving a sharp slap to a patient. Anger undoubtedly will be expressed by the students. Do we leave it at that, satisfied that students have not only visited mental patients but caught a glimpse of what can happen in any institution in real life - and are expressing the 'right' feelings of moral indignation? Surely we must go far deeper than that. For how long have we been working at the mental hospital? Five weeks? - compared perhaps with 15 years of service engaged in by the staff, day in, day out: wouldn't our patience sometimes be strained? Has any member of our family been a staff member of a mental hospital? No? Does this tell us anything about the nature of such work? Straight away discussion at a shallow level, in reaction to an incident in a ward, is raised to consider profound issues. This suggests participation by adults. Why not? One dimension of a partnership for service and learning could be the companionship and maturity which develop when pupils and professors, scholars and students, join forces to understand a problem, if not actually to solve it.

A partnership between service and
(Continued on page 3)

National Youth Service: Recommended Criteria

A number of bills are now before the United States Congress proposing varying plans for a National Youth Service. Their sponsors and supporters hope that such a program would foster in young adults a commitment to serve the common good and be a means of providing needed services to communities.

The Board of Trustees of The Partnership for Service-Learning and the attendees at the Partnership's Sixth Annual International Conference on Service-Learning, held in Phoenix on February 24, 1989, endorsed the following criteria for the design of a program of national youth service.

Because:

Our nation is currently facing severe crises in both the delivery of effective education and the provision of social services to the underserved. The uniting of academic study with volunteer service has proven to be a powerful, democratic and cost-effective means of addressing simultaneously these two needs.

Pedagogically, when either liberal arts or technical studies are linked to a concurrent experience of community service in which the student encounters real problems, subject matter and disciplines are made vital and relevant, methodologies of research are mastered, systems of logic and organization are utilized and effective writing and speaking are understood as necessary and useful skills.

Moreover, student service which is supervised by professionals, informed by study and rendered as an integral part of the student's central mission of learning is more skilled, effective and sustained than when undertaken apart from education. Service so linked to learning becomes not an intrusion or further distraction from academic achievement, but a necessary and exciting dimension of it.

Therefore:

The following six criteria should underlie the development of any program of national youth service.

1. Community service should be linked to and integrated with academic study.

Service-learning as a pedagogy and an experience is simultaneously able

- to provide to communities students with informed minds and willing hands, capable of serving social and community needs which would otherwise go unmet.
- to instill in students a time-honored goal of education, that of applying knowledge to humane ends for the betterment of the community, nation and world.

2. Community service should be open equally to all, and all should have equal incentive to participate.

Some of the proposed plans make service a requirement for receiving financial aid and thus would virtually demand service of the needy while giving no incentive to the financially secure. Linking service not to aid but to academic study would prevent the creation of a two-tiered society. All students in high school, college or graduate programs - financially secure, academically accomplished, or educationally and/or economically disadvantaged - would have equal opportunity and motivation to enroll in courses and programs in which service is a component of the study.

3. Service integral to learning forgoes the issue of voluntary versus compulsory service.

Extensive availability of service-learning options in public and private secondary schools; in two- and four-year, public and private, open-admissions and selective colleges; and in technical, research and professional degree programs would encourage wide participation, allowing for varying levels of commitment according to the interests of students and the conditions of their personal lives. Evidence shows that, given the option, a high percentage of students, at all ages and from all backgrounds, select service-learning opportunities.

4. Community service plans should use existing administrative and bureaucratic structures.

The thousands of schools, colleges and universities across this nation have the administrative structure, professionally trained staff and, in most cases, the connections with community service agencies which with adequate training and careful design of programs could make them capable of implementing a service program at minimal additional cost. It is manifestly cost-effective to use these existing structures rather than create parallel, costly and less professional infrastructures.

5. The design and implementation of service-learning programs should be based on an equal and mutual relationship with service agencies.

The key to successful service of any kind resides in an equal and mutual partnership between the sending organization - the schools - and the receiving public and community agencies. The agency needs and those of their clients, combined with their expert ability, are crucial to the long-term success of the service experience for young people.

6. Service should include local, domestic and international opportunities.

The great majority of students would undoubtedly be involved in projects local to their campus or home community. But allowing experiences in locations in other parts of the United States and overseas would address yet a further national concern, the need for sophisticated intercultural/international literacy. Encouraging students to act as goodwill ambassadors through direct human service and, at the same time, learn about conditions faced by three-quarters of the world's population is a potentially important way of creating a knowledgeable and a caring citizenry committed to designing and supporting intelligent and effective public and private policies and programs which seek to alleviate suffering and solve human problems.

(Continued from page 2)

learning could lead to other consequences such as a review of our system of awards. An essay competition for students at international schools offered, as first prize, a round-the-world air ticket. The response was poor. Was it because students came from rich homes and had grown blasé about trans-global travel? Afterwards seniors were asked at Washington International School - "Suppose the first prize had been instead three weeks at an Afghan Refugee Camp or working beside Mother Teresa? Would you have entered the competition?" A roar of assent was the answer, indicating that responsibility, recognition and even an element of risk were what they valued at their age. The notion that the reward for having tackled something difficult might be the chance to respond to something even more daunting may not seem directly connected with the change in the thinking of the Jesuits. But the development in *their* theology and the development in *our* planning may require that we revise many educational tenets, many images of service.

In the appendix to 'The Forgotten Half' (a final report on 'Youth and America's Service') there is a summary of the major youth leadership development models around the country. To an astonishing extent they reflect the influence that Outward Bound has had on these programs - outdoor adventure and the combination of companionship and being exposed to stress. I agree with the compilers of the report, we need intellectual encounters, adventures of the mind as robust and moving as the hands-on experience.

Must service be looked upon as a monopoly for young mandarins embarking on daring journeys. We do not want to see a date-line marking the end of what can be achieved through the union of learning and service. Now that universities 'du troisieme age' acknowledge the ability and the right of the middle-aged and older to learn, we should be devoting more thought to what *they* can contribute to society. You are never too old for adventure, it has been said. What forms of service-learning can flourish past the twenties and thirties? Unless we give thought to this, hundreds of thousands of us will be faced by a great emptiness. 'Continuing education' has entered the vocabulary. We must now demonstrate the need for experiences that are not only on-going but

NEWS BRIEFS

Ecuador Professional Seminar

Faculty development activities of The Partnership include on-site seminars in Partnership program locations. This summer, for example, in cooperation with the New Jersey Department of Education, Brookdale Community College International Center and Laica University in Guayaquil, The Partnership for Service-Learning will sponsor a seminar for faculty, administrators and in-service professionals, June 28-July 12 in Ecuador, introducing participants through lectures and field trips to the culture, conditions, issues, problems and resources of the country. For information contact The Partnership for Service-Learning.

Ford Foundation Grant

The Partnership for Service-Learning is pleased to announce receipt of a major grant from the Ford Foundation for the development of programs and the organization of The Partnership. The support follows submission of a five year development plan which the Foundation funded and for which Dr. Sven Groennings served as project director. The recently received grant makes possible, among other new programs, the publication of Action Reflection.

Conference Proceedings

Proceedings of the Sixth Annual International Conference on Service-Learning, held in Phoenix, February 24-26, 1989, in cooperation with The Maricopa Community College District are available for \$5 from The Partnership. Contents include the presentations of: Robert Atwell, President, American Council on Education; Alec Dickson, CBE; Paul Elsner, Chancellor, Maricopa District; Dwight Giles, Cornell University; Sinclair Goodlad, Imperial College, University of London. A short video of interviews with 5 Partnership students (Brookdale Community College, NJ; St Augustine's College, NC; Swarthmore College, PA) and the parent of a Stanford University student is available for loan with a \$15 deposit, refundable on return.

on-giving. And certainly the impact of community service programs at college level throughout the world could be magnified enormously if we reached out to the disadvantaged and said, "Come, join with us, we need your help."

The mechanics of enabling more young people to combine learning with service in far-away places that want what we have to offer will obviously be major preoccupations at present. But part of our service should be to study future possibilities. Has a moment come when foreign students might be ready to help

us with our problems and discover that they have something to contribute to *our* needs? The implications of a Peace Corps in reverse could be immense. Have we considered sufficiently the findings of a score of programs that have demonstrated the impact on young prisoners and juvenile offenders of discovering that there are others worse off than themselves whom they can assist - and be loved by? The evidence that you don't have to *be* good in order to *do* good reinforces the Jesuits' conclusion that it is through the doing that attitudes change. ■

THE PARTNERSHIP FOR SERVICE-LEARNING is a not-for-profit organization of colleges, universities, service agencies and church-related organizations united to foster and develop programs linking community service and academic study. The Partnership for Service-Learning holds that the joining of study and service:

- is a powerful means of learning
- sets academic institutions in right relationship to the larger society
- addresses human needs that would otherwise remain unmet
- promotes intercultural/international literacy
- gives expression to the obligation of public and community service by educated people
- advances the personal growth of students as members of the community

The Partnership for Service-Learning advises on the development of local service-learning programs, makes known the opportunities and experience of service-learning through research, conferences, on-site seminars and publications, administers off-campus service-learning programs open to *all* college students and recent graduates for the summer, semester and year in England, France, Ecuador, Jamaica, Liberia and the Philippines. New programs under development: China and Mexico/Arizona. Since 1981, over 300 students from 40 public and private, two-and four-year, selective and open admissions colleges have participated for recognized academic credit. For more information call (212)-986-0989 or 1-800-334-7626, ext. 210.

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COLLEGES OF PARTICIPATING STUDENTS

January 1988 to June 1990

University of Alabama	Alabama
University of Alaska	Alaska
Bard College	New York
Bates College	Maine
Bowdoin College	Maine
University of British Columbia	Canada
Brookdale Community College	New Jersey
Brown University	Rhode Island
Bucknell	Pennsylvania
University of California, Berkeley	California
University of California, Santa Cruz	California
Cape Cod Community College	Massachusetts
Carleton College	Minnesota
University of Connecticut	Connecticut
Cornell University	New York
Corning Community College (SUNY)	New York
Davidson College	North Carolina
Emory University	Georgia
Earlham College	Indiana
Eastern Washington State University	Washington

COLLEGES OF PARTICIPATING STUDENTS (1/88 to 6/90), CONT.

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Hampshire College	Massachusetts
Hobart College	New York
Houghton College	New York
Howard University	Washington, D.C.
Jarvis Christian College	Texas
Keene College	New Hampshire
Kenyon College	Ohio
Lane Community College	Oregon
Lemoyne College	Virginia
University of Michigan	Michigan
Midlands Technical College	South Carolina
Monterey Institute of International Studies	California
Montgomery Community College	Maryland
University of New England	Maine
University of North Carolina Chapel Hill	North Carolina
University of Northern Colorado	Colorado
Norwich University	Vermont
Oberlin College	Ohio
Pacific Lutheran University	Washington
Pitzer College	California
University of Richmond	Virginia

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St. Lawrence University	New York
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University of South Carolina	South Carolina
Spokane Falls Community College	Washington
Stanford University	California
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