

Synergist

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National Student Volunteer Program
One Part of **ACTION**

CREATIVE CONSULTANTS AND TRAINERS



Volunteering for Special Olympics

Faculty Roles in Service-Learning

Budgeting for Student Volunteer Programs

High School Students Give Speech Therapy



ACTION

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Synergist

The Journal of ACTION'S National Student Volunteer Program



Michigan Special Olympics Games

Contents

- "Go to the Villages!"
Diana Fussell and Andrew Quarmby 2
- Budgeting for Student Volunteer Groups
Herbert Rosenthal 6
- Everyone Wins: Volunteering for Special Olympics 12
- Regional Resource Catalogue Tells Where to Serve and Learn
Barbara K. Hofer and C. Kathryn Shelton 17
- Project New Day Helps Ex-Offenders Enrolled at De Anza College 21
- Experiential Learning in Britain
Virgil Peterson 22
- Project Sunland at Wymore Tech Helps Mentally Handicapped Children 26
- High School Students Give Speech Therapy 28
- What is a Service-Learning Agreement? 30
- Students Counsel Delinquent Youths 33
- Wissahickon Seniors Learn Commitment 34
- Setting Up a Campus Project to Aid Victims of Crime
Anna C. Forder 39
- Faculty Roles in Off-Campus Learning Programs
Nancy Mayer Babits and Robert Sigmon 48

Departments

- On Campus 36
- London Correspondent
Dr. Alec Dickson 43
- The Legal Angle
Hunter Hughes III 51
- Resources 55



Volunteer Speech Therapists



Wymore Tech's Project Sunland

Diana Fussell and **Andrew Quarmby**, both New Zealanders, worked until recently as consultants to two Indonesian national student volunteer programs: BUTSI, the Indonesian Board for Volunteer Service, and KKN, a service-learning program described in this issue. They are now in Katmandu working under UNICEF sponsorship as consultants to the National Development Service of Nepal. . . . **Herbert Rosenthal** majored in sociology and accounting at Rutgers College, where he was co-director of Rutgers Community Action, a student volunteer organization. He is an accountant with the Bankers' Trust in New York. . . . **Barbara K. Hofer** is assistant director of the University of Kentucky's Office for Experiential Education. She was formerly on the faculty of the Off-Campus Term Program of the University of South Florida at Tampa, one of the first university-wide field programs for academic credit. . . . **C. Kathryn Shelton** is a PhD candidate in International Relations at the University of Kentucky's Patterson School of Diplomacy. She served as the editor of *Options for Learning: A Catalogue of Off-Campus Learning Opportunities in Kentucky*, published by the Office for Experiential Education of the University of Kentucky. . . . **Dr. Virgil Peterson**, Associate Professor of English at West Virginia University in Morgantown, has just returned from a sabbatical leave in Great Britain. *Synergist* asked him to report on college and university service-learning in the United Kingdom. . . . **Anna C. Forder**, a member of the Board of Directors of Aid to Victims of Crime, Inc., in St. Louis, has degrees in law and social work. A member of the Missouri Bar Association, she has worked for the Catholic Relief Services in South Vietnam, the Prince of Wales Hospital in Sydney, Australia, and the St. Louis Juvenile Court. She is presently an attorney in private practice in St. Louis. . . . **Nancy Mayer Babits** is an assistant to the director of the North Carolina Internship Office in Raleigh. She previously worked for the International City Management Association and the National Urban Corps, both in Washington. Recently she organized the first East Coast women's rugby tournament in Raleigh. . . . **Robert Sigmon** is the Director of Public Health Practice at the University of South Carolina's School of Public Health. Formerly he was the director of the North Carolina Internship Office, where he administered and wrote about a number of off-campus learning programs. The North Carolina Internship Office was established to administer internships and to facilitate the development of service-learning internship programs throughout the state. . . . Cover photo courtesy of Central Michigan University Information Services.



"Go to the Villages!"

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"GO TO THE VILLAGES!"



On the island of Seram, KKN students from Pattimura University, Ambon, help villagers weed a demonstration rice plot.

A KKN student (left) from Syiah Kuala University, Aceh, helping villagers to plant clove tree seedlings.

"OH YES, WE GET lots of students coming here," says a village head in Tegalrejo, Central Java. "We're near the big road, so it's easy for them to get here. They go round asking questions, find out what they want to know for their surveys and things, then they go away and we never hear any more of them. But these KKN students are something different—they actually come here for *our* benefit . . ."

"These KKN students" are participants in Indonesia's national study-service (service-learning) programme, *Kuliah Kerja Nyata*, which is resulting in students from universities all over Indonesia spending up to six months away from their books, while making a direct practical contribution to the development of rural communities in scores of different ways. Here are a few examples:

- In Aceh, at the northern tip of Sumatera, an engineering student has helped villagers to build a water wheel to provide power for grinding grain and for a village electricity supply.

- In Kalimantan (Borneo) a student has helped villagers to raise money and build a new school.

- In South Sulawesi (Celebes) and West Sumatera, teams of students, led by newly graduated doctors, have brought village-level medical care and health education to people who had never seen a doctor before.

- In Maluku (Moluccas) students have taught vil-

lagers how to make jams and cordials out of surplus fruit—for their own use and for sale.

- Animal husbandry students in Central Java have vaccinated thousands of village chickens against Newcastle disease.

Unblocking the Bottlenecks

Often, the students find that making a contribution to village development is not simply a matter of applying the knowledge and skills they have learned at the university. The key to a successful poultry vaccination campaign may lie not in detailed technical knowledge, but in convincing villagers that the needle will not kill their chickens, or in finding and unblocking the bottleneck in supplies of vaccine.

Similarly, a medical student who planned an anti-leprosy campaign found that a knowledge of the symptoms and the cure was not enough. His most important task was to conquer the sufferers' dread of acknowledging their disease and to help them persist in the long and tedious treatment. As he remarked, "They didn't teach me that in the university."

A student of agriculture discovered that all he knew about getting rid of crop-eating rodents was worth nothing until he could find a way to deal with the local belief that every time a rat is killed, 10 more spring up in its place.

DIANA FUSSELL
AND
ANDREW QUARMBY

Indonesia's national study-service program adds a new dimension to university education while providing services to rural areas.



Villagers construct a water wheel assisted by a KKN student from Syiah Kuala University, Aceh.



A KKN student (left) from Pattimura University, Ambon, painting a sign for the village hall which he helped local residents to build.

More important still, students often come to see that a problem in one field cannot be solved in isolation from other fields. If children in the local school do not concentrate on their lessons, is this an educational problem only? Perhaps the trouble stems from a lack of protein in their diet, and the education student who sets out to help the school may realise that the best way to help is to find out, as a student in Central Java did, how to make high quality, low-cost chicken feed, and then to persuade the villagers to give that feed to their chickens—and the eggs to their children.

These examples illustrate some of the potential of study-service schemes like KKN. They explain why the Indonesian government has big plans for this dual-purpose scheme, which adds a new dimension to university education at the same time that it helps the rural areas, where more than three-quarters of Indonesia's 130 million people live. The intention, spelled out in Indonesia's Second Five Year Development Plan and gradually being implemented, is to make KKN service a requirement for graduation for all students in the 40 government institutions of higher education and the even greater number of private institutions. This would mean fielding approximately 23,000 students every year.

Kuliah Kerja Nyata is in some ways a very strange development to find within the Indonesian system of

higher education. The basic educational system has been considerably influenced by its Dutch and American models. As a lecturer in business administration remarked, "Our graduates would know how to run General Motors, but they can't deal with a small local business!" In contrast, KKN is an indigenous programme, and the lessons the students learn by participating in it are drawn not from foreign textbooks but from the 58,000 villages of Indonesia.

Student Attitudes

Indonesian students have learned to be passive in their attitude to their studies, absorbing and reproducing whatever has been set forth as necessary for them to pass their examinations—without greatly exercising their initiative. But KKN deliberately challenges their critical and analytical faculties.

University studies in Indonesia are usually confined to one field, and students are not used to seeing the linkages between their discipline and others or to working with people from other disciplines. But KKN insists that they should try to do just that.

These breaks with the 50-year-old pattern of university education in Indonesia are deliberately made by the Indonesian educators who planned the scheme, and they are welcomed by an increasing number of

(Continued on next page)

other people concerned with national development who see KKN as helping to open the way for some much-needed changes in the system.

The educational process in Indonesia has until now been largely a one-way street along which able young people travel from villages to towns and from the outer islands to the already overpopulated island of Java. For many of them, this road leads also to unemployment, since there are not enough acceptable jobs to accommodate all the thousands of graduates who spill out of the universities each year. Meanwhile, the rural areas are drained of educated local leadership—a problem that may not be recognised even by those graduates who still retain some link with the villages.

“I was born in a village,” says one KKN student, “but once I went away to intermediate school, my attention became fixed on things outside the village, and I didn’t really see the village any more, not even when I went home to visit my family. I knew that I was progressing and learning more each year, and I just took it for granted that things were progressing at home too. But now I realise that the villages are getting left behind, yet people with an education could really help them.”



Diana Fussell and Andrew Quarmby, who are New Zealanders (and husband and wife), worked until recently as consultants to two Indonesian national student volunteer programs, BUTSI (the Indonesian Board for Volunteer Service) and KKN (Indonesia’s national study-service scheme). They are now working under UNICEF sponsorship as consultants to the National Development Service, Nepal’s national study-service scheme.

Their publications on study-service and related schemes include *The Ethiopian University Service* (ISVS, Geneva, 1969), *Iran’s Four Corps for Development* (ISVS, Geneva, 1969), *The United States’ Teacher Corps* (ISVS, Geneva, 1970) and *Study-Service—A Survey* (IDRC, Ottawa, 1974). They are the editors and publishers of *Study-Service Newsletter* (P.O. Box 753, Kathmandu, Nepal), a periodical containing news and comment about study-service schemes around the world.

Required Practical Experience

Indonesian authorities do not expect the KKN service-learning scheme to bring about an abrupt transformation in the attitudes and aspirations of students and their families. But the effects that may reasonably be expected are valuable enough. Once the scheme is established as a curriculum requirement, all new graduates hired as government officials will automatically have had personal practical experience in trying to solve development problems at the village level and in working in cooperation with people from other disciplines. These should lead to important improvements in the functioning of the Indonesian civil service. Not only the influential group of civil servants but also the young people who are destined to lead Indonesia in other fields will have learned much from KKN.

The KKN Experience

It is too early yet to say how much the KKN experience will make graduates more favourably disposed towards jobs in rural areas of Indonesia that they previously thought to be inappropriate for an educated person, but the experience of BUTSI (Indonesia’s national volunteer scheme, which recruits many Indonesian graduates for two years of village-level development service) indicates that it will probably have noticeable effects on many of the students.

Far-reaching changes in attitudes are likely to be some time in showing themselves. For example, young village children and their parents will in time get used to seeing the students working in remote areas and will no longer think of educated people who work in villages as failures—people who could not obtain more prestigious work in towns. By the time today’s children are of university age, it will no longer be a novelty for the universities to accept and actively promote the idea of practical rural development work as a normal part of higher education.

Certainly the KKN programme will reach out and influence other parts of the university curriculum too. One university has already held a workshop to evaluate its curriculum in the light of KKN and to discuss reforms that could bring it more in line with the needs of the area it serves. Other universities plan similar workshops, to be attended not only by deans and lecturers but also by students and village representatives.

From 410 to 23,000

Meanwhile, those universities already involved in KKN are testing and developing the techniques that will be increasingly needed as the scheme expands to include all students (in the first year, 1973/74, 410 students were involved and in 1974/75 approximately 2,000; 1975/76 will probably see approximately 4,000 students participating). The schemes run by the individual universities are all based on guidelines distributed by Indonesia’s Directorate General of Higher

Education, but the schemes are by no means standardized—for example, the number of students placed in a single village and the amount of students' living allowances vary.

Teachers and students from all the universities involved come together each year to help draw up the revised guidelines for the next year's programme, and these reflect the lessons learned. As a result of experiences so far, the guidelines now recommend that students be assigned in interdisciplinary teams spread over neighbouring villages, so that they can help each other; that no more than two students be placed in one village (otherwise each student will be inclined to work only in his or her "own field" and not take the liberating step of trying to see village development as a whole); that the students serve for no less than six months (otherwise a lot of the benefit to village and student will not be achieved); that the living allowances be barely enough so that the students will be living with the village people not above them.

How much is "just enough" for a living allowance? Although the allowances were much lower when KKN started, inflation has pushed them up to about \$25 per month per student, while at least another \$25 per student per month is needed to meet other expenses for training, supervision, transport, and administration. Not expensive, but even so, a lot of money will have to be found for a full-scale scheme. Six-month field experiences for 23,000 students would cost several million dollars, and prices are still rising.

The Directorate General of Higher Education is providing some money, but the universities themselves have to find the rest. Most provincial governors are willing to help meet the costs, particularly now that the programme has proved itself, and it looks as though much more help will be forthcoming in the future. How much of this local money the universities get, and for how long, depends on how much help the KKN students give to local development—a useful check that should keep the organisers' feet in the rice fields and out of the ivory tower.

Finding the Answers

The KKN programme was launched with a firm belief in the relevance of its basic principles, but without sure answers to some of the problems predicted for it. However, contrary to some predictions, in most universities, faculty support has proved to be at least adequate, and sometimes faculty with no official function in the programme also go out to the villages "just to see how the students are doing." Some universities have already made KKN a requirement for graduation without rousing undue opposition from the students. Enthusiastic reports from students who served in the early, voluntary stages have helped.

Other questions are as yet unanswered. For example, how will KKN affect the time needed to complete a

degree? If it is added to the existing syllabus, the time for a master's degree will extend from the present five years to five and a half years. If KKN is fitted into the existing time framework, someone must decide which parts of the syllabus are to be dropped or compressed to make room for it—a decision obviously fraught with potential for arousing opposition from one professor or another.

However, the problems confronting KKN have so far had a way of diminishing as they are approached, and the Indonesian Department of Education and Culture is confident that the remaining problems can be dealt with and that the full-scale KKN programme can be established.

An Idea Whose Time Has Come

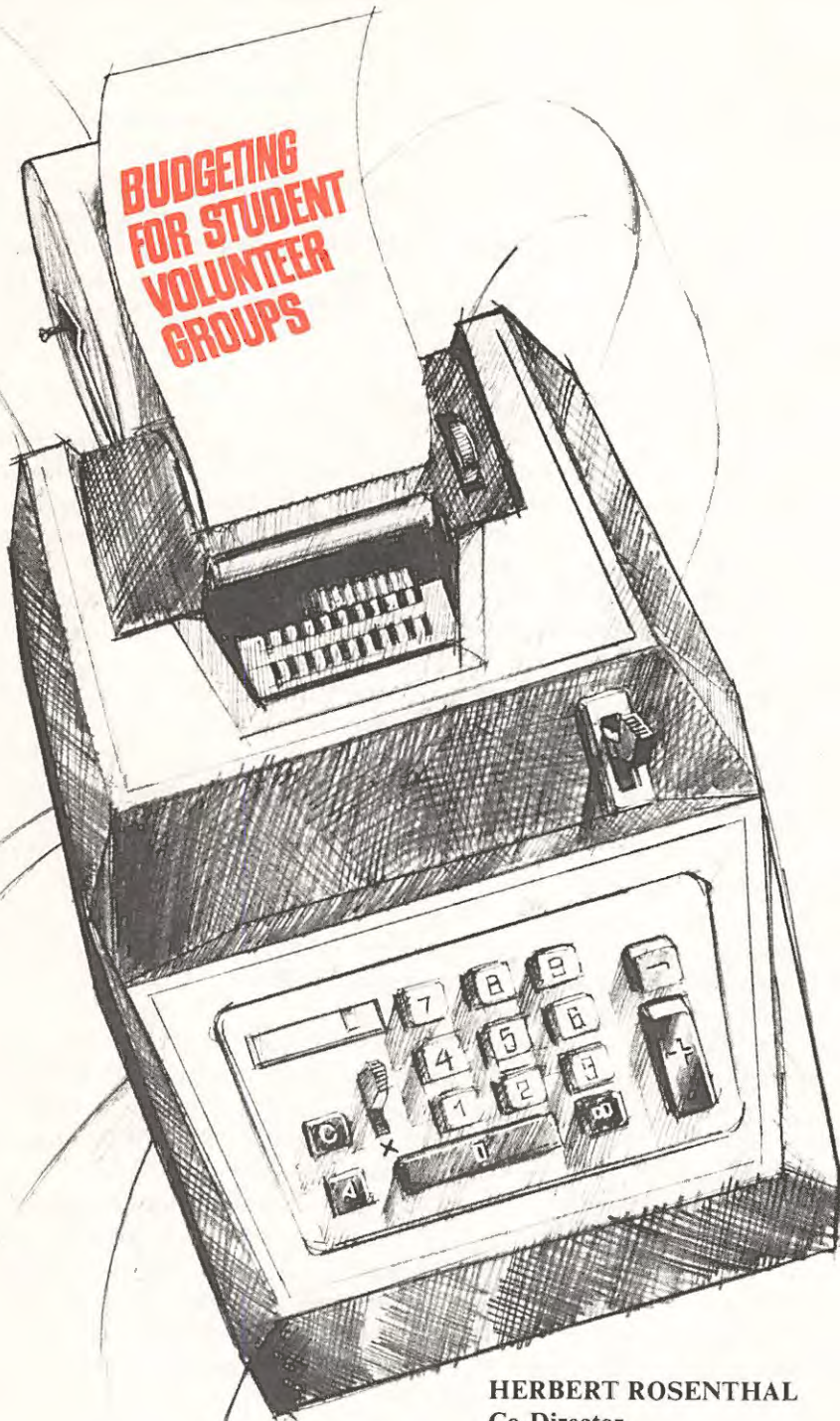
Indonesia's KKN is only one of several study-service schemes now being developed in Asian, African, and Latin American countries. The trend to offering students the opportunity to undertake practical development activities (usually called "service-learning" in the United States, and "study-service" elsewhere in the world) is gathering momentum. Study-service is an idea whose time has come.

Major national study-service schemes, or very similar activities, are now well established in Ethiopia, Indonesia, Iran, Nigeria, Nepal, and the People's Republic of China, and similar programmes are emerging in a number of other countries (e.g., Brazil, India, Philippines, Sudan, and Thailand). Several other countries are very seriously thinking of introducing study-service in one form or another. Details of many of them can be found in *Study-Service—A Survey*, available on request from IDRC, P.O. Box 8500, Ottawa, Canada.

Also, a multi-country research programme into the effects of study-service has been launched recently (for details, write to Study-Service Research, Tanglin Box 101, Singapore 10). This should, in time, result in a very useful evaluation of the study-service idea.

Even without this systematic evaluation, it is already clear that study-service schemes are making a considerable mark on rural development, on the students who participate, and on educational curricula. The potential for change is aptly summed up in the words of a Nepalese student who had previously been one of the leaders of student opposition to the introduction of Nepal's national study-service scheme, the National Development Service, but who, after working in a village for seven months, sent back the following message to students about to join the NDS:

"Go to the villages to give education to the village children who need good teachers. You will learn many things about the situation and condition of the people—their economic problems, their educational problems, their transport problems, and their health problems. And you will enjoy it."



HERBERT ROSENTHAL
Co-Director
Rutgers Community Action
Rutgers College
New Brunswick, N.J.

A BUDGET IS "a statement of the proposed expenditures for a fixed period or for a specific project or program and the proposed means of financing the expenditures."¹ An *annual* budget is a schedule that forecasts the amount of money needed to operate an organization for one year and the sources from which that money will come.

An annual budget is considered to be a short-term budget. In contrast, a long-term budget forecasts revenues and expenditures for a longer period, usually five years. The turnover of student volunteer leaders and the change in projects and policies make long-range budgeting impractical for most campus programs, but a short-term budget is essential for organizational planning, administration, and management.

Budgets come in two versions—the "asking" budget and the "operating" budget. Hopefully, they are not too far apart. The "asking" budget is the schedule that itemizes the amounts needed for the upcoming year and the sources from which they might come. This "asking" budget is presented to the various funding sources, such as the university, the student government association, private foundations, and community groups. These funding sources review the budget, adjust their own contribution as necessary, and then authorize allocation of funds to the volunteer organization. The funds actually authorized become the "operating" budget, which is usually smaller than the "asking" budget. The operating budget is the actual financial plan under which the student volunteer organization must operate during the year.

Importance of the Budget

Preparing the budget requires planning for the coming year. The process of preparing the budget stimulates discussion about the organization's goals, proposed new programs and how they fit in with

¹Clarence Scheps and E. E. Davidson, *Accounting for Colleges and Universities*, (Baton Rouge, La., 1970), p. 87.

those goals, and the different ways in which goals can be accomplished with available funds. The process of preparing the budget helps you to consider alternative action plans and to rank them prior to selecting the one you think is the best.

Another function of the budget-making process is to identify, in advance, every area in which operational expenses will be incurred. Failure to include a necessary expenditure will invariably have serious results. For example, if you forget to include the cost of the telephone in your asking budget, you will have to transfer funds from other areas of the operating budget to pay for it. Of course, you can do without a telephone! But either course of action will affect your organization's services. The best solution is to be sure every operating cost is included in your budget.

An important incidental benefit of budget preparation is the building of staff cohesiveness and cooperation. Calling upon your project directors for input in forecasting expenditures insures their understanding of organizational priorities. This has been labeled a "behavioral implication" of budget-building but, whatever you choose to call it, it is an important aspect of planning and management. In no instance should a budget prepared by a single individual be imposed on an organization as a whole.

Usually the transition from old to new project leader occurs during the budget-making period. One of the best methods of orienting a new director is through preparation of the budget, which should include both the outgoing and the incoming directors. After administering a project for a year, the outgoing director is aware of the problems and has acquired valuable insights that should be shared.

Every year, as your organization grows, the asking budget seems to increase and you must search for additional sources of income. This, too, should be a joint undertaking.

(Continued on next page)

PRE-PLANNING ANALYSIS FORM

PROJECT Senior Citizens
PROJECT CHAIRMAN Jeff Kuschner
TELEPHONE 828-0457

DATE 3/12/75

PROJECT OBJECTIVES FOR YEAR:

Senior Citizens has been providing bus trips, movies, entertainment, and shopping trips for the home. We want to continue these activities and serve a larger number of persons.

We have found that there is a real need for informational programs for the elderly in the community, and we would like to sponsor programs with good speakers.

We have also found that there is a need for a small informational library for the elderly. We would like to provide the reading material.

ANALYSIS OF NEEDS:

The cost for buses for our fall and spring trips has gone up from \$225 to \$240. Also, the cost of the lunches has gone up because of rising food costs (\$150 to \$160).

We estimate that fees, food, and transportation for speakers for our informational program would come to about \$150.

Reading materials for a small library (50 books and pamphlets) would cost about \$175.

We do not anticipate any major change in the per person cost for the movies, singers, and shopping trips for the nursing home, but we have been serving 45 persons and the number has now gone up to 50. This means we will need \$350 instead of last year's \$315.

PRIORITIES:

1. Maintain Current Community Program (Bus Trips)
2. Maintain Nursing Home Program
3. Institute Informational Program
4. Start Small Library

BUDGET FORM

PROJECT Senior Citizens Project
PROJECT CHAIRMAN Jeff Kuschner
TELEPHONE 828-0457

DATE 3/12/75

Part I

Total funds requested from college organization for 1975-76 \$ 700.00

In addition to funds requested from college, list other possible sources of income for the upcoming year 75-76

Source

- | | |
|--------------------------------|------------------|
| 1. Johnson and Jefferson, Inc. | \$ 200.00 |
| 2. Grant from city | \$ 200.00 |
| Total outside sources of funds | <u>\$ 400.00</u> |

Part II

List all expenses that are projected for 1975-76

| | | |
|--------------------|--|------------------|
| Community Programs | 1. Two trips - fall and spring | |
| | a. Bus-\$240.00 | |
| | b. Lunch-\$160.00 | \$ 400.00 |
| | 2. Guest speakers | |
| | Transportation, fees, food | \$ 150.00 |
| | 3. Library - reading material concerning senior citizens | \$ 175.00 |
| Nursing Home | 1. Social - Recreation | |
| | Movies, singers, shopping trips | \$ 350.00 |
| | 2. Miscellaneous | <u>\$ 25.00</u> |
| | Total projected expenditures | <u>\$1100.00</u> |

With the help of students, administrators, and faculty, all possible sources of income should be explored, both within the university and outside. Do not underestimate this task in terms of time and effort involved, and remember that the more people who help you, the greater the benefit to your organization and projects.

Preparing the Budget

The first step in preparing the budget is to determine objectives, both for the organization as a whole and for individual projects. NSVP has a manual, *Planning by Objectives*, which outlines some useful procedures for this purpose. You can use it to plan the direction of your total volunteer effort or to set new directions for any single part of the total effort, such as fund-raising, publicity, or recruiting.

After the general program objectives have been identified, a pre-planning analysis form is given to each project director. A sample form is illustrated. Note that it calls for (1) a statement of project objectives for the year, (2) an analysis of needs, and (3) a determination of priorities. A budget form is also illustrated.

Accompanying the pre-planning analysis form and the budget form is a covering letter from the volunteer program director. The covering letter tells about preparing the forms, states deadlines for submission, and outlines briefly the purpose of the budget.

These forms make it possible for all the student project directors to express their goals in writing. It also is a means of communication between project directors and budget-makers. It helps you to become aware of difficulties in a particular project of which you may not have been aware. Identification of individual project objectives is then the first step in the process of preparing a budget.

Next your project directors should analyze what is needed to achieve their objectives. For example, sup-

pose it has been determined that there is a need for a more intensive informational program for senior citizens in the community. Your Senior Citizens Project would like to meet that need. That is its goal. The related analysis of needs shows that more funds must be found to pay for additional speakers fees and transportation. There should be an explanation for the dollars needed to achieve each identified goal.

Finally, your project directors must determine their priorities.

When many goals exist it may be financially impossible to achieve them all during the course of a single academic year. Some goals must wait until next year. By making their own priority lists, your project directors will appreciate the reasons why some of their low priority needs cannot be included in this year's budget.

Budget Form

The next step is for each project director to fill out a budget form.

RUTGERS COMMUNITY ACTION

| Expenditures | Operating Budget 73-74 | Actual Expenses 73-74 | Asking Budget 74-75 |
|--------------------------|---------------------------|--------------------------|------------------------|
| Operational | | | |
| Handbook | \$ 1000.00 | \$ 1217.00 | \$ 2000.00 |
| Training Handbook | — | — | 350.00 |
| Publicity | 1500.00 | 608.00 | 1400.00 |
| Telephone | 100.00 | 150.00 | 400.00 |
| Stamps | 50.00 | 61.70 | 150.00 |
| Office Supplies | 225.00 | 315.00 | 600.00 |
| Pickle (newsletter) | — | 75.00 | 125.00 |
| Refreshments-food | | | |
| Volunteer meetings | — | 50.00 | 125.00 |
| Staff meetings | 100.00 | 102.00 | 250.00 |
| Banquet | — | — | 100.00 |
| Training | | | |
| Leadership Training | 500.00 | 512.98 | 950.00 |
| Volunteer Training | — | 100.00 | 400.00 |
| Programming | | | |
| Major Trips | 1500.00 | 1745.00 | 3000.00 |
| Movie Carnival | 150.00 | 130.00 | 225.00 |
| Bowling | 400.00 | 399.80 | 768.00 |
| Carnival | 100.00 | 115.00 | 250.00 |
| Christmas Party | 250.00 | 283.00 | 400.00 |
| Volunteer Happenings | 400.00 | 436.00 | 750.00 |
| Minor Trips | — | 250.00 | 800.00 |
| Community Night | — | — | 600.00 |
| Transportation | | | |
| Gas (cars and van) | 1765.00 | 1795.00 | 3000.00 |
| Insurance (van) | — | — | 200.00 |
| Maintenance (van) | — | — | 400.00 |
| Insurance (cars) | 305.00 | — | — |
| Conferences | | | |
| Registration | — | — | 25.00 |
| Lodging | — | — | 50.00 |
| Transportation | — | — | 150.00 |
| Food | — | — | 60.00 |
| Projects | | | |
| Arbor | 150.00 | 150.00 | 400.00 |
| Bayard | 150.00 | 150.00 | 400.00 |
| Center | 150.00 | 150.00 | 350.00 |

There are two parts to be filled out, as seen in the illustration. The first section provides a listing of all possible sources from which the project may receive funds. The amount requested from the primary funding source, usually the university, should be on the top line. However, this is the last item to be filled in.

Projected Income

First, record amounts from all outside sources of funds. Projected

income from special contributions, grants, or from fund-raising activities should be itemized. Next, the second section—projected expenditures—should be completed. Itemize each expense, including all the expenses that have been identified in the pre-planning analysis. Finally, to determine the amount to be requested from the primary funding source, subtract the total of outside sources of income from the total projected expenditures. If the amount to be requested from the

university is unrealistic, additional sources of income must be found, or some activities must be curtailed or eliminated completely.

Having received all the project requests, you will have to combine them and examine the total amounts with regard to feasibility of funding. It is in this area that you will have to make the hardest decisions. Give full consideration to the pre-planning analysis and the budgets submitted by the various project directors when you draw up the asking budget for the entire organization.

BUDGET 1974-1975

| Expenditures | Operating Budget 73-74 | Actual Expenses 73-74 | Asking Budget 74-75 |
|----------------------|------------------------|-----------------------|---------------------|
| Projects | | | |
| Dayton Deans | 340.00 | 250.00 | 500.00 |
| Hamilton | 150.00 | 103.61 | 350.00 |
| Headstart | 300.00 | 286.42 | 450.00 |
| Jamesburg | 150.00 | 150.00 | 400.00 |
| Lafayette | 150.00 | 150.00 | 350.00 |
| Livingston | 150.00 | 150.00 | 400.00 |
| Lincoln | 150.00 | 150.00 | 300.00 |
| Multiple Sclerosis | 150.00 | 140.00 | 125.00 |
| REC Center | 200.00 | 190.00 | 300.00 |
| Neuro-Psychiatric | 150.00 | 100.00 | 150.00 |
| Old Age Program | 300.00 | 300.00 | 500.00 |
| Nursing Home | — | 100.00 | 500.00 |
| Project HELP | 300.00 | 300.00 | 450.00 |
| Rahway | 100.00 | 100.00 | 200.00 |
| Bordentown | — | — | 200.00 |
| Recess Center | 1700.00 | 1600.00 | 1700.00 |
| Roosevelt | 150.00 | 150.00 | 400.00 |
| Marlboro | — | — | 100.00 |
| Staff | 150.00 | 150.00 | 350.00 |
| St. Peter's Hospital | 150.00 | 150.00 | 250.00 |
| Swim Program | 200.00 | 195.00 | 450.00 |
| Trenton | 150.00 | 150.00 | 225.00 |
| Washington | 150.00 | 194.00 | 400.00 |
| Environmental | — | 40.00 | 60.00 |
| New Projects | | | |
| RCA Film | — | — | 200.00 |
| Wilkes-Barre | — | — | 150.00 |
| Miscellaneous | | | |
| Secretary | — | 1500.00 | 2000.00 |
| Lawyer | — | 50.00 | 75.00 |
| Summer jobs | — | — | 2000.00 |
| Van | 4000.00 | 4000.00 | 4000.00 |
| Total | 17035.00 | 19444.51 | 36213.00 |

In the "Actual Expenses 73-74" column, some projects spent more than budgeted and some less. In total, \$4,057.29 left over from 72-73 had to be used. (See Statement of Income)

Arriving at Project Needs

Pleasing everyone is usually impossible, but a good administrator will be able to justify his decisions in arriving at each project's needs. Analyzing the effectiveness of each project and constantly keeping the objectives in mind for both the individual project and the whole organization will help you in the decision-making process. Be generous in your decisions. The worst that could happen is that the funding source will not appropriate the full amount in your asking budget. The director's main purpose in having decision-making responsibility is to screen project budgets for unrealistic requests.

To insure overall satisfaction, be sure to inform all directors ahead of time of the criteria to be used in establishing your project's organizational priorities.

After review and final determination of project requests, you can draw up an asking budget. The example shown is a budget submitted last year for Rutgers Community Action, a medium-sized campus volunteer organization. This organization has all its projects originating and operating from one office. This means that individual projects did not have to include requests for office supplies, publicity, or any other such expenditures. Instead, these operational expenditures were estimated for the organization as a whole. If each project

(Continued on next page)

had operated out of a separate office, the individual project budgets submitted would have had to include line items for telephone, stamps, publicity, etc.

Even with a central volunteer organization, a few projects may need to include line items for a specific operational expenditure. For instance, separate and additional funds may have to be budgeted for publicity for a particular project. However, the budget should show whether the overall amount for publicity is to be used for the entire organization or expended by the projects individually. The Rutgers Community Action budget uses the publicity account for organizational publicity *and* for individual project publicity.

Line Items

The line items in the illustrated budget provide a good guide to the kinds of expenses likely to be incurred in the operation of a student volunteer organization. They also illustrate the format in which the budget should be presented in an easily understood fashion.

In addition to projected expenditures and sources of income, most funding sources request an indication of the actual expenditures for the preceding year. Accurate accounting throughout the year is needed to document these figures. The sample budget shows how to present them.

Note that two of the items on the Rutgers sample budget are for new projects. Budget figures for new projects cannot be based on past expenditures, and new funds must be found. These new funds can only come from these sources:

1. Money that comes available as a result of the closing out of an old project
2. Additional funds from new or regular funding sources
3. A redistribution of funds among all projects to provide for the new ones.

No matter which method (or combination of methods) is used to

Statement of Income Rutgers Community Action 1973-1974

Sources of Income

| | |
|---|------------|
| Rutgers College Student Government Assoc. (designated)* | \$11635.00 |
| Douglass College Government Assoc. | 500.00 |
| Cook College | 86.00 |
| Metuchen Rotary Club | 50.00 |
| Kiwanis Club—Somerville | 50.00 |
| Urban Works Committee—New Brunswick (designated) | 1400.00 |
| Women's League of Rutgers (designated) | 100.00 |
| Parents' Assoc. of Rutgers College (designated) | 500.00 |
| Flea Market Sale | 90.79 |
| Contributions | 949.50 |
| ZBT Dance Marathon Prize | 175.00 |
| | \$15536.29 |
| Total Income for 1973-74 | \$15536.29 |

Total Income 73-74

| | |
|---|-----------|
| Undesignated funds brought forward 72-73 | 3657.29 |
| Designated funds brought forward 72-73 | 400.00 |
| | 19593.56 |
| Total funds available 73-74 | 19593.56 |
| Actual expenditures for 73-74 | 19444.51 |
| | \$ 149.05 |
| Anticipated carry-over for 74-75 (designated and undesignated) | |

**Some funding sources stipulate how their funds must be used. These are called "designated" funds. Income from contributions or fund-raising activities is called "undesignated" when there are no restrictions about how it can be spent.*

finance new projects, hard decisions will have to be made. Will the new projects help your organization to meet its goals better than some others now operating? How much new money can be raised? How much money can other projects afford to share?

Anyone proposing a new project must complete a pre-planning analysis form and a budget form, at a minimum. Then you can consider the new project in the context of the total program before you prepare the asking budget.

Colleges with small volunteer programs do not require complex procedures. College volunteer programs that serve primarily as clearing houses match students to agencies in the surrounding communities. Once a service area is chosen, the clearing house organization will help introduce the volunteer to the coordinator in the agency in which he wishes to serve.

In these instances, a budget projecting the costs of providing this

placement service comprises most of the asking budget. If you review the expenditures itemized in the sample budget, you will see the kinds of expenses that a small program will incur. You can use a budget format similar to the one illustrated, but there will be fewer line items.

Presentation of the Budget

One of the most important aspects of the budget process is the presentation of the asking budget to the various funding sources. Appearing before a funding source with a well organized and intelligible budget will go for little if you have not taken time to anticipate questions that the funding source will ask.

A competent person who had a major role in the budgetary process should be designated as the spokesperson. The spokesperson's most important task is to justify services provided by the organization. He must be able to answer the ques-

tion, "Why are we doing this?" Your organization's statement of purpose provides an excellent point of departure.

Most funding sources react favorably to persuasive statistics. The spokesperson must be able to demonstrate, with figures, the effectiveness of your organization. Make the source aware of the impact your organization has on the community. Be specific about how many people your organization serves and the total number of volunteer man-hours. Insofar as possible, show the cost of the services provided and the value of the benefits derived from these services.

Explain to your funding source how the figures in the asking budget have been arrived at. Prepare index cards showing computations of the individual budgeted amounts. As an example, the office supplies index card might include:

| | | |
|-----------------------|----------|-----------------|
| Stencils — 10 quires | | |
| @ \$6.25 | \$62.50 | |
| Paper — 100 reams | | |
| @ \$2.00 | \$200.00 | |
| Markers — 10 assorted | \$3.00 | |
| Total | | \$265.50 |

Use your pre-planning analysis forms and budget requests from individual projects to support figures in the asking budget. The ability to support with facts and figures all areas of the budget will have a direct effect on the amount of funds that are granted.

Accountability

Hopefully, the funds you request will be granted. Now the budget process becomes one of managing those funds throughout the year.

Set up a good bookkeeping and accounting system (see "Accounting for Student Volunteer Groups," *Synergist*, Winter, 1974) to facilitate responsible and accurate analysis and reporting.

The person having control over the disbursement of funds, usually the treasurer or program director,

must be aware of regulations, restrictions, or limitations imposed on the use of the funds received. Many times funds are designated for specific activities and cannot be used for any other purpose. For example, university funds may have guidelines that do not allow them to be spent for alcoholic beverages or salaries paid to a member of the volunteer organization. Legal provisions that control financial operations include constitutions, by-laws, and charters. Be aware of those that may relate to your organization.

Interim Reporting

Whether your organization operates on a nine-month or a 12-month basis, you will need to prepare interim reports. Interim reports can be compared to quarterly reports of a business organization. Preparing and distributing two or three interim reports throughout the year is part of the treasurer's or the director's responsibility.

An interim report should show actual expenditures for the organization at the date of the report. All

figures can be obtained from the ledger book, for which the treasurer or the director has responsibility.

The operating budget is shown along side the actual expenditures. This enables the project director to determine the amounts of unexpended funds remaining for his or her project (see the sample interim report for Rutgers Community Action). An interim report gives your project director an opportunity to appraise the financial position of his or her particular project. It indicates what programs or operations are in financial trouble. Then you can take corrective action before it is too late.

Another important function of interim reports is to show university officials that your organization is fiscally healthy and responsible. Your sponsors will read your interim reports as closely as your project directors do.

For the student volunteer organization the budgetary process, if properly structured, can translate realistic organizational goals into feasible financial terms.

Rutgers Community Action Interim Report 12/31/74

| | Spent as of 12/31/74 | Total amount allocated 74-75 |
|----------------------|-------------------------|---------------------------------|
| Operational | | |
| Handbook | \$1217.00 | \$1000.00 |
| Publicity | 300.75 | 500.00 |
| Telephone | 75.00 | 100.00 |
| Stamps | 21.00 | 50.00 |
| Office Supplies | 200.00 | 225.00 |
| Programming | | |
| Bowling | 120.00 | 400.00 |
| Carnival | 115.00 | 100.00 |
| Christmas Party | 283.00 | 250.00 |
| Volunteer Happenings | 436.00 | 400.00 |
| Projects | | |
| Arbor | 53.20 | 150.00 |
| Bayard | 126.00 | 150.00 |
| Jamesburg | 150.00 | 150.00 |
| Rahway | — | 150.00 |
| Project HELP | 139.05 | 300.00 |

Note: This report has been shortened. Normally all items in the operating budget are shown.

Everyone Wins: Volunteering for Special Olympics



*Central Michigan University combines academic resources
and volunteer enthusiasm to prepare special athletes.*

HE HEARD THE loud crack of the starting gun. He heard the shouts and cheers. He knew it was time to run, but he was just a little afraid.

"Come on, Bobby," he heard her say. He looked around. His friend was standing beside him. "Come on, Bobby, let's go."

He smiled and started to run, while his friend ran alongside him, shouting words of encouragement. Bobby strained to cross the finish line, letting out a yell of pure delight when he did. His friend was there, and she reached out and hugged him.

For Bobby and the more than 400,000 mentally retarded children and adults like him who participate in Special Olympics activities, the opportunity to compete—to do the best that you can do, and then do even better—is a unique part of their lives. For the friend who ran alongside him, encouraged him to go ahead and try, Special Olympics is hours of patience, commitment, and care.

At Central Michigan University, in Mt. Pleasant, where more than 200 student volunteers serve in Special Olympics projects each semester, the combination of three supportive academic departments and volunteer enthusiasm has resulted in a program benefitting students and retarded alike.

A Part of the Curriculum

Since Michigan's Special Olympics office was established on CMU's campus three years ago, the program has become an integrated part of the university curriculum. Students enrolled in special education, therapeutic and physical recreation, and psychology courses are offered academic credit for field experiences designed to help the retarded in local schools and residential facilities prepare for Special Olympics activities.

As part of their course work, CMU students learn techniques which help mentally handicapped persons, many of whom are in wheelchairs, to coordinate mind and body. The students use these skills to lead the retarded in Special Olympics warm-up exercises and coaching activities. "It's been our experience," said Dr. M. LeRoy Reynolds, chairman of CMU's special education department and Michigan's Special Olympics director, "that when a student is prepared, when he understands what to expect, he is better able to work with the mentally retarded."

A good deal of the volunteers' responsibility lies in the preparation of special athletes for local, area, and state meets. Special Olympics' national headquarters in Washington, D.C., establishes all rules and regulations governing the games, and volunteers train special athletes to compete under those rules. Any retarded person over the age of eight is eligible to compete with others of his age and ability in a sport of his choosing. CMU students reach nearly 2,000 special athletes preparing to meet in the softball throw, the 440-yard relay, swimming races, tumbling, basketball, volleyball, floor



Two friends share a special moment after a game well played.

hockey, and other Special Olympics sports. Medals are awarded to those who place first, second, and third—yet no one loses a Special Olympics game. Everyone who participates receives a ribbon.

At the Center for Human Development, a state-supported residential facility for the retarded in Mt. Pleasant, CMU student volunteers work closely with recreation director Jane Ogger to train 40 residents for Special Olympics events.

In regularly scheduled coaching clinics, 10 volunteers work with participants at least 12 hours a week on a year-round basis. Several of the residents are profoundly retarded and confined to wheelchairs, yet even these special athletes are gently coached for the wheelchair slalom races and bowling games.

During Special Olympics activities strong bonds of friendship develop between volunteer and athlete, often contributing to the progress made by a mentally handicapped person. Pat Feddersen, a therapeutic recreation major at CMU, remembers one special athlete she helped coach who had been diagnosed as incapable of speech; yet, during an area meet, he shouted for joy as he ran the 50-yard dash.

"To be there on a daily basis," said Mike Mshett, a physical education major and volunteer at the center, "to encourage an athlete to do his best, and then to see him do it—there's just no greater reward."

Working with the mentally handicapped takes patience and skill. CMU student volunteers find that consistent encouragement helps many special athletes overcome obstacles during their training. "You have to help each athlete at his own level of achievement," said

(Text continued on page 16)



CMUIS

A CMU student volunteer helps an athlete in the Special Olympics bowling event

CMU students Pat Fedderson and Gene Bertram coach a softball clinic at the Center for Human Development. (above right)

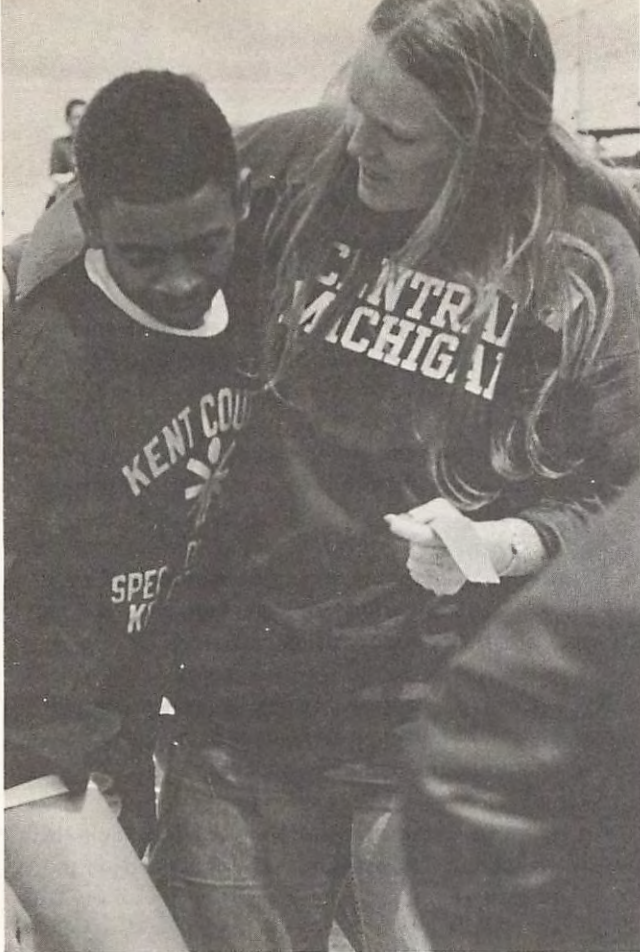
A volunteer "hugger" congratulates a special athlete



John Thompson



CMUIS



CMUIS



CMUIS

A volunteer coaches a gymnast to do her best at the Michigan Special Olympics games

A volunteer's last minute words of encouragement help ease a special athlete's pre-game nervousness

Jane Ogger, recreation director, starts a slalom race in a coaching clinic at the Center for Human Development in Mt. Pleasant, Mich.



John Thompson

Gene Bertram, a special education major at CMU. "It's often a long, hard climb from the coaching clinic to the state event."

The size of the event determines the number of volunteers needed. Many local and area meets are run by the same volunteers who coach the athletes, although there is always room for others to help out. Students volunteer to act as greeters, chaperones, timekeepers, and recorders. Some are posted at the finish line of each event, where they embrace each participant who crosses it. They are fondly known as "huggers."

Community Support

Although Special Olympics activities are partially subsidized by coordinating offices in every state, all events depend on local community support. Area high schools and colleges sponsor events by contributing their facilities. It is not unusual to find an entire high school varsity team raising funds for Special Olympics. In Mt. Pleasant, for example, 11 members of the high school track team raised more than \$14,000 from the local business community by holding a marathon relay race. Forty-seven student volunteers at Central Michigan held a "Superstar Competition," where student athletes entered a variety of events—from a canoe race to the 100-yard dash—to raise funds. Each entrant accrued a certain number of points, and those points were then converted into dollars pledged by community sponsors. At the end of the two-day event more than \$38,000 had been raised for Special Olympics.

Since 1968, when the Joseph P. Kennedy, Jr. Foundation and the American Association for Health, Physical Education, and Recreation established Special Olympics, Inc., more than 150,000 volunteers have given their services. Every state has a Special Olympics director, and students interested in volunteering are invited to write or call the state office or the national headquarters at 1701 K Street, N.W., Washington, D.C. 20006.

The International Games

In August of this year, Central Michigan University hosted over 3,000 special athletes in the International Games. One thousand student volunteers participated in every facet of the three-day event. They greeted special athletes from France, Mexico, England, and all over the world. They helped them to find housing in Mt. Pleasant, often taking them into their own homes. They set up and ran carnivals for after-event entertainment. They raised money to bring Michigan special athletes to the games, and above all, they cheered them on.

"Without volunteer support—and, in our case, student volunteer support—there would be no Special Olympics," said Al Gates, assistant director of the Michigan program. "It's their skill, their commitment, and their perseverance that keeps us going."



A Note to Volunteer Coaches

Here are a few basic tips that will help your special athlete to get the most out of his Special Olympics Training Plan:

- Before starting the training program, make certain that your athlete has a thorough **physical examination**.
- The training program should be **supervised by a parent, teacher, friend or volunteer** who will be your athlete's Special Olympics coach.
- The training program should be scheduled not less than **three times per week** at an hour convenient to both athlete and coach.
- If possible, several children should participate in the workout. **Exercising with others** makes the training more fun.
- Don't overdo things at the beginning. Coaches should **pace their athletes**, starting slowly and working up to a level of exercise that extends their capacity a little more each time. Athletes should work hard enough at least to huff, sweat and feel a little tired. The first workout should last about twenty minutes, and work up to approximately one hour.
- Coaches should help their athletes **choose those Special Olympic events** which interest them most and at which they seem to demonstrate the most potential for growth and achievement. Each week the workout should include special teaching, practice and testing in the events selected.
- Coaches should make certain that their athletes are enrolled as members of a state or local **Special Olympics club** so that they can take advantage of all the opportunities Special Olympics offers to compete and test their skills.
- Remember that Special Olympics is a **year round training program**. Do not limit your athletes to one sport. Encourage participation throughout the year in the Special Olympics sport that corresponds to the normal sport season.

Courtesy of Special Olympics, Inc.

SERVICE-LEARNING programs, from the campus perspective, offer a means to expand learning opportunities while providing service to the surrounding community. Viewed by the community, these programs present a solution to the staffing problems of struggling service agencies and offer these agencies special skills and services and an infusion of new ideas. But creating a match between student and agency that maximizes these objectives takes skill and sensitivity on the part of the program staff. Essential to such a matching is a knowledge of the needs and resources of both the campus and the community.

While most programs collect the necessary program information in a haphazard fashion, a systematic assessment can be well worth the effort. Through two formal surveys, one of the student body's skills, capabilities, and learning needs and another of the community's service needs and learning resources, a program staff can collect a wealth of useful information.

The greater the working knowledge of available options, the easier it is to match a student with an agency that can fulfill his educational needs or to locate a student with appropriate skills.

A program office that is a source of comprehensive, reliable, and current information for service-learning placements will be well utilized by faculty and students for developing elective and required field placements.

A well designed agency survey can be an educational tool in itself. When asked to respond specifically to what learning opportunities students might find within an agency, the agency personnel must ask themselves: What am I learning here? What do I know? What can I teach? Experiences of this sort, which link campus and community in mutually educative situations, can break down artificial barriers between work and learning.

A systematic assessment will un-

Regional Resource Catalogue tells Where to Serve and Learn

BARBARA K. HOFER

AND

C. KATHRYN SHELTON

**Office for Experiential Education
University of Kentucky
Lexington, Kentucky**

Gathering and organizing survey data yields high dividends for students and community.

cover a wider array of learning potential than could be developed through haphazard means. For instance, an office that normally places journalism majors with local newspapers or periodicals might not know that certain community service agencies publish magazines of their own and could use student assistance. Such service positions, not immediately obvious, can be discovered by uncovering the learning resources of each agency.

If the information obtained from the surveys can be compiled and published as a catalogue of service-

learning opportunities, then this becomes a promotional device in itself, useful for increasing awareness of service-learning programs.

If several schools throughout a region or state undertake similar surveys, the collective data can provide a basis for establishing service-learning networks to facilitate student placements in a wider geographical area than a single school can serve effectively. This collaboration can also lead to an exchange of information among programs about related issues such as learning

(Continued on next page)

contracts, supervisor training, and evaluation. In Kentucky, for example, following publication of a catalogue of state-wide service-learning opportunities, representatives of every college and university in the state met to discuss common objectives and grounds for cooperation among a variety of styles of service-learning programs. Similar efforts may be underway elsewhere.

But how does a program staff go about systematically gathering the needed information? Methods must be devised to gather information from both campus and community that is useful in placing students in service-learning situations.

Surveying the Campus

Before any survey efforts can be undertaken in the community, it is necessary to know the strengths, academic offerings, and interests of the student population. To some extent this will determine the types of agencies selected for the survey; the information collected also can be used to give agencies a realistic picture of available student skills.

A campus survey has three steps:

Making a profile of the student body—It is best to start by gathering very basic facts about the makeup of the student body. Obviously the size of the school will determine the complexity of this task. On a small campus in a small town much of this information will be common knowledge. But in a larger university, or in a large city with a number of colleges and universities, it is especially important to examine lesser known facts such as unusual departments or course offerings that may lend themselves to service-learning. The information should include the number of students at both undergraduate and graduate levels, degrees offered, the academic calendar, and any unique characteristics of the school. Additional information worth considering is the geographical background of students and the number who hold part-time jobs (often available from the financial aids office). These

VOLUNTEERS OF AMERICA
576 East 3rd Street, Box 1600
Lexington, Kentucky
Ph: (606) 254-3467
6

Contact Person: Leo G. Ruffing;
William Dunlap
Description of Organization: National social welfare organization dedicated to service of people. Each post engages in service the post officers are most interested in. This one is primarily interested in the operation of halfway houses for alcoholism.
Position Available: Various duties could be: developing a brochure to illustrate halfway house operation, review and compile data on clients from the 11 halfway houses, work in a house with clients (houses in several counties), and work in the industrial operation of halfway houses.
Prerequisites: Could utilize almost any skills.
Duration of Position: Anytime year round, depending on the needs of the students.

o o o

THE SALVATION ARMY
1520 Algonquin Parkway
Louisville, Kentucky 40210
Ph: (502) 637-6553
7

Contact Person: Major T.F. McCune
Description of Organization: Social work with alcoholics and emotionally disturbed; vocational rehabilitation.
Position Available: Students to aid in general work of agency.
Prerequisites: Some formal background would be helpful.
Duration of Position: Individually determined.

LEXINGTON SID UNIT
146 East Third Street
Lexington, Kentucky 40508
Ph: (606) 254-7396
6

Contact Person: Ray Daugherty
Description of Organization: A non-medical sobering up, evaluation and referral unit; entry point into all alcoholism treatment programs in Lexington. 24-hour service to all persons who are intoxicated and desire help.
Position Available: One opening - familiarization with all treatment services, making referrals, and counseling.
Prerequisites: Prefer a major in social sciences. Able to relate to people with a degree of ease and honesty, desire to work with these people, and flexibility.
Duration of Position: Immediate openings. Prefer a year position but will accept shorter terms.

o o o

DAMN, INC.
109 East Broadway
Louisville, Kentucky 40202
Ph: (502) 589-4321 Ext. 236
7

Contact Person: Regina O'Daniel
Description of Organization: Self-help group for persons with drug abuse problems. Philosophy and organization similar to Alcoholics Anonymous.
Position Available: Students to participate in discussions, listen, and take in knowledge about life styles, language and problems of persons with drug histories.
Prerequisites: An interest.
Duration of Position: Summer, Tuesday evenings, 7:30-9:30.

Reprinted from Options for Learning: A Catalogue of Off-Campus Learning Opportunities in Kentucky (Office for Experiential Education, U. of K.), Fall, 1974, p. 66.

factors help assess the flexibility and mobility of the student body.

Assessing the support of the faculty—A questionnaire to solicit information from each academic department should be prepared. This form can then be used to record responses from personal interviews or telephone conversations with department chairpersons, or it could be sent directly through the mail with a brief introduction and statement of your purpose. The questionnaire should ask for the name, department, phone number, and position of the respondent. Then it asks such questions as: Are students in this department required or encouraged to undertake field work assignments? Do they receive academic credit for these assignments? What courses are available for experiential learning? May they be taken by students outside the department? How is the work evaluated?

Discovering individual student

interests and skills—A simple application form can be drawn up to elicit pertinent information from interested students. The form should request major and minor, level of academic accomplishment, name of faculty advisor, professional goals, relevant job experiences, avocational interests, and a short statement on personal objectives for a service-learning experience.

With this information available, a program staff can tabulate it and organize the results in such a way as to initiate a survey of agency needs and resources.

Surveying the Community

Once the students' educational interests and needs and campus resources have been identified, the next step is to find agencies with corresponding needs and resources. This can be done by contacting a large range of agencies to determine which have or are willing to create a position that student talent can

fill and are willing to invest the necessary staff time to make the placement a learning experience for the student.

The range of student interests, backgrounds, and abilities will determine the types of agencies or programs that the majority of students would prefer. It should also be kept in mind that a valid aim of off-campus placement is to investigate an unknown field or one tangentially related to a major field or to explore a particular problem area in depth. If each student's individual learning objectives are to be anticipated and met, an extremely wide variety of prospective placement information must be available. If placements are being sought only for specific field experience courses, then the data must be limited.

Selecting The Agencies

Compiling lists of agencies or businesses that fit the needs of the student body requires imagination and a working knowledge of available area resources. The possibilities are almost limitless. Sources could include state directories, Chambers of Commerce, Better Business Bureaus, development councils, craft guilds, tax lists, professional organizations, referral services, news media, metropolitan guides, and telephone book yellow pages. In short, any source that has previously compiled lists of services available in a given geographical or subject area can be helpful.

However, unless there is some reason to survey every possible agency and business, it may be more practical to limit your survey to a specific group of agencies that could concomitantly offer a diversity of placements. One approach would be to assess community needs and concentrate on those agencies where there is the greatest need for additional manpower. Examples might be housing, juvenile delinquency prevention, land use studies, or other areas, depending upon the needs of your local community. This approach has the advantage of not

only limiting the scope of the survey but also enables the student placement program to have a direct impact on the expansion of needed community services. In addition an agency that is understaffed may be more interested in investing the time to make a student placement that is responsive to the educational needs of the student.

Ideally each agency should be visited, thus allowing an exchange of ideas and attitudes. A visit also enables the program staff to control more directly the context of the placement to assure that educational needs are met and to find a student who would benefit most from that particular placement. However, when the program staff is small and the list of agencies large, the task of visiting each agency within a short time span is almost impossible. With careful planning, a mail survey with systematic follow-up can achieve the same results. A well written cover letter can take the place of a personal interview.

The cover letter should indicate the results of the campus survey so that the agency will be aware of the academic backgrounds, interests, the skills of the students. It should also tell the agency what it can expect to gain from participation in the program. The letter should emphasize the community's role in the educational process and the need for the development of student placements with learning potential.

After the agency has evaluated the contribution it can make to a student's education and the service benefits it expects to gain from a student, a series of very specific questions are necessary. A questionnaire should cover:

- Address, telephone number, and the names of agency personnel to contact
- A description of the agency and its function
- A description of the service-learning position and the characteristics of students who might qualify for it
- The learning potential of the

placement

- Technical information on working hours, duration of the placement, and financial arrangements (if any).

A few test questionnaires sent to a selected group of agencies will enable the program staff to clarify questions that have elicited vague answers and to evaluate the impact of the cover letter. The revised questionnaire and cover letter can then be sent by bulk mailing rates to the entire list of agencies. A self-addressed return envelope and a stated willingness to answer any questions by telephone will facilitate agency replies and increase the number of responses. If the response is poor, it may be worthwhile to consider either a second mailing or a follow-up telephone blitz.

As the completed questionnaires are returned, they can be incorporated into a loose-leaf binder by subject or alphabetically by agency, with a cross-reference. If a brochure or additional placement information is available, it can be placed with the questionnaire in a filing system for student and faculty use. However, if a student volunteer office wishes to reach students and faculty who might not be aware of its services, a printed catalogue of its own that can be distributed widely may be the most efficient means of disseminating the information.

Producing a Catalogue

A catalogue of potential service-learning placements can be helpful in disseminating information and also can be used by the program staff as a placement counseling tool.

A program staff with limited editorial experience can produce a catalogue by making use of the expertise available on any campus. Organization and design ideas can be garnered from existing publications. The University of Kentucky's Office of Experiential Education's *Options for Learning*; the *Whole City Catalog*, published by the Synapse Communication Collective

(Continued on next page)

in Philadelphia; and the *People's Yellow Pages*, published by Vocations for Social Change in Cambridge, are examples of catalogues produced by groups doing their own design and layout.

A visit to a professional printer before beginning the catalogue is worthwhile. The printer will be able to look at an example of a well-designed catalogue and explain the processes used to produce it. In addition, he or she can provide information on layout, size, print reduction, minimum press time, reproducibility, and choices of paper. These decisions can greatly effect the cost of the finished catalogue. The printer should also agree to retain the original plates so that additional orders can be run at minimal cost.

College newspaper offices and art departments can often provide photographs and drawings that can be used for fillers and as design aids. Press-on letters in various styles can save the services of a professional artist.

By carefully making decisions based on the printer's information and using expertise available on campus, an attractive and useful catalogue can be produced efficiently and inexpensively.

Catalogue Contents

The catalogue should contain complete information for designing a service-learning experience. It can include:

- Introductory material giving a clear rationale for service-learning to all audiences: students, faculty, and agency officials. This might be written by the program director, a university official, or community leader.

- The names and addresses of campus personnel who will assist the students in developing the experiences should be listed for the benefit of both the students and the agencies.

- A full explanation of how academic credit can be arranged should be offered, including exam-

ples of supporting documents such as learning contracts. It might be helpful to chart the process of creating a service-learning experience, step-by-step.

- A map of the geographical area covered by the agencies listed should be included. If a large area is served it might be worthwhile to divide the area into regions and key them to agency listings.

- The list of the agencies themselves will form the body of the catalogue. This data should be consistent, brief, and easily retrievable, as in the accompanying illustration.

- An index should be included. If the catalogue has been arranged topically, as in the example shown, the index can cross-reference alphabetically, or vice-versa. If the agencies span several cities or one large city, a geographical cross-listing might also be provided for the convenience of those with limited transportation who seek a placement in a particular area.

Once the catalogue is completed, questions of distribution must be resolved. If the catalogue must be sold to meet costs, then campus and nearby bookstores should be contacted and arrangements made for stocking bulk quantities. Posters announcing the publication should be distributed throughout the campus and promotional copies distributed to key advisors.

If the catalogue has been produced out of normal budgeted expenses and can be given away free, then the method of distribution will depend on the number of copies available and the objective of the program. It should be distributed first to those who can multiply its impact through contact with large numbers of students. This would include deans, department heads, student government officials, academic advisors, and resident hall assistants. It may also be distributed to individual students.

Once the information is compiled and ready for use, either in catalogue form or in files in the program office, an office procedure

must be developed to accommodate it. Offices that deal with relatively few students may have the time to assist each student with each step of developing a service-learning experience: defining individual learning objectives, identifying corresponding agencies, arranging interviews, negotiating placement details, providing referral to faculty supervisors, and arranging a related academic program. Offices that find the number of applicants rapidly multiplying as word of their services spreads may have to specialize in specific services and let students make actual placement arrangements on their own. Of course, these decisions will also be determined by the degree to which the office staff budgets time to maintain personal contact with agency personnel and with faculty.

If the quality of service-learning experiences is to be improved continuously, it is necessary to work closely with all parties involved. The office may wish to assume the role of providing training sessions for agency supervisors, developing evaluation procedures, creating learning contracts, and proposing new experience-based courses—all of which require close contact with faculty, agency, and students.

The process of providing a high quality service-learning experience through the systematic assessment of campus and community needs and resources is a continuing one. Even after the initial surveys have been compiled in final form, it will become necessary to plan a periodic updating of the information. Additionally, it may prove worthwhile at a later date to assess other segments of the community not incorporated in the first survey.

The essential effort in all follow-up—as it should be in developing any phase of a good service-learning program—is a conscientious attempt to be sensitive to the changing needs and resources of both the campus and the community and to continue to link them in a mutually supportive way.

Project New Day Helps Ex-Offenders Enrolled at De Anza College

New Day Director Terry Bodkin (left) counsels a De Anza student.



WHAT HAPPENS TO the ex-offender who returns to college after 17 years in a maximum security prison? How does he cope with simple, everyday tasks such as grocery shopping, getting a part-time job, studying, and meeting people? At De Anza Community College in Cupertino, Calif., New Day, a student-run peer counseling project, is helping him cope.

New Day opened its doors in January 1975, after Terry Bodkin, a volunteer in De Anza's College Readiness Program, was deeply affected by his experience tutoring an ex-offender.

"I had been helping an ex-prisoner study," Bodkin said, "and he confided in me some of the problems he was having adjusting to his new life. I knew there were other students on campus like him and that there was a need for a specialized counseling service."

Bodkin recruited 11 De Anza students to join him in the project. Some were themselves ex-offenders; others were former drug addicts, and all were able to identify with the problems ex-offenders faced when entering a campus community for the first time.

"We feel we're truly *peer* counselors," Bodkin explained. "We've been the route ourselves and can understand when an ex-convict tells us how difficult it is to adjust."

Cooperation with De Anza's College Readiness Program, which provides office space and equipment, enables New Day counselors to reach the ex-offender before he enrolls at De Anza. The College Readiness Program, established to aid all incoming freshmen with financial and registration information, refers ex-offenders to New Day, where counselors assist them with housing and orientation to college life.

During the past year, New Day established a correspondence with more than 50 prisoners in county jails, probation and parole departments, and drug rehabilitation programs throughout California. The counselors suggested to the prisoners the possibility of enrolling in a community college.

"We've even gone out to a county jail and visited

a GED class," Bodkin said. "We told the class that they are just as eligible to enter De Anza as any other citizen of California. For many prisoners it was the first time the possibility of going to college had ever been mentioned to them."

The 12 New Day counselors divide up the responsibilities of recruiting prisoners for the college and counseling ex-offenders already on campus. The doors of New Day are open from 9:00 am until 10:00 pm four days a week, with student counselors taking three to four hour shifts in the office. "We try to be available to our clients at all times," Bodkin explained.

The New Day office offers ex-offenders a relaxed, informal, and supportive atmosphere. For many it is a place to air their feelings and discuss their adjustment problems. "We try to make people feel as if they belong here," Bodkin related. "We're here and we care. We can't go to classes for the ex-offender, but we know what he's going through, so when he comes in to rap, we're always ready to listen."

New Day also offers a referral service to all ex-offenders. Counselors refer clients to campus facilities for tutoring or financial aid or to social service agencies in the community.

De Anza has incorporated New Day's counseling and support services into the college curriculum by offering credit to New Day counselors who enroll in the college's community fieldwork course.

Looking ahead, New Day plans to broaden its services by introducing group dynamics activities for ex-offenders. Plans are being made to videotape real situations, such as meeting new people and having job interviews, and then showing the tapes to groups of ex-prisoners to stimulate discussion and role play.

During the past year, 35 ex-prisoners utilized New Day's counseling services. Their entry into De Anza College was made easier by 12 students with similar backgrounds who had worked through their own adjustment problems and knew from personal experience how to offer support to others.

Experiential Learning in Britain

A U.S. professor reports on the student volunteer movement in the United Kingdom and new service-learning projects.

VIRGIL PETERSON

IN 1969 BRITAIN'S National Union of Students passed a resolution calling on their national office "to work toward the setting up of a Research Officer to investigate the possible usefulness and acceptability of any national coordination in the student social service field." The response of the Union's president was to write to foundations, seeking support for a research officer and some staff. He suggested two goals for the project. The first was "to transform community action amongst students from a minority activity confined to religious societies or small action groups to a majority activity [with] funds being provided by Student Unions." The second goal was "to institute research and advise on the integration of community service into the curriculum." This project was eventually funded and became known as SCANUS (Student Community Action National Union of Students).

The scope of college and university student volunteerism was unknown in 1969, nor is there any precise measure of what exists today. But a survey in 1971 of colleges in the London area revealed that 1500 students (out of a total of 100,000) were actively engaged in some kind of service on a regular basis. Of these, 20 percent were working with the elderly, 18 percent with vagrants, and 14 percent in the schools (mostly group work with educationally disadvantaged children in the inner city). The remaining 48 percent were distributed among projects involving immigrants, hospitals, addicts, and the disabled. A very few worked with welfare rights stalls, neighborhood advice centers, and tenant associations.

Chaz Ball, the current director of SCANUS, says that his office communicates with about 250 active

student groups. Another indicator of growth is the fact that the number of full-time organizers of student projects has quadrupled since SCANUS began. The funding of these project organizers indicates a growing acceptance of student participation in the social service field. Some receive all their support from student unions, others from colleges. In many instances, the funding is cooperative and in Glasgow the funding is entirely from the social services department of the local government. These organizers frequently work with departments and individual teachers who are seeking ways to implement community-related curricula.

I asked Chaz Ball and Ray Phillips, his predecessor at SCANUS, what impact SCANUS has had on curricula. Both were reluctant to make any broad claims. Ray Phillips saw SCANUS functioning primarily as a switchboard. Through its newsletter, occasional kits, and conferences, SCANUS puts people in the same field in touch with each other. From 1971 to the present SCANUS has organized about a dozen conferences, attracting on the average about 100 students, teachers, and organizers. What surprised Ray Phillips was the number of teachers who attended, especially from teachers' colleges.

In certain instances the impact of SCANUS is clear. At Stranmillis College, Belfast, SCANUS contributed to the creation of an option in community studies for education students. At St. John's College, York, students may work in a boys' home as part of their training. There are many examples in schools of education throughout the UK. SCANUS also lends its support to a more radical departure from traditional teacher training, the Resources Program for Change in Teach-



ing. This program is developing courses that "will guide participants to learn for themselves the resources which the streets offer . . . and to discover the feelings and opinions of ordinary persons as well as professionals."

John Cartledge, another former SCANUS staff member, classified British student volunteer activities in four categories. One category consists of working with agencies and organizations outside the educational system. This includes students who have found their own volunteer placements by contacting social service agencies directly. Most of the projects involving children were recreational, while most of the effort with the elderly consisted of cleaning and decorating homes or simply visiting. But some student projects were directed toward discovering unmet needs and informing the eligible what welfare benefits they were entitled to receive. In Salford, Birmingham, and Bangor, students pursued these projects through surveys. In Wandsworth and Harnigey students ran a welfare rights stall.

A second category of activity consists of securing community access to the physical resources of colleges. In Manchester, for example, student union facilities were made available to gypsies. Two South London colleges opened up recreational facilities to local residents in districts where there is little play area, offering creative drama, arts, crafts, and improvised games which students supervised on weekends. Birkbeck, also in inner London, made a pavillion available to a cooperative playground group run by local mothers.

A third category attempts to provide community access to the academic knowledge of students and staff. London students established a "language bank," a register of students fluent in rare languages to help immigrants adjust to their new surroundings.

A fourth category differs from any schemes known in the States. Projects in this category deliberately rejected large scale student involvement in favor of selective intervention of small groups. In Cardiff students established a registered charity supported by student union funds, and used the money to sustain two information centers. The centers hired a full-time staff, including a lawyer. The inquiries of their clients included a steady flow of requests for information on bail, divorce, drugs, and abortion. Only one of their four projects allows for many volunteers. That is the conversion of an unused corner store into a neighborhood children's center equipped for play, arts, crafts, and a "quiet room" for doing homework.

It is my impression that the British have gone further with drama and creative play than we have. For the past two summers, Circusact, a group of about 10 students from University College, London, have toured the country visiting playgrounds near high density population areas. Circusact is simply a name for the activities that the resources and talents of these students produce. Among their resources are "inflatables." Inflatables are airfilled polyvinylchloride bags large

enough and tough enough for a playground. They are easy to make and they can be cut to any shape. The fun they provide seems endless. I saw two in action on an East London playground. One was tent-shaped and about 12 feet high; the other was cut like an enormous mattress about five feet high and 30 x 30 feet on the ground. For three hours the shouts, laughter and surprises continued while the kids shoved the tent around and jumped on the mattress.

Among the talents of Circusact is the ability to use improvisation, psycho-drama, and other forms of informal drama as techniques not only for recreation but also for community organization. In touring the country, the students teach others how to lead informal drama and how to build inflatables. In the evenings they meet with working parents and show them how they can become involved in the activities of the playground. Hence the drama, the organization of games, the construction of inflatables, become means of reaching into neighborhoods to facilitate people organizing themselves into groups capable of dealing with community problems. In theory the experience of working together on a playground should carry over into other projects closer to the social needs of the adults in the neighborhood.

One other SCANUS project is described in the Action Education Kit, which can be obtained by writing the National Union of Students, 3 Endsleigh Street, London WC1H 0DU. It describes the response of some students to a town planning proposal for the future of Cheltenham. The official presentation of the plan did not give the people of Cheltenham much sense of what was really going to happen to their city, so the students prepared an exhibit made up of photographs, drawings, and sketches of the proposed changes.

After carefully gathering their materials, they scheduled exhibitions in a central location in the town and opened it to the public. Students manned the exhibit for four days to explain the proposals and to enable the viewers to express their opinions, which were then gathered and presented to the appropriate officials.

In evaluating SCANUS both Chaz Ball and Ray Phillips believe that it has contributed to reinforcing certain trends in higher education—toward generating community-oriented curricula, toward the accreditation of off-campus experiences, and toward the reexamination of the purposes of education. It has taken root as a research and information activity of the National Union of Students, and its future as an acceptable activity for student unions is secure.

A new collection of ten essays edited by Sinclair Goodlad, *Education and Social Action*, presents solid evidence of the extent to which community-oriented curricula have already been institutionalized. Since this is the first book of its kind to appear on either side of the Atlantic, it will further the cause of those commit-

(Continued on next page)

ted not only to the social need but also the educational value of service-learning.

Dr. Goodlad, whose background includes the Massachusetts Institute of Technology and Delhi University, India, describes the book's purposes as:

- To determine what has been done in each of several disciplines in giving students the opportunity to carry out work of direct social utility within the context of curriculum.
- To examine the benefits and problems experienced by students, their teachers, and those whom they seek to serve in activities described.
- To analyze the social and educational issues involved in each activity.

One chapter, "Community Related Project Work in Engineering," describes how the Imperial College of Science and Technology in London has involved engineering students in a wide range of human problems. The authors focus sharply on the educational value of the projects to the students themselves. However, theoretically, and frequently in practice, students, community, and Imperial College all benefit. This is especially evident when a voluntary organization requests the expertise of Imperial College. Then the students can deal with real, unsolved problems, the organization gains from the expertise and scholarship of Imperial College, and the College "fertilizes its theoretical preoccupations with practical problems."

A good example of this was when a London Borough asked Imperial College for assistance with its Meals on Wheels Program. Among the problems were: (1) how to keep food hot when being delivered to the fourth floor of an apartment house without an elevator; (2) how to package food so that it can be easily

opened by a 90-year-old woman with arthritis; (3) how to arrange optimal automobile routing for deliveries.

These questions exposed the students to a variety of engineering problems. The third one was solved when the students devised a computer program which considered time, distances, costs, and traffic density. The hot boxes themselves, heated by electrical coils powered by an auxiliary battery, involved problems of circuitry, power supply, and insulation. The six students, who had a completely free hand in their investigation, went beyond the purely technical problems and speculated on the value of the visits to the elderly person. Might not the visits be, in some ways, as valuable as the food? Might the problem of their hot food be better solved by having a neighbor cook the meal, someone with perhaps more time for a chat than a delivery person bound to a computer-designed delivery route?

Discussing the value of the projects, the authors of this chapter state that at the very least they achieve "a deepening of engineering students' awareness of how and where their technical skills can be applied in community service, and further spreading of knowledge about what goes on in the universities."

In the chapter, "Community Service and Community Planning—Whose Ideals?" Judith Allan and John Palmer argue for drastic changes in the training given to community planners. Community planning in Britain, they believe, has become part of establishment procedures and has lost its capacity for independent criticism. Another of the results of the bureaucratization of planning is that thinking about physical concerns, such as housing, has been divorced from thinking about social concerns, such as health, pensions, em-

Community service volunteers assisting University College Dramatic Society students with Circusact in East London.

Both photos by S.J. Marks



ployment. They are served by two separate ministries and therefore are unnaturally separated in the minds of planners.

The development of humane planners, who hold the perspective of the people being planned for, means creating student-teacher relationships during training that can stand as models for planner-people relationships after graduation. It means creating an educational strategy in which students learn without continuing the docile, passive stance of their previous learning. Entering students almost invariably come from authoritarian systems and must, therefore, be "deschooled." Students must learn to accept responsibility and to see their own personalities as significant parts of their learning experiences. They must not expect spoonfeeding from faculty members.

The emphasis is on service placements in which the student becomes part of a team made up of peers, teachers, planners, and people in a community. The student then becomes a part of a professional group whose role is not that of hoarding knowledge and deciding what is best for others, but the blending of his own skills with the skills of others to achieve a broadly perceived (not just professionally perceived) social goal.

Teacher Training Institutions

Eric Midwinter's essay, "Student Help for Educationally Disadvantaged," deals with students in teacher training institutions. He describes "Priority," a project in Liverpool involving half a dozen colleges of education and 40 of Liverpool's schools which have been designated EPA (Educational Priority Area) schools. Students working in "Priority" choose an EPA option course for credit.

During the course students work in groups of eight to 12 and are attached to a particular class which they visit one day per week. Their professor and the classroom teacher work out the scheduling for the term or the year. Their activities vary greatly and are not confined to working directly with the students in a specific class. Some work with pre-schoolers; others with adult women in a keep-fit, low-budget cookery school.

Another strategy for combining school and community is to hang classroom exhibits in pubs, shops, betting places, and doctors' waiting rooms. The exhibits, which are changed each week, explain to local residents the kinds of activities the children are doing in school. As part of an effort to brighten the dreariness of the area, students work with children to paint colorful wall murals, to reclaim gardens, and to build school roof gardens.

After five years' experience, Midwinter reports "splendid" success from all sides—the impact on students, the service to the schools, and the sense of accomplishment at "Priority."

Anthony Dyson's essay, "Fieldwork in Theological Education," describes the training at Ripon Hall, Ox-

ford—the UMP (Urban Ministry Project) and the PL (Pastoral Links). Both programs involve placements in communities. Of the two, the Pastoral Links is the more comprehensive. Students spend from one to three terms in situations where they must take the responsibility for delivering service at a psychiatric patients' club, counseling center, neighborhood newsletter, or a secondary school that has community service as part of its curriculum. The service is interlaced on a weekly basis with seminars led by instructors or outside consultants with specialized knowledge of the problem or the neighborhood. As a result, theology students begin to see their future career in terms of "community responsibility, and (hopefully) of stringent theological and social reflection."

Dyson applies the values sought in the Pastoral Links to other disciplines. All education, he states,

"should take seriously the social dimensions of responsibility which inhere in all intellectual disciplines and forms of vocational training . . . This statement has a markedly theological character—but it strikes a strongly humanistic note too. Its relevance extends far beyond the clergy and their training."

Community-Oriented Curricula

There is evidence in the Goodlad book and elsewhere that the teachers' colleges seem to have moved further in the direction of community-oriented curricula than other institutions of higher education in Great Britain. One reason for this is the flood of immigrants, from the West Indies, Pakistan, and Africa, which sent a shock wave through the English educational system. Over a period of a few years, the educational system found itself faced with increased numbers of children from extremely different cultural backgrounds. The James Report, the work of a prestigious, government-appointed committee, criticized the cloistered training of teachers. It recommended that colleges provide experiences in the community to help prospective teachers understand children from diverse cultures. And the teachers' colleges obviously are responding.

What I have learned during this sabbatical is that the United Kingdom, like the United States, is in the process of a fundamental change in its educational philosophy. The creation and staffing of SCANUS, including the increasing number of project organizers, shows a growing acceptance and support of a national movement of student volunteers in the social service field. The teacher training institutions are pioneering the development of community service-oriented curricula and the accreditation of off-campus experiential learning. Students in other fields, such as engineering, town planning, and theology, are also obtaining academic credit for community service. The challenge of how to respond to new social needs, such as a heterogeneous student population, presents an opportunity to re-examine the broader purposes of higher education here as well as in the United States.



Douglas Turner demonstrates the concentration board made by Wymore's electricity class.

. PAINTING . HORTICULTURE . FOOD
 . BUILDING MAINTENANCE . SEW
 CARE . TYPING . HEALTH OCCUP
 . FOOD SERVICE . ELECTRICITY
 . BUILDING MAINTENANCE .
 SERVICE . HEALTH OCCUPATIONS
 . MASONRY . BUILDING MAINTENANCE
 CARPENTRY . CHILD CARE . TYPI

PROJECT AT WYMORE MENTALLY HANDICAPPED



Child care class makes hand puppets for children at Sunland.

STIMULATION THERAPY materials for mentally handicapped children confined to cribs or wheelchairs are costly and often unavailable. In many instances these materials must be custom-made for each individual patient. At Sunland, a state hospital in Orlando, Fla., for the nonambulatory mentally retarded, the lives of the young residents have been brightened by a variety of materials developed especially for them by local high school students.

Project Sunland at the Wymore Career Education Center, a vocational high school in Eatonville, Fla., began in 1974 when 25 members of the Health Careers Club and its faculty advisor, Mrs. Arlene Carta, a registered nurse, visited Sunland's pediatric wards.

The students were eager to help the residents they saw there and decided to launch a school-wide project to make therapeutic mate-

rials and toys, mobiles, blocks, puzzles, and other games for the patients. With the support of Henry Wright and Clara Shellman, Wymore's principal and assistant principal, who recognized the opportunity to combine community service with vocational training, the club presented the idea to students and teachers in 11 different vocations of the school. Many wanted to participate and by the end of the school year 150 Wymore students had contributed to Project Sunland.

Sam Mason's carpentry class designed and built a six-room doll's house for use by four children at one time. "We had to build it oversize and very sturdy," said Mason, "because the children using it have very little coordination and we didn't want them to injure themselves if they fell against it." The students papered and carpeted the

doll's house and painted it inside and out.

Mason's class also built rocking boards used in physical therapy. The board, in the shape of a large barrel stave, is placed on the floor and the child lies prone on it and rocks back and forth to develop a sense of balance which ultimately will enable him to lift the upper part of his body to a sitting position. Wymore's students plan to practice their carpentry skills by making custom-made walkers for children.

The electricity class made a "concentration board" consisting of two metal wires, one stationary and one looped over it. A handicapped child can hold the board in his lap and practice passing the looped wire over the stationary one without touching it. If he does touch it, a buzzer sounds and a light flashes.

Wymore's child care class made

SERVICE . ELECTRICITY . MASONRY
 G TRADES . CARPENTRY . CHILD
 DNS . PAINTING . HORTICULTURE
 SIC . MASONRY . SEWING TRADES
 THE CHILDREN . TYPING . FOOD
 ALL THE . HORTICULTURE . MUSIC
 CE . SEWING TRADES . PAINTING .
 . HEALTH OCCUPATIONS . MUSIC

SUNLAND TECH HELPS CAPPED CHILDREN



Ernest Boyd (left background) rehearses his music students for a concert at Sunland.

whimsical hand puppets which help patients to practice manual dexterity as they play. The typing class prepared Valentine and animal stencils for children to color. The Health Careers Club made mobiles to hang in the cribs of the youngest patients. The mobiles stimulate eye contact by providing a bright, colorful object moving within the child's limited horizon.

Sunland's residents were serenaded by Wymore's band at a concert of popular songs. One music student, John Seitz, played the guitar in Sunland's music therapy program, which is coordinated by Jim Whittaker of Sunland's staff. Once a week a Sunland van picks up 10 Wymore students who spend one and a half hours playing small rhythm instruments while Whittaker plays the organ. "We try to get the residents to respond to

music," said Whittaker, "by reaching, grasping, changing their facial expressions, or just uttering a sound. We don't expect words or singing — just getting a withdrawn child to vocalize in response to the sound of a tambourine, a castanet, a triangle or a maraca is a real victory."

Wymore's masonry class made a brick planter for Sunland's horticulture therapy program. John Kintzer, a senior, worked in Sunland's greenhouse preparing orchids and other plants for potting by residents. Wymore students also collected shrubs and plants and donated them to the horticulture project.

The painting class painted large wooden blocks and puzzles made by the carpentry students for children at the hospital. Wymore's class for the educable mentally retarded made Easter cards and baskets for Sunland residents who were not



Carpentry students Nelson Collar (kneeling) and Dexter Gibbons put finishing touches on the doll's house designed for Sunland residents.

remembered by family or friends.

Project Sunland's biggest problem is transportation, as there is no public system and Sunland is a 20-minute drive from Wymore. "If we can solve the transportation problem, we hope to introduce a companionship program in which students can work with residents on a one-to-one basis, taking them outdoors for a wheelchair stroll, feeding, bathing, and dressing them," said Dr. Charles Carter, Sunland's director.

"One of the greatest needs of the retarded is to experience the pleasant things that normal children experience," said Dr. Carter. "Volunteering to work with the mentally handicapped takes a lot of training and is very demanding. Students and teachers at Wymore Tech have shown real concern about our residents, and we look forward to a continuing relationship."



Mimi Klooz (left), a senior at Berea High School, with one of her tutees at Brookpark Memorial Elementary School.

High School Students Give Speech Therapy

“THE LITTLE GIRL I work with, Monica, has various speech problems to solve,” said Mimi Klooz, a senior in Berea High School’s Responsive Student Volunteer Program (RSVP). “She lisps and she has trouble formulating sentences. I start out by helping her to put the ‘s’ sound in front of words such as ‘star’ and ‘stove’. We do this by holding picture cards, and Monica says the word, putting the ‘s’ in the proper place. If she does it correctly, she gets to keep the card. It ends up as a game to see if she can ‘win’ all of the picture cards.”

Mimi Klooz and 10 other Berea High School students tutor 18 children with speech problems at Brookpark Memorial and Neeley Elementary Schools in Berea, Ohio. Trained by Mrs. Carol Gustovich, one of the district’s six speech therapists, the students spend two hours a week working unsupervised with children who have handicaps ranging from simple articulation errors, such as a lisp, to more complex speech and language disorders. The high school tutors meet with Mrs. Gustovich once a week for a seminar, and receive academic credit.

Berea’s speech therapy program was organized in the fall of 1974 by Mrs. Pat Lauria, RSVP’s coordinator, and Mrs. Gustovich. It was designed to introduce speech therapy career information to interested high school students and to augment with student manpower the therapist’s time with handicapped children.

Mrs. Lauria led a special recruiting effort for the new program and scheduled a two-hour orientation

workshop held on campus. Mrs. Gustovich led the workshop, reviewing various kinds of speech disorders, their causes, and methods of treatment. She explained how very young children learn to articulate by imitating what they hear and how parents, by speaking correctly themselves, can encourage their children to form good habits. Each student at the workshop was given a manual compiled by Mrs. Gustovich called, “Speech and Hearing Therapy—An Overview.”

Following the workshop interested students had an opportunity to observe speech therapy classes at three elementary schools in the district. At these observation sessions they learned how to discriminate between correct and incorrect drill responses, to follow a lesson plan, to reinforce correct speaking, and to graph a child’s daily progress. They listened to tapes made by Mrs. Gustovich of children with severe handicaps, and thus were prepared for what to expect when they began their volunteer assignments. Mrs. Gustovich also prepared a special tutors’ manual for the program.

Children in the Berea school district are referred for speech therapy by their classroom teachers. All second graders are tested for speech problems, as are all new children entering the district system.

Berea students work mainly on drilling tutees in correct pronunciation. An important goal in speech therapy is for the tutee to “carry over” correct habits with the therapist to informal conversation. Often therapy conditions a child to correct his error for only one person, the therapist, and his speech patterns will relapse

GLOSSARY OF SPEECH DEFECTS

DEFECTS OF ARTICULATION

1. **Distortion** - a distortion of a sound or word
2. **Substitution** - using one sound for another (tat for cat)
3. **Omission** - leaving out a sound or a word (-at for cat)
4. **Addition** - adding a sound (carwa for car)

DEFECTS OF VOICE

1. **Pitch** - too high, too low, pitch breaks
2. **Inflectional pattern** - inappropriate or monotonous
3. **Quality** - raspy, harsh, nasal, de-nasal

STUTTERING - a disorder of rhythm, characterized by the repetition of sounds, syllables, phrases, and/or blocks accompanied by eyeblinks, facial contortions, or body movements.

CLEFT PALATE - an opening in the roof of the mouth, lip, or both

APHASIA - an impairment in language function after an injury to the brain. Aphasia encompasses difficulty in understanding spoken and written language as well as difficulty in verbal expression.

HEARING LOSS - speech and language defects as associated with hearing loss

DELAYED SPEECH AND LANGUAGE - characterized by late onset of speech, unintelligible speech and poor language skills

Adapted from Speech and Hearing Therapy—An Overview prepared by Carol Gustovich and Pat Lauria for the speech therapy tutoring program at Berea High School, Berea, Ohio.

SUGGESTED DO'S AND DON'T'S FOR SPEECH THERAPY TUTORS

- DO:** Remember that each child is an individual and progresses at his own rate of growth and development.
- DO:** Encourage children to realize the need for speech.
- DON'T:** Anticipate a child's every need or want. Let him learn that speech is a useful tool.
- DO:** Encourage children to use the very best speech of which they are capable.
- DON'T:** Accept poor speech, grunts, and gestures. Let the child know you expect his very best efforts.
- DO:** Ask a child to repeat a word, phrase, or sentence that is incorrect. If he says, "Dib me the mild," for "Give me the milk," ask him to repeat the sentence after you say it for him. Be sure he watches how you say it.
- DON'T:** Frustrate the child by insisting that he repeat a word or sentence until he produces it correctly. He may become frustrated and perhaps fearful of speaking situations.
- DO:** Talk about what you and the child are doing. Describe experiences in simple language. . . . Describe where things are (on, in, under, beside, next to, inside). Real life situations are the perfect setting for stimulating and reinforcing speech and language learning.

in the presence of unfamiliar people. Berea students practice conversation with their tutees. Above all, they make speech therapy enjoyable for small children.

Sue Wank, a sophomore who tutors a first-grade boy, explained, "One day I noticed that Todd's mind was wandering. To capture his attention I started to whisper. Before I knew it he was whispering too—imitating me in a little game. As we were whispering he became unconscious of his speech and pronounced each sound clearly and correctly. By the end of the session we had accomplished something worthwhile."

The daily progress charts provide immediate feedback to both tutor and tutee. During the lesson the tutor graphs the number of correct and incorrect responses per minute made by the tutee. A child's improvement over time provides positive reinforcement to the tutor, who has tangible evidence of success.

Personal creativity, ability to establish one-to-one rapport, and career exploration are integral goals of Berea's speech therapy program. Julie Weisbrod, a senior who tutors three different children, has decided to major in speech therapy at college as a result of

her volunteer experience. "At first I must admit I was a little apprehensive," said Julie. "This was something completely new to me, and I wasn't sure I could handle it. The first little girl I tutored was named Connie. We were both a little timid about each other, but by the third or fourth session it was hard to keep Connie from talking. She would freely volunteer information about her school work, school activities, and her family. Sometimes we improved her speech by just talking, instead of doing the planned lesson."

The speech therapy tutors were among those students honored at Berea's annual recognition breakfast at the end of the year, when each RSVP volunteer received a certificate. "The whole experience proved valuable for both Monica, my tutee, and for me," said Mimi Klooz. "Monica, of course, learned to speak more correctly and gained confidence with other people, but I also learned a great deal. From our seminars I learned about the different types of impediments and how to treat them. I also learned how to make learning fun and different, which is so very important."

What is a service-learning agreement? A service-learning agreement is a written statement of the expectations for a service-learning experience held by the student, the faculty member, and the agency supervisor.

What is its purpose?

Students and faculty who utilize community service placements as learning experiences are often confronted by the need to articulate in writing what that learning experience is all about. The student may feel this need to insure that he understands what both the faculty member and the agency supervisor in the community expect of him. Faculty may find a written agreement helpful in ascertaining the clarity of the student's learning objectives and the appropriateness of the placement for the desired learning. The community organization in which the student works, either as a volunteer or as a paid intern, may find a written agreement helpful in understanding what both student and faculty member expect from the placement and how agency personnel are expected to evaluate the student's work.

When is a service-learning agreement useful?

A service-learning agreement is essential for an individual field experience which, like an independent research project, is designed by the student in consultation with a faculty sponsor. It is also useful for other community-based learning situations including volunteer experiences, cooperative education, work-study, and organized group internships. The agreement simply makes it easier for everyone involved—faculty, student, and agency supervisor, to have a common understanding of the roles and expectations of each person. Although the agreement is not a legal document, it enables all three parties to plan effectively for the service-learning experience. It thus reduces frustration, unmet expectations, and last minute changes of agenda.

How does the student benefit from it?

The student may stand to gain more from a written agreement than either of the other two parties. Students involved in service-learning projects are often plagued by the absence of clear goals and the fear of a sudden change in the evaluation procedure. From the student's perspective, a written service-learning agreement:

- Helps him ask the right questions of agency staff, thereby obtaining data for designing the placement.
- Enables him to clarify his own expectations, both to the organization and to himself.
- Insures that evaluation will be conducted according to prearranged objectives and procedures, so there

will be little chance of a last minute change in the system of grading. This reduces student anxiety, uncertainty and "trying to figure out what the professor wants."

- Facilitates the efficient use of his energies by the agency, which must plan for the student's role.
- Enables him to present a more professional, assured demeanor to both agency and faculty.
- Insures that communication between supervisor and faculty sponsor will be smooth, on schedule, and without surprises.
- Provides data for letters of recommendations for applications to graduate school or employers. Information will be on file about his original plan and his final accomplishments.

Why should an agency supervisor want to bother with it?

A service-learning agreement:

- Allows the agency to clarify in writing its expectations of the student prior to making a commitment to place him—to outline job responsibilities, hours per week, and methods of evaluation.
- Cuts down on unexpected, last minute demands for evaluation data. There will be no sudden phone calls from a strange professor saying that he expects a 10-page written evaluation of the student's performance, when the supervisor expected to write half a page.
- Tells the agency supervisor that the field experience has an academic component and outlines the academic requirements.
- Provides prearranged objectives and procedures for evaluation. This results in the systematic collection of data about the quality of the student's work that can be used in letters of recommendation for the student if he requests them.
- Defines the volunteer's responsibilities, before he enters the agency, so that the supervisor can place him efficiently in a task suited to student manpower.
- Lets the agency know of any planned academic work, such as papers and reports, that might be useful to the organization.

Why would the faculty find this agreement useful?

A service-learning agreement:

- Requires that a student be independently motivated to define his academic goals and to achieve them through experiential learning, thereby reducing the amount of time needed for counseling.

A SAMPLE SERVICE-LEARNING AGREEMENT

Name of Student: Jane Henderson

Address: 3456 Ronald Hall **Phone:** 738-9640

Major: Social Work

Student's Position: Intake Aide

Name of Faculty Sponsor: Dr. Sarah Peterson

Address: Thompson Hall **Phone:** 577-2020

Office Hours: Mon., Wed., Fri., 1:00-4:00 pm

Dates of Service-Learning: September 1-December 15

To Be Filled In By Sponsoring Faculty Member

1. What are the learning objectives for the student? At the completion of the service-learning placement, the student will be able to demonstrate:

- a. Professional interviewing techniques
- b. Understanding of and familiarity with the purpose and use of the agency's interviewing forms.
- c. Knowledge of public and private agencies to which clients should be referred

2. What will constitute evidence that these learning objectives have been met?

- a. Reports (monthly and final) from the supervisor
- b. A weekly log kept by the student
- c. Final term paper written by the student

3. What academic work will the student complete?

- a. Student will attend all classes of Social Work 103
- b. Student will complete all class assignments

4. What factors will be considered in the student's final grade?

Student will be graded on completed class assignments, reports from his agency supervisor, and a one-hour oral examination by his professor to evaluate his ability to integrate field experience with classroom learning.

Name of Agency: County Department of Social Services

Supervisor: Melvin Longworth

Title: Senior Intake Clerk

Address: Town Hall

Hours Per Week: Three

To Be Filled In By Agency Staff Member

1. What is the purpose of the agency and whom does it serve?

To distribute and administer available social benefits to low-income residents and refer them to other agencies as needed.

2. What orientation/training will you provide the student?

Student will be given a three-hour orientation session on agency procedures and methods for dealing with client problems.

3. What will the student be expected to do at the agency? List the tasks.

- a. Conduct routine intake interviews with applicants
- b. Fill out required agency forms
- c. Answer clients' inquiries and refer as appropriate

4. Who will supervise the student? How often? What will be the procedure?

Student will be closely supervised by Senior Intake Clerk for the first three work sessions; after which there will be a half hour review session each week.

5. How will the agency evaluate the student? Who will prepare the evaluation? May the student have a copy?

Student will be evaluated by Senior Intake Clerk who will prepare a monthly report on student performance and a final report following an oral evaluation meeting. All reports will be submitted to the faculty sponsor and the student.

- Provides objective, “educational” criteria for deciding whether or not to sponsor a student in a service-learning placement.

- Outlines the respective evaluation roles of faculty and agency staff prior to the student’s service.

- Provides a written statement of the student’s plans and performance which can be used in future letters of recommendation.

- Records the amount of time the faculty member spends in field experience education, which is often of interest to college administrators.

- Serves as a basis for suggesting future placements.

How do you draw up a service-learning agreement?

The process of drawing up a service-learning agreement includes the following steps, but not necessarily in the order given below.

1. The student finds a placement related to his academic field of interest. Then he contacts the agency by phone, introduces himself, finds out about current openings, and expresses an interest in working for the agency in a position for which he will receive academic credit. He makes an appointment for an interview with a staff member of the agency to discuss the details of the service part of the service-learning agreement.

2. The student identifies a faculty member who has the same academic interests and might be interested in sponsoring the field experience. He approaches the faculty member with information tentatively gained from the phone call to the agency. If the faculty member agrees to sponsor the student, the student arranges a time (after the visit to the agency) when they can get together and draw up the components of the learning part of the agreement. At this meeting the faculty member may indicate certain parameters for the assignment or emphasize certain learning objectives.

3. The student visits the community agency. Details of what the student will be doing, the time commitment required, how long the experiences will last, and the nature of the supervision are drafted. The student might also inquire about the things he will *not* be doing—to get a clearer idea of mutual expectations.

4. The student returns to campus and meets with the faculty sponsor to work out the learning objectives of the field experience. For example, “At the conclusion of the service-learning experience, the student will be able to (a) list the organizations providing services to the visually handicapped, (b) know the eligibility requirements of each, and (c) discuss the theoretical basis for providing supportive services to the handicapped.” (For further information about learning objectives see NSVP’s *Training Manual*, Robert Mager’s *Writing*

Instructional Objectives, and Benjamin S. Bloom’s *Taxonomy of Education Objectives, Handbook I: Cognitive Domain*.)

Student and faculty sponsor also agree on required written assignments (reading lists, reaction reports, logs) and the dates they are due.

5. The student finalizes the details of the agreement and gives a copy to all parties involved—himself, the faculty member, and the agency supervisor.

Then what happens?

The agreement then becomes a guideline for the student’s field experience. It reminds him of the dates when assignments are due, how and when evaluations of his work are to be completed, and when he is expected to be at the agency. It gives him a basis for negotiating an amendment if he feels that the tasks he is actually performing are not conducive to the learning he expected. It also provides him with criteria against which to measure his own progress on a weekly or monthly basis.

Can you use these agreements for group placements?

Although we have talked about the agreement in terms of individual, student-initiated placements, there is no reason why a faculty member working with a group of students cannot use the same procedure. The faculty member may prescribe both the academic requirements and the service placements for groups. A written agreement can help a group of students ask the right questions about their placement in order to identify differences in their expectations and those of the agency staff before those differences become bones of contention.

How do you evaluate a field experience?

Some faculty prefer an on-site visit to evaluate the student’s field work. Others prefer a brief meeting (in person or over the phone) with the agency supervisor. Still others suggest a three-way meeting including the faculty member, the student, and the agency supervisor. Another option is the use of a standard rating form that asks about the contributions the student has made to the agency and the student’s personal growth. Another possibility is a written, open-ended evaluation of the student’s performance by the agency supervisor. Often the faculty sponsor combines the evaluation of the student’s field experience with an evaluation of his or her academic work. In this way the final grade reflects both the quality of the student’s service in the community and his ability to integrate and interpret that experience within an academic context.

Students Counsel Delinquent Youths



CREST volunteers Jeff Gorrell (left) and Curtice Shea (center) with team leader Carol Klopfer at a weekly meeting to review clients' progress.

Project CREST supports Florida's division of youth services

EVERY FRIDAY AFTERNOON in Gainesville, Fla., student volunteer counselors get together to discuss the week they've spent in the field with their clients. They talk in terms of client growth, awareness, and set-backs. They explore the possibilities for behavioral change and self-improvement.

As members of Project CREST (Clinical Regional Support Teams), the counselors are participating in a new approach to deterring juvenile delinquency by reaching troubled teenagers on a one-to-one basis.

Project CREST was initiated by its director, Dr. Robert Lee, in 1972 to support the Florida Division of Youth Services (DYS). He recruited volunteer counselors from the University of Florida's graduate programs in psychology, rehabilitation counseling, and counselor education.

Each quarter 10 graduate students join CREST as counselors. They are asked to remain with the project for at least six months during which they are expected to counsel youths for at least 10 hours a week.

Staff members provide an orientation to the CREST approach—a non-threatening, non-authoritarian approach that includes role play, modeling, and behavior modification.

Counselors are then divided into teams and assigned to geographical areas within the Division of Youth Service's jurisdiction. In some instances university students counsel teenagers as far as 100 miles away from the Gainesville campus. A doctoral candidate, appointed by the CREST staff, leads each team. Team leaders are remunerated.

(Text continued on page 47)



Peggy Hillman (left), a Wissahickon senior, working with Mrs. Diane Shull's special education class at Springhouse Elementary School.

Wissahickon Seniors

"I REALLY FEEL good when they ask me for help because I know I'm needed," said Peggy Hillman, a senior at Wissahickon High School in Ambler, Pa., "but when the children do it all by themselves, I know that we've both accomplished something."

Peggy works as a teacher's aide in Diane Shull's class for educable mentally retarded children, aged seven to 10, at Springhouse Elementary School. She spends the equivalent of 15 class periods per week throughout the school year coaching the children in reading and math skills, and even preparing them for local Special Olympics games. Mrs. Shull is one of 30 adult sponsors who supervise and evaluate the field work of Wissahickon seniors enrolled in social laboratory, a five-credit elective that combines classroom study in social humanities with extensive volunteer service in the community.

Social lab was initiated in 1971 as a special course for seniors who had fulfilled all or most of their graduation requirements by the end of junior year. The objective of the course is to give students an opportunity to use their energy and ability in community volunteer work as well as to foster the growth of individual responsibility, maturity, and self-awareness.

Students spend 10 hours per week in social humanities class, an interdisciplinary course designed to meet the senior year requirements for English and social studies. Led by John Hartman, an English teacher, and David Kurkowski, a social studies teacher, seniors explore units on sociology, political science, economics, ecology, marriage and family, education, religion, and literature. Classroom work is graded on the basis of

written assignments, exams, and individual projects. In addition, class time is devoted to discussion of community volunteer experiences.

Placements for social lab's community service component are arranged by George McNeil, coordinator of off-campus programs at Wissahickon. Students are responsible for their own transportation to and from their assignments. Car pooling and occasional use of school buses make it possible for those students without cars to participate, since Ambler has no public transportation.

Initially all students in social lab served as teachers' aides in the district's six elementary schools. The success of this experience encouraged McNeil to broaden the field placements, and he approached a variety of community sponsors to become part of the program. Over the past two years students have worked in local hospitals, churches, day care centers, a drug abuse center, the local police station, the county board of assistance, an orphanage, and a nature reserve. Many students continue their community service outside of the prescribed time commitment, working during holidays, over the summer, and after school hours. Some students choose non-remunerative social lab over remunerative work-study options also offered at Wissahickon.

"Students who sign up for social lab are independent," said McNeil. "They know they will spend a lot of time with people of all ages from all walks of life who are different from themselves. For this reason the course does not appeal to everyone."

Orientation for field assignments varies—from one

Social Lab Combines Community Service With Classroom Study

Learn Commitment

or two days to as long as three weeks—depending on the placement, and is the responsibility of the host agency. Barbara Parsons, a social lab senior, spent three weeks learning sign language at the Montgomery County School for Children with Impaired Hearing, and then practiced her newly acquired skill with social lab classmates before applying it to teaching reading to deaf children aged nine through 11.

Social lab students Lynn McGee and Kathy Nagahashi worked at Norriston State Hospital during their senior year. Lynn served as an aide to physical therapists in the geriatrics ward while Kathy helped in the music therapy program. Both girls attended a two-day orientation program for adult volunteers at the hospital and spent time observing their sponsors in action before working with the patients.

Lynn helped patients to exercise according to daily routines prescribed by her sponsor. Activities ranged from parallel bar practice to manual dexterity exercises for those confined to wheelchairs. Kathy introduced severely withdrawn patients to music therapy by encouraging them to play a variety of small percussion instruments. She then helped to organize a group of patients into a small band which entertained the other wards with a rousing chorus of "Mac-Namara's Band." Lynn and Kathy also helped with recreational activities for the patients, such as playing the piano and applying make-up for a patient production of *Camelot*. They even demonstrated Wissahickon cheerleading skills.

"Volunteering at the hospital is the most rewarding thing I've ever done," said Lynn. "There are some

things you can't learn out of books, and this experience has been just great." "There is a lot of individualism involved in helping people," added Kathy. "You learn things you can use in life rather than a lot of facts that are quickly forgotten."

George McNeil visits all social lab seniors at their sites at least once a month and more often if needed. If there are problems or misunderstandings, McNeil, the student, and his or her community sponsor meet to work them out. McNeil meets informally with each student twice a year to assess individual progress, and students, community sponsors, and parents complete written evaluations twice a year for the school. Students keep daily logs which are reviewed every two or three weeks by faculty. Graduates of the course are surveyed one year later. Of the more than 200 students who have taken social lab since 1971-72, 97 percent have rated it a highly positive experience. Wissahickon is pleased with the results of its survey.

"Social lab is open to any senior who has the recommendation of his school counselor, his parents' permission, and administrative approval," said McNeil. "We have had special education seniors enrolled in social lab," said Albert Jacobs, director of secondary education in the district. "Social lab teaches responsibility and commitment—once you undertake a major volunteer assignment, as these students do, with a long-term commitment on the part of the host agency to having a student volunteer as a paraprofessional, then you have to stick with it. It's a big investment of time, but it pays big dividends—both to the individual student and to the community."

On Campus

Inmates' Families Served By San Jose Volunteers

For the families of prisoners in the Santa Clara, Calif. county jails, San Jose State University students are meeting an important need—bridging the gap between those “within the walls” and those outside.

Under the auspices of Friends Outside, Inc., a non-profit organization based in San Jose, more than 25 San Jose State undergraduates work with 600 area volunteers offering support services to 900 families in Santa Clara County.

In 1974 Margaret Muirhead, executive director of Friends Outside's headquarters, contacted San Jose State's student volunteer office, SCALE (Student Community Academic Learning Experiences) to ask for interested students to work with families of local inmates. Those who responded perform a variety of tasks. Some are big brothers and sisters to the children of inmates. Some provide child care for mothers so that they can visit their husbands who are in jail. Some are tutors for inmates working toward a General Equivalency Diploma. Other students visit inmates to find out what needs they have that volunteers on the outside can fulfill.

“Students provide assistance and support to families during a time of crisis,” said Greg Druehl, director of SCALE. “The services that students perform are generally of a short-term nature because the county jails do not house prisoners for more than one year.” If students be-

come aware of a serious family problem, they relay the information to the professional staff of Friends Outside, who offer professional assistance.

San Jose State students receive three units of credit for eight hours per week of service throughout a single semester. They are required to keep two journals, one describing Friends Outside and its work in the community, and one introspective account of the student's personal experiences in the program. The journals are collected by SCALE and turned over to appropriate faculty members for evaluation. Friends Outside provides written verification each month regarding student volunteer attendance and performance, and credit is awarded on a pass-fail basis.

Participating students are generally from corrections classes of San Jose State's New College and the Department of Mexican-American Studies. “Many of our volunteers from the Mexican-American Studies program are bilingual,” said Druehl. “That's a big help because some of the people they work with are not fluent in English.”

San Jose State is a commuter college of 25,000 students, most of whom are employed part-time. “About half of our students continue with Friends Outside for a second semester because they are committed to the program,” said Druehl.

High School Students Produce Armenian Awareness Film

Developing leadership skills and strengthening cultural awareness are integral parts of a service-learning experience for 11th and 12th graders at the Armenian Mesrobian High School in Pico Rivera, Calif.

In the community development course offered to juniors and seniors, students are involved in identifying specific needs within the Armenian community and then applying leadership techniques learned in the classroom to develop a community-based project.

The course is divided into two parts. The first three months are devoted to learning the structure and history of the Armenian community, group dynamics, and leadership skills. During the remaining six months the students design and implement a project that will strengthen the community's awareness of Armenian culture.

A photographic archives project was created after seniors conducted a survey of local libraries and discovered that although there were many books written about Armenian history, there were very few visual documents. Students decided to fill that need by canvassing the community for photographs depicting Armenian family life in Eastern Europe at the turn of the century.

“The community was very receptive to the idea,” said Sarkis Avakian, the course instructor. “The students went to the local leaders with their project, and were immediately introduced to ‘resident historians’ who pulled out old family photos to share with them.”

During the six-month project, 13 students uncovered over 300 photographs which they catalogued according to date and subject matter. In the course of their research, three

of the students decided that a collective presentation in the form of a film would contribute to the community's need for a visual history of Armenian life during that period.

Again, they went to local leaders who were enthusiastic and donated many of the materials needed. Students researched film-making techniques, such as splicing, before editing the photographs in a five-minute documentary.

The photographic archives and film will be used by the University of Fresno in its Armenian history program.

Social Action Begins in 7th Grade

Preparing high school students for community service begins in the seventh grade at Stone Ridge school in Bethesda, Md. Through social action, a six-year curriculum required for graduation, students become involved in the community through a progressive, skill-building process—beginning in a communications lab where seventh graders work together on designated educational projects.

By taking turns assuming various roles, such as group leader, group critic, manager, researcher, and producer, students are exposed to the dynamics of group participation and cooperation, essential to working in a community setting.

With faculty assistance, the younger teenagers are introduced to the central theme of the social action curriculum: that leadership and problem-solving skills are building blocks of personal growth and that those skills are applicable to community service.

Eighth and ninth graders con-

tinue to develop their organizational skills in the classroom. They refine their leadership and problem-solving techniques by identifying field projects and establishing learning objectives. For example, for a unit on Justice in America, eighth graders over the past three years have visited the Supreme Court and then role played the hearing and disposition of a Supreme Court case; produced a videotape documentary on the inadequacies of the prison rehabilitation system; interviewed local attorneys; polled community residents about their attitudes toward the police.

A learning tool used in all six grades is Stone Ridge's "Wheel of Action"—a comprehensive system for planning and evaluating student-initiated and student-reviewed field projects. Designed by Vernon Dolphin, director of the social action curriculum, the Wheel of Action outlines the steps for planning and evaluating an experiential learning project. For example, why is the project needed? How do you identify the target area? What kind of strategy will you use to carry out the project? What criteria will you use to evaluate it?

Because of their intensive preparation during grades seven through nine, Stone Ridge students are

equipped to assess and design a responsible community project by the time they reach the tenth grade. In grades 10 through 12, students are released from classes for one afternoon per week for field experiences that serve the school or the larger community. Some students elect a field experience in a local institution in which they have direct client contact, such as an inner-city soup kitchen, a school for the mentally handicapped, an orphanage, local hospitals, an old age home, or county commissions of consumer affairs or human relations. Other work in governmental or cultural organizations.

Some students have worked for the local chapter of the National Audubon Society, where they designed an ecology education project and then took it to innercity schools. Other placements have included the local Humane Society, an animal shelter, and the National Institute of Health, where students worked directly with a doctor of veterinary medicine.

Some students choose to work on a school-based project, such as the school newspaper. Others design an independent project tailored to their special interests, such as child abuse or amnesty. Each student ar-

(Continued on next page)

Kathy Plunket, a Stone Ridge volunteer, tutoring at St. Mary's School in Rockville, Md.



ranges her own transportation, keeps a log, and shares her experiences with her classmates in weekly group discussions.

Staff members of the agencies in which Stone Ridge teenagers volunteer are asked to complete an evaluation form for the school. It covers the student's dependability, resourcefulness, ability to work with others, and general attitude toward the field experience. Other evalua-

tion methods are students' logs and the work of student advisory groups that stimulate small group discussion of how the field experience contributes to personal growth.

"What makes social action unique," said Mary Jecko, director of field placements at Stone Ridge, "is what the students take with them in leadership and problem-solving skills when they go into the community."

the women in games such as bingo and grab bag, adapted to stimulate interest in and awareness of nourishing, low-cost foods available locally. The students sponsored a tasting party at the clinic, where they served nutritious snack foods that they had prepared and answered clients' questions about diet and nutrition.

Another group of students planned menus and prepared meals for distribution to elderly and shut-in residents of Commerce. In both field projects students based their work on the information gathered in the food preferences survey. "Our strategy is to encourage a person to supplement his normal diet," said Dr. Mary Beth Tuck, professor of home economics at East Texas State. "If someone is on a diet consisting primarily of beans and corn-bread, we try to encourage him to supplement it with milk and low-cost green vegetables such as spinach. It is difficult to change people's eating patterns, but you can encourage them to try new things if they are appetizing and made from local produce."

Undergraduates in home economics at East Texas State set up a booth at a local supermarket and handed out literature to shoppers about nutritious, economical recipes, menu planning, food buying, and low cost snacks.

Community Nutrition In Action

Fifteen home economics graduate students enrolled in a community nutrition course at East Texas State University were involved in a summer program designed to provide them with field experience in educating Hunt County residents about nourishing diets.

The program, offered every other summer, begins with students designing and conducting a food preferences survey to determine eating habits of selected community groups. Some of the groups surveyed have been clients at the Family Planning Clinic at Commerce, Texas, and elderly and shut-in individuals who receive meals in their homes under the auspices of People and Services United, a community-funded project similar to Meals on Wheels.

The students present a report on their survey findings at a Community Nutrition in Action Seminar held on campus which is open to the public. The evening program, which is advertised in the newspaper, features nutritious refreshments made by the students from local produce; a guest speaker who is a specialist in consumer affairs from the Food and Drug Administration in Dallas; and a panel discussion led by the students about the eating habits of

local residents who were surveyed. The purpose of the seminar is to stimulate the exchange of information about nutrition and diet. The students found that those surveyed at the clinic were most concerned about how to feed their young children and how to lose weight.

After the seminar the students participate in a field project designed to reach those whom they interviewed for the survey. For example, at the Family Planning Clinic students prepared and distributed posters and brochures about balanced diets. They also led

Student volunteers at East Texas State giving out nutrition information in Commerce, Tex.



Photo by the Commerce Journal

Setting up a Campus Project to Aid Victims of Crime

ANNA C. FORDER
Board of Directors
Aid to Victims of Crime, Inc.
St. Louis, Mo.



Carol Vittert (left), founder of AVC, and student volunteer Janet Roth discuss changing residential patterns of crime victims in St. Louis.

ALICE HILL, A STUDENT volunteer at St. Louis' Aid to Victims of Crime, Inc. (AVC), a non-profit organization, contacted Mrs. Rose Denison after obtaining her name from the police daily crime report. The notation on Mrs. Denison merely indicated she was a robbery victim, who lost over \$80 in cash and \$75 in food stamps, when her purse was snatched outside her apartment building.

The police report did not indicate that Mrs. Denison was nearly 80 years old, that the robber had knocked her to the ground and, although she was not seriously injured, her eye glasses had been broken and she had

no one to transport her to the optician's office to have them replaced.

Alice phoned Mrs. Denison, identifying herself as a volunteer with Aid to Victims of Crime. She asked if there was anything she or the organization might do for her, and Mrs. Denison explained the many complex problems that resulted from the robbery.

As Alice spoke with Mrs. Denison she was careful to keep an accurate record of Mrs. Denison's needs on a printed file card. She made an appointment to visit Mrs. Denison personally the following day to see what

(Continued on next page)

additional services Aid to Victims of Crime could offer. Then she immediately phoned the local welfare department to replace the stolen food stamps. She began to arrange transportation for Mrs. Denison to go to a nearby optician to have her glasses replaced. If necessary, AVC could help defray the cost.

When Alice called on Mrs. Denison, she took with her AVC's "Information for Volunteers" form, a detailed questionnaire for victims of crime, so that every possible service could be rendered. She discovered that Mrs. Denison had been on her way to the grocery store when she was robbed. She had no food in her apartment. Alice made arrangements with a volunteer at AVC to go shopping for Mrs. Denison.

Initiated in March 1974 by Carol Vittert, who saw a need for emergency and supportive services to victims of violent crimes, Aid to Victims of Crime presently has 70 part-time volunteers who work a variety of schedules to service an area covering three police districts of inner-city St. Louis.

Target areas are determined by crime density and victim need. Like many major cities, St. Louis has a high crime rate, so AVC decided that a single target area would enable a limited number of volunteers to service victims most efficiently, without spreading themselves too thin.

The local police department cooperates with AVC, which uses the daily crime reports as a referral source for new cases. However, aid is never refused to a victim, even if the person chooses not to report the crime to

the police. The emphasis of AVC is on serving the victim and the members of his immediate family—aiding him or them through the crisis period after the crime by offering the following services:

- Putting the victim in touch with public or private agencies, i.e., welfare, food stamp offices, hospitals, social security office.

- Helping the victim get credit payments extended when there is a loss of money or job.

- Contacting the victim's employer, making him aware of the seriousness of the victim's situation, and persuading him to hold the victim's job until he can return, as well as allowing paid time off for appearances in court.

- Arranging for transportation to court, hospital, police station, or other related travel when necessary.

- Arranging for child care, home care, and grocery shopping when needed.

- Providing emergency food and clothing.

- Helping with funeral arrangements.

- Assisting with filing insurance claims.

- Relocating a victim or victim's family when the need arises.

- Replacing stolen items necessary for livelihood—such as eyeglasses or walking canes.

- Helping victims find employment.

All services are coordinated and handled by volunteers who are assigned to individual cases by the AVC project leader. In some instances, volunteers themselves handle the services, such as transportation and child

CASE FILE CARD

Side 1

3rd police district

Police complaint #
68754321

Occurance
Feb. 12, 1975

Denison, Rose (Mrs.)
698 W. Carlise Street 63218
687-9001

B-F-77

Pursesnatch; victim approached by young male. Knocked to ground. \$80 in cash, \$75 in food stamps stolen. No medical attention.

Volunteer: Alice Hill

Called: Feb. 13, 1975

care. However, a great deal of AVC's caseload involves referral—contacting the proper agency which in turn helps the victim.

Getting Off the Ground

To avoid duplicating existing projects, make preliminary contacts with local agencies which help crime victims—the police department, the circuit court, district attorney's office, or the local health and welfare council can give you a list of available services. Church groups and neighborhood associations are also likely to offer aid to victims. If, after checking these possibilities, you find there are no existing services for crime victims, you might want to consider the possibility of setting up your own campus-based project.

A professor of social work, psychology, or criminal justice might find an aid to victims of crime project an ideal opportunity for course field experience, and thereby grant student volunteers academic credit for service. And a faculty member in any of these related fields who acts as a liaison person between your project and the police department might open avenues to you that would otherwise remain closed.

We suggest that you begin with a survey to determine the areas in your community that are most in need of an aid to victims of crime project. A local police chief can supply information and may already have a comprehensive report. Find out what crimes occur most frequently and where victims live. Check hospitals to see how they handle crime victims who have no funds

or insurance. Find out if the local welfare organization provides adequate support for crime victims. From your preliminary survey you should be able to identify the highest crime areas within your community.

Gathering Information

Your prime objective will be to obtain the victims' names and addresses. One way to do this is to use the police department's daily crime reports. However, getting them can be touchy because the police may be skeptical of non-police personnel asking for information. Use tact and discretion, both in your contacts with the police and with your clients, the victims and their families. If you cannot obtain the police daily crime reports, other sources of names and addresses are the newspaper's police blotter and a student-manned hotline. The latter is discussed later.

When our organization first got underway we contacted Robert J. Barton, director of St. Louis' Police-Community Relations. He suggested we get in touch with the police chief or the police public relations officer to establish guidelines for cooperation between the project and the police department.

"Be sure and explain your project's purpose fully and clearly," Mr. Barton said. "The police will try to cooperate with any community-oriented group, but they must protect the rights of victims and witnesses."

When the police department is aware of your services to victims and understands fully how you will operate,

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CASE FILE CARD

Side 2

- 2/13 Hill called Denison. Explained AVC services, offered assistance. Learned glasses broken. No way to get to optician's. Made appointment to visit Denison next day. Called food stamp office.
- 2/14 Visited with Denison. Offered transportation to optician's. Made arrangements to have volunteer go grocery shopping for Denison.
- 2/20 Called Denison. Found out Denison received food stamps. No further services required. Case closed.

you will be able to establish mutual confidence and rapport. However, some states have laws to protect the confidentiality of victims' names and addresses which may prohibit an aid to victims program from using the police crime reports. Find out about these laws before going to the police department.

Beginning a Program

Once the highest crime areas have been identified, and the police are informed and willing to cooperate, we suggest getting a map of your city and if possible, a detailed map of the particular areas you have designated as feasible to serve, and mark off the crime victims' street addresses. This gives you a good idea of where to concentrate your efforts. You can continue to add new marks to indicate the client's street address every time a new crime victim contacts you.

Once you decide on an area, stick with your decision. Draw boundaries on the map and stay within them. In large urban communities it will be hard enough to service victims adequately within the areas you have selected, so don't think that just because your target areas appear small, there will be little to do.

Using Available Resources

A great deal of your work will consist of referring victims to social service agencies, and a campus office of volunteer programs has excellent resources right on hand. Since most campus offices work closely with local social service agencies and are attuned to community resources, many of the same kinds of services your project offers to elderly and low-income individuals will be the kinds of services you offer to victims. As your program grows, you will get a much better feel for the kinds of service you can offer.

Assigning Cases

The volunteer project coordinator is responsible for record keeping and the assignment of cases. Since cumulative data is your only source of measuring the project's progress, we suggest devising forms for each volunteer to use.

The first form is simply a client registration form—a file card on which to record the victim's name, address, telephone number, police district location, date of crime, and a brief description of the crime. On the back of the card, the volunteer can write the progress of the case, from the initial contact until your services are no longer needed.

A second form, a detailed questionnaire which the volunteer uses during personal interviews with the client, includes information about the victim's physical condition. Services such as child care, transportation, and grocery shopping are included, with a reminder to the volunteer that these services are ones the project provides only if the victim's need is a direct result of the crime.

We suggest assigning no more than two cases per week to each volunteer (depending of course on the number of volunteers and their individual schedules). A heavier caseload often results in neglect of the victim.

Sensitivity plays an important part in a situation where there is one-to-one contact immediately following a trauma in a person's life. We suggest that those volunteers who are reluctant to interview aid in transporting victims, in contacting social service agencies, in neighborhood information campaigns to make local residents aware of your services, or by helping to man more telephones.

It's important to offer emergency service to victims on an extended basis. Emergencies seldom wait for appropriate office hours. If it is possible to assign volunteer hours in shifts, you might consider setting up a 24-hour hotline. When a victim calls in, students answer questions, log in the victim's name and address, and let the volunteer coordinator know where to send a volunteer when one is available. However, if this is impossible for your project and there is a hotline in your community, you might want to make arrangements with the existing hotline to refer victims' calls to you and be added to the hotline's list of referral agencies.

Making Your Project Known

The police daily crime report is merely one way of locating and servicing victims and their immediate families. In St. Louis, we have a door-to-door information campaign. A student volunteer project could do the same. By working with local community organizations such as the YMCA, YWCA, Rotary Clubs, and local Jay Cee's, you can inform the residents of your community about your service. Many referrals to our program come to us from neighbors and friends of victims who have heard or read about our activities in fliers we have hand-delivered to residents of our St. Louis target area.

You may wish to consider the possibility of recruiting high school students as information campaign workers by going into their classrooms—civics or government—to explain the project. If they sign up, they can assist college students who distribute literature about the service by canvassing door-to-door.

Keeping Records

We suggest that the volunteer coordinator keep an accurate account of the progress of individual cases through reports from volunteers and other pertinent data. By analyzing and interpreting the data you will be able to assess the weak and strong areas of your project. You might want to establish an annual or bi-annual reporting system, distributing your findings to interested organizations so that town residents will be kept up-to-date on the kinds of student volunteer services currently being provided to victims of crime in your community.

London Correspondent



The Police Scene: No Place for Volunteering?

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

THE POLICE IN Britain, in contrast to virtually every other country, are unarmed. For that very reason, if no other, they deserve support. But there are other reasons. Over here most policemen are young; and the young, too, are the majority of those committing offenses. They are horrifyingly young and horrifyingly numerous. So the support of our organization, Community Service Volunteers, has been to place police cadets with young offenders as part of their training.

It began with an approach to Community Service Volunteers by David Gray, then Chief Constable of the Stirlingshire Police (now Her Majesty's Chief Inspector of Constabulary for Scotland), who had previously pioneered police involvement in the community. Would we, he asked, give his cadets some insight into social problems? Police cadets in Britain, it should be explained, are recruited at 16 years or so, to augment the normal (but numerically inadequate) intake of entrants of adult age. During their cadet period these youths undertake auxiliary duties designed to

prepare them for a career in the force. But there is the danger that from adolescence onward their whole life will be surrounded and conditioned by the police. To expose them to social problems, without the benefit of rank or uniform, and make them more sensitive in human relations is a responsibility of considerable significance.

First Cadet Placement

Tom Rintoul, the first cadet we ever took—a gigantic young Scot, well over six feet tall and looking as solid as Edinburgh Castle—was very nearly our last. The newly appointed secretary of a London federation of hostels for the homeless wanted a client's point of view of the amenities, believing that the facilities were geared to elderly down-and-outs rather than to youths who have made their way from the provinces to the capital city, either in search of work and excitement or because of a row with their parents. Tom Rintoul was to become one of these homeless youths. After an elaborate briefing and surrender of his wristwatch and spare money for

safe keeping, he set off on a wet October evening for those haunts frequented by the homeless.

Within 48 hours he sustained what amounted to a nervous breakdown. Loneliness, the rigour of the questioning he had to undergo to qualify for a bed in an austere welfare shelter, being picked up by the metropolitan police on suspicion of being a vagrant, all proved too much for him, and we had to mount a rescue operation. Tom survived the experience. Indeed, he stayed with the project and became the first of all our volunteers to hold a press conference, and, despite a limited educational background, he produced a publishable report.

Experiment Repeated

Since then we have placed well over 2,000 cadets, but only on one further occasion, some four years later, did we repeat this pattern of experiment—with a cadet from another force and in a different city, Britain's second largest, Birmingham. This time it was the cadet himself, self-confident and articu-

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late, who expressly asked to experience the lot of the homeless. Nevertheless the briefing was now even more meticulous and various resource persons were indicated as ultimate life-lines. He was even given my own night number at home for collect calls if need arose. The phone rang within 36 hours. Snatching some sleep in the early morning on one of the few remaining patches of grass in the city centre, he was awakened by a blow from a boot in the ribs, and looked up to see two blue-uniformed figures who told him brusquely to take himself elsewhere. In that moment the image of his chosen career was shattered. Did the police really kick sleeping youngsters?

These two incidents illustrate two flaws in much police thinking. First, they feel that "guts" or "go" is the attribute most to be valued. Second, they think that loads of physical education, sport, and adventure training do actually develop the courage required to cope with the reality of life in a great city. Not only our own experience but a study published last year by three Liverpool University sociologists, entitled *The Character-Training Industry*, question these assumptions. However, nothing seems to shake the confidence of police training officers in the validity of this traditional approach.

The overwhelming majority of the 2,000 cadets served with kindness, good humour, and a considerable degree of commitment. They have served with the mentally handicapped, the physically disabled, immigrants, and children in need. Indeed, not only do many agencies now request an extension of a cadet's service period, but a number of cadets have subsequently left the police to enter some form of social work. When it occurred to us to choose agencies that related to their professional future—training schools and remand centres—the Home Office enquired apprehensively as to whether we realised what we were proposing. All hell

would break loose, we were warned, when the cadets' identity became known to the young offenders. In fact, the opposite has proved to be the case.

One Cadet's Experience

Rather than pick a dozen passages from the letters of cadets who have served in widely different situations, I have chosen to quote from one. This cadet worked at Stamford House, the largest Remand Home in London, from which delinquent boys, if found guilty and sentenced by the courts, are dispatched to reformatories. His letter reads in part:

"In contrast to other Community Service Volunteers, we cadets do not volunteer to serve but do so as an integral part of our police training. Our superior officers think that three months working away from the Force, in a totally different environment, will give us a good insight into the different types of people that we will meet as constables in the course of our duty.

I decided that I would like to work in a remand home or reformatory because I joined the cadets straight from school, and hope to wear the blue uniform for the next thirty years. I was afraid, then, that I might see crime from one side of the fence only. So here was the opportunity to find out for myself why these juveniles continually commit crime; after all, they are human beings, the same as I.

On Wednesday, I took four boys to see the England vs. Switzerland football match at Wembley. In the mad rush away from the ground we got separated. When the crowd subsided I looked around for them but saw nobody. I then went up to the subway station but they weren't there. I phoned up Stamford House and was told to make my way back. I got back, they hadn't turned up, but I was convinced they wouldn't let me down. I

waited and waited. Every time I heard a car I jumped to my feet, thinking it was them in a stolen vehicle. I thought, if they turn up in a car, we'll push it back onto a side street. However, at half an hour past midnight, we received a phone call from Wembley Park Police Station, 'Had we lost four boys?' They had got separated from me, were lost, and so did the obvious—went to a Police Station. Why didn't I think of that? We went along and picked them up, and I had a hell of an argument with the Duty Inspector at the station for having them there for two hours before ringing up. I went to bed that night obviously relieved, but thinking that it really was worthwhile bothering to take them. They were a credit to us all.

I feel sure that my experiences at Stamford House will help me a great deal in my future career because otherwise I would charge boys and not know and maybe not care what could or will happen to them. Not only that, I have learned a lot about myself and about people."

In several instances delinquent youngsters, not normally great letter-writers, have maintained a correspondence with the cadet, now a full-fledged policeman, who had looked after them at the remand home, a testimony to the relationship which had developed across the barriers. Two factors have prevented these incursions into the world of social need from making a deeper, more lasting impact. The most difficult to remedy has been the attitude of the cadets' immediate superiors. It seems to matter little that the man at the top, a far-sighted Chief Constable, has decreed that community service should form part of the training programme, or that the young entrant returns from this experience with a fresh understanding of the social implications of police work, if, three quarters down the line there is a stale, embittered or professionally

hardboiled officer who can effectively short-circuit the communication of the vision.

The other factor is the tendency of some cadets to regard their experience of community service as an isolated incident rather than an integral part of their training. To overcome this we suggested to police that their syllabus should provide for progressive involvement in social problems. In this way the cadets could move from local tasks, so organised as to be increasingly challenging, to the climax or culmination of total immersion in a full-time project of three to four months' duration, away from home and away from their constabulary. We regard it as important that while assigned to local tasks the cadet should not be exempted from ordinary duties—for otherwise the old hands would be alienated—but that he be given additionally, as his special assignment, responsibility

for discovering who might be in need of help in a specified area, possibly just one particular street. This is what we suggested:

1. The cadet knocks on doors to find out who wants help. Curiously, this is the task they are shyest of, fearing rebuffs. ("Do you know anyone in need?" is a good opening.)

2. He does something practical to meet the needs expressed, e.g., moving heavy furniture, fixing a fuse, helping to fill in a form, or contacting the Red Cross for health aids for home use. This obliges the cadet to familiarise himself both with welfare regulations and the facilities offered by social agencies.

3. Until this point, it is possibly the elderly who have concerned him most. They are the largest sector of the community in need and perhaps the easiest to approach. Now he becomes aware of young people in need—e.g., an immigrant youngster lacking friendship because of lan-

guage difficulties or a mentally handicapped adolescent over-protected by parents. He assesses the situation and takes action.

4. Feeling overwhelmed at this stage by the number of people making demands on him, he gets in touch, possibly assisted by his own training department, with a school that wants to confront students with situations of human need but does not know how to find them. Now his role is that of enabler or catalyst or organiser. This offers him a chance to exercise leadership (without authority) among young people.

Implementing this approach, the cadets in the town of Rugby set up their own volunteer bureau, applying police registration techniques to the involvement of school students in positive social action. In Bedfordshire they organised a summer project giving to local

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A police cadet from Somerset, working as a Community Service Volunteer, helps West Indian immigrants repair their cooker.



youngsters a modified version of their own training. This included life-saving, first aid, and work with police dogs during a hunt for a lost child.

Cadet-Community Relations

Humanising the attitude of young entrants into the police and developing awareness of the social implications of their work is only one contribution to what is a gigantic complex of problems facing both the community and the police. Not much love exists between the police and the younger breed of social workers, some of whom have recently emerged from the radical student chrysalis. Part of the resentment lies in the nine to five image of social work departments, leaving the police to handle human problems at night and at weekends, the very time when most incidents of need occur. In theory, a telephone call to social work departments, out of normal working hours, should be routed to the home number of the duty officer. In practice, he or she may already be out on a case, and the spouse suggests that the client call back later, or better still, look in at the office on Monday. A recent analysis of incoming calls received by two police stations, picked at random, indicated that most are requests from the public for help of one kind or another. In consequence there is a growing school of thought which holds that the situation will not be improved until social work agencies go onto the same operational basis as the police—maintaining a mobile, round-the-clock service. That moment has not yet been reached in any city or county of Britain. In the meanwhile the police station remains the one governmental agency open day and night for emergencies.

Citizens' Advice Bureau

We have suggested that in two or three highly populated areas beset with social problems a room might be made available at one of the

larger police stations in the evenings and at weekends. It would be manned on a rota system by a third-year student of social work or social administration. In effect, this arrangement would be a nocturnal version of what is called here a citizens' advice bureau. It would concentrate on social emergencies, relieving the police of the burden of listening to involved accounts outside criminal law. However, the student could alert the police if, say, a family quarrel looked like it was endangering the safety of children.

The student, who would have the backing of his college faculty as well as the approval of the constabulary and the city's social work department, would gain personal experience of human needs and first-hand evidence that the police, too, have difficult problems to solve. The police would concentrate their energies on crime and simultaneously learn that not all students are intent on subverting their authority. Distraught mothers and others in need would discover at the police station the presence of an attentive ear and even the possibility of active intervention in family emergencies. One chief constable has expressed keen interest, and now it remains to mobilise the students.

Constables Surveyed

"A man is helping the police," has latterly become a euphemism employed by radio news announcers to indicate that a suspect is being closely questioned at a police station in connection with some offence. When I wrote about four years ago to a score of chief constables asking what help they would welcome from school students, my letter was interpreted by several as a joke. Everyone knew it was the police who helped kids, not vice versa. But a number did take the question seriously, set up enquiries, and came up with suggestions. Most counseled against 15-year-olds, still less 12-year-olds, who might think that they could walk into police stations and start helping there and

then. Police stations did not in fact offer much opportunity, it was felt, since administrative work was subject to confidentiality, and teenagers would possibly be exposed to the unedifying sight of violent drunks being put into cells. Instead, attention tended to focus on accident and crime prevention.

Here are some suggestions:

1. Because keeping empty buildings under surveillance takes up an enormous amount of police time, crime watch patrols might be organised, using older students to visit houses reported vacant and more especially schools during evenings, week-ends, and holidays, as a safeguard against damage and theft.

2. Students might be specially instructed as family junior security officers by police crime prevention personnel, to assist and advise their parents on how to maintain the security of their home, car, and personal belongings. Some could also accept responsibility for several old people living nearby.

3. Danger area patrols could be organised to operate near areas of high accident risk such as canals, ponds, and cliffs, to prevent young children from venturing into danger; to marshal young children at Saturday morning cinema performances; and to be on call when wide-scale searches have to be undertaken for missing children.

These may not represent earth-shaking contributions by the young to the tasks of maintaining law and order, but perhaps the most significant aspect of this particular approach to chief constables in Britain was that it opened the eyes of some of them to the fact that they cannot achieve their tasks alone. They need the cooperation of others. These others include the young, and it is worth while to analyse the responsibilities facing them in terms of what help the young might have to offer. We who work with students should be prepared to meet the police half-way, and not regard their needs as being too controversial.

Students Council Delinquent Youths

(Continued from page 33)

CREST and the Division of Youth Services combine their counseling efforts in two ways. Youngsters between the ages of 13 and 17 who suffer from severe adjustment problems, at home or in school, or who exhibit delinquent behavior, are referred to DYS for help by the juvenile court. These youngsters are placed under the legal supervision of DYS. Then DYS staff members explain the CREST program of one-to-one counseling to those they feel would benefit from CREST. If the teenager expresses interest in participating in the program, the DYS staff sends the youngster's file to CREST, where the team leaders determine which counselor to assign to the case.

First Meeting

During the first meeting between CREST counselor and teenager at the DYS office, the teenager is introduced to the problem-solving techniques the counselor will employ during future sessions. A teenager is always given the opportunity to decline the counseling relationship. If he wishes to participate, he is asked to sign a short-term contract, guaranteeing that he will meet with the CREST counselor at least once a week for five weeks. At the termination of the contract, the youth is again given the option to leave or continue the program.

Counseling Youth

Each volunteer counselor is responsible for four to six youths in one geographical area. His main objective is to establish a good one-to-one relationship with each of them. In many instances, the youths have family problems. "Unresolved family problems that surround a youngster can contribute to his behavior," said Dr. Lee. "It is up to the counselor to assess the situation and provide adequate therapy to assist the child with his problem. This might include counseling an entire family unit."

For others the problems are school-related. CREST volunteers often act as liaison people between the teenager and the school authorities.

"My counselor helped me realize the value of staying in school," one teenager said. "He took the time to listen to me, to understand why I was cutting classes, and then he helped me realize I should stick it out and get my high school diploma."

Bonds of Friendship

The success of the counseling relationship, which usually lasts from three to six months, depends largely upon the patience and skill of the volunteers. Counselors become close to their clients by offering them

friendship and trust. "The fact that a youngster realizes that everything he tells his counselor remains in the strictest confidence," Dr. Lee explained, "helps the juvenile to open up. He knows his counselor wants him to overcome his problems, and therefore, the teenager is receptive to suggestions and guidance."

Counseling sessions are arranged to fit into the youth's schedule and occur in a variety of places. Counselor and client might sit on a park bench and share the warm Florida sunshine, or take long walks together, experiencing a closeness that instills confidence in the teenager.

"It helps to have someone to come and talk with you when nobody else seems to care," one youth said.

Working with DYS

CREST counselors reach approximately 200 juveniles a year. By working in close cooperation with DYS staff, the volunteers submit an initial check-list report assessing the teenager's current behavior. As the therapy progresses, counselors confer twice a month with DYS staff to exchange information on their client's development.

At the end of each quarter, counselors submit a follow-up report and evaluation of each client.

Documentation and Evaluation

CREST counselors keep a carefully documented record of their clients' progress via reports and weekly discussions with their team leaders. Team meetings include upgrading of counseling skills and the development of a personal theory of counseling based on experience. Depending on the practicum requirements, counselors keep weekly journals in which they indicate the youth's progress and the types of therapy given.

Evaluation of the counseling is done by the team leaders as well as by the counselor's professor. In this way the team leader and the counselor are better able to evaluate skills acquired during the six-month CREST experience.

CREST's Success

In 1974 CREST conducted a research project to ascertain the effects of its counseling techniques. By dividing a group of 45 youths into two groups—those who participated in CREST counseling and those who did not, CREST determined that those who met with their counselors on a regular basis showed positive gains in the reduction of acts of misconduct. School performance also improved—grades were higher while truancy and suspensions decreased. After a time, teenagers began to model their behavior after that of their volunteer counselors, and the youths indicated overwhelmingly that the CREST counseling experience was a worthwhile part of their lives.

Faculty Roles in Off-Campus Learning Programs

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THOSE OF US engaged in programs that call for off-campus learning experiences often fall short in our efforts to clarify faculty, student, agency, and program coordinator roles. It is particularly important that faculty roles be clarified and fully understood by communities, agencies, and educational institutions seeking to implement or improve programs combining community service and personal learning objectives.

Our suggestions for faculty role clarification are based upon our belief that young people today have far too few opportunities to assume responsibility and learn through experience. We also believe that many faculty members have just begun to realize the full potential of off-campus learning environments. If better ways are to be found for young people to learn outside the traditional classroom at the same time that they render service to the community, then we must learn how to structure useful faculty roles and how to train faculty.

There is an ever-growing number of off-campus learning programs which vary greatly in purpose, design, and process. These include internship programs, service-learning, and work-study programs. All of these different kinds of experiential learning programs have at least three distinct levels of student involvement.

1. For many students, immersion in a public need setting, in a volunteer project with people older or younger than themselves, in a bureaucratic organization, or in an engagement with others on a responsible task represents a first exposure to personal responsibility. When this is true, *exposure* becomes the primary purpose of the experiential learning program.

2. Even students with some sensitivity and exposure to human and institutional complexities may not be competent enough to perform the work to which they are assigned. *Competency development* is, therefore, a second important level of student functioning in off-

campus learning programs.

3. At the third level are students who need actual *practice* in their areas of specialization prior to completing a degree.

Each of these levels of student involvement leads to a different focus for an off-campus program, and the focus in turn requires a specific faculty role tailored to it. In designing an off-campus program, these different levels of student involvement should be considered because they have implications for faculty roles both on and off-campus.

I. FACULTY ROLES

High school students have long been involved in distributive education and other experiential learning programs. College work-study, cooperative education, voluntary action, required field work, and service-learning programs exist side by side in many communities, with little or no interaction among them. In each of these programs, how are faculty members involved? To arrive at an answer, at least three aspects of faculty participation must be examined.

Resources—One aspect is administrative support and resources available to faculty members. What incentives are provided? By whom? Who provides information to the faculty member about his role? Do students come to him or does the faculty member leave the school to meet the students? How much travel is involved? What is the setting in which the faculty members are expected to carry out their roles? The answers to these and other questions provide the background against which faculty roles can be structured, and appropriate faculty orientation can be designed.

Specific Tasks—A second aspect of the faculty role is the daily routine of each faculty member involved in experiential learning programs. What would you see if you observed a faculty member working with students in an experiential learning program? Does he use the telephone? How much? For what purposes? Does the faculty member respond to crises, or does he spend most of the time planning and communicating with agency staff, students, and colleagues? What are the number, frequency, and content of interactions with community leaders, students, and others? Do faculty members engage actively with students and community people in the project or is the faculty role consultative in nature? Observing and noting actual faculty behaviors can reveal useful information for designing new roles or restructuring old ones.

Attitudes—A third aspect concerns the attitude that a faculty member brings to his role as an advisor or counselor of students. What self-image does he project in working with students? What views and values does he articulate? What differences do these attitudes make in the way the faculty role is perceived and carried out?

An examination of these three aspects of faculty participation in experiential learning programs will provide

base-line data upon which to structure or restructure faculty roles around student needs, be they exposure, competency development, or practice.

II. ROLE EXPECTATIONS EXERCISE

A further suggestion for faculty role clarification is a role expectations exercise for faculty, students, agency staff, and program coordinators. In all of the various kinds of student involvement programs and at all levels of student functioning, it has been our experience that the four major participants can benefit from meeting together to engage in a role clarification exercise. Each of the four participants (student, faculty member, agency staff member, and program coordinator) takes turns outlining on a blackboard or newsprint pad what he perceives his role to be in the program. For example, a faculty member might be the first person to list characteristics of the role he expects to perform.

The other three members of the team then take turns sorting out the prescribed and discretionary aspects of the role characteristics the faculty member has identified for himself. This means going down the list of characteristics and identifying those that are functional and those that are personal.

After the give and take created by this sorting out, the faculty member discusses what he expects of each of the other members of the group. That is, what does the faculty member expect the relationships to be between himself and the student, himself and the agency mentor, and himself and the program coordinator?

Finally, the three other participants, in turn, tell the faculty member what they expect of him or her. Once the exercise has been completed for the faculty member, someone else becomes the key person and the entire process is repeated. Among the advantages of this approach are the setting of group norms and the discovery of a collaborative method of working.

III. A FACULTY FELLOWS PROGRAM

Another approach we wish to suggest for faculty role clarification is based on the idea of engaging selected faculty members as consultants to work with staff members of community agencies. As short-term consultants to a local government agency, voluntary bureau, or private nonprofit service organization, selected faculty members can undertake two major assignments. One is to identify reasonable and worthwhile tasks which lend themselves to student involvement. The second assignment is to evaluate the potential learning dimension of those tasks for the individual student.

After tasks have been identified and their learning potential has been evaluated, representatives of agencies and educational institutions can examine program issues at three levels. Those levels are:

In-Service Training for Faculty—Faculty can broaden their knowledge of the potential of off-campus learning

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environments for student growth, personal development, and career exploration.

Faculty Awareness—Faculty awareness of the richness of learning opportunities in community service settings and the need for program designs, role definitions, and institutional arrangements can be increased.

Agency Staff Awareness—Agency staff can become more aware of student assistance possibilities and their own staff roles as non-academic teachers.

An example of this approach is the North Carolina Faculty Fellows Program, which took place in the summer of 1974. It evolved out of two situations: (1) internship programs were growing in the state government departments (almost one-half million dollars were expended during the summer of 1974), and (2) the department staffs (state employees) were becoming more interested in the educational dimensions of student involvement. As a result, the Student Involvement Advisory Council (SIAC), with the assistance of the North Carolina Internship Office (NCIO), took the initiative in introducing a program designed to clarify faculty roles with respect to student involvement programs in state government.

During the summer of 1974, 26 faculty members from 17 colleges worked in this program as short-term consultants to over 500 state employees. What follows is a distillation of our experience, which we believe can be adapted by high school and college teachers.

First look at the patterns of student involvement in your area for clues about the strengths and weaknesses of faculty participation in off-campus learning programs. If faculty involvement is limited, and if there are community groups and educational institutions available to design a program, then you have a basis for introducing this approach (a faculty fellows program) in order to clarify faculty roles in off-campus service-learning programs.

Consider approaching a third party organization with wide community contacts to perform the function of a broker working in the best interest of all parties involved. A community organization is in a good position to identify useful and appropriate faculty placements.

Draw up a program design for presentation to and review by the major participating institutions. By involving the institutions that send and receive students, you can assure their participation in and support of your faculty fellows program.

Draw up procedures for selection and orientation of faculty fellows. Selection criteria depend upon the kinds of participating organizations and the emphasis you seek. The North Carolina Fellows Program used criteria designed to assess an applicant's previous commitment to experiential learning; personal expectations for such an experience with respect to individual teaching and role clarity; and appreciation of how the skills, knowledge, and interests of a faculty fellow would later be used on his own campus. In addition, male-female,

black-white, and department balances were sought.

As part of orientation, distribute the following information to the faculty fellows:

- Data on agency with which faculty member will work
- Name, address, and telephone of primary contact in the agency.
- Background notes on previous student involvement in that agency.

Our experience with three different faculty groups, each of which spent 10 days in the field, was that the major part of the first two mornings was well spent in orientation sessions—clarifying expectations, setting group norms, and providing hints about getting started. Scheduled opportunities for faculty fellows to meet to discuss their individual experiences with each other are also important. The North Carolina program participants benefitted from five such opportunities within a single 10-day period.

A report on the results of the program is helpful to the staff of agencies and educational institutions and to the individual faculty fellows. Evaluation is a matter of finding out the most and least useful aspects of the program and then disseminating that information to all parties concerned. We also recommend follow-up within agencies and individual academic departments of educational institutions. A program coordinator, who continues to monitor the liaison processes initiated during the faculty fellows program, is essential for continuity and follow-up.

The importance of assessing institutional interests, resources, and commitment prior to introducing a faculty fellows program was indicated by the follow-up experiences of our North Carolina Faculty Fellows. hindsight in the North Carolina program suggests that not enough importance was placed on researching and assessing institutional commitment. Instead we had optimistically placed our major emphasis on selected individuals (both faculty members and agency staff members) who moved and operated within their own institutions, without sufficient consideration to the commitment of institutional resources and personnel not directly involved in the program. Comments by faculty fellows eight months later revealed frustrations with "politics" of the agency in which they worked; some minor gains in developing new courses or programs in their colleges; and some disappointment that they had been unable to introduce new off-campus learning programs as soon as they had hoped. This was probably due in part to insufficient commitment on the part of the participating institutions.

The process outlined above is not a finely honed procedure, but it identifies items of concern to people interested in improving the quality of off-campus experiential learning programs. It suggests ways of clarifying faculty roles in service-learning programs, ways which allow for both institutional and personal development.

Students can help claimants get full unemployment benefits under federal and state laws

HUNTER HUGHES III
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THE LEGAL ANGLE

FOR MANY YEARS insurance against unemployment was available only if voluntarily purchased by the individual employee or purchased jointly with his employers. One of the many products of the Great Depression is the present unemployment compensation system, which removes the voluntary aspects of the coverage and makes it mandatory that unemployment insurance be carried at the expense of employers or employees and employers jointly. This mandatory unemployment compensation system has taken the form of a federal-state system that combines the provisions of the Federal Unemployment Tax Act with complementary

provisions of state statutes induced by the federal act.

Except for certain minimum guidelines that must be met if a state is to be eligible for federal assistance, the federal act does not strictly regulate state unemployment policies. A maze of interlocking—and sometimes conflicting—statutes, rules, and regulations have been promulgated by all 50 states, the District of Columbia, Puerto Rico, and the federal government.

A student volunteer cannot, without considerable training, be in a position to render any technical assistance to unemployed individuals who are seeking or need to seek assistance in recovering their rightful

unemployment compensation payments. In fact, very few attorneys have a thorough working knowledge of this complex area of the law. However, if a student volunteer can obtain a basic understanding of the policy considerations involved, then he will be able to recognize the existence of a problem and he can then advise an unemployed individual to seek expert assistance.

What should the student volunteer know about state and federal unemployment compensation statutes if he wishes to be of assistance in this area of community service? Basically, he should know when an employee is covered, what constitutes eligibility, and how a claimant's rights are determined.

Employee Coverage

To establish a fund out of which unemployment payments can be made, a federal excise tax has been imposed on every employer who (1) has paid a certain amount of wages or (2) has had persons in his employ for a certain number of days during the preceding or present calendar year. If the employer falls into either category, then he is required to pay the tax, and his employees will be covered by unemployment compensation insurance. However, certain categories of employment have been excluded from the federal act. Operations in those categories generally prohibit the employer from paying the tax and prevent the employee from having coverage. These employment exclusions include: domestic service in a private home; employment by a local college club, fraternity, or sorority; services by a child under twenty-one years old in the employ of his parent; services performed in the employ of an institution of learning if performed by a student of the institution, or, under certain conditions, by the spouse of the student; and employees of state and local government. In addition, services performed in the employ of a religious, educational, or other non-

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profit charitable organization are exempt from the federal unemployment tax provided the organization meets the strict tests that have been established to ensure that this exemption is not abused.

One other significant category of exempted employees is agricultural laborers. It appears that the reason behind this exemption lies at least in part with the determination by Congress that the farming industry is so spasmodic and seasonal in nature that the administrative burdens exceed the advantages.

More than four-fifths of all wage and salaried workers are covered. However, even if an employee is covered, this alone does not guarantee benefits. Benefits can be obtained only if the individual meets the eligibility requirements.

Eligibility for Benefits

Since unemployment compensation is essentially only insurance against unemployment, eligibility for benefits bears no relationship to the need of the claimant or the degree of the calamity he has suffered. Thus, financial considerations surrounding the unemployed worker are *not* factors considered in determining eligibility.

Typically, state legislation provides that no employee is eligible for benefits unless he registers with the local unemployment compensation office, reports for work as required, has not been discharged from work for misconduct, and did not resign voluntarily.

Diligence in Filing

Obviously an unemployed person must register if the agency is to become aware of his claim. However, equally important is the requirement that the claimant exercise reasonable diligence in filing his claim. Failure to do so has been found to be just cause for the claim to be denied. Further, a claimant is not relieved of this duty to use reasonable diligence in filing simply because he has been given erroneous advice, even if the advice has come

from an employee of an unemployment compensation agency. Not all agency employees are in a position to give advice or to have knowledge of the true status of the claimant's right to benefits.

The importance of diligent filing is underscored by the outcome of a claim that was litigated in the Pennsylvania Courts. In that case, the Pennsylvania statute concerned provided that a pregnant claimant is conclusively presumed to be unavailable for work and hence ineligible for benefits during the period 30 days prior to and anticipated birth and ending 30 days after birth. Relying upon her physician's erroneous projection of her expected date of delivery, the claimant delayed in filing for benefits. When the claim was filed, the Pennsylvania Unemployment Compensation Review Board denied her benefits on the grounds that she had not been diligent in filing. On appeal the Pennsylvania court upheld the Unemployment Compensation Board of Review's decision, stating that the claimant could not be relieved of the consequences of her delay in filing simply because of her doctor's inaccurate prediction.

This case clearly illustrates the need for diligence in filing, and student volunteers can serve a particularly useful function in this regard. It is important that all persons, immediately upon becoming unemployed, file their claim with the local unemployment insurance officer. Student volunteers can make sure that this type of information is disseminated in areas of high unemployment and can assist in setting up transportation to the local agency. To speed up the processing, the student volunteer should make sure that the unemployed person brings his social security card, his notice of termination of employment, and his pay records.

Reporting Requirements

A second requirement that is typical under state statutes is that claimants must periodically report

to the local employment service office. More often than not, these reporting requirements state that claimants must report in person rather than by telephone or letters. Claimants are required to appear in person so that they can be personally advised of any potentially suitable employment that may be available. Just as in filing a claim, erroneous advice from someone not charged with the responsibility of giving advice will not excuse a failure to report. Extenuating circumstances such as illness have on occasion constituted sufficient grounds to excuse an individual from reporting. However, the prudent claimant who is unable to report as required should obtain prior written permission from the agency excusing him from this requirement. Student volunteers can also be of particular assistance to claimants in this area by helping to provide administrative services needed in connection with reporting or seeking permission not to report.

A third eligibility prerequisite present in some form in all unemployment compensation statutes is that the individual must not have become unemployed due to his misconduct. Ordinarily, it has been found that in order to disqualify the individual for benefits, the "misconduct" must be an act of wanton or willful disregard of the employer's interest, a deliberate violation of employer's rules, a gross disregard for normal standards of behavior, or gross negligence.

Continued lesser violations have also been found to establish the necessary culpability to imply intentional violations of company rules and therefore preclude the person from benefits. However, disqualifying misconduct has not been held to mean mere mistake, inefficiency, unsatisfactory conduct, failure of performance as the result of inability or incapacity, or good faith error in judgement.

Voluntary Separation

The various state unemployment

compensation acts also provide that an employee who voluntarily leaves employment without good cause is not entitled to unemployment compensation benefits. This question of whether a particular termination was voluntary or not has been the subject of considerable litigation, and, as might be expected, has generated a plethora of differing court interpretations. Therefore, it is difficult in most cases to predict, with any certainty, whether the employment termination by the claimant was voluntary or not.

However, a fair reading of the cases discussing voluntary termination indicated that where an individual leaves a job merely because he is dissatisfied with the working conditions, he will be deemed to have voluntarily terminated his employment, unless the dissatisfaction is based upon discrimination, unfair or arbitrary working conditions or treatment, or is based upon a substantial change in wages or working conditions from those in force at the time of the claimant's initial employment. Some cases have specifically held that where an individual is laid off by his employer and the employee is willing and able to work, the employee will not be deemed to have left voluntarily.

Another case held to be involuntary termination occurred where an employee followed her employer's advice to quit so that she could receive her entire wages despite an outstanding garnishment. Such action did not avoid the garnishment, but it did entitle her to unemployment benefits when the employer failed to rehire her. The court felt that this was not a voluntary decision to terminate on her part because her employer had made the suggestion in the first instance.

Examples of cases that held that the employee's acts constituted voluntary termination and therefore precluded him or her from receiving benefits are: the employee quit work in an effort to coerce the employer to give him a special privilege; an employee quit her em-

ployment because her only means of transportation was a ride to work with a co-employee and that ride became unavailable; an employee who needed a car to get to work resigned because he could no longer afford to maintain his automobile; a single woman despite her knowledge that her employment was contingent upon her remaining single got married and was discharged; an employee resigned her position because of boredom from lack of work; a taxi cab driver became unemployed when his driver's license was suspended as a result of excessive violations; and an employee quit a job one morning after she was, in her opinion, unjustly criticized by her supervisor.

In addition to the court interpretations of what constitutes voluntary termination, several state statutes have specifically provided that a termination of employment that was caused by the employee's deciding to enroll in school, college, or university, or because of marriage or domestic circumstances will be deemed to be voluntary termination and therefore disqualify the claimant from any unemployment compensation benefits.

Availability for Suitable Work

As indicated, a further prerequisite of almost all unemployment compensation statutes is that to collect benefits a claimant must be available for work. Although no definite rule can be stated as to what precisely constitutes availability, and no clear line can be drawn between availability and unavailability, it has generally been held that statutory requirements for availability are satisfied when an individual is willing, able, and ready to accept work that is in the general locale, at a comparable wage level as his prior work, and is not at a time or place that will seriously jeopardize the claimant's safety. Therefore, a claimant cannot restrict his availability by demanding certain hours, types of work, or conditions not usual or customary

in his occupation, trade, or industry.

It is to be noted, however, that although the claimant must remain available for work, he need only accept suitable work. What constitutes suitable work is again a matter subject to differing opinions. In general, the answer turns on whether the work being offered is work that the employee customarily performs or that he is reasonable fit to perform by reason of past experience or training. However, the cases clearly demonstrate that a claimant cannot exclusively pursue a chosen and perhaps exotic career at the expense of the unemployment contributions of others.

This is illustrated by a New York City case in which it was held that unemployment benefits were properly denied a claimant on the ground that she refused employment without good cause. After working as a sequins operator for two and a half years, she devoted 70 hours to a manicurist course. Her last job was that of manicurist with earnings somewhat less than she received as a sequins operator. Re-employment was offered to her as a sequins operator with a base rate higher than she received as a manicurist. She refused this re-employment on the grounds that it would downgrade her professionally. The Unemployment Compensation Board and the court felt that the sequins operator job was suitable and therefore denied her benefits.

An administrative officer is given much latitude in determining whether the work offered is suited for the claimant, and he generally will consider closely the physical condition, fitness, and qualifications of the claimant in comparison to the demands of the job. Since the administrative officer has so much latitude, disputes often arise between the claimant and the officer as to whether the work offered is suitable. When these disputes arise, the administrative officer, in the first instance, almost always prevails. However, should the claimant ap-

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peal, and be able to demonstrate that the work offered is not suitable, he will then be eligible to receive benefits from the time of his first becoming unemployed until the time that a job is offered that permits him to utilize to some degree his previous training, experience, or skill.

Right to Appeal

The appeal route is open not only for disagreements as to suitability. It also can be used in almost all cases where the claimant is denied benefits. Numerous cases have been appealed from the decision of the local officer. Generally, the first step in this process is for the claimant and his attorney to appear before an administrative examiner. At this administrative hearing, evidence must be introduced by the claimant to support his contention that he has met the requisite benefit eligibility conditions. Of course, the attorney will assist in preparation and presentation of the claimant's case at this hearing. After the hearing, the administrator will make his determination, and both the board and the claimant may appeal the decision to the Unemployment Compensation Board itself. If, after the board rules, either party is still dissatisfied with the results, the decision of the board can be subjected to further review through the state appellate court system, and in some very limited instances the appeal can be taken all the way to the United States Supreme Court. This, of course, happens rarely.

Range of Benefits

Assuming that the claimant is found to be eligible for benefits, the amount of the benefits will vary greatly from state to state. Further, a minimum and maximum range has been established by each state which will vary in accordance with the wages that have been earned by the claimant during the base period. For example, in Hawaii the payments range from a minimum of

\$5.00 per week to a maximum of \$100.00 per week. The duration of the benefits also will vary in accordance with the duration of prior employment of the claimant. The average maximum number of weeks of entitlement is 26.

Currently, under the provisions of the Federal-State Extended Unemployment Compensation Act of 1970 and two other measures signed into law by President Ford in December of 1974, the situation of the unemployed in all states has been temporarily improved in several ways. The measures signed into law by President Ford have extended regular benefits to unemployed persons for an additional half of their regular duration, up to thirteen weeks. This has been brought about under the federal-state matching program and then for a like span under the Federal Supplemental Benefit Program, which is funded entirely by the federal government. However, a

total entitlement under the regular plan plus the extended compensation under the supplemental program is limited to 52 weeks.

Under a provision of the Emergency Jobs and Unemployment Assistance Act of 1974, \$875 million has been appropriated for the creation of public service jobs for people in areas of high unemployment who have been out of work for at least fifteen days. These temporary positions can pay no more than \$10,000 a year from federal funds, plus the cost of fringe benefits. The local government may contribute its own funds additionally if it so chooses.

Further emergency legislation also provides that unemployment benefits may be paid up to 26 weeks to domestic farm workers, employees of state and local governments, and others not covered by regular state programs. These employment benefits have the same eligibility requirements as those for other claimants.

IN BRIEF

- Not all employees are covered by unemployment compensation insurance
- Coverage does not guarantee benefits; therefore claimants must meet eligibility requirements
- Eligibility varies according to individual state laws
- Individual must file to be eligible
- Individual must be diligent in filing
- Individual is not eligible if he became unemployed because of his misconduct
- To collect benefits, claimant must be available for suitable work
- Employee who voluntarily leaves employment without good cause is not entitled to benefits
- Right to appeal can be used in almost all cases where claimant is denied benefits
- Amount of benefits varies from state to state and is based on claimant's earnings during a base period



A VOLUNTEER'S GUIDE

RESOURCES

RESOURCES

ORGANIZATIONS

National Clearinghouse for Alcohol Information, Box 2345, Rockville, Md. 20852.

An information service of the Department of Health, Education, and Welfare's Alcohol, Drug Abuse and Mental Health Administration, the clearinghouse offers books, journals, conference proceedings, and reports on a wide variety of alcohol-related topics. Publications include everything from a basic question and answer pamphlet about alcoholism, to directories of treatment centers, bibliographies, and specific alcohol-related literature. The clearinghouse's quarterly magazine, *Alcohol Health & Research World*, features surveys of successful treatment programs, book reviews, and interviews with innovators in alcohol treatment.

All publications are free of charge, and the clearinghouse invites interested citizens to write for its list of publications.

National Commission on Resources for Youth (NCRY), 36 West 44th Street, New York, N.Y. 10036.

Recognizing the difficulties facing today's youth in making a constructive transition to adulthood, NCRY has, since 1967, sought to help teenagers exercise real responsibility in community activities. To accomplish this objective, the commission set out to find and publicize model programs already providing such opportunities.

Through the efforts of its central staff and part-time associates, NCRY has been able to identify successful programs of youth participation. Those that meet the commission's criteria are placed in its files of nearly one thousand outstanding youth projects. The commission then acts as a clearinghouse to disseminate this information to interested educators through its free newsletter, *Resources for Youth*, and other media.

Two projects, Youth Tutoring Youth, and the Day Care Youth Helper Program have grown out of the commission's technical assistance, support, and sponsorship. The latter is a program in which teenagers work as staff members in child care centers and explore their work experience in a school seminar for which they receive academic credit. Youth Tutoring Youth enables under-achieving teenagers to gain confidence through tutoring younger children.

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RESOURCES

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This project is now functioning in over 500 cities.

NCRY offers technical assistance publications at nominal cost. Some of these are: *You're the Tutor*, a guide for tutors of grade school children; *Youth Into Adult*, which describes 10 outstanding community service programs for young people; and video tapes depicting examples of community programs administered by teens.

A complete list of NCRY resources, with prices, is available upon request.

Cooperative Assessment of Experiential Learning (CAEL), Educational Testing Service, Princeton, N.J. 08540.

Initiated in March 1974 and scheduled to continue for approximately three years, CAEL is a cooperative research project of the Educational Testing Service and a consortium of colleges and universities. Participating institutions are: Antioch College, Yellow Springs, Ohio; New College, University of Alabama, Birmingham, Ala.; Thomas A. Edison College, Trenton, N.J.; Empire State College, Saratoga Springs, N.Y.; Framingham State College, Framingham, Mass.; Florida International University, Miami, Fla.; San Francisco State University, San Francisco, Cal.; El Paso Community College, El Paso, Tex.; and Minnesota Metropolitan State College, St. Paul, Minn.

CAEL concerns itself with the development, validation, and utilization of relevant methods, procedures, techniques, and instruments for the assessment of experiential learning. (The project defines "experiential learning" as those learning experiences that occur outside the classroom in work settings, communities, or self-directed accomplishments.) CAEL's research has three objectives:

- To inventory institutional practices in awarding academic credit for experiential learning.
- To build a collection of appropriate materials and methods for assessing experiential learning.
- To develop manuals and guidelines for use by educators in awarding academic credit for experiential learning.

Available publications are: CAEL Working Paper No. 1, *Current Practices in the Assessment of Experiential Learning*—a report on the survey and site visits conducted by the project. Price: \$2.50. CAEL Working Paper No. 2, *A Compendium of Assessment Techniques*—focuses on various techniques and methods that have potential for assessing experiential learning. Price: \$3.50. CAEL Working Paper No. 3, *Reflections on Experiential Learning and Its Uses*—a collection of selected papers from the first CAEL Assembly. Price: \$2.50.

CAEL will also act as a clearinghouse for information about assessment of experiential learning—promoting discussion of programs and benefits that develop through the effective use of assessment methods and techniques.

CHILD CARE

Sniffy Escapes Poisoning, Perennial Education, Inc., P. O. Box 236, 1825 Willow Road, Northfield, Ill. 60093. Rental price of 16mm color film: \$8.50.

Volunteers in a day care center might profit from this colorful, animated film that speaks in a non-threatening manner to preschoolers about the dangers of accidental patent medicine poisoning when children get into the medicine cabinet.

No, No Pinocchio, Miller-Brody Productions, 342 Madison Avenue, New York, N.Y. 10017. Price of cassette, two filmstrips and instructor's guide: \$22.

A filmstrip geared to grade school children uses the adventures of Pinocchio to illustrate the dangers of drug abuse.

Daily Program for a Child Development Center, (017-092-0014-6), Superintendent of Documents, Public Document Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: 70¢.

Designed for Head Start personnel, this 56-page booklet can easily be adapted to any pre-school program. Easily understood, this step-by-step guide describes a comprehensive program, including educational and recreational activities.

RESOURCES

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COMMUNITY SERVICES

Crisis Intervention in the Community, University Park Press, University Park, Pa. Price: \$14.50.

Richard K. McGee's book on crisis intervention services highlights contributions made by the volunteer. Dealing with the wide range of services that a crisis intervention center can offer, this book describes some model centers across the country.

Terros Policies and Procedures Manual, Do It Now Foundation, National Media Center, P. O. Box 5115, Phoenix, Ariz. 85010. Price: \$4.

An 80-page manual covering virtually every policy and procedure of crisis centers. A reproducible section of recommended forms and data sheets is also included. The loose-leaf format makes this a handy guide for hotlines, clinics, and walk-in centers.

Mural Manual, Public Art Workshop, 5623 W. Madison Street, Chicago, Ill. 60644. Price available upon request to publisher.

A step-by-step guide for novices who wish to start a beautification project by brightening walls in the inner city. Includes how to locate an area and how to get permission to paint it.

Runaway House: A Youth-Run Service Project (017-024-00365-4), Superintendent of Documents, Public Document Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: 70¢.

Compiled to assist young adult counselors (often student volunteers) who wish to establish or participate in a temporary shelter for youth under the age of 18, this booklet includes legal, financial, and social aspects of operating a runaway house.

Effective Coordination of Drug Abuse Programs (1724-00381), Superintendent of Documents, Public Document Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: \$1.20.

A handbook for community leaders, drug program staff, and others working in local drug abuse programs. Designed to help existing drug programs and to organize a coordinated drug abuse service. Includes a workbook with suggestions on developing a coordinating council and a selection of models as well as discussion of drug abuse problems and their characteristics.

The Art of Empathy (Code 239-5), Behavioral Publications, 72 Fifth Avenue, New York, N.Y. 10011. Price: \$4.95.

Dr. Kenneth Bullmer's training manual presents concepts and ideas underlying perceptual behavior. Especially valuable for the volunteer working in counseling, hotlines, or crisis centers.

FUND-RAISING

You Don't Know What You Got Until You Lose It, Support Center, 1822 Massachusetts Avenue, N.W., Washington, D.C. 20036. Price: \$1.

A 30-page introduction to accounting, budgeting, and tax planning for small, non-profit organizations and volunteer groups.

Stalking the Large Green Grant, National Youth Alternatives Project, 1830 Connecticut Avenue, N.W., Washington, D.C. 20009. Price: \$3.

Manual on methods of obtaining funds for alternative social service projects.

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