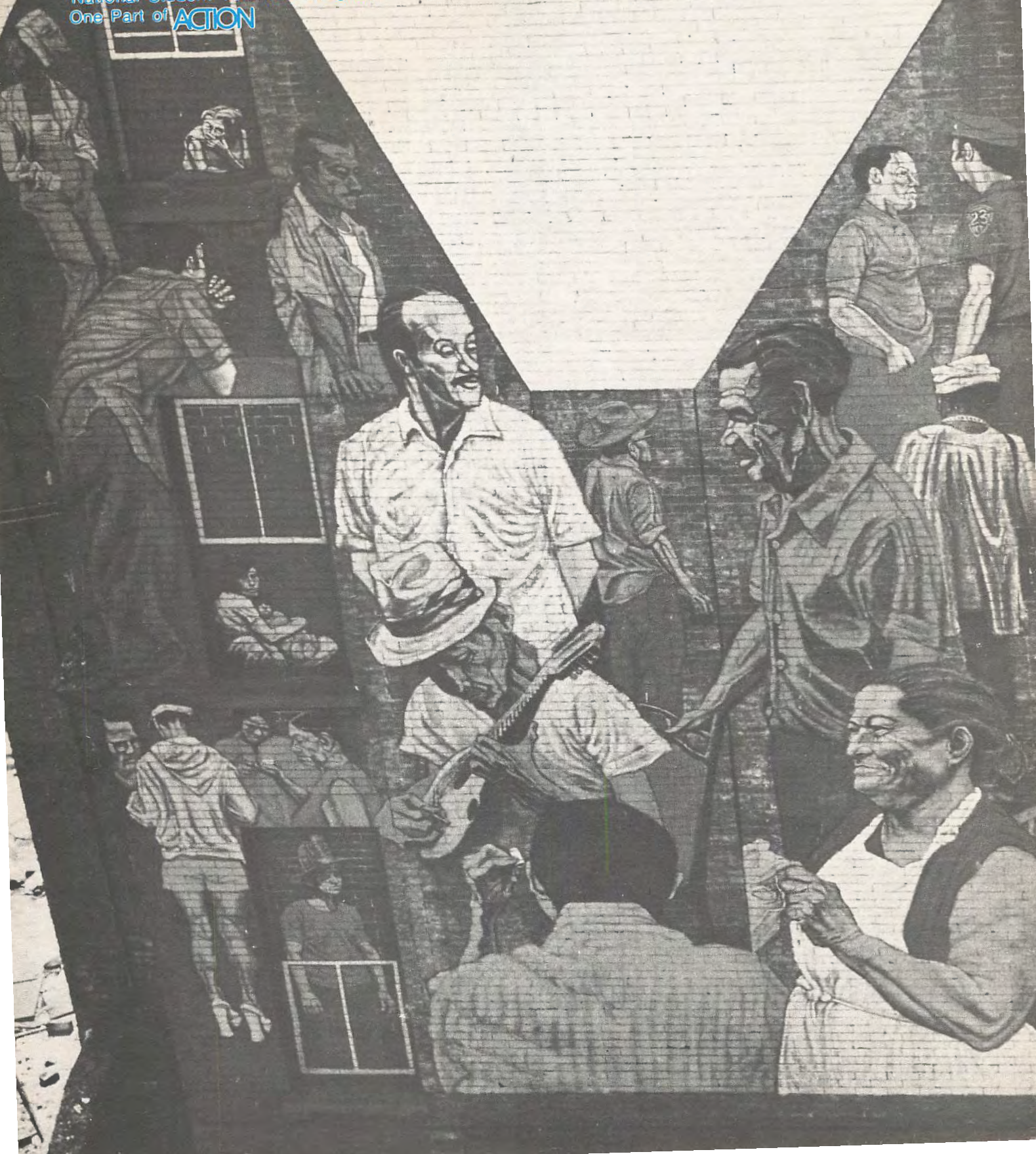


Synergist

Energize
CREATIVE CONSULTANTS AND TRAINERS

Published by the
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One Part of **ACTION**





GUEST SPEAKER

ALLAN W. OSTAR
Executive Director
American Association
Of State Colleges
And Universities

Volunteerism in State Colleges

VOLUNTEERISM, the gift of oneself, is not without its rewards. In state colleges and universities, because of a unique relationship between college, community and students, the rewards can be measured in terms of learning, professional experience, maturity of direction, and the realization of personal potential.

The student as volunteer is not a new concept. Indeed, one of the recognized values of college is that the graduates have a greater sense of social responsibility and participate to a greater degree in community service programs.

Nor is the concept of community service a new one for state colleges and universities. The close working relationship between college and community springs primarily from the historic origins of the colleges, the majority of which were founded as normal schools to prepare teachers for the community. Teaching was perhaps the first experiential education program in the nation: a learning experience from which community schools gained the direct benefits of semi-professional manpower.

Time transformed and expanded the normal schools into comprehensive colleges and universities, diversified into many other academic areas besides teaching. But the experiential learning concept remained, particularly in the government and public service programs that developed student internship programs in city planning agencies, police departments, rehabilitation programs, and social service programs.

The joining of the college and the community in the student learning experience set a precedent which is responsible for many of the volunteer opportunities that are open today. It led, quite logically, to an acceptance on the part of the college and the student that volunteer work in the community is a legitimate learning experience, whether it goes down in the registrar's office as credit or not.

The outcome has been a more highly organized volun-

teer effort, paralleling the recent efforts by Federal agencies such as ACTION, and by private organizations such as the National Center for Voluntary Action, to encourage volunteerism among students. The state college or university serves as the organizing force, a sort of volunteer vehicle for the energies and enthusiasm of the students, collecting and directing volunteers to fulfill needs within the community. Increasingly, colleges are granting credit for volunteer activity that relates directly to academic work. The debate will intensify over the question of whether a student can be termed a volunteer if credit or an internship stipend is involved. The important point, however, is that students have more opportunity than ever before to participate in meaningful volunteer activities often related directly to their academic pursuits.

Varying Approaches

The organizational direction of the state colleges can take several forms, with the openness and tolerance of the structure multiplying volunteer opportunities rather than limiting them.

One form is the "clearinghouse" approach: a college office designated to match community request for volunteers with student interests. California State University at Los Angeles considers its Educational Participation in Communities (EPIC) program as quite valuable for the gaining of pre-professional experience. Through EPIC's contracts with more than 35 agencies in Los Angeles, students serve as hospital aides, probation officer aides, and recreation leaders for community centers and elementary schools which cannot afford to hire personnel.

Programs linked more directly to professional experience through schools or departments within a college are smaller in scope. For example, the School of Architecture and Environmental Design at California Polytechnic State University, San Luis Obispo, assists with the student-operated Community Design Center. Architectural students from the center assist organizations or individuals unable to afford an architect to help with projects deemed to involve community interest or community concern.

These programs, drawing upon the resources of a school or department, provide professional expertise for a community while augmenting the learning experience of the student.

This dual objective is institutionalized in the internship program. The line between mandatory internship and volunteerism is a fuzzy one, but in many of the state college programs, there is no question of the motivation involved. The enthusiasm to help provides its own momentum, frequently overflowing the bounds of the program. For example, students serving agency internships in the Spanish Community Program of Montclair State College (New Jersey) established their own

(Continued on page 64)



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Guest Speaker **Allan W. Ostar** is an advisor on higher education to the presidents of 315 state-supported colleges and universities . . . **James E. Althof**, who writes in this issue about the process of integrating student volunteer groups into the academic structure, is nearing completion of work toward a doctorate in community counseling . . . **Elaine Blyler**, the author of the article about nutrition on Page 16, has been active in training day care leaders to include nutrition education in their programs . . . **Steven C. Drake**, who wrote *Synergist's* public relations guide, has worked extensively in promoting student volunteer activities at Ohio State University and at Clarke College, Iowa's only college for women . . . **Temple Jarrell**, the author of this issue's article on parks and playgrounds, is an internationally known specialist in organizing park and recreational facilities, with 38 years' experience in the field . . . **Les Ulm**, who co-authored the article about runaway houses with **Howard Pinn**, was one of the founders of Second Mile, an alternative shelter for runaways in Maryland. Pinn recently received his B.A. in psychology at the University of Maryland, and is planning work for a master's degree in family counseling.

THE COVER

Hank Prussing, the Pratt graduate student who painted the Harlem wall mural that appears on this issue's cover, recommends *Art Worker's News*, 32 Union Square East, New York, N.Y. 10003, as a good working resource for aspiring muralists.

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Iowa High School Volunteers Expand Service

More than 300 Dubuque (Iowa) high school student volunteers have served up to 20,000 hours this year in a program that awards no grades or credits.

Wahlert High School initiated the program in September 1972, releasing students from class one day a week for work in Dubuque area elementary schools, nursing homes and agencies for the aged and retarded.

When class schedules permit, 80 percent of the school's faculty release students for periods ranging

from two hours to a full day each week for volunteer work.

The Rev. Norman White, who created a similar program while principal of Duluth (Minn.) Cathedral High School, introduced the program at Wahlert and now coordinates it. "Our volunteer activities at Wahlert have tripled over a year's time. The community has responded with more requests for service than we can meet on a weekly basis," said Reverend White.

The agencies evaluate student volunteers who work with them.

Most students serve off-campus on the same day to avoid missing any particular class more than one day each week. Teachers committed to the program avoid introducing new class material or administering tests on that day.

As coordinator, Reverend White works closely with the school's attendance office, providing the faculty with the names of students who will be absent while performing services. He also assists the attendance clerk in verifying volunteer participation. The coordinator checks out students as they leave school. Agencies inform the coordinator if students are not present.

Agency staff members give orientation sessions for students volunteering for tutoring, working with the retarded, and assisting the elderly and the physically handicapped. Staff members also give additional training on the job.

Since no credit is given, students can discontinue volunteer work at any time. "But," said Reverend White, "we encourage each student to give a full year's commitment."

Students provide a variety of services on a one-to-one basis in private homes and public facilities.

Three freshmen girls, for example, aid a physical therapist working with a young blind couple. Members of the Wahlert School Band visit the homes of the physically handicapped to give mini-concerts. Two sophomore girls recently helped a multiple sclerosis victim to walk outside her home for the first time in over a year.

Students working in area nursing homes encourage elderly residents to participate in activities. In a facility for the retarded, several students teach swimming.

Some 170 students are tutoring in 12 schools this year in mathematics, reading, spelling, physical education, art and music.



Georgia Southern's Projects Heighten Community Awareness

The success of Georgia Southern College's student volunteer program for the elderly has heightened community awareness of the problems of the aging.

As a direct result of the Statesboro college's volunteer program, some 40 local leaders in the field of aging gathered in June, 1974, to discuss the immediate needs of the elderly in area nursing homes.

Organized in the winter quarter of 1974, the Georgia Southern College Student Volunteer Program places its 60 volunteers in education, health, aging, disability/disadvantaged, and drug abuse service areas.

Program Director Gordon Alston, the faculty member who coordinates all five projects, and Bob Osgood, the program's student coordinator, have made a concentrated effort to keep the student

volunteer program attuned to community needs.

For example, the aging project places 18 volunteers in local nursing homes, where they provide entertainment and companionship for residents on a weekly basis. Volunteers also conduct periodic housing surveys to determine the availability of low-cost dwellings for senior citizens and report their findings to the city's social service administration.

Students in the education project provide on-campus counseling services for senior high school drop-outs, and requests for counseling come from high schools as far as 22 miles from campus. Nineteen volunteers man the counseling center and devote time to counseling and tutoring at the Statesboro Community Action Agency.



Starting a game at a day care center, volunteer Joyce Kelly introduces participants.

Youngstown State University Grants Volunteers Official Status

Youngstown State University's Student Affairs Committee has voted to grant YSU's Student Volunteer Bureau official status. The committee also voted to appropriate three-tenths release time for the university's dean of student affairs to oversee the bureau's activities.

The YSU Student Volunteer Bureau (SVB) was founded in 1972 by its present coordinator Diana Campana, and was awarded student government probationary status until the group proved it could attract student interest and a community response.

In the opening weeks of the program, the coordinator advertised for volunteers through *Jambar*, the university paper, and recruited 13 students. Beginning with a clearing house for agency information, volunteers were placed in a day care program and a one-to-one project involving volunteers in prison rehabilitation at the Ohio State Penitentiary at Mansfield.

During the 1973 fall quarter, the Student Volunteer Bureau began placing students in area nursing

homes and referring social service graduates as para professionals.

The SVB also began to work with the sociology department, encouraging interested volunteers to take "The Sociology of Aging," a four-credit course combining classwork with intensive fieldwork experience.

YSU volunteer project coordinator Phil Bracy plays a noon chess game with a nursing home resident in Youngstown.



Students Involve St. Louis Educators, Businessmen In Tutorial Program

In a unique move to involve the community in its operations, an extensive inner city student volunteer tutorial program has expanded its board of directors to include businessmen and educators as program advisors.

Four of the 12 voting members of St. Louis University's Morro House program are businessmen who help solicit financial support. Three are educators who act as consultants to an organization of 90 volunteers engaged in tutoring activities that range from Montessori instruction for pre-schoolers to regular grade school course work.

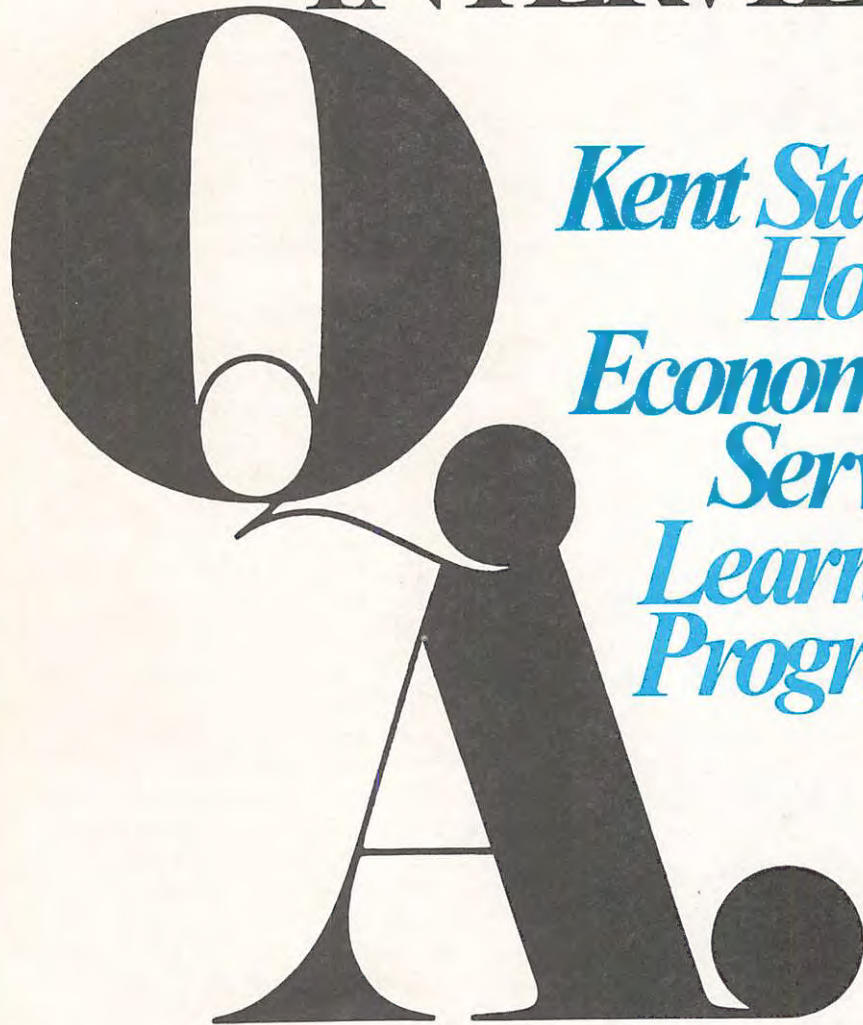
The student-run program began six years ago with a tutoring program for disadvantaged children, many of whom had migrated to St. Louis from rural areas. Six university students were involved.

The first attempt to provide service failed to attract a significant response. Beginning again, students moved to the Holy Trinity Parish, using a school building on the premises and incorporating the program as Morro House.

Children are picked up at school or at home and returned home. Each child is assigned a tutor. A Montessori specialist donates time to supervise pre-school instruction. Students also cooperate with the St. Louis University medical fraternity, Phi Delta Epsilon, in providing physical examinations for many children.

The Morro House program operates on a low budget, and volunteers provide transportation to and from the center and maintain the building themselves. They give the equivalent of two full days a week, fitting tutoring schedules around their own study routines. Most instructional materials are donated by local booksellers.

NSVP INTERVIEW



Kent State's Home Economics Service Learning Program

Dr. ROBERT L. LANCE, Director, Kent State University
Division of Individual and Family Development

KENT STATE University's Division of Human Understanding and Peaceful Change, formed to bridge the gulf that existed between the academic and lay communities around the time of the 1970 tragedy, accomplished two significant goals: It lent impetus to student volunteerism at the Ohio school, and it clearly committed the 64-year-old institution's administration, faculty and student body to community service.

Among the first acts of the new division was the formation of a new campus volunteer unit and financing of its operation. Simultaneously, the university brought in a group of specialists, including employment counselor Robert Lance, to develop meaningful community service.

Today, more than four years later, KSU offers diversified academic and volunteer programs that help pull together the social service resources of the Kent community, and provide a comprehensive approach to individual and family assistance from infancy to old age.

One of these, a home economics program coordinated by Dr. Lance and administered under the independent Division of Individual and Family Development, vividly reflects KSU's service commitment.

Built carefully to facilitate interdepartmental and community agency cooperation, the KSU home economics program focuses on family health and home maintenance and teaches parents and homemakers to help themselves.

Of 17 courses in the program, 11 place the student in the field as a volunteer earning academic credit. These include: "The Family," "Survey of Family Housing," "Child Development," "Development in Infancy," "Disadvantaged Children and Their Families," "Meal Management," "Home Management," "Nursery School Participation," "Consumer Problems," and "The Aging Family."

The program involves intensive field work in clinical and family home settings, and includes senior

seminars in Individual and Family Development, Homemaker Rehabilitation, and the Practicum, which offer from five to 15 credits for a semester's part or full-time work.

A graduate program extends clinical and fieldwork experience, training professionals in family service. Undergraduate and graduate programs supervised by Dr. Lance concentrate on the development of what he calls "multiple skills, not just narrow expertise."

One of the first employment counselors chosen to work with the new Manpower Development project in Detroit in the early 1960's, Dr. Lance was the first teacher-consultant for emotionally disturbed children in Michigan, working with the Lansing school system. He was training Head Start teachers and conducting a "Child-Family Service" at the State University of New York at Plattsburgh when Ted Irmiter, director of KSU's Division of Individual and Family Development recruited him to help change a traditional home economics curriculum into an intensive community service.

The following question and answer session represents Dr. Lance's views about his unique program:

Q: Dr. Lance, how would you characterize the Kent State home economics program?

A: We're in the business of preparing home economists to bring a variety of skills to any situation. Our students are trained to help homemakers and parents deal with the gamut of problems in the family and to develop skills in everything from managing meals and creating useful household routines to playing a decisive role in rehabilitating a retarded child. The emphasis is on keeping the family healthy and keeping the family together. We regard the home economist as a professional, a many-faceted counselor who helps a homemaker achieve self-sufficiency. We place students with the social service agencies most directly involved with family prob-

lems and develop clinical experiences at the lab and in the home, bringing together supervisor, student, and client.

Q: What is the volunteer commitment in your program?

A: Fieldwork by students is always optional, but we place a heavy emphasis on learning by actual problem confrontation. The spectrum of involvement by our students ranges from the rawest sort of volunteerism—matching a warm body with any need that arises—to the graduate student who practices a professional subtlety. The motivation for volunteerism in this program is learning by doing, helping the community, and developing skills by an accumulation of applications. Of course, credit is earned for fieldwork accomplished, but our students are learning a wide variety of skills. They're learning to be innovative. One of our students spent an entire semester developing a line of adaptive clothing for physically handicapped children, clothing that looks good and is at the same time functional.

Q: How does the home economics program tie in with Kent State's general volunteer program?

A: We work closely with Roger Henry (coordinator of the Kent State Volunteer Program) in a variety of ways. His volunteers develop contacts with a great number of programs, which in effect offers us a wider range of exposure to community needs. He'll screen an agency and develop a training program, and I'll get an organized program I don't have to supervise. Henry's unit will also offer us transportation we need. We trade off. I'll call Roger and say we've got a student doing such and such, can you arrange transportation? He'll send me a student who'll be doing something for his program and ask me if academic credit can be arranged. I helped train some of their day care

volunteers; and we are planning a formal program recruiting students from all majors to be volunteers in child care programs. Every student volunteer project in Roger's program has a student coordinator. A couple of my students have become student coordinators for practicum credit. They manage volunteers, handle orientation and complaints, see that a project runs smoothly, and act as communicators between volunteer services and the agencies. My program is a degree-granting set of specific service experiences;



Roger draws his students from all over the campus to be placed in a wide variety of projects.

Q: Your program seems to have developed a unique relationship to the social service agencies in the Kent community. What is your way of dealing with them?

A: When I arrived here in 1971, my first job was to establish credibility. Kent State gave me the luxury of time. Time to spend with an agency staff, time to get to know

(Continued on next page)

them, time to work with them. You can't establish effective ties by arranging volunteer services cold over a telephone. In some academic programs, students often sign up with an agency and nothing happens. They'll go in with the prerequisites of a given curriculum that may or may not reflect an actual need for volunteer service by the agency being used as a base for fieldwork experience. Volunteers affiliating with an agency need a lot of supervision. This takes a staff member away from the primary task of giving service. My conviction about volunteer service of any kind is that you've got to learn the community, get to know the people in the agencies, call them by their first names, and really offer a service that reflects an actual need. Volunteer service must be a two-way street. The nucleus of possible volunteer action should be an agency need. You build a program component around that need. There's also the problem of a lack of meaningful communication between an agency's staff and the academic volunteer coordinators. Many times an agency person will regard us as being isolated from real problems, as theorizers without practical means to implement a project or a course of action. First things first. You've got to establish credibility. We're dealing with people—It's a person to person relationship.

Q: Is it correct to conclude that you create a bond of cooperation with agencies by such strategies as bringing their people in to help teach courses that relate to their particular service areas?

A: Yes. We call it shared staff. Let me elaborate further on establishing credibility. For the first year and a half I offered free consulting services to the agencies we intended to deal with. In return they offered staff as co-teachers. They gave lectures on the problems of agency administration and the practical appli-

cation of skills to field problems; then they supervised our students in their setting. Sure, I've given them time and services, but we've gotten back far more. At first none of the agencies had a student volunteer coordinator to work with our students coming in; but this exchange of instructional, supervisory and consultative services has resulted in an attitude of mutual cooperation—and real services to the community are developed.

Q: How are students in the home economics program evaluated?

A: First, there's the classroom component, in which a student is responsible for knowing certain things. We're open, we talk constantly, and we're always writing logs of experiences and papers. There's a lot of written assessment of what goes on. A "Plan-Do-Check" sequence is built into a lot of our tasks. If a volunteer is working with an agency, they have certain written expectations. We'll get a statement from the agency reporting on whether those expectations are being fulfilled. In a practicum setting that requires extensive agency experience, for example, the student will get a letter of commitment declaring that the agency will accept the student for a certain amount of time, under certain conditions, supervised by a specific individual and assigned a contact person, and I'll do an agency visit regarding that student.

Before going into a practicum a student will write out a job description with the supervisor establishing minimum expectations, as if this were a real job. Then we evaluate against this criteria: Did the student do his job? We have not gone to a behavioral objective evaluation format because that process implies before-the-fact learning. How does one determine needs before one gets into a program? This is another example of the kind of volunteerism we're about. We shape our program around the realities of

actual needs; we don't devise objectives beforehand. Most evaluation is done on a one-to-one basis with whoever is supervising a student in any particular setting.

Q: Can you give us examples of service?

A: We do a lot of work with the Portage County Welfare Department. Their social service manual lists and describes 25 basic social services. Our home economics program contributes to every one of these services except those provided by physicians and lawyers. At first, undergraduates volunteered in any way the agency needed a volunteer. Our relationship with the agency was relatively unstructured in the beginning, for we were, and still are, very concerned with fulfilling the needs that the agency staff has. Home economics majors in our summer programs began to volunteer services in the food stamp program, verifying addresses of persons on the rolls. The homemaker aid service, which works with selected families, grew out of the particular needs of the food stamp program.

Q: Was this the first involvement by your students with direct family assistance?

A: Yes. Our first case involved a family with 13 children in which the mother had run away. This wasn't a low income family, but they'd had a very hard time managing the home. After the agency had persuaded the mother to return, we assigned two undergraduates to assist her. The family needed round-the-clock services, house-keeping and child care, and we eventually increased our commitment to four students. Any student in the 11 home economics courses can perform homemaker aid service for optional fieldwork and receive credit. We have eight this year working with the welfare agency. One member of the agency staff supervises them. This supervisor

also co-taught a course in home management and recruited students to work in the agency as homemaker aids.

Q: How are home management tasks formulated? What kinds of tasks are involved?

A: The Portage County Welfare Department handles all the crises of families on its rolls. Eighty percent of these cases involve the elderly, grave illness, or death in the family. The other 20 percent involve protective services for children, basic child care. An average case may result in a student visiting a family twice a week over a period of three months. Some cases may require only a single visit. The department will respond to a call by sending a case worker who sets up a service plan. A homemaker-health aide may be needed. We receive a request. The aide will go into the home and meet the most pressing problem with direct service, perhaps looking after a child while the mother in the family prepares to go into a hospital; maybe even doing the laundry or packing lunches. The aide will check to see if a public nurse is involved in the case and is prepared to assist the nurse in any way. The aide will contact relatives and see which neighbors are willing to help. In other words, the aide will find those human resources that are available to the family in need. The aide can also alert the case worker to a factor that may have been overlooked. Perhaps a second child in the family needs special care. The aide then makes an initial assessment of tasks to be done to help sustain the household and includes this assessment in the original service plan.

A crisis often seriously disrupts a family's normal routines and relationships. The goal of any homemaker-health aide service is to help a family in crisis to regain its sense of order, to function "around" the crisis. Ours is a limited-time service designed to help a family, not only

A Prescriptive Program

A couple brought a 10-year-old child into the Blick Clinic. She had a mental age of six or seven months, still lay on her back and ate soft-to-liquid food. She was hardly aware of her surroundings, her legs and feet were birdlike, turned in, and distended from lack of use. Her sense of order and focus was chaotic. Her parents came to the clinic because they wanted to learn how to cope with her, so we wrote a program prescribing a specific treatment for advancing her mental age. As we carried out the program step by step with both parents, a volunteer helped them follow up and establish a routine. Treatment was administered both at the clinic and in the home.

The object of the programming was to advance mental age a month and a task at a time. The general goal in this case was to raise the child's mental age to that of toilet training, say 27 or 28 months; but the first objective was a mental age of eight months. So we designed a chair that encouraged her to sit forward enough to put weight on her feet. Her turned-in feet would gradually straighten with normal weight distribution.

When she reached the sitting stage, we placed her in front of a plastic table with edges that prevented things from rolling off. We talked to her over this table, picked things up, showed them to her, replaced them. When we talked to her, we talked straight into her eyes so we could get her to focus on us. Then we handed things to her. Slowly we got her to operate toward the mid-dorsal line. We were refocusing her preceptions, helping to adjust her eyes to near-point tasks. Next we took up chewing. How could this child deal with solid food when she could not grasp food to put it in her mouth? The answer: peanut butter on the roof of her mouth. The sucking and smacking that she did to get the peanut butter off made her move her jaws. Gradually, the movement became a regular chewing motion. We started giving her more solid things to chew . . . like marshmallows. Finally, the logical steps of prescriptive programming resulted in (1) sitting up, (2) facing forward, (3) addressing things from the front. With the help of student volunteers, we had trained an infant to grow into a child.

to survive a crisis, but to become independent of outside assistance.

As a student home economist, the homemaker-health aide has many skills and is prepared to perform almost any supportive role. Homemakers do not provide a chore service. They are instructors and management specialists. A student just doesn't come in to do the dishes, but sees that the dishes are done as part of good home management. The aide assists in organizing useful time and tasks, such as running a kitchen or developing a houseclean-

ing routine. A mother with a first baby may need infant care instruction. An aide working under the supervision of a public health nurse can give bedside baths, turn immobile patients, dress wounds, and help a patient maintain a medication schedule or a special diet.

In their junior year, many students who have had homemaker experiences elect to take the "Homemaker Rehabilitation" course which places them with selected disadvantaged families unable to afford full-

(Continued on next page)

time professional services. Actually, "rehabilitation" is not a precise term. We mean the creation of new home environments. We are not training clients' families to "adapt" to hardships, but to overcome them. We do this by teaching a variety of home management skills, ranging from re-adapting kitchen routines for the physically handicapped to the intricacies of good child care. A family capable of self-help and caring, and one that has a good grasp on its independence, can maintain a good standard of living.

Q: Please describe your work with the Happy Day School for the Trainably Mentally Retarded.

A: The school emphasizes treatment of the retarded in the home, working with the mother or father who must deal with the day-to-day stresses of this situation. This year we have 30 students in a variety of academic fieldwork settings working with children and parents at the school and in the home. Many undergraduates work with a home trainer in physical development who may be a graduate student carrying out a prescriptive program written for a child's specific problems. This program is performed step-by-step with the parents. The undergraduate volunteer gives parents assistance in following up this training (see case history).

Q: What is Blick Clinic and how does it operate?

A: Blick Clinic (located near the KSU campus outside of Akron) is a developmental disability center for the mentally retarded, epileptic children, and those afflicted with other serious intellectual deficiencies. It's funded by Portage County. I also work at the clinic as case manager and parent educator; my time is allotted by the university. Blick serves as one of the major service learning experiences for our undergraduate and graduate students. Graduate students specializ-

ing in a number of fields in family health and home maintenance do research here. Our undergraduates can elect to do their practicum here. We do a lot of prescriptive programming while working with the parents who come to the clinic. Undergraduates help support the parents involved in prescriptive programming by taking care of other children, helping to plan meals and shopping, and providing many other home management services that can help parents who are working with a staff professional in developing the motor capacities of a retarded child. I like to think of the Blick Clinic as a microcosm of the ideal social service; each person, from the rawest undergraduate volunteer to the graduate specialist performing a needed service, all resources drawn together in bonds of cooperation; the agencies, families and the university working together with the single goal of accomplishing specific public services; nothing wasted.

Q: What kinds of work do your students do with disadvantaged children?

A: A number of our students work with the staff at Friendship House near the campus, which is essentially a child care center. We help supervise child care and a young adult program; we provide nutrition education for neighborhood groups who come. Mainly we serve as a catalyst for many programs dealing with disadvantaged children. Students do field placement at the center, especially those in the "Disadvantaged Children and Their Families" course.

Q: Tell us about services for the aging.

A: Dorothy Fruit (assistant professor of home economics) teaches our Aging Family Course. Students in the Aging Family Course work with the many elderly who live in the Kent-Way center, which is part of

the university complex. The basic undergraduate experience consists of the "Friendly Visitor Program," in which each student visits and gets to know an older person in the home or nursing facility. By working with an aging person the student can better understand the process of aging itself, which includes coping with the problems of employment, consumer protection, nutrition, housing, clothing, family relations and the biological aspects of aging and basic needs. The Aging Family and the senior Homemaker Rehabilitation program are interlocked, for so much of the needs of the elderly require adaptation to mounting disabilities. Our students help these people establish home management routines, help them adjust to disabilities that inhibit their capacities to maintain a home, good nutrition, and an adequate standard of living.

Q: Dr. Lance, will you summarize the meaning of the home economics program? Is it achieving what you thought it would?

A: Yes it is. I think we emphasize what it means to be human. We underscore the humanities that are part of so many academic programs. We did not ask for a new set of courses in the beginning. We went with existing courses and made changes when we found them necessary. We looked at established groups already involved with family services and worked with them. We've taken 11 courses that offer options for students to get off campus and perform community services; we found a volunteer service at KSU that will swing with us; we found agencies that will take us in if we prove responsible, and we are. We meet individual and family needs where we find them. Yes, we have standards, but we put people first. We want our students to come out of this experience in a generous frame of mind; we hope to teach people to value other people.

going academic

move
your program
into
service-
learning

JAMES E. ALTHOF

**Instructor of Human Development
And Director of the Mont Alto Campus
Community Service Program
Pennsylvania State University**

A FRIEND OF MINE recently had the experience of hammering out a proposal for a university-wide community service-based learning program. The man with whom she conferred was the dean of undergraduate instruction. Behind them were weeks of meetings, rough drafts, and long hours. The proposal was beginning to take form. "I envy you," the dean said, "you are just getting started in your career and you're on the crest of a wave of the future in higher education. We can provide a relevant education to students and at the same time serve the needs of the community."

In the next few years, higher education will adjust itself to serve the new demands for learning. This is precisely why volunteer service groups can play a model role in college academic programs. The kinds of expertise that are routine in a student volunteer program will help guarantee that program an important place in the experiential education movement.

To participate fully you need to know who you are, what you have to offer, and what you will be able to accomplish if you are thinking about expanding your services to include accredited field options.

The administrators with whom you will be consulting will not need to be sold on the benefits of your program. They will have to be sold on your ability to demonstrate that you know your own direction and have a clear grasp of what services you can perform.

First, take a careful look at the local demand for a volunteer/experiential learning office. A campus interest in experiential learning can be gauged by noting who is offering field study courses, which instructors and departments are involved, what committees are examining the question, and how many courses are emerging across campus. You can get the answers through the faculty-staff grapevine, by examining the student newspaper, poking around department or division offices to

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see if there are any proposals in the wind, or observing the activities of the faculty senate. The most readily available information can come from the volunteers in your program. Ask them if they know of any courses that involve credit for volunteer work.

Friendly Natives, Denizens, and Deans

The results of your informal research should be prepared as a concisely-written list of friendly natives, denizens, deans, and current field experience options. Your list should look something like this:

- Needs that an office of experiential learning will meet on your campus. Include ways in which you can meet these needs.
- Asking the right questions should give you an idea of which deans, department chairmen, faculty, and others support experiential education. Rank them on a scale of active support.
- At all levels of the university, what local attempts have been made to generate more experience-based learning options (grants, proposed curriculum changes, campus recruitment efforts)?
- Locate existing programs, such as offices of student teaching placement, cooperative education, or graduate internships. Familiarize yourself with people and departments that have resisted experience-based learning options. Note their arguments.
- Take a look at the assets and liabilities of your own office. What skills, expertise, and services do you have to offer? What resources could you bring to an academic program (trained staff, office space, existing budget, referral system, reputation, community contacts) and what liabilities (differences in life styles, conflict of goals, managerial sophistication, or missing academic credentials)?

You should find a strong vocational interest on the part of the students; a growing proliferation of field study options; at least some kind of cooperative education field study proposal being considered; several curriculum proposals in the works; and a few deans, vice-presidents, and department heads who are taking more than a passing interest in experience-based community service learning. The compilation of interests will tell a lot about the options open to you and the choices you can make in going academic. It is important that you assess your immediate academic environment accurately. Poor timing and an imprecise understanding of conditions mean that you might walk into territorial infighting at even the lower levels. These can sabotage good plans at an early stage.

Your eventual strategy will be to cultivate the friendliest man with the most clout whose program your office can do the most for. On many campuses this man will be the dean of undergraduate instruction or dean of student affairs. You will find that he strongly shares your interest in the affairs of undergraduates and sees his role as striving to improve their college experiences

as much as his resources will allow him.

The next step in your move toward an academic program is to develop some organizational objectives and to adopt an organizational format that will fit comfortably into the pattern of demands, supports, and institutional barriers that you have already uncovered. This information should be prepared in the form of a brief proposal—one that is written for an academic audience. This does not mean that your style will be impregnated with a profusion of polysyllabic agglomerations but rather that it be clear and specific. Safeguard the traditions and interests of friendly offices that have the ability to accept and implement your program. The proposal should demonstrate that you are aware of existing contributions made by the various departments and indicate a role of support by your office.

Do not write an organizational plan for assisting an academic department that will eliminate 35 percent of the existing faculty.

Do develop a plan in which your office will free faculty from placement chores and follow-up paper work while increasing their opportunities for traditional research and individual contact with students.

This makes sense because it supports existing priorities while expanding them. The strongest and most compelling arguments that can be made in the proposal are those demonstrating that educational services will be improved while costs are reduced. Your office can make available to the college the vast resources of the community while making no increased demands on the faculty. You will extend the physical facilities of the college, thus making possible an increase in credit production potential of some departments by as much as a third. Point out that all this good is going directly to the community.

Selecting an Organizational Format

There are no good or bad methods of organization; there are only variations in the types, number, and the quality of services your office provides. Some procedures and methods work for some people and some do not. Big is not necessarily best.

If you encounter resistance, it does not necessarily mean that you are doing things wrong. It may mean that you are doing things right but in the wrong place with the wrong people. It does not make sense to try implementing programs that are incompatible with existing policies, habits, and vested interests. Try making your concepts attractive by using the right bait.

As this movement gains momentum, its expression is becoming more diverse. The result is that experiential education currently is serving a variety of community organizations and college offices. This places your volunteer office in a position of demand by many of your college's offices. Your eventual affiliation must be made in the light of organizational realities. That is, to

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be a practicable academic concern, your office must contribute to the production of credit hours. But faculty are usually the only group vested with the right to grant credit. You will, therefore, need some attractive reason for faculty and departments to use your services. The more important you are to the production of credit, the more secure will be your future.

There are three basic organizational options. They are ordered from the least to the most academically oriented:

- Providing sideline academic services through the traditional volunteer office.
- Joining with a specific service office of the college.
- Becoming an umbrella office to integration and coordination of campus-wide services.

The Traditional Volunteer Office

As an organization integrated into the academic structure, the traditional volunteer office would operate much as it usually has except that it would handle requests from students for placements that satisfy the requirements of their courses. These requests would be dealt with as if they were typical for a volunteer. Your contact with the academic spheres of the college would be informal and on a friendly, consultative basis, usually with interested faculty looking for leads for class projects. Occasionally they would be involved in volunteer projects as advisers.

Student volunteer program offices are generally housed under the administrative roof of an office of student government or the office of the dean of student affairs. Depending upon the size of the school, the age of the program, and the interest in volunteering on your campus, you may or may not have your own budget, professional staff, transportation, sophisticated training program, applicant screening process, and a reliable record keeping system. These have a considerable effect on the options that will be available to you.

There are numerous reasons why an established office of student volunteers would be called upon to go academic. The more established the program, the more desirable it is. Your office is probably one of the most productive public relations organs on campus; it probably is most experienced in the development of placements; and few offices have quite the contact with the community that yours does. As long as you do your job, expand your program, and extend your service to other parts of the campus, your organization can live a long and happy life doing its thing: serving the community.

The trends, however, may be against an organization that specializes in pure volunteerism. Funds are being cut from offices of student affairs, while essential services are being shouldered by offices with longer histories and more academic credentials.

Also, the student is changing. The college student of the 1970's is a job-oriented creature. His needs may be met through the growing numbers of accredited field

options. Demand shifts like this can reduce your office's volunteer core to numbers too small to justify the staff and budget. In a very informal survey on the University of Maryland campus, I found it difficult to find a volunteer who did not want credit for his volunteer work. A survey of 1972-73 freshmen indicates that 70 percent thought credit should be given.

If academic departments can use field options to attract a larger share of the 25 to 30 percent of the freshmen who have undeclared majors, they will. Students are attracted to progressive programs like these, so it is a good bet that departments will develop their own placement systems. Perhaps the believed dicotomy between the pure volunteer and the accredited field worker does not exist. Ellen Moore, former Coordinator of Volunteer Services at Penn State, found that many of her pure volunteers got started because they were originally required to do volunteer work for their courses.

The pressure is on for new markets, and the only real, long-term option open to offices of volunteerism will be to go formally academic or to adopt one of the credit-producing techniques of the other offices. This allows the college to retain the benefits of a volunteer program while extending your expertise to other areas. An excellent compromise is the one at Penn State where the coordinator of volunteer services has a joint appointment with student affairs and the College of Human Development. On the one hand her office independently serves the needs of the pure volunteer. On the other, her academic credentials give her the necessary link with credit production.

Specific Service Program

A specific service program has one major output or service such as career development, career placement, counseling services, or academic advisement. With this type of strategy, an office of experience-based learning takes on the functions of specific volunteer service. As part of this sort of office, you must expect to adopt its policies, to focus your energies on its goals, and to operate under its leadership. This is not necessarily a disadvantage.

The greatest advantage of incorporating into a specific service office is its budgeting and organizational ties to programs with more permanence. These programs often have pre-established connections with credit-producing departments. Frequently they are staffed by persons who also hold academic rank. The department placement office closely resembles the traditional student teaching placement service.

Your office becomes part of an academic department in the most specialized form of this affiliation strategy. The other non-academic specific service types can associate only indirectly with student demand and credit production. As part of these other offices, your performance would be evaluated by different criteria, such as

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the numbers of students advised, referrals made, and faculty contacts generated.

These other specific offices have the advantage of being broader-based than the departmental placement offices. If it looks as if the off-campus learning option will be consolidated into a single office, it may be wiser to go with some of the campus-wide offices such as career development. Ties across departments and colleges leave you in a position to develop relationships that are more attractive to a broader faculty base.

A Counterpart to Other Services

There are several other facets of specific service programs. These specialists tend to view volunteerism or experiential learning as a counterpart of their existing service. For example, the counselor thinks of it as therapy, the career adviser sees it as developing job skills, and the academic adviser sees it as a way to re-motivate students to the relevance of their courses. Each of these purposes are legitimate in their sphere. Each operates in an office tuned to perceive a limited, specialized group of student needs. From a broader perspective, however, many of these purposes can be satisfied through a uniform experience-based learning office. When they all operate placement services concurrently and independently, however, the result is redundancy, inefficiency, and confusion. If continued for long, such a medley of efforts may destroy the positive public relations that your office has built over the years.

You may find that incorporating your volunteer program with one of these agencies is comfortable in the short run, but this could put you at a disadvantage in meeting your campus needs for a broader program. You will have little control over the actual experiences of the students you send into the field or the kind of treatment that your community agencies receive from students or faculty volunteers. Furthermore, if you become subordinate to specific service units, your campus contacts may be confined to pre-existing channels, your procedures limited to those established in-house, and your office services redesigned to address themselves to the new program perspective. There is nothing inherently wrong with this. However, it does have the potential of restricting the future visibility of your program.

Campus-Wide Offices

The campus-wide office deals with the superordinate purposes of the campus as a whole and integrates its services with the needs of the specific service offices. You may find campus-wide offices under a variety of names, but whether the program is called the Office of Experiential Learning, as is the one at the University of Kentucky, or the Career Education Program, as is the one at the University of Maryland, the names matter little.

The services of campus-wide programs actively encompass all the ways in which experiential education

can be applied. Needs such as career and academic planning, job experience, course relevance, positive community relations, individual counseling, and therapeutic experiences are all functions that are within the program's area of interest. To develop such a broad-based volunteer academic program, your office must affiliate with a level above the specific service offices. This might mean the dean of undergraduate instruction or the academic vice-president of the college. Such an arrangement lowers the barriers associated with the other office types, such as inter-office territorial rights over specialization, program redundancy, clerical inefficiency, confusion in community relations, and indirect association with credit production.

Centralized coordinating offices that operate as staff units from upper administrative levels are in the position to develop uniform field service policies and efficiency measures to aid in the process of experiential education. Examples of this could be pre-field instruction modules, more personalized advisement and placement, and development of faculty workshops on experience-education teaching techniques.

Harmonizing Your Program

As enticing as this organizational approach may seem, there may be substantial barriers. A bid to develop a campus-wide office of experiential education means that your office, your manpower, your records system, your systems of correspondence, and even your office decorum should reflect that of the dean or vice-president who is interested in your program. A central office of volunteer experiential-based learning may be expected to be staffed with a director holding advanced degrees or a person with formal administrative talents. These requirements are rarely a problem for the larger volunteer programs, but they may pose a problem for smaller, newer programs. The smaller program may choose to reorganize under an appointed administrator, incorporated as an arm of specific service office, or recruit the needed managerial talent if the money is available.

Implementing a Plan

The plan that makes most sense on your campus will become obvious as you assemble the data you need. Once you have a clear-cut notion of your office's resources, know what you want to accomplish, and determine the climate for off-campus experiential learning, your implementation strategies will become apparent.

I have suggested that you study your demand for a field experience study program, examine your resources, develop a concisely written proposal to meet those needs, and finally initiate your plans at the highest administrative levels from which a decision to change must come. After that the implementation of your program is probably the most comfortable thing you will do in going academic.



Student Mary Ann Sugrenci teaches a tune to a bedridden child.

Ewing, N.J. High School Combines Education And Volunteerism In Unique Three-Phase Program

CAREER EXPLORATION AND SERVICE

EWING, N.J. HIGH SCHOOL volunteers are learning about the world of work in a three-phase experiential education program that aids the community and rewards the student with self-awareness as well as academic credit.

William DiGeorge, a teacher at the suburban Trenton high school for 25 years, started the elective work-study plan last year with 24 students, following a swing around the country to study other high schools' and colleges' volunteer components. This year, DiGeorge, now coordinator of Ewing High School's "Volunteer Community Service Program," has signed up 104 students for what he calls "an intensive introduction to the processes of service agencies, government, commerce, and many specific occupations."

Phase 1 of the program is a "Classroom Workshop" that prepares sophomores and juniors for service by involving them in studies of the community and its agencies, emphasizing career opportunities. It offers two

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and a half credits for a semester's work. Each student selects an agency that could provide a career internship, then prepares for a field experience by studying the problems he might expect to encounter.

The workshop is based on lectures by DiGeorge and guest speakers from government, commerce, and industry, followed by class discussion that uses transactional analysis to examine personal working relationships more effectively.

Transactional analysis is a method of self examination that helps one monitor and understand his interpersonal relationships.

In practice, students will come back from work experiences and each in turn will examine their various confrontations with people on the job.

"How did you relate to the supervisor?" one will ask his classmate.

"Did you perceive the supervisor as a parent or an equal?" asks another.

"I find it hard to take orders, it makes me feel like I'm 10 years old," answers another.

"In the real world of work," DiGeorge pointed out, "Students will be faced with the stresses of relating to others. They'll find that work isn't just an abstract process of accomplishing tasks, but that there's the need for cooperation; people dealing with each other in a number of situations to make things work on the job. Our hope is to encourage our students to learn self control and self direction by carefully looking at themselves and how they relate to others in the actual working situation."

The workshop phase also features on-site field trips by class sections and individual students. Each student must visit an agency or business, interview its staff and prepare a report on the organization's function and purpose.

Phase 2 is the Community Services Fieldwork Program and offers five credits for a semester's work. It extends Phase 1, beginning during the latter part of January and ending in June, placing students on a part-time basis in local hospitals, local and state government offices and with special education projects that help disadvantaged children.

Phase 2 students learn office procedures, become acquainted with staff personnel and their assignments as they begin to actually perform services.

"Students in the program are released from all classes at noon, are free to have lunch wherever they choose, and are required to report to their selected agencies and businesses by 1 p.m.," DiGeorge said.

This phase of the program introduces students to actual working circumstances. Students are required to submit a written evaluation of their own performance every two weeks. The host agencies are also required to evaluate the student on the basis of punctuality, neatness, initiative, integrity, responsibility, and acceptance of supervision.

"We have the ultimate responsibility for any student," said DiGeorge. "If a student doesn't work out, he is pulled out immediately and brought back to the school.

"The agency's evaluation form is drawn up like a simple checklist. We don't want to involve an agency's staff in lengthy paper work."

Twice during the semester, the whole class meets with DiGeorge for a systematic analysis of the personal relationships involved in their work experiences. Students are graded on a pass-fail basis.

Phase 3, a half-semester Senior Option Program, expands the working time-frame and degree of student responsibility for on-job learning. "During the last eight weeks of school," DiGeorge said, "seniors are given the option to work without pay in some form of community service. Each student is free to choose the kind of work he wishes to perform and is released from school to work as a full-time intern." Evaluation is similar to that in Phase 2.

DiGeorge plans an Independent Involvement Program, which will enable students to receive credit for work and community services achieved on their own initiatives. This program will consist of:

- Supervised involvement, in which the school will provide contacts, orientation to selected placements, and transportation arrangements. This part-time service will focus on helping disadvantaged children in the Trenton area.

- Unsupervised involvement, designed for students who prefer to make their own working arrangements during weekends, holidays, and evenings.

- The Summer Service Learning Program, which would establish Ewing High School as a year-round center for community service is still in the planning stages. It will emphasize the permanent nature of the school as a coordinating agency for the community.

The Ewing program is designed to provide a comprehensive set of pre-employment experiences. In general, it encourages students to express their feelings about going to work and enables them to spend a semester researching the various occupations and exploring their own attitudes.

"Each student draws up a set of objectives, planning how he would examine community, agency, and business organization," said DiGeorge. From a compilation of these objectives, the class draws up a master list, and this becomes guidelines for the semester's tasks.

Each student prepares for Phase 2's actual introduction to work by developing a job description, making the first attempts at the professional self-evaluation required for good resume writing.

"Our program is gathering momentum," said DiGeorge "The response from the community has been enormous. They like the enthusiasm of our students."

In its first year, the Senior Option Program has placed 23 students in a broad range of individual pro-

grams. There is a significant amount of emphasis on community service in the placement of Phase 2 and Senior Option students.

Good examples are work being done at the local Child Study Center, Princeton School for Exceptional Children, and the Trenton Psychiatric Hospital. Two students at the Child Study Center work with the Head Start Day Care unit, helping three and four-year-old children prepare for kindergarten. Both students spend four days a week there, the senior student working a full day with 13 children, doing everything from teaching them shoelace-tying to organizing learning development games.

Three students at the psychiatric hospital work with geriatric patients creating and supervising arts and craft projects and conducting discussion groups.

At the Princeton School for Exceptional Children, two Ewing students are forming bonds of trust with emotionally disturbed children unable to adjust to classroom routines. The Senior Option volunteer works with seven children five days a week correcting papers, talking informally with the youngsters, and consulting with teachers and parents.

Ewing volunteers are also contributing service to state and local government offices. For instance, five volunteers attached to New Jersey's newly established Office of Student Affairs are helping Roger Burbage, director of the OSA, compile surveys and research studies by doing such work as cataloging high school newspapers and analyzing the impact of student membership on county and city school boards.

In addition, each volunteer serves as a student adviser to the state school offices of food administration, urban education, vocational education, research, and planning, and a Teen Arts Festival.

Other Ewing seniors are helping retarded children, performing occupational therapy for elderly persons, assisting the staffs of the local municipal government, and working in actual internship situations. One student working with an occupational therapist has already been cited for her enthusiasm and talent in motivating patients at a local hospital.

And there are other benefits. DiGeorge recalls a student last year who "would have dropped out of school if it hadn't been for this program. He just didn't like the classroom routine. He wanted to work, and through our program, we helped him to orient himself more effectively for it. At the same time, the program kept him in school."

DiGeorge, who teaches three classes of American Studies, thinks that every student should have some community service experience before he graduates. High school, he said, is the proper place to begin a practical introduction to life. "The community is being made to realize that education is not a one-way street, that it should be a partner of the school system in preparing young people for community service."

Ewing volunteer Jan Felix helps a hospital patient apply impasto.



NSVP SURVEY

Profiles a Growing Student Volunteer Movement

This report was compiled
by NSVP staff member
Gene Kates

ACTION's National Student Volunteer Program (NSVP) surveyed approximately 2,000 colleges and universities during the 1973-74 school year to compile the *Directory of College Student Volunteer Programs, Academic Year 1973-74*. The survey produced some impressive statistics on student volunteer activities throughout the United States.*

The survey sample of 681 questionnaires represents returns from every state except Nevada. Table I is a breakdown of the survey sample showing the following information:

- (1) Number of college student volunteer programs in state.
- (2) Total budget of the student volunteer programs in state.
- (3) Number of college student volunteers in state.
- (4) Number of volunteer-hours served a week by the students in state.

The summary of this breakdown shows that the 681 reporting college student volunteer programs currently field 143,611 student volun-

teers who serve a total of 638,689 hours a week. This student volunteer effort provides approximately 23 million hours of community service per school year.

Service Costs

As reported to NSVP on returned questionnaires, the sample of 681 volunteer programs are supported by \$8.5 million a year. This

means that the average cost of one hour of volunteer service is 37¢! This funding for student volunteer programs comes from a variety of sources. One hour of community service by a college student volunteer costing 37¢ is financed in the following way:

- 2¢ is generated by students participating in a wide variety of fund-raising events

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TOTAL STUDENT INVOLVEMENT

NSVP received information from student volunteer programs on college campuses across the United States. Of the 2,000 questionnaires that were distributed, 40 percent were completed and returned to NSVP. Based on the survey sample of 681 questionnaires, a statistical projection shows that the college student volunteer movement totals some 2,000 student volunteer programs involving an estimated 422,600 student volunteers. NSVP projects that college volunteers contribute approximately 1.9 million hours a week of volunteer services, or 67.6 million hours per school year. Compared with a full-time work force, 1.9 million hours a week is equivalent to 47,000 fully employed people. If valued at \$2.00 an hour, student volunteers are providing \$135 million worth of services to their communities each year.

NSVP estimates that some \$25 million was used to support student volunteers on college campuses for the academic year 1973-74.

*Of the 2,000 questionnaires sent out, 710 were returned to NSVP completed and presumed valid; 58 questionnaires were returned stating no active volunteer program existed at present; 17 questionnaires were returned with duplicate or incomplete information, and they were eliminated for statistical purposes. Of the 710 valid questionnaires received by NSVP, this report is based on the 681 surveys that arrived in time to be analyzed in March, 1974.

**Table 1 COLLEGE STUDENT VOLUNTEER PROGRAMS
A BREAKDOWN BY STATE OF NSVP SURVEY RESPONDENTS**

State	Student Volunteer Program	Total Budget	College Student Volunteers	Hours/Week Volunteer Service
Alaska	1	168,000	45	1,800
Alabama	6	88,600	475	885
Arkansas	2	39,807	225	675
Arizona	8	52,350	2,080	10,190
California	57	1,593,337	19,270	112,009
Colorado	8	12,964	1,900	12,450
Connecticut	18	139,525	3,809	13,365
District of Columbia	4	22,000	346	7,222
Delaware	2	6,200	560	1,680
Florida	19	124,875	1,704	5,934
Georgia	12	16,545	1,327	4,061
Hawaii	3	122,705	205	2,330
Iowa	14	122,970	2,478	12,533
Idaho	4	109,200	120	932
Illinois	33	201,436	5,944	26,535
Indiana	23	73,186	4,041	12,753
Kansas	11	36,000	1,468	4,816
Kentucky	7	203,463	584	3,212
Louisiana	8	157,423	328	2,265
Massachusetts	28	454,158	5,944	25,094
Maryland	11	200,009	1,811	7,821
Maine	7	6,200	558	1,604
Michigan	27	520,533	5,918	20,429
Minnesota	16	157,560	1,850	8,442
Missouri	18	288,120	3,385	17,460
Mississippi	4	15,665	702	777
Montana	4	128,391	170	1,925
Nebraska	8	84,880	1,867	11,037
North Carolina	17	52,300	1,217	4,483
North Dakota	3	4,740	760	5,148
New Hampshire	7	25,400	219	1,090
New Jersey	19	481,774	3,610	15,766
New Mexico	3	10,500	75	240
New York	61	552,319	19,533	123,757
Ohio	35	248,314	9,577	36,226
Oklahoma	3	15,400	560	820
Oregon	11	222,000	2,782	15,351
Pennsylvania	38	216,075	6,692	19,015
Rhode Island	3	3,900	645	4,095
South Carolina	17	216,982	3,558	18,331
South Dakota	4	2,800	695	2,460
Tennessee	6	4,335	788	2,861
Texas	12	112,165	2,070	5,380
Utah	7	142,635	11,513	7,616
Virginia	18	321,181	2,331	8,404
Vermont	5	15,250	734	1,822
Washington	23	353,329	2,880	16,038
Wisconsin	20	259,834	3,466	16,130
West Virginia	8	88,915	626	2,895
Wyoming	2	45,280	164	534

- 4¢ is contributed from a variety of small or miscellaneous sources.

- 5¢ is generated directly through student fees.

- 11¢ is derived from the college or university administration.

- 15¢ comes from private or government-grants.

Figure 1 illustrates these funding sources for college student volunteer programs. It is interesting to note that about 50 percent of the cost of an hour of volunteer service is financed by the university community itself.

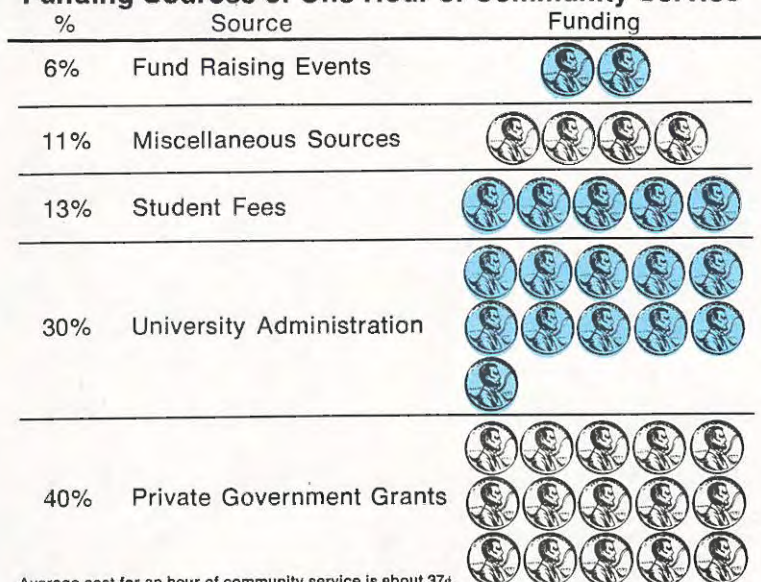
In addition to financial support, student volunteers are receiving support from professional administrators. Approximately 23 percent of the college student volunteer programs in the NSVP sample have a full-time director. Fifty-four percent are receiving the assistance of a part-time director. More than 5,000 people function as staff members in support of the sampled programs.

A third area of support reported to NSVP by college volunteer programs is in the growing number of colleges and universities that

grant academic credit for volunteer community service. Students in 54 percent of the volunteer programs sampled are receiving academic credit for community service work.

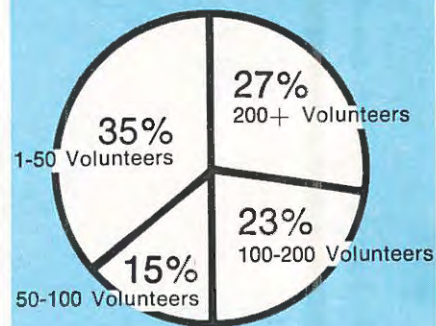
College volunteers participate in a wide diversity of community service activities. Figure 2 illustrates the 15 categories of student volunteer activities. Although the area of education is the largest single category, it represents only 11 percent of all volunteer service of college students in the NSVP sample group. Corrections and aging are

Figure 1
College Student Volunteer Programs
Funding Sources of One Hour of Community Service



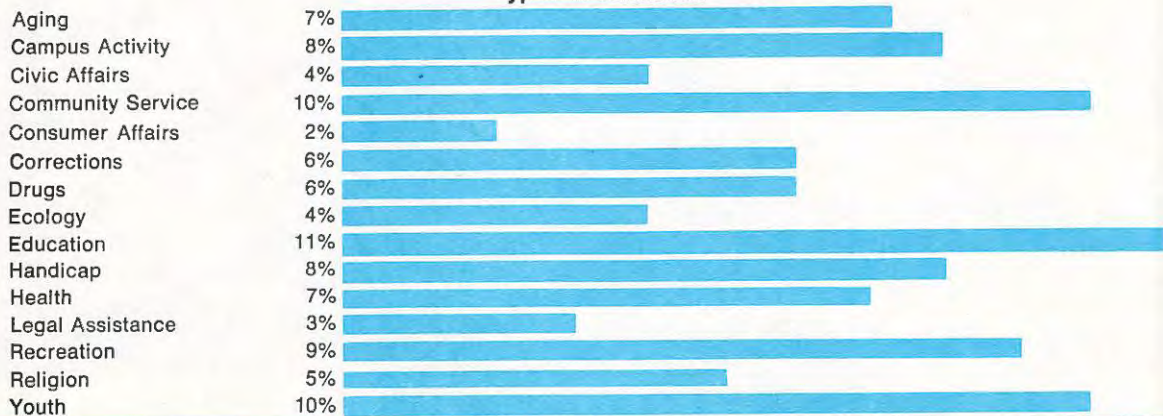
Average cost for an hour of community service is about 37¢. Shaded area indicates that approximately 50% of cost of one hour of community service is financed by university community.

Figure 3
College Student Volunteer Programs
Number of Volunteers



The median number of volunteers is 100 per program.

Figure 2
College Volunteer Programs
Types of Activities



growing areas of volunteer activity.

Student volunteer programs are shown to vary greatly in size, from programs that involve less than a dozen students to programs involving several thousand students or a majority of students on a campus. Approximately one-fourth are large programs involving more than 200 volunteers. The median volunteer strength is closer to 100 volunteers per program, but a sizable percentage of programs in the NSVP sample involve less than 50 college volunteers. (See Figure 3).

Funding Levels

The range of funding levels of programs is as diverse as their size range. Approximately one-third of the college programs operate without funding.

The median funding level is close to \$1,000 per program, and there is a small group of four percent that operate with budgets of over \$100,000. (See Figure 4).

An analysis of the funding level of college volunteer programs in comparison with the number of volunteers demonstrates that large volunteer programs are not necessarily those with the largest budgets. Figure 5 shows four budget levels. The percent of large programs (over 200 volunteers) for each budget level is indicated. Although the percent of large programs increases as the budget increases for the first three budget levels, in the fourth budget category (over \$100,000) the percentage of large programs drops significantly. This drop is attributed to the influence of full-time Federally funded college volunteer programs. Programs, such as University Year for ACTION (UYA), are financed by large government grants that support volunteers who work 40 hours a week. These full-time college volunteer programs in the NSVP sample average about 100 volunteers—approximately the median size. This explains why there is a lower percentage of large programs with budgets over \$100,000.

Figure 5
College Student Volunteer Programs
A Comparison of Budget Level & Program Size

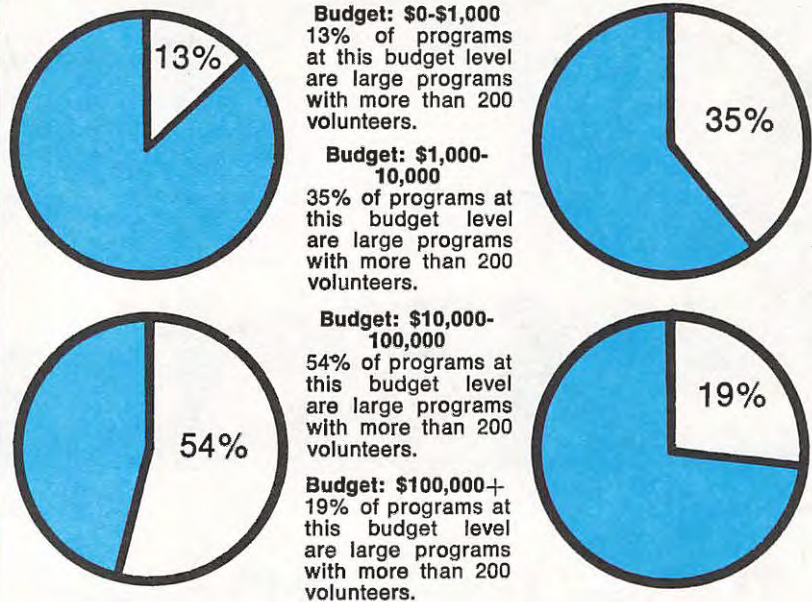
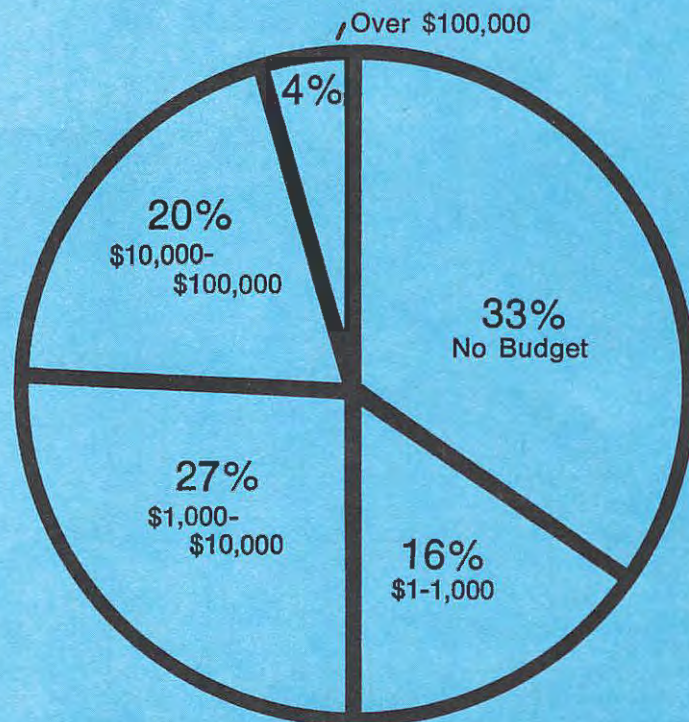


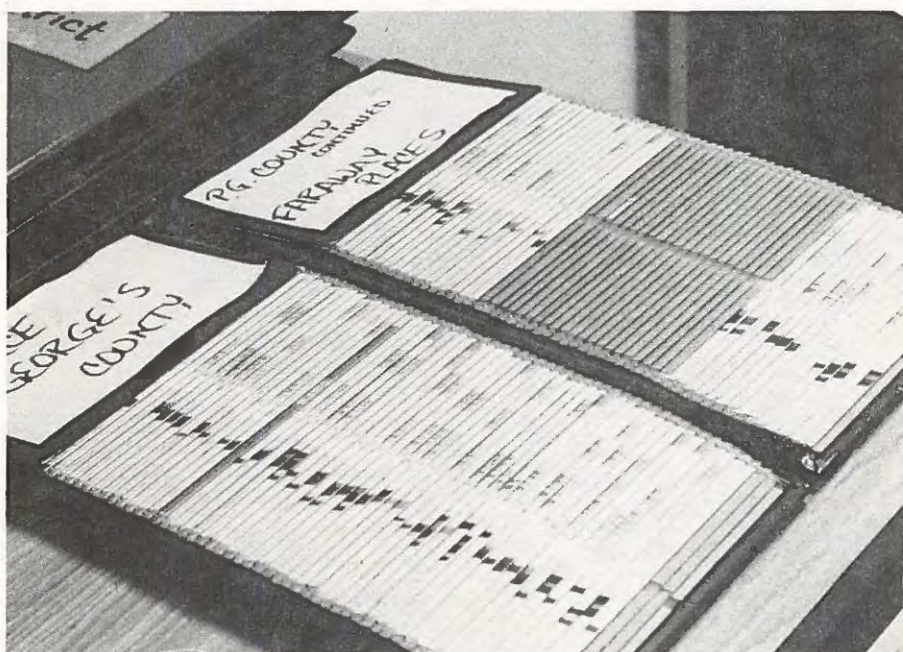
Figure 4
College Volunteer Programs
Funding Levels



The median funding level is \$1,000.



Color Coded Cards Match Agencies and Volunteers



AN EFFECTIVE and inexpensive color-coded card filing system now being used on some campuses permits student volunteers to match their job skills and academic background with appropriate community service programs.

The system is based on recording agency information on 5 x 8 inch cards that fit into standard metal card file books available at any stationery store. Card holders are hinged so that cards can be flipped up and down to permit examination of the data on either side. The lower half-inch of each card is exposed at all times, and this part is coded for quick reference.

Each metal book will hold about 100 cards, and agencies are filed alphabetically.

The card file books are kept on a table in the student volunteer office for easy reference by volunteers or prospective volunteers.

All relevant information concerning an agency is recorded on its own special card.

The exposed bottom edge of each card, as it lies flat in the file book, is used for basic data coding. In designing the code, it is necessary to decide what information is sufficiently important to warrant coding and whether coding should be by number, letter, or color.

Color coding should be limited to those data categories that are most often used by students in selecting an agency. In this way, each agency that falls into a category can be identified by its exposed red, green, blue, or other colored tab.

Student volunteers looking for an appropriate agency to match their own skills and interests frequently give priority to the age group served, therefore this is a good data category to color code. Which agencies, for example, serve pre-school children; which serve the elderly? Age groups can be identified (pre-school, elementary school, adolescent, youth, adult, and elderly) and a color assigned to each. A colored slip of paper is placed in the visible area at the

AGENCY DATA FILE

PHONE: 731-4280
DATE 2-13-74

COMMUNITY SERVICE PROGRAMS
6014 Student Union
Spelvin University
Spelvin Park, Minn. 55419

AGENCY Little People's Day Care Center PHONE 731-6801

ADDRESS 32 No. Dorsey Drive, Minneapolis, Minn. 55432



CONTACT PERSON Ms. Pringle PHONE 731-6801 x 7

WHAT DOES YOUR AGENCY DO? Pre-school child care center for 2 - 4 year olds. Open 5 days a week, 7:30 a. m. to 6:00 p. m. Care for children for working mothers. Feeding children, play and educational activities, and naps.

NO. OF VOLUNTEERS NEEDED 20 HOURS NEEDED 7:30 - 6:00 DAYS NEEDED Mon. - Fri.

QUALIFICATIONS OF VOLUNTEERS Patient, creative volunteers who enjoy children. Must be able to read stories, dry tears, and handle indoor and outdoor play.

RESPONSIBILITIES OF VOLUNTEERS 3-hour shifts needed. Care for children. Varied duties include recreational and educational activities as well as general care of children.

LP Day Care  ER | T | 

Abbreviated Name of Agency	Color Code of Age Group Served	Code of Agency Specialty (See list below)	Availability of Transportation	Handicaps (if any) of clients served	Color Tab Indicates Additional Agency Material in File
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bottom of each card holder to indicate the age group served.

Green, for example, might be the color used to identify pre-school, so that to find all agencies in the file that serve that age group, it is only necessary for a student to look down the file and select those with green tabs.

A tab on the right edge of the file card indicates that there is further information, such as brochures or data sheets, describing the agency in the regular files.

Other data can also be color coded, but there are limitations. Any information broken down into more than six classifications is difficult to color code. There just are not enough distinctive colors. In those

- LETTER CODES FOR AGENCY SPECIALTY AREAS**
- A. Arts & Humanities
 - C. Commerce & Industry
 - E. Education
 - G. Government & Politics
 - H. Health
 - L. Law Enforcement & Corrections
 - M. Mental Health
 - P. Physical & Social Environment
 - R. Recreation
 - W. Welfare

instances, letters or numerals must be used.

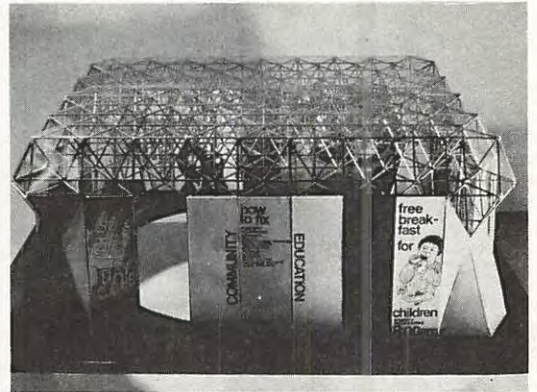
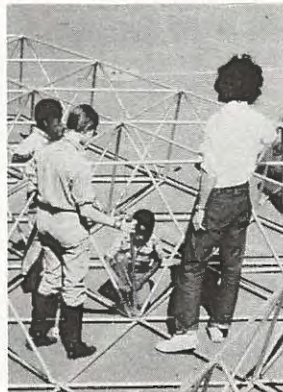
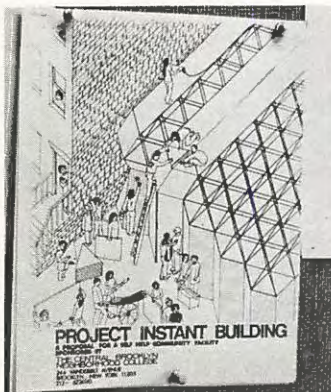
The illustrated card shows a sample of data that might be chosen for coding. The codes used across the bottom of this card are identified in the illustration.

The system offers opportunities for any number of variations in coding of agency data, and provides volunteers with a simple and quick way to retrieve information on agencies with which they may wish to work. It can also be used for structuring other kinds of data, such as student volunteer interests, skills, evaluation, and potential for academic credit. *Synergist* would be interested in learning about innovative uses of the system.



Pratt Institute's Center for Community and Environmental Development

Art, architecture and design students
serve as Brooklyn's advocates.



URBAN DECAY has for years afflicted many areas of Brooklyn, bringing with it what planners have called "the common ills of sub-standard housing, inadequate public services, inadequate school and recreation facilities and programs, poverty, unemployment, poor transportation, chaotic land use, and the whole discouraging array of social and economic problems that pervade underprivileged areas of the city."

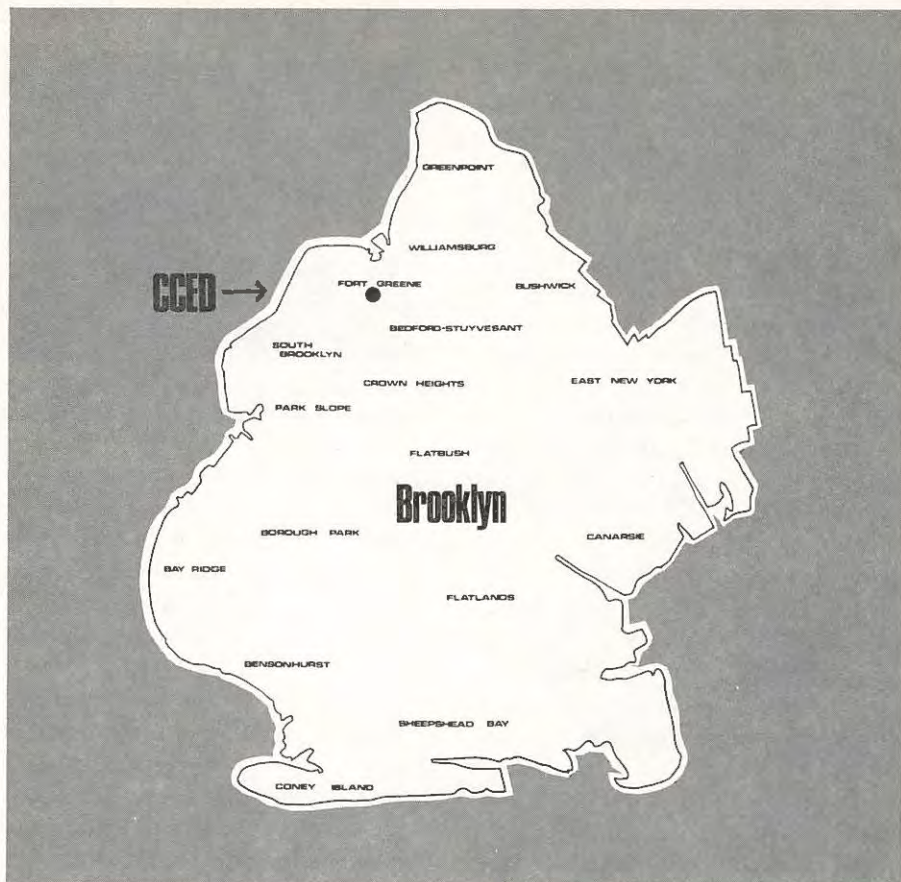
Pratt Institute, long regarded as one of the nation's foremost art, architecture, and design schools, is located in one of the decaying areas in the northwest corner of Brooklyn, bordered on the north and east by Brownsville and Bedford-Stuyvesant, two of the most depressed sections of the populous borough.

Only within the last 10 years has Pratt become genuinely involved in efforts to stop the deterioration and resurrect some of the charm of Brooklyn's old brick neighborhoods, wide malls, and generous parks. The vehicle for Pratt's involvement is its Center for Community and Environmental Development (CCED), formed in 1963 as an outgrowth of the institute's Department of City and Regional Planning. At first, the center attempted a fairly abstract educational effort, attempting to arrest Brooklyn's creeping decay by providing traditional classroom and workshops for residents interested in community development.

Inertia frustrated that strategy, and center administrators later altered the program to what CCED founders George M. Raymond and Ronald Shiffman call a more directly goal-oriented approach, best described as a participant education process, in which the

(Continued on next page)

Four steps (left) in the construction of an "instant building:" briefing, pre-fabrication, assembly, completed structure. Above, CCED's territory and projects in Brooklyn. Hank Prusing's wall mural at right depicts people on the Harlem street below.



center staff takes part continuously in local community organization meetings and projects, and assigns students to specific projects.

In 1968, partly as the result of a campus strike that expressed Pratt students' desires for greater academic relevance, the center opened its doors to all groups and evolved into an "advocacy-planning organization," still professionally staffed, still heavily underwritten by the institute, and still goal-oriented, but expanded by student volunteers whose formal connection with the center is an elective, five-credit course in social action.

"Now," said Rex Curry, assistant director of the center, "it serves a problem-solving function on a request basis, instead of being a research group and information-dispenser."

The center's first move was to send 60 or 70 student volunteers out into Brooklyn to establish storefront aid outposts. The information gleaned there from complaints, requests, and simple observation, was fed back to the Central Brooklyn Coordinating Council, a black group, which subsequently formed community conference organizations. The center now works or has liaison with 67 such groups.

Neighborhood organizations are the Pratt volunteers' entre to CCED's various clients, who would otherwise be highly suspicious or even hostile toward well-intentioned outsiders bent on intruding into



Street, the magazine of the Center, can be subscribed to, along with all other CCED publications, by contributing \$5 or more to the Center at 240 Hall St., Brooklyn, N.Y. 11205.

communities with improvement in mind. Under the present setup, initiative originates with the community and its members, so that advice, aid, and student creativity come as welcome solutions to real problems.

Currently, the center, directed by Shiffman and a seven-member professional staff located in a converted carriage house just across Hall Street from Pratt campus, operates semi-independently on a deficit budget. The 1973-74 budget is roughly \$210,000, and \$143,450 of this is covered by grants and money from Pratt itself, which means that the center will probably wind up the year more than \$66,000 in the red. The center offers Brooklyn residents free architectural aid, detailed land use and environmental impact surveys, housing studies, planning research, community development conference sponsorship, and community leadership training. It also publishes a sizable number of educational and

reference publications in health, housing, neighborhood improvement programs, and environmental protection, and a bi-monthly magazine called *Street*, which provides practical advice on how to cope with the urban environment.

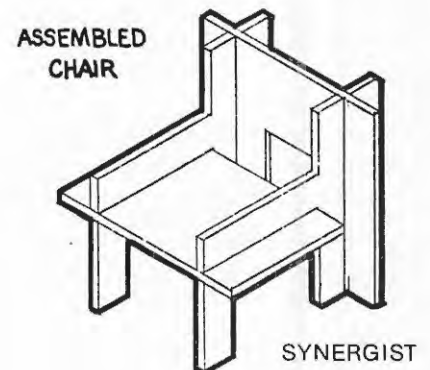
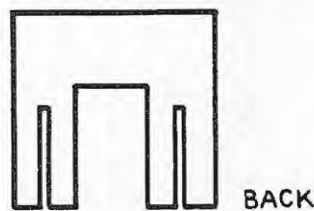
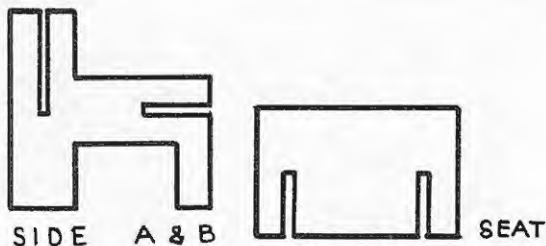
In addition, the center offers Pratt students the Social Action Course, which is an all-institute elective taken mostly by architecture and planning students; a community design program, which gives art and design students a chance to work at real problem-solving; a Federal work-study program; and a tremendous opportunity to perform meaningful community service.

At this writing, 25 or 30 students are working year-round at 22 social action projects, including:

- Redesign and development of parks in Crown Heights, Bedford-Stuyvesant, South Brooklyn and Park Slope.
- Creation of alternative plans for development of mixed residen-



Since the Center for Community and Environmental Development can draw on the talents of Pratt applied arts students and faculty, one of the organization's specialties is inexpensive, do-it-yourself construction. Below, and at right, are designs for pleasing, functional articles of children's furniture—a chair and a multi-purpose play device that serves as a seesaw, table, and bookcase—that can be cut out of 3/4-inch plywood. Designs are often published in *Street*, but are published separately for subscribers.





A central attraction at a CCED-organized South Brooklyn Waterfront Festival, the Hudson River Museum's sloop *Clearwater* took outing guests on rides around New York Harbor. The Center uses such events to create interest and community pride among Brooklyn residents.

tial-industrial areas in Coney Island, South Brooklyn, and Northside neighborhoods.

- A study, commissioned by the Bay Ridge Rat Committee, of the area's rodent lifestyle and the cause of a rat population explosion.

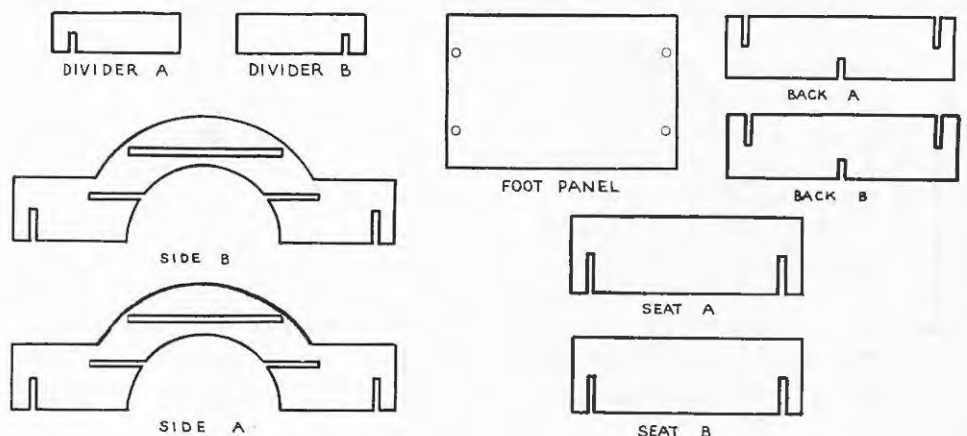
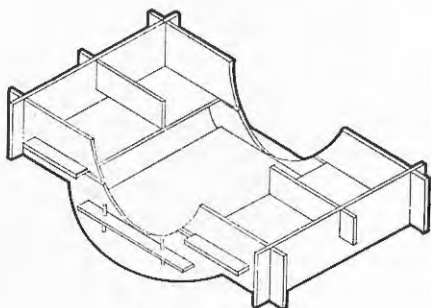
- Redesign of the St. George

Hotel for development as senior citizen housing, development of alternative transportation plans for senior citizens, and technical assistance to four Brooklyn senior citizen's centers in developing their individual environments.

- Assisting various neighbor-

hood organizations in comprehensive community development planning, housing relocation, recreation area development, the conversion of abandoned buildings to residential co-ops and community centers, and reorganization of institutional sites.

(Continued on next page)



- Assisting hospitals and community groups in health services and facilities planning.

- Aiding environmental and community groups in developing recycling centers, research, day care center development and design of other facilities.

Frequently, students find projects on their own and work at them individually. Hank Prussing, a second-year architecture graduate student from the Washington, D.C. area, was chatting with the director of Hope Community, Inc., a Harlem neighborhood development group, and the subject of outdoor murals came up. Prussing said that he had done six murals on barns in Virginia, while working on a summer job with a carpenter, and the community group director said that he had a building wall at Lexington Avenue and 104th Street that he'd like to see decorated. Prussing suggested a montage of faces seen around the community; he was given the go-ahead, and within three months had marshalled paint, scaffolding, and help, adapted photographs in what he calls a "painterly" technique, and covered the entire side of an apartment house with a representational collection of community portraits. All materials were donated.

In the summer of 1973, center students designed and helped construct an "instant building" as a project in cooperation with the Central Brooklyn Neighborhood College (CBNC) and its sponsoring community. The instant building was a one-story structure made of prefabricated metal components bolted together. The components were laid out on the site, and inexperienced people put the building together (1600 square feet of floor space) like a life-size erector set in less than 12 hours.

"Project Instant Building" involved 20 center students, 25 community youths, CBNC staff, and several VISTA workers associated with the college. The project was budgeted for about \$3,900 worth

of materials, and set out according to a statement of intent to:

"Unify and direct the energy and talent of neighborhood youth in creating something of lasting value to themselves and their community;

"Clean up one of the many garbage infested lots, pave it, and enhance adjoining buildings . . . provide service to the community,

"Provide the participating youths with expertise in the latest developments in building technology, media (photography, film, printing), and metal workshop techniques, utilizing on-the-job vocation-oriented approach."

Another center project was a Waterfront Festival, held off the end of Atlantic Avenue in South Brooklyn, and intended to make the public aware of the waterfront environment and its quality as a community asset. The sloop *Clearwater*, which belongs to the Hudson River Museum, came in for a day to take people on cruises around New York harbor, and several musical groups took turns entertaining the crowd.

"Festivals can be set up and run almost single-handed," said Curry. "All you need is one person, a telephone, some way of reproducing posters or handbills, and a month of 18-hour days. We put on a festival that we called "Eeyore's Birthday Party," after the Pooh character, in Prospect Park. That time, we had no reason except that the community wanted it. But it was a way of bringing people together in a space and making them aware of their environment."

Social involvement, of course, is the key to all of this activity, and it produces a spirit of volunteerism that transcends and lends impetus to the sophisticated professionalism that Pratt students pride themselves on acquiring at the institute.

"Art and architecture students," said Curry, "are initially very reluctant to get involved. Perhaps this is because of a lack of confidence and identity. But when they do, and they discover that they

can do things and can help people and solve problems—that's what it's all about—you have maniacs on your hands. They're involved in everything at once."

Happily, a current trend toward academic involvement in community service has reinforced that spirit, lent guidance, and supported it with organization, structure and technical skill.

The center, like many campus coordinating groups today, is in the vanguard of a clear movement toward integration of curricula with socially active volunteerism. Although it offers students credits and evaluates them academically, the credits are minimal and the grades are of the pass-fail variety. The mission—which combines service with learning—is of paramount importance.

In many ways, the center operates like a student volunteer coordinating group. Recruiting is on a briefing and word-of-the-mouth basis, and training is heavily weighted on the experiential side. However, volunteers need a prerequisite course in community science before they can work with the center, and next year the center will offer another course in macro-planning, which will give students the opportunity to study neighborhoods before working in them. In general, students work on a project for about a school year.

"The chances are great against creating something at the end of a semester or a year," said Center Director Shiffman. "Students really must get involved with the community and the government. They often come up hard against the community—but soon the community becomes adjunct faculty.

Evaluation is largely subjective. What we want to do is train people who are biased for change. Unbiased people maintain the status quo. I am not as interested in the product of the center's work as I am in the students' involvement. Involvement actually becomes a measure of accomplishment."

London Correspondent



Dr. ALEC DICKSON, Director, Community Service Volunteers, London, England

During Britain's 1974 power shortage, Dr. Dickson publicly proposed a variety of measures to combat the emergency. Here, Synergist reproduces some of his afterthoughts on alleviation of similar crises.

LONDON—It's all over now. The state of emergency—compounded by the coal miners' strike, the locomotive drivers' go-slow, the Arab oil embargo, and ultimately the general election—is behind us. The three-day working week—which resulted from the ban on electricity for heating, lighting, and power for firms and offices throughout Britain—is receding into memory.

I, for one, regret its passing. Not because suffering purges one but because under stress the conventional attitudes, traditional practices, and institutional routines are obliged to change. Had the three-day working week continued longer, had the fuel shortage bitten deeper during the winter months, initiatives might have been stimulated and new approaches devised which could well have re-invigorated Britain.

Let's begin with the educational set-up. When the general election took place on the last day of February, school premises, following established custom, served as polling stations, with classes cancelled for the day. Despite a preoccupation with term-time, few demurred. Similarly, might not schools respond to emergency situations by developing a curriculum of crisis and serving as resource centres for the community?

All secondary schools in Britain have workshop facilities of some kind. Now that it is virtually impossible to buy a new bicycle, perhaps some of the million or so machines believed to be gathering rust in toolsheds and backyards can be resurrected and made road-worthy in school workshops by the nation's only surviving practitioners of cycle maintenance, our 12 and 13-year-olds.

In every major town, a technical college offers vocational training in building and construction. It should be possible for students to apply what they have learned of insulating techniques to devising relatively simple meas-

ures for conserving warmth and then go into action, installing their appliances in the homes of the elderly, where adequate heating in winter-time may be vital.

At a higher academic level, science teachers might well be directing attention to projects that investigate alternative ways of generating power, perhaps in cooperation with the research staff of a nearby industry. Study in the Third World is at last being devoted to the economic implications of intermediate technology, as understanding grows that small practical steps in community self-help may be more advantageous than grandiose plans for industrial development. Could we hope that economics, as taught in the senior forms of our high schools, might reflect the awareness which events of recent months have brought; that quite new prospects might face us in the next few years? E. F. Schumacher's "Small is Beautiful" might take its place alongside William Golding's "Lord of the Flies" as a warning of the consequences if we pursue old ways.

Meals-on-Wheels, the method of delivering hot lunches to the elderly house-bound, to be eaten in silence and solitude, might be reversed, with school buses bringing clients to the schools and students helping to serve or even prepare food under the supervision of domestic science or homecraft teachers. The remote Shetland Islands, off the northeast coast of Scotland, had been moving towards this approach, even before the recent emergency. Why shouldn't domestic science classes work out nutritious menus for reduced budgets or study food values and make a survey of prices.

It is not that one wants to present the old as passive recipients of adolescent charity. On the contrary, during January and February 1974, we were advocating that old people's homes (where heating was not affected) should act as "open houses" during the day for the elderly living on their own in the neighborhood, who in many instances did suffer acute discomfort as fuel supplies dwindled. In this way the residents in these institu-

(Continued on next page)

tions could gain a new lease on life as they played the role of hosts.

Schools possess equipment and facilities which many feel should be shared with the community. Certainly in the dreary weeks at the beginning of 1974, school sports grounds should have been made available to laid-off factory teams and school gymnasias thrown open to office staffs with time on their hands. But kids themselves have more to give. If the presentation of plays is considered appropriate at the end of Christmas term, then mobile entertainment teams could have taken drama out of the classroom into the community, bringing cheer to institutions for the handicapped, stove-heated offices, and factory floors. Since fun was in even shorter supply than warmth, I would have welcomed roller-skating in blocked-off side streets, under the supervision of young police cadets, with broadcasts by staff members of the Canadian High Commission on how to enjoy life in the open air at sub-zero temperatures.

If schools and colleges had it in their power to make a massive contribution to the relief of need, industry could no less have applied its resources to human problems. It was the right moment, earlier this year, with the three-day working week, for some new relationship to be forged between industry and community-care. The situation called for a social audit, an assessment by every company of the welfare potential of its personnel and plant. The needs of the social work agencies and business could have been complementary, presenting a unique opportunity for mutual assistance.

Children's homes and institutions for the handicapped are geared to provide care; they are chronically weak on the technical side. If firms had made their idled maintenance staffs available to local hospitals and social work agencies when the latter were denied power, the backlog of electrical repairs, engineering defects, and odd-jobbery which impair the quality of care in a myriad of institutions could have been made good.

Nowhere in Britain does the supply of Home Helps Social Work Auxiliaries meet the call on their service. In the recent winter months the shortfall grew even more acute. If firms had offered some of their canteen staff to the local health departments, they could have powerfully reinforced the Home Helps for part of the week at least, and in all probability have themselves experienced personal job enrichment. In occupational therapy units as well as in junior and adult training centres for retarded and handicapped, workshop personnel could have made marvelous contributions, instructing in a variety of skills and offering simple companionship. And who better than the sales force to undertake social surveys to discover the needy and make them aware of heating grants and other benefits to which they are entitled? Or the advertising men to redesign welfare leaflets, simplify forms, and help to run public information campaigns?

Every company has its own specialization for which a

social application could be developed. Local newspapers and radio stations could have provided space or time for information services regarding pick up exchanges and offers to share transport. Insurance companies might have stretched their policies for charitable organizations to cover the increased numbers of volunteers they were using. All firms should have been re-examining waste disposal in the light of human needs. Assuming that every factory assigns its laboratory staff to undertake a thermal efficiency check, industry might well have shared its know-how with offices and institutions not possessing this technical expertise and unable to make head or tail of the pamphlets circulated by government departments despite such comforting titles as "Warmth Without Waste."

The three-day work week could certainly have meant a new relationship between firms and schools. For years the schools have sought opportunities for work experience on behalf of their early-leavers. But industry, by and large, has not been disposed to make time or personnel available for this purpose. Now, on electricity-less days, the mountain might have come to Mahomet—with staff of all levels visiting schools and speaking of their work. They could have gone much further, taking over a class for a whole day to give career advice with a depth and realism beyond what any school could achieve on its own.

Hundreds of high schools are striving to involve their students in local community service projects as an integral part of their educations. But responsibility rests normally with a single staff member who is rarely acquainted with things mechanical. In consequence, these student volunteer programs frequently lack what might be described as a cutting edge. With the assistance of personnel from industry, however, there is no limit to what might be achieved. Had firms enabled a tenth of their manpower, on those two non-operational days, to support these programs, or had the schools but appealed to the companies or unions, then houses in poor condition could have been made habitable, appliances could have been developed for the disabled, gadgets could have been installed in institutions for the blind and handicapped, wasteland in inner city areas could have been converted into adventure playgrounds and possibly into miniature, urban editions of Outward Bound Centers, and canal banks could have been beautified and even lockgates repaired.

The combination of technical skills from industry and commerce and of pupil power from the schools could tackle both physical and social challenges which have daunted the one harrassed teacher and his student volunteers, bored by a surfeit of visiting the elderly. And what might not be the consequences of fathers working alongside their sons, and of adolescents discovering their parents' professional skills, a development which every sociologist from Margaret Mead to James Coleman believes to be sorely needed in our contemporary society?

PR
techniques
for
**Student Volunteer
Programs**

STEVEN C. DRAKE
Director of Public Relations
Clarke College, Dubuque, Iowa

A good public relations program makes it possible for your program to do more for the community while getting full recognition for volunteer efforts

VOLUNTEER ORGANIZATIONS cannot exist without a continued supply of new volunteers and the support of their local communities.

But interested people cannot be of help if they do not know about your organization or its purposes. And you cannot raise operating funds if you do not tell the community about the value of your organization and its various projects. In fact, you may not keep the volunteers you have if you do not offer some public recognition of their contributions.

Volunteer organizations survive by communicating. An effective public relations and community relations program will help your organization attract money and new volunteers, maintain community awareness of your group's value, and secure recognition for your volunteers.

Public relations has different meanings for different people. Basically, however, public relations simply means developing and maintaining good relations with your various publics.

Some news events, like fires and floods, are inherently newsworthy and receive almost automatic coverage. Others, like some balloon ascensions, telethons, and beauty pageants, are planned to gain media coverage. For example, the 1973 Senior Class at Ohio State University decided to raise \$50,000 to buy equipment and develop facilities for OSU's blind students. To call attention to the event, the students developed an Awareness Day. Activities included blind students leading blind-folded, well-known OSU personalities such as football coach Woody Hayes and the University president's wife around the campus. The media was alerted a week in advance, and the event was covered by two wire services, three local television stations, two Cleveland television stations, and several radio stations and newspapers. The publicity helped the senior class reach its goal and alerted students, as well as the public, to the difficulties a blind student has attending a college not designed or equipped to meet his physical and psychological needs.

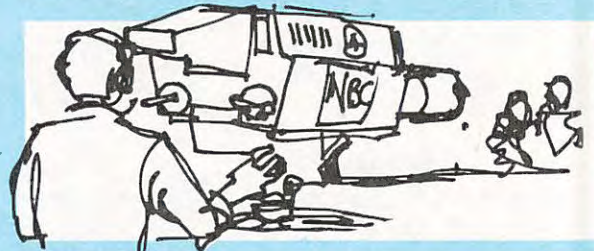
In between these two types of reportable events lie those that should be reported but may not be unless the media are properly alerted.

Last fall, Clarke College's RAP (Reach Another

Person) volunteer group held a recruiting drive. The event was not planned for news media coverage, but a quick call from the college public relations office to the local television station resulted in evening news coverage of Clarke students volunteering to serve the college and the Dubuque community.

All three of these kinds of events are isolated happenings, and only two of them could possibly be part of a public relations program. Moreover, an effective public relations program requires careful planning. It does not consist of isolated events.

Any student volunteer group that seeks to develop a long-term public relations program should have a special PR committee composed of students. One person should be in charge of the committee's overall operations, and in some cases, one person might be responsible for each type of media. To achieve an effective program, the committee should plan a year-long campaign and, underclassmen should be given responsibilities so that they can continue the public relations program in succeeding years.



A very basic planning step involves identifying the publics or audiences your organization is trying to reach. A college or university student volunteer organization has several publics. These include current and prospective student volunteers, faculty, administrators, people in the campus community, local church and civic groups, other volunteer groups, local and national volunteer coordinating groups, and prospective donors of money, space, and services. One of the most important publics consists of those community groups that your organization is set up to serve.

Next, you need to think through and identify the purpose of your public relations efforts. Most student volunteer organizations have two kinds of public relations needs. First, nearly all organiza-

tions need publicity about special projects or events. These might include publicity about a recycling drive or a guest speaker for Earth Action Week or Big Brother/Big Sister Week.

Second, most groups aim at long-term communications. These represent the culmination of all the special publicity projects, plus a long-term effort at continuous community and public relations. For example, goals for a general public-relations campaign might be to maintain community support, retain current members, and recruit new volunteers.

Once you have determined whom you want to reach and why you want to reach them, look for the best media or methods to get your message to your audience. To be effective in this planning stage, you must know your territory and your audience.

Different audiences and different messages require different media. For example, to reach the public for a fund drive, you will probably want coverage in the local newspapers and on TV.

To get students to volunteer, you'll probably want public service announcements (PSA's) or advertisements on a stereo rock radio station. You may even find that different media will affect different types of students. For example, handbills and stories in the "underground press" will attract a different group of students from those attracted by posters in dorms and fraternity houses or an announcement in the student newspaper.

In general, your organization will be dealing with several types of media. These include radio stations, television stations (commercial and educational), newspapers (commercial, student, and underground), bulletin boards, posters, signboards, and fliers. Here are some of the advantages and disadvantages of each for a volunteer group.

RADIO—Radio offers immediate 24-hour ac-

**FROM: Clarke College News Service
275 Mary Bertrand Hall, Dubuque, IA 52001
Telephone: 1-319-588-6318**

Steven Drake
Director
Clarke College Public Relations

FOR IMMEDIATE RELEASE

DUBUQUE- With over 70 student volunteers serving various community agencies in Dubuque, RAP (Reach Another Person) Tuesday completes its 1974 membership drive.

RAP is a student-run organization serving as a clearing house for social action opportunities in the Dubuque area. Volunteers work with mentally and physically handicapped children through the Big Sisters program and the Mercy School of Nursing. Others tutor children at Hillcrest House and Fenelon House and visit the elderly in nursing homes through the Dubuque community's "Project Concern".

Jane Knapp, chairman of RAP and a senior from Mason City, Iowa, coordinates volunteer placement, matching each student with a specific service. After students begin to work with the RAP program, Ms. Knapp follows through on each of them.

Most of RAP's volunteers offer up to 20 hours of service a week.

###

CONTACT: Jane Knapp
Clarke College
Reach Another Person (RAP)
Dubuque, Iowa
1-319-588-6300

cess to a wide variety of people. It reaches young and old in cars, homes, farms, and factories. Most radio news shows, however, are limited to five minutes, once an hour. This means that your story must appeal uniquely to radio listeners. A radio station, however, is required by Federal Communications Commission regulations to provide free public service announcements (PSA's) to community groups and provide 30 or 60 second announcements. In addition, many stations schedule regular public affairs programs (usually on Sunday afternoons) that permit longer (30-minute) discussions on topics the stations believe to be of interest.

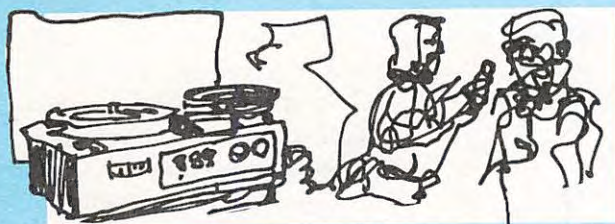
TELEVISION—While not as mobile as radio, television offers a highly visual message to a large audience, but time considerations restrict this media even more than they do radio. Most stations

provide only two 30-minute local news shows during the broadcast day. Coverage is usually limited to stories that lend themselves to the media's visual impact. Many volunteer groups can generate stories that fit this description. Some stations provide community service announcements of events and others offer public affairs programs.

NEWSPAPERS—Newspapers provide more news space than any other media, but they do not provide the immediate visual or audible impact of television or radio. In addition, few people read every item in a newspaper. Most newspapers provide space for meeting and project announcements and articles and photographs about projects. Newspapers also have the space to develop feature stories about interesting events or persons within your group. The letters-to-the-editor column offers a convenient outlet for many groups, and it is an excellent way of publicly thanking groups that have helped your organization.

OTHER MEDIA—Student volunteer groups can avail themselves of a wide range of easily-produced publicity vehicles. These include bulletin board announcements, posters, fliers, and signboards. These are effective methods of reaching fellow students who seldom rely on the news media. Attractive fliers can be inexpensively produced and used as handbills or bulletin board announcements. Posters cost slightly more and can either be printed or silkscreened. Effective coverage, however, requires blanketing the campus.

Now you are ready to contact the news media. Most public relations representatives provide information to newspapers and radio and television stations through news releases. Occasionally they hold news conferences.



A good news release provides the basic information (Who, What, Where, When, Why and How) about the event. Keep releases short. Most news releases are developed according to the principle of the inverted pyramid. This means that you put the most important information in the first sentence and follow it with other information in descending order of importance.

Here are a few other points that should help

you develop better news releases:

- When writing a release, use short, simple, concise sentences.

- Remember to use the active, rather than the passive, voice. For example, it is better to write: "Clarke College students tutored slow learners on Tuesday;" than to use the passive construction: "Tutoring was given to slow learners on Tuesday by Clarke College Students."

- Each newspaper and radio and television station follows certain style rules in developing their news copy. Most of the media follow the rules outlined in style books published by the Associated Press and United Press International. These books offer guidelines for preparing copy in proper newspaper style. You may purchase AP or UPI stylebooks by writing either of the news service offices in New York City, or, you may be able to borrow a copy from your journalism school.

Several other guidelines should be followed in developing your news release:

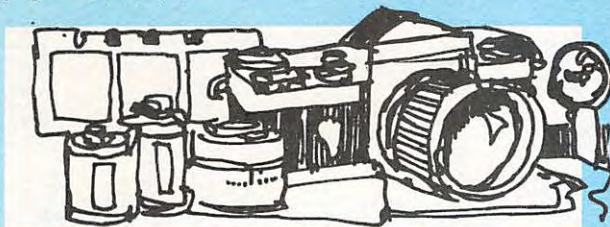
IDENTIFICATION—your organization's name, address, and telephone should appear at the top of the news release. It is a good practice to include the name of someone who should be contacted for more information.

STATIONERY—type or reproduce your news release on plain white paper or your letterhead. Some public relations persons feel colored paper will attract the news media's attention, but most editors prefer plain paper over fancy, tinted stationery that looks commercial. Don't hard sell news, let the editors or news directors determine its relevance.

RELEASE DATES—most items should be marked "FOR IMMEDIATE RELEASE" just below the lines indicating where media personnel can get more information. In addition, you may find it helpful to type in the date you mail your release. Occasionally, you may want to stipulate that the news release should not be used until a certain time on a specific day, but this should generally be avoided. If timing is that urgent, perhaps you should hold a news conference that opens the story to everyone simultaneously.

RELEASE FORMAT—always type and double-space your news releases. It is good practice to allow two-inches between your top-of-the-page identification and the first sentence of your release. Never send out a two-page release if you could edit the story to one page. Many good releases are only a few paragraphs long, but they provide a newsman with a story idea that he can

develop later. Make sure all the information in the release is accurate. If the release runs more than one page, type "more" at the bottom of the first page. Type ### at the end of the release.



While a news conference offers you the opportunity to present information simultaneously to all members of the news media, the device should be used only for information or interview opportunities of major importance. If your organization initiates a major new project, you may want to announce it in a news conference. If you invite a prominent guest speaker, you may want to call a news conference to give all media equal access to the speaker. For example, former Secretary of the Interior Stewart Udall recently spoke at Clarke College on the Environment and the Energy Crisis. We held a news conference that was attended by representatives of several newspapers as well as radio and television stations. Excerpts of his 45-minute news conference were called to NBC radio in New York, which used them on its national newscasts. The news broadcast gave Clarke College national exposure.

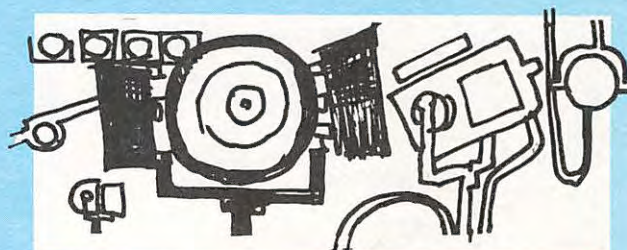
Remember that the time of your news conference will determine which medium can use it first. This is especially true in cities with more than one newspaper. The person responsible for publicity should be aware of the various deadlines. For example, an afternoon newspaper's first deadline usually occurs in mid-morning (about 10 a.m.) while a morning paper's first deadline is in the early evening (about 9 p.m.); evening television newscasts usually need to have their film at the station by 3 p.m. to permit processing and editing. Local radio stations usually have 5-minute hourly newscasts supplemented by expanded newscasts at noon and in the early evening. With these basic deadlines in mind, you can see that a 9:30 a.m. news conference will give first coverage to radio stations and the afternoon newspaper. In contrast, a 2:30 p.m. news conference would give first coverage to television stations and the morning newspaper.

If you are located in a city that has both morning and evening papers, make it a practice to alter-

nate the times of your news conferences so that each paper has an opportunity for first coverage.

Most news conferences should be announced at least a week in advance. Clarke College usually mails a written announcement a week before the news conference. On the day before the event, we call each paper or station to remind them of the time, location, and subject of the conference. Our written announcement is sent on regular news service stationery under the heading: ATTENTION EDITORS AND NEWS DIRECTORS. The statement announcing a news conference should include the time, date, and location of the conference, its purpose, and the name of the person who will be the central figure.

The site of your news conference is important. The event should be held in a small room (free of background noises) that can comfortably accommodate all invited persons and such equipment as tape recorders and television cameras. The room should include a table, lectern, or podium from which your representative can speak and answer questions. The platform should include a place for recorders and microphones. The news conference room should also have electrical outlets for tape recorders and television lights. Try to choose a familiar campus building such as the student union or administration building. Also, be sure there is adequate parking space nearby.



Your publicity person should run the news conference from the sidelines. He should see that news media needs are met, begin the conference by introducing the speaker or guest, and end the conference after the media has finished questioning the speaker.

News conferences and written news releases are the conventional methods for providing the news media with information about your organization. These forms are especially effective in giving the media "hard" news stories, those that detail a specific event that will happen soon or happened recently. Many newspapers, radio, and television stations run feature stories. Features are generally less urgent and more entertaining than hard news

events. For example, the story might describe the operations of your organization and include background material about why it was started. Or, it might describe an unusual event or person related to your group. For example, Clarke recently developed a feature story about a 90-year old man in a rest home who plays the harmonica when Clarke students volunteers sing for the home's elderly residents. The feature will center on the old gentleman, but it will also mention Clarke's volunteers.

Ideally, the person your organization appoints to be responsible for media relations and publicity should become acquainted with area newspaper city editors and reporters, and radio and television news directors and staff.

Once your publicity officer knows media people on personal level, he will be able to suggest feature ideas to them.

At Clarke, we follow two guidelines:

1) We give straight news stories or announcements to all media in written news releases or press conferences.

2) We generally give feature stories to one or two of the media by means of a telephone news tip or suggestion. We do this because writers usually develop features in their own style. For example; many features about student volunteer groups lend themselves to the visual approach offered by television. These are called in to the station's news director or assignment editor. Occasionally, if a feature story has potential for state, regional, or national news wire coverage, we develop and write the feature and send it with a photo to the AP or UPI state bureau.



Feature stories or photographs offer student volunteer groups an excellent source of publicity. A big brother or sister with a little brother or sister flying a kite in March might offer photo opportunities for use locally or even nationally by way of the wire services. A college student taking time from a final exam to help tutor an elementary student might make an interesting feature story. Look around your group, you are bound to find several persons or events that might be developed into

feature stories that will help publicize your group and its purpose.

Suburban or area weekly newspapers offer excellent opportunities for publicity about student volunteer programs. Most major cities have one or more suburban papers that cover specific geographical sections of the city or county. If you have a project such as a cleanup or recycling drive or a tutoring program that affects the paper's circulation area, send the publication a copy of your news release. These papers often can give you more space for copy and photos than large daily news papers.

You will probably find that many of the small towns around have weekly newspapers. For example, there are more than 20 weekly papers within 70 miles of Dubuque, Iowa. At Clarke, we include these papers in releases about projects or programs that might be of interest to their readers. Many smaller papers also like to use short stories about area residents who are involved in your volunteer projects. An excellent way to recognize your current volunteers and at the same time attract new volunteers is to develop regular news releases and photos about them and mail these to their hometown newspapers.

News stories represent only one type of publicity about your organization. Another is public service and public affairs programming. Radio and television stations are regulated by the Federal Communications Commission (FCC), and Federal broadcasting license guidelines require public service programming. Each station, however, determines which organizations and which projects will receive this free publicity.

Radio stations devote more time to public service announcements than do television stations. Most radio stations provide three types of public service programming:

- Community bulletin board announcements of meetings
- Short recorded public service announcements
- Public affairs programs on specific issues.

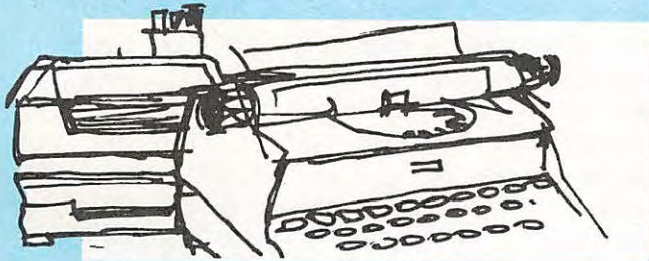
Your student volunteer group may have material that could be used on any of these.

Before mailing public service items to a radio station, first call or visit the station's public service director. During this visit, determine what programs are available, what information is accepted for each, the deadlines of each program, and to whom announcements should be sent.

Community bulletin board announcements should be typed (doubled spaced) and mailed to

radio stations at least a week in advance of your meeting or function. Most stations will air these announcements several times on the day before and the day of the event.

Public service announcements (PSA's) should be reserved for major projects that involve a large segment of the community served by the radio station. For example, if you're sponsoring a major fund-raising event that features a big name speaker or entertainment, you may be able to develop an announcement that local radio stations will carry. If you're holding a regular recycling drive, a PSA may be used to announce the date, materials being collected, and location of the drive. Some stations may be willing to air announcements for your recruiting drives. For example, the Big Person organization of Dubuque has run public service announcements inviting people to volunteer as Big Brothers or Big Sisters.



Most radio stations use two types of public service announcements; written announcements that are read by a station announcer, and recorded announcements that are taped for later use on the air. Check with public service directors in your area to see which they prefer. Clarke uses both types of PSA's. We feel some events deserve special recorded PSA's, while others are simply written and mailed to the stations. At Clarke, we find it valuable to have members of our organization record the messages. This can be an advantage if the person recording is well known.

Most stations prefer that public service announcements be either 30 seconds or 60 seconds in length. Some stations prefer other lengths, but you can determine this when you visit the station's public service director. Roughly, four typewritten lines equals 15 seconds of air time. If you plan recorded PSA's, make prior arrangements with each station. You can record the PSA in a campus recording studio or at the station itself. Longer PSA's should be sent to the stations at least two weeks in advance of the date you want them to begin playing. Many stations will read or play these announcements for a week in advance of

special projects, or even for two weeks if they concern a recruiting drive.

Most radio stations sponsor public affairs programs on a regular weekly basis. These may be talk shows with invited guests, question and answer sessions with listener feedback, or special news programming on a specific issue or event. These programs usually are developed by the public service director or the news director.

Check with each radio station to determine the types of program and the subjects covered. Your group may be able to provide a guest for the local talk show or an issue for a question and answer program. You might give the news department suggestions for volunteer-oriented stories that could be developed into 15 to 30 minute programs.

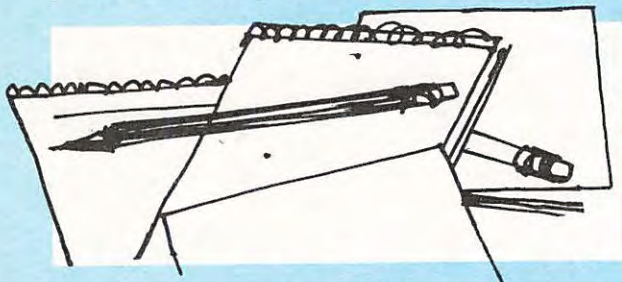
Some radio stations conduct remote broadcasts from the locations of major events. Ask public affairs directors if their stations do this and what the requirements are for such programming. You may be able to hold an open house or other major events once a year that stations could cover via a remote broadcast. In general, this should be the type of event that encourages public participation and permits people to talk about the program with radio announcers.

Television stations usually provide less public service time than radio stations. Their programming is generally limited to bulletin board, community announcements and public affairs programs. Once again, however, your organization's publicity office should visit stations' public service directors to determine what programs are available and how to gain access to them. Your organization will probably want to send written meeting or project announcements to television stations. Use the same announcements that you send radio stations. In addition, your group may have an expert for a local television talk show or an issue that could be discussed on the station's viewer feedback show.



Newspapers generally do not provide public service announcements other than short meeting notices, but you can use letters to the editor to good advantage. For example, a Clarke student

group recently raised more than \$1,000 for an ecumenical housing project for Dubuque elderly. The paper decided not to cover this as a news story, but it did print a letter to the editor from the director of the housing program, publicly thanking Clarke volunteers. Some newspapers may have special rates or other advertising programs for non-profit volunteer organizations. Check with the newspaper's public relations or promotions manager.



News stories, public service announcements, and letters to the editor represent ways of obtaining free publicity for your organization. However, you will have no control and little influence over the use of your information in the media. The only way an organization can guarantee use of information is to purchase advertising. Cost varies according to a newspaper's circulation or a station's audience. Some student volunteer groups may be able to afford advertising and use it in a general public relations program.

Determine who the advertisements are designed to reach and which of the media will reach the desired audience. The type of media and audience will also affect the wording of your message.

Because of the cost, most of your advertisements will probably be small. Good advertising copy is difficult to write. The message must be thorough but concise. If your group plans an advertising campaign, use all available resources. Most newspapers provide layout assistance and will help in developing copy. Radio and television stations provide production facilities as well as advertising people, writers, and editors.

Clarke recently decided to develop a television advertising campaign. An area television station took our ideas, wrote a script, spent a day taking film footage on the Clarke campus, and developed two 30-second and one 10-second commercials. The cost was \$235 for production plus the cost of time we purchased.

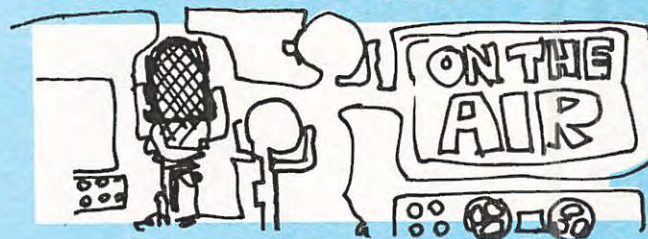
Other resources for developing advertising campaigns are probably available on your campus. Most larger colleges offer marketing courses with-

in their administrative sciences or business administration colleges. A professor of marketing may give you assistance or be able to assign your program as a class project. In addition, your college's public relations, public information, or university development office probably has a staff member trained in advertising. Ask him for assistance.

When considering advertising, remember that it may affect the amount of free publicity you receive. Most public service directors are unwilling to give free PSA's to a group running expensive ads in the local newspaper. Be honest. If you plan advertising, let the public service directors know about it. If you use advertising, spend some money, if possible, in each of the media.

Organizations trying to reach high school or college students will find that such media as fliers, posters, and bulletins often give the best results. Some students do not read newspapers or watch evening television news programs. Many do not read or trust the campus newspaper. The direct contact offered by media they encounter in their daily activities is most effective.

Posters and fliers should carry the same information as news releases. Most campuses offer resources for flier and poster production. Artists can silkscreen colorful posters that will attract attention if you give them the information and enough time to complete the job. Alternatively, you can ask an artist to design a poster and have it printed at a local shop. Poster prices vary depending on the type of reproduction, paper, number of colors used, and the number of copies ordered.



Fliers can be distributed by hand or pinned on bulletin boards. These can be reproduced cheaply or printed by a university printing plant. Failing that, "quickie-print" shops are often located close to larger campuses. If you provide these shops with camera-ready copy (that is, the flier designed and ready to be printed), you can get the finished fliers back in a day or even while you wait. To develop camera-ready copy, employ an artist to do the whole job, or use a mixture of press-on lettering (transfer letters which can be purchased at many art supply stores) and regular typewriting.

Modern offset printing methods allow student volunteer groups to create highly attractive posters without expensive preparation. In addition to press-on lettering for headlines, you can use reproductions from books and other publications that are no longer covered by copyrights. Most art supply stores carry publications of old woodcuts, engravings, or line drawings that you can use in your posters. Before you purchase these books, check with the college art department, print shop, or publications office for available material.

Remember that posters and fliers contribute to the pollution of your environment. As a good-will community relations program, assign a committee to remove your fliers and posters after the event.

Public announcements at college and community sporting events are another method of securing publicity. Many college athletic departments permit such announcements. To find out if your college or teams permit announcements, contact the sports information office. If it is permitted, that office can also provide you with announcement deadlines and specifications.

Community relations is a very special part of a total public relations program. Student volunteers must deal with two communities; the campus and the general public. The success of any volunteer effort depends on how these communities are reached; how they are made to see a volunteer effort in terms of individual acts or whole events representing volunteer commitments. This is the image of the volunteer organization, and it is the work of community relations to shape that image.

Well-handled publicity, in the sense of community relations, interprets and simplifies a volunteer experience, creating a positive awareness. It spurs student participation, and generates the good will of both communities served.

But community relations involves more than performance and publicity. You can plan specific programs or projects that will help develop and maintain good community relations.

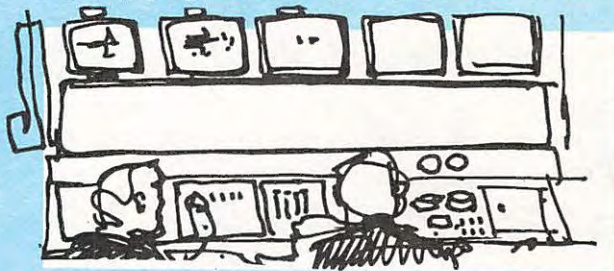
FIRST, develop a brochure or flier that describes your organization, its purposes, and requirements for membership.

SECOND, if your organization occupies student office space, hold a public open house. Invite students, faculty, administrators, and members of the community such as pastors, workers in volunteer-related agencies, and the general public. Encourage volunteers to discuss various aspects of the organization and its purposes. If feasible, include

demonstrations of the roles your group plays.

If you do not have office space, plan display booths for use in the student union or dining areas. Contact the promotion manager of a nearby shopping mall for public displays. Volunteers with brochures can be on hand to explain programs. Brochures should include brief, incisive descriptions and pictures of recent projects and a statement of commitments.

THIRD, try to plan one event a year that involves both students and the general public. These events can take the forms of paper recycling drives or even special projects somewhat unrelated to the group. Once you've decided on a project, make it a yearly program. Be sure the public is involved.



FOURTH, contact program chairmen of your community's civic organizations and student organizations. Many are trying to find new speakers or presentations for their monthly or weekly meetings. Encourage volunteers to lead discussions or give demonstrations. Check with groups such as Kiwanis, Jaycees, Rotary, Elks, Knights of Columbus, League of Women Voters, Welcome Wagon, and local churches.

FIFTH, contact local businessmen who mail monthly statements. Ask if you can place your organization's brochure in the next monthly billings. If a business mails a publication with its statement, ask if the organization will develop a short piece about your group for the next issue. Businesses to contact include the gas, electric, water, and telephone utilities, banks, and department stores.

Many businesses distribute a company magazine or newspaper to their own employees. Contact the firm's public relations department or the editors of the publications to see if they will include a feature story and photos of your organization in the next publication. Check your group's membership to see if any volunteers work part-time for the company or if their parents work at the company. This might encourage an editor to consider a story.

Finally, in order to develop better relations with

the campus community, try to get the student newspaper to develop a feature story about your group. Some groups have been successful in writing regular columns for the student newspaper. Ask your college alumni magazine or newspaper to publish your story.

There are a number of ways a public relations-minded leader can establish good morale among student volunteers:

- Develop programs and projects that involve and interest your members. People tend to support what they create, so encourage everyone to plan and develop projects.

- Develop a system of communicating information to the membership. This might include reports at meetings, notices on office bulletin boards, and perhaps a photocopied newsletter. A mailed newsletter is effective because, unlike a bulletin board, the member does not have to come to the office to get the message. One member of the public relations committee could be assigned to produce a monthly or bi-weekly newsletter. It should include brief descriptions of forthcoming programs, meetings, announcements, and opportunities for members to suggest new program ideas. Try to hold the newsletter to one page (front and back). Someone in the student activities or student government office might be induced to reproduce it.

- Keep business meetings short and interesting. Generally, students who volunteer do not want to spend a lot of time in business meetings. Plan it so each member feels it is important and worthwhile to attend.

- Recognize student volunteers. Send news releases to each volunteer's hometown newspaper. Plan an annual recognition dinner or picnic. Present awards, with announcements sent to the news media locally and in the person's hometown.

- Orient new members. They can become easily discouraged if they feel they are not accepted. Your orientation program might include a sponsor who assists the new member during the first few meetings or projects. Another possibility includes creating an audio/visual presentation about your group and its purposes. These shows are fairly easily produced and can be very effective. Check with the university's recording studio or educational television station to find someone who can help you put together a show that tells your story. If your college doesn't have either of these facilities, try contacting a local radio station.

A good slide show or film can be an effective tool in your community relations efforts. You can

use it when members of your organization visit local churches, volunteer agencies, or civic clubs. It could also be used in displays at malls, schools, businesses, or the student union.

As a student volunteer organization, your publicity committee should have little difficulty finding people willing to provide ideas and assistance in your public relations program. Professional college public relations efforts range from one-man offices to large, diversified organizations. Any college news service staff will be more than willing to help a volunteer organization publicize its activities. Volunteerism presents a positive image and can be a vital bond between campus and community. The public relations professional can help develop and package features, news stories, and photos for local, state, and regional media outlets; draft speeches and presentations; book speakers; arrange for displays, and write guidelines for good effective publicity campaigns.

A school of journalism or communications is another source of on-campus assistance. Many colleges offer courses or full programs in journalism and public relations. If your school has such a program, ask the faculty for assistance. Other departments such as art, radio, and marketing may include persons willing to assist your group. If your college includes a sequence of courses in public relations, it may also have a student group called the Public Relations Student Society of America (PRSSA). If so, members of these clubs may be willing to take on your publicity program as a project.

You can also seek off-campus assistance. If you're lucky, as we are in Dubuque, the public service directors of local radio stations will be more than willing to help you with radio publicity. Dubuque's two stations assist non-profit organizations by producing public service announcements. One public service director even helps these groups create audio visual shows.

Your public relations program does not end when you sit back and watch publicity about your organization. Effective long-range public relations programs require evaluation. Each separate effort at publicity and public relations should be carefully evaluated to determine the strengths and weaknesses of your plan. Compile a report and file it so that next year's publicity committee can review what you planned, what you initiated, and your evaluation of the efforts. If you undertake a critical analysis of your efforts, your public relations program will continue to improve.

THE LEGAL ANGLE

Student Volunteers Can Help Handicapped Get Supplemental Security Income

HUNTER HUGHES III
Attorney-at-Law

WELFARE PROGRAM reform has been a high priority item for several years in both the legislative and executive branches of the Federal government. Although Congress was not able to agree on how to deal with the major aid programs for the aged, blind and disabled, and for families with dependent children, it did pass last year a Supplemental Security Income (SSI) Act guaranteeing increased payments for low income aged, blind, and disabled social security beneficiaries (Public Law 92-603 under Title XVI of the Social Security Act). The program established by this act became effective on January 1, 1974. It replaces the maze of state welfare programs for these elderly and handicapped persons.

Congress expects the new legislation to establish a uniform Federal structure that replaces a substantial portion of each state's welfare program. Under the revised system, student volunteers can play a vital role in helping to locate, inform, and counsel supplemental security income beneficiaries.

Specific Improvements

Congressional architects of this program believe that it will bring about several improvements:

- To make additional cash available to eligible people, SSI established national minimum benefits of \$130 per month for an individual, and \$195 for a couple. The scale changed on July 1, 1974, and increased minimum monthly payments to \$140 and \$210. Cash income is further generated by allowing persons not participating in food stamp

programs to get cash equivalents.

- Eligibility requirements, which differed widely from state to state under the old plan, are now uniform. As a result, the same definitions of blindness, disability, and income and asset requirements apply across the country. Since the uniform Federal rules are more liberal than most state rules, more needy persons are now eligible for aid.

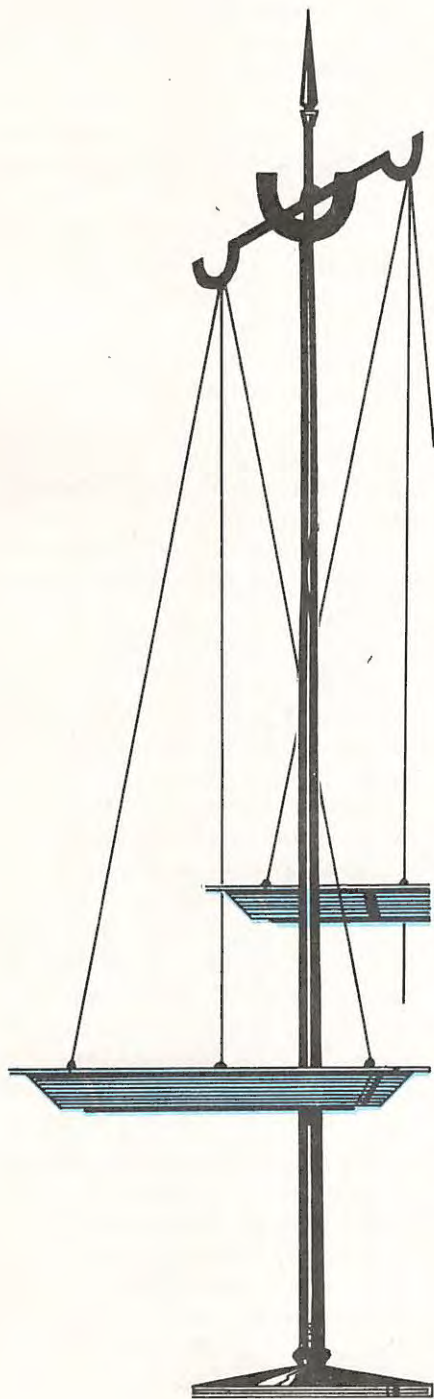
- The SSI program is being administered primarily by the Social Security Administration, but volunteers are already needed to help beneficiaries on a one-to-one basis. Officials believe that the institution of uniform eligibility rules, combined with a reduction in the number of food program participants (many are expected to choose cash rather than food stamps), will greatly reduce state administrative burdens. Naturally, the changeover process, plus the continued overlapping of state and Federal responsibility, have resulted in some administrative snarls, but Social Security officials say that the changeover is being handled without excessive difficulty.

Guidelines Set

Aside from the administrative advantages arising out of the SSI's establishment of uniform eligibility standards, those standards remove the inequities in treatment resulting from differences among states. Although it was impractical to set precise standards for all eligibility requirements, the SSI does establish guidelines that often permit objective decisions that were impossible under prior state law. For example, the SSI defines an aged person simply as a person over 65 years old.

The SSI definition of a blind person is one with central visual acuity of 20/200 or less in the better eye with a corrective lens; or a limitation in the field of vision such that the widest diameter of the visual field subtends an angle of no more than 20 degrees (tunnel vision). Regardless of age, anyone who is

(Continued on next page)



deemed blind under the SSI definition can receive assistance.

Student volunteer counselors should be aware that the SSI defines a disabled person as an individual who is unable to engage in any substantial gainful activity by reason of a medically determinable, physical or mental impairment that can be expected to result in death or that can be expected to last for a continuous period of no less than 12 months. The definition is further qualified by a requirement that the disability be severe enough, not only to prevent the person from doing his previous work, but severe enough considering his age, education, and work experience, to prevent him from engaging in any other kind of substantial, gainful work that exists in the national economy, regardless of whether such work exists in the immediate area in which he lives.

Again, there is no minimum age requirement for assistance eligibility so long as the individual is deemed to be disabled under the act. Children of any age may be included. This raises a question about how the work-related definition applies to a four or five-year-old child.

The test presently used hinges on whether the child suffers from a medically determinable physical or mental impairment comparable in severity to that of an adult who is eligible for assistance by reason of age, blindness, or another disability. The act stipulates a further eligibility requirement. To receive SSI benefits, an individual's resources can be valued at no more than \$1,500 or \$2,250 for an individual living with an eligible or ineligible spouse. Resources excluded from these limitations are:

- Home property up to approximately \$25,000.
- Household goods, personal effects, and an automobile (up to \$1,200 in value), up to a total value which is determined reasonable.
- Income-producing property essential to self-support.
- Those of a blind or disabled

beneficiary necessary for fulfillment of a self-support plan.

- Cash surrender value of life insurance policies with a total face value of less than \$1,500.

SSI also establishes a uniform method of determining income that is counted against the maximum SSI sums to be received.

In determining the income of an eligible individual, that is set off against the limits of \$130 for an individual and \$195 for a couple, all of the income and the combined income of the eligible individual and spouse are considered. Spouses are treated as separate individuals if they have lived apart at least six months. The SSI legislation specifies that income of an ineligible spouse living with an eligible individual is to be included in the individual's income. This applies regardless of whether or not the income is available to the ineligible person, unless the inclusion of such amounts is determined to be inequitable. The income of a parent living with an eligible child under 21 is considered available to the child. The legislation does not require any other relative to help support the beneficiaries.

The eligible individual's total income is then determined and broken down into earned and unearned income. Earned income is defined as wages and net earnings from employment. Unearned income is defined as all other income, including public or private pensions, retirement disability or unemployment benefits, rents, dividends, interest and royalties, prizes, awards, gifts (cash or otherwise), support and alimony payments, inheritance, life insurance policy proceeds, and support and maintenance furnished in cash or in kind.

Exclusions

After an eligible individual's total and type of income—earned or unearned—is determined, certain exclusions from the total are permitted. A general exclusion of \$20 a month earned or unearned income is permitted. A second exclusion of the

first \$65 per month of earned income, plus half of one month's earnings above \$65 of an eligible individual, or of the combined earnings of an eligible couple, if they are both employed, is permitted. This earned income exclusion is designed to give the beneficiary an incentive to work.

In addition, work-related expenses of the blind (but not aged or disabled) beneficiaries are excluded, as is the income generated by blind or disabled individuals in connection with a Social Security-approved plan of self-support.

In addition to the above exclusions from countable income, the following types of income are also disregarded under SSI:

- Life insurance policy proceeds expended for the insured person's last illness and burial, or \$15,000, whichever is less.
- Refunds of state or local taxes paid on real property or purchased food.
- Assistance, based on need, received from a state or political subdivision of a state.
- Cost of tuition or fees paid by an educational grant, scholarship or fellowship.
- Home produce consumed in an individual's own household.
- One-third of any support paid by an absent parent to a child beneficiary.
- Foster care payments for a child (who is not an eligible individual) placed by a public or nonprofit, private child care agency.

When an individual or couple lives in another person's household, the value of such a living arrangement is deemed sufficient to reduce their benefit level by one-third. This rule applies irrespective of the beneficiary's share in the household expenses. If the beneficiary becomes co-head of the household, by establishing it jointly with another person and sharing the responsibility for rent and household management, the reduction can be mitigated. Thus, SSI recipients may be able to

(Continued on page 64)



Sanctuary & Guidance

Running a Runaway House

Nearly every community has runaways. Nationally, more than a million youths between the ages of 12 and 18 run away from home every year. They leave for a multitude of reasons, and they pose a multitude of problems—to themselves, parents, and society in general—but most communities are able to cope with them only on a punitive level. State and local governments are totally unprepared for such a mass flight. They still are using the problem-

LES ULM, Project Coordinator
HOWARD PINN, Volunteer Counselor
Second Mile House
Hyattsville, Maryland

Photo by Eric Unger



solving machinery—arrest and detention—that society has long used to cope with runaways.

Usually, a youngster is held by the police or juvenile service system until the parents can be contacted, after which he is returned home with little or no counseling. On arriving home, the runaway finds the situation the same or worse than when he left, and when a family crisis arises or communications breaks down, many of these youths leave home for a second or third time.

In one growing Washington, D.C. suburb, however, a different approach seems to be working. Prince George's County, Md., with an expanding population of 600,000 and a monthly runaway tally of more than 200, has an alternative to the traditional system.

Second Mile House is a two-and-a-half story, 85-year-old frame house with green shutters. Located on a residential street in Hyattsville, it is open 24 hours a day, and unlike agencies that concentrate on the physical act of returning the runaway to his or her home, the agency attempts to provide a non-coercive atmosphere, enough time to think things over, and the opportunity to consult with counselors and peers in a rational decision-making process.

Getting Involved

Student volunteers are in demand for projects of this type. To find out if there is such an organization in your area, call a community hotline or contact your local mental health association, juvenile authorities, United Way, or other social service clearinghouse.

If there is no runaway house, you can fill a real need by starting one under the sponsorship of your student volunteer program.

When a group gets together to establish a runaway counseling project, one of the first objectives is financial support. Projects of this type cannot exist on an entirely volunteer basis. Counselors need to be constantly on call to help runaways cope with fear, depression, and anxiety. Staff must be present on a continuous basis to handle initial contact by phone or drop-in; intake interviews; helping the new person feel comfortable; make telephone calls home; supervise or participate in individual and group counseling; contact other agencies; and arrange family conferences. Continuity is a basic necessity, and this can be accomplished only by hiring full-time staff.

The first step in funding is to prepare a budget. Second Mile approached this by studying the budgets of established runaway houses. They found that runaway counseling projects operate on budgets ranging from \$20,000 to more than \$100,000 a year. Most operate in the \$30,000 to \$60,000 range. This is a lot more than most student volunteer programs have to spend on a new project, so it is necessary to look to local, state, and Federal government sources. In some states groups can apply for grants through a governor's commission on law enforcement. Under such grants local govern-

ments pick up a matching share. Although these grants are made through a state office, the money actually comes from the Federal Law Enforcement Assistance Administration (LEAA). Health, Education, and Welfare also has provided grant money.

It is possible to start small if grant money is hard to find. Initially, Second Mile paid two part-time co-directors to design and start the project. The cost was \$250 apiece per month, so the beginning monthly budget was \$500. Office space, supplies, phones, and initial printing costs were donated by local churches. This made fund raising a manageable enterprise for Second Mile's volunteer committee and two employees. The budget was increased after four months to \$700 a month, after six months to \$1,300 a month, after one year to \$1,600 and after 18 months to \$2,500.

The largest expense item is salaries. Four full-time staff members cost \$20,000 a year, but costs are kept low by offering all workers the same salary: \$75 a week live-in, \$100 a week live-out. In addition, Second Mile has two full-time volunteers working with the project for room, board, and a small stipend. Projects that receive state and Federal grants hire professionals at full professional salaries, but Second Mile has escaped this requirement because several professionals in the community volunteer their time as staff consultants and case workers.

Some projects have little expense beyond personnel. These are non-residential projects that do not maintain a housing facility. Instead, they ask families in their communities to provide temporary housing for runaways. Second Mile did this when it was getting started. Later, the project administrators located and bought a house with a price within their budget. Thus Second Mile also has house payments, food expenses, supplies, utilities, and phones in its budget. These operational expenses run about \$10,000 a year. This means that Second Mile can operate a residential runaway counseling program for about \$30,000 a year.

Throughout the two and a half years that Second Mile has been raising money for the project, the staff has adhered to a consistent philosophy of seeking funding from a variety of sources. At first, this was a necessity. The first \$2,500 came from church funds. The next \$5,000 was a grant from the county government. (Some county governments maintain a fund to help new, nonprofit organizations get started.) After a year, the project received a \$10,000 foundation grant. Foundations require five to six months of development time. Discover which foundations are interested in supporting this type of project, rather than approaching every foundation blindly. After two years Second Mile received a \$15,000 United Way grant. Currently, Second Mile receives about a third of its funds from grants, a third from state and local governments, and a third from such community sources as churches, clubs, individuals, and fund raising projects.

Understand what strings are attached to supporting grants. Progress reports and financial accountability are no trouble, but retain control of service methods, innovative counseling approaches, and management.

Second Mile has checked into numerous sources of funds. Within the local community, the most likely source of start-up money has been churches. Often they can make donations in a short time and with little red tape. Student volunteer projects can sometimes receive donations or grants from student government funds. Fund raising projects also are a source of income.

Very early in Second Mile's project planning, its administrators decided to start small and let the project grow, being careful not to undertake more than they could realistically handle. Rather than have a full fledged, 24-hour project scheduled to open on a certain date, Second Mile started by offering counseling six hours a day from a church basement office, with housing provided by families in the community. Later the project moved into its house, but staff was still not sufficient to stay open 24 hours, so Second Mile operated 18 hours a day for a few months. Eventually, the project achieved 24-hour operation. By the time they reached that goal, the staff had already worked with more than 100 runaways and many of their families. Second Mile strongly recommends this gradual growth concept to new runaway program.

Getting the Right Staff

Much more than money is needed for a runaway house. Many runaway houses do without a lot of things, but they cannot make do without people. If you are starting a new project, you will need to make many important decisions about people. Perhaps the hardest one is deciding whether or not to pay staff members.

Second Mile's staff members are concerned generalists whose main responsibility is to keep things open and give the runaways people to talk with.

Highly specialized personnel are not essential. Five dedicated people of varying backgrounds and degrees of specialization make up the paid staff. In a sense they are all co-directors of the project, although they have been assigned various titles, such as house manager, staff trainer, project coordinator, and codirectors. They make policy decision by consensus. Five is a manageable size for such a group, and the collective approach is aimed at giving each worker some control over his job and the way in which it affects his life. The project staff is trying also to achieve a collective work orientation. All paid staff members rotate among the various shifts, such as office, phone, day, evening, and overnight. Part of the struggle is to define tasks and assign them to the best person without falling into some sort of hierarchical structure.

Second Mile's approach to the task of maintaining a collective is to hold two meetings a week. One is a business session. The other is a two-hour staff session

with a group facilitator. In this group session, the staff tries to stay away from the business agenda and focuses on members' feelings about their work and each other. Taking this time to check out feelings has helped make the collective system work.

Paid staff members live at the house, giving consistency in scheduling, providing runaways with transportation to court and representation during the judicial process. They talk with runaways' parents, community members, doctors, lawyers, juvenile case workers, and probation officers. They counsel families, individuals, and groups, and are available 24-hours during the day.

Volunteer Workers

Even though they are dedicated, paid staff members could hardly handle the workload alone. Student volunteers are essential to the project.

Student volunteer duties at Second Mile include answering a runaway hotline, handling crisis calls, and coping with calls from upset parents.

Volunteers are needed for counseling of both runaways and parents of runaways who come to the drop-in center for help. The volunteer also must know how to conduct an intake interview and fill out a form explaining the runaway's reasons for running as well as

RESOURCES

- Runaway House Handbook*, Dodie Butler, Joe Riener, Bill Treanor, National Institute of Mental Health. Section on Youth and Student Affairs, 5600 Fishers Lane, Rockville, Maryland 20852.
- Crisis Intervention Resource Manual*, Ed Patrick Mills, Educational Research and Service Center, School of Education, University of South Dakota, Vermillion, S.D. (\$4.00).
- National Directory of Runaway Centers*, January, 1974, National Youth Alternatives Project, 1830 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$1.00).
- Bibliography on Runaways*, National Youth Alternatives Project, 1830 Connecticut Avenue, N.W., Washington, D.C. 20009.
- C/O, A Journal of Alternative Human Services*, December, 1973, (Vol. 1, Issue 2) available from Community Congress, 621 Fourth Avenue, San Diego, CA, 92101 (donation).
- Runaway Youth*, U.S. Senate Hearings, 1972, available from Senator Birch Bayh, Subcommittee on Juvenile Delinquency, Senate Office Building, Washington, D.C.

Publications are listed solely as an information service for volunteers. This compilation is not a complete list of available resources, and inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included.

POSITION TITLE:

Counselor.

SUPERVISOR:

Other staff members.

TIME COMMITMENT:

Assigned to a client on an individual basis. Responsible for meeting with and counseling client from time of assignment to termination, as well as at least one weekly four-hour shift in the office.

QUALIFICATIONS:

Dedicated, committed volunteers.

TRAINING:

Special training sessions are given for counselors in which roles are discussed and duties outlined. Training sessions conducted monthly.

DUTIES:

Actively working as part of a counseling team with an individual client. Participates in all group sessions held during the client's stay at Second Mile. Acts as youth advocate in family conferences to improve communication among family members. Meets with juvenile service officials and other people in the community who are concerned with the client. Attends and actively participates in court hearings. Is responsible for any necessary followup counseling subsequent to client's leaving the project.

other information that is important in handling the runaway's situation.

Student volunteers must be able to understand and explain some of the runaway's problems to parents, juvenile authorities, and possibly the court. They must help the runaway feel comfortable and reassure him that they are there to help. They must inform the runaway about his problems without pressure and condescension. They may help with a call to the runaway's home and act as a buffer between parent and child.

In addition, the student volunteer assists paid staffers in group counseling, and participates in family conferences while a runaway is staying at the house. Other duties include individual counseling. At some point, the counselor and the runaway explore alternatives (home, court, foster home, group home) and make plans to follow through.

In simple terms, Second Mile provides a place for the runaway to stay while he works out his problems. Counselors are always available to help him conceptualize the alternatives and follow through on decisions.

The runaway quickly finds himself involved in the daily routine of the house. Youths and counselors work together in preparing meals, cleaning up and maintaining the house. There is ample opportunity for youth and counselors to interact in a relaxed, non-threatening environment.

Meanwhile, both have many alternatives to discuss: Will the runaway go home after a family conference? Stay with a relative while the home situation cools off? Establish reasons for being placed outside the family in a foster home? Seek total independence, a job, and suitable housing? Choose to continue running, crashing wherever possible?

Both paid staff and student volunteer counselors encourage youths to make their own realistic decisions. In laying out alternatives, the counselor attempts to be objective and tries not to force a particular option on the young person. On the other hand, the counselor helps explore the consequences of each alternative.

Recruiting and Screening Volunteers

Since a runaway project provides a community service, volunteers are much needed, but they must be screened. Screening methods are similar to those used in any effective volunteer program, always bearing in mind that student volunteers have other commitments and responsibilities. Corrections volunteer-style screenings are valuable, but not essential. Personal experience as a runaway is useful. Job descriptions are invaluable tools.

Screening and selection methods are as numerous as the projects that use them, but they are all aimed at getting to know applicants and may be applied singly or in combination, as the situation dictates.

The "stay with it" method weeds out less motivated volunteers by making the training process as boring as possible. This will deter all but the most dedicated and concerned volunteers.

Some groups prefer a more professional approach and use psychological testing. Among many are the California Psychological Inventory and the Sixteen Personality Factor Questionnaire. Often such tests, used in an effort to obtain a complete and accurate profile of the volunteer, must be administered by a highly trained specialist.

In participatory group selection, a few trainers meet with all prospective volunteers. The session may last anywhere from two hours to 48. By using a loose structure and group interaction, the trainers hope to make the volunteers aware of their own value systems. This form of selection requires skilled leaders to help deal with the problems that arise in the group process and to properly assess the volunteers.

The interview method, which Second Mile prefers, varies more than the other three in actual use. It utilizes one to three interviewers who follow a basic line of questions in trying to discover the reason or reasons for the volunteer's interest. They also explore his motives, attitudes, value systems, and knowledge in areas relevant to the project. Role playing or other situation tests may be useful in determining how the volunteer responds to other people in a crisis situation. The best prospects are people who are sensitive to the feelings of

others, good listeners, and able to provide good feedback. Volunteers should be able to cooperate with others, work on their own, and avoid being judgemental and making decisions for the runaway.

Training Volunteers

Once selection is over, training is the next step toward integrating volunteers into a runaway project. At Second Mile, the purpose is served by a combination of orientation, role playing, and on-the-job training.

Orientation includes lectures on the workings of the runaway project, alternative agencies, and traditional county and state services. Trainers also help student volunteers with referral and intake procedures.

Role-playing is used to explain paraprofessional counseling skills and provide help in learning to use them effectively. On-the-job training usually consists of pairing the new volunteers with one or two experienced counselors. They practice listening skills on the telephone and a greater awareness of callers' feelings. Volunteer telephone answerers are also trained not to be judgemental, act shocked, show surprise, be talkative, and to recognize feelings by what callers say. They are soon able to pick up small clues and pursue them in a non-judgemental way.

Trainers can use tape recordings of individual counseling sessions and family conferences to help the student volunteer pick out counseling methods.

Volunteers and paid staff do most of the training, reinforcing the original instruction with training workshops once a month on specific topics. Here the volunteers explore crisis areas such as drugs, suicide, and counseling skills and techniques in depth. The training process is an active way of keeping volunteers' and paid staffers' skills up to date.

Volunteers are integrated into the project by becoming members of the volunteer collective. As in the paid staff collective, all matters relating to volunteers are decided by consensus. In this way student volunteers rapidly become a part of the project. Time is set aside in these bi-monthly meetings to discuss volunteers' feelings and find out how they are doing.

While it is important for volunteers to have an open line of communication so they can feed back to the project feelings about policies and practices, the volunteer collective is a forum for new ideas as well as a platform for complaints. Since student volunteers have a great many commitments outside the project, being involved and seeing the result of hard work is very important. In this way a collective of volunteers can give much-needed positive feedback and a feeling of support to new student volunteers.

Second Mile's staff is backed by professionals in the community who volunteer their time as consultants, and in some cases provide professional services to the runaways. Among them are social workers, psychiatrists, doctors, lawyers, nurses and teachers.

Second Mile also maintains good lines of communication with the community's traditional agencies. For example, the project might need to work with the juvenile court on a specific case. Since the staff is personally acquainted with the Department of Juvenile Services' intake workers, probation officers, and after-care workers, they can help put the runaway on the court docket and prevent him from becoming lost in the system. Most of these liaison relationships have been developed from the ground up, rather than the other way. For example, Second Mile is more familiar with the police who patrol the neighborhood than with the chief of police.

In addition to the established juvenile-oriented service groups, Second Mile staff also maintains good relationships with other community organizations, such as churches, youth groups, and civic clubs. The group has found that this adds to its credibility and acceptance in the community.

This style of providing new and innovative services affects Second Mile's organization patterns in a variety of ways. Not only does the project provide an alternative service, it is an alternative service. Moreover, the staff has been organized to operate by consensus, seeking participation in project management from its board, paid staff, student volunteer staff, and runaway youth.

POSITION TITLE:

Phone Aide.

SUPERVISOR:

No immediate supervisor. However, members of the counseling staff are more than willing to help the phone aide in any way necessary if problems or questions arise.

TIME COMMITMENT:

At least one four-hour shift per week.

QUALIFICATIONS:

Dedicated, committed volunteers.

TRAINING:

Attend all staff meetings and general staff training sessions. Will be introduced to telephone technique and crisis calls by a thoroughly experienced phone aide through role-play techniques and recorded telephone calls. Will be assisted for the first several sessions by a trained expert.

DUTIES:

Telephone counseling with clients and their parents, crisis calls, accurate recording of intake interviews, and general office duties. Each aide must promote a helpful, concerned atmosphere both on the phone and in the office. Client information gathered over the telephone must be shared openly with counselors. The aide will also be responsible for assisting staff members in the maintenance of a smooth-running counseling center.

Fun

A FEW YEARS ago, a National Recreation and Park Association Task Force pointed out that cities have invested most of their recreation and park capital in relatively affluent areas of the community and that the needs of inner-city areas are being neglected. The group also stressed that inner-city residents were tired of controlled environments for recreation that were designed, built, and operated without neighborhood input and involvement.

The critique only pointed out what volunteers and recreation and park employees have long recognized—the urgent need for building new bridges between people and opening up opportunities for all age groups to help each other.

Gaining Community Acceptance

All volunteer and professional experience in the recreation and parks field suggests that student volunteers must first become acquainted with the lifestyle of area residents. They must realize that this can be accomplished only through association, observation, listening, and questioning. And they must be receptive to the traditional ways and ideas of the people with whom they intend to work.

Students need not adapt themselves to the life styles of the area residents. The community knows the volunteers for what they are and expects them to be different. It is important, then, for student volunteers to be themselves, to maintain consistent relationships among those with whom they are working, and to understand the forces within the neighborhood. They should seek the advice and assistance of the coordinating agency in developing interrelationships

within the target community.

Realistically, it should be recognized that low income, high density area resident participation is not an easy or magical method of achieving project successes. Rather, it is usually a slow process with active resident involvement extremely limited. However, even modest participation, if it embraces the neighborhood's real leadership, will contribute much toward project success.

Going in the Right Direction

Groups of students wishing to volunteer their services in community programs are sometimes unsure about where to go or who to contact to discuss ideas. There are three main avenues of approach in recreation and park-related programs:

(1) Make direct contact with the local administrator of the public parks and recreation department.

(2) Call the executive directors of various private or voluntary recreation agencies in the area, such as the Boys Club, Girls Club, YMCA, YWCA, nursing homes, hospitals, and schools.

(3) Contact the local volunteer service bureau that places volunteers with community agencies.

Student volunteer groups seeking to obtain funds for community service recreation projects should first explore the resources of public and voluntary agencies, private industry, and service clubs.

Before raising funds, however, plan your project thoroughly and expect to present a detailed proposal to prospective sponsors. Such a proposal should incorporate a schedule for establishing and operating the project, administering it, maintaining it physically, and obtaining funds to support it. The proposal should present a budget and specific goals

such as improving the community, enhancing recreation patterns, and establishing better relationships among community residents.

Accidents will happen on playgrounds, and when they do, the question of legal liability is often raised. Generally there is no liabil-

small parks playgrounds and recreational areas

TEMPLE R. JARRELL,
National Park and Recreation Association,
Arlington, Virginia.



for next to nothing

ity unless negligence can be proved. Negligence may be defined as the failure to act as a reasonably prudent and careful person would under the circumstances.

Most student volunteers working in recreation will be working cooperatively with public authorities.

Municipal services are usually divided into two categories: governmental and proprietary. A governmental function usually relates to health, welfare, education, and protection of the community. Where this term applies, the city is not usually liable for the negligence of

its employees and volunteers. On the other hand, some states regard some government services as proprietary functions. This usually includes such services as public transportation, utilities, and airport operations.

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THE BEST playgrounds are often the simplest. Basically, a playground ought to provide equipment for children to climb over, crawl through, balance on, and swing from.

In a *Parks & Recreation* magazine article, Robert E. Cook, Superintendent of Recreation in Belleville, N.J., pointed out that a study of children during unsupervised play indicates "that they are intrigued by tests of balance as shown in curb and fence walking, boulder standing and climbing, be it on a boulder, a dirt pile, an empty cable spool or a pile of wood. The younger children enjoy imitating the older."

Students assuming responsibility for the development of an apparatus area should bear in mind that a well-designed area is a planned grouping of equipment carefully arranged to appeal to specified age groups. The apparatus should constantly challenge and stimulate children, encouraging them to use their own imaginations to create and solve problems. Here are a few design factors that are useful in the selection of playground equipment:

- Play equipment should stimulate a youngster's imagination and creativity as well as develop his agility, strength, and coordination.

- Each piece of apparatus should provide built-in safety features and must be free of sharp and protruding items such as bolts. It should

be strong enough to withstand maximum loads and designed to discourage incorrect use. As important as safety design may be, however, it should not outweigh the basic purpose of the equipment.

- Every item should be installed in accordance with sound engineering principles.

- Each piece of equipment should have sufficient space for its use and should be designed to resist vandals, heavy use, and weather. It should be pleasant-looking, and its arrangement should be considered in the context of its surroundings and internal relationships.

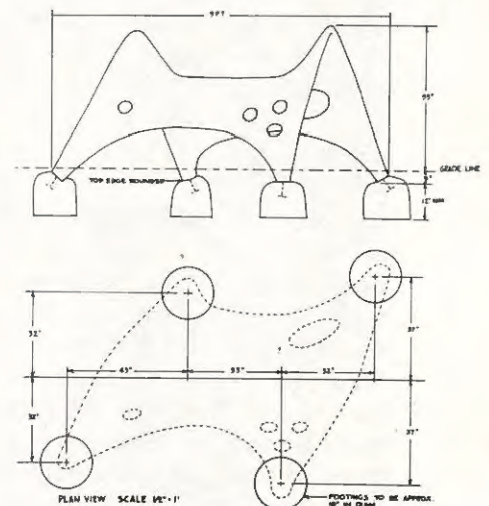
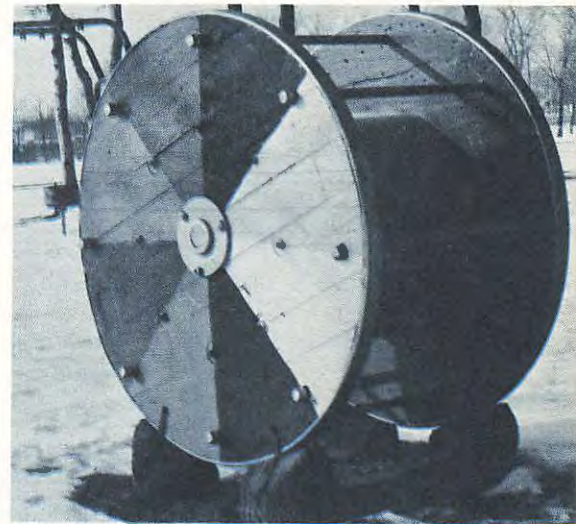
- Colors should be properly used to blend with the natural surroundings or contrast harmoniously with them.

- Place physical barriers such as an attractive concrete block wall in front and in back of swing sets to prevent children from walking into flying swing seats. Rubberized strap seats with metal strands imbedded in the rubber should be used where possible. This design is safer than the wooden variety and will discourage children from standing on the seat when swinging.

- Flexibility of design—the capacity for change—is a major challenge. Many items will become obsolete in a short time.

- Extreme care must be taken to

(Continued on next page)



Playground volunteers should ask their school-community service coordinators and their assigned agencies about the conditions under which they can be held liable. They should also seek clarification about their personal insurance coverage status.

Here are some hints for the student volunteer who serves as a playground leader.

Field Trips: Always obtain writ-

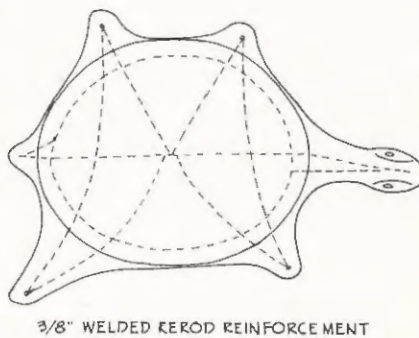
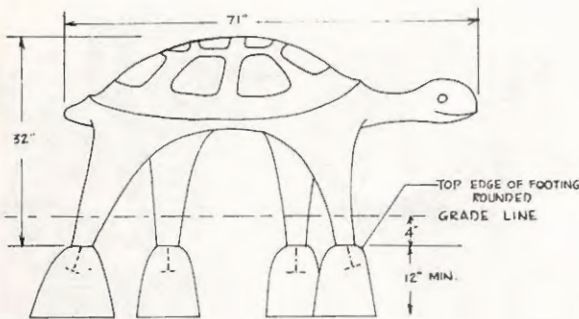
ten permission from parents for their children to participate in field trips although it should be recognized that this permission in itself does not excuse negligence.

Releases or Waivers: A waiver release form signed by parents giving permission for their youngsters to participate in certain hazardous activities is sound because it may reduce the degree of liability in the eyes of a jury; however, a parent

cannot "sign away the life of a minor child" nor the right of his child to sue for personal injury.

First Aid: Court opinions imply that professional or volunteer leaders carrying out their assigned duties should render first aid, but nothing more; if they attempt medical treatment they may be subject to a charge of negligence.

Transportation: A volunteer should not transport children to



eliminate built-in hazards such as inappropriate surfacing materials in the apparatus area. Often asphalt is installed to reduce maintenance costs, but this is obviously a serious hazard. Sand would be better, but it should be retained with a curb, and it should be lower than the surrounding area for retention purposes.

Perhaps the most satisfactory material, while expensive, is a heavy, inch-thick, interlocking rubber matting that has been designed to reduce head, hip, and arm injuries. Its installation can help eliminate the possibility of lawsuits because it indicates recognition of potential accidents.

- The design may focus on a central theme, such as "transportation," and could feature an obsolete airplane, a locomotive, a boat complete with cargo nets, a fire engine,

various locations in his personal car. He may be sued if his passengers are injured in an accident. The neighborhood recreation council should be encouraged to provide transportation.

Activity Fees: Care should be taken to insure that revenue realized from a fee paid by participants in special interest activities covers only the various costs involved in the conduct of the activities and

does not reflect a profit; authorities have stressed that the act of charging for activities may affect the attitude of a court in a liability suit.

Staff Relationship

The playground volunteer program is highly dependent upon the working relationship that exists between the agency professional staff and the volunteer who are working together on the reshaping, readjust-

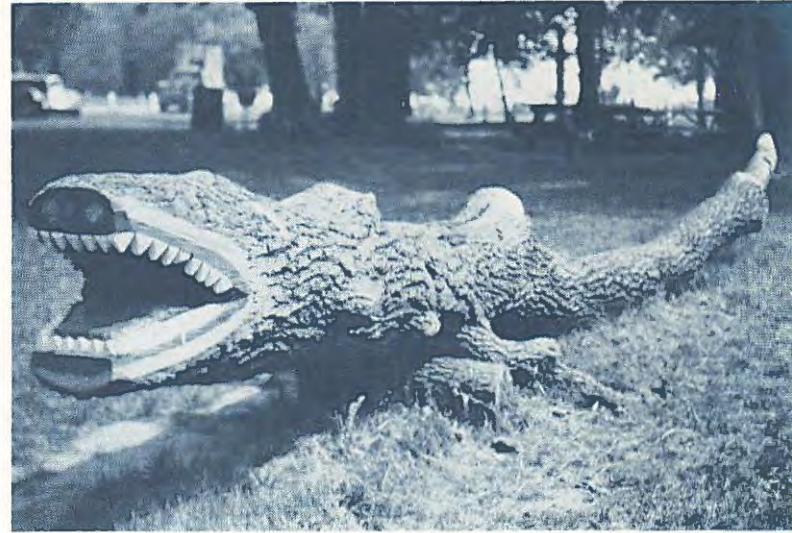
ing, and realigning of their mutual program.

From the standpoint of the professional staff member who bears supervisory responsibility for volunteer workers, the following questions are important:

(1) Does the volunteer meet the work requirement qualifications?

(2) What can be done to help the volunteers fit into the task at hand?

(Continued on next page)



or an abandoned truck. This type of an apparatus area has the advantage of relying on constantly changing sources of innovation and adventure. It also has the disadvantages of rapid obsolescence and a constant need for inspection and maintenance.

Other equipment possibilities are tree houses, tire swings, concrete pipes converted to a dragon-like tunnel, concrete sculptured turtles, porpoises, or dragons with water spraying from their mouths. These items could be made by a local concrete firm.

Shade trees and a small shelter building with storage and rest rooms are essential if the area is to be useful in the summer months. Local artists can paint frescoes and murals on playground walls.

Before you design and build equipment, locate available re-

sources, skilled labor in the community, and the necessary tools and material available at times when volunteers can use them.

Creative Playgrounds and Recreation Centers, by Alfred Ledermann and Alfred Trachsel, contains many examples of non-manufactured apparatus that have successfully entertained children in European countries and in America.

Here are some other popular forms of play apparatus that can be used in simple configurations.

Railroad Track Balance Beams

The Belleville, N.J., Recreation Department set up a 12-foot length of railroad track on six ties, each about two feet apart. Youngsters used this unit in the usual ways—some balance-walked a single rail, others walked the ties, and still others walked with one foot on a

rail and the other foot on the ties.

Concrete Sewer Pipes

Pipes may be obtained free from a local concrete firm making them for city drainage installations. For instance, the Parks and Recreation Department in Fort Lauderdale, Fla., asked a local concrete company for unuseable pipe and constructed a "dragon" tunnel and a simulated locomotive. As a public service the company hauled the pipes to the playground and as a contribution, cut the locomotive "boiler" to fit the "wheels."

The pipes should be bolted to concrete footings. Bolts should be imbedded and covered with patching concrete. Sand may be poured over the pipe floor to minimize knee abrasions as youngsters crawl through the tunnel.

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(3) Why is this responsibility important to the individual volunteer in his everyday activities?

(4) What other work challenges are there for which the volunteer qualifies that would give him equal satisfaction?

The professional worker must be willing to work closely with the student volunteer and accept him not only for his abilities and skills but as a person. With the volunteer he

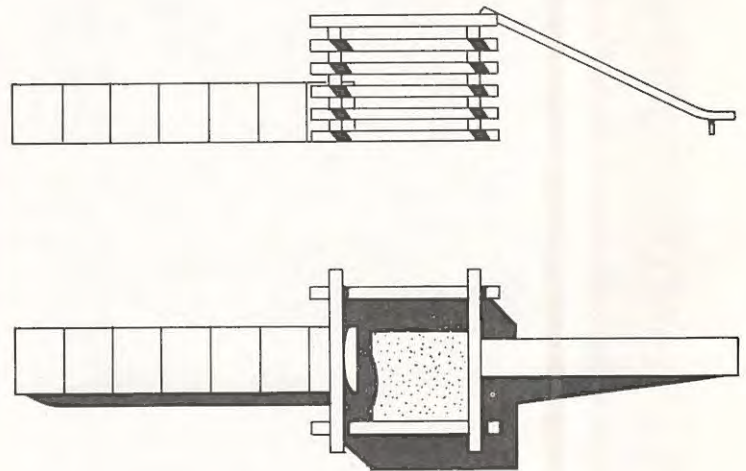
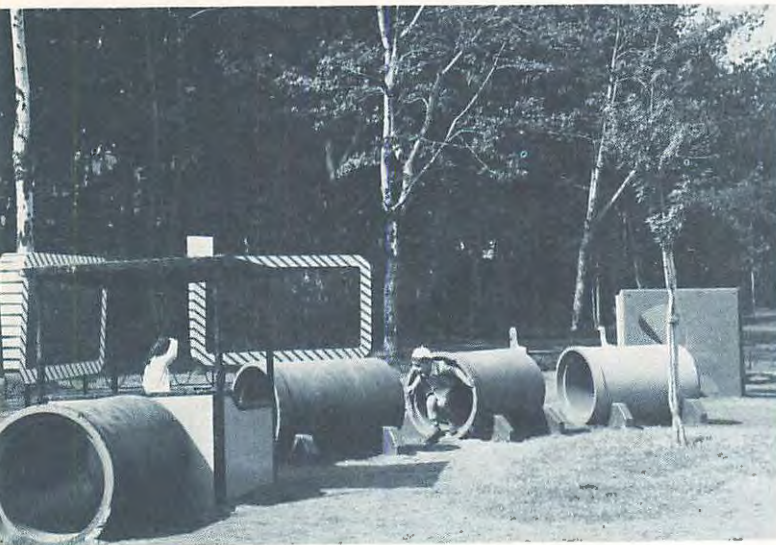
must examine the task's total volunteer service needs and, if necessary, revamp its framework to guarantee the volunteer careful selection and job assignment, better training for the specific tasks, and more adequate supervision and aid.

The student volunteer, for his part, must accept the fact that the professional leader has a responsibility in the agency or organization with which he is working. Having

accepted that responsibility it is incumbent upon him to work within the framework of his organization's policies and practices.

Activity Leadership

Student volunteer activity or group leadership on mini-parks or playgrounds may involve organizing and guiding youngsters in specific program areas. Volunteers usually choose to be involved in



Slide Chute

A Bellevue, N.J., playground features a play unit seven feet high. Railroad ties were piled in a square to that height and bolted to each other. One side of the ties was fitted around a large sewer pipe. Each tie projects about a foot past the point at which it crosses another tie, and the center of the square is filled with a sand and sawdust mixture to a depth of about a foot. The children often use the pile of ties as a stockade or a fort and explore ways of climbing it.

A tunnel of concrete pipes leads to the bottom of the stockade and adds another stimulus for children's imagination. The pipes are painted different colors.

Play Log

This consists of an oak log about 1½ to 2 feet in diameter and 15-

feet long. The log is bolted to upright locust posts. The log should be peeled and its ends rounded off to make them safe.

Adventure Areas

The concept of adventure play areas started in Europe. In recent years it has rapidly gained supporters in this country. Also known as "junk" or "Robinson Crusoe" play areas, adventure playgrounds provide children with the opportunity to create their own environment.

Fencing will be necessary in order to control area use. Youngsters should be encouraged to bring their own small tools, such as hammers and screwdrivers, while the sponsoring agency provides saws, shovels, and nails. Building contractors and firms involved in the destruction of buildings can supply used materials.

A maximum of three weeks should be allowed for a construction session. After that all projects should be leveled so that others may build on the site.

The student volunteers and the coordinator work with youngsters in advising them about the proper use of tools as well as construction methods. Under no circumstances should power tools be available.

Details on an outstanding program in Champaign, Ill., will be found in *Parks & Recreation magazine*, May, 1974 issue, published by the National Recreation and Park Association, 1601 North Kent Street, Arlington, Va. 22209.

Concrete Basketball Standards

A revolutionary type of outdoor basketball standard can easily be built with the assistance of a local concrete firm. It will be long-last-

those activities in which they have knowledge, special skill, or ability. For example, a student majoring in journalism may wish to work with several would-be journalists in starting a playground newspaper; a drama major may wish to stimulate interest among youngsters in marionette, puppet, or family night talent shows; an art student may prepare and paint props for the production.

Program opportunities are limited only by the resourcefulness of the volunteers and the agency staff and the scope of the playground program. Those who may lack the skills of leadership or cannot devote sufficient time on a scheduled basis may still serve in other ways such as:

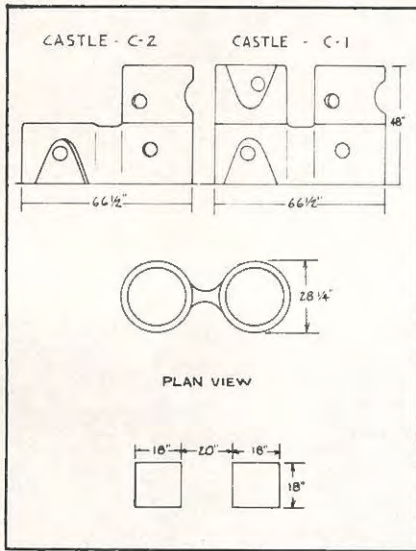
- Preparing promotional material for a large special event—news articles, radio blurbs, or

posters to be distributed locally.

- Officiating at athletic games or tournaments.

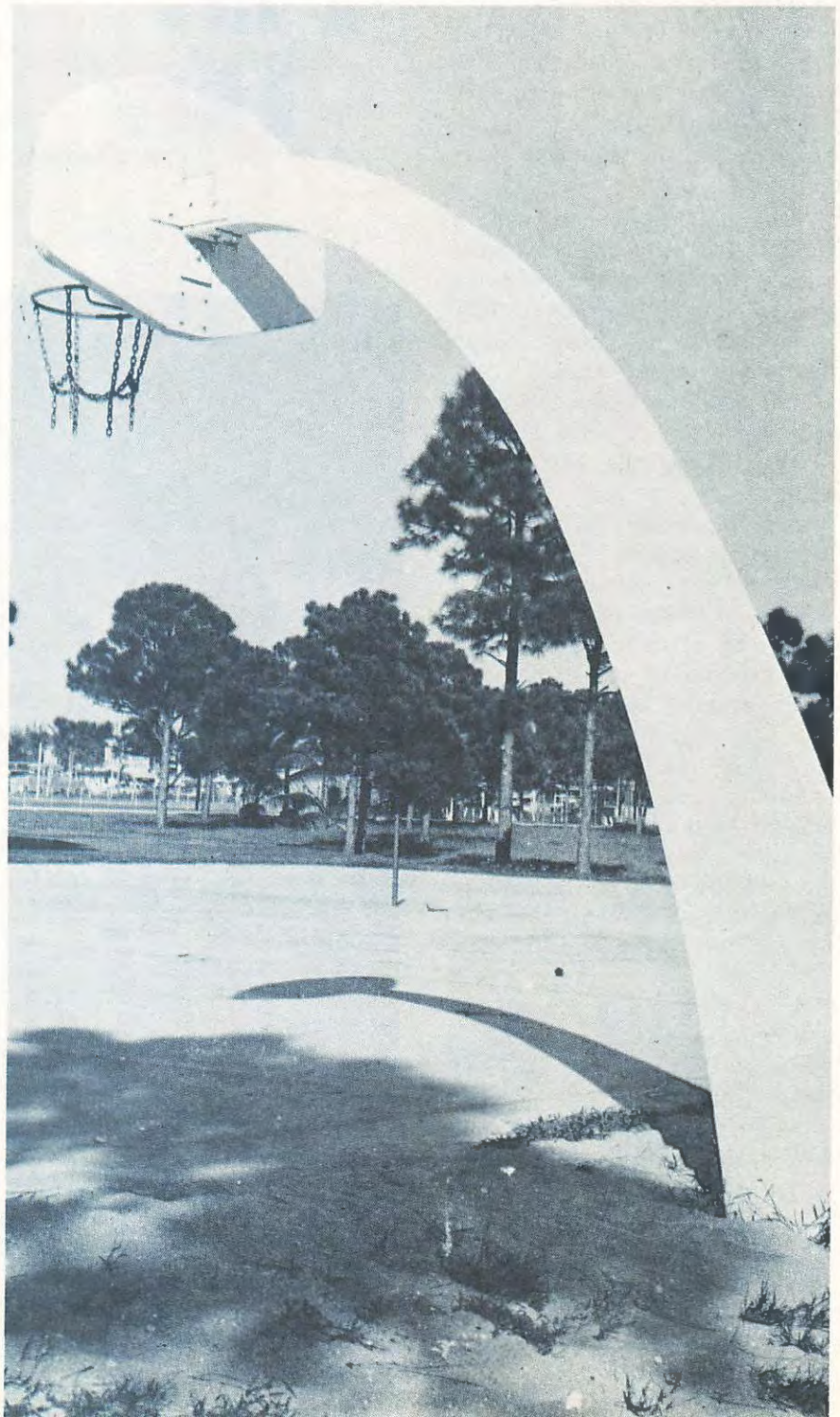
- Assisting in the organization of a neighborhood recreation council to help gain manpower and financial support for the program.

- Developing a junior leadership program to encourage boys and girls to assume certain playground tasks with the aim of helping to develop their leadership potential.



ing and will eliminate the usual maintenance tasks. The standards and backboard are all concrete.

The standards and backboards are cased separately and bolted together with metal angles and bolts. A tree crane or a wrecker truck can easily handle its erection. The standard is set in a prepared hole in the ground, on a block or other object to prevent settling, and the counterweight slab is poured around it while supported in position. The standards are 6 inches thick, and taper in width from 8 inches at the top to 24 inches at the base. Two No. 6 bars are used in the upper face while two no. 4 bars are imbedded in the lower face. A standard requires one-half cubic yard of concrete while the counterbalance requires two cubic yards. The chain nets are welded onto the basket ring.



FOR MANY YEARS, the traditional May Day queen and her court helped celebrate the end of the school year at Furman University in Greenville, S.C.

Then, four years ago, members of the Furman Collegiate Educational Service Corps took what they thought was a more constructive approach to the rites of spring: May Day Play Day, a special treat for the disadvantaged children in Greenville County whom student volunteers had been working with all during the academic year.

More than 1,000 children attended the first Play Day. The 1974 May Day Play Day attracted 4,000 children from 63 service programs in Greenville and adjoining Spartanburg Counties.

Nearly 1,400 students and 60 Furman faculty members participated in the celebration, which featured 30 events sponsored wholly or in part by Greenville city institutions or area businesses.

The faculty helped serve lunch and were joined by area businessmen and Greenville Mayor Max Heller.

Students began planning for Play Day in January. Two chairmen presided over committees addressing each major planning phase. One group of students coordinated a transportation plan which this year included 40 buses. Area churches and the Greenville city Coach Line donated gasoline.

Another group of students arranged outdoor games, athletic exhibitions and sport clinics. Washington Redskin player Sam Wyche gave a football demonstration. The Furman basketball varsity squad held a clinic.

A special group of students provided one-to-one escort service for the nearly 600 retarded and handicapped children.

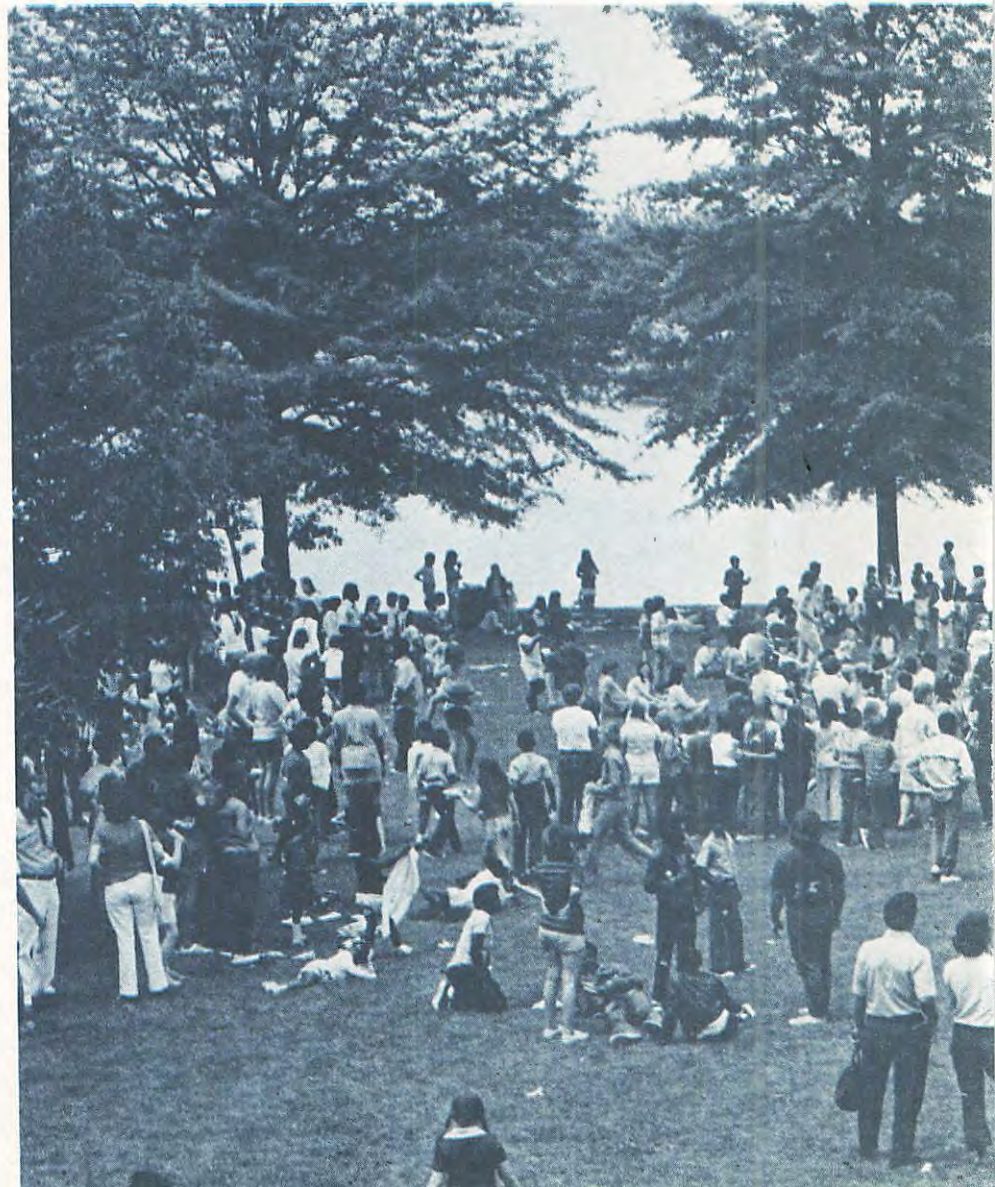
Two bottling companies donated soft drinks and a national hamburger chain offered free food, "enough for an army," said Betty Alverson, faculty adviser to the Service Corps.

Furman's

May Day Play Day



From the rites of spring to community service.





Pulling out of the station (far left), Furman's May Day Special, with a student volunteer at the throttle, takes a full load of children on a Play Day trip as others wait their turn.

Bearing up (left) under his Smokey costume, a Play Day volunteer gives a young guest one of his best hugs and receives one in return during May Day festivities at Furman.

Setting out, presumably, across Peppermint Bay (above), the Good Ship *Lollipop*, crewed by student volunteers, gives Play Day children a ride around a campus lake.

The high point of Play Day, a traditional romp around the May Pole (below), attracts crowds to the shore of Furman's lake for songs, stories, and a stroll around afterward.





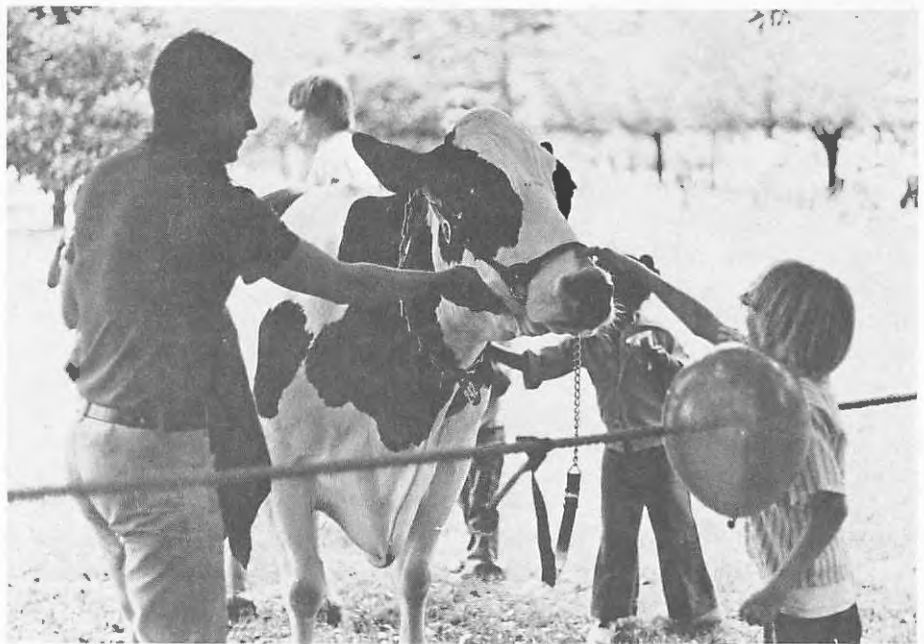
A Furman volunteer (left) finds that an armful of friends is a good way to end the school year. Similarly (below), another student gives a Play Day guest respite from May Day activities.

Waiting with his Play Day guest to board the Good Ship *Lollipop*, a Furman volunteer reacts to the schedule of events planned and the activities accomplished during the May Day celebration.





Hey, there's a snake in that box! Gingerly, Greenville Mayor Max Heller, Mrs. Heller, and a group of Play Day guests (above) approach a one-reptile herpetology exhibit.



Enjoying Furman's "contact zoo," a student volunteer and several children meet and pat a cow during May Day Play Day festivities.

Making the most of snack time

If you work with young children, here are some suggestions for using snacks as nutritional and educational aids.

**ELAINE M. BLYLER, Deputy Chief,
Supplemental Food Program,
Department of Human Resources, Washington, D.C.**



THE LIST of factors that affect your food habits or what you eat would probably include relatives, friends, members of your peer group, ethnic background, religion, where you eat and the area in which you live. All of these factors and more influence what you ate while growing up and what you eat now. Food habits change—they have changed significantly in the United States in the last decade—but the change has been gradual. Usually a person is not aware that his food habits are changing.

Food habits are determined during the preschool years. Parental influence on food habits is declining. Nine years ago, 27 percent of the three to five-year-olds in this country were in some kind of preschool program. In 1970 this figure rose to 37 percent. Depending on the number of hours a child spends in a day care center he might eat a snack, two snacks, or two meals and two snacks each day. The influence of the day care center on food habits is increasing.

Obviously, television influences

food habits. By the time the average high school student graduates, he will have spent more hours watching television than attending school. Television has become the chief form of entertainment in many children's lives. Seventy-five percent of all children's TV programming is accompanied by commercials for food. An examination of the major food companies' advertising budgets reveals that the food products with the least nutritional value have the largest advertising budget. How often do you see such agricultural

commodities as fruits, vegetables, dairy products, rice, wheat, beans, nuts, or meat advertised on television? Highly processed foods, which have lost much or all of their nutritional value in processing are advertised most. In addition, most of the foods advertised on children's television are sweet. It is these non-nutritious foods that children see advertised, ask their mother to buy or buy themselves, think about eating when they are hungry, and if available, eat.

The nutritive value of the American diet is declining. The cookie market is growing twice as fast as the population. More sugar sweetened cereals and more snack foods are being developed and consumed. In its household Food Consumption Survey of 1965, the U.S. Department of Agriculture found that Americans were eating fewer fruits and vegetables than they were in 1955. This change in fruit and vege-

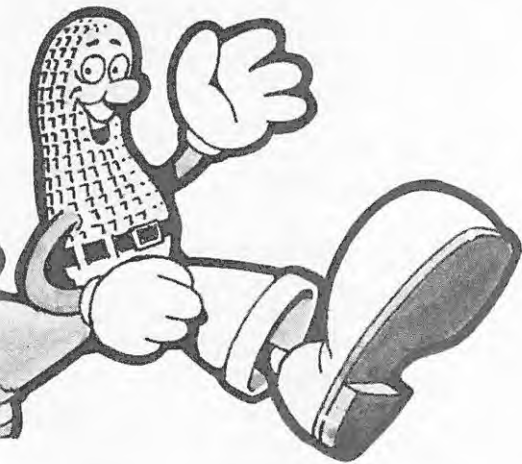


table consumption resulted in a lower intake of Vitamin A and Vitamin C. The public's milk intake—a partial index of calcium consumption—was less in 1965 than in 1955.

The initial data from the Health and Nutrition Examination Survey (HANES), released in March by the Health, Education, and Welfare Department, confirms the continuation of this trend. Forty percent of the preschool children sampled had diets deficient in Vitamin A. Forty-six percent of the pre-

school children (54 percent of whom were from low income homes) had inadequate Vitamin C intake. Iron intakes were found to be below standard in 95 percent of the preschool children sampled.

Children and their parents need to learn more about the vitamins, minerals, and other nutrients required by their bodies. Foods that contain good quantities of these nutrients should be publicized and introduced to children in an enjoyable way. Children should be introduced to a variety of nutritious foods; they need to learn an appreciation of the natural flavors and colors of food, instead of artificially flavored and colored foods. Good nutrition can be taught easily and enjoyably in day care situations by making eating experiences pleasant as well as educational.

Snack time offers an opportunity to introduce children to a variety of nutritious foods. Since three meals are not adequate to provide young children all the necessary foods, a center may offer a snack at mid-morning and mid-afternoon. Older children who come to a center after school may be given a snack upon arriving. But such foods may be devoid of nutrition. Too often one of my colleagues or I have visited a center and seen a sweetened juice drink and a cookie served to the children as a snack.

This snack can easily be improved. If juice is served, use the unsweetened type. Nutrition scientists have suspected that sweetened juice, which contains tooth decay-promoting sugar, is a cause of heart disease, obesity, and diabetes. Children, especially those who are overweight, should be offered reduced fat (2 percent) or fat-free milk. Peanut butter and crackers provide more protein and iron than a cookie. Sometimes a child may not be hungry at snack time or mealtime. Generally speaking this is not serious. Never force a child to eat something he does not like.

Wondering where to get the money to purchase nutritious

snacks? The U.S. Department of Agriculture reimburses day care centers for snacks through state agencies. If a center is uncertain about eligibility, the state agency, which is frequently the board of education, should be contacted. USDA can also be written to for further information. Once funding sources have been determined you can prepare a budget for the snacks. Determine the cost for one month by dividing the number of snacks to be served into the amount of money that can be spent. A similar calculation could be done to find the amount of money that can be spent per day on snacks. The challenging task is how to stay within the budget, while serving nutritious snacks and introducing the children to foods their bodies need.

The HANES research shows that children need to increase their intake of iron, Vitamin A and Vitamin C. They can eat foods supplying these nutrients at snack time. A raw vegetable dip is suggested. If a large supermarket is nearby the children can take a trip to the produce department. Check with the store manager first. Make sure you have enough leaders to adequately supervise the children. At the store, choose carrots; they are relatively inexpensive and a good source of Vitamin A. Depending on the area of the country or the time of year, summer squash (yellow with a crooked neck) may be available. A cauliflower, although expensive, will provide snacks for 20 children. Celery can be used for dipping. While none of the above foods contains much iron, they do contain varying amounts of needed vitamins, are low in calories, and provide needed roughage or bulk to the diet. Plan to use two or three vegetables in the dip and choose one that the children like. Let the children help wash the vegetables and get them ready to dip into the food.

Since protein is an important nutrient, use peanut butter or egg salad as the dip. Peanut butter, a

(Continued on next page)

good source of protein and iron that most children like, would be a good choice with carrots, celery or yellow squash. Children like finger foods and preschoolers like to "do it myself." Egg salad, also a good source of protein and iron, can be used with carrots, celery, and other vegetables as well. While enjoying the snacks, you can teach children about texture by using such words as crisp, smooth, hard. You can also teach them about colors and shapes. One word of caution: Do not try to teach too much at one time. It's better to introduce one new food or one or two new concepts at a time.

Focus on a particular food or concept for one week. A trip to the supermarket has already been mentioned. Space and weather permitting, seeds could be chosen and a garden planted. The children can help with the entire process. There are many advantages to a garden. Everyone will be able to see how foods grow, the group will gain experience in working together, and the cost of food will be greatly decreased. If no one in the day care center has had any experience with gardening, check at the school or local library or ask for free information when purchasing seeds.

Choose one snack time during the week to serve a glass of tomato juice with two crackers. On another day the children can make a vegetable salad. If small, blunt-edged scissors are used in the classroom, these can be washed in hot soapy water, rinsed, dried and used to cut the leafy greens, celery, and carrots. Try introducing one new food in the salad, either an unfamiliar leafy green vegetable or even red cabbage. This salad can then be used as part of a meal or as a snack.

Always include the children in the preparation and clean-up parts of the activity. The rinsing, gathering, stirring, and wiping up helps the child's motor development. Since preschool children and sometimes older children do not want to share, some activities should be

done independently. By bringing plastic containers, such as margarine tubs, to the center, each child will have his own bowl to prepare a salad.

Remember that comments, both spoken and implied, through gestures or expressions, will greatly affect the child's impression of the new food. If none of the volunteers like a specific food or is unwilling to try a new food, then that food probably should not be served. The children will undoubtedly reject it. Children will usually accept a new food if the volunteer tries it with them and conveys a positive attitude toward it.

EGG FOO YONG
(For one child)

1 egg
1 tablespoon bean sprouts
1 teaspoon onions

Mix together.
Oil frying pan, add mixture.
Cook on one side, turn over and cook
on other side.
Serve with soy sauce.

Bean-sprouting is a winter activity that can teach children how things grow. This activity should not be started before a weekend. It requires daily attention. Baby food jars or similar containers can be labeled with each child's name. Buy mung beans for this activity; these are usually available at a health food store. Help teach numbers by having each child count out 10 beans for his jar. Add water just to the top of the beans. Use a pitcher and let each child add water to his jar. Put covers on the jars and store them in a dark place. Add water daily, if necessary, to keep the beans moist. Within three to four days, depending on the temperature, the sprouts will be from one to three inches long. At this time refrigerate the sprouts until they are used. You can use them to make egg foo yong, a Chinese dish. You can bring Chinese objects to the center,

i.e., such things as chop sticks and pictures of panda bears. Thus nutrition becomes the basis of a geography or history lesson.

Dr. Rodger K. Bufford, Assistant Professor of Psychology at American University, uses behavioral techniques to develop good food habits in children.

"Food preferences are learned," says Dr. Bufford. "Few people like coffee the first time they taste it; people learn to like coffee. When introducing new foods, alternate foods you predict the child will like, with those the child may not like. Do not lead the child to believe that something new means something bad. Let the child know that you enjoy the food.

"Certain principles should be remembered when introducing a new food. If a new food is presented when the child is very hungry he is more likely to accept the food. The child will remember this pleasant experience and will want the food the next time he is hungry." The day care center can teach good food habits by providing dried fruits, cheese, raw fruits, and vegetables, whole wheat bread with peanut butter and unsweetened juice or milk at snack time.

It is important for the teachers or parents to eat with the children. This way the child can see that the adult is enjoying the new food. The adult's action encourages the child to like the food too. Once learned and reinforced by the parent, good food habits will become the basis of food habits that prevent tooth decay and obesity and maximize the possibility for good health.

Children enjoy the measuring and mixing that comes with making a recipe. A three or four ingredient recipe is the best choice for a preschooler. The elementary school child can cope with more complicated recipes. Day care experiences should help the child to create a good self image. Activities, including those involving food and nutrition, must be tailored to the child's

abilities. Praise and encouragement are reinforcing, regardless of whether they are given when the child answers a question correctly or learns to peel a carrot.

Since the child is new at cooking and you want him to be successful, do not choose a recipe that requires careful measuring. Both of the recipes listed are appropriate for four to six year olds. You can make recipe posters to show children the necessary proportions. Cover the poster with clear plastic. In order to show the children how much of each ingredient is needed, put a picture or a sample food on the poster. Draw the unit of measurement next to each ingredient. Use color coded cups (blue = $\frac{1}{4}$ cup, red = $\frac{1}{2}$ cup) or draw two different sizes. The equipment and foods shown on the poster should be the same as those with which the children are working.

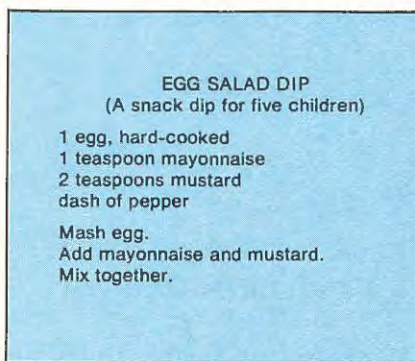
The public library is a good source of recipe and food ideas. A variety of children's cookbooks have been written; choose recipes that contain nutritious foods. Look for picture books that could be used to teach how food grows, how it gets from farm to supermarket, how proper food is important for growth.

Children can draw pictures of tasty snacks, of children working in a vegetable garden, or of healthy teeth. Collect the pictures the children have drawn, cut out, or brought in, and develop a flannel board story. Choose pictures that are simple and easily recognized. For the preschool child, limit the story to five minutes.

If you can get an old, worn out television set, remove the picture tube and use it at the center as a puppet theater frame. Children are accustomed to watching and learning from television. You can make puppets from fruits and vegetables. Put apples, lemons, or oranges on popsicle sticks. Larger and heavier foods such as eggplant will require a piece of wood doweling, available at most hardware stores.

Visuals help to get and keep children's attention. A list of free or low cost materials that can be used to develop nutrition activities for day care programs accompanies this article. Be flexible. Use such materials as a starting point and adapt them to your children's needs and interest. Remember to include regional or ethnic food conventions.

Nutrition and food can be used to teach math, language, science, history and even more. But be sure of your facts. The goal in teaching young children about nutrition and foods is to create good eating habits and an appreciation for appetizing and nutritious foods. Many food items in the marketplace do not contribute to good health. It is important—even vital—to educate children to eat and enjoy the foods that are good for their bodies.



NUTRITION TEACHING RESOURCES

Creative Food Experiences for Children, Center for Science in the Public Interest, 1779 Church Street, Washington, D.C. 20036. Price: \$4.00.

Guide for teachers teaching children about food and nutrition.

How to be a Good Landlord to Your Teeth, Colgate Professional Services, Colgate-Palmolive Co., 740 North Rush Street, Chicago, Ill. 60611. Free to teachers.

Color cartoon film strip, record, and teacher's guide. Proper brushing, dental checkups, and nutrition are covered.

Journal of Nutrition Education, The Society for Nutrition Education, 2140 Shattuck Avenue, Berkeley, Calif. 94704. Price: \$8 a year.

Quarterly publication of the Society for Nutrition Education designed for those persons who are interpreters of nutritional sciences and motivators for the development of good nutritional practice. Incorporates research articles, reviews of educational materials and features to help the nutrition educator.

Dudley the Dragon, American Dental Association, 211 East Chicago Avenue, Chicago, Ill. 60611. Single copies free.

Amusing cartoon story with a rhyme about a "dental dropout" who learns how to care for his teeth.

Food for Little People, Department of Public Health, 2121 McKinley Avenue, Berkeley, Calif. 94703. Price: \$1.07.

Thirty page booklet about snacks and ways to help children learn about foods.

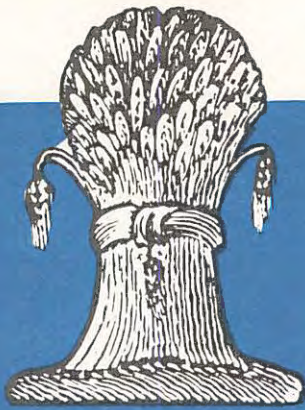
Ollie and the Orange, and **Smile, Ralph, Smile**, Consumer Services, Sunkist Growers, Inc., Box 2706 Terminal Annex, Los Angeles, Calif. 90054. Price: 25¢ a story.

Two different flannel board stories about oranges that can be used with other fruits.

Nutrition Survival Kit, Action for Children's Television, 46 Austin Street, Newtonville, Mass. 02160. Price: 25¢.

Ten-page pamphlet that helps counteract some of the demand for sugar sweet snacks. Recipes, games, and puzzles included.

Publications are listed solely as an information service for volunteers. This compilation is not a complete list of available resources, and inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included.



A VOLUNTEER'S GUIDE

RESOURCES RESOURCES

CHILDREN & YOUTH

Alternatives to Apathy, Drugs, and Loneliness, Grafton Publications Inc., 667 Madison Avenue, New York, N. Y. 10021. Price: \$5.00.

Written for youth project leaders, this book offers practical suggestions for youth-involved activities designed to combat the problems of drugs and loneliness among adolescent youth.

Challenge, Action, Change: A Community Guide for Youth Development, U. S. Department of Health, Education, and Welfare, Office of Human Development, Office of Youth Development, Washington, D. C. 20201. Free.

A citizen's guide for exploring the alternatives to youth correction within the community. Step-by-step guide to assessing community needs for delinquency programs.

Chicanos, Eskimos, and Indians, Parents' Magazine Press, 52 Vanderbilt Avenue, New York, N. Y. 10017. Price: \$3.78.

Writing on an elementary school level, Patricia Martin discusses the histories, lifestyles, and contributions of various ethnic groups through colorful illustrations, folklore, and folksongs.

Directory of the Child Advocate, Day Care and Child Development Council of America, 1401 K Street, N. W., Washington, D. C. 20005. Price: \$3.00.

This booklet lists national organizations that are involved in creating and monitoring child-related legislation. Included in the directory are individual contacts, descriptions of continuing projects, a legislative glossary, and names and addresses of members of Congress concerned with children's rights legislation.

Three, Four, Open the Door, Follett Publishing Company, New York, N. Y. Price: \$5.95.

Susan Stein and Sarah Lottick present ways of helping children learn English through the use of paints, paper, and homemade toys and puppets. Also included are suggestions for scientific experiments, games, and outdoor activities.

RESOURCES

Youth Into Adult, National Commission on Resources for Youth, Inc., 36 West 44th Street, New York, N. Y. 10036. Price: \$2.50.

Authors Mildred McClosky and Peter Kleinbard offer nine selected youth-involvement projects in which adolescents are actively involved in community help. Programs were chosen to illustrate a wide variety of community problems and the diverse ways in which youth attempt to help themselves and others.

Minibike Challenge to Read Program, Insight Media Programs, Children's Press, 1224 W. Van Buren St., Chicago, Ill. 60607. Price: \$34.95.

A filmstrip, cassette, six paperback books, and an instructor's guide make up this package for remedial reading classes in grades seven through 12. By using the exciting subject of minibike racing, learning English becomes an adventure in cross country travel.

RESOURCES

Minigardens for Vegetables [S/N 0200-00821], Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 25¢.

Growing a vegetable garden can be a delightful way of introducing young children to natural sciences, and this guide tells you all you need to know to grow vegetables in a limited space.

Teacher's Guide to Minigardens [S/N 0100-02906], Price: 25¢. Supplemental information for larger gardening projects.

The Self-Structured Way, Girls Clubs of America, Inc., 133 East 62nd Street, New York, N. Y. 10021. Film rental: \$15.00.

A 16mm color and sound film that depicts how a one-week self-structured program was developed with girls from six years old and up at the Pasadena Girls Club. Using a non-threatening training design that encourages each child to be a part of the planning in a youth agency program, this film can be helpful for any volunteer program working with young and adolescent children. The manual, *Agency Metamorphosis*, (\$3.50) describes ways to revise and change communication methods between the adult youth leader and the children, as well as outlining steps to start a smoothly run self-structured youth program.

RESOURCES

ECOLOGY & CONSERVATION

Citizen Action Guide to Energy Conservation [S/N 4000-00300], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: \$1.75.

A citizen guidebook that gives a factual account of the energy crisis and what citizens can do to alleviate some of the conditions. Suggests combined efforts toward energy conservation at the community level. State energy information contacts are included.

A Drop to Drink: A Report on the Quality of Our Drinking Water, Environmental Protection Agency, Office of Public Affairs, Washington, D. C. 20460. Free.

A helpful guide for people who are interested in keeping the water in their community safe for human consumption.

(Continued on next page)

RESOURCES

Recycling in Action, FilmFair Communications, 10900 Ventura Blvd., Studio City, Calif. 91604. Price: \$185.00. Rental: \$20.00.

A 15-minute color film illustrating the success a Santa Monica, Calif., reclamation center has had in alleviating the community's solid waste problem. Suggestions and guidelines for starting a center are given.

The Right to Exist: A Report on our Endangered Wildlife [S/N 2410-00161], Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 60¢.

Describes the state of endangered American wildlife and efforts being made to protect it. Extensive conservation campaign suggestions are given, along with an evaluation of continuing Federal, state, and private conservation projects.

Teaching Materials for Environmental Education [S/N 0101-00234], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: 95¢.

Guide for volunteers working with grade school youngsters in environmental studies. Seven lesson plans concentrate on topics such as land use, water quality, and urban environment.

The Environmental Film Review, Environment Information Center, Inc., Film Reference Department, 124 East 39th Street, New York, N.Y. 10016. Price: \$20.00.

A critical review of over 600 films dealing with environmental problems. Production dates, running time, producer and price of film are included.

RESOURCES

FOOD & NUTRITION

Family Fare: A Guide to Good Nutrition [S/N 0100-2850], Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 95¢.

This handbook on basic nutrition contains a daily food guide, tips on meal planning, facts on nutrition, and helpful information on buying, storing and preparing foods.

Food and Nutrition, Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: \$2.50.

A bimonthly magazine concerned with Federal food assistance programs administered by the Food and Nutrition Service, this can be a helpful guide to those volunteer organizations that are interested in the activities of both public and private agencies in furthering elimination of hunger in the United States.

RESOURCES

More than Tea and Toast, Food Research and Action Center, 25 West 43rd Street, New York, N. Y. 10036. Free.

If your volunteer program is involved with day care services for children in disadvantaged areas, you may be eligible for funding from the Federal Special Food Service Program for Children (FSFSPFC). Designed to meet the nutritional needs of children who do not attend school, funds are available to reimburse service institutions for meals provided for children in a day care setting; and to purchase or rent equipment for meal services. In addition, eligible centers can receive Federal commodity foods. This free booklet describes the program in detail and gives instructions on how to apply for funds.

Quantity Recipes for Child Care Centers [S/N 0124-00170], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: \$4.05.

An easy-to-use card file containing recipes for main dishes, soups, salads, vegetables and desserts in quantities of 50 for group serving. Nutrition, appeal, and economy are emphasized in this meal planner—an excellent guide for volunteer day-care centers.

RESOURCES

GENERAL

The Community Market Cooperative Catalog, Alfred A. Knopf, New York, New York. Price: \$2.45.

A catalog of goods and services produced by communities, communes, collectives and cooperative groups in North America. "How-to" hints for forming a cooperative, raising funds, and selling goods.

Evaluating Voluntary Action, Center for a Voluntary Society, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036. Price: 50¢.

Occasional Paper No. 3, written by David Horton Smith, is an introductory checklist designed to help voluntary groups understand how to assess their activities, improve their efficiency and effectiveness, and reach desired self-defined goals.

Handbook for the Home [S/N 0100-02960], Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: \$5.70.

For volunteers working in home improvement projects within the community, this handbook could be quite useful. Divided into four sections corresponding to the major concerns in the resident's life, this book covers such topics as housing costs, financing a home, insurance, house plans, and remodeling.

RESOURCES

Welfare Week, Gamed Simulations Inc., P. O. Box 1747, F. D. R. Station, New York, N. Y. 10022. Price: \$13.50.

A two-hour exercise for any number of players, this game is designed to give participants the opportunity for a simulated experience of living on a welfare budget. Players are given a caseworker, assigned a budgetary allotment, and role-play the conditions of a welfare recipient. Very useful for volunteer programs working with welfare recipients.

Consumer Education: The Price is Right—Or is It? Urban Media Materials, 212 Minneola Avenue, Roselyn Heights, N. Y. 11477. Filmstrip with cassette: \$64.00.

Aimed at children in grades three through six, this filmstrip series (4 strips and 2 cassettes) introduces grade school youngsters to their rights as consumers and shows the value of investigating and evaluating a product before purchasing it.

Voluntary Action Research 1973, Lexington Books, D.C. Health and Co., 125 Spring Street, Lexington, Mass. 02173. Price: \$16.00.

Edited by David Horton Smith, this collection of position papers on volunteerism examines the impact of voluntary service in historical and contemporary perspectives. Some of the topics covered are: "Black Voluntary Associations," "The Voluntary Participation of College Students as a Catalyst for Change," and "Evaluating the Impact and Effectiveness of Voluntary Action."

RESOURCES

Directory of Minority Media [S/N 0300-00393], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: \$1.25.

A directory of minority-oriented newspapers, periodicals, radio, and T.V. stations throughout the U.S. Good source for minority students volunteer programs that need recruitment or advertising outlets.

Interracial / Interethnic / Intergroup Relations and the Volunteer (Portfolio No. 9), National Center for Voluntary Action, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036. Price: \$1.00.

Established volunteer projects in the field of interracial/interethnic/intergroup relations are given as case histories, as well as resource information and other relevant descriptive pamphlets.

Publications are listed solely as an information service for volunteers. This compilation is not a complete list of available resources, and inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included. NSVP does not stock any resources listed, you must order directly from the source.

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THE LEGAL ANGLE

avoid the one-third reduction rule by entering into a leasing arrangement in their own name.


One income-related problem that Congress attempted to head off was that some states already had benefit levels higher than those uniformly provided by the SSI program—benefits greater than \$130 per individual and \$195 per couple. To protect a beneficiary from financial injury by the Federal act, Congress amended it to specifically protecting recipients from income reduction resulting from the SSI program. The amendment requires a state, in order to receive Federal Medicaid funds, to make supplemental payments to all individuals receiving assistance in December, 1973, who would otherwise suffer a reduction in benefits when SSI was implemented a month later.

Despite Congress' attempt to reduce former welfare inequities by using uniform and relative objective standards, a significant number of eligible individuals have not received the benefits to which they are entitled under the law. A student volunteer can help the applicant avoid problems by assisting him in generating the data needed for a determination of eligibility. In other instances, an appeal from an administrative decision is necessary. Where an appeal is necessary, the applicant would be well advised to seek legal assistance.

The Social Security Administration and the Administration on Aging have recognized the problem of making sure that potential recipients of these more liberal benefits become aware of their eligibility. In doing so, these agencies have initiated Project SSI Alert. Under this project, local Red Cross chapters are responsible for providing the staff direction and assistance needed to

recruit, train, and effectively use volunteers. Media campaigns are being conducted giving notice of the change in the law. One Red Cross program has volunteers make phone calls to potentially eligible SSI program beneficiaries and arrange counseling sessions where necessary. The program has been successful, but it needs more volunteers to act as contacts and counselors.

Your local Social Security office is the first place for student volunteer groups to look for information about SSI. Further information can be obtained from a comprehensive report on the new Supplemental Security Income Program by the Joint Economic Committee's Subcommittee on Fiscal Policy. The report compares the old welfare program and the new SSI program in considerable detail. To obtain a copy of this report, volunteers should write to the Subcommittee on Fiscal Policy, Rm. 1500, Longworth House Office Building, Washington, D.C. 20515.



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GET INTO ACTION.

ACTION is a growing movement of volunteers who are helping people to help themselves. ACTION is the PEACE CORPS, VISTA, SCORE, ACE, FOSTER GRANDPARENT PROGRAM, UYA AND MORE. If you're trained in a skill or just have a little love to share... ACTION NEEDS YOU.

CALL TOLL FREE
800-424-8580
IN WASHINGTON, D.C. AREA CALL
833-8807

(Continued from inside front)
GUEST SPEAKER

community center because of their desire to achieve successful results. Their enthusiasm in the center picked up where the resident-serving agencies left off.

Although they do not operate official or semi-official volunteer programs, some state colleges and universities do recognize its educational importance through credit for life experience.

Credit for volunteer work need not be prescribed as part of a course. In some state colleges and universities, the credit occurs "after the fact." Students who have done volunteer work may find that the college recognizes the experience as educationally valuable and credits it toward a degree. Credit for life experience is awarded at present by some of the state colleges in Texas, Florida, Minnesota, Michigan, Illinois, Alaska, Maine and Tennessee.

The opportunities for volunteers vary, but the philosophy does not. State colleges and universities have recognized that not all learning occurs in a classroom and that not all of it can be graded on an exam. The community and the gift of self provides a give and take and a setting for the student to discover and explore his own potentialities.