

# Synergist

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SPECIAL SECTION  
ACTION VOLUNTEERS  
AND STUDENTS  
*GET IT TOGETHER*







## GUEST SPEAKER

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### Academic Voyeurism

A VOYEUR GETS PRIVATE satisfaction from watching other people's sexual activity. Voyeurism is self-indulgent, parasitic, and sterile. "Academic voyeurism" may be defined as the study of other people's problems for the self-gratification of the student. It, too, is self-indulgent, parasitic, and sterile. Both types of voyeurism are pathological and need treatment.

Academic voyeurism occurs when intolerable social situations are regarded as sources of data, not as problems to be solved. A problem defined may be a problem half solved, but solution needs more than definition. Definition must be followed by action. The constant temptation in the academic world is to regard the solution of the problem as someone else's job.

University people in particular run the risk of becoming academic voyeurs. Universities are highly specialised social institutions concerned with theory rather than action. Clearly, modern society needs institutions which specialise in this way. But must universities spend all their time watching other people rather than helping them? In today's world can we afford the cost of institutions concerned solely with generating and disseminating knowledge?

After those countries that produce raw materials (oil, copper, bauxite) realized the value of their assets, the industrialized countries found themselves facing hugely increased costs for these commodities. Many public institutions are suddenly on the point of collapse. This is particularly true of labor-intensive institutions concerned with personal care, such as hospitals, old people's homes, schools, and colleges.

#### Combining Social Roles

Up to now, we have thought of all these institutions as separate, each with its own precisely defined function and peopled with individuals who occupy only one social role at a time—learner, teacher, nurse, social worker. What should be obvious is that we

simply can no longer afford such extravagant types of social arrangements. We must combine social roles—combine, that is to say, in our individual selves the functions of several previously separate social institutions. We must combine roles in this way, particularly in areas of personal care, where we will never be able to afford more full-time paid staff. (Indeed, we shall be lucky to keep the ones we have.) How is this to be carried out?

In most western democracies, one person in five of the entire population is engaged in full-time education, either as a teacher or as a learner. By any conceivable measure, this is a staggering investment of people and resources. The question thus becomes, can students, through the very process of study, perform work of direct social value? Can universities, through action-learning, combine service with study, without destroying their uniquely valuable social characteristics? My view is that they can—and must.

#### Action-Learning

Action-learning offers to university education a unique element, one that is often missing from existing courses, the element of reflection. Rarely, if ever, are university students given the chance to reflect on questions concerning the fundamental purpose of their studies: what, or better still who, is it all for? Where, for example, in a course of literature, or of history, or of sociology, is there specific occasion to ask, "Why are we studying literature, or history, or sociology?"

Action-learning strategies can generate such reflection among both students and their teachers. Simultaneously, action-learning strategies give students a chance to do work of direct social utility and, if properly handled, they help students to see the relationship of themselves and their studies to the community of which they are members. Voyeurism is the result of imperfect relationships. Action-learning should, therefore, be the antidote to academic voyeurism. I shall comment on two strategies that are both socially and educationally attractive.

Project work in any discipline has many attractions. For example, it makes learning active rather than passive. By focussing on specific questions, project work requires students to seek the knowledge they need rather than passively absorb knowledge which meets no felt need. Second, projects bridge the gaps between disciplines and thereby enable academic study to become more responsive to social situations which generally do not fit into the narrow confines of academic disciplines. Third, projects permit and encourage students to look deeply into a field of knowledge and see how it holds together and how it relates to other fields of knowledge. This is particularly important in professional education because, with the rapid obsolescence of most technical knowledge, it becomes

*(Continued on page 49)*





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TONIE HILLIGOSS, a student volunteer at the Family Stress Center at Chula Vista, California, is on standby duty for an emergency intake telephone service. One Sunday morning her pager "beeps" and she calls the answering service. A distressed father has called the 24-hour emergency telephone number and he is immediately connected with Tonie. He is very upset because his wife has been hitting their two-year-old son. Tonie discusses the alternatives with him, including a police referral which is mandatory under California law if abuse is known. The father does not want to refer his wife to law enforcement officials, but he agrees to let Tonie make a referral. The distraught mother then requests to speak with Tonie. After some discussion, she agrees to allow an emergency caretaker to live in their home temporarily to assist with the children, thereby protecting them from abuse until a legal investigation and counseling can begin.

GARY D. MATTHIES  
Project Director  
Family Stress Center  
Chula Vista, Calif.

## Student Volunteer Involvement in a Child Abuse Project

### Student Appointments

Two days a week Walter Conley, another student volunteer, drives 35 miles from his home to the Center's branch office in the northern part of San Diego County. Walt's schedule begins with a meeting at the Escondido Police Department to inform the officers of his services and to discuss mutual working relationships. His next appointment is at Camp Pendleton, where he meets with the Military and Civilian Relations Chief to work out an agreement that would allow a Marine to leave the base for the purpose of attending therapy sessions. After two home visits, Walt's final appointment is with an elementary school teacher who realized that some of her students were living in high risk families. They worked out a referral agreement. Walt also offered consultation and technical assistance so that the teacher would feel competent in her own interaction with these students' potentially abusive parents.

Sherri Newman, a student volunteer at the Center, is a YMCA-certified instructor in Positive Parenting, a course in techniques of child rearing. She and a male co-teacher meet once a week for six weeks with a group of 12 parents to discuss new and better methods of parenting. At a recent evening session, the parents of a five-year-old discuss their success in using "discipline by design," a technique learned in a previous session. Another participant, the wife of a sailor who is at sea for nine months, has just become comfortable with the use of "psychological equality" with her two boys. All participants express their feelings, successes, and frustrations openly. After discussion of the application of previously learned methods, Sherri gets into the final lesson entitled, "Values in Positive Parenting." This material deals with a critical element of the child abuse/neglect problem—how the parents' own concept of

self affects their children. It encourages parents to fulfill their own adult needs appropriately and not to have unrealistic expectations of their children.

### Varied Experiences

Tonie, Walter, and Sherri are social work students who volunteer at the YMCA Family Stress Center in Chula Vista, California. They are carefully screened and selected to function at a highly professional level. After initial training, they are considered part of the regular staff with the same rights, privileges, and responsibilities of any staff member. Emphasis is placed on each student having a variety of experiences. Each is given a small caseload and is also expected to become involved with other components of the project, including administration. Some of the activities of the Center's student volunteers, who come from the School of Social Work of San Diego State University and St. Mary's





*Walter Conley (far left) and Peggy Edwards (far right), graduate students at the School of Social Work of San Diego State University, with children in the Family Stress Center's play therapy program.*

College in Winnona, Minnesota, are noted below.

- Tonie Hilligoss is the administrator of the Center's emergency day care center. She located the facility, recruited the staff and volunteers, coordinated the state licensing procedures (the Center is licensed for 13 children), purchased furnishings, toys, and food, and designed all necessary forms.

- Walt Conley has conducted group therapy with residents of San Diego County's detention center for juveniles, many of whom have been physically and/or sexually abused.

- Sherri Newman assigned a parent aide to one of her clients and coordinated her treatment plan with the aide. (A parent aide is a mature community volunteer who is trained to make friendly visits to a parent with a child abuse/neglect problem and to be on call to the parents 24 hours a day.)

- Patty Molloy functioned as the liaison between the Center and its

Advisory Board. The Board is made up of child abuse/neglect experts, administrators, doctors, school officials, law enforcement personnel, county officials, and clients.

#### **Community Awareness**

- Peggy Edwards has given numerous speeches and mini-seminars to such groups as school classes, service clubs, and other agency personnel. This community awareness activity usually consists of delivering information about the dynamics of the abuse/neglect problem, plus an overview of the Family Stress Center and its comprehensive services.

- Marilyn Taylor functioned as the Center's sponsor for Parents Anonymous groups in San Diego County. Parents Anonymous is a national organization with approximately 250 self-help groups throughout the U.S. It works very much like Alcoholics Anonymous except that it serves parents who

abuse and/or neglect their children. Marilyn has represented the Center at the annual National Parents Anonymous Conference in Dallas, Texas.

#### **The Abuse/Neglect Problem**

Child abuse and neglect is probably as old as humanity itself, but only recently has much attention been paid to it. In some ancient cultures, such as Egypt, it was legal for parents to kill their own children. The concept of parental "ownership" of children is deeply rooted in history and is still with us. It is a concept that all of us in the abuse/neglect field, including student volunteers, struggle to change.

Child abuse is cyclical. It is passed on from generation to generation. Almost all parents who abuse their children were themselves abused children. The "training" for a parent with a child abuse/neglect problem begins at birth. What often emerges is a parent who has a very poor self image, is isolated, mistrustful of others, and who has unrealistic expectations that his children will meet emotional needs that his own parents were unable to fulfill. Abusive parents missed their own childhood because their parents expected them to assume adult responsibilities. Since these expectations were unrealistic, the child would inevitably fail to meet them and would then be abused. The child's response would be guilt (for failure) and self-condemnation. This vicious cycle continues; simple mathematics demonstrate that the potential for child abuse is increasing. Add the stresses of today's living, and child abuse appears to be exploding in epidemic proportions. Douglas Bersharov, Director of the National Center on Child Abuse and Neglect\* estimates that at least 1,000,000 children will

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\*The National Center on Child Abuse and Neglect, U.S. Department of Health, Education, & Welfare, P.O. Box 1182, Washington, D.C. 20013 offers training, technical assistance, and information on a nationwide basis.



be abused and/or neglected this year. Many authorities recognize child abuse as the leading cause of child mortality in the United States.

### **Protecting Children**

It was about a century ago that the very first recorded case of child protection intervention took place in the U.S. It involved a little girl named Mary Ellen who lived in New York City. Mary Ellen was being subjected to abuse by her stepfather. A neighbor lady called various agencies, including the police, and asked them to intervene. She was told that since the girl "belonged" to her parents, there was nothing they could do. The neighbor finally called the Society for the Prevention of Cruelty to Animals and stated that since Mary Ellen was an animal, the Society should intervene in her behalf. It did. The fact is that there was formalized protection for animals long before there was any organized protection for children.

Since the time of Mary Ellen the American Humane Association's Children's Division in Denver, Colorado, has been the forerunner in the establishment of Children's Protective Services around the country. The Division's director, Dr. Vincent De Francis, has probably devoted his fulltime energies to this problem longer than anyone else alive today. The Division has promoted the passage of child abuse reporting laws and today there is a reporting law (or laws) in all 50 states.

Beginning in the early 1960's Drs. Henry Kempe and Ray Helfer, of the University of Denver Hospital, began publishing some of their experiences and philosophies related to child abuse. It was Dr. Kempe who coined the term "Battered Child Syndrome." Many of our Family Stress Center's program components are based on Dr. Kempe's child abuse center in Denver.

During the late 60's a woman named "Jolly K," an abusive parent who could not find the help she

knew she desperately needed, founded Parents Anonymous, the self-help group mentioned above.

These and other dedicated people began to stimulate public and professional awareness of the magnitude and complexity of the problem. They also put pressure on the Federal government to do something about it. Finally, in 1973, Senator Walter F. Mondale of Minnesota introduced a child abuse prevention and treatment bill. Senate hearings revealed that the Federal government was doing almost nothing about the problem. It was learned that traditional agencies dealing with the problem (law enforcement, juvenile courts, children's protection services) were understaffed and did little more than investigative work. Prevention and treatment programs were virtually nonexistent.

### **Public Law 93-247**

The Mondale bill passed both houses of Congress by enormous majorities. Public Law 93-247, signed in January, 1975, established the National Center on Child Abuse and Neglect, which is the major source of support for the YMCA Family Stress Center's demonstration project. The National Center funds demonstration, resource, and research projects across the country. It also awards some monies to states whose child abuse laws meet Federal standards. Finally, some monies are awarded for training, technical assistance, and evaluation contracts.

Prevention and treatment of child abuse and neglect is not the responsibility solely of the Federal government. It is a problem that affects all of us and therefore the response to it must be community wide. With this commitment in mind, the Human Development Department of the YMCA of San Diego and San Diego County officials wrote a proposal for a child abuse/neglect facility for the San Diego area. This proposal included student placements as one of the objectives of

the program. Out of hundreds of applications, ours was one of 12 in the U.S. selected for Federal support. Our Federal grant was immediately supplemented by the San Diego County Board of Supervisors in the form of a contract for three full-time county professionals and a public education campaign.

Our Family Stress Center opened on July 1, 1975. Its first students began work in September of that year. All of the project's services are open to student involvement. These services are: 24-hour emergency intake, 24-hour emergency caretaker, individual counseling, family therapy, group therapy for adults and children, Positive Parenting classes, parent aides, Parents Anonymous, day care center, play therapy, developmental testing and physical exams for children, stress reduction techniques and classes, resource center, community education, education-consultation training, and technical assistance to other professionals and agencies.

Through their experiences with these services, students have come to realize that, in the overwhelming majority of cases served, the client families should and can be kept together as a unit if immediate and long term quality services are offered. They have also observed that these parents want help; proof of this lies in the fact that 60 percent of the Stress Center's clients are self-referrals. They come from all walks of life, income levels, races, and creeds.

### **Student Involvement**

Student involvement was written into the Center's proposal as one of the project's objectives. Our student program has six components:

- **Recruitment**—Our students are M.S.W. candidates at San Diego State University's School of Social Work and seniors majoring in social service at St. Mary's College in Winona, Minnesota. The five San Diego State students work at the Center for 20 hours each week during the academic year. St. Mary's



College places one student at a time for a four-month, full-time volunteer placement.

Each spring the School of Social Work at San Diego State holds a fair. Agencies send representatives to talk with students who are interested in coming to their agency for the next school year. We make appointments to see those students who wish to volunteer at the Stress Center. A faculty member in Minnesota selects the St. Mary's students. She has been fully briefed as to the kind of student we are looking for.

• **Screening**—Each prospective student volunteer is interviewed by myself and Linda Walker, the Center's Treatment Director. We ask for a resume and speak with the student's supervisors from their first-year placement. Generally speaking, we have tended to select students with child welfare experience. Some of the qualities we look for are maturity, independence, flexibility, perseverance, responsibility, assertiveness, intelligence, and a sense of when to seek help and/or consultation from others. The students must also have a great deal of stamina to work with demanding and energetic clients. Finally, they cannot have animosities toward parents who hurt their own children. As we have more student applicants than we have openings, we rank the applicants and accept the top five.

• **Orientation**—The students receive basic orientation to the Center and to the problem of child abuse and neglect from Linda Walker, other treatment staff, and myself. Video-tapes, films, and audio tapes are used in the orientation. The students are given case assignments almost immediately and their most meaningful orientation comes from "learning the ropes" through actual experience.

• **Training**—It is the Center's policy that student volunteers receive the same training opportunities and experiences as professional staff. This includes participation at

conferences in other locations, paid for by the Center. Specialized training is given in the areas of individual therapy, family therapy, stress reduction techniques, crisis intervention, etc. In addition, students receive training which certifies them as instructors in Positive Parenting and Positive Partners, both of which are YMCA programs that teach interpersonal communication skills.

Other formal training is given to all staff members at least once a month. Examples include sessions on alcoholism, assertiveness, planned parenthood, growth and development, comprehensive emergency services and sexual abuse. Dr. Harold Greenwald, author of *Decision Therapy*, offers monthly consultation to our staff on specific cases. A heavy emphasis is placed on quality training for all staff. Our most "trained" student is Tonie Hilligoss, who has received almost 400 hours of formal training.

• **Supervision**—Direct supervision is provided by Linda Walker. Each student is seen individually and in a group session on a weekly basis. In addition, students are encouraged to seek consultation from other staff members. The Center's staff is composed of professionals from a variety of backgrounds, including medicine, law, social work, counseling, and psychology. One treatment counselor and our office manager are bilingual and bicultural; they offer expertise in the area of Mexican-American customs. They also offer insights to staff whose bilingual clients attend Positive Parenting classes conducted in Spanish.

Students and staff alike are encouraged to seek consultation from other child abuse/neglect experts around the county. Members of our Advisory Board, the Child Abuse Coordinating Council, and the South Bay Youth Services Child Abuse Task Force have been especially helpful to us.

• **Evaluation**—Linda Walker evaluates each student after indi-

vidual consultations. The evaluations offer subjective comments and objective performance ratings. A grade is given. Faculty advisors from both colleges make occasional site visits. The St. Mary's advisor makes one visit toward the end of the intern's service.

This year's students will participate in follow-up evaluations of clients whose cases have been closed. This will consist of recontacting the family to assess its present functioning, plus checking with officials to see if any reports of abuse and/or neglect have been filed on the family during the six months following termination of Stress Center services.

### Qualified Students

If you are involved with a child abuse/neglect agency and are thinking about student volunteer involvement, consider the complexity of the average family experiencing abuse/neglect problems and select your students accordingly. We have found that the two colleges from which we recruit enroll highly qualified students with a great deal of professional discretion and expertise. Yet, we still exercise our need and our right to decide whom we will accept as volunteers in our program.

Careful selectivity returns benefits to all parties involved. The students develop their own professional expertise, which is based on a balance between independent functioning and appropriate consultation. The Center's investment soon pays off in the form of professionally competent volunteers for most of the placement period. The colleges benefit by having a guaranteed quality placement for their students. The clients benefit by being assigned to competent treatment counselors with small caseloads. Ultimately, society benefits with the addition to the work force of top quality professionals dedicated to ending the cycle of abuse passed on in many families from generation to generation. □





## *Bicentennial Watershed Heritage Project Enlists Students*

HIGH SCHOOL students can contribute to the protection of America's environment by testing the quality of local waterways, and the data that they gather is accurate enough to be considered for inclusion in studies made by local, state, or Federal environmental protection agencies.

Watershed Heritage, officially recognized in 1975 by the American Revolution Bicentennial Administration for its outstanding contribution to the preservation of America's environment, began in 1972 as an experimental project in Ohio.

A group of environmental educators, responding to the need to combine environmental education and direct service to the community, formed a nonprofit organization—the Institute for Environmental Education—in order to design a secondary school curriculum in water ecology that would involve both students and teachers in the protection of the nation's streams and rivers.

With a grant from the Ford

Foundation and the Federal Water Pollution Control Administration, the Institute offered teacher training courses at 13 Ohio state universities and encouraged secondary school teachers to participate in a four-week summer course. The Institute recruited 29 secondary school teachers and trained them in water ecology analysis skills, so that by the following fall 12 public schools had the expertise needed to monitor Ohio's Cuyahoga River watershed.

Twelve sites along the 103-mile river were designated for monitoring. Small student teams of three and four were assigned various tasks, such as analysis of chloroform count and PH balance. All data was checked and double-checked against EPA standard methods specifications. Then it was turned over to the Ohio Environmental Protection Agency. Student-gathered data was used as part of an early warning system. The Ohio EPA, alerted to impending water pollution problems, was able to make an independent study. Student-gathered

data ultimately became part of the national water quality data system administered by the Environmental Protection Agency in Washington, D.C.

In Montgomery County, Maryland, students from seven junior and senior high schools are involved in monitoring the Potomac River watershed. At Wootton High School, in Rockville, students in grades nine through 12 collect water samples from the nearby Watts Branch stream, take polaroid snapshots of its changing physical structure, and observe and report upon the wildlife that inhabits and surrounds it in an effort to provide local environmentalist groups, such as the Izaak Walton League and the Montgomery County Department of Water Control, with information on water pollution.

The students in the one-semester course work on-site in small teams. One group is responsible for collecting water samples; another, the "eyeball group," keeps a photographic record of the stream and



its surrounding area as a way to document man-made and natural changes. The "macro group" uses trane nets to span the stream's width and collect samples of algae, sediment, and small invertibrates such as crayfish. All tests have a common purpose—to document the ecosystem of one stream which in turn flows into the primary water source of a major metropolitan area.

### Environmental Impact

Ron Smetanick, science resource teacher and Director of Wootton's Watershed Heritage Project, guides the students through their testing and helps put them in touch with area environmentalists. "The students are recording one aspect of human impact on the environment," Smetanick said. "The information that they collect and analyze then becomes a tool for local environmentalists who are concerned with the protection of the Potomac River watershed."

During a monitoring session in the fall of 1975, students discovered a very high PH (acidity) factor in the water samples tested from the Watts Branch stream. The normal seven point PH balance had jumped dramatically to 8.9, indicating that unnatural amounts of acid were present in the water. After careful investigation and re-testing, students discovered that local builders several miles upstream were dumping concrete into the water. The class contacted a local environmental group, which used the student findings to stop the builders from dumping.

### Pollution Indicators

Students work in teams both on site and in the school laboratory. They test water samples for a variety of pollution indicators, such as:

- Dissolved oxygen
- Dissolved solids
- Hydrogen sulfide
- Alkalinity
- Nitrates
- Fecal Chloroform
- PH



*Sandy Smith (seated) and Tracy Watson look on as Science Resources Teacher Ron Smetanick explains the procedure for testing a stream's acidity rate.*

Students record their findings on individual data sheets. The data is then tabulated and transferred to a large wall chart in the classroom so that the cumulative results may be reviewed on a weekly basis. All tests are concerned with the delicate balance of the stream, and any unnatural or radical change indicates that pollutants are present.

### Local Projects

Watershed Heritage Projects are funded and administered on the local level. The Wootton High School project received a \$5,000 grant from the Montgomery County School System to cover the cost of special classroom materials, books, and testing equipment. Wootton High School also acts as the data bank for findings from seven area schools. At the end of each semester, the research by high school and junior high school students who monitor other streams in the Potomac watershed is turned over to Ron Smetanick. He and several students, who

volunteer to work after school and on weekends, analyze the data which is then turned over to the Montgomery County Department of Water Quality Control.

For students who wish to continue their participation in water ecology studies after the semester course ends, non-credit weekend volunteer opportunities are available. Ecology-minded student volunteers meet with Smetanick to brainstorm ideas on pollution prevention and experiment with new water quality control equipment. A student-produced newsletter, *The Waterlog*, circulates to the seven schools and keeps student ecologists aware of weekend meetings and new testing techniques.

"Watershed Heritage Projects give the students a sense of really contributing to a community need," Smetanick said. "Not only are they learning water ecology study techniques, they are making a direct impact on the protection of their environment." □





*A blind bowler uses a guide rail under the supervision of a Michigan State University student volunteer.*

## *Student Volunteers, Recreation, and the Blind*



*Volunteers and Michigan School for the Blind students set off on a six-county skiing expedition.*

**KATHLEEN A. RYAN**  
Director of Leisure Services  
Michigan School for the Blind  
Lansing, Michigan



THE VISUALLY limited, like other handicapped people, have the right to enjoy the leisure activities of our society. Due to lack of transportation, skills, knowledge, and attitudes, however, the blind person frequently cannot and does not realize his or her potential for enjoyment of play. It is essential for an agency or group of volunteers working with the handicapped to provide recreational experiences which enable them to develop skills for constructive use of fun time. Student volunteers, if they are aware of adaptive techniques, can be a valuable resource in the implementation of a leisure activity program for the visually limited.

#### **What is Blindness?**

Blindness is operationally defined as having vision correctable to or no greater than 20/200. Blind people cannot read regular printed materials. People who are labelled as "sightless" may move about readily because they can see light, can recognize outlines of familiar objects, and have had mobility training.

People who have limited vision after correction are described as "partially sighted." With glasses or contact lenses, the partially sighted can identify at 20 feet the images that a person with 20/20 acuity can identify at 200 feet. Visual limitation can have one of five origins: infectious disease, poisoning, prenatal or hereditary factors, glaucoma and myopia, or neoplasms.

There is a persuasive rationale for the solicitation of student volunteers to work with the visually limited in leisure programs. College and high school age volunteer personnel can assist the blind individual who is attempting to strengthen community ties. All too frequently the visually limited socialize, work, and live with other handicapped people. Diverse social experiences and amicable contacts are realistic goals for the visually limited person who is involved in an activity program using volunteer

staff. Student volunteers are eager not only to establish friendships, but also to experience positive interpersonal relationships with the clients with whom they work.

Budgeting for adequate staff presents a problem to the wealthiest of activity programs. By using student volunteers, an activity program benefits from a low ratio of leaders to participants. In some instances, this ratio may be as low as one-to-one. In other programs, a one-to-five or one-to-ten leader-participant ratio is acceptable.

A well-structured activity program requires people power as well as planning power, so that each individual participant's needs are met. Many program tasks, such as establishing friendship, modeling appropriate behavior, and being enthusiastic, do not require professional preparation. Performance of these and other related tasks, such as identification of transportation routes and leisure resources, are realistic agency expectations for student volunteers.

#### **Motivation of Volunteer Staff**

A volunteer staff will be reliable and dedicated if the individual workers can identify a personal need for involvement in the activity program. Students who are contemplating a career in the field of special education, police science, social work, psychology or related fields, possess both self-directed and outer-directed motivation. A self-directed incentive for involvement might be an individual's need and desire for personal and professional growth. An outer-directed motive might be that professors require students to obtain skills and competencies by working with individuals who exhibit the same characteristics as future clients.

Whether the incentive for student placement in a program for the blind is internal or external, it is important that it fulfill personal growth needs, rather than derive from a feeling of pity for the blind. If a volunteer has a condescend-

### **RECREATION EQUIPMENT SUPPLIERS FOR THE BLIND**

American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011. Playground balls with bells, portable bowling guide rail, and table games.

American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Ky. 40506. Audible goal locator and Stalig Sport Field Kit.

Science for the Blind, 221 Rock Hill Road, Bala Cynwyd, Pa. 19004. Electronic "beeper balls": nerf, volleyball, football, and soccerball.

Telephone Pioneers of America, 195 Broadway, New York, N.Y. 10007. Electronic "beeper" softball.

ing, or patronizing attitude toward the visually limited, it is difficult for him or her to establish personal relationships from which the blind person can acquire feelings of responsibility, independence, and self-confidence.

Although it is important that a volunteer be highly motivated, certain technical skills are equally important. Most student volunteers who participate in an activity program for the blind will need to learn skills of communicating, giving directions to, and traveling with blind people. Student volunteers will be aware of their lack of readiness to travel with the blind and feel anxiety about it. During orientation, students must be provided with knowledge which will prepare them to feel competent and confident in communicating and traveling with the visually limited.



The student volunteer should be made aware of several communication techniques for establishing meaningful rapport with the visually limited.

Volunteers must be aware that their speech and actions communicate positive as well as negative information. Assurance, calmness, encouragement, and courage are as contagious and as easily communicated as fear, anxiety, tenseness, discouragement, and lack of confidence. Volunteer staff must be flexible in their ability to relate to and establish rapport with visually limited people on *their* level and on *their* terms. A blind person, like a sighted person, relates to a doctor, lawyer, or teacher in a different manner from the way he relates to an elementary student, truck driver, or illiterate.

Sincerity and honesty, in any relationship, is desirable, and this holds true for relationships with the visually limited. An individual who lacks perfect vision retains personal dignity and perception; these characteristics require respect. When evaluating performance of the blind, the evaluation made by the volunteer should be accurate and honest. Praise should be given only when it is genuinely merited. The student volunteer should share emotions with his client—happiness and elation when a job is well done, disappointment when something goes wrong.

When talking with the blind, a volunteer should not avoid the use of “seeing” words such as “look,” “see,” and “watch.” The visually limited communicate with and respond to “seeing” words. Omission of these words results in a change of rhythm, strain, and artificial phrasing in the sighted person’s speech pattern.

The student volunteer should know that the visually limited appreciate the announcing of the presence and departure of individuals in close proximity. This is especially important *before* body contact (e.g., a slap on the back) or conversation

(e.g., a loud greeting) is introduced. Auditory awareness of a sighted person’s presence and proximity keeps a blind person from being startled as well as from carrying on a conversation when there is no listener present.

### Giving Directions

Volunteer staff will feel better prepared for their task of working with the visually limited if they are aware of specific techniques for giving directions. The expressions “over here,” “over there,” “down there,” and “right here” should be used sparingly because they do not communicate precise location to someone who cannot see. The procedures proven to be most effective in de-

livering movement directions to the visually limited are (1) the clock orientation technique, (2) the “Let me show you”—“Let me take your hand” technique, (3) the object tapping technique, and (4) the precise oral directions technique.

The clock orientation technique is a method of positioning the blind person to face in a specific direction. The direction in which the visually limited person faces is referred to as “12 o’clock.” An imaginary clock is envisioned to surround him, with each numeral on the clock representing a direction toward which his body may turn and face. The volunteer identifies an hour number and the direction that the client must turn to reach that num-

## ADAPTING RECREATIONAL FACILITIES AND

Area/Activity	Adaptation
Open swimming	Visually limited swimmers should be given a precise general orientation to the pool and the locker room and regulations governing their use. A life guard near the diving board should inform blind swimmers when they can enter the water from the board.
Roller skating Ice skating	Most facilities have a public address system. Loudspeakers should be placed in opposite corners or one loudspeaker in each corner. The visually limited skater can skate independently by reacting, with a turning movement to the auditory cues coming from the corner loudspeakers.
Horseback riding	Initially, riding should be experienced in a closed arena with audible locators or speakers placed in each corner (same concept as skating).
Card games	Large print or braille cards are available. Large print cards may be purchased locally from toy stores. Cards may be brailled by an agency or individual, or they may be purchased through the American Foundation for the Blind. Traditional card games, such as poker, euchre, rummy, and bridge, can be enjoyed by blind players.
Bowling	A bowling guide rail may be constructed by the agency or purchased by commercial bowling alleys (tax deductible) from the American Foundation for the Blind. The purpose of the guide rail is to assist the blind bowler in his approach for delivery of the



ber. For example, the volunteer might say, "nine o'clock to the left, move forward."

Manipulation or guiding of a blind person's hand to the desired object or location is the procedure used in the "Let me take your hand" or "Let me show you" technique. It is essential that the visually limited person know that the volunteer is going to grasp his hand *before* actual contact takes place. Being touched suddenly, without any cues, is a startling experience for anyone, particularly a blind individual. Cueing the visually limited person via the spoken word prepares him for body contact.

Auditory cues are the basis of the object tapping technique. The object

to be reached, or an object in a designated area, is tapped lightly so that the client hears the auditory cue, travels toward it, and reaches the target area.

#### Avoiding Frustration

If one of the above techniques is not selected, a volunteer might choose to use movement descriptions, such as, "right," "left," "forward," or "backward." It is important that the volunteer understand that this technique frequently results in excess verbiage. For example, a phrase such as, "A little more to your left," often results in verbal fatigue for the student volunteer and frustration for the handicapped person.

Mobility training for the sighted volunteer should be stressed so that he and the visually limited person may travel together inconspicuously, safely, and efficiently within their environment. As the volunteer guide asks the blind person to take his arm, he moves that arm in close proximity to the blind person. The sighted guide should *not* hold onto the blind person's arm and propel him by the elbow. One technique, called the "basic sighted guide position," places the sighted volunteer one half-step ahead of the blind person. The shoulder of the handicapped person should be in a direct line behind the shoulder of the guide's arm, so that his hand can grasp the guide's arm firmly just above the elbow.<sup>1</sup>

When traveling through a narrow space, such as a hallway or aisle, the volunteer extends his arm back and in. The visually limited person responds by extending his arm. This places the blind person one full step directly behind the volunteer. When the travel area widens, the "basic sighted guide" position should be resumed.

#### Approaching Steps

The volunteer should inform the blind person when they approach steps. For example, when the volunteer's foot makes contact with the edge of the stairs, he should pause and give a verbal warning to the blind person. As you proceed together down the stairs, the blind person remains one stair-step behind the volunteer guide. When you ascend stairs, the same procedure is followed except when you approach a landing. To help avoid a false step on the part of the visually limited, the guide should take one step forward and then pause. The pause signals to the blind person that you have reached the top of the stairs.

<sup>1</sup>Lloyd Wederberg and Ruth Kaarlela, *Basic Components of Orientation and Movement Techniques*, Graduate College, Western Michigan University, Kalamazoo, Michigan, 1974, pg. 2.

## PROGRAMS TO MEET THE NEEDS OF THE BLIND

ball and to center him on the alley. Score may be kept by the visually limited on a score sheet or an abacus, or a sighted volunteer may wish to score. A sighted bowler should name the remaining standing pins to the blind bowlers.

**Bicycling** Tandem biking is fun for both the sighted and the blind cyclist. The sighted volunteer should be seated in the steering position.

**Arts and crafts** Directions for knitting and crocheting can be placed on tape. Many visually limited people enjoy crafts that use tactual medias, such as clay, sandstone, textured paper, macrame, della robbia, and paper mache.

**Table games** Many of the popular games currently manufactured need little or no modification. "Headache," "Kerplunk," and dominoes are examples. The American Foundation for the Blind can supply tactual versions of Monopoly, Tic-Tac-Toe, chess, and checkers. Braille dice are also available through the Foundation.

**Basketball** An auditory goal locator or clicker should be placed behind the backboard for basket perception.

**Pen pals** Establish a pen pal relationship by using recorded messages instead of letters.



Assisting the blind to sit in a chair or enter an automobile is a simple procedure. When you guide a blind person to a chair, you should lead him to a point at which he can make contact with it. Be sure that he knows which direction the chair faces. Then it is easy for him to explore the chair tactually and position himself in it whichever way he prefers.

### **Guiding The Blind**

When you help a blind person to enter an automobile, he can manage by himself if he is told which direction the vehicle faces. One of his hands should be placed on the door handle, the other on the top of the automobile.

Whether you are guiding a blind individual through a hallway, to a theater seat, or into a car, there are several courtesies which you should extend:

- When you approach irregular terrain, inform the visually limited person of the conditions underfoot so that he will be prepared to counteract stumbling.

- Be aware that two individuals traveling side by side do not fit through most door frames. Sighted people should take special care to see that a blind companion does not bump into door frames.

- If it is necessary for the blind person to make some slight movement to the left or right, tell him.

<sup>d</sup> Do not shove him into the position.

- Give a description of what you see when traveling as required.

- When you give directions, speak loudly enough to be heard by the visually limited person alone. Speak distinctly and directly.

- When you greet a blind person, her or she will generally make an initial movement to shake hands. However, if this does not happen, you may choose to initiate this gesture, *after* giving a verbal warning (e.g., "Let me shake your hand"). *A verbal cue should always precede body contact.*

Although the ability to read and write braille is a desirable skills for

volunteer personnel working with the visually limited, it is unrealistic to require student volunteers to become proficient in braille. Fortunately, several adaptive aids present alternatives and modifications to small print and braille. Low vision aids, such as magnifiers, help some people to read small print. Book stands, if positioned upright, are useful to people who can read small print materials. Many small print materials are also available in large print versions from state libraries. Handwriting and printing can be enlarged, on unglazed paper with dark pens, so that the visually limited person can maximize his limited eyesight.

Information and education materials can be recorded on 8-track or cassette tapes. After he has been oriented to the tape player, a visually limited person can independently explore, listen to, and easily learn any recorded materials of interest to him.

Student volunteers need not develop segregated or "blind only" recreation programs for the visually limited because many excellent community recreation programs exist. However, the blind may not be aware of existing recreational opportunities open to them or, if aware, they may not have access to them. Frequently the visually limited need to be informed about opportunities open to them and assisted in planning transportation. Student volunteer groups can help to meet these needs, bearing in mind that, with certain adaptations, blind people can enjoy many of the same recreational activities that sighted people enjoy. Some examples of adaptations of regular recreational facilities and programs are given on pages 10 and 11.

After identifying the blind population in your community, the next task for the student volunteer organization is to identify leisure programs available in the community. Students should contact municipal and private recreation departments, such as the City Parks and Recrea-

tion Department, the Y.M.C.A., the Y.W.C.A., and other social agencies, and identify the activities that they offer to the public. Special interest groups, bowling leagues, ice skating arenas, churches, adult education programs, and other associations should be canvassed.

Probably some of the groups contacted will be reluctant to accept visually limited members. The volunteer's task will then be to persuade the agency to accept the handicapped. For example, if a blind person wishes to roller skate, then the volunteer may point out to the manager of the roller skating arena that the handicapped person can orient himself in the arena via the sound system. The student volunteer should be specific in his explanation as to how a visually limited person can participate in the activity.

### **Transportation**

The student volunteer can also assist in planning transportation to and from activity programs. Available transportation resources such as buses, cabs, and special transportation services, must be identified, and information should be left with the handicapped. Independent travel should be a long-range program goal. Over time the student volunteer can teach the visually limited person to arrive at the activity independently. If independent travel is not immediately possible, however, the student volunteer should explore other arrangements, such as car pools and buddy systems.

The role of a student volunteer who works with the visually limited is unique and challenging. The working relationship between the student volunteer and the blind should be not only pragmatic but also warm and loving. The student volunteer's motivation for working with the blind should stem from sincere interest in the handicapped person as an individual. One of the best friends that a blind person can have is a student who volunteers to help him participate in group recreational activities. □



THE CHABOT COLLEGE Tutorials Center in Hayward, California, places more than 600 volunteers a year in tutoring assignments throughout the community. The college also offers an accredited course for student tutors consisting of a series of seminars on tutoring-related topics such as: "Fun, Games, & Stuff—hints for developing your own tutoring materials," and "Math: Dig In—It Won't Bite You—a look at some of the reasons why children have difficulty learning math skills."

All tutors are encouraged to improvise—to be innovative and creative while helping children to learn. With a few inexpensive materials—cardboard, paper, and magic markers, "The Fantastic Mr. Super Duper Wheellee Deelee," designed by a Chabot College tutor, can be adapted to teach children basic math, reading, and science skills.

#### You Need:

- Cardboard
- Scissors
- Magic markers
- Posterboard
- Paper
- Paper fastener and metal washers

#### Instructions:

Using heavy cardboard, cut out a circle approximately 15 to 20 inches in diameter. Treat the circle as if it were the face of a clock and space 12 slots approximately three inches apart along the outer edges of the circle to correspond with the numbers on a clockface. (Each of the slots should be wide enough to hold a circular tag.) Attach a four or five inch poster board pointer to the center of the circle with a couple of metal washers between the circle and the pointer. Then secure the pointer with a paper fastener. Decorate Mr. Super Duper with a colorful mouth, eyes, nose, and ears. The ears and mouth should be large enough so that slots can be attached.

If you are working with more than one child on building basic



mathematical skills, cut out 12 circular tags and mark them with fractions, decimals, numerals, etc., in bright bold lettering.

Give one of these exercises a try:

- The tutor tells the children that they are going to practice multiplying by five. He asks one child to take the tags marked with the numbers 1 to 12 and place one in each slot along the outside edge of Mr. Super Duper. The child then spins the pointer. After it stops on a number, the child says, "Multiply by five." The other children shout out the answer.

- For children who are working on a more sophisticated level, tags with larger numbers, from 1 to 1,000, could be placed in the slots along the outside edge of Mr. Super Duper. The tutor asks one of the tutees to decide on a problem the entire group can work on and to place written instructions in one of Mr. Super Duper's ears. For example, "Divide by 20" or "Subtract 368." The tutee then hands the wheel to one of his classmates, who spins the wheel and reads the instructions to the group. Again, the children shout out the answer.

- A tutor helping a large group of children work on an algebra problem, can divide the group into two teams. One team leader places minus sign tags into the ear slots, decimal numbers in the mouth and outer slots. The team leader spins the wheel, and his team then works the problem. After the problem is solved, the second team, gives it a try.

- Tutors helping children with reading skills, might use Mr. Super Duper in new vocabulary or root word exercises. Ask a tutee to place 12 word tags along the outer slots. The tutee then spins the pointer. He reads the word that the pointer lands on, explains its meaning, and uses it in a sentence.

- For a science activity, an imaginative group of fourth graders made tags with generic names, such as plants, animals, weather, etc., and placed them in the outer slots. The name of a season (e.g., winter) was placed into the mouth slot, so that when the tutee spun the pointer, the group could discuss the characteristics of the season with reference to the topic on which the pointer landed. □



## Students Assist Detroit Police

High school and college students are aiding the Cass Corridor Police Department in Detroit, Michigan in a special campaign to encourage senior citizens to participate in Operation Identification—a national project in which citizens register their valuable property with local police precincts.

In the Cass Corridor Precinct, where there is a high concentration of senior citizens, Officer Wayne Bradley, coordinator of the project, recruited 25 area high school and college students to help local police officers contact low-income senior citizens and inform them of the project.

### Registering Valuables

After a person decides to register his merchandise, a volunteer accompanies a police officer to the senior citizen's residence where the student imprints the resident's social security number on items such as a television set, radio, or stereo. The student then makes an inventory of the valuables, which includes a description of the property, and the social security number, and turns it over to the precinct where it is entered into a computer which ties into a national computer network.

In the event of a robbery and the subsequent recovery of the property, the police are able to trace the owner through the social security number. Student volunteers helped to enroll 7,000 senior citizens during the six-month campaign. These citizens were given a special sticker to display on the front door of their homes announcing that their valuables had been registered with Operation Identification. □

# On Campus

## Project No Return Serves Newark Inmates

The prisoner in a city or county jail is a person in limbo. He may be awaiting trial or sentencing—not knowing his fate. Usually opportunities for education are negligible because jail officials believe that the inmate population is too transient to justify the expense of mounting an educational program. Also, corrections departments have little or no money to establish such programs.

However, at the Essex County Jail, in Newark, New Jersey, inmates now have an opportunity to participate in educational programs as a result of the efforts of student volunteers from the New Jersey Institute of Technology, a four-year college specializing in engineering.

This program originated when an NJIT student doing research at the jail spoke with an employee who suggested that student volunteers might teach basic reading and math skills to inmates. The student contacted Clinton Dozier, NJIT Associate Dean of Students, to discuss the possibility of introducing an educational program at the jail with the help of student volunteers. Dozier then met with jail authorities to plan the program.

In February 1976 Dozier and 13 juniors and seniors initiated Project No Return classes for 40 inmates at the jail. Project No Return's objective is to reduce the high re-

cidivism rate by providing inmates with an incentive to further their education and to give a new direction to their lives.

Before introducing classes for inmates, student volunteers attended an orientation conducted by jail personnel. A female corrections officer briefed female student volunteers concerning jail regulations, what to expect from male inmates, and how to conduct themselves. Bi-weekly in-service training meetings provide an opportunity for volunteers to discuss problems and experiences encountered during their volunteer work.

### Group Instruction

Student volunteers teach classes for small groups of inmates three evenings per week. Those inmates interested in taking the General Equivalency Diploma examinations receive special group instruction. Others concentrate on math, English, reading, and science. Student volunteers conduct these group sessions at the levels at which the inmates are functioning. These sessions are especially useful for inmates who have trade skills, such as plumbing and carpentry, but are handicapped in the job market by difficulties in reading and writing.

Spanish-speaking volunteers teach a special class of Hispanic inmates. In addition to subjects cov-



ered in the other groups, inmates have an opportunity to practice the English language with bilingual student volunteers.

Professionals from the community and New Jersey Institute of Technology professors conduct a workshop series for all participants in Project No Return, both inmates and student volunteers. These bi-monthly workshops "assist inmates to establish new directions for themselves upon release," said Dozier. Workshop topics include law and citizens' rights, techniques for securing employment, career exploration in technology, photography as a hobby, and physics and chemistry. □

## Social Action Corps Volunteers Staff Clinics

The Social Action Corps, a volunteer organization at Loma Linda University in Loma Linda, California, administers six walk-in clinics which provide free medical services to low-income residents of four surrounding communities. The clinics, located at community centers in Redlands, San Bernadino, Colton, and Bloomington, are open one evening per week. All clinics provide general medical care, with the exception of a special pediatric clinic in Bloomington.

Approximately 80 students who have completed the first year of medical school at Loma Linda University serve in teams of five to eight on a bimonthly basis. Each clinic's team has a medical student director who is responsible for coordinating the services of the clinic.

All medical students must have completed a second-year physical diagnosis course before they are eligible to participate in the program. Each clinic provides a brief orienta-

tion for volunteers which includes the general layout of the clinic, procedures, and the proper use of required forms.

Medical students diagnose routine illnesses and administer health tests to up to 20 patients at each clinic. They also refer patients to other health resources in the area for specialized diagnosis, intensive treatment, and hospitalization. The many tests administered free of charge include V.D., pregnancy, and hypoglycemia.

"Many patients would have difficulty receiving medical care if the clinics were not available," said Judy Dimmig, Director of the Social Action Corps. Client transportation problems are minimized because all clinics are located in the low-income areas that they serve. This is particularly important for residents of Bloomington, a community which has no doctors. Spanish-speaking interpreters are available to assist the many Mexican-Americans who use the clinics. "Some clients feel more comfortable at a community clinic than at a large, impersonal medical center," said Dimmig.

Medical students also benefit from their experiences at SAC clinics because they gain practical experience in treating routine medical problems—problems that they may not treat in a teaching hospital, which handles more unusual cases. Also, volunteering "helps to make them more sensitive to patient's needs and the human side of medicine," said Dimmig.

A one-day retreat for volunteers and their spouses, held once or twice a year, reinforces this awareness of the human side of medicine. Speakers and discussions focus on topics such as the affect of cultural differences on programs in low-income communities, how to relate to culturally different people, the role of the doctor in a low-income community, and the emotional affects of illness.

Loma Linda University's Social Action Corps was organized in 1968 to provide medical services for those in need. It receives funding from Loma Linda University, United Way, and several churches. Pharmaceutical companies donate most drugs, which are distributed free to patients. □



*Shinji Kubo, a Loma Linda University medical student, takes a patient's blood pressure.*



## Rich East High Students Counsel Peers

Through Social Service, a two and a half year old course at Rich East High School, 29 juniors and seniors volunteer for service to the community of Park Forest, Illinois. Social Service is a one semester course. During the first week or two of class, students visit social service agencies in the area, and agency representatives come to the school to give presentations about their programs and services. Student volunteer placements range from helping institutionalized retarded children to develop motor skills to arts and crafts for elderly residents of a housing project. Tutoring in local schools is a popular form of service.

Several Rich East students counsel runaways and troubled young people at Aunt Martha's, a youth drop-in center, funded and staffed by the village of Park Forest. Aunt Martha's is open afternoons and evenings, seven days a week. It is located in an apartment complex in the center of town, and thus easily accessible to low-income youths.

Volunteers at Aunt Martha's attend a 20-hour, weekend training program, led by a Park Forest youth worker, in which they discuss reality therapy, empathy training, reflective listening, communication skills, and specific problems encountered by young people such as those arising in family and peer relationships. Following this training, students begin counseling under the supervision of an adult youth worker.

During counseling sessions, which are generally conducted on a one-to-one basis, student counselors do not suggest a particular course

of action to the client. Rather they discuss the options available and the consequences of each with the client. A final decision is made only by the client. "One of the purposes of this counseling is to help the clients learn to take responsibility for their own behavior," said Laird Luoma, Social Service teacher.

Social Service students are required to spend five hours a week at their placements and to keep a journal describing their experiences, responsibilities, and job-related problems. In addition, all students meet in class with Luoma to discuss on-the-job activities. □

## Pre-Med Volunteers Aid UCLA Patients

The 36-acre Center for the Health Sciences on the Medical School campus of the University of California at Los Angeles is one of the 10 largest buildings in the world. Its 1,000-bed teaching hospital and 53 outpatient clinics serve individuals not able to afford private medical care. In addition to training medical personnel, one of the Center's aims is to give the best possible care and treatment to people in need.

The Center's Office of Volunteer Services screens, places, and administers 3,000 volunteers who give 200,000 hours of service per year. Of these volunteers, over 80 percent are students.

Most of these students attend local high schools and colleges. Some, however, from as far away as France, Africa, and New Zealand, take advantage of the volunteer opportunities available as clinical service aides, nursing service aides, patient escorts, and laboratory aides.

All prospective student volunteers attend a general orientation provided by the Center's Office of Student Volunteer Services. At this

time, staff members present the policies and regulations of the hospital, along with an overview of its goals and services and descriptions of specific student aide placements. Mutual expectations of hospital staff and student aides are explored.

A Student Volunteer Services staff member interviews students individually to assure an appropriate placement that will provide a learning experience, even though academic credit is not awarded. Most students are testing career options.

### Emergency Room Aides

Pre-medical and pre-nursing students who have volunteered for a minimum of six months at UCLA's Center can request assignment to the Emergency Room. They must be at least 18 years old and commit themselves to a minimum assignment of four hours per week for 10 weeks. They are not permitted to touch the patient, but they can go off floor to run errands for Emergency Room staff and patients.

Homer Jarman, the head surgical technician in the Emergency Room, orients ER student aides. Jarman and Judy Burns, the head ER nurse, supervise the students, who generally work alone or with one other student during heavy shifts. For orientation purposes, a new and an experienced student will overlap for the first two shifts. If a student is ill and cannot report for duty, he or she must find a substitute from among some 45 ER student aides. "Students who serve in the ER must be able to think clearly under stress," said Cleo Andrews, staff member of the Center's Office of Student Volunteer Services, who assigns students to the ER.

Colleges represented in the Center's Emergency Room during the academic year include UCLA, USC, Loyola Marymount, UC/Santa Barbara, and UC/Berkeley. During the summer, students from Los Angeles attending colleges throughout the country broaden the institutional representation in the Center's Emergency Room. □



ACTION VOLUNTEERS  
AND STUDENTS  
*GET IT TOGETHER*

## A SPECIAL REPORT

*FOR*

- College and high school directors of student volunteer programs who are looking for new and challenging placement opportunities for their students

*AND*

- Full-time ACTION volunteers who need additional human resources to increase their capacity to serve the poverty communities in which they work.



*College and high school students and  
ACTION's full-time volunteers work together  
to solve local poverty problems.*

ACTION's full-time volunteers are: Volunteers in Service to America (VISTA), University Year for ACTION (UYA), ACTION Cooperative Volunteers (ACV), and Program for Local Service (PLS) volunteers. They are sponsored by local agencies working in education, housing, health, administration of justice, economic development, and other social services for low-income people.

VISTA volunteers work in locally sponsored projects designed to strengthen and supplement efforts to eliminate poverty and poverty-related human, social, and environmental problems. UYA volunteers are students enrolled in one of the 66 universities that have UYA grants. They work full-time for a year in the poverty community, without interrupting their normal progress toward a degree. ACV volunteers work in Federal, state, and local governmental organizations and in private, nonprofit agencies. These sponsoring agencies contribute to the direct costs of supporting ACV volunteers during their year of service. PLS volunteers are unemployed young people between the ages of 18 and 25 who are recruited locally to work on poverty problems. PLS volunteers seek out and negotiate their assignments directly with potential sponsoring organizations, whereas VISTA, UYA, and ACV generally are referred to sponsoring agencies by ACTION staff.

ACTION's full-time volunteers are charged with mobilizing local resources—both human and material—for programs serving the poverty community. In accomplishing this mission they are increasingly looking toward part-time volunteers to extend their capability to provide direct services. The complement of full-time volunteers supported by ACTION is small. Both ACTION volunteers and their supervisors realize that

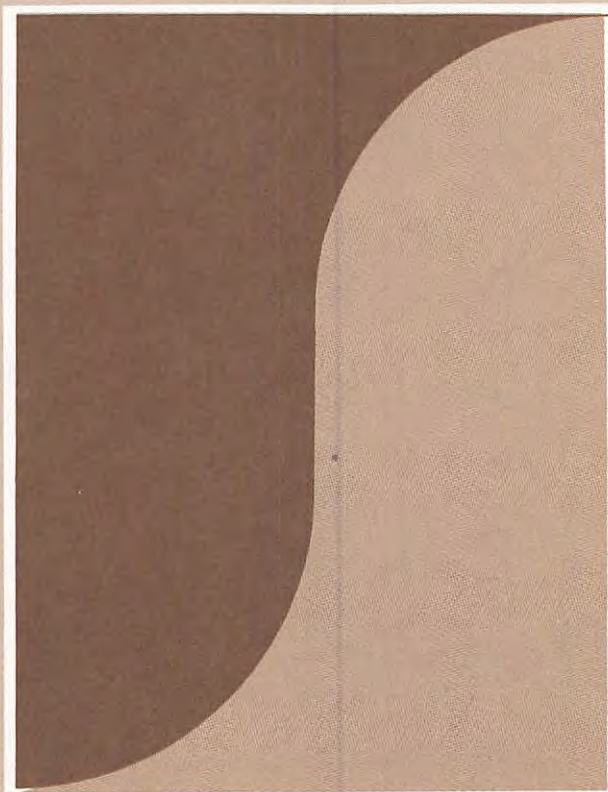
it is inefficient for them to give direct, one-to-one services such as tutoring or working with a handicapped child. Part-time volunteers, whether students or adults, can provide this type of service most effectively, and direct, one-to-one services and relationships are often the kinds of experiences that student volunteers enjoy most.

There are some principles of programming that ACTION sponsors and full-time volunteers wishing to work with students should understand.

Almost every college in this country has some sort of part-time student volunteer or service-learning program, whether it is managed by a student leader, a professor, a chaplain, a dean of student affairs, or a professional program director. Many high schools also are developing service programs. The professionals and student leaders involved in these activities are constantly searching for new and challenging projects for learning and service in the community. ACTION volunteers should look

first to these existing groups in their search for part-time volunteer manpower. Once these groups have been identified (see "NSVP Help . . ." box on page 19), an effort should be made to encourage them to participate in preliminary planning for projects in which they will ultimately become involved. The involvement of existing school programs in the initial stages will insure a stronger project and committed student volunteers.

Part-time volunteers are not interested in stuffing envelopes or cleaning out old files. They are volunteering for learning experiences, and they want challenging and interesting assignments in which they can become personally involved. Using them for routine jobs will cause the project to fall apart quickly. Students who





have had good experiences in volunteer work become the best recruiters for future projects and help to insure a constant flow of student volunteers into community projects.

Full-time ACTION volunteers must help both student and institutional leadership to develop, thereby insuring that the project and the delivery of services will continue after ACTION volunteers have gone. One of the most valuable services that full-time volunteers can offer to a community is that of helping a college, university, or high school to establish a service-learning program, supported by the administration and prepared to field students on a continuing basis for community service work.

Just as ACTION volunteers need orientation, training, supervision, and other logistical support to accomplish their job, so do the part-time volunteers who work with them. They must be oriented to the task at hand, have the resources or know where to find them to accomplish their jobs, and have accurate job descriptions so they know what is expected of them.

These principles must be translated into techniques for recruiting, training, and supervising volunteers. Here is the way this is done.

### **Recruiting**

Recruiting student volunteers for a project requires an understanding of those aspects of volunteer work that most appeal to students. These include opportunities for direct client contact, the chance to learn new skills, assignments in which students can practice skills they now have and do not want to lose, jobs in which students work closely with professionals in a chosen field, and practical experience that can help in selecting a career or in getting a job after graduation.

Before attempting to recruit students, ACTION volunteers should contact the director of the student volunteer program, if the school has one. If a school does not have a student volunteer program director, it is best to seek permission of high level administrators before doing any classroom recruiting in either high schools or colleges. The higher the level of staff support behind any student-related project, the easier it is to gain access to interested students. High level administrators, such as the dean, principal, or a department head, can introduce outsiders to the professors or teachers of classes related to the ACTION volunteer's community service program. Conversely, if college or high school volunteer program directors wish to collaborate with ACTION volunteers in their local communities, they should first contact NSVP (see box on this page.)

Popular recruiting techniques include using current and past student volunteers, clients, and volunteer supervisors to recruit by word-of-mouth, seeking permission from teachers or professors to distribute brochures or other literature following a short talk to their

## **NSVP HELP IN GETTING IT TOGETHER**

ACTION's National Student Volunteer Program (NSVP) is prepared to assist ACTION full-time volunteers and student groups interested in participating in local ACTION projects. If you are a full-time ACTION volunteer or ACTION volunteer sponsor and need the help of student volunteer groups in your community—or if you are a director of student volunteer programs and would like to provide volunteer assistance to ACTION projects in your community—call or write NSVP, and we will help you get together. You can reach NSVP staff by writing to: ACTION, NSVP, 806 Connecticut Avenue, N.W., Washington, D.C. 20525 or by calling toll free 800-424-8580 ext. 88 or 89 (in the Washington, D.C., area call 254-8370).

NSVP offers training sessions for secondary and post-secondary teachers and administrators, including ACTION volunteers, who manage student volunteer programs. These sessions are held periodically throughout the academic year and are designed to assist people who administer programs that integrate students into community service activities. Staff and expert consultation is available to programs needing direct assistance, and is offered to groups sponsoring conferences or workshops on various aspects of student volunteer programming. NSVP has also prepared a number of technical assistance materials to aid various groups in designing student volunteer programs.

classes, publishing a story in the school newspaper about the project and its need for student volunteers, and preparing special handouts to appeal to student special interest groups. All informational literature should give a name and phone number to call for further information. Do not stimulate student interest without providing an adequate means for student follow-up.

Finally, when recruiting for social agencies, it is important to supply students with information regarding the total number of volunteer positions that an agency has available, the agency's purpose or goals, the clients it serves, and the types of assignments that students can expect.

Coordinate all recruiting activities with the student volunteer program director or other appropriate college or high school official. The idea is cooperation, not competition.



Written job descriptions must be developed for each potential student volunteer assignment. Job descriptions should include a description of tasks to be performed by the student volunteer, minimum skill requirements, time commitment, training to be provided by the agency, degree and nature of supervision to be provided by the agency staff or ACTION volunteer sponsor, and evaluation procedures. Written job descriptions help persuade professors that an off-campus experience deserves to receive academic credit.

Job descriptions also help to make possible the best placements. When interviewing a prospective student volunteer, it is easier to find out how he or she will react to performing specific tasks if you know exactly what these tasks are.

### **The Matching Process**

ACTION volunteers must rely heavily on job descriptions, student application forms, and personal interviews to match students to the most appropriate position. The application forms should contain, at a minimum, space for the student's name, address, phone number, available hours, past experience, and current interests. Special skills, hobbies, and academic or career goals are also considerations. In designing a student application form, make a checklist of information that is needed to match the student to the job that will be best for him. Be sure to make use of available data. If the school already has suitable application forms for students, use these instead of designing new forms.

The interview as a selection method takes a lot of practice and is often overused. Students are sensitive to inexperienced interviewers and, if the interview is a poor one, respect for the program may drop. What often comes out during an interview that may not come out on a written application form are students' motives for volunteering and feelings about clients to be served. If an ACTION volunteer is not skilled enough to elicit a student's attitudes, he should leave the interviewing to the campus director of student volunteers or to an experienced agency staff interviewer.

Some situations require a more sophisticated matching process than others. Examples that require careful matching are when a volunteer will work with a difficult client—a juvenile, a lonely senior citizen, a mentally retarded or emotionally disturbed person—or when a volunteer is in a position where one mis-step could mean trouble, such as work in a prison or on a hotline.

### **Assess Transportation Resources**

Before initiating a new project, survey the transportation resources available to students going to and from a particular project site. Is there a public bus, and if so, how often does it run? Can students arrange car pools? Are there agency vehicles that students can use? Can students be reimbursed for travel expenses to

and from the volunteer assignment? How much travel time is involved if public transportation is used?

Most community agencies have an orientation program for volunteers, and an agency may wish to include new student volunteers in that program. However, if an agency has no orientation program, it will be up to the ACTION volunteers to see that new student volunteers receive some kind of orientation.

Orientation helps new volunteers familiarize themselves with an agency's projects, goals, services, staff, and clients. It gives them an idea of what to expect during their first few days on the job. A minimum of two hours is essential to orient new volunteers to the purpose, goals, and structure of the community agency or project and the role that the volunteer is to play in his assignment.

Usually orientation takes place as a group meeting. Frequency of meetings varies, but some agencies schedule orientations as often as twice a month to accommodate a steady stream of new volunteers. Although it is best to keep orientation sessions informal, it is important to transmit specific information. Some orientations include a film, videotape, or other audio-visual presentation to give an overview of the agency's programs. Key agency staff members should be introduced to the group, and their responsibilities should be explained. The agency's regulations concerning volunteers, such as dress code, should be made clear. One or two clients may be invited to the orientation to answer the questions of new volunteers.

### **Training**

The purpose of training is to impart specific skills to volunteers. Because volunteers bring different experiences and skills to an organization, many agencies prefer to give on-the-job training, and delegate this function to an ACTION volunteer. It is important, therefore, that the ACTION volunteer know in advance the skills and experience of the volunteers that he or she is responsible for training and supervising.

An ACTION volunteer can become familiar with the existing skills and experience of a new student volunteer by studying the application form or by talking informally with the volunteer. Whether or not the student is receiving academic credit, he or she wants to learn new skills on the job. The first step, therefore, is to discuss training goals. One goal might be, "During the course of the semester, I will learn three different telephone counseling techniques and how to match them to the needs of the individual clients." Another might be, "During the semester, I will learn the basic procedures and techniques needed to help a group of tenants in a low-income housing project set up a day care cooperative."

After a volunteer's training goals have been identified, the ACTION volunteer and the student should

*(Continued on page 40)*



# VISTA volunteers mobilize students for Florida's youth services



*Photo by Jamie Cabot*  
Paul Young, a student at Daytona Beach Community College, serenades Volusia House residents.

*VISTA volunteers assigned to Florida's Division of Youth Services looked to area college students to provide delinquent youth with services in companionship, recreation, and education.*

IN 1975 FLORIDA'S DIVISION of Youth Services (DYS), part of the Department of Health and Rehabilitative Services, introduced a statewide volunteer service designed to involve the community in helping to rehabilitate youngsters in trouble with the law and to educate communities about juvenile delinquency. The program is staffed by 32 coordinators who are supported by LEAA and 68 VISTA volunteers who are supported by ACTION.

The role of these VISTA volunteers is to recruit community volunteers—including college students—and to match them with specific assignments in resi-

dential and nonresidential Youth Services facilities. Some typical volunteer assignments are recreational aides, tutors, and Volunteer Friends, who work with troubled youth on a one-to-one basis.

All youngsters in Florida's Youth Services programs receive group treatment in reality therapy. Working in small groups led by Youth Services staff, the youngsters strive to achieve a better self image, develop a sense of responsibility, and learn self-imposed, alternative behaviors. Although most student volunteers are not involved in delivering reality therapy treatment, they are oriented to its aims and methods.



## YOUTH SERVICES PLACEMENTS FOR COLLEGE STUDENTS

**Volunteer Friend**—This assignment has the largest number of available positions. Volunteer Friends work one-to-one with a child on probation, being a friend, listening to him, taking him on outings, and generally being a positive influence. The Volunteer Friend reports to the child's probation counselor. He sees the child at least three times per week, accompanies the child to court if necessary, and may attend group treatment sessions that the child attends.

**Tutor or Classroom Aide**—These volunteers work at Cedar House, Volusia House, the TRY Center, or the Detention Center. Their positions differ according to the facility to which they are assigned. Tutors work with children individually, generally in reading. Classroom aides assist the teacher.

**Special Talent Volunteer**—Students who have a special talent in music, art, arts and crafts, mechanics, acting, etc., work at the four facilities in a teaching capacity and/or giving presentations.

**Recreation Aide and/or Director**—Works at Volusia House, the TRY Center, or the Detention Center leading groups in basketball, softball, volleyball, football, and indoor games. A regular schedule is necessary.

**Odd Jobs Volunteer**—Works at any of the four facilities making maintenance repairs. Small groups (three or four) of kids help with these projects.

**Utility Facility Volunteer**—Works at a facility with and for the kids. Participates in classes and groups; plans activities and parties; helps arrange transportation to appointments.

**Detention Screening Aide**—Visits youths in the Detention Center. Handles paperwork, phone calls, forms, transportation. Routine office work. Does some counseling and attends Detention Center staff meetings.

**Community Resources Aide**—The hours for this position are not regular. Speaks to groups, helps in orientations, solicits and picks up donations from local businesses, works with the public. Receives a broad overview of the entire Youth Services system.

In Volusia County, from 300 to 600 children per month are referred to Youth Services for rehabilitative programs. These youngsters, all under 18 years old, have been picked up by the police for shoplifting, breaking and entering, or truancy. Volusia County's Youth Services offers residential and nonresidential programs to first offenders and children under 14 from very troubled homes. A juvenile court judge does not usually remand first offenders or very young offenders to a state training school, generally considered a last resort for older youths who commit serious offenses repeatedly.

One rehabilitation program is simply assigning a probation counselor and a Volunteer Friend to a young person who continues to live at home and attend public school; another is the Treatment & Rehabilitation of Youth (TRY) Center, a nonresidential facility offering education and group treatment services to boys and girls. A third is Volusia House, a residential facility for boys from 15 to 17, many of whom are from outside Volusia County. A fourth program is Cedar House, a residential facility for boys aged nine to 13 who attend public schools. Special education teachers assigned to the TRY Center and Volusia House provide classroom instruction at those facilities.

VISTA volunteers Frank Lynch and Elliot Banks, assigned to Volusia County's Volunteer Service Center, have recruited, oriented, matched, trained, and supervised student volunteers from five area colleges for a variety of assignments. They also established a new prevention program, designed and tested a new course at an area university, edited a monthly newsletter, lined up odd jobs for youngsters, solicited in-kind donations from local businesses, and developed an intern program so that students can receive academic credit for long-term, professionally supervised participation.

### Recruiting, Training, & Matching

The student volunteers come from Daytona Beach Community College, Stetson University, Bethune-Cookman College, Embry-Riddle Aeronautical University, and Florida Technological University. Most of the 95 college students who help youngsters in Youth Services do not receive academic credit, although many draw on their volunteer experience for term papers in related classes. A few receive free room and board at a residential youth facility in return for 20 hours per week of work with the residents, mainly in recreation or arts and crafts. Fifteen student interns who do receive academic credit put in more hours than regular student volunteers and are supervised on the job by DYS intake and probation counselors.

Lynch approached college administrators, student government associations, and fraternity and sorority officers and explained the opportunities for volunteer service in Youth Services programs. Using a slide show



that was made by a junior at Daytona Beach Community College, Lynch gave over 75 presentations to students in education, political science, Black Studies, psychology, sociology, and sports officiating classes. He left Youth Services brochures and application forms.

Prospective volunteers are required to attend a three-hour training session. These take place twice a month during the evening at the Volunteer Service Center. An average group has from five to 15 prospective volunteers. The trainers are VISTA volunteers Lynch and Banks and their supervisor, Imogene McConkey, Director of the Volunteer Service Center.

The first part of the training session consists of an overview of Youth Services. The Volusia County facilities, residential and nonresidential, are described in depth—the kinds of clients each one serves, the education offered, and the rehabilitation program. The trainers give information on volunteer requirements, volunteer positions available, and the objectives and methods of reality therapy. Banks brings a couple of

clients from the TRY Center who explain the reality therapy treatment sessions and answer questions. Then the trainers review legal terms and definitions frequently used by juvenile courts and probation officers, and the session concludes with time for questions.

Following the group orientation, prospective volunteers are interviewed individually. They are asked about their interests and skills. Do they wish to work with a pre-delinquent or a delinquent? Their preferences about sex, age, and race of client are determined. Then the VISTA volunteers match the volunteer to the most appropriate youngster. The minimum volunteer commitment is four hours per week for six months.

If a volunteer is assigned as a tutor or recreation aide to one of the three facilities, he is given a tour of that facility prior to beginning his assignment. VISTA volunteers at Volusia House, the TRY Center, and Cedar House supervise the student volunteer on the job, offer support and advice, and are available to answer questions. If a placement is not mutually satisfactory, a transfer is arranged.

#### JOB DESCRIPTION FOR VISTA VOLUNTEERS ASSIGNED TO FLORIDA'S DIVISION OF YOUTH SERVICES

Under the general supervision of the District Volunteer Coordinator, plans and directs the activities and operation of a DYS volunteer program in a facility or district and carries out the following specific duties:

Maintains contact with DYS staff to identify volunteer needs. Carries out an aggressive program of public education designed to make citizens aware of all volunteer opportunities within the facility and district. Recruits up to 120 volunteers per year for the program assigned. Refers volunteers to DYS Volunteer Coordinator to gather information regarding specific volunteer opportunities and program needs.

Directs the screening of all prospective volunteers referred or recruited.

Conducts regular volunteer orientation and pre-service training programs to acquaint prospective volunteers with activities of the Division, basic volunteer rules and regulations, juvenile law, and delinquency causation.

Matches volunteers to programs based on volunteer interests, skills, talents, and program needs.

Offers ongoing technical assistance and training to operating staff to assist them with effective volunteer program planning and management.

Monitors and evaluates volunteer programs to

measure effective use of volunteer resources and degree of compliance with basic program standards. Gathers, maintains, and analyzes statistical data to identify the nature and extend of volunteer utilization.

Regularly meets with and reports to operational program administrators to secure feedback on effectiveness of the volunteer program; appraise them of volunteer program progress; and make recommendations for necessary modifications or improvements to bring the program in line with basic standards.

Establishes and maintains working relationships with community leaders for the purpose of improving their understanding of DYS volunteer programs and the need for actual community involvement with delinquent children.

Prepares and maintains all necessary records on volunteers, referral forms, volunteer registers, progress reports, correspondence, and other written work.

Each VISTA is expected to work a full week and obey all rules and regulations which pertain to Division staff. The Superintendent/District Supervisors may remove a VISTA from the placement for failure to comply with staff rules and regulations. The Division Volunteer Coordinator will supervise the VISTA volunteers.



In March, 1976, in response to the community's interest in establishing a prevention program for young people who demonstrate pre-delinquent behavior in school or at home, Volusia County's Community Council and the VISTA volunteers assigned to the Volunteer Service Center established the PREP (Pupil Rehabilitation, Evaluation, and Preparation) Center. The Center offers free counseling and referral services to about 40 families. Of its 20 part-time volunteers, half are college students.

Referrals to the PREP Center can be made by teachers, parents, law officers, Youth Services staff, community agencies, or private citizens. The first step is a confidential interview with the young person and his parents or guardian. To insure confidentiality, files are kept by number instead of by name. If the child is enrolled in school, an interview is held with the school official directly involved with the child.

PREP Center volunteers develop individual action plans for each referral. Most action plans generally include:

- Peer counseling in small groups (eight to 10) for one and a half hours per week
- Family counseling in small groups (10 parents) for one and a half hours per week
- Assignment of a Volunteer Friend who works with the youngster on a one-to-one basis no less than 10 hours per month. If a youngster needs a part-time job, tutoring, or vocational training, PREP Center volunteers provide a referral.

### **The PROP Course**

In an effort to identify male volunteers for fatherless boys, Lynch turned to Embry-Riddle Aeronautical University where over 95 percent of the students are men. He approached faculty members in the psychology department and campus administrators for permission to test an experimental, one-semester course called, "People Reaching Other People" (PROP).

Offered to juniors and seniors as an accredited upper level applied psychology course, enrolled students work five to 10 hours per week for 14 weeks for Youth Services. Of the five students who enrolled the first semester, one served as recreation director of team sports at the Detention Center, one tutored math at the TRY Center, one was a Volunteer Friend, and two were co-leaders of group treatment sessions. Enrolled students attend orientation and in-service training sessions at the Volunteer Service Center, write a report on William Glasser's *Reality Therapy*, and a term paper on their experiences.

"I wrote the proposal for the course, and Embry-Riddle agreed to try it out," said Lynch. "The students who took it seemed to get a lot out of it, and the course will be in Embry-Riddle's fall catalogue—after I'm gone. The college has assumed the responsibility for delivering students to Youth Services."

Lynch edits the Volunteer Service Center's monthly newsletter which circulates to area volunteers and colleges. It announces new programs, reports ongoing programs, and recognizes individual volunteers for their achievements. It is also used in recruiting to inform prospective volunteers about Youth Services.

Elliott Banks, who is detailed full-time to the TRY Center, helps to line up odd jobs for youngsters. A TV spot announces the service to area citizens, many of whom are retired and live on Social Security pensions. They call Banks if they want help washing cars, windows, or mowing lawns. Senior citizens pay what they can afford, and the income goes to the TRY Center's general fund that finances group excursions and helps youngsters to pay back debts. "An important aspect of the odd job program is that it helps to educate community people to the fact that youngsters in trouble with the law are not hardened criminals," said Elliot Banks.

Banks and Jamie Cabot, a VISTA volunteer at Volusia House, solicit in-kind donations from local businesses for Youth Services programs. They call on the managers of local stores, explain the need, and write thank-you letters to donors. Examples of contributions are boys' clothing, supplies for arts and crafts, lumber and nails for construction of a greenhouse or desks, books, magazines, and games.

To encourage colleges to give credit to students volunteering for Youth Services, Lynch and his supervisor, Imogene McConkey, developed a Youth Services Intern Program which offers a variety of jobs to student volunteer interns. The job descriptions for intern assignments spell out specific duties, qualifications, training, and time commitment for 10 different kinds of positions within the Youth Services program. The Youth Services Intern Program is flexible, and out-of-county internships can be negotiated.

### **Client and Volunteer Turnover**

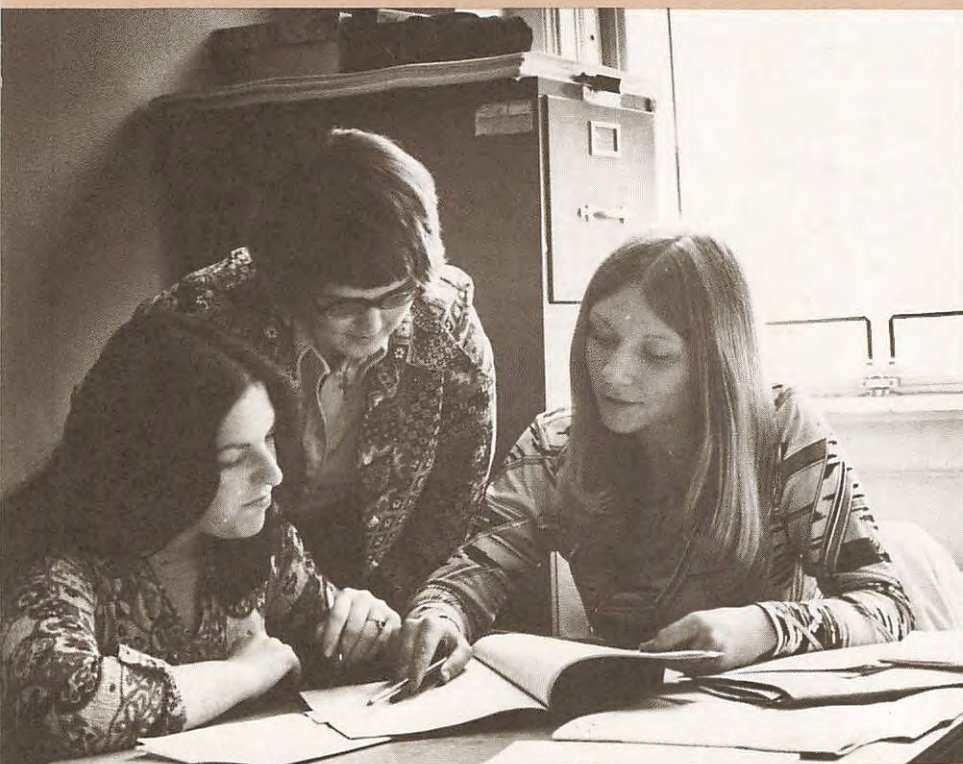
One of the problems facing Youth Services is the high turnover of both residents and volunteers. Youngsters stay at the Detention Center for an average of one week; at Volusia House, their maximum stay is 60 days. At the TRY Center the average stay is four months, and at Cedar House it is at least one academic year. Student volunteers faced with exams, changing class schedules, part-time jobs, or transfer to a four-year institution in another area find it a struggle to sustain a commitment, especially if the client changes after a short while.

Despite these problems, Youth Services has found that students, because they are closer in chronological age to the clients, can relate effectively to troubled youth. "Personal involvement is the main effort that will turn a young person around. According to research, nothing else has been as effective," said Frank Lynch. □



# Massachusetts VISTAS match students with human services agencies

*Social service agencies in the Springfield area received the services of student volunteers thanks to the efforts of VISTA volunteers assigned to the Massachusetts Internship Office Volunteer Project. The VISTA volunteers arranged placements for students from eight colleges, six of which are without formal campus volunteer programs.*



*VISTA volunteers (l. to r.) Sandi Beren, Lyn Herne, and Pat Hanson review a memorandum of agreement from a Springfield agency.*

MASSACHUSETTS is densely populated with colleges and non-profit social service agencies that use volunteers. It also has a tight job market, especially for new graduates with little or no career experience. Last year, two VISTA volunteers sponsored by the Massachusetts Internship Office (MIO) Volunteer Project, working out of a small office in Chicopee, negotiated written agreements with 46 area agencies to interview, place, train, and supervise qualified student volunteers from eight colleges, six of which had no volunteer programs. These agencies offered non-profit services in education, health, alcohol and drug rehabilitation, mental health, and criminal justice.

Before VISTA volunteers came on the scene, students at eight colleges in the greater Springfield area who wanted to volunteer to help low-income or disadvantaged people generally did their own research and referred themselves to agencies for interviews. If they wanted academic credit they could have consulted the Massachusetts Internship Office in Boston. If they did not want or need credit, they might have consulted Springfield's new Voluntary Action Center. The eight colleges are: American International College, Bay Path Junior College, College of Our Lady of the Elms, Springfield College, Springfield Technical Community College, Holyoke College, Westfield State College, and Western New England College.

The quality of the individual experience varied from student to student. A few, after graduation, were offered staff positions with the agency that they had worked for as a volunteer; others, who stopped volunteering, for different reasons, considered their experiences negatively. Reacting to this, agency staff members occasionally refused to accept other college students as volunteers.

In an effort to broaden the information about volunteer opportunities available to students, to upgrade the quality of individual ex-



periences by insuring adequate agency training and supervision, and to deliver needed social services, the Massachusetts Internship Office of the Executive Office of Educational Affairs sponsored six VISTA volunteers at two Volunteer Projects—one at Boston and one at Chicopee. MIO assigned a VISTA supervisor, Jeff Grainger, who was both a former student volunteer and a former VISTA volunteer, to both Volunteer Projects.

The first two VISTA volunteers assigned to the Chicopee project, Patricia Hanson and Sandra Beren, were recent graduates of local colleges who had done volunteer work in the greater Springfield area. They had agency contacts, and their academic backgrounds in Community Leadership and Development and Human Development had prepared them for student personnel work. Both were locally recruited for VISTA.

### **Mobilizing Resources**

With only \$15 budgeted for office supplies, these two VISTA volunteers tapped local resources for help. The Community & Regional Opportunity Program, Inc., of Chicopee agreed to furnish office space in return for the services of an MIO student intern. Office furniture was donated by Westfield Air Force Base, which was getting rid of surplus equipment. Fifteen hundred copies of a brochure about the Volunteer Project were printed free by Springfield Technical High School students. Local businesses contributed posterboard, envelopes, stationery, and other supplies.

Starting in September, 1975, VISTA volunteers Pat Hanson and Sandra Beren surveyed administrators at 13 area colleges. They met with Career Office staff, Deans of Student Activities, student leaders, and others interested in mobilizing student volunteers for community service. The VISTA volunteers found that the five colleges of the Connecticut River Valley Consortium (Smith, Mt. Holyoke, Am-

herst, Hampshire, University of Massachusetts) already had strong community service programs. They decided to concentrate on the eight colleges named above. All but Springfield College and Westfield State had no volunteer program.

Using the Springfield Junior League's directory of social service agencies, the VISTA volunteers began to survey agency needs. They consulted the Springfield Voluntary Action Center and the Community Council of Greater Springfield for additional leads to new or small agencies not listed in the Junior League Directory. Then they set up appointments to call on representatives of 60 area agencies. The purpose of the calls was to explore agency needs and student interests, and to see if the two could be matched.

The VISTA volunteers selected agencies to survey according to the following criteria:

- The agency must serve low-income or disadvantaged people.
- The agency must be nonprofit.
- Student volunteers must have direct client contact.
- The agency must agree in writing to provide training and supervision of part-time student volunteers.
- The agency must be accessible by car or bike or within walking distance.
- Agency distribution by student interest areas had to be balanced.

Some agencies were reluctant to accept students because they wanted more continuity of volunteer personnel than students generally provide. Others, for reasons of limited time, space, and staff, were not interested in part-time student volunteers. Of the 60 agencies that the VISTA volunteers visited, 46 that met the established criteria signed a memorandum of agreement to interview, train, supervise, and evaluate part-time students. A sample memorandum of agreement is illustrated on page 27.

The next step was to solicit specific volunteer job descriptions. The VISTA volunteers drew up a form,

adapted from samples used by other multi-college volunteer projects such as MIO at Boston and the five-college consortium. The form asked agency staff to spell out qualifications and skills preferred, number of volunteer jobs available, number of hours per week, type of training offered, etc.

The VISTA volunteers made copies of each job description received and incorporated them in 20 booklets arranged by student interest category. Then they circularized academic department heads at the eight participating colleges, explaining the MIO Volunteer Project and the agency memorandum of agreement. They asked for faculty support in the form of permission to recruit in classes.

The campus recruiting phase of the project began in February, 1976. Joined by Lyn Herne, another VISTA volunteer, they set up recruiting booths on the eight campuses, passed out fliers, put up posters they had made, attended dorm meetings, wrote articles for college newspapers and public service spots for local radio stations, and gave presentations to interested classes. Copies of the job description booklets were left on each campus.

The VISTA volunteers referred interested students to individual staff members at area agencies. The student had responsibility for arranging a personal interview. Agencies advised the VISTA volunteers when their available openings were filled and when job descriptions changed. If a placement was not mutually satisfactory, the VISTA volunteers referred a student to another agency.

The VISTA volunteers encouraged those students who wanted or needed academic credit to identify a professor on their campus teaching a related class and to negotiate with him or her directly. About 30 percent of the 125 part-time student volunteers fielded in March and April received credit. "An advantage of volunteering without credit," pointed out Jeff Grainger, "is that



if a student finds himself in an assignment that doesn't work out, he can drop it or transfer without worrying about losing the credit."

At Westfield State College, which had a student volunteer program, the Assistant Dean of Students returned from a year's sabbatical to find that her file of agency contacts was out of date. "The VISTA volunteers helped me to get going again—quickly—because they shared current information," said Karen McLaughlin. "We dovetail our operations. For example, on the evaluation sheet that I sent to agency supervisors, I asked them to note if the placement was a referral by the MIO Volunteer Project. The VISTA volunteers get out to the field regularly, which I don't have time to do. They are providing an invaluable service to area colleges and agencies that need volunteers."

Other feedback showing the success of the VISTA effort consisted

of calls from agencies requesting students, and written evaluations of student performance on the job. The VISTA volunteers designed two evaluation forms—one for agency supervisors and one for students.

Over the summer the VISTA volunteers conducted two training workshops, half a day each, for agency representatives. Topics covered included job development, screening, training, and supervision of students, transportation (use of agency vehicles or reimbursement for student travel costs) and communication. The latter is an especially sensitive area.

"We briefed agency staff on the need to insure that, if they leave, their replacements understand what is involved in supervising students," said Sandi Beren. "Too often a supervisor who leaves an agency passes on the responsibility for student volunteers without giving his or her successor adequate information."

Another sensitive area, from the point of view of the agencies, is the date upon which they can expect students to report. "We were remiss last year in raising agency expectations for students sooner than we actually delivered," said Pat Hanson. "We got behind schedule, and there was a gap of several months between when the memorandum of agreement was signed and when students began to call for interviews. The agencies' priorities are not always the same as the students' priorities. The VISTA role is to help each group to understand the needs and priorities of the other."

Like all VISTA volunteers, the MIO VISTA volunteers at Chicopee are working on the problem of how to set up a permanent mechanism to deliver student services after VISTA funding runs out in 1977. Several possibilities are under review. One is the formation of student volunteer associations on each campus. The VISTA volunteers hope that, with elected officers, these associations would work together, with or without staff support, to deliver social services.

Another possibility is to approach the Cooperative Colleges of Greater Springfield, a newly formed consortium of the eight colleges, for support of a part-time staff coordinator. If each member college budgeted a small amount, the combined monies would fund a work-study or graduate student who could carry on the VISTA effort. This would work out especially well if each campus had an association with elected leaders who administered individual service projects.

A third possibility is to approach the Executive Office of Educational Affairs to request funding of a branch of the Massachusetts Internship Office in the western part of the state, similar to the Boston headquarters. Finally, the VISTA volunteers are considering the possibility of incorporating the Volunteer Project in order to solicit tax deductible contributions from corporations and foundations. □

#### MEMORANDUM OF AGREEMENT

between

The Massachusetts Internship Office Volunteer Project  
and

The Springfield Center for Alcoholism Treatment & Education

The Volunteer Project strives to match agency needs with qualified student volunteers. The job description provided by each agency will be compiled into a booklet describing available volunteer positions to students at recruitment drives scheduled on each campus. Booklets will remain on each campus throughout the semester and will be accessible to all interested students.

Following placements of students, we will continue to act as a liaison between student volunteers and agencies. Visits to agencies will be made periodically to discuss programs, to evaluate progress and/or to resolve difficulties. We will be on call to respond to any questions or problems that may arise.

The agency will conduct an initial interview with all student volunteers. The volunteer supervisor will explain the agency program, the job to be performed, and discuss the student's own goals and interests. To insure a mutually gratifying experience, the agency will provide an orientation to the overall program and staff members, and comprehensive training for all volunteers. The agency will then send a list to the volunteer coordinator of all students from MIOVP involved in its program.

The agency will provide the volunteers with ongoing supervision. Biweekly supervisory meetings are highly recommended to evaluate the volunteer's progress in the program, or to determine a need for change. The volunteer's supervisor within the agency is responsible for keeping a record of hours and activities. A final written evaluation to the Volunteer Project will be provided by the agency.



# University Year for ACTION Volunteers recruit students for Spastic Children's Foundation

*Responding to the need for volunteer manpower  
at the Spastic Children's Foundation in Los Angeles, California,  
Pepperdine University's UYA volunteers  
are responsible for recruiting and supervising students  
from area colleges and high schools.*

PRIOR TO 1971 ONLY a handful of student volunteers served at the Spastic Children's Foundation in Los Angeles, California. Although the foundation had been using community volunteers since 1944, it was too short staffed to recruit students from surrounding colleges and high schools. In June of 1971, Pepperdine University approached foundation staff to discuss placement opportunities for Pepperdine's University Year for ACTION (UYA) volunteers. The foundation requested that five UYA volunteers be placed in its volunteer office to spearhead a drive to recruit and support student volunteers.

## **Recruiting Students**

One of the first concerns of the UYA volunteers was to design an informative recruitment package—one that would inspire students to volunteer as well as offer enough information about the foundation's structure so that students could decide on the type of vol-

unteer placement that would best match their skills and needs. The UYA volunteers agreed that a slide show would best illustrate the interaction between a volunteer and a disabled child or adult. In conjunction with informational literature, the slide show would also give an overview of the variety of therapeutic and rehabilitative training that the foundation offers the disabled child and adult.

A UYA volunteer whose hobby was photography offered to take the slides. After the slides were developed and selected, the UYA volunteers and foundation staff wrote a script to accompany the pictures.

The slide show illustrated volunteer opportunities available to the students working at the Spastic Children's Foundation, a nonprofit organization concerned with the therapeutic training and rehabilitation of physically disabled children and adults, most of whom have cerebral palsy. The foundation's programs include:



- Residential multidisciplinary treatment for children aged three to 18 in which each child participates in a prescriptive educational and therapeutic program designed to meet his or her unique needs.

- A residential program for severely disabled adults over 18 who require skilled nursing care.

- A semi-dependent program—two residential facilities have been designed for developmentally disabled adults over 18 who are capable of being trained to live semi-independently. Adults in this program often move into the community, where they live independently.

Upon completion of the slide show, Pepperdine's UYA volunteers then contacted student volunteer programs on six area college campuses to set up appointments. They asked student leaders what students expected from a volunteer placement. Time and again they were informed that student volunteers look for training, supervision, and support from agencies. Since the foundation had been using community volunteers for many years, the UYA students were able to incorporate these aspects of agency support into job descriptions for student volunteers. The foundation agreed that all student volunteers would receive:

- Proper training
- On-the-job supervision
- Evaluation, either as part of an academic requirement or for future employment references.

UYA volunteers also contacted local high schools, where they used a slightly different approach. They contacted teachers of service-learning courses and faculty-supervised student volunteer organizations. Their recruitment techniques were similar to those used on college campuses—a slide show, informational literature, and a question and answer period.

Over the past five years, University Year for ACTION volunteers have laid the groundwork for the recruitment of student volunteers. Because of the foundation's concerted effort to provide each student with training, supervision, and support, many colleges and high schools have assumed the recruiting effort and routinely place students at the foundation. Currently 11 colleges and four high schools send student volunteers to the foundation. UYA volunteers still consider recruitment as a major task, however, especially since academic credit has become a consideration. UYA volunteers bring their multi-media recruitment package into the college classroom—recruiting students who are enrolled in psychology, sociology, and special education courses.

### **Placement Opportunities**

The foundation's volunteer office tries to match a student's interests, academic requirements, and career goals with his volunteer placement. All students are given a tour of the facility as part of their pre-service orientation. When a student returns to the volunteer

office, he is asked to fill out an application indicating his interests, academic requirements, and existing skills. If a student is volunteering for academic credit, the student and the UYA volunteer work together to see that his placement fulfills his course requirements, i.e., number of volunteer hours, learning contract goals, special evaluation criteria.

Once a student is assigned to a specific placement, he is trained by staff members responsible for that particular area of therapeutic rehabilitation. In the Physical Therapy Center, where children learn to walk, sit, and get in and out of wheelchairs, student volunteers, trained by staff, teach the children to use the parallel bars to build up their muscles. In the Life Style and Development Center, where children learn to socialize, volunteers lead counting games and simple movement exercises to music.

### **Supervising Student Volunteers**

Of the 150 volunteers at the foundation who contribute more than 500 hours of service each month to the facility, over one third are students. UYA volunteers help to supervise the students by being "on call" when needed, by visiting the students on site, and by supporting them when staff members are unavailable. "Since all UYA volunteers participate in several weeks of foundation training," explained UYA volunteer Terrell Ballard, a sociology major at Pepperdine, "we can easily assist a volunteer anywhere in the center.

### **UYA Training**

Before a UYA volunteer begins his service he is given several weeks of training at the foundation. Each UYA volunteer spends approximately one week in each of the learning centers and residential facilities. This introduction to the foundation's facilities is useful when the UYA volunteer begins to supervise students. One orientation exercise in which UYA volunteers participate is the "wheelchair exercise." For two hours the UYA volunteer is confined to a wheelchair. He is paired with a wheelchair-bound adult resident who acts as the UYA's guide and escorts him during the exercise. Together they participate in the daily routine of the center. "It's quite an eye opener," Terrell Ballard related, "to find yourself confined to a wheelchair—to experience what it is like to be a handicapped person who is totally dependent."

All UYA volunteers are sensitized to the needs of cerebral palsy victims and are able to communicate those needs to student volunteers. UYA volunteers help students to understand that cerebral palsy often leaves a handicapped child or adult without motor control for speech. Even after intense speech therapy, communication may be difficult. "We tell the students not to be frustrated when they are unable to help a handicapped person communicate," Ballard explained. "As long as a student volunteer is patient and supportive, the



handicapped person will relate to that support—even if he cannot do so verbally.”

### **Academic Support**

If a student is to receive course credit for his learning experience, the foundation personnel and UYA volunteers help him to fulfill course requirements through training, supervision, and evaluation. For example, students who are referred to the foundation by the Educational Participation in the Community (EPIC) Program at the University of California, Dominguez Hills, volunteer on a daily basis for 10 weeks for a total of 80 hours of service. In order to receive four units of credit for their experience through the university's Experiential Education Program, EPIC students are required to draw up individual learning contracts. The contracts are signed by the student, his agency supervisor, and his EPIC counselor.

The learning contract defines two objectives that the student intends to fulfill during his 10-week volunteer placement. One EPIC volunteer who worked with a disabled child on a one-to-one basis at the foundation's Speech Therapy Center, helped to stimulate the child's speech muscles. This stimulation helped the child to develop auditory awareness and better speech. Although the child was aware of language and seemed to comprehend what was said to him, his weakened muscles prevented clear speech. After being trained by the foundation's speech therapists, the EPIC volunteer was able to establish two realistic goals for the child: 1) within 10 weeks the child will learn to identify and articulate one primary color; 2) within 10 weeks the child will learn to identify and articulate two objects. The volunteer then stated how he proposed to accomplish these goals, using therapeutic techniques learned during training. The goals and methods were written into the student's learning contract.

### **Pilot Course**

In January 1976 the West Los Angeles Community College initiated a pilot course for students interested in working with the handicapped. The course, "Respite Care Training for the Developmentally Disabled," was designed by Dr. Carol Bellamy, a child psychologist, and staff members of the Neuro-Psychiatric Institute of the University of California at Los Angeles. The curriculum includes lectures, readings, and four hours a week of volunteer service. Bellamy contacted the Spastic Children's Foundation's volunteer office to secure placements for her 26 students. The foundation helped support the students by placing them in areas related to their course of study—physical, occupational, and speech therapy.

Two of the three classroom hours per week are devoted to lectures and readings. These include the types and symptoms of developmental handicaps and therapy used to train a handicapped person in self-help and

self-care skills. The last hour of class is set aside for group discussion, values clarification, and reflection. "This class may be the first time that many students encountered a handicapped person," Bellamy explained. "The group support session gives them an opportunity to air their feelings and explore their changing values toward the handicapped." Students also keep individual journals. UYA volunteers evaluate the students' field work as part of their final grade.

The five-credit pilot course was so successful that the West Los Angeles Community College has incorporated it into its curriculum. The college plans to design a 32-hour certificate program around the course which will enable students to earn a Developmentally Disabled Specialist's Certificate.

### **Volunteer Service**

For the past nine years, VOICE, the student volunteer project at El Camino College in Torrance, California, has referred over 600 volunteers per year to 50 community agencies throughout the Los Angeles area. Students who wish to volunteer at the Spastic Children's Foundation fill out an application at the VOICE office. They spend three hours a week at the foundation. Upon completion of a student's service, UYA volunteers submit an evaluation of the field work to the VOICE office. Dr. Harold Wolpert, faculty advisor to VOICE, has been responsible for screening and referring volunteers since 1969. He maintains a cumulative file on volunteers in the program, so that students may use their evaluations as references when applying for jobs or further educational opportunities.

Volunteer opportunities at the Spastic Children's Foundation are endless. The UYA volunteers encourage students to devote their time in the areas of their individual interests, academic requirements, and career goals. Students who wish to work with disabled adults have opportunities in companionship projects, arts and crafts workshops, and recreational and educational programs.

### **Future Plans**

Sue Jenkins, UYA supervisor and volunteer coordinator, is seeking alternative ways to replace the five Pepperdine volunteers after UYA funding terminates. She is exploring the possibility of using UYA volunteers from the University of California at Los Angeles. She is also considering the use of work-study students from Loyola-Marymount College. The work-study arrangement would mean that the foundation would have to share the expense of the student's stipend with the college. "The role of the UYA volunteers in recruiting, supervising, and evaluating students has made the staff's job easier," Sue Jenkins stated. "Because of their help, we have been able to incorporate student volunteer manpower into the foundation's staff structure with great success." □





*Sigma Phi Epsilon members of the University of Missouri at Rolla work on winterizing a senior citizen's home.*

*A VISTA volunteer assigned to a university town in rural Missouri helped implement a project in which engineering students improved the homes of low-income senior citizens.*

## Engineering students winterize homes of needy elderly

OVER FOUR THOUSAND residents of Phelps County, Missouri, are over 60 years old, and 35 percent of these have incomes below the poverty level. Most survive on Social Security and railroad pensions and cannot pay for expensive bottled gas. Oil and wood stoves are a common source of heat in the Ozarks. Without insulation and storm windows, this precious fuel is wasted. Fire and safety hazards, such as faulty wiring, are often found in the homes of older people who, because of physical infirmities and fixed incomes, are unable to correct them.

Paul Kelly and his wife Rose, a nurse, were recruited nationally for VISTA from the University of Indiana, where he majored in marketing. The Kellys asked for assignment to a rural area and were sent to Rolla, a university town of about 13,000, to work in housing and health care.

Kelly was sponsored by the United Ministries of Higher Education (UMHE) of the University of Missouri at Rolla. UMHE is an ecumenical, off-campus

group that sponsors Gamma Alpha Delta (GAD), a service consortium of 19 fraternities and two sororities at the University. GAD was organized in 1968 to lead interested students in projects designed to alleviate human suffering and need. Kelly's supervisors were two UMHE chaplains, Clayton Smith and Donald Lammers, who serve as directors of GAD's off-campus social service projects.

An important GAD goal is to develop well-rounded engineers and scientists who understand the moral commitments of their professions. GAD gives its 650 members an opportunity to apply the knowledge they have gained in the classroom as a service to needy people throughout Missouri and as far away as the Mississippi Gulf Coast. "We try to help our students to grasp the human dimensions of engineering and technology," said Father Lammers, "so that when they leave the University they will consider the people involved in the engineering projects that they tackle during their professional lives." Over the past eight years, GAD



members have rehabilitated inner-city buildings in St. Louis, made home safety repairs, such as emergency roofing, and chopped and delivered firewood to the homes of needy residents of Phelps County.

"About two years ago we were delivering firewood to a pensioner in Vida—a community of about 150 people—and I looked up and saw cardboard in the windows. My first thought was that it was a real health hazard," said Clayton Smith. From this experience, Smith conceived the idea for a GAD-sponsored home winterization project for senior citizens.

Smith and Lammers approached Phelps County's ACTION Council for information about sources of fi-

nancial support to help pay for materials used in winterizing homes. ACTION Council is made up of leaders of county health and social welfare agencies and civic groups. The Council has a two-year grant from ACTION to support staff, whose job is to help the Council to coordinate local technical and financial resources for volunteers working on county problems, such as health and housing for the elderly. ACTION Council's staff submitted a proposal to the Central Missouri Area Agency on Aging, which awarded \$3,500 for UMHE's use in winterizing homes of senior citizens.

Paul Kelly arrived at UMHE in August, 1975. During Kelly's orientation, Smith and Lammers introduced

## WINTERIZATION CHECKLIST

### HEATING PLANT & DISTRIBUTION SYSTEM

Type \_\_\_\_\_

- Distribution system balanced
- Radiators clean
- Radiators bleed
- Radiators need reflectors
- Radiator valve leakage
- Radiator unobscured
- Fireplace reflector clean
- Fireplace has snug fitting damper
- Heat exchanger for fireplace
- Air inlet for fireplace
- Flues clean
- Flue temperature
- Efficiency of combustion
- Heat exchanger clean
- Draft control in adjustment
- Inlet for combustion
- Registers and grills unrestricted
- Filter clean
- Humidifier suggested

### WINDOWS

- Frame sufficiently snug
- Weather stripped
- Storm windows
- Broken glass
- Replace with  Plastic  Glass
- Calking necessary
- Window cords & pulleys OK
- Do all windows fog up?
- Do leeward windows have a fine mist?

### WALLS

- Insulation adequate
- Vapor seal adequate
- Cracks
- Mortar needs tuckpointing
- Painting needed
- Sulphur candle test
- Excess holes where pipes pass

### ATTICS

- Obvious fire hazard
- Sealed at walls
- Ventilated adequately
- Is ducting insulated?

### ROOFS

- Gutters clean & clear

### DOORS

- Screws tight
- Facings tight
- Weatherstripping
- Storm doors
- Swelling during humid weather

### ELECTRICAL WIRING

- Fuses within spec
- Frayed cords
- Bad plugs
- T.V. ventilated properly
- Fuse box in good shape & labeled

### FLOORS

- Newspapers under rugs

### STEPS

- Loose or damaged
- Fire escape
- Rubber treads on slippery stairs

### PLUMBING

- Water main functional & labeled
- Drain sediment
- Lower temperature
- Dripping faucets
- Flush valve OK

### GAS

- Cooking stove clean & adjusted
- Gas main labeled

### BELOW HOUSE

- Crawlspace overexposed
- Crawlspace ventilated
- Excess moisture

OTHER \_\_\_\_\_



him to Rolla leaders working with senior citizens and to Dave Dillard and Ron King, seniors at the University who work 50 hours per month for UMHE. Dillard, a mechanical engineering major, coordinates the management of GAD projects. King, an electrical engineering major, provides technical assistance at off-campus job sites.

### Home Survey

Kelly's first task was to compile a list of prospective clients to call upon. He got names and addresses of persons on the firewood delivery list from Smith and Lammers—and other names from Rolla leaders involved in Meals-on-Wheels, the Rolla Nutrition Site, and other volunteer programs for senior citizens. Some prospective clients lived in Ber Juan Park, the shoe factory addition area of Rolla, and others lived in scattered, outlying communities. They were widows of farmers and factory workers, a few World War I veterans, carpenters, loggers, and cattlemen.

During his home survey, Kelly estimated the wholesale cost of needed materials for each job. He explained to each home owner or tenant that CMAAA could help to subsidize the cost of materials, and amounts were worked out on a case-by-case basis. Fifty-one percent of the home owners paid for all the materials used to winterize their homes. Others paid what they felt they could afford. The individual arrangements that Kelly negotiated were kept in confidence. Sometimes Kelly made seven or eight visits to a prospective client who was too proud or too shy to ask for help.

After Kelly drew up a list of homes, the list was added to GAD's total project agenda. In September the agenda was presented to GAD leaders, who considered the location of a job—was it in town or would it require a two-hour drive roundtrip; the skills needed; and the number of men needed. Then they drew up their recommendations for a particular job that best fitted their fraternity's qualifications. The fraternity voted whether or not to undertake it. Each fraternity also elected a project coordinator who was responsible for managing the job.

Kelly's next step was to schedule a pre-engineering visit to the client's home. Kelly and the fraternity project coordinator met with the home owner and reviewed the tasks that needed to be done, such as putting up storm windows and doors, installing ceiling insulation, caulking window frames and reputtying windows, and weather stripping doors. They decided the priorities and costs of the various tasks. They also checked with the home owner about possible dates when the work could be done. All-day Saturday commitments were made by GAD member fraternities.

On the prearranged date, Kelly transported the materials, which he had purchased in bulk at contractor's prices, and the tools, which were owned by UMHE, to the client's home in a covered carryall van owned by

the General Services Administration in St. Louis or UMHE's pick-up truck.

A small group of five to 10 fraternity men then met Kelly and their coordinator at the site and put in a full day's work replacing window panes and rotten boards, caulking and puttying window frames, and installing storm windows. Sometimes a home owner cooked lunch for the group. Sometimes a retired construction worker or carpenter joined the group to lend a hand. If a particular job needed more than one day to be completed, another fraternity finished the work at a later date.

One retired couple lived in a two-room shack with a tin roof and no running water. The husband was totally disabled. They had a wood stove in each room and used firewood delivered by GAD men. After GAD men installed plastic storm windows, the house could be heated by one stove.

A widow in Rolla saved 200 gallons of liquid propane gas per year, saving \$74, after GAD men installed ceiling insulation and storm windows in her home. During that fall, 43 homes of senior citizens in Phelps County were winterized. Following the completion of each project, the fraternity coordinator wrote a final report for UMHE and Kelly prepared an expense account of the materials used, the amount contributed by the owner, and the amount donated from the CMAAA grant.

"In addition to giving the men a chance to practice their technical skills and to organize the project, the real value was in the intergenerational exchange—just getting to know the home owners," said Father Lammers. "One house adopted an elderly lady with severe arthritis—the men cleared the land around her home, painted her house, and mowed the grass. It helped her because she lived alone and could not do the heavy work; it also helped her to see people because she had no car and rarely got out. The students enjoyed getting to know her as a person, and she enjoyed having them around because they had such a good time."

### High School Students Involved

In the spring GAD members and high school students in local youth groups spaded 27 gardens for senior citizens who then were able to plant and maintain them. Seeds were donated by the Rolla Nutrition Site. Paul Kelly helped to identify people who needed the service and local newspaper and word-of-mouth publicity advertised the project. Some of the retired people who wanted to garden were the same people whose homes had been winterized during the fall.

Kelly and Clayton Smith explained the UMHE housing and gardening projects at a state-wide conference sponsored by the Missouri Volunteer Program for high school student leaders. They led a workshop on home energy conservation information, resources of the University of Missouri at Rolla, and GAD's structure in the hope that high school students would adapt some of its organizational techniques. □



# Student volunteers enhance UYA adult literacy project

*To lower the adult illiteracy rate in rural Vermont and to supplement overcommitted staff resources of a nonprofit group, a University Year for ACTION volunteer at the Adult Basic Education Center in Winooski incorporated the skills of part-time student volunteers.*

The technical skills and tutoring techniques below are based on the handbook, *Tutor: Techniques Used in Teaching Reading\**—the manual that student volunteers at the Adult Basic Education Center in Winooski, Vt., use during training.

Some of the skills taught are:

- **Sight words**—these are the basic words of the English language. They are words that are not phonically regular, i. e., letter patterns that do not follow sound patterns. They are words that are used often such as “am,” “and,” “have,” “on,” “were,” “with,” “is,” and “to.” They are often words that an adult tutee does not have the analytical skills to pronounce phonically, so they must be “recognized.” A technique for helping a tutee to recognize these words is to put 20 words on separate cards. Ask the tutee to read the words aloud, putting the words he recognizes in a pile; the words he sounds out or guesses in another pile; the words he does not know in a third pile. The tutee then works with the adult on recognizing the words that he is doubtful about or does not know.

- **Phonics**—these are the sounds that letters symbolize. Student volunteers are trained to understand the phonic relationships of the English language. Since students are often unfamiliar with phonic sounds, the Adult Basic Education Center emphasizes a thorough understanding of the principles of phonics before a student begins to tutor.

*\*Copies may be ordered from the Literacy Volunteers of America, Inc., 3001 James Street, Syracuse, N. Y. 13206.*

## TECHNICAL SKILLS & TECHNIQUES

- **Phonics in pattern**—this is the relationship between clusters of letters and clusters of sounds they symbolize. The most prevalent letter cluster in the English language is the consonant-vowel-consonant pattern or rhyming words.

- **Printing and cursive writing**—printing is the easiest to learn, so tutors are instructed to teach their tutees to print. Cursive writing is usually taught later, but can be useful in aiding a student who has difficulty connecting letters during reading exercises. Many tutees progress more rapidly in reading than in writing. Volunteer tutors are reminded that they should not try to match the progress of a tutee’s reading skills with that of his writing skills, but rather should reinforce the progress of each skill at the tutee’s own pace.

Techniques for tutoring adults are also discussed during training. Unlike the young tutee who is currently in school yet falling behind in his reading, the adult has not been in a classroom for many years, and is often shy or embarrassed by his lack of skills. The Adult Basic Education Center’s training emphasizes the fact that the adult who comes to the center for help expects to achieve a goal—to be able to read and write well enough to obtain a driver’s license, read the want ads, or fill out a job application. It is the volunteer tutor’s responsibility to incorporate that goal in a supportive, non-threatening manner.

Student volunteers are reminded to exercise patience and to pace their tutoring to their tutee’s



ACCORDING TO AN Office of Education survey conducted by the University of Texas in 1975, there are 23 million functionally illiterate people in the United States, over the age of 16, who cannot read or write English well enough to obtain a driver's license or fill out a job application. In Vermont a 1973 Office of Economic Opportunity study identified more than 20,000 adults who had less than an eighth grade education. The Adult Basic Education Center in Winooski therefore developed a series of tutoring programs to provide those adults with functional literacy skills.

The Adult Basic Education Center, a nonprofit organization supported by Federal and state monies, relies on volunteer manpower to supplement its professional staff. The center designed three projects to teach illiterate adults to read and write: 1) Classroom instruction—small groups of adult non-readers are taught literacy skills at the center; 2) Home tutoring—community volunteers and center staff make home visits to teach literacy skills on a one-to-one or family group basis,

and 3) One-to-one tutoring—student volunteers from the University of Vermont, in Burlington, tutor adults on a one-to-one basis.

The One-to-One Tutoring Program was implemented by University Year for ACTION volunteer Jerry Webster. Webster, a former Peace Corps volunteer with a degree in secondary education, approached the University of Vermont's UYA office in an effort to identify a graduate degree program in education. He hoped to enroll as a UYA volunteer and to continue his studies at the graduate level. The center submitted a proposal to the University's UYA office for support of a coordinator of volunteers to recruit, train, and supervise University of Vermont students to be tutors of illiterate adults. The center and the UYA office agreed that Webster would be an ideal candidate for the position. He was assigned to the center in June of 1975.

Under the supervision of Nancy Slater, the center's Administrative Director, Webster familiarized himself with the language, techniques, and methods needed to

## FOR ADULT LITERACY TRAINING

individual learning rate. Some adults are not able to distinguish the individual sounds of a spoken word and will gain little from phonic instruction. For these people, one technique is to help the tutee associate that word with a similar word in the same family, such as "way" and "day."

Another method for helping the tutee recognize words is the visual technique. The tutor writes the word on a card and holds it up, instructing his tutee to "take a picture of the letters in the word exactly the way you would take a picture with a camera." He then asks the tutee to look at the word and pronounce it. Then the tutee is asked to close his eyes and picture the word in his mind. The tutor asks, "Can you see the word? Now, open your eyes. What is the word?"

Helping the tutee achieve his goals is of paramount importance. During training student volunteers learn to identify printed materials that might be used as teaching aides. For example, if an adult tutee wishes to be able to read the newspaper ads in order to shop more wisely for groceries, the student tutor is encouraged to use grocery store ads in the newspaper as tutoring materials. Since many of the grocery ads are printed in capital letters, the student tutor prints those ads in capital letters on cards: ORANGE JUICE: 3 CANS FOR 65¢. The tutee is then asked to read the words out loud as the tutor reads along with him. Once the tutee recognizes these words, the tutor can cut out grocery ads from the

newspaper and guide the tutee in reading those words in the context of the ad.

"The experience story" is another method that student volunteers can use while working with adult tutees. Often an adult is afraid of learning to read because for so many years the printed page has been a mystery to him. One technique for helping a tutee to overcome his fear is to ask him to talk about an experience or relate something he enjoys doing. Using printing, the tutor takes down the tutee's own words.

This "experience story" then becomes the basis of the tutoring lesson. The tutor reads the first sentence aloud and points to each word as he reads it. He then asks the tutee to read the sentence as the tutor points to each word. The key words are underlined and then written in manuscript on cards. The tutor then helps the tutee put each card under its underlined duplicate in the first sentence of the experience story. The tutor reads the word aloud as the tutee matches the cards. No more than six or eight new words are taught in a single lesson. The cards are then mixed up and the tutee reads them without matching them.

If the exercise goes well, the tutee uses the cards to duplicate the first sentence of his own story. This story then becomes the basis for several tutoring lessons. The ability of the tutee to be able to read his own story becomes a major achievement in his journey toward literacy.



teach an illiterate adult. He spent several weeks mastering the techniques used to train community volunteers, and he attended a 12-hour workshop for center staff.

He then began to organize a comprehensive student volunteer program by working out a series of goals that would meet both agency and student expectations. These were:

- The tutoring assignment would be two-semester.
- Each volunteer would tutor twice a week for one hour in the tutee's home or a mutually convenient place.
- There would be four training sessions in late September. Each session would be three hours for a total of 12 hours of pre-service training.
- After a volunteer was matched with an adult tutee in October, he would then join a small support group which would meet monthly with Webster to talk over teaching situations.

These goals were then incorporated into volunteer job descriptions so that when Webster approached professors at the University's Department of Education he was able to provide concrete information as to the center's role in the training, coordination, and support of the students. He was encouraged by several professors to return in September and to recruit volunteers during class time. His recruiting effort included an explanation of the program, the reasons for Vermont's high illiteracy rate, and the responsibilities of the tutors. The professors supported his effort by agreeing to grant four units of academic credit to student volunteers who participated in the two semester program. Webster recruited 40 interested students.

He then held an orientation session, going into specifics about the program, the training sessions, and the volunteer's role as a tutor. After the orientation, 35 students signed up and training sessions were scheduled.

The four training workshops which Webster conducted addressed the major issues of tutoring the functionally illiterate adult:

- Causes of illiteracy—promotion from one grade to another based on age rather than academic achievement; family problems; dropping out of school.
- Administration of diagnostic tests—pre and post testing of tutees to ascertain competencies and progress.
- Technical skills—sight words, phonics, phonics in pattern, cursive and manuscript writing.
- Techniques for tutoring adults—setting achievable goals; rates of progress; patience.

### **Diagnostic Testing**

The Adult Basic Education Center uses the testing materials, literature, and training design of the Literacy Volunteers of America, a nonprofit organization headquartered in Syracuse, N. Y. Student volunteer tutors are trained in the proper administration of the READ—Reading Evaluation Adult Diagnosis—test. The READ test measures:

- Number and variety of recognized sight words

- Specific reading skills in relation to the alphabet (names and sounds); two or more letters that make one sound (sh, oi, aw)

- Blends (bl, cr)
- Phonic patterns (mat, sat, fat)
- Reversals (was for saw)
- Word recognition and comprehension.

Student volunteers are also trained in Literacy Volunteer methods (see box on page 34).

### **Matching the Volunteer**

The Adult Basic Education Center receives referrals for its tutoring services from a variety of sources. Local welfare agencies, churches, and former students steer their non-reading neighbors and friends to the center. Webster's role was to match the student volunteer with the adult tutee. He did this by telephone.

After receiving the name and telephone number of a prospective tutee, he phoned him and asked him about his interest in the project. If the adult expressed a willingness to be tutored, Webster asked him several non-threatening questions about his current reading competencies, such as, "Do you have a driver's license?" "Would you like to get one?"

Webster then contacted a tutor whose free hours coincided with the tutee's. Tutoring sessions were usually held at the tutee's home—an environment conducive to learning. However, if the tutee or tutor had difficulty with transportation or if either party could not meet at the tutee's home, then another setting was used such as the center, the local library, or a recreation center.

During the first few months of the tutoring program Webster met with tutors in small groups. He divided the 35 tutors into groups of five and met monthly with each group to discuss the progress of their tutees, the methods they used, and to explore new tutoring techniques. After the first several months, however, the student volunteers gained the confidence and skills to continue tutoring without the support group meetings. If difficulties or problems arose during tutoring sessions, individual tutors contacted Webster directly.

With the help of University of Vermont students, the Adult Basic Education Center staff, and community volunteers, more than 1,000 adult non-readers throughout Chittenden County were brought up to a functionally literate level. As Webster's UYA commitment ends and he joins the staff of a local high school as a reading specialist, Nancy Slater is looking toward the future. She is hopeful that Federal funds might enable her to hire a full-time staff person to continue Webster's function. She has considered a University of Vermont work-study student or student teacher. Webster has already begun to recruit student volunteers for the fall semester. Many student tutors have agreed to volunteer again without credit. "Students have made a positive impact on the problem of illiteracy in Chittenden County," Nancy Slater said. □



# VISTA volunteers and Santa Cruz students meet tenants' needs

*In an effort to bring recreational and educational services to tenants living in Federally owned or subsidized housing in Santa Cruz County, VISTA volunteers recruited students from the University of California for 10 projects designed to meet tenants' needs.*

IN SANTA CRUZ County, California, there are over three thousand people living in Federally owned or subsidized housing. Tenant eligibility is based upon income level and number of dependent children so that a tenant might be a single head of household with a young child, a couple with several teenage children, or a recently widowed senior citizen. Under Federal housing regulations, Federally owned or subsidized housing must provide tenants with "services" as defined by the tenants' own needs. The Santa Cruz tenants voted to allocate a percentage of their rent for recreational and educational services that would benefit all tenants, young and old. As a result the Housing Authority of the County of Santa Cruz, an organization that represents the landlord for the Federal housing units, established a Tenant Services Organization.

## **VISTA Volunteers Requested**

Delivery of recreational services to the tenants in 25 housing projects throughout the county was difficult, however, because of a small staff and operating budget, so the Housing Authority requested VISTA manpower. In the spring of 1975, five VISTA volunteers were assigned to the Santa Cruz Housing Authority. Of these, two were locally recruited and familiar with tenant needs. Three were experts in special fields — David Grass, counseling; John Brissenden, early childhood education; and Margie Cole, senior citizens. Although it was apparent that such a combination of expertise could result in the eventual development of recreational and educational services, the Tenant Services Organization was still too short of staff to win tenant confidence by actually delivering those services.

Celia Welterlen, staff member and Special Services Supervisor, suggested that the Tenant Services Organization should strengthen its outreach capabilities by recruiting student volunteers. For the past year students from the University of California at Santa Cruz (UCSC), located only a few miles from the Tenant Services Office, had been trickling into the office, requesting an opportunity to serve the tenants, either on a voluntary basis or in conjunction with a field work assignment for a psychology or sociology course.

## **Campus Recruitment**

"The VISTA volunteers and I began a campus recruitment drive," Welterlen explained. "We approached the field placement staff responsible for placing students in service-learning opportunities in the community. We placed ads in the campus newspaper. We visited professors who offered practicums as part of their courses and encouraged them to let students know of the volunteer opportunities at the Housing Authority. We also contacted a student volunteer, Pat Simmons, who had been working with tenants in the Watsonville project, for advice."



In the fall of 1975, Pat Simmons, a UCSC senior, had ventured into the Tenant Services Organization office in search of a field placement. He was told that several of the Watsonville tenants had requested an after-school recreational project for teenage hoys. Simmons was asked if he would coordinate a weekly volleyball game for the kids at Watsonville. He agreed and then recruited five other students to work with him.

When VISTA volunteer John Brissenden approached Simmons for advice on recruiting students, Simmons suggested that they submit a joint proposal to the university for the establishment of a Housing Authority Project Office on campus. This office would facilitate the fielding of student volunteers to Tenant

Services. Simmons also pointed out that a campus organization could request UCSC student government support and that, if the proposal were accepted, volunteers could use university vehicles to transport students to the scattered housing projects.

Brissenden and Simmons prepared a proposal and submitted it to the Community Services Committee—a faculty-student group responsible for allocating student government dues to community service projects initiated by students. The Committee's criteria for funding a project are: degree of student volunteer involvement, impact on the community, and degree of project self-sufficiency, i.e., its access to other sources of financial support.

### AREAS OF VOLUNTEER SPECIALIZATION

Seniors	Visitation—outreach Arts & crafts
Youth Employment	Interviews and placement Recruit jobs and youths
Newsletter	Writers/reporters Photographers Translators
Tutoring	Help kids with homework Teach adults English
Pre-school	Playgroup leader Child care
Field Trips	Day/weekend (Camping, sightseeing, plays, films, etc.)
Sports	Coach (basketball, volleyball, soccer) Organize games
Recreation	Assistants or teachers of crafts, music, ceramics, batik, sewing, baking, and yoga
Administration	Housing Authority Community Project staffing Translators
Projects	Garden Play area-refurbish/start Volunteer-initiated projects

### SAMPLE VOLUNTEER JOB DESCRIPTION

**Purpose:** To provide consistent, service-oriented contact with members of the tenant group. Volunteer will be assigned to one Housing Authority Unit.

**Responsibilities:**

1. Assess tenant needs.
2. Organize new activities and services around these needs.
3. Remain in regular, consistent contact with the tenant group.
4. Ensure that the tenant group receives desired service(s) from Housing Authority and/or other community groups.
5. Encourage and facilitate the involvement of other community service agencies and individuals with the tenant group.
6. Act as an informal counselor to members of the tenant group.
7. Participate in activities planned for tenants.

All publications are listed in *Synergist* solely as an information service for volunteers. Inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included. NSVP does not stock publications listed. Orders must be sent directly to the source. The National Student Volunteer Program quotes prices of publications only as a service and is not responsible for changes which may occur without notice.



The Committee approved the proposal submitted by Brissenden and Simmons and awarded a grant to the Housing Authority Project for transportation expenses and an office in the student union.

### **Orientation and Training**

The campus office and a recruitment drive generated a great deal of interest among UCSC students. More than 60 students attended an orientation held on campus by the Tenant Services staff and over half of these enrolled in a four-day training workshop, "Short-Term Client Systems." Offered by VISTA volunteer David Grass, who received his counseling training from the National Drug Abuse Training Center in Arlington, Va., before joining VISTA, the workshop was part of an effort to prepare students to communicate with tenants effectively.

Conducted over two consecutive weekends, the workshop is designed to increase trainees' listening and counseling skills through an intensive series of affective skill building exercises. University sociology and psychology professors encourage their students to participate in the workshops, and award one unit of academic credit to those students who complete the 40-hour training program.

As the recruitment drive progressed and students were trained, the structure of the Tenant Services Organization began to formalize. "Although Tenant Services is not a highly structured office," Welterlen said, "we realized that in order to use student volunteer manpower efficiently we would have to give the students guidelines for working in the tenant community." Welterlen prepared volunteer job descriptions and VISTA volunteers developed an on-site orientation to familiarize students with housing project locations and community resources available to them.

The VISTA volunteers responsible for coordinating programs in areas such as pre-school education and job skills training supervise those student volunteers who choose to work with them. In that way VISTA volunteers and student volunteers work together to deliver tenant services.

### **Student-Initiated Projects**

"Many recreational services are student-initiated," VISTA volunteer John Brissenden explained. "A student might get an idea for a recreational activity that involves several apartment units. If he has any problems finding equipment, getting transportation, or coordinating the effort, he comes to a VISTA volunteer for technical assistance. However, if a student is familiar with the resources and can deliver the service independently, we are willing to let him move forward entirely on his own initiative."

"Each housing project has a personality all its own," Welterlen explained. In Watsonville, which is 16 miles south of the Santa Cruz campus, the majority of the

tenants are Mexican-American. Therefore a special effort has been made to recruit student volunteers who are either bilingual or are majoring in Spanish. In a Santa Cruz complex at the north end of the county, senior citizens are the tenants. Student volunteers have introduced an oral history project in which senior citizens record their memories on tapes.

Both VISTA and student volunteers strive to meet the tenants' diverse needs. Whether a volunteer acts as a role model for a group of teenagers or helps a welfare mother to learn new techniques for caring for her pre-school child, that volunteer gives service in a non-threatening, supportive manner. Most volunteers work closely with local social service agencies. Often they represent tenant interests. For example, John Brissenden and several students set up a day care center in one of the housing projects. When it became apparent that more money was needed to keep the center open on a daily basis, Brissenden approached a local child welfare agency for support, which was granted. As a result, the day care center expanded and improved its services, thereby enabling it to service a greater number of employed mothers.

### **Monthly Newsletter**

VISTA volunteers publish a monthly paper, *The Resident Newsletter*, which is distributed to all tenants and volunteers in an effort to inform readers of recreational activities and social service opportunities, such as new food stamp legislation or free breakfasts for pregnant women. The newsletter also serves to exchange information among the local housing project communities.

### **Future Plans**

Because of the unique staffing pattern and structure of the Tenant Services Organization and the fact that VISTA funding is running out, Celia Welterlen and the five VISTA volunteers are giving serious thought to the future. One of the options being explored is the transfer of sponsorship to the University of California at Santa Cruz. For example, a possible solution might be for the Housing Authority Volunteer Project Office on campus to be staffed by work-study students.

For specialized tenant services, such as the Parent Education groups, VISTA volunteer Brissenden has already solicited the support of university faculty to incorporate the volunteer effort as the field component of a Child and Community Resources course.

Santa Cruz County's Tenant Services Organization has been able to field a variety of tenant-identified needs because of the close cooperation between VISTA volunteers and UCSC student volunteers. "Without this cooperation," said Celia Welterlen, "we never would have been able to meet tenants' requests for job skill training, recreation, parent education, and day care." □



## **Getting It Together** *(Continued from page 20)*

work together to develop a training agenda. One popular method is to obtain agency permission to include student volunteers at regular agency staff meetings. In this way, the volunteer can learn from professionals without impinging on their busy schedules. Another method is to set up a series of in-service workshops during the evening or on weekends and invite outside experts or guest trainers.

Community resources, such as major industries, should be surveyed, and their potential for volunteer training assessed. Does a local plant have an industrial psychologist on the staff who could come and speak to your volunteers? Check out churches, YMCAs, the Chamber of Commerce, and other community groups to find out what resources are available and how they can be plugged into your volunteers' training agendas.

### **Supervision**

Supervision of student volunteers is a give-and-take process, and it is important that there be two-way communication between volunteer and supervisor. Often this is contingent upon the degree to which the volunteer can identify or empathize with the supervisor. ACTION volunteers who have themselves been student volunteers frequently can be more effective supervisors than agency staff who have only supervised salaried staff and therefore have different expectations.

There are certain situations where consistent and skilled supervision of student volunteers is critically important. Examples of these are if a volunteer is in a single placement with no peer support, if success on the job will have direct bearing on future employment, or if a volunteer's job situation is unstructured, requiring imagination, resourcefulness, irregular hours, and considerable personal judgment.

One effective method of supervision is to pair a new volunteer with an experienced one in a buddy system. The experienced volunteer can show the new one the ropes and offer support and advice while they work together on the job.

### **The Team Approach**

Another method is the team approach. Small groups of volunteers in a single agency have a team leader who provides day-to-day supervision. As leadership styles vary, it is important to select a team leader who has strong technical skills and relates well to all kinds of people—clients, paid staff, and other volunteers, both students and non-students.

Student volunteers often are asked by their teachers or professors to draw up learning contracts. A learning contract is a document that spells out learning and service goals, procedures, and evaluation methods. It is

best to have a contract if academic credit is awarded for community service activities. It makes clear to the volunteer the nature of the evaluation and the timing of evaluation procedures. All parties involved—student volunteer, ACTION volunteer, professor, agency supervisor, and campus volunteer coordinator—should have a copy of the contract.

ACTION volunteers charged with supervising students may wish to consider techniques for communication and evaluation such as group meetings—weekly sessions to review goals and tasks, discuss obstacles, and air issues—or pre or post-work meetings, when supervisor and volunteers meet daily on site.

These methods are more efficient than unplanned, unstructured supervision, where the supervisor serves as a trouble-shooter. Trouble-shooting is time-consuming and does not help the volunteer to develop the ability to solve problems. It also confuses the clients and generally disrupts smooth operation of the program.

No matter what method of supervision is chosen, be sure that the volunteer knows to whom he reports, how he reports, and when he reports.

### **Gaining Institutional Support**

ACTION volunteers are short-termers. One of the biggest problems they face is to find ways to insure the continuation of volunteer programs after they complete their one-year commitments. There are two different approaches to this.

One method of institutionalizing a student volunteer program is to approach college administrators and faculty to gain their support for establishing a staff-directed service-learning program on campus. In soliciting support, ACTION volunteers may consider writing a proposal stating the benefits gained by clients in the community who have received direct services from students, the improved image of the university in terms of its community relations, the educational benefits to individual students who serve in off-campus placements, and the need to facilitate off-campus placements for students in courses where credit is awarded.

Another approach is to identify underclassmen with leadership potential and to develop that potential. Student leaders who return the following year can assume responsibility for setting up a campus organization and carrying on the tasks of recruiting and placing student volunteers.

Developing student leaders or writing a proposal for presentation to campus administrators requires an additional investment of time and effort by ACTION volunteers, but the return on that investment is well worth it. Students in high schools and colleges bring energy, flexibility, and imagination to community service projects, and it is in the best interest of the clients served to insure that continuity and leadership—be it student or staff—have been established. □



# HELPING STUDENTS TO DEFINE THEIR LEARNING GOALS

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SIMPLY LIVING is not learning, nor should anyone receive academic recognition for just being alive. However, sustained intellectual participation in an off-campus experience might well deserve academic credit. Generally, working requires intellectual participation, but you can perform a job day after day and, after learning the fundamental tasks involved, learn very little—if anything—additional about that job. A person who continues to learn is one who seeks to understand the meaning and purpose of the job in the broader world of work. Similarly, a student volunteer learns by relating the tasks he performs on the job to larger issues, such as concepts of bureaucratic organization and behavior. In short, he attempts to meld action and theory; to integrate

service and learning in one job.

Many schools and colleges now provide avenues for academic recognition of service-learning internships, and students should explore all possibilities for receiving such recognition. Similarly, it is hoped that academic staff will investigate the learning potential of service-learning and institute measures for recognizing it. Agency personnel currently hosting students might encourage local academic institutions in the same manner.

## **Inventory Skills**

A learning contract is basic to the formulation of a service-learning program. The first step in drawing up a learning contract is to identify specific learning opportunities that an internship affords. This is a two-part process: a “counting up”

and a “counting down.” The “counting up” process is an inventory of an individual student’s skills, knowledge, and competences that are relevant to the proposed field experience. This inventory should speak both to the range of skills and the degree of expertise or level of achievement that the student has attained.

Let us assume that a student has an opportunity to serve an internship in a community facility working with handicapped children. Included in his counting up inventory would be related academic courses, such as psychology and early childhood education. However, he should not overlook less obviously related one, such as physical education courses in swimming or modern dance. These courses would be relevant to the



internship because they provided a student volunteer with movement skills useful in therapy sessions with a handicapped child.

### Student Expertise

Certainly certificates awarded for specific expertise, such as an advanced first aid card or a senior life saving certification, should be listed in the inventory. Other achievements that the student had already attained—artistic, musical, athletic, or leadership—help to provide a more complete personal profile. A list of readings that the student has done that would aid in performing the job, though perhaps not academically recognized, demonstrates background related to the field experience.

Past internships, employment, and/or volunteer service should be counted; in this example, those experiences that have involved working with children or the physically handicapped would be included in the inventory. Past volunteer positions can be as important as paid jobs, for they serve as indicators of breadth or depth in a particular skill or competence. Finally, it is important for the student to indicate his level of competence in each area. Put together, these form a complete profile of a student's current skills, competences, and knowledge.

### Attaining Skills

The "counting down" process involves understanding the opportunities that an off-campus assignment offers the student to attain *new* or *improved* skills, knowledge, or competence. This requires finding out in greater detail the specific tasks and responsibilities to be assumed in the proposed volunteer assignment and analyzing them prior to establishing specific learning objectives.

For what reasons might a student select a particular service-learning internship? To gain preprofessional experience before entering a professional position or educational

## SAMPLE CONTRACT

### Internship Description

Host Agency: Agricultural Extension Service, Desert Rock, Cal.  
Assignment: To form a youth club for urban teenagers in a *barrio* neighborhood who do not respond to the regular 4-H program; to introduce nutrition information to club members.  
Time Commitment: Ten hours per week for one semester  
Agency Supervisor: Ernie Powers, Youth Liaison Officer  
Faculty Advisor: Dan Gibson, Professor of Psychology

### Inventory of Skills, Competences, & Knowledge

- Worked with housing project youth in an after-school art program for one semester. (Paid)
- Worked as a part-time teacher's aide for one semester. (Volunteer)
- Fluent in Spanish.
- I am considering a career in youth outreach work.

### Service Objectives

- To form a club of young people under 15 years old from the Northside neighborhood.
- To plan and implement a nutrition education program for the club.

### Service Procedures

1. To become familiar with the Agricultural Extension Service, especially its youth outreach program.
2. To become acquainted with the Desert Rock community, especially young people, their parents, and teachers at the Casa Loma School.
3. To help draw up club by-laws; elect officers; establish a committee system.
4. To introduce club members to recreational activities and audio-visual materials giving nutrition information.

### Learning Objectives

- To understand the impact of *barrio* environment on teenage development.

program might be one reason. An example of this would be working with handicapped children prior to enrolling in a special education program. Exploring a possible career to see if one really would enjoy doing that type of activity for the rest of one's life, e.g., working as a nurse's aide before entering nursing school, is another reason. Social action or community involvement as a way of working out one's humanitarian concerns might be a third reason. Affective development, focusing on personal growth and improving interpersonal skills, is also a valid reason.

Additional reasons could be basic work experience to acquire new or improved job skills or a field research setting to test theory and practice. In the latter case, a student might seek to gain a deeper understanding of an academic area such as learning theory. Each of these reasons offers a somewhat different set of basic learning objectives, but being clear about why one wants to work, as in the example of working with physically handicapped children, helps to clarify the specific learning opportunities that the prospective assignment offers.



•To test a variety of organizational techniques that I studied last year in a Social Psychology course.

#### **Learning Procedures**

1. To keep a journal about my expectations and observations of the teenagers; their responses to different organizational techniques; how they change and how I change during the course of the semester.
2. To read ten selected books on adolescent development.
3. To compile an annotated bibliography of my reading list.

#### **Involvement of Agency**

1. Ernie Powers will give me four hours of on-site orientation.
2. I will have access to the reference library of the Extension Service.
3. I will attend Extension Service staff meetings once a month.
4. I will meet with Ernie Powers once a week to:
  - a. Discuss problems and ask questions related to my assignment.
  - b. Receive verbal feedback from him about my progress.

#### **Involvement of Faculty**

1. Prof. Gibson will meet with me once every two weeks to discuss the assigned readings.
2. I will submit my journal to him once a month and upon completion of my assignment.

#### **Evaluation Procedures**

1. Upon completion of my assignment, I will have an exit interview with Ernie Powers. There will be no written evaluation from the host agency.
2. I shall write a short self-evaluation for Prof. Gibson, consisting of excerpts from my journal, my readings, and from the feedback that I receive from Ernie Powers during the semester.

Approved: \_\_\_\_\_  
Student      Agency Representative      Faculty Member

Date: \_\_\_\_\_

After a student has catalogued his or her personal skills and knowledge and has developed a clear rationale for the internship, a learning contract may be prepared. Up to this point, the main actor has been the student. However, in a learning contract for an off-campus community service assignment, there are three parties involved—the student, a faculty mentor or advisor, and a representative of the agency to which the student will be assigned. There is an analogy between a learning contract and a three-legged stool. A stool with two legs is at best a

precarious arrangement and, unless one is quite careful, it falls over. The work either becomes largely an academic exercise or just a job. An experiential learning contract needs all three parties to “sit” well.

#### **Specific Tasks**

The student needs to express in writing his learning agenda and the specific tasks or responsibilities to be accomplished. The faculty member needs to indicate that if these tasks are accomplished and documented, the learning gained from doing them has academic cre-

ditability. The agency representative needs to indicate agreement with the student’s job activities and his or her learning objectives. Of course, a learning contract could be written solely for a student’s use as a means to further his or her intellectual growth, or personal development apart from school or college sanctioned activity.

#### **Formulating Objectives**

How should service and learning objectives be written? First it is essential to have a description of what the student volunteer will do on the job. In the example shown, this is the part labelled, “Internship Description.” Ideally, it should spell out the duties and responsibilities of the student, much like a standard job description.

The learning objectives should be described next. It is desirable that the learning objectives be written in such a way that they might be easily measured or evaluated upon completion of the experience. For example, “to learn more about handicapped children” does not tell anyone much about the state of the student’s knowledge, either before or after the internship. “To plan and implement a 20-minute physical therapy program for physically handicapped children” is more specific.

There are different points of view with respect to writing learning objectives. Some people prefer to describe behavioral outcomes, i.e., tasks that the student will be able to perform upon completion of his volunteer assignment. No matter what terms are used to describe them, service and learning objectives should list new skills or knowledge to be attained by the student as a result of his community service assignment.

Another consideration is the amount of time allotted to the experience, either in terms of hours (per day, week, or whatever) or proportion of time in relation to time spent on other activities. Further, specific procedures to be



followed should be spelled out. For example, will the student give periodic written or oral reports, write a final paper (and for whom—faculty or agency), keep a journal, or read books? How will the learning be documented?

### **Stating Responsibility**

Responsibility to the agency in which the experience will occur needs to be clearly stated. By incorporating such a statement, the host agency's personnel can review a student's learning expectations and perhaps include the student in staff activities not otherwise contemplated. Furthermore, attention should be given to the nature of the involvement of both faculty and the agency personnel with whom a student will work. For example, to what extent does a student expect his faculty sponsor to be involved—occasional site visits, regular campus meetings, etc. Similarly, it is appropriate to indicate the kind of support, beyond routine supervision, that the student expects from agency personnel, particularly in areas of involvement that might not be available to student volunteers (staff meetings or access to files).

Finally, the methods proposed for evaluation of the internship should be stated in order that all concerned have a clear understanding of how the experience will be reviewed upon completion. Once completed, the contract should be signed by the student, the faculty member, and the agency supervisor.

### **Monitoring the Contract**

Now that a contract is on file, what are some ways to monitor it? Periodic monitoring by any of the parties involved is one way to check on the congruence of the contract with the student's unfolding and therefore changing experience. The first and most obvious way is to review periodically a student's performance or activity in the context of the specific terms of the contract. Is the student achieving

the stated goals or is he making progress toward fulfilling them? If not, what are the obstacles? How can they be overcome? Are the student's expectations unrealistic? Is there need to renegotiate the contract? This should always be an option. A biweekly review that results in a written summary or evaluation of activities in relation to the student's learning goals may serve as a progress report to the academic sponsor.

### **Feedback**

Seeking verbal feedback from supervisors, fellow workers, or faculty mentors allows for occasional, informal evaluation of a student's activities. On a more formal level, feedback may occur in a seminar setting where a skilled faculty or agency person poses questions that facilitate critical analysis of situations or events and pushes a student's observations to broader concepts. Situations that raise questions concerning a person's values are often the beginning of the reflective phase of experiential learning.

### **Utilizing Workshops**

Another way to monitor a student's learning during an internship is to ask him to take advantage of any workshops or seminars related to the internship, such as a weekend psychodrama workshop.

How do you help a student to document what he or she learned in the field—to document the fact that the learning objectives were fulfilled? Specifying job activities, duties, and responsibilities, and what new knowledge, skill, or competence was acquired as a result of the internship, is a beginning. How do these correspond to those stated in the contract? Also, were new or additional duties or responsibilities assigned and performed? Keeping a journal of daily activities, questions, new insights, newspaper clippings, and photographs is a useful device that facilitates later reconstruction.

Some experiential education programs require students to select from their journals a specific number of "critical incidents" and write essays that reflect more fully upon those incidents, especially about how a particular incident was resolved. This "critical incident" approach typically uses the term to distinguish events or situations that challenge a student's existing values, such as the need for public assistance, cultural differences in interpersonal communication, or legal equality.

### **Evaluation**

Several forms of evaluation might be used to document learning. An exit interview with the agency supervisor or, if feasible, an evaluation by a student's peers or clients, incorporates several evaluative methods. An evaluation should be done critically and from a learning perspective. A brief general letter serves no purpose. An oral evaluation session that includes agency personnel, faculty mentor, and student, focused on the learning contract, is another approach. Finally, a self-evaluation that requires a student to speak to his accomplishments as well as his failures is another device.

Each method of evaluation selected (and preferably more than one will be used) should reexamine the contract and assess the degree to which it was fulfilled.

To summarize, making a service-learning internship a self-conscious learning experience requires five steps: an initial *inventory* of the student's personal skills and knowledge prior to the assignment; *identification* of new skills and knowledge that the internship might provide; *negotiating* a three-party contract or statement of specific learning objectives available through the internship; *monitoring* the student's activities to see if the learning contract is being fulfilled; and, finally, *documenting* the learning acquired in the off-campus setting. □



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# ISRAELI

## Youth Befriend Immigrants

CILLI BRANDSTATTER  
Tel-Aviv  
Israel

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ONE OF ISRAEL'S MAJOR internal problems is the economic, social, and cultural integration of the thousands of immigrants taken in each year. Many come from the less developed countries of Africa, the Middle East, and Asia, entering Israel with no money and few skills—but with large families to support. The cultural gap is equally serious, for their life styles and mores are very different from those of the urban Israelis whose basic backgrounds are Western European.

Most of these recent immigrants have been settled in "development towns" where they find jobs as unskilled laborers on public projects or as agricultural workers. Gradually they will be absorbed into the nation's general economy, but as long as they live in the development towns, they are culturally isolated. It is particularly difficult for their children to become a real part of their new homeland.

The new government is aware of this problem, and funds have been provided to finance programs in health, education, and social welfare. But all the help must come from outside the development towns. Doctors, nurses, teachers, and social workers visit these communities rather than live in them. The situation is sim-



Photo by Uri Mishrahi

ilar to that of U.S. public health doctors and social agency workers who visit Indian reservations. They provide a much needed service, but they are not themselves a part of the community.

Israel has two groups of young volunteers who serve the families in the development towns, particularly the children, by living among them for a year. ODED volunteers are 18-year-old high school graduates from the *kibbutzim*, while RE'IM (neighbors) are members of the Israeli Scouts. Both groups are small—about 150 in ODED and 35 in RE'IM each year. The numbers could be much larger, but 18 is the age at which Israelis begin their military service. Boys must serve three years and girls two, and the military cannot at this time afford to give deferments, even for vital social work. Currently, only one in five applicants are granted one-year deferments to serve in one of the volunteer groups.

The relatively small number of volunteers means that only a limited number of development towns can be served—16 by the two groups—so the communities are chosen according to priority of need.

The young volunteers selected are divided into groups of eight to 12 for assignment. Each group is then given two weeks of pre-service orientation. In the orientation courses, the volunteers receive group instruction related to the problems they are likely to encounter. They have an opportunity to meet and know others in their group, and they are introduced to the town in which they are going to work. Then, in their town, they work for two or three weeks with the group that they are to replace. In this way they can become familiar with the projects underway so that good activities can be con-



tinued. The idea is not to start new projects each year but to provide an ongoing program of permanent value for families and the whole community. Programs do differ from town to town according to needs, but there is local continuity.

The orientation does not provide all that is needed by the volunteers, but their year of service is short, so little time can be devoted to preparation. For this reason, much importance is given to on-the-job support and supervision. Both the *kibbutz* and the Scout organizations assign professional staff to the groups as counselors and supervisors.

### Staff Support

Zvi Misrachi, from *Kibbutz* Glil Yam, is a counselor for ODED. He has a degree in behavioral science. Avi Koren, representing RE'IM, is an educator and criminologist. Zvi coordinates three groups in different towns in Galilee; Avi directs groups in three Negev towns. Each visits his towns at least once a week, reviews the progress of their projects, helps solve problems, provides liaison with the local authorities, and suggests new approaches where needed. These coordinators also report regularly to their organizations.

In addition to the supervision provided by the coordinators, a faculty member from the Psychology Department of Tel-Aviv University visits the groups regularly to assist in problem-solving and to aid them with their own group dynamics. The goal is to create a focus for personal contact and friendship which will facilitate the integration of the community into the culture and economy of the nation.

The primary objective of ODED and RE'IM is the development of the children of the community, from kindergarten through elementary school. Teaching and tutoring are only part of the program. Volunteers extend their activities into the afternoons and weekends with homework supervision, recreation, handicrafts, and hiking excursions. They share their leisure time with the local youth. The same club facilities that serve the smaller children in the afternoons are used in the evenings for lectures, studies, and discussions by the town residents. On other evenings a stereo set and a coffee machine turn the club into a discotheque.

Major projects of these volunteer groups are their camps, operated during the summer vacation and shorter school holidays. All the volunteers in a town are involved in getting their children into the camp programs. Not only do the youngsters have a chance to enjoy camp life, but arrangements are made during the summer for some of them to spend a week visiting as guests of families in a nearby *kibbutz*. Occasionally a whole class from a development town visits a counterpart class in a *kibbutz*. Not only do these visits introduce the children to the people and culture of their new nation, they help involve the *kibbutz* members in the welfare of a town family—or in the affairs of the whole

town. Clearly these experiences lessen the painful social and educational gaps that exist.

While ODED and RE'IM volunteers live together in groups, their work is personal and individual. Noah is an ODED volunteer. She serves at Ofakim, one of the large development towns near Beer Sheba in the southern part of Israel. For four hours during the morning, Noah (in Hebrew "Noah" can be a man's or a woman's name) is a helper at an elementary school. Then, for two hours she runs a special class for dropout children whom she herself identified and convinced to give school another try. Three times during the week she runs a club for youngsters under 12 years old. They play games and engage in some handicrafts.

In addition, Noah has adopted an extended family that came to Israel from India eight years ago. There is an aged mother and her daughter, Lilly, who has a walking disability. Lilly's brother is married and has three children and her married sister has seven children. The family occupies three apartments in the same building. Noah first came to the family to teach Lilly Hebrew, but she soon spread her wings over the whole clan and now visits regularly with all of them. Since the "adoption" of families is an important link in the knitting of ties between the volunteer and the adult population, a social worker from Beer Sheba advises regularly on the subject.

### Games Library

Another of the ODED projects on which Noah works tries to teach parents games so that they can play with their children. Noah, like other members of her group, is being trained in this by a special teacher who comes once a week from Beer Sheba. ODED has set up a games lending library where the parents can borrow games and toys for a few days. So far, she herself has to take and return the games and teach at the same time. But she hopes that soon the parents themselves will take the initiative.

There are over a dozen "Noahs" in more than a dozen places, and each volunteer, in addition to the routine work, carries an extra load. It may be speech therapy for a neglected girl whose defect has no pathologic cause. It may be smoothing strained family relations. It may be giving advice on small or important matters or just stretching out a helping hand at a moment when a friend is needed.

Both ODED and RE'IM are trying to evaluate the work they are doing. If one asks a volunteer whether he feels that he has lost a year in the pursuit of his own career, the answer is usually an emphatic "No." All agree that it was a year well spent, a year in which each became a more mature person and attained an education that cannot be had in any school. Coming as friends, ODED and RE'IM compliment the formal and institutionalized remedies being applied to narrow the social gaps within Israeli society. □





Ohio University students Jan Helfellinger (right) and Jan Harkins (below right) work with residents of the Athens Mental Health and Retardation Center in three interconnected greenhouses on the center grounds.

# OHIO UNIVERSITY STUDENTS START PLANT THERAPY PROGRAM



STUDENT VOLUNTEERS from Ohio University have initiated a unique recreational program for residents of the Athens Mental Health and Retardation Center—plant therapy. The program, the first of its kind in Ohio, was established in cooperation with the National Council for Therapy and Rehabilitation through Horticulture. The objective is to help the residents develop a sense of responsibility by caring for plants in the center's greenhouses. "The residents realize that their plants will survive and flourish only if they assume responsibility for their proper care," said Michael Tobin, a senior at the University and Assistant Coordinator of the Volunteer Service Bureau. "Seeing their plants flourish gives them a sense of achievement and satisfaction."

Twenty student volunteers work with 21 residents selected from the center's three units—geriatric, continued care (mentally ill), and mentally retarded. The plant therapy sessions are held three days a week and each session lasts one and a half hours. The volunteers work in teams of two or three with small groups of residents. Under the guidance of the trained student





Photos by Tom Goff

Mike Tobin, assistant director of the Volunteer Service Bureau, helps resident Issac Bigham, a participant in the plant therapy program. Flowers raised by patients are used in the center's wards and offices.

volunteers, resident groups learn to plant seeds, transplant, divide plants, take cuttings, and generally care for plants.

To help the volunteers build a positive working relationship with the residents, the volunteer bureau designed a handout with suggestions for handling the behavior of institutionalized residents. Students are advised to accept a resident's behavior, no matter how inappropriate, and to try to correct it in a friendly, confident manner—without judging, condemning, or threatening the resident. For example, if a resident has a temper tantrum and breaks several pots, the student is advised to say, "It doesn't help the plants to have broken pots." If a resident says something inappropriate, the student should respond with, "What you are saying bothers me," rather than, "Don't say that—it's awful."

Students are also briefed on what to do if a resident exhibits violent behavior—a rare occurrence—and on confidentiality and privileged information given them by staff members and residents at the center. The issue of when to betray a resident's confidence because the volunteer thinks it is in the resident's best interest, such as in the case of a suicide threat, is also addressed.

Students are encouraged to express their own feelings and moods to residents with whom they work closely. If a student is upset about something, he should explain this feeling to the resident at the beginning of the plant therapy session, e.g., "I did poorly in class today—I'm in a rotten mood. If I seem snappy, that's why."

Because the volunteers work with three distinct client groups at the center—mentally retarded, mentally ill, and the elderly—suggestions are given for working with each group. For example, mentally retarded people generally have very short attention spans and therefore cannot give their undivided attention to a project for any sustained time. If the mentally retarded resident in the plant therapy program seems easily distracted, the volunteer should encourage him by saying, "Let's finish these plants first. Then we can go for a walk."

Mentally ill residents in the program are often admitted to the center temporarily due to the mental and/or emotional stress of a crisis situation. They need a place to relax and rebuild their self-confidence. Working with plants is ideal, and volunteers help to promote a relaxed, non-threatening atmosphere in the center's greenhouses.

Geriatric residents have often been institutionalized for years and feel rejected or abandoned by family and friends. Students who help build a rapport between themselves and the resident, or between the resident and other members of the group, are helping to support the older resident's need for companionship.

Larry Lankas, volunteer coordinator of the center, gives all new volunteers a tour of the facility and briefs them on its daily routine. Students have an opportunity to observe several plant therapy sessions before they begin to work in the program. All students are trained to be supportive—to use plant therapy activities as a way to help residents develop a sense of responsibility as well as a way to relax and have fun. □



*(Continued from inside front)*  
**GUEST SPEAKER**

important to know how to find things out rather than to know specific facts. Finally, projects offer considerable flexibility to curriculum planners: many individual interests of students and faculty can be accommodated—interests which would otherwise require special lecture courses that are expensive to mount.

Project methods are exceptionally useful for action-learning. For example, “advocacy engineering” can take place through project work by students. At the Imperial College of London University, groups of engineering students have tried, through community action group projects, to define the needs for technical devices and systems for people who would not otherwise be able to afford the services of professional engineers. As part of their studies, carried out through project work, Imperial College engineering students improved the distribution of hot food to old people in a London borough; designed and field-tested a tape-playing device for use in fundamental education schemes—family planning and agriculture—in tropical and semi-tropical countries; and so on. Such projects force students to consider critically what is often taken for granted in engineering education—the criteria by which design plans are arrived at, i.e., whose interests and needs do devices and systems serve? The students thus learn things useful to them as potential professional engineers and they also provide a needed service for the clients.

Projects can, however, become prey to academic voyeurism. Since the end product is usually a report suggesting action, or a system which other people have to continue using long after the students have graduated, there is a danger that the exercise can turn into one where observing people becomes more important than relating to them or helping them. An interweaving of study and service may, therefore, be a better strategy to stimulate the reflection necessary in university courses and to avoid the dangers of voyeurism.

### **Cascade Teaching**

“Cascade teaching” offers one such possibility. Cross-age teaching, peer tutoring, Each One Teach One, and Youth Tutoring Youth, give university students a chance to use the knowledge they possess directly for the benefit of others. To have to explain why a given subject is worth studying at all, as well as to review the fundamentals of one’s subject through tutoring in it, is a good way of defining one’s commitment—or lack of commitment—to the subject. Cascade teaching gives students a chance to think about the knowledge acquired, to see its human value, and, above all, to use it in establishing a helping relationship with another person.

With all action-learning, the key problem is how to institutionalize the activity. The reward system is the key to this problem of institutionalization. Every party to the arrangement must perceive it to be to his or her advantage to stay with it and work at it. Faculty are likely to look askance at action-learning schemes which are difficult to grade.

### **Grading Action-Learning**

A simple and useful expedient is to have two types of grading for an action-learning activity: (1) a pass/fail grade awarded for participation in the action part of the work, in practice usually given by the supervisor in the agency in which a student works, and (2) a conventional letter grade for an academic product—an essay, thesis, dissertation, or report.

Happily, the need for an academically assessable document can offer additional ways of avoiding the snares of academic voyeurism! A document which serves the needs both of realizing learning goals *and* of effectively promoting social action could be a report written by one student for his successor. The document would aim to inform the successor about what the job entailed: who are the key people in the organization; what specific work needs to be done; what contacts or facilities are available to do the work effectively, and so on, together with an academic analysis of the work, relating the facts and ideas encountered to the leading concepts in the student’s academic discipline, to the preoccupations of the profession, and so on. I have found that this realistic task inspires students to considerable efforts in writing up their work, and is also an excellent way of seeing whether they understand their subject. With such relay-race documents, the social action part of the action-learning could become increasingly effective as each student draws upon the experience of his predecessor and produces an increasingly sophisticated guide for the students who follow. Again, it is the element of care and responsibility for another person, the building of a relationship (even if, in this case, it is with someone unseen) that transforms the activity from voyeurism to something more productive and meaningful.

Voyeurism, whether sexual or academic, results from a failure to achieve positive relationships. It is an ailment which needs first to be recognised and then to be cured. A frequent symptom of the ailment in an individual is mindless mumbling of the phrase, “Knowledge for its own sake!” The phrase is, of course, meaningless. Knowledge is for people’s sake. It is an active phenomenon. It does not reside in books and papers, but in people’s heads. It needs to be shared—that is, communicated—for communication means sharing. The antidote, then, to academic voyeurism is to devise a strategy by which the process of sharing is built into the process of acquiring knowledge. Project work and cascade teaching are two such strategies. □



*To Care Is Not Enough* is a 150-page crisis intervention training manual prepared by Dr. Thomas M. Lister, a psychologist formerly on the staff of the Burgess Memorial Hospital in Onawa, Iowa. Copies cost \$6 each and may be obtained by writing to Dr. Lister at 21 Roosevelt Avenue, Watsonville, California 95076. The excerpts below are reprinted with permission of the author.

"The writing of this training manual was stimulated by my wish to increase the effectiveness of the paraprofessionals working on the Vermillion, South Dakota, hotline, which I directed from 1974-75. The manual is based on a 49-hour training program using 50 paraprofessionals, most of whom were students at the University of South Dakota. The Vermillion hotline was open from 7:00 p.m. to 1:00 a.m. seven evenings per week. The underlying premise of both the training program and the manual was that well-meaning, unskilled paraprofessionals working on crisis intervention hotlines often inadvertently intensify, rather than mitigate, the feelings of callers: frustration, pain, confusion, isolation, suffering, and despair."

THE FUNCTION OF A HOTLINE is to help people in times of crisis who call the hotline with their problems or concerns. These are people who, for whatever reason, do not wish to or cannot obtain assistance from a friend or a mental health clinic professional. Possibly they may be afraid of rejection or judgment or the social stigma attached to seeing a psychiatrist. Perhaps they feel desperately despondent and wish to talk now at 11:37 at night and not next Thursday at 2:45 in the afternoon. The anonymous, confidential hotline offers these people benefits that are unavailable through traditional mental health services. Hotlines also offer a free resource and referral service.

The calls and problem situations include suicide, homosexuality, drugs, abortion, venereal disease, birth control, loneliness, the phone number of the nearest car wash in town, etc. The variety of content and degree of distress among these calls is almost limitless. It takes a great deal of skill to become a competent paraprofessional and thus be in a position to be of aid to the crisis caller.

The heart of an effective crisis intervention program is the skilled paraprofessional who handles the calls. This person should be trained in the areas of communication and helping. The crisis telephone worker creates, with proper words and voice inflection, an atmosphere conducive to communicating and helping the distraught caller.

This atmosphere is rare in our society. The typical paraprofessional has been reared in a world where competition and judgment are synonymous with living. Whether it takes the form of a game of checkers, school work, job promotion, Little League baseball, or arguments, competition permeates every segment of our society. Inherent in this competition are "win-lose,"

# To CARE Is Not Enough

"right-wrong" propositions. These propositions imply value judgments, advice, moralizing, and rejection, and destroy the lines of communication that can bridge the gaps between separate, frail people. It is not surprising, therefore, to find the typical paraprofessional trying to help by moralizing, advising, and making value judgments, and thus rejecting the very person he or she intends to aid. To be effective in crisis intervention, this social conditioning of the paraprofessional must be unlearned through participation in a valid, comprehensive training program.

The trained paraprofessional acts much like a friend to the troubled people who call the hotline. He learns to accept, value, and respect the caller and to assist him or her in the identification and clarification of the problem situation and its possible alternative solutions.

## **Empathy & Acceptance Phase**

The first step in training paraprofessionals is to help them to examine the world through the eyes of a caller. We can be safe in assuming that the caller contacted the crisis line for a reason: frustration, loneliness, despair, and stress are a few of the many feelings that callers suffer from. As the hotline is usually the last resort of a person who is truly suffering—someone who has no friends and who prefers the anonymity of the

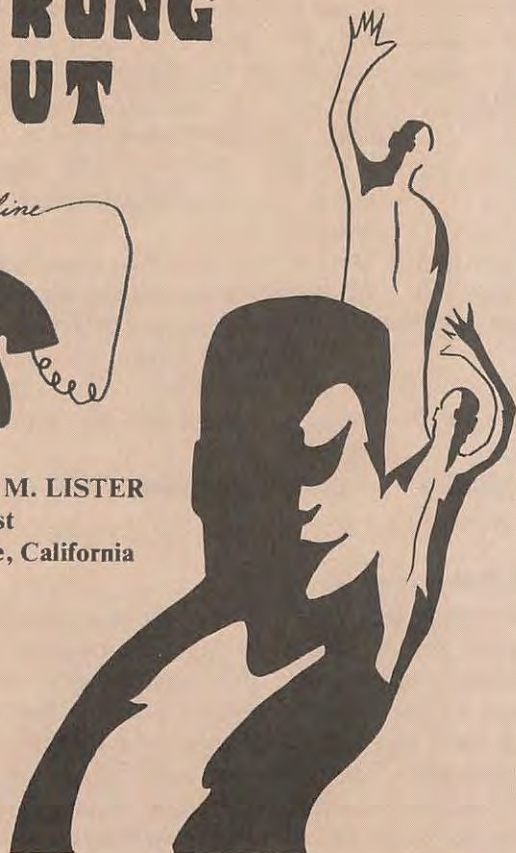


# STRUNG OUT

call hotline



THOMAS M. LISTER  
Psychologist  
Watsonville, California



*Drawing by Mimi Bennetts*

telephone—we as helping people must immediately and subtly transmit to the caller the message, “You’ve called the right place. You’ll find no rejection here, only acceptance, safety, and assistance.”

Thus, the most important phase of crisis intervention is phase one: acceptance. In this phase, the paraprofessional attempts to create for the caller an atmosphere of trust, empathy, and safety so that the caller feels understood and consequently is stimulated to share his or her concerns, feelings, problems, and inner fears. Remember, the caller is coming from an emotional, not a cognitive, plane and the crisis worker must respond to and deal with emotions. The paraprofessional creates this atmosphere primarily through the use of the following responses:

1. Reflection of feeling (empathy)
2. Encouraging and accepting.

The key ingredient of the communication of empathy is the helper’s use of responses that reflect feelings. Messages of understanding, acceptance, and caring must be transmitted subtly and indirectly. Direct messages, such as, “I know how you feel” or “I’ve felt that way before myself” only serve to frustrate and discourage the caller. The paraprofessional must focus upon and respond to the feelings, not the content, being expressed by the caller. This means that the helper must

become attuned to the caller’s tone and speed of speech, a change in breathing, crying, choking, stammering, and extra emphasis on particular words. For example, in the situation below, which response reflects *feeling* on the part of the helper?

Caller: “I have no one left. Nobody seems to understand or care about me. Nothing matters anymore. I’m so tired. I need a long rest.”

Response A: “I hear Europe is nice this time of year.”

Response B: “Come on now, things can’t be that bad. Everybody gets down at one time or another. You just have to hang in there; things are going to get better.”

Response C: “I know just how you feel. At times I get pretty depressed myself, and I think that the situation is hopeless, but then things always seem to work themselves out and get better.”

Response D: “Grow up! Quit feeling so sorry for yourself. That talk of suicide is a cop-out because you don’t want to deal with reality and your responsibilities.”

Response E: “Everything must seem so hopeless, so futile. It must be horrible to be so alone. You sound like you’ve suffered a great deal, and yet everything keeps getting worse.”

The last response is the appropriate one to let the caller know that he will be accepted and understood by the helper.

## Encouraging and Accepting

Encouraging and accepting responses facilitate the caller’s continued conversation and sharing. When you converse with someone, you are consciously and subconsciously “reading” that person’s nonverbal signals. You are picking up his or her smile, eye contact, posture, hand movements, etc. However, during a phone conversation, people cannot use this technique. They must rely solely on verbalizations and voice inflection to transmit messages.

To the fearful caller who contacts a complete stranger on the phone for help, the communication problem is greatly magnified. The paraprofessional must work continually to allay the caller’s fears of rejection. Examples of accepting and encouraging responses are “Umm’hum”, “Oh?”, “Wow!” “Is that right?”, “Tell me more”, “And?”, “So?”, “Then?”. The exercise below will give you practice in the use of encouraging and accepting responses.

Divide your trainees into groups of four, with each group having a caller, a paraprofessional helper, and two observers. For five to seven minutes the caller relates a problem to the paraprofessional helper, who practices reflection of feeling and accepting responses. All participants in each group must keep their



heads down and look at the floor, thus denying themselves the luxury of nonverbal cues.

After the role play, the trainer asks each group to process the role play for five to seven minutes. First, the caller shares feedback with the helper, telling him how his responses made him feel. Then the helper shares his feelings and thoughts during the role play. Finally the two observers give feedback about what they were thinking and feeling during the role play. This is followed by group discussion about what was said during the session. Were reflection of feeling and accepting responses used frequently and appropriately? If not, how could the helper's responses have been improved?

### **Problem Phase**

The second phase of crisis intervention is the problem phase, when the helper attempts to assist the caller reorganizing his or her shattered, emotionally laden world. Once the caller has unleashed his or her inner pain, fear, and confusion—which are manifested in tears, swearing, and passive-aggressive remarks—onto the helper, the dynamic process of effective crisis intervention moves from an affective to a cognitive plane.

A technique for helping the caller to reconstruct his shattered world is open-ended questioning. Inherent in the open-ended question is the helper's message, "I care about what you have to say. You have my undivided attention." The open-ended question begins with an implied or stated, "How?" "What?" or "Why?" or "Would you tell me more about . . . ?" For example, "What do you mean your father is a real character?" "How did you feel when your father said he was very disappointed and ashamed of you?" "Why do you think you felt so angry with your father?"

Some examples of closed-ended questions are: "Are you single?" "Do you get along with your parents?" "Are you angry today?" This type of questioning is commonly used by untrained paraprofessionals. It results in the caller's becoming aware of the fact that the helper is controlling the call. Instead, it is the caller who should control the call.

Open-ended questioning assists the caller to explore affective and cognitive areas of the crisis situations or areas directly related to the problem that the caller may not even realize exist. Almost always, the caller will ask, "What should I do?" The helper's response should be, "What would you like to do?" or "What do you think is the best action to take?" This demonstrates the helper's confidence in the caller as a responsible person. The caller also learns that the helper has no answers, and places the responsibility for the caller's life where it belongs: on the caller. How else does the helper assist the caller in reorganizing his or her world?

Another technique is the paraphrase response. The paraphrase response is basically a reflection of the con-

tent of the caller's message in a concise, organized manner. It conveys to the caller that the helper is trying to understand him, and that the two are working together as a team to clarify his problem. In the example below, which response is a paraphrase response?

Caller: "The guy is a real zero. I'm sure he obtained his state license from a Cracker-Jacks box. He's got the intellectual capacity of a mature cucumber and he's my supervisor!"

Response A: "What do you mean he's a real zero?"

Response B: "What's the matter with Cracker-Jacks?"

Response C: "I get the impression that you're pretty upset, frustrated, and discouraged about working with this guy."

Response D: "You don't think this guy is very competent."

Response D paraphrases the caller's frustration with his supervisor.

### **The Probe Response**

A third technique is the probe response. This response is one that elicits more information or clarification from the caller about his problem. The probe is unique in that it helps the crisis worker to stay with the caller, gently guiding him through his web of confusion, contradiction, and ignorance to the heart of his problem. The probe response must not come across to the caller as interrogation. The effective paraprofessional transmits to the caller, with proper voice inflection, his genuine interest in assisting the caller to understand and resolve his troubled situation. In the dialogue below, the helper uses open-ended questions, paraphrases, and encouraging and accepting responses to "probe" the caller's problem.

Caller: "It's my dad" . . . . . pause

Helper: "What about your dad?"

Caller: "Well, you know" . . . . . pause

Helper: "No, I'm not sure I do. Would you explain further?"

Caller: "He's just quite a character" . . . . . pause

Helper: "How do you mean, 'quite a character'?"

Caller: "He wants me to major in Business Administration" . . . . . pause

Helper: "And you're not sure that you want that field for a major?"

Caller: "Yeah, that's it."

Some untrained crisis workers can be so overzealous in their efforts to be of aid to the caller that they suffocate or stifle the caller's sharing with repeated, rapid questions and responses. It is important that the crisis worker "stay out of the way" of the caller's attempts to communicate his or her world to the crisis worker. Most of the time, if the crisis worker has created a safe, accepting environment filled with empathy, the caller will "open up" rapidly to this caring stranger. If you give a caller enough acceptance and empathy,



then he or she will lead you right to the heart of the problem; all you have to do is take his or her hand and follow.

### **Alternatives Phase**

In this phase of crisis intervention, the paraprofessional assists the caller in the exploration of:

- Possible alternative actions
- Possible consequences of each alternative
- The caller's feelings connected with each alternative and consequence.

It is important that the paraprofessional refrain from indicating directly or indirectly, through implication or voice inflection, his preferences or his judgment as to what is "right" or "wrong." The paraprofessional must remember that he has no answers. He can never know what another person should do with his life. The helper's stated or implied judgment, even if elicited, implies a lack of respect for the caller and lack of confidence in his ability to decide what to do.

One training exercise to sharpen the skills of paraprofessionals in the area of exploring alternatives open to a caller is to invite a drama student from your university's drama department to role play the part of a distressed caller with a student volunteer from the training class. As the trainee assists the "troubled caller" through acceptance, discussion of the problem, and finally exploration of alternatives, other members of the trainee group are free to interrupt at any time to ask questions. If the trainee playing the role of the helper gets "stuck" and does not know what response to use, then he can trade places with another member of the trainee class who continues the dialogue, picking up where the first one left off. During these group work sessions, the coordinator must be readily available to assist in answering questions, but generally his role is to "stay out of the way" as much as possible in order to encourage the confidence, responsibility, and teamwork of the student trainees.

During this phase, the helper attempts to determine if the caller understands his problem and the alternatives available to him, is aware of what actions he will take, both short and long-range, and, finally, is emotionally coherent enough to initiate the actions discussed and planned. It is important to note that the control of the call's termination must rest with the caller. One of the dangers of crisis intervention is premature termination of the call by the helper. Most paraprofessionals are unaware of the termination messages that they have learned and use daily to terminate phone conversations. A popular one is, "Well, I guess I better let you go now." Another is, "I know you have things to do, so . . ." A third is, "Hey, it's really been great talking to you, sure wish we could talk longer . . ." These all forward the message, "I don't want to talk to you any longer, let's hang up." The paraprofessional must be careful not to directly or indirectly terminate a

crisis call prematurely. Instead, it is best to continue encouraging and accepting responses until the caller gives a signal that he wants to conclude the dialogue.

These four phases—empathy and acceptance, problem, alternatives, and termination—offer the crisis intervention worker a basic rationale and structure to use during crisis calls. Thus the helping person knows what he or she is saying and why; specific goals and objectives are formulated in the worker's mind, and a dynamic crisis intervention process with a purposeful direction can take place. Without this structure, "crisis intervention" is at best a nebulous concept to the paraprofessional.

### **Community Resources**

Frequently the caller will be ignorant of the existence of many community services designed for his aid. It is appropriate for the helper to inform the caller of such services. Whether the problem involves drugs, sexuality, alcoholism, legal aid, V.D., or whatever, your community has appropriate referral sources. The helper should be well-versed in the functions, goals, and policies of these community resources.

The training coordinator discusses materials available in the office to the paraprofessional to aid the caller with a particular problem. Some of these are books, magazines, newsletters, pamphlets, journals and research articles related to drugs, abortion, suicide, pregnancy, alcohol, etc. As no single individual can be completely versed in all the available community resources, we used a system on the Vermillion hotline where one crisis worker talked to the caller and another researched community resources that might help the caller. This helped to build teamwork between paraprofessionals.

Another way to help paraprofessionals familiarize themselves with community resources is to invite guest speakers to the training class. These guest speakers represent different community agencies and can also speak to their knowledge of specialized kinds of calls. Some examples are: a medical doctor from the community hospital who talks about the physical and psychological effects of drugs on the human body; a psychiatrist from the state hospital who speaks on the rape victim, the depressed, and the suicidal caller; the director of a community family planning agency who discusses contraceptives, abortion, and pregnancy; the director of the state alcohol rehabilitation program who speaks about the alcoholic caller. These presentations are informal, and trainees are encouraged to ask questions.

Coordinators of hotlines should remember that the greater the confidence and self-esteem of the paraprofessional, the more help is given to the caller. Each worker whom you supervise has his or her own unique counseling strengths. It is up to you to build on them. □





## A VOLUNTEER'S GUIDE

# RESOURCES

# RESOURCES

### AUDIO-VISUALS

**Ninety-Nine Bottles of Beer**, Aims Instructional Media Services, Box 1010, Hollywood, Ca. 90028. Rental price: \$30.

This 23-minute documentary deals with the experiences and feelings of teenage alcohol abusers. A good discussion tool, the film explores some of the causes of irresponsible alcohol habits and suggests alternatives to alcohol abuse.

**The American Bicentennial . . . And Thereafter**, Macmillan Films, Inc., 34 MacQuesten Parkway South, Mount Vernon, N.Y. 10550. Price: free.

"Celebrate America" is the theme of this film catalog, which lists more than 30 films by American artists that can be used in a wide variety of educational activities. For example, *The High Lonesome Sound*, a 30-minute black and white film about the unique heritage of Kentucky Mountain Music and its impact on the culture of the hill people, could be used as a discussion tool on the values and traditions of this ethnic group. (Rental price: \$25).

### DRUG ABUSE PREVENTION

**Pyramid**, 39 Quail Court, Suite 201, Walnut Creek, Ca. 94596. 415-939-6666 (within California); 800-227-0438 (outside California).

Pyramid is a resource sharing network in the field of drug abuse prevention. For volunteer groups working within agencies in the field of drug abuse prevention, Pyramid offers a wide range of services including: training design and curriculum for staff members and volunteers, assistance in the identification and use of audio-visuals as program development tools, consultation on evaluation techniques, suggestions on ways to enhance awareness and acceptance of local drug abuse prevention programs, and ways to mobilize community resources for drug abuse prevention. Pyramid also publishes a quarterly newsletter, *Prevention Resource Bulletin*. All services are nominally priced and many are free.



# RESOURCES

**The Rap Kit**, National Clearinghouse for Drug Abuse Information, Box 1635, Rockville, Md. 20852. Price: free.

*The Rap Kit*—Resources for Alternative Pursuits—is an experimental packet of materials designed to help drug prevention groups develop community programs through creative use of local resources. Each of the five booklets in the kit covers a specific program component. For example, "Resourcing Round," lists local resources, community groups, and free or inexpensive materials that can be useful in planning an alternative project to drug abuse.

## NEWSLETTERS

**Experiential Education**, National Center for Public Service Internship Programs, 1735 I Street, N.W., Washington, D.C. 20006. Price: \$10 subscription only. \$15 annual membership dues.

A bimonthly publication of the Society for Field Experience Education and the National Center for Public Service Internship Programs, this newsletter lists new publications in the field of experiential learning and internships, as well as conferences, training programs, and a legislative news roundup. Members of the National Center are entitled to discount prices for its publications.

# RESOURCES

**Grantsmanship Center News Reprints**, 1015 West Olympic Blvd., Los Angeles, Ca. 90015.

The Grantsmanship Center publishes a newsletter filled with "how-to" information on obtaining grants and funding. Because of the overwhelming number of requests for back issues, the Center is now offering reprints of major articles on grants and funding. Some of the reprints include: *Program Planning and Proposal Writing*—how to assess needs and formulate objectives for a proposal (1-10 copies 75¢ each); *How to Obtain Funding from Local Governments*—this article tells how nonprofit organizations may get local governments to support their projects (1-10 copies 75¢ each), and *Researching Foundations: How to Identify Those That May Support Your Organization*—a compilation of five articles giving information on how to use the Foundation Directory, the Foundation Grants Index, and the Foundation Center's Regional Collections (1-10 copies \$1.25 each).

# RESOURCES

## MANUALS

**The Outdoorsman's Medical Guide**, Harper and Row., 10 East 53rd Street, New York, N.Y. 10022. Price: \$3.95.

Dr. Alan E. Nourse's compact, practical book that provides take-it-with-you medical advice for the backpacker, bicyclist, camper, or recreationist. Tips on life-saving techniques, proper clothing, treatment of blisters, heat stroke, dehydration, and other emergencies are included in easily understood terms.

**The Effective Management of Volunteer Programs**, Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, Colo. 80302. Price: \$4.95 plus 55¢ postage.

Marlene Wilson's practical guide for running and managing a volunteer program. Includes concrete suggestions on dealing with agency personnel and maintaining volunteer interest.

**Day Care Do It Yourself Staff Growth Program**, Capitol Publications, Inc., 2430 Pennsylvania Avenue, N.W., Washington, D.C. 20037. Price: \$9.95.

Designed as a guide and resource book for on-the-job staff training, author Polly Greenberg discusses practical problems and solutions for staffing neighborhood day care centers. Chapters include helping day care personnel deal with children, parents, and other agency staff members.



# RESOURCES

## CHILDREN & YOUTH

**Tool Kit 76**, Project Head Start, Office of Child Development, Department of Health, Education, and Welfare, P.O. Box 1182, Washington, D.C. 20013. Price: free.

An informative booklet for volunteers who work with handicapped children in a regular classroom, this pamphlet describes a wide variety of teaching resources pertinent to specific disabilities and to handicaps in general. Included are activity books, project publications, manuals, and audio-visu-als.

**Cultural Awareness for Young Children**, CAYC-Learning Tree, 9998 Ferguson Road, Dallas, Tex. 75228. Price: \$10.95.

Geared to children aged three to six, this attractively illustrated book offers background information on eight cultural groups: Africans, Black Americans, Eskimos, Mexicans, Mexican-Americans, Native Americans, and Asian-Americans. Also included are learning activities designed to acquaint small children with the unique cultural patterns of each group.

# RESOURCES

**Reading Aids Through the Grades**, Teachers College Press, 1234 Amsterdam Avenue, New York, N.Y. 10027. Price: \$4.50 plus 50¢ for postage and handling.

Contains 440 activities to teach reading, divided into three major sections—reading readiness, beginning reading, and advanced reading skills. Within each section, the skills are discussed with regard to the behavioral objectives established for each youngster. An annotated list of references is also included.

**The Coping with Series**, American Guidance Service, Inc., Publishers' Building, Circle Pines, Minn. 55014. Price: \$20.50 for 23 books in series; \$2.40 for individual books.

Designed as a discussion tool, this series of 23 books explores the problems that arise in a teenager's life. Authors Dr. C. Gilbert Wrenn and Shirley Schwarzrock present a thought-provoking look at the values and attitudes that shape a young person's life. Titles include: *Crises Youth Face Today*—vignettes portraying teenagers coping with stress situations; *I'd Rather Do It Myself*, *If You Don't Mind*—learning to make better decisions, and *Facts and Fantasies About Drugs*—information about the use, misuse, physical effects, and legal consequences of drugs.

# RESOURCES

**Backyard Vacation**, PAR Project, 464 Central Avenue, Northfield, Ill. 60093. Price: \$1.00.

Thirty-one ideas for turning a playground or small plot of land into an explorer's vacation for youngsters. Activities include: "Going to the zoo," "Fun at the bowling alley," and "Making crafts at the art studio."

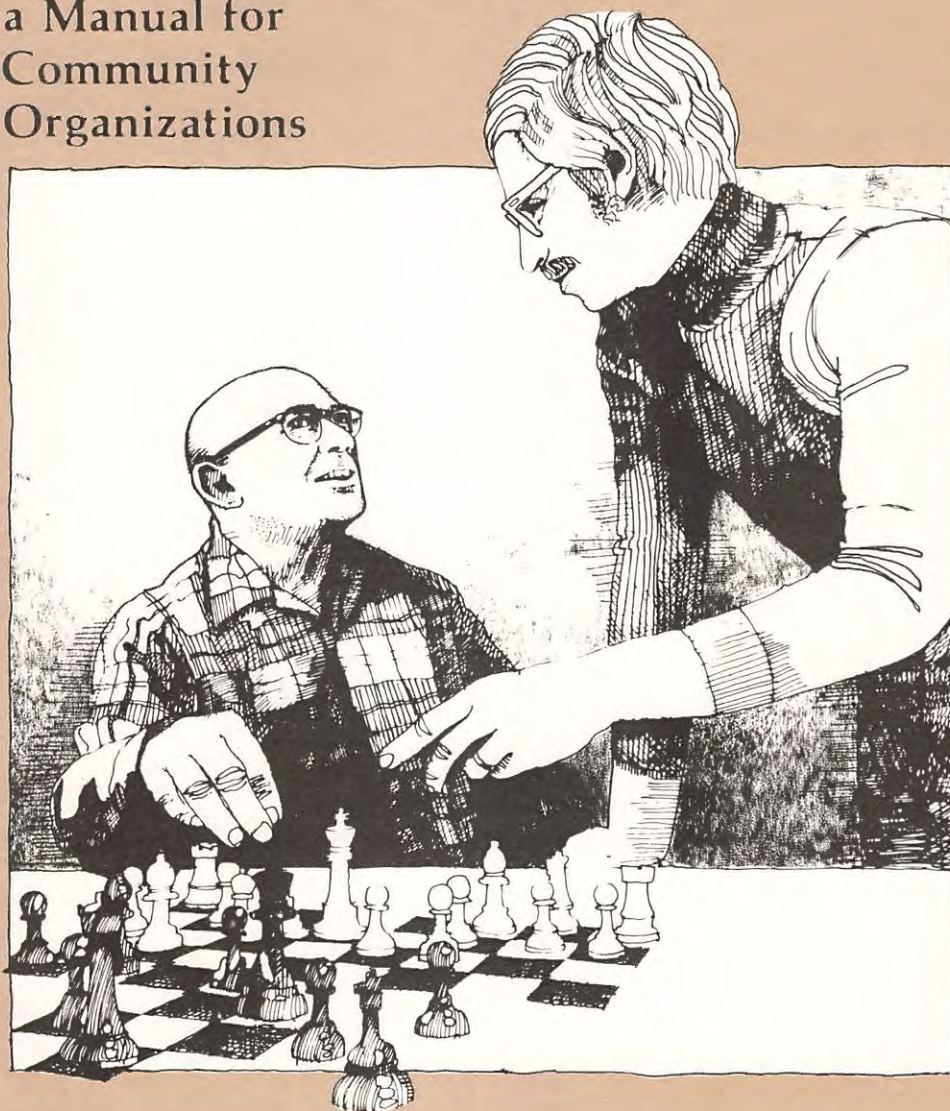
**Workyards: Playgrounds Planned for Adventure**, Teachers College Press, 1234 Amsterdam Avenue, New York, N.Y. 10027. Price: \$5.95 plus 50¢ for postage and handling.

Nancy Rudolph's book explains how to mobilize community volunteers to set up a neighborhood playground in which the children themselves are the architects, designers, inventors, and builders. The "workyard" can be located on a vacant city lot or a small plot of land—all you need is an abundant supply of building materials, nails, old machinery, rope, barrels, and planks. □



# IT'S YOUR MOVE

Working with Student Volunteers—  
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