

Synergist

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SERVICE-LEARNING-
FUTURE PERSPECTIVES



ACTION

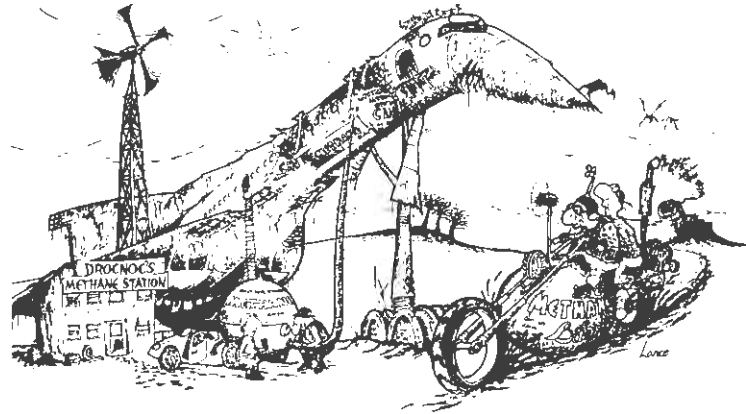
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Synergist

Fall 1977/Volume 6/Number 2

From Britain: A New High School Curriculum



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Kent State's "Challenge to Read"



NSVP Seminars For Service-Learning Coordinators

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Institutionalizing University Year For ACTION at Vermont

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THE UNIVERSITY OF Vermont at Burlington started a University Year for ACTION (UYA) program in January, 1972. On February 18, 1977, after ACTION funding terminated, the Vermont UYA program continued, supported by local funds. This may be a unique achievement among UYA schools. ACTION legislation sets a limit of five years on funding to any one school. Few have managed to continue the program in its original form beyond the five year period.

UYA Benefits

At Vermont, the original concept of UYA, a one year commitment for students to serve the poverty community while earning normal academic credit toward a degree, was viewed as having important and concurrent benefits for agency projects, student growth, and educational process within the University. The UYA staff sought to continue the program in order to keep those benefits.

Established in the second poorest state in rural northern New England, at a University which has been tightening its budget in recent years, our experience may be of interest to schools starting a UYA program.

ACTION has established five goals for UYA: (1) to provide effective manpower to work on poverty problems; (2) to combine service and learning in an integrated one year project; (3) to encourage university involvement in local poverty communities; (4) to use universities to administer volunteer projects at the local level; and (5) to institutionalize the above goals of UYA at participating schools.

Most UYA schools achieve the first four goals within a year or two. The fifth goal, "institutionalization," seems to hover like a vulture over the struggling UYA

effort. How to avoid being consumed by this single concern and still conserve energy to operate an effective program is the question that needs attention from everyone interested in UYA.

UYA is a complex program, involving unusual academic credit arrangements, commitments with local poverty agencies, faculty sponsors for participating students, and financial and administrative procedures that are not the everyday fare at most schools. After a couple of years, these relationships and procedures are tenuous at best. The threat of abandonment of a neophyte UYA program to survive on its own resources can be discouraging. The "drop dead date" has forced several schools to close UYA down, or not even begin, for lack of resources or strategy for institutionalization.

Beginning Strategies

Vermont's UYA program was housed in the newly established—but not yet thriving—Office of Volunteer Programs (OVP). OVP was established by the Dean of Students Division in 1969 as an extracurricular activity in response to burgeoning student interest in community involvement.

When ACTION announced a UYA grant to the University of Vermont it seemed an ideal way to strengthen and structure the existing volunteer program and to establish more formal ties with academic and community interests. We imagined that UYA could facilitate a variety of projects that would build on demonstrated student enthusiasm.

In the beginning, however, there were no skilled people to turn to as resources for achieving that vision. The new UYA staff was learning about the program at the same time as the UYA students.

Two hundred and fifty-four UYA volunteers and five years later, it looks different. We have been "trained" by the students, faculty, and agency sponsors. The program is established and expects to survive the shock of institutionalization. There are excellent UYA positions for the current year, and we are planning for 20 to 30 UYA volunteers for 1977-78.

OVP Base

In retrospect, the decision to use OVP as a base for UYA seems sound. UYA volunteers used the resources of and contributed energy to OVP's Project Coordinators' Council, a student-run group that coordinates 500 students in 14 projects. Using "facilitation" as an operating principle, we placed students in roles that would encourage them to mobilize other students, residents of communities where they worked, and whatever other human resources might be available. We refer to this as the "multiplier effect." Some significant examples of it include an adult literacy project; a volunteer clearinghouse project that included several state colleges and high schools; an area information and referral project; establishment of a neighborhood youth center; and development of a low-income advocacy organization, among many others.

When we first began the UYA program, we controlled all of the grant money, and this underscored our reputed wisdom as to which projects were acceptable. We learned that resources to support the program had to be found from among the participants: the students, the community, and the University. As this "partnership" strategy evolved, it aided our efforts at institutionalization. The process of planning and organizing among partners, each of whom has something to give and to gain from the investment, works.

Having UYA evolve within the broader organizational structure of the Office of Volunteer Programs and the Dean of Students Division has had other benefits. Our students have come from all of the colleges and schools of the University. A broader range of skills is available to the community. The interdisciplinary learning context for students has been enriching. Importantly, the UYA program has been viewed by the University administration from this wider perspective of total impact within the University and community, rather than from a narrower academic or departmental perspective. From the Dean of Students Division, we have been in a better position to relate to other services—Counseling, Financial Aid, Career Planning—and we have been more effective in working out complex financial procedures. In the face of hard times in Vermont, University dollars have been secured to maintain the administrative staff and UYA as the most comprehensive program of what is now the Center for Service-Learning.

The transition from the Office of Volunteer Programs to a Center for Service-Learning was arduous.

UYA had precipitated enormous tensions as to our identity and the future. It was both a creative and painful process to deal with the variety of concepts and expectations regarding our role and function.

First, the students came from a variety of colleges, schools, and programs of the University. Arts & Sciences; Education & Social Services; Agriculture; Home Economics; Natural Resources; the Graduate College; and the Colleges of Engineering, Mathematics, and Business Administration were represented. Some wanted a project that directly related to a major. Others wanted practical personal experience or to make a contribution to the community. Still others were thinking about jobs and wanted to develop skills. The complex mix of personal, academic, and career needs, combined with enthusiasm to be "out there" working composed one set of needs. To respond to these needs is one goal.

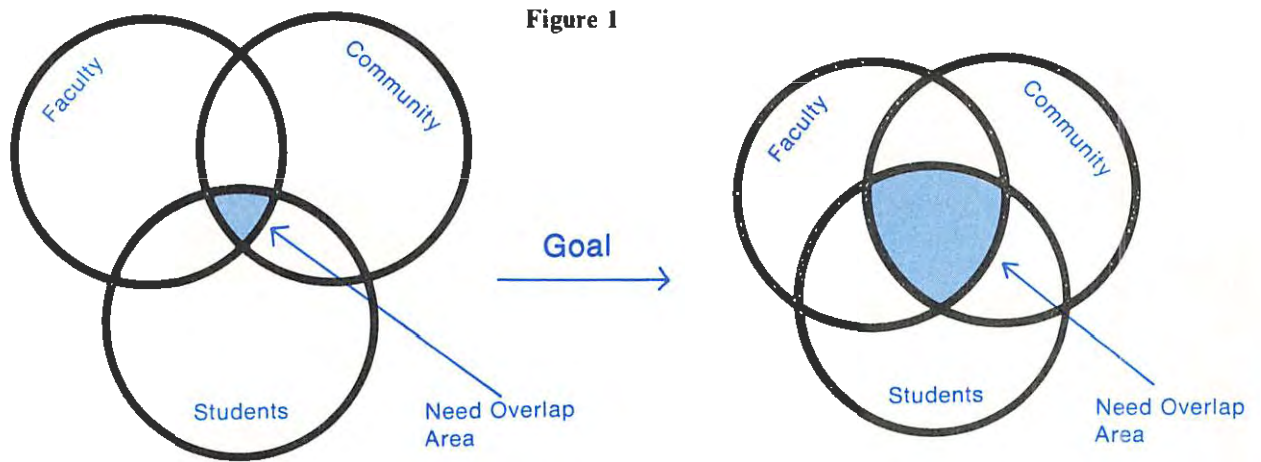
Second, the agencies requested a broad range of skills. Some needed students with helping or counseling ability. Others needed organizers or administrators. A few needed analytical or data oriented students. Some needed intuitive-creative skills and others more practical, task-oriented interests. The projects came from many different levels of organizations, from state government bureaucracy to private non-profit self-help agencies, to "grass roots" advocacy and developmental projects. The agency sponsors naturally expected that we would find highly motivated students to meet their particular set of needs. That is a second goal.

Faculty Response

Third, faculty have been skeptical about the integration of academic credit with volunteer work. It proved difficult to get our theories across. Poor strategies of students further confused faculty. For example, they asked faculty to "give" them credit for UYA rather than "earning" it via a structured process of pre-planned learning goals, tasks, and demonstration of results in terms that faculty could evaluate. Often, faculty received requests to sponsor students in projects that were not related to the faculty members' personal or professional interests. The third goal became one of relating the program in a meaningful way to faculty needs.

It became clear that student, agency, and faculty needs are very different. The student is operating out of several dimensions simultaneously that may be summarized as personal growth, academic growth, and career development. The dynamics of the latter are just beginning to be sorted out during the college years. The community agency wants to get a task done. The faculty is concerned about the learning/teaching process and the integrity of learning as related to accreditation in a discipline or major.

Add to this set of need clusters ACTION's imperative that "the poverty community will be served" and



Source: Ivan Scheier, National Information Center on Volunteerism, Boulder, Colorado

the fact that the University's mission is to provide education (usually conceived as courses, credits, degrees) as its primary service to society, and the dilemma for the UYA staff becomes clear.

As we searched for answers, it became apparent that our location in the Dean of Students Division was ideal in that we did have a responsibility to serve students and faculty from all colleges and schools of the University. We could evolve an educational program that would include structured relationships with faculty in the academic disciplines, but that would also address out-of-classroom growth and career needs of students. We saw our program as having a growing capability to provide effective organizational, administrative, and educational services to students, faculty members, and the community.

Meeting Needs

So, rather than resolve our dilemma in the language or jargon of one group or another, we sought to speak to each in order to meet the needs of each at some appropriate level. We are concerned about having an impact on the tasks to be done in the community; about evolving a sound educational method that results in meaningful learnings and demonstration of learning that is accreditable in traditional disciplines; and, finally, about meeting the varied personal, career, and academic needs of students.

The Need Overlap Analysis in Helping (NOAH) concept, one of the "people approach" systems developed by Ivan Scheier at the National Information Center on Volunteerism in Boulder, Colorado, has provided a useful framework. With each of our constituencies represented by spheres, the area of overlap symbolizes the possibility, in the matching process, of achieving a closer alliance of the three groups while acknowledging that larger aspects of their respective interests, needs, and activities are not immediately related.

This matching phenomenon is never accomplished in a form that can be precisely replicated. There is always

a tendency towards disintegration because the complexity of the process is negotiated between members of the three groups. But each time one of our staff is approached by a student, faculty member or agency representative, we take care to respond out of the context of all three. For we know that the self-interest of each offers the possibility of a mutually fruitful collaboration and integration if the overlap need area is identified and expanded (see Figure 1).

The community does need highly motivated, skilled manpower at modest cost to achieve its goals. Faculty respond positively to student-initiated projects that are supported by structured educational methods, that are challenging in areas of the faculty member's interest and expertise, and that lead to identifiable and creditable learnings for the student. We have extensive experience to attest the responsiveness of students to the challenge of working in community projects as part of their formal education.

Some examples follow. Students' interests may be career related. A student in the Communications and Theatre Program works for the Department of Corrections to manage an interact television network between Dartmouth, the University of Vermont, and the state prison at Windsor, to bring in educational resources to the residents. Another student, a geography major with demographic interests, assists the comprehensive health information unit to develop mapping procedures for health planners. A zoology major who wants to be a dentist spends a year with the "tooth fairy" program of the State Division of Dental Health doing outreach in poor areas, assisting hygienists with education, analysis, and statistical presentation of the program. A political science or sociology major works in the Consumer Protection Division of the Attorney General's Office or in the Youth Services Bureau of a children's rights project to gain experience before entering law school.

Sometimes a student's interests are more personal than "academic," e.g., a biology major who wants to

be a physician spends a year in a physical therapy unit of a hospital to test whether he really "wants" to work in a health setting.

From the larger educational perspective, academic, career and personal needs can be interwoven, individually addressed, and nourished in an integrated program experience. A student may enter the UYA program with primary motivation in one dimension, e.g., personal growth, and emerge from it with a strong sense of renewal in another, e.g., academic. The program allows for tremendous breadth and depth of individual student experience.

Other functions—training, program planning, information services, technical support and administration—make up concentric rings of the target (see Figure 2). With the target overlaid on the NOAH framework, some services can be designed just for one group, e.g., a training workshop for community agencies or technical support in service-learning management for faculty, but our reference is always back to the bull's eye and the matching process for students.

Our experience with UYA has led us to examine our identity as the Office of Volunteer Programs and to seek a conceptual framework that more clearly conveys the thrust of our effort.

As we looked around the University, it became apparent that what we were doing was not new. People in the professions, particularly medicine and allied health, as well as sciences and education, have been doing it for years. They are doing it under a wide variety of labels: "practicum," "internship," "special projects," and so on. But, as we looked *functionally* at what was happening, it seemed clear that in every case, a *service* was being provided as an aspect of a formal *learning* program. We are trying to develop a method to bring this type of learning to the general student population, particularly to undecided undergraduates seeking personal direction.

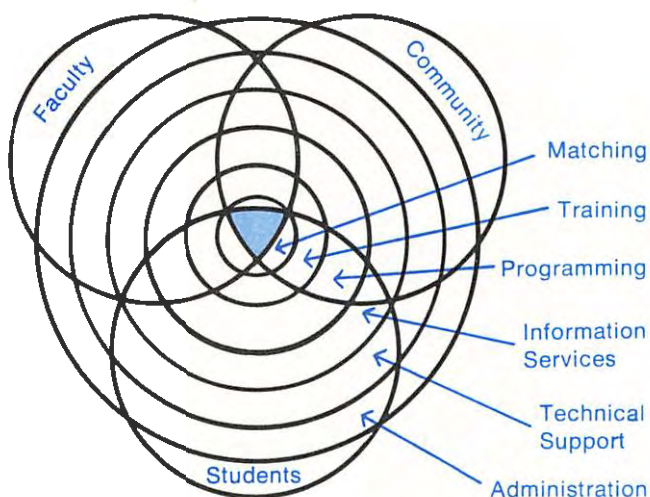
Medical Example

Of particular interest to us was the medical example, especially that associated with the "problem oriented record system" developed at the University of Vermont Medical School by Dr. Lawrence Weed.¹ The medical student begins very early to take responsibility for small segments of real problems experienced by actual patients, "people" who are ill, but whose "problems" exist in a web of social, family, financial, and institutional relationships. The structure of accountability is between the person who is at the moment "patient" and the person who is at the moment "physician" or "medical student." The medical problems to be cured are not divorced from the person who is experiencing

them. The student uses peers, faculty, and medical library materials as resources to assist in solving the patient's problems.

As the student moves through his medical education, the magnitude and complexity of the segments of patient care for which he or she is responsible increase but the principle of accountability is the same. The accountability is to the person experiencing illness rather than to professor, courses, and exams. The role of fac-

Figure 2



ulty is that of resource manager and evaluator to assure that the student is thorough, efficient, reliable, and analytical in the approach to the problem-solving process.

In our experience with UYA volunteers, student volunteers, and interns, the "structures of knowing" that evolve for students through this process of increasing accountability to the persons, situations, and events that occur in the living community organizations "out there" are real, describable, documentable, and accreditable. They are not "generalizable," for each student's experience and reflective analysis of the tasks to be done are his or her own, and the organizational and client environments and problems they confront are different. This is where the faculty linkages and the "match" are so critical. You want and hope for a faculty-student-agency rapport that will result in significant benefits for the agency's service, the student's learning, and the faculty member's involvement as a "knowing" resource.

The medical example has strengthened our commitment to the idea that the "service" (including advocacy) that needs to be done in society is not only legitimate, but also equal with traditional learning methods for undergraduate students.

Over a period of about four years, the concept of service connected in some way with learning evolved

¹Lawrence Weed, "The Implications of the Problem Oriented System for Medical Education," in J. Willis Hunt and H. Kenneth Walker (ed.), *The Problem Oriented System*. New York: MEDCOM, Inc., 1972.

out of the depths of our own experience with UYA and other University programs. We say that the hyphen in the term "service-learning" connotes the connection while preserving the distinction between the processes of service and learning. This term has survived where others—"field experience," "off campus education," and "experiential learning"—were found limiting.

Recognizing that service-learning, by whatever name, is used in many departments of the University, we began in the fall of 1976 to identify ourselves as the Center for Service-Learning. We offer technical assistance, and advocate service-learning as an educational method.

We continue to operate a continuum of programs from the Center, beginning with the volunteer program as the entry level of participation, involving 1,000 students per year. We have established the Service-Learning Internship Program (SLIP) for students who want to work for a full semester with an individually designed mix of credit, stipend, and job commitment. We have had 50 students in this program during its initial year. This fall we are starting a Work-Study Internship Program (WSIP) for students who qualify for this aid and want to add academic credit to make it a more complete experience. With our Career Planning & Placement Office, we are working to develop a cooperative education program. The University Year for ACTION program will continue to provide the most comprehensive experience because it integrates personal, academic, and career concerns over a one year period.

We anticipated that this continuum of programming will provide students a variety of access routes and increasingly challenging levels of responsibility in community service-learning projects. We are already experiencing student applicants to UYA who have had several years experience in a variety of projects and who come to UYA with unusual clarity of purpose, academic plan, and career vision.

The Ultimate Goal

The ultimate goal is of course to have our graduates assume active, thoughtful, citizen-advocate roles in society as volunteers, employees, and parents. If in some measure our students can be empowered to assume responsibility for their own lives and the lives of others in competent social roles, we will all be better for it.

The academic component of our program depends upon the student's initiative in identifying faculty sponsors in his or her own academic department. A student/faculty planning manual is available to assist the student in working out these arrangements.

For UYA, the Service-Learning staff teaches a core seminar, a "Laboratory Experience in Education," for one year for 18 credits. This course begins with a one-week pre-service training session and then meets every

two weeks for the rest of the year. The seminar includes a general activity which is team-taught. The total group then divides into small groups, called "contract groups." Each contract group has its own staff advisor. The purpose of a contract group is to provide peer review, resource sharing, personal support, and evaluation. Each student draws up an individual learning contract for the year. Students keep reflective journals, make presentations of their work and learning, and present quarterly written reports of their progress on the project as well as final statements on the year's experience. In addition, they get feedback from their agency sponsor in a quarterly work performance review. We stress the self-assessment process and view the above procedures as tools to assist the student in identifying growth dimensions of his or her individual experience.

Two Year Process

The UYA program is a two year process. During the first year we plan the project, recruit students, match them with jobs, and negotiate academic requirements. The second year we implement the program. As we administer one program, we are planning the next.

It is more difficult to recruit agencies for UYA placements if you must ask for a budgetary commitment of \$2,800. Student recruitment, matching, and planning are more difficult when the agencies are in remote locations or are established institutions with endless bureaucratic procedures. One drawback is that some of the newer "grass roots" agencies cannot generate the resources needed for UYA. We are seeking other sources of funding and have had some success with combined funding. Under this system of combined funding, an agency with money supports UYA volunteers in several agencies with complementary program goals but without funds.

Our commitments with the agencies are secured by contract for services. The agencies are billed monthly and the University pays the students directly. This helps preserve the non-employee "volunteer" role of the student in the agency and helps assure that we have that additional contact with the students at check time.

The students in the operations phase of the program help recruit students for the next year. Our students hold a UYA Learning Fair in the student center and tell other students about their UYA experiences. We use other recruiting techniques, but the sharing of personal experience is best.

We have used the term "support" in place of "supervision." We used to try to spend a lot of time out in the "field" supervising our students. We finally saw that that was very time-consuming and expensive and not really productive, given the broad range of students, agencies, and faculty in our program. We can't

(Continued on page 43)

Georgetown Law Students Serve D.C. Prisoners

STREET LAW CLASSES help to reduce the frustration of residents of correctional facilities by familiarizing them with the legal system and their rights within it. "We hope that by teaching residents their rights under the system, they will have more respect for it," explained Edward O'Brien, adjunct professor of law at the Georgetown University Law Center in Washington, D.C., and deputy director of the University's Street Law Project.

Street Law is a course in practical law for non-lawyers—in this case, over 125 residents of six District of Columbia correctional facilities. Each semester 12 second and third year law students volunteer to teach the course at area correctional facilities. In teams of two, the law students teach the four-month course to residents of Lorton Youth Centers I and II, Lorton Medium Security, Lorton Maximum Security, the District of Columbia Jail, and the Women's Detention Center. Each class meets once a week for two hours to discuss various aspects of criminal and civil law.

The curriculum is based on a 245-page text written by two law professors who are staff members of Georgetown's Street Law Project. Entitled *Street Law: A Course in Practical Law*, the text has seven units, including one on criminal law that covers crimes, penalties, defenses, the criminal justice process, and prisoners' rights and parole.

Units on Civil Law

Although students emphasize criminal law, they also teach units on civil law related to the family, housing, and consumer protection. After their release, residents can use this information—for example, when signing a lease they will be more aware of their legal rights and responsibilities. Also, while still in prison, they can advise their families on the outside about legal problems in these areas.

Students adapt the text material to the special interests of participants. For example, student volunteers teaching at the Women's Detention Center emphasize material of special interest to women, such

as differential sentencing of men and women, family law, and laws protecting women in the fields of housing, employment, and credit.

Students who teach at Lorton Youth Centers I and II also provide special information for the residents, all of whom have been sentenced under the Federal Youth Corrections Act. Those sentenced under this Act, who range in age from 18 to 22, receive indefinite sentences of up to six years and must be housed in facilities separate from older, more "hardened" criminals. Student volunteers must be particularly attuned to participants' frustration with these indefinite sentences. During class, students explain this law, its purpose, and how to go about attempting to change it if participants feel it is unfair.

Innovative Exercises

In class, residents participate in role plays, case studies, and mock hearings and trials. One exercise involves District of Columbia Parole Board members. Following class sessions that focus on parole and parole revocation, the Parole Board members attend a Street Law class at each facility. During this class, they preside over a mock hearing for revocation of parole, in which class participants take the roles of attorneys and parolee. After they present their case, the Board members decide if parole should be revoked. This exercise enables class members to understand how the Parole Board arrives at some of its decisions and also serves to familiarize Board members with the Street Law Project.

Street Law staff attorneys, some of whom are law professors, conduct a two to three hour orientation for all law student volunteers before they begin teaching. During this orientation they present information about the program itself, problems the students may face when working in the prisons, and requests for services made by residents. Students may provide social services for residents such as phoning relatives. "Students must take commitments of this type seriously," said Mary McClymont, an assistant director of the Pro-

ject. "Residents have enough frustration without people renegeing on their commitments," she continued. Staff stress that students will function as instructors—they are not authorized to practice law.

Throughout the semester, students attend weekly training sessions. Led by a staff member, these two-hour sessions cover the law, problems of teaching residents, correctional problems, and innovative teaching techniques. Staff stress the importance of resident involvement in class discussions.

The Street Law Project began five years ago, under the auspices of the Georgetown University Law Center, when law students gave the course at a local high school. Today all District of Columbia high schools offer a year-long Street Law course which is taught by law students. The course was first offered to residents of a District of Columbia correctional facility on a pilot basis in 1973.

Street Law Project staff members administer the program, provide training, supervision, and evaluate the law students, who receive academic credit. Partici-

pants in the course also evaluate the law students and the course itself at the end of the semester.

As the Project evolved, people from the community joined residents at the District of Columbia Jail and Lorton Youth Center I as class members. Approximately 10 community residents attend classes at each facility. "We include community people in the course to get them involved in the problems of residents of correctional facilities and to sensitize them to those problems," said Edward O'Brien. Community participants also contribute to the class by providing a different perspective from that of residents. Community participants have included employees of Legal Aid, the National Alliance of Businessmen's program for ex-offenders, and a minister. For others, participation is not related to their careers, but is based on an interest in law and corrections.

Student volunteers gain valuable insights through their involvement in the course. "The residents of the D.C. Jail have helped me see some of the realities of the justice system that I had been unaware of," said Cliff Besser, a student volunteer.

Georgetown University gives a certificate to each resident who completes the Street Law course. In addition, residents can—if they wish—request student volunteers to fill out an evaluation form which describes their attendance and class participation. Student volunteers give the completed form to residents who can then add written comments and determine if they wish to have it placed in their file along with the certificate. This form serves to alert the Parole Board to the fact that the resident has successfully completed the course.

The tremendous success of the Street Law Project in prisons has led to the creation of the National Street Law Institute which is funded by the Law Enforcement Assistance Administration, Robert F. Kennedy Memorial Foundation, and the Hattie M. Strong Foundation, and administered in the District of Columbia by staff members of the Street Law Project. The University of Denver, the University of Washington, and the University of California at Davis have, with the assistance of the National Institute, established programs based on the Street Law Project in the District of Columbia.

In the future, Project staff members intend to open all the prison classes to community participants. Officers at correctional facilities have expressed interest in the Project, and plans are underway to offer separate Street Law courses to them. More residents wish to take the course than there is room for. According to one resident who waited several months to take the course, "There are a lot of residents at the jail who would like to be able to take this course. Since there isn't enough room for them, we tell them what we are learning in class and share our Street Law book with them." □

NATIONAL STREET LAW INSTITUTE

The National Street Law Institute, 412 5th St., N.W., Washington, D.C. 20001, an outgrowth of the five-year-old Georgetown University Street Law Project, was created to promote increased opportunities for citizen education in law, and is involved in course development, teacher training, and program replication.

Other Institute activities include the provision of technical assistance and curriculum materials to law schools, school systems, departments of corrections, bar associations, legal service organizations, community groups, and state and local government units. This assistance enables law students to teach Street Law courses in public high schools, in juvenile and adult correctional institutions, and in community-based programs.

Among the curriculum materials authored by the National Institute staff is a national text entitled *Street Law: A Course in Practical Law* (1975) published by the West Publishing Co., 170 Old Country Road, Mineola, N.Y. 11501. Both student and teacher editions are available. The price of each is \$5.95. This text was designed for use in secondary schools, two-year colleges, and in adult and community education programs.

Also available from the same publisher is *Street Law: A Course in the Law of Corrections* (1976). The price of the student edition is \$3.50. The price of the teacher's manual is \$2.50. This text is designed for use in correctional education programs or for a unit on corrections law.

1978 1979 1980 1981 1982 1983

EXPERIENTIAL EDUCATION

BACK TO BASICS

LIBERAL ARTS

COMPETENCY-BASED CURRICULUM

CAREER EDUCATION

SERVICE-LEARNING

SERVICE-LEARNING - FUTURE PERSPECTIVES



FORECASTING THE FUTURE OF SERVICE-LEARNING

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HOW DO YOU forecast the future of service-learning? Declining enrollments and funds for student affairs and student services are not the only changes on the horizon for student volunteerism.

Recently the *Chronicle of Higher Education* documented the long-prophesied declining enrollment; other predictions include "lifelong learning" and support for a hard line, traditional approach to education—a "no frills, back to the basics" attitude. Just as service-learning administrators have begun to resolve their own indecision about giving students academic credit for volunteering in the community, there is talk of doing away with the "experimentation" of the socially oriented 1960's.

The Federal government is reinforcing the relationship between work and education by redefining "work" to include all types of traditional volunteer tasks. Money and national educational policy are being brought into the deliberations. A number of proponents are assembling their forces for a national public service program. This involvement of additional paid volunteers will certainly confuse our present definition of "service-learning."

Having predicted a situation of dynamic uncertainty, let me introduce a paradox: there will be a bright future for service-learning on the college scene. Look around you at the budgets, the size of the staffs, and the enormous number of administrative units that are staffing student volunteer programs. It is apparent that service-learning in higher education is here to stay. The coming

years will see service-learning (or another form of it) align itself with the major functions of colleges—teaching and learning. The manager of a student volunteer unit on a college campus must recognize the long-range goals of the institution and creatively develop service-learning to offer services consistent with those goals.

Futurologists' Predictions

Futurologists suggest that forecasting the future involves two steps: (1) identifying the fundamental contribution that an organization or program makes to essential social functions, and (2) projecting the possible (or impossible) changes that current long-term trends will have upon that contribution.

What, then, are the "essential social functions" provided by institutions of higher education? "Functions" are services that every society requires. The university is a source of several services fundamental to social stability. Some of these are: education and socialization of youth, problem-solving, and research. The most important contribution that service-learning can make is in the area of education and socialization of youth. It has a much weaker role in the area of research.

Alvin Toffler's *The Futurists* (New York: Random House, 1972) suggests three broad trends that will continue into the next century: rapid technological change, dispersion of services, particularly education, to all groups throughout society, and an increasing sense of national community caused by diminishing time and distance factors.

Rapid technological change—Of these three keys to the future, rapid technological change is probably the most widely recognized. The impact of 25 years of television, the development of solid state electronics in the last five years, and the sudden recent developments in lesser technology all demonstrate this trend. These innovations have produced total changes in our lifestyles, our personal possessions, and our ability to communicate with each other.

During the next decade, the extension of these technological changes seems almost limitless. Americans tend to adopt rapidly each new consumer device as it becomes available. Home computers and two-way videophones are imminent. The sudden widespread adoption of the Citizens Band (CB) radio by the traveling public and the use of personal miniature devices for monitoring protection, communication, and physiological functions are only a few examples of the popularization of new technological innovations.

Some of the newest and most popular volunteer programs have centered around the use of modern technology. Examples include telephone hotlines and CB radio REACT (Radio Emergency Associated Citizens Team) clubs.¹ Service-learning administrators are developing automated training programs that use slide/tape devices. Soon, computerized orientation and training programs will be the norm.

Professional people who volunteer their time to help others less advantaged than themselves can extend their outreach through video and cable TV. The growth of consumer groups and relay satellite broadcasting offer educational outreach in ways never before dreamed of. Colleges and universities see these activities as valuable educational opportunities that give students a chance to stretch their skills.

Volunteers will be able to do more in the way of two-way monitoring of the sick and visitation of the handicapped and shut-in by means of video. The use of CB radio has already placed thousands of "airways" volunteers in the role of crime-stoppers and preventors of personal accidents.

Energy conservation programs are well underway. The Volunteer Bureau of Michigan State University has long had a home rehabilitation program in which students repair deteriorating houses for low-income tenants. Several projects across the country have begun to winterize the homes of the elderly. These programs involve a considerable knowledge of technical procedures and engineering know-how, although volunteers can render services at all levels of complexity. Student organizations are honing their planning and management skills in an effort to reduce the number of houses that waste energy and, in so doing, bankrupt their occupants.

¹Richard Mock, "CB Craze Has Impact on Volunteerism," *Voluntary Action Leadership*, Winter, 1977, pp. 9-10.

Dispersion of Services—A second trend for the future is the dispersion of services, particularly educational, to larger and more diverse groups throughout this country. In colleges and universities, this trend has been evident over the last 50 years. College admissions, at one time restricted to the elite, the rich, and the males in our country, have broadened to "open admissions," lifelong learning, and free tuition for senior citizens.

Tomorrow's student volunteers will be older, composed of a greater variety of racial and national backgrounds, and will bring with them a greater range of experience. Service-learning programs are beginning to attract middle-aged women returning to the campus prior to re-entering the world of work. Adult learners such as these understand the value of experience and will seek the opportunities of the service-learning commitment.

Noneducational services—medical, transportation, and legal, to name a few—have spread to new sectors of our population. This trend is marked by the continued growth of service-related jobs in comparison to other job opportunities, such as production.

Sense of National Community—A third trend affecting this country has been its increasing sense of national community. For student volunteers, the most immediate change is likely to be the introduction of a national service program. An alternative to military service, public service will eventually require campus-based training. Colleges may well accredit the public service experience, just as the University Year for ACTION and "prior life experience" have been accredited.

This sense of national community is evident in programs such as Common Cause and "Nader's Raiders." Citizen volunteers are assuming responsibility for monitoring the quality of national services throughout the country. As these programs continue to draw upon college students, colleges will in turn accredit the learning experience.

A Case History

These three trends—rapid technological change, dispersion of services, and an increasing sense of national community—are visible in the evolution of one volunteer program on the campus of a large eastern state university. The program began in the mid 1960's when a large number of student volunteer groups involved in a variety of community service projects cropped up on the campus.

The Dean of Student Affairs wanted to provide these projects with both supervision and continuity, and so he established the Office of Community Service. The role of that office was to give focus, training, supervision, and continuity to student volunteer efforts in community service. Individual projects around the campus were consolidated into a single volunteer group with a constitution, by-laws, and a stable budget. This framework resulted in the growth of the number of stu-

dent volunteers, which was further aided by the use of a centralized transportation system.

This volunteer group, called "People Active in Community Effort" (PACE), continued through the late 1960's and grew from 10 to 28 different projects involving 400 students. The central purpose of PACE was to give community service, and the motivation of the students was in tune with the times—a desire to help others less advantaged than themselves. The Office of Community Service, which supported PACE, was staffed by a director, a college student personnel specialist, an assistant director who was a former PACE volunteer, and a secretary. The separation between the academic community and the student volunteer effort was greater at that time than it has been since.

In 1973 the Office of Community Service began to fill its staff positions with people experienced in administering student volunteers who also had strong academic teaching credentials. This "tilt" toward the academic center of the university was long-sighted. It helped to bring about an integration of the community service program with the curriculum. As a result, the community service program was given the opportunity to move from student affairs to academic affairs. In addition to administering PACE, the Office of Community Service took on the role of coordinating a university-wide internship program and encouraging the development of academically valuable work/service experiences.

The next campus event was a reduction in faculty and administrative positions. This contributed to the most recent development in the evolution of the volunteer program, the merger of the Cooperative Education Program with the Community Service Office. The new office was named "The Office of Experiential Learning Programs." Its emphasis is on learning by doing. Just as in "pure" volunteering, an experiential learning or field experience is not stable unless the student is: (1) involved in a meaningful contribution to a community agency, (2) supervised, and (3) performing a task which is valuable both to himself and to that agency.

In 1976, the new office gained responsibility for the administration of four kinds of service-learning: (1) the PACE organization, with its traditional volunteer service to the community, (2) volunteer experiences connected with class projects, (3) fully accredited field experiences, and (4) paid service-learning experiences in the form of Cooperative Education and paid internships. All of these programs contribute to the long-range goals of the university.

The coming years will see the traditional volunteer role interface with "survey" or introductory level classes. This kind of program, such as the Volunteer Class Project at the University of Maryland and the Joint Education Project (JEP) at the University of Southern California, will continue to increase because it is low-cost, low-risk, and requires few

prerequisites. Students volunteer, often in the public schools, to fulfill part of their course requirements. In the JEP program, students adapt parts of the content of their college courses and teach the adapted material to elementary and secondary students. We will see an increasing tendency toward the integration of the traditional volunteer role with these class projects that give partial credit for performing it.

A second campus trend is that service-learning classes are becoming larger and are requiring more specially trained faculty to teach them. Programmers will find more of their time devoted to training faculty in how to assess experiential learning and in the use of new instructional technologies. For example, during a 15-month period, the Cooperative Assessment of Experiential Learning (CAEL) group offered 13 two-day workshops to 250 faculty members throughout the United States.

A third campus trend is that the credentials of service-learning coordinators will become more academic. These coordinators will have to administer faculty development workshops and prepare managerial cost-benefit reports, tasks that require a high degree of professionalism. The coordinator of the future will function in academic circles. This trend toward professionalism is evidenced by efforts to verify the educational value of service-learning, by the growth of professional societies such as the Society for Field Experience Education, and by an interest in professional development on the part of coordinators of volunteer programs.

A fourth trend is that the university or college will become the center of most communities. This is part of the trend toward a dispersion of services to new groups throughout society, and will result in the involvement of a greater variety of individuals in service-learning. Older volunteers will bring experience, stability, and maturity to existing volunteer programs. Minorities who have not yet played a proportionately representative role in the college service-learning experience will do so as their second and third generations become college-educated.

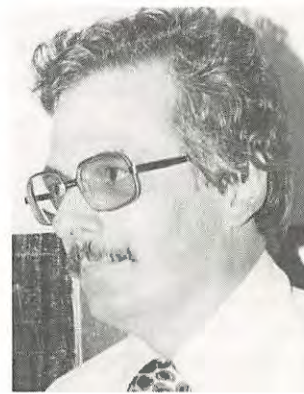
Finally, the impact of technology will bring about new kinds of volunteer programs. The influence of CB radio on volunteer programming has already been mentioned. Colleges and universities will develop more complex ways to interrelate community service with educational objectives, particularly those of new courses and majors. Computerized clearinghouses are being developed that match job openings with the educational objectives of various courses. Eventually this kind of programming will enable national and regional clearinghouses to notify increasing numbers of individuals, on a more personal basis, of community service opportunities in line with their particular skills and interests. This will have the effect of broadening student volunteerism. □

CAREER, EXPERIENTIAL, LIBERAL:

3

EDUCATIONS OR ONE?

*Looking to a future in which liberal arts students are becoming more career oriented, Dr. van Aalst suggests a new rationale for integrating service-learning and career development. His six skill clusters offer a new framework for liberal arts students in community service and other experiential education placements, one that enables them to focus their career interests.**



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THE FRUSTRATION THAT I encounter daily as a trained historian directing the experiential learning and the career development office of a state-supported liberal arts college is bad enough; it increases to anxiety when I have to put on paper how liberal, experiential, and career education fit together. While I think that most administrators of service-learning programs would agree that all are valid forms of education, they would also agree that trying to incorporate them in a single integrated program is extremely difficult.

One reason for this is their different pedigrees. Liberal education, with its emphasis on teaching the leaders of a society how to think and to appreciate the higher forms of culture, traces its ancestry to Aristotle and considers Oxford its modern model. Experiential education is a more recent phenomenon, and is associated with John Dewey. Its contemporary expression, particularly service-learning, is derived from idealistic movements for social change such as volunteer action, civil rights demonstrations, and anti-war protests of the 1950's and 60's. In contrast, the career education family is more conservative, explicitly preparing young people to preserve the established order.

*Dr. van Aalst adapted this article from a paper that he presented at a workshop on "Service, Learning, and Individual Development," sponsored by The George Washington University's Division of Experimental Programs in January, 1977.

Not only are these lineages very different, they are also in conflict. Aristotle insisted that liberal education was preparation for leisure, not for work. He made an absolute distinction between liberal and career (mechanical) education. Liberal educators have stressed the classroom and campus as the best place to acquire a liberal education; community experience and learning from people other than professors have been scorned. From the other side, the experientialists have stressed the limitation and even irrelevance of the classroom, the sterility of intellectualism, and the need for personal involvement in righting the wrongs of society. This idealism contradicts the career educator's concern for security, and the criticism is mutual. Until recently, career education and liberal education have been separate, and the community college boom reaffirmed the differences. But the new policies emanating from Washington now call for integrating them.

When we focus on what has actually been happening in liberal higher education institutions, however, we discover that the three forms of education *have* co-existed. The collegial experience of campus life has long been considered an essential component of good liberal education. Career-wise, liberal education has been the basic training ground for the professions and for public service. In America it has long been seen as the means of improving occupational status, and more and more occupations have made a bachelor's degree the basic requirement for an entry level job.

Liberal Education On the Defensive

Recent attempts to increase the experiential and career components in liberal arts colleges have met with mixed reaction. While there is a more than adequate basis for open conflict, there are also examples of coexistence if not coalescence. A word of caution is required. Even though enrollment statistics at the present time make it seem that liberal education is firmly entrenched, it is important to recognize that it is on the defensive. Career and experiential education are new generations in their families, and have the advantage of youth and vigor. Our primary concern at this stage, I am convinced, should be to make certain we preserve the essential values of liberal education.

Liberal higher education is not doing well; not only is it widely criticized, its own defenders speak in confused, uncertain voices. The challenges of experiential and career education are thus directed at an institution already weakened by recent changes that have diluted its traditional goals and forced it to reexamine its role. Should it reaffirm a more elitist position to preserve its academic purity? Should it allow other types of higher education institutions, that make no pretense of providing traditional liberal education, take care of the "new student?" The community colleges have done that to a degree. But even more important is the need to define clearly what is essential in a liberal education

and then ask who in our society should have the opportunity to benefit from it. Is it desirable to provide a liberal education for everyone? My answer is "yes."

Liberal education is not necessary for survival; it is only necessary for human progress, and many civilizations have failed at some point to provide it. Thus, we are obliged to give priority to liberal education. Instead of challenging its defenders to modify and compromise, to accommodate less critical needs, we need to challenge the proponents of career and experiential education to insure that they include only that which is compatible with liberal education; that, where possible, they adopt the same goals; and that accommodations in a single institution or a single curriculum be made only if liberal education will not be diluted.

Related Issues

I am aware that there are many related issues. Open admissions puts students in college who are unable to benefit from liberal education because they cannot read. The subject of another paper might be how to make the curriculum less academic but no less liberal. There are goals of all higher education which are very important, such as basic communication and computation skills. They are also goals of liberal education. Another major issue is the implications of a faltering economy coupled with a demographic pattern that has fewer college-age youth in the next decade than in the last one. While a total analysis of higher education would include these issues, their inclusion might add new problems but would not change the analysis above.

Career education, then, must relate to traditional liberal learning outcomes, and prepare for employment in those occupations requiring a liberal education. It must also relate to the growing knowledge industry, and to the human services, and it must address the question of society's shift in expectations, which requires the employer to modify job descriptions to match the education level of applicants.

Affective Learning

Knowledge acquisition, personality development, and skill training are all parts of a complete education. Liberal education has focused on cognitive development, or knowledge acquisition. Affective learning was considered more of a by-product. It is the area of affective learning that experiential education addresses most effectively, and student volunteer experiences in a variety of community service programs have demonstrated this.

Skill training has been avoided, even though it was in many ways implicit. As we recognize a greater diversity of occupations open to liberal arts graduates, it is time to identify those skill clusters that are already implicit in liberal education and then to make them more explicit in a liberal curriculum, without diluting or detracting from the main purpose of that curriculum.

The "liberal skill clusters" referred to below are not to be confused with the essentials of liberal education; or the basic elements of all higher education, such as reading, writing, and computation skills; or with general maturing, such as the ability to assume responsibility and to interact in a healthy fashion with other people.

These skill clusters all require basic competence in each of the above areas, and are an attempt to define skills in terms of principles and theories that in themselves require a post-secondary level of intellectual activity. These skills are general and theoretical; students can acquire them during community service and other off-campus placements.

It should also be noted that this cluster scheme requires a new classification of occupations. Career counseling utilizes interest and personality testing. It also takes into account the student's level of education, as well as his or her level of cognitive development. At the post-secondary level, skill testing is frequently omitted. This skill cluster scheme would require that that critical element be introduced.

Skill Clusters

The six liberal skill clusters are:

1. **Information Management**—the organizing of knowledge; from filing and data processing to cataloguing and computer programming; from maintaining inventories to accounting and auditing.

2. **Research and Investigation**—the use of a diversity of sources, from libraries to laboratories to public opinion polls; includes such diverse activities as archaeology and detective work, journalism, and traditional academic research.

3. **Design and Planning**—the imaging of solutions and of the future, whether it be in graphics, interior decoration, landscaping, architecture, environmental impact, or economic planning. Many of the principles involved in this area are normally associated with fine arts, but they are much more widely applicable, as is creativity.

4. **Communication-Persuasion**—while everyone needs to communicate and occasionally to persuade, this refers to advanced forms required in the media, advertising, and sales. Teaching is also a communication-persuasion skill, though unfortunately it has been considered important only for those planning to enter the educational profession.

5. **Human Services and Relations**—the human services field is a rapidly expanding one, and is compatible with the idealism of many young people. While there are basic principles of professional helping, three specialized areas are health, mental health (counseling), and social work.

6. **Administration and Management**—organizing people and resources for the achievement of an institutional task is a skill in great demand. Public Adminis-

tration and Business Management are often separate college departments, but the liberal skill cluster referred to here covers both. There are administrative tasks associated with all six liberal skill clusters. Perhaps a difference of emphasis can be seen between politics-law and business-industry. Information Management is closely related to this skill cluster, but the emphasis here is on the management of people and institutions.

Interjecting Liberal Values

This approach to career education interjects liberal values in a number of ways: (1) Skills are not tied to specific occupations, and each skill is transferable among many occupations. (2) Skills are not tied to specific academic majors. An art major could be interested and skilled in management or communication or design; a biologist in research or planning or helping; an historian in information management or research, administration or communication. (3) Each of these skill clusters is a valuable asset for the whole of life. (4) Each also requires theoretical understanding, critical thought, and judgment. This kind of career education makes the liberal student more employable, and helps the student to see the relation between liberal education and a meaningful occupation. In these terms, it does seem possible to provide a "liberalized" career education.

A final question is whether a career component based on teaching these skills can be incorporated in a liberal arts curriculum without damaging or diluting it.

Let there be an introductory course in each of the six skill clusters, from which the student selects the three or four of most interest. Next, let the student select one cluster for emphasis, and take a second, more advanced course in that cluster. As a junior or senior, the student could do an internship which combines his or her academic major and skill cluster ability. The internship would include an academic project which calls for the application and integration of both the academic discipline and the skill cluster theory.

A Curriculum Module

Such a curriculum module could readily be incorporated in most liberal college curricula, with no disturbance of the general requirements or the major requirements. In fact, it is the model already operating for much of secondary education.

This fits together almost too well, and combines all three educations: liberal, career, and experiential. It enhances affective development, liberalizes career preparation, and applies liberal education, thereby demonstrating how the latter can be used for a lifetime. There are many loose ends, and to my knowledge, no such scheme has been tried. But it does have potential to check the dilution of the liberal arts and to meet the broad needs of the "new student." I think this scheme is worth trying. □

FUTURE CHALLENGES FOR HIGH SCHOOL SERVICE-LEARNING COORDINATORS

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HIGH SCHOOL TEACHERS around the country face three trends which will challenge curriculum developers over the next five years: (1) declining enrollments, (2) tightening budgets, and (3) public demands for increased training in basic skills ("back to basics"). These trends will force high school administrators to examine all programs and curricula from at least three angles:

- **Cost effectiveness**—In light of decreasing budgets for staffing and curriculum support costs, how expensive is the particular course or program, especially in relation to others?

- **Learner outcomes**—What benefits do students actually receive as a result of the course or program? What evidence is there to support any claims made about the effectiveness of high school courses and programs? If there is evidence, is it of a type which can spell out benefits in such a way that those benefits compare favorably with other courses and programs—especially those competing for declining support staff and funds?

- **Visibility**—Does the course or program lend itself to public understanding and support? Can the public (parents, business community, colleges, vocational schools): (1) understand the rationale for the course or program, and (2) observe the benefits of the program to the students—their futures and their out-of-school experiences?

Facing this type of scrutiny, it becomes obvious that not all high school courses and programs can, nor should, survive. If service-learning opportunities are made available to students in a given high school, through the use of school staff and funds, then service-learning will face the same challenges. Therefore, high school teachers and coordinators of service-learning programs must be ready to answer practical questions. The capacity of service-learning programs to survive will be in direct relationship to their capacity to answer the questions in ways which can and will be compared with more traditional (less expensive, less complicated, more easily interpreted to the general public) courses and programs—and come out ahead.

There are three basic forms of service-learning offered by high schools. The first form is that of an extra-curricular activity through a service club, or as a function of another club (e.g., letterman's club, key club, etc.). The second form is that of an autonomous course or program in the curriculum. In most cases students are offered the service-learning course as an elective, like other elective courses, for regular credit. In some cases the service-learning course may be a graduation requirement (this is often the case in private, religiously affiliated schools). In other situations it may be used to help alienated students, or as a delivery system for career education. These opportunities have in common that the service-learning option is a course in itself,

unrelated to a specific discipline (with the possible exception of religion in private schools).

They are offered through the curriculum, and subject to academic scheduling and standards.

The third basic form is that of an integral component of, or supplement to, traditional courses in the standard disciplines, e.g., an elective course in English where students interview senior citizens and write their biographies, or an elective course in carpentry where students repair homes in a low-income district.

Advantages and Disadvantages

Each of these forms has certain advantages and disadvantages. In the process of examining each, it is important to keep in mind the basic goal of service-learning—to involve students in situations where they are serving the needs of their community *while* they are learning. Courses or programs which place students in the community and leave the learning to chance, or simply teach students about the “problems of poverty,” are not being discussed here. There must be a commitment to the service *and* the learning aspects of the experience.

The question then becomes, which of these forms of service-learning has the greatest ability to survive in the future? To answer this question, each form must be examined as to its cost effectiveness, its ability to produce and document real learner outcomes, and its visibility to the public.

The cost of administering extracurricular service-learning programs is not great because documentation of learner outcomes is generally not required. Public visibility is not a problem, given that the activity takes place outside of regular school hours and thus competes with other extracurricular programs, not with academic courses. Generally this type of program is more focused upon service, and is not that concerned with the learning aspect, even if credit is granted. The capacity of extracurricular service-learning programs to survive is based more on their capacity to compete with other extracurricular programs for funds and students rather than their capacity to demonstrate their effectiveness as an educational process. Unfortunately, because of their extracurricular status, these programs are limited to a select group of students who have the time and who are not committed to a job or other extracurricular activity. In a budget crisis, they would have a difficult time competing with more popular activities such as sports, yearbooks, newspapers, etc. As has been demonstrated recently in the state of Washington, extracurricular activities are the first to go in the event of serious budget curtailments. Therefore, a school truly committed to making service-learning available to students on a continuing basis would best not rely on this form.

Although there are many advantages to this form over the extracurricular option (e.g., ability to structure

some type of learning component), there are some serious problems as well—especially in light of the obstacles which will have to be faced in the future.

Cost is the first major factor working against such a program. Staffing it is expensive. Although it may be possible for a service-learning program organized in this manner to maintain a standard student-teacher ratio (25 to 1), such a ratio is impractical in terms of adequate field supervision. A standard ratio could mean as many as 125 students per term in the field. The task of placing, monitoring, and evaluating all students, as well as community agencies, would be a tremendous one. This is not to say that it would be impossible, but the quality and effectiveness of the experiences that students receive in the field are easily compromised with larger numbers.

It should be noted that there are instances where a standard ratio, or a greater one, is maintained. However, upon closer examination, one finds that although many students are assigned to volunteer positions in the community, supervision and follow-up are lacking. This is usually the result of the fact that many programs are evaluated on the basis of the number of students who complete the program—not the number who receive quality service-learning experiences.

This “numbers game” is a dangerous foundation upon which to build a service-learning program. The community agencies feel as if the school is “dumping” students on them, students get the impression that the service-learning course is an “easy credit,” and parents wonder how the school can justify sending students into the community without adequate professional supervision.

Other costs may include transportation (a necessity in some locations) and basic instructional materials, such as books, office supplies, and duplicating, to support the learning component.

Even if a standard student-teacher ratio is maintained, and the other support costs are not out of the ordinary, there is still the fact that the program costs the school a specific amount of money, and that that figure is a separate line item in the general budget. In the event of serious budget cuts, in conjunction with demands for improved basic skills training, can the service-learning program qualify as a “bread-and-butter” course in the eyes of a pressured school board or board of directors?

Defining Learner Outcomes

This question leads into the next consideration. What are the learner outcomes from such a course? In this context, the service-learning is not related to any specific discipline normally associated with the high school curriculum. Therefore, to define learner outcomes, objectives have to be written based upon goals that are unrelated to what has previously been described as “basic” high school education.

The task of writing these learning objectives is further complicated by the fact that students serve in many different types of agencies, and seek to solve different types of social problems. The possibility does exist that learning objectives could be developed for each individual student. These would be based upon the student's interests, and his or her particular placement. The addition of this type of individual study to the service-learning teacher's other duties would mean a substantial increase in the work load. There is also the very real consideration of whether or not the majority of high school students to whom this type of program would be offered are capable of taking on this type of independent study.

Service for Its Own Sake

Many such programs have, as a major objective, service for its own sake, especially in parochial schools. Of the different agencies through which a student provides service to the community, many place the student in a one-to-one situation with a particular person or group in need of the service. How is the student to explain the commitment? As a course in service to the needy? As a class that seeks to provide students with exposure to the "problems" of the community? Some programs are based upon these rationales, and it must be asked if they are productive situations—even though "good experiences" can and do result.

Overall, then, the ability of programs organized in this way to compete with traditional courses in terms of learner outcomes is inhibited by the fact that they are not directly related to basic skill development. In the final analysis, the survival of such programs may depend upon the philosophical commitment made by the school board or board of directors to service-learning, based upon their assumptions of the benefits that the program offers to students.

The public visibility concerning this type of program is generally good. Parents are pleased that their children are involved in a course which provides them with some "real life" experience. Community members are generally satisfied with the work that students perform in their agencies and for their clients. The only cases where this may not be true is in those where there is no firmly established routine of field supervision and follow-up by school personnel.

To summarize, then, this form of service-learning, although more effective than the extracurricular form, and a credit to any school or district which has committed curriculum space and staff time to offer it, may not be strong enough to survive the intensive scrutiny that all educational programs will undergo in the immediate future.

This form offers the highest potential for program survival in the present educational climate. The cost involved, although greater than that of a course which does not send students into the community, is not as

great as that incurred for the autonomous course. Furthermore, such courses do not require special budget line items. Service components can be built into already existing and budgeted courses.

The problem of learning outcomes is resolved because the work that students perform in the community supplements the cognitive learning taking place in the school. Students involved in such courses are able to apply what they are learning in the classroom to real life experiences in the community. The process of fulfilling learning objectives includes an "active" service experience. The problem of "service for its own sake" is reduced by the fact that students are in the service situation for specific reasons related to the development of basic skills and knowledge.

Visibility is a positive aspect of this form of program. Community members view students in service-learning situations such as these very positively—they may even see themselves as adjunct faculty. Parents see their children in a course which places them in a real life situation, in a context that they can easily understand, namely, how that experience relates to their child's academic development.

The fundamental difference between this type of service-learning opportunity and the other two is that in this form the service becomes a teaching tool to enhance traditional learning, as opposed to a goal or objective in itself. The goal of the other forms, to get students actively involved with the problems of their communities, is still accomplished, but in a manner which integrates the service they perform with what they learn in school.

If the arguments presented thus far represent accurately the future of service-learning in high schools, then it follows that those who are either committed to some type of service-learning at present, or who are considering beginning to build a service-learning program into their curriculum in the near future, must plan ahead. How do you focus the service-learning experiences as components of courses which are currently being offered? This can be accomplished in a number of ways, but by far the most effective is teacher training, for it is the classroom teacher who is the key to the success or failure of any such venture.

Blending Service and Classroom Activities

The School of Education of Michigan State University has developed a step-by-step process through which teachers may infuse service-learning experiences into courses that they currently teach. The theory is that the success of infusing service-learning into the curriculum depends directly upon the teacher's ability to blend the service activities into classroom learning activities in a natural, meaningful way. To accomplish this successfully, the following steps are taken:

- *Examine the course*—Using the course outline, or other source of information concerning the course,

carefully examine all of the topics, concepts, and skills which are taught.

• *Identify existing course concepts, skills, or topics into which a service-learning experience could be infused*—Often this step is the most difficult part of the process. It requires that a teacher think in terms of service activities which provide students with experiences supportive of course content. Some courses are more receptive to a service activity than others, but in almost all cases a service component can be identified which will supplement one of the concepts, topics, or skills of the course.

• *Write goal statements*—Once you have identified the context into which a service component could be infused, then write clear goal statements which define what that service component will accomplish.

• *Write performance objectives*—Be as specific as possible in the development of student performance objectives for a service experience.

• *Design an evaluation procedure*—It is important to know if the service activity produced the desired learning outcome for students. This can be accomplished only through careful evaluation. The evaluation of off-campus learning has been, and is, a difficult process. It is useful to use more than one type of measurement—testing, as well as discussions, opinionaires, and the like—to bring out student feelings and ideas regarding the experience. In designing the evaluation process, keep in mind the community need which was served during the service activity, and include some

type of client impact evaluation or evaluation by students' field supervisors.

• *Develop a list of possible service-learning activities*—Use the brainstorming technique in order to develop as many possibilities as may be available. Consider all potential service-learning activities, no matter how impractical they may seem at first. There are activities in which the service provided directly relates to the academic content of the course, e.g., a biology class that provides basic environmental education to elementary school students, and activities in which the service relates indirectly to the academic content, e.g., a U.S. history class visits elderly citizens to discuss the early 1900s.

• *Select the most appropriate activities*—In selecting the service-learning activities, keep in mind the practicalities of your particular situation. Some of these are the time frame of the class and the location where the activity will take place. If more than one field activity is to be introduced, the structure and sequence should provide for the most logical presentation of the course content.

• *Develop a teaching strategy or lesson plan*—This step, although not the most difficult, is the most crucial. Here the teacher develops the manner through which the service-learning activity will be integrated, in the most supportive and effective way possible, into the content of the course. The teaching strategy for a service-learning activity aims at helping students to learn from their experience. It cannot be assumed that the experience, in and of itself, is enough for students to gain the full impact of what they have done while out of the classroom.

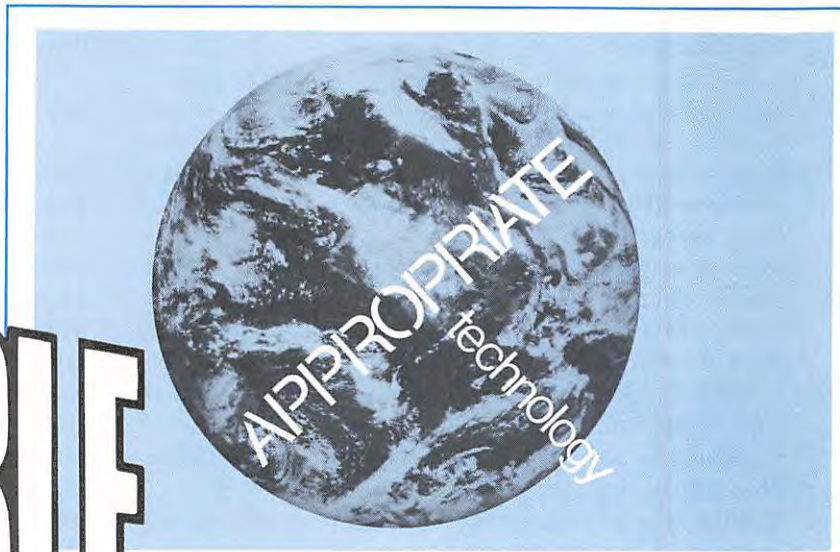
• *Develop community resources*—At this point in the process the teacher goes to the community to seek out those individuals and agencies which are potential sources of placements for students. This may involve a lot of legwork, but once you have established sound relationships, the cooperation leads to positive outcomes for both the school and the agency. Then the relationship becomes a permanent interface between school and community. Both groups share in the responsibilities of meeting community needs and educating the young.

The primary intent of this article has been to ask some fairly tough questions about the future of service-learning in high schools, to attempt to develop some answers to those questions, and further, to lend some direction. The reader may, or may not, agree with the conclusions which have been drawn, or the directions which were taken, but the basic questions remain—the challenges are no less real. For those committed to service-learning and its value within the high school context, these challenges on the near horizon serve as a reminder that the survival and growth of service-learning will depend upon its capacity to be a qualitatively superior educational experience. □

SAMPLE CURRICULUM COMPONENTS

1. A junior-senior biology class undertakes, as a major portion of its work, the water quality testing of a local port. Then the class writes a report to the city on how the water quality affects the overall environment of the port and its shores.
2. A junior-senior class in physics designs a small wheeled vehicle for children who are victims of a spinal cord birth defect. Previously totally helpless, these children now scoot around the ward room.
3. A U.S. history class, studying the early part of this century, visits rest homes and discusses the times in question with senior citizens who lived through them.
4. A shop class constructs conveniences for the handicapped within their own neighborhoods, such as curb ramps, stairway ramps, and convenient lavatory facilities.
5. Upper-division math students teach the metric system to pre-school children, through the use of creative learning games, at day care centers and kindergartens.

POSSIBLE FUTURES



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THE PRINCIPAL PURPOSE in running this course is to encourage the sixth formers in our General Studies Scheme to think constructively about the future of our society and to see how they might be able to influence it when, say by the year 2000 AD, they will be in a position to do so. We do this by selecting certain aspects of the present, such as energy resources, developments in medicine, guerilla warfare, etc., and assessing their applicability and importance in the future. These topics are introduced in a number of ways: by films, as written material, or as ideas from visiting speakers and from within the group. Inevitably, many of these views clash with each other and much of the value of the course lies in the dialectic.

The course is undertaken by one-third of the lower sixth complement each term and is run jointly between the school chaplain and the heads of the biology, design, and English departments. This interdisciplinary team approach in staffing the course had added immensely to the value of the discussion sessions, for we have felt that this course has taken each of us into uncharted territory. Each course runs for a minimum of eight 90-minute sessions, and the scheme began in September, 1976.

With such an open subject as "Possible Futures," we have deliberately adopted an approach that has allowed each course to develop along quite different lines. However, there have been three aspects common to all courses.

First, each session has commenced with an essay that encourages the students to develop their own vision of the future, and the principles and values that they think will guide their adult activities (see Figure 1).

Second, we have shown E. F. Schumacher's film, "The Other Way," to each group, as it is an effective way of raising a number of current issues: energy and nuclear power, third world development and intermediate technology, transport and communications, the proliferation of goods, and the soullessness of working in mass production industry.

Outside Speakers

Third, we have made a point of inviting a number of outside speakers. These have all been personal contacts, and have spoken to us on world food supply, the problems of urban life in Calcutta, nuclear power and alternative technology, the ethical questions inherent in modern medicine, guerilla warfare, etc.

About this kit

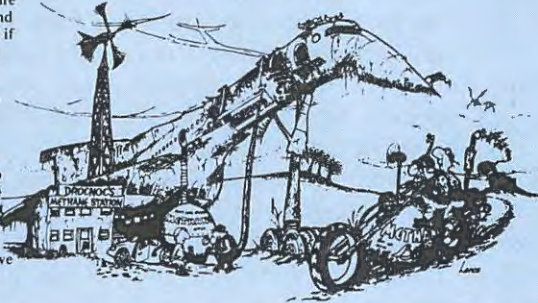
'In the excitement over the unfolding of his scientific powers, modern man has built a system of production that ravishes nature and a type of society that mutilates man,' writes E F Schumacher in 'Small is Beautiful'. This kit attempts to make people aware of the changes in attitudes and values that must come about if we are to get off our present collision course and to show what each one of us can do about it now. And where better to start than in our schools?

The kit is intended for secondary school teachers to use with pupils of around 14 upwards. It is not directed at the teacher of any particular subject. Indeed a great educational opportunity will have been lost if teachers do not

use the material in this kit to get away from the compartmentalised thinking that would divide science from the humanities, those who think from those who feel, those who plan from those who make.

The material is not in any particular order—although the

Introduction is probably a good place to start. Each section has been contributed by someone with personal experience of their topic and it is hoped that the variety of approaches will give some flavour of the many dimensions of this vast and challenging subject.



"Possible Futures" is the name of an interdisciplinary course developed in an English secondary school. Based on student exploration of contrasting ideas of the future, it can serve as a classroom aid to teachers who are seeking new ways to help their students reflect on service experiences in the community.

"Possible Futures" was published in a new School and Community Kit, called "Appropriate Technology," designed to help British secondary students look at the values of a technological society. The kit has a variety of units based on student projects designed to help others. Some of these units are: solar energy, recycling, transport, and methane. To order the kit, send \$5 in check or international money order to: CSV, 237 Pentonville Road, London N1 9NJ, England.

Thus, although each course had developed along different lines, depending on the interest of the group, the issues of current public concern, and the availability of speakers, each route has led toward an awareness that:

- Although there are a number of choices open to society, viable alternatives do already exist.

- The students themselves will be in a position to make choices, as individuals and as members of organisations (firm, professional association, etc.) that will affect the *direction* in which society develops.

- The choice of a particular technology implies a concomitant social structure. In particular, a high technology, mass production society will give a surfeit of material goods but demands a large scale organisation and a machine minding labour force that is denied the "human factor" in its work.

- Fundamentally, an individual's view of the direction of the changes that he would wish to see in society is absolutely tied up with his views on the nature of man. There is a theological dimension to all this.

We have, on occasion, sought the reaction of a group at the end of their course. The following quotation from a final essay expresses as well as anything what we hope to achieve. The emphasis is that of the student.

"The purpose of this course, I feel, is therefore not to provide answers. We would be fools to send millions of people heading off in an untried direction. People themselves have found their own answers. Instead, it is to provide *insight*. The more insight we have, the better decisions we will make. Therefore I feel that this course has not only been worthwhile, but an education."

Views on the Nature of Man

In the view of Professor T. Stonier in his Inaugural Lecture entitled, "The Natural History of Humanity: Past, Present and Future," man is seen as evolving from troops of primitive hunting and scavenging man-apes, with limited language communication and a scarcely existent "proto" culture, into an ultra-intelligent, global social unit linked by world-wide video-phone networks, relying on nuclear fusion power and the possibilities of interplanetary travel. Essentially he projects past trends into the future. At the centre of his scheme is the idea that the use of technology is a part of our human heritage, on account of man's unique tool-using abilities.

He identifies three levels of determinants of social organisation: (1) the environment, (2) technology, and

(3) economics. Of these, technology is seen to be the most significant, for technology determines the pattern of trade and, ultimately, of economics, while it also allows us to modify the environment through agricultural developments.

Moreover, there is a technological imperative in that the more that is known and invented, the greater the capacity for future knowledge and invention. This process is self-feeding, and accelerates at an exponential rate. It would appear that by this analysis, mankind will automatically mould his social organisation into whatever shape technology and/or economics dictate.

Humanizing Technology

E. F. Schumacher, on the other hand, would turn the argument around, and warns that technology as we know it must be changed if man as a human being is to survive. The excitement over the unfolding of the powers of science and technology has produced a "system of production that ravishes nature and a type of society that mutilates man."¹

Schumacher argues that this philosophy of materialism has become an end in itself, and that what is needed today is a concentration on and revision of the end to which this activity should be directed. This requires, above all else, the development of a lifestyle

¹E. F. Schumacher, *Small is Beautiful: Economics As If People Mattered*. New York: Harper & Row, 1973, p. 246.

which gives pursuit of material things their proper, secondary place.

This would produce a sense of pride, purpose, and achievement in work, rather than the present situation which requires a decreasing involvement, both physically and emotionally, due to increased automation and "bigness."

Schumacher sees the need for what he calls an "intermediate technology" to bring back the human aspect of work and satisfy our creative aspirations. This inevitably demands smaller units of production and greater localisation, in the sense that local products must serve local needs.

There is another area of contrast which highlighted the questions of man first, technology second, or vice versa. B. L. Lloyd, Christian Aid Area Secretary for South Yorkshire and Humberside, described the horrific problems of Calcutta's "bustees" (slums) and the way in which they are being solved by tackling human problems, encouraging the people to help themselves, and, in some cases, by adopting an appropriate intermediate technology.

Constantinos Doxiadis, the internationally renowned city planner, on the other hand, has designed for a future world of 15 to 20 thousand million people a vast, continuous mega-city that he calls, "Oecumenopolis." All today's major cities are seen as being linked together in one vast conurbation powered by nuclear-fusion islands in the seas, served by vast fresh water

Figure 1

SAMPLE COURSE DESCRIPTION

Note: Not all of the sources below are available in the U.S.

WEEK 1—Reading of "I Have A Dream" by Martin Luther King, followed by an essay addressing the following topic: "By the year 2000 AD you will be about 40 years old and among the decision-makers responsible for the direction society will take in the 21st century. What vision of society would you like to have before you when you join in the making of these decisions? What principles do you think ought to govern the making of those decisions?"

WEEK 2—The class is divided into small groups and given contrasting extracts selected from the essays written during Week 1 to read. These extracts serve as a point of departure for class discussion.

WEEK 3—E. F. Schumacher's film, "The Other Way," followed by a short discussion in small groups. Copies distributed of the *Financial Times* report on the Flowers Commission Report on Nuclear Power; the "Lucas Letter" (open letter from the Lucas Joint Shopstewards Committee to the Lucas Management in *Undercurrents*, Vol.

12, September/October 1975); and reports of accidents at nuclear plants (*op. cit.*, Vol. 12). These were to be read as a preparation for Week 5.

WEEK 4—Talk by Mr. Howard Liddell, Hull School of Architecture, on the drawbacks of nuclear power and the architectural and social implications of developing alternative energy sources. Mr. Liddell was able to describe several schemes, ranging from "purpose built units" to study schemes for the revitalising of terraced housing in Hull and a rural region in Scotland.

WEEK 5—A discussion session in small groups that began with a summarising of the assigned readings and culminated in writing a facetious essay on the following:

1. Liddell's talk was the vision of a trendy comic putting forward communistic ideas.
2. Schumacher is a back-to-nature, folksy escapist.
3. There is no real crisis; it is all made up by the media.
4. The end of the world is nigh! Is it really!

WEEK 6—Played a modified version of the simulation game called "Chinese International Development and Economic Rehabilitation (CIDER) programme in the 1980's," devised by Brian Wren and John Hastings. The

catchment areas and fed by mega-farms in barely populated, intensively cultivated rural expanses.

What will the quality of life be like in "Oecumenopolis?" With the increase in complexity of urban organisation, many of the freedoms familiar today will be presumably lost. How far away, then, will Big Brother be? What would life be like?

Knowledge vs. Wisdom

Sir Bernard Lovell in his 1975 Presidential Address to the British Association entitled, "The Advancement of Science," states: "The pursuit of scientific understanding is an essential occupation of modern society . . . but not its sole purpose. . . While we can send a space probe to Venus, we may never apprehend its ethos as the evening star."

There is, after all, more to a sunset than is revealed by a spectrographic analysis of its emitted light rays, and a knowledge of only that which is scientifically testable is but a part of our total human experience. Factual knowledge in itself provides no guide to the way in which it should be used. This guide is wisdom, and it is greater than knowledge.

Schumacher decries many of our modern activities for their lack of wisdom. In an article called, "The End of an Era," he states:

"Until the 17th century they said that even the slightest, vaguest knowledge of the highest things was infinitely more desirable than the most precise

knowledge of material things. . . There is no longer a distinction between 'higher' and 'lower' things but only the thought of usefulness, desirability derived from usefulness. And so there has followed an era . . . which excludes from what may be considered real or scientifically testable everything except that which can be weighted and dealt with by that very small useful instrument we call reason."²

According to Schumacher, wisdom is excluded from economics, science, and technology; what counts is quantity instead of quality. Economic growth, the process of amassing wealth, is based on material enrichment at the cost of spiritual deprivation. This goes for the individual as well as the state, and leads to greed and selfishness, then to non-cooperation, frustration, and estrangement and the breakdown of intelligent, wise use of knowledge. We must find again a place for spiritual and moral truths, however scientifically untestable they may be.

It will be seen that running through these areas of contrast there is the central question, "How much importance do we attach to that which makes us not just beings, but human beings?" The decisions that we make from now on, which may be irrevocable, will determine whether we will dehumanise or rehumanise our society and that of our children. □

²E. F. Schumacher, "The End of An Era," *Resurgence*, November-December, 1976.

afternoon closed with a brief discussion in plenary session on the lessons to be learnt from the game. Copies of an article entitled, "Can Our Space-ship Survive?" by John Gribbin (*Daily Telegraph*) were given out to be read before Week 7. This article examines a plan prepared on behalf of the United Nations by Constantinos Doxiadis for an "Oecumenopolis" designed to support a world population of 15,000 to 19,000 million people.

WEEK 7—Outside speaker, Mrs. B. L. Lloyd, Christian Aid Area Secretary for South Yorkshire and Humberside. She showed a film strip and talked about modern Calcutta. Copies of "Calcutta, Urban Revolution" (Christian Aid Topic Sheet) were read.

WEEK 8—Discussion in small groups comparing and contrasting the proposed world city of the future with the present city of Calcutta. Discussion questions were:

- What are the problems in Calcutta?
- What steps are being taken to tackle the problems?
- What is Doxiadis' plan and how would it differ from the future envisaged for Calcutta?
- How could Doxiadis' proposal be implemented?
- What is implied in its implementation?
- What might it be like to live in an "Oecumenopolis?"

- Who makes the decisions and what factors make it possible for the planners to act on their decisions?

WEEK 9—A lecture by one of the course staff outlining the main arguments in Professor T. Stonier's Inaugural Lecture, "The Natural History of Humanity: Past, Present and Future." The view of man in this lecture was contrasted with that of J. Bronowski in *Ascent of Man*, Kenneth Clark in *Civilisation*, and E. F. Schumacher in *Small is Beautiful*.

WEEK 10—Copies of "The End of An Era" by E. F. Schumacher (in *Resurgence*, November-December, 1976) were read. This article suggests that the present phase in the history of Western thought is disintegrating under the impact of the discoveries of modern physics. The head of the physics department then explained briefly the developments to which Schumacher referred.

WEEK 11—The course was summarised by another member of the staff, who identified the areas of contrasting views given below, and then the session closed with a brief essay. The essays written during Week 1 were returned, and students were asked in the final essay to say in what way their ideas had changed during the term.



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EDUCATION AS IF

I WOULD LIKE TO SHARE with you some events, books, and tendencies that have occurred since 1971, when *Synergist* first appeared. They illustrate new trends in student volunteerism and in the evolution of higher education, of which student volunteerism is a part. In the final section of this article I shall speculate about the role of service-learning within the context of these events, books, and tendencies.

My lead article in the first issue of *Synergist* (Fall, 1971), "The Twain Converge: Education and Volunteerism Meet," pointed to the fact that educational reformers and student volunteers were on converging paths. Reformers, such as those who formed the Carnegie Commission on Higher Education, called for programs which would give students meaningful experiences in real world settings—experiences which would have an impact not only on ideas and skills, but also on feelings, attitudes, and values.

Volunteering did that. It gave students knowledge of their communities as well as how to apply academic disciplines, it developed personal skills, and, through compassionate actions, it helped to shape and reinforce humane values and attitudes. Students found or created placements which met the vaguely defined terms—"experiential learning," "action learning," "work study," "experiential education," "career education," "field experience"—which were part of the rhetoric of reform.

Since 1971, new organizations have sprung up and are flourishing. The Society for Field Experience Education held its first national meeting in 1972. Despite cutbacks in travel funds, each of the Society's annual meetings has attracted greater numbers of people, and its membership has grown. The Association of Voluntary Action Scholars takes a strong interest in the relationship between volunteerism and education, and each of its national meetings has had at least one panel or workshop on the subject.

Yet another organization is now in the formation stage. In May of 1976 representatives of 17 national organizations met in Chicago to form a Coalition for the Advancement of Alternatives in Post Secondary Education. A second organizational meeting expanded the representation to 27 organizations. Among the ideas which unite these groups is the need to increase the role of experience in education and to lower the barriers between education and other aspects of our lives.

This movement is reflected in the subject matter of conferences held by older organizations. For example, at the 1977 meetings of the American Association for Higher Education, the theme was: "Help Wanted: Higher Education and the World of Work." Among the topics were: "What Are Higher Education's Responsibilities to the World of Work and Vice Versa?" "How Can Work and Education Cooperate to Improve the Quality of Life for the Worker and Learner?" and "What Are Colleges and Employers Doing to Broaden Lifelong Learning Opportunities for Working Adults?"

Recognizing the educational value of volunteerism, universities and colleges have changed their organizational structure in order to integrate more comprehensively the administrative unit on campus responsible for volunteer experience. The organizational evolution at the University of Maryland illustrates the progression of national trends.

In the early 1960's Maryland students established a grass roots volunteer program. In the late 1960's the students received administrative recognition and support in the form of the establishment of the Office of Community Service Programs under the Vice Chancellor for Student Affairs. In 1975, in a further reorganization, Community Service Programs merged with the Cooperative Education Program to form the Office of Experiential Learning under the Academic Dean.

This pattern has been repeated nationwide. Supportive of it is the increased proportion of colleges and

Dr. Peterson shares his personal reflections on three new books—Experiential Learning, edited by Morris Keeton, The Boundless Resource by Willard Wirtz, and Accent on Learning by Patricia Cross—in the context of events since 1971, when Synergist was first published.

PEOPLE MATTERED

universities that grant academic credit for community service. Also supportive of it was the establishment in 1974 of the Cooperative Assessment of Experiential Learning (CAEL), a consortium of about 200 colleges and universities working together to develop methods of evaluating student “field experiences.”

The first book to emerge from CAEL’s research is *Experiential Learning: Rationale, Characteristics, and Assessment* (San Francisco: Jossey-Bass, 1976), a set of 13 papers commissioned by CAEL and edited for publication by Morris Keeton, Vice President of Antioch College, Yellow Springs, Ohio, and Chairperson of CAEL’s Board of Trustees. The authors of the papers that I shall review in this article include Morris Keeton, Cyril Houle, James Coleman, Arthur Chickering, Warren Willingham, Alan Gartner, Aubrey Forrest, Joan Knapp, and Judith Pendergrass.

In the lead essay, “Credentials for the Learning Society,” Morris Keeton states that whereas in the past we have conceived of learning as the assimilation of information, we now must conceive to it “as the transformation of experience into ever more maturing insights and the development of self into an ever more responsive and responsible participant in a mutually fulfilling society.” This new view imposes new demands upon systems for accreditation. In the past, the letter grade and the credit hour served as some measure of how well information had, at one time, been assimilated. But these measures no longer meet our needs.

Cyril Houle, Professor of Education at the University of Chicago, in his essay, “Deep Traditions of Experiential Learning,” describes five systems of learning during the medieval period. Two of these involved experiential learning: the education of a craftsman and that of a knight. Apprentices and squires were educated by repeatedly applying their knowledge to new tasks, and incorporating what they learned from the experience into their next efforts.

A third kind of learning during the medieval period—lifelong learning that occurred in monasteries, courts, and private libraries—could be called “experiential” if the term includes self-directed study. A fourth and fifth kinds of learning were definitely not experiential. These were university learning and “instilled” or “innate” learning. The latter was based upon the belief that a person was born with wisdom or a skill or might have it instilled naturally or divinely at some time during his or her life. Clearly there was nothing “experiential” about this kind of learning. But the university of the medieval period and subsequent centuries was no more experiential than instilled education because learning came from the mastery of books or lectures.

Not until the nineteenth century was there a significant movement in medical education toward experiential learning. In 1876 William Osler required his students at Johns Hopkins to perform autopsies and took them into hospital wards to observe his treatment of patients. At about the same time, agriculture became a subject for higher education, nearly a century after George Washington recommended it in his second presidential message. Since the late nineteenth century, the pattern has been to introduce applied subjects into the curriculum slowly, and educators have been even more reluctant to accept experiential learning as a mode for teaching them.

In his essay, “Differences Between Experiential and Classroom Learning,” James Coleman, Professor of Sociology at the University of Chicago, defines “experiential learning” as acting—or observing another person act—and then experiencing or observing the consequences of the action. The controversy over definition of the term “experiential learning” reveals the newness of the concept. Coleman defines classroom learning as “information assimilation” and contrasts it with experiential learning, which is a much slower and sometimes ineffectual process, especially if there is a time

lag between an action and its consequences. Coleman suggests, however, that experiential learning is superior to classroom learning in its ability to motivate the student and in the fact that it appears to be more easily remembered. Also, Coleman suggests that because experiential learning relies less on symbols, it does not disadvantage students who are not particularly adept at language skills.

Defining Experiential Learning

Arthur Chickering, Vice President of Empire State College at Sarasota Springs, New York, moves the focus of inquiry from the behavior of the student to his or her subjective experience in his essay, "Developmental Change As a Major Outcome." Chickering defines experiential learning as:

the learning that occurs when changes in judgments, feelings, knowledge, or skills result for a particular person from living through an event or events. It is not confined, as some usages have it, to events such as encounter groups, field trips, and work experiences. Within our usage, experiential learning may result from attending a lecture, but the learning would be that resulting from living through the event with its attendant joy or suffering, and not simply from the content of the lecture, though that is clearly part of the event. Experiential learning may also result from an encounter group or an exam discussion or demonstration, work or play, travel or sitting on a stump.

It is difficult to imagine what kind of learning falls outside of Chickering's definition, and indeed it might be argued that to learn is to have an experience; hence *all* learning *is* experiential. I shall return to Chickering's essay in a moment.

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- Wirtz, Willard. *The Boundless Resource: A Prospectus for an Education-Work Policy*. Washington, D.C.: The New Republic Book Co., Inc., 1975.

Warren Willingham, Project Director of CAEL and Executive Director of Program Research at the Educational Testing Service in Princeton, New Jersey, suggests another approach to the problem of defining experiential learning in his essay, "Critical Issues and Basic Requirements for Assessment." According to Willingham, if the term "experiential learning" is to have utility, it must make some distinctions. Willingham uses the term to refer to two types of learning—nonsponsored and sponsored.

Nonsponsored learning, sometimes called "prior learning," or "learning through life experience," includes any type of creditable learning—through work, travel, volunteer service—that a student may have acquired independent of an educational institution and, typically, prior to matriculation. Sponsored learning is that incorporated in institutionally sponsored programs that are designed to give students more direct experience in integrating and applying knowledge—especially off-campus internships, service activities, work programs, and the like. Willingham stresses that in both instances, nonsponsored and sponsored, it is important to understand that the learning or competence that is acquired must be relevant to student and institutional objectives.

Key Problem in Education

Arthur Chickering's essay is the longest and, in my opinion, the weightiest in the book. Chickering believes that the key problem in education is to develop conceptual clarity concerning students' motives and learning styles, and the major outcomes of various educational programs and teaching activities. He states:

When such concepts are clear, learning settings pertinent to particular purposes can be identified or created, activities to foster desired outcomes can be specified, and evidences of progress can be recognized. With a conceptual framework in hand, theories concerning experiential learning, which posit relationships among institutional settings, teaching activities, and evidence of student progress, can be formulated and systematically examined. And the capacities of learners, teachers, and educational institutions may increase, so that life-long learning and the learning society can move from rhetoric to reality.

Chickering first describes the dimensions of adult development and then considers the implications for education. His discussion of adult development synthesizes the work of a generation of developmental psychologists, who share the belief that we mature and develop by passing through a sequence of stages. Each stage has a logic and consistency peculiar to itself. We progress through the interaction of our innate structure with the circumstances of our environment. We do not skip stages, and we do not regress.

The central point is that students represent a vast complex of developmental patterns and, therefore, of

learning needs; most institutions are geared to respond to only a few. Educational administrators and faculty need to examine the data of the developmentalists and to ask themselves which classes, seminars, field experiences, and experiential learning programs mesh with which stages of student development.

Chickering has specific suggestions for philosophy, literature, history, and science which illustrate that higher education can go beyond its traditional concern for cognitive competence and credentials, and can take adult development into account without drastic changes in how courses are taught. He believes that the most practical approach to development lies in "relatively simple modifications of activities and areas of study already underway that can trigger changes in judgments and feelings as well as knowledge through significant events and experiences."

Credentialing

The essay on credentialing by Alan Gartner, Professor of Education and Co-Director of the New Human Services Institute at Queens College, New York, is thought-provoking because of the complexity of the issues that it raises. An easy way out is to say that existing symbols—grades, credit hours, and transcripts—are empty and meaningless. Why not chuck the whole baggage?

First, our society is increasingly interdependent. To move from place to place and job to job requires some transferable record of capacities. Second, as Gartner points out, minorities and low-income people are just beginning their involvement in higher education and in paraprofessional programs. These beginnings lead to new jobs and open up access to professional and paraprofessional skills. The "disenfranchised," therefore, demand the credentials that will lead them into the system.

Gartner is optimistic that the present reevaluation of credentials will have an impact not only on non-traditional learning but also on conventional learning. He states that, "Instead of being debunked and deprecated, the credential will come to reflect actual qualifications and skills. There is already evidence that various professions and institutions of higher education are moving toward performance criteria. . . More than half the states are now involved to some extent in performance requirements for teachers."

As one answer to the problem of credentials, the three authors of the essay, "Tools and Methods of Evaluation," suggest what a portfolio and a narrative transcript might look like as devices for providing authentic information about what a student has learned, while at the same time acknowledging the uniqueness of each individual's experiences. The five exhibits at the end of the essay illustrate new formats—alternative transcript models—currently in use at colleges and universities around the country. The authors examine all as-

pects of new credentialing procedures, including the potentially high cost of some forms of nontraditional transcripts and the need for frequent faculty-student contact in drawing up a portfolio in order to maximize the educational value of that experience.

The Boundless Resource

Like *Experiential Learning*, Willard Wirtz's book, *The Boundless Resource: A Prospectus for an Education-Work Policy* (Washington, D.C.: The New Republic Book Co., Inc., 1975) appreciates the human potential for growth. Both books are optimistic. Both envision a learning society in which human fulfillment depends upon human resources rather than finite natural resources. Faced with finite natural resources, Wirtz says that we have two choices. One, he says, is to shrink, but he believes that that is contrary to our nature and the law of institutional or system survival. "The other, no less plain, is to rebuild our ideas and plans around the fuller development of those other resources which are called 'human' and which are in limitless supply."

The Boundless Resource resulted from four years of periodic discussions by a group of representatives from business, education, labor, and government, who shared the view that the separation of school and work—school for youth, work for adults—ill-used both. The first two parts of the book present analyses of youth and the career years. The last part gives a practical agenda for the future.

Central to the book is the idea that it is illogical that we should go to school during the first two decades of life and then work for the next 40 to 50 years. "There aren't two worlds—education and work—one for youth and the other for maturity. There is one world—life." According to Wirtz, life cannot be fully realized until we have developed a lifetime continuum of education and work opportunities.

A century ago, when the United States initiated universal education, there was some reason to get it all out of the way during an early ten years. The lessons were basic, and the ten years prescribed for them coincided with physiological development—a boy's arms and back became stronger and a girl arrived at child-bearing age. Today's norm covers much more than elementary lessons, and the evidence suggests that doing it in one sitting is not a good idea. What we need, according to Wirtz, is a system that provides for meaningful work starting much earlier in life than it typically does today and opportunities later in life for educational self-renewal.

Throughout the book is the idea of an education-work continuum. Wirtz is concerned with the quality of life. He is dissatisfied with some of our current measures of life, such as the Gross National Product, and suggests that our national priorities might change if we calculated our Net National Achievement, as the Japa-

nese have done since 1973. In that system, unpaid services and the value of leisure time are credits. The cost of preventing pollution is a separate debit. Diseconomies caused by urbanization or ecological losses appear as adjustments.

One section of *The Boundless Resource*, called "A Strategy for Change," deals with a series of eleven proposals, which could be achieved over two years, and four propositions, to be achieved over five years. Among Wirtz's proposals are the following:

- Establishment of community education-work councils in at least 25 cities for developing and administering education-work programs.

- Recognition of a break of one or two years in the educational sequence, and the institution of community internships and work apprenticeships at the local level.

- Removal of all strictures on adult use of public school educational facilities or the provision of alternative facilities.

- Revision of unemployment insurance laws so that training and education would be encouraged during periods of unemployment.

The longer-range propositions include the idea of the right to 12 years free public education; the right of all adults to a year of "deferred educational opportunity," i.e., free tuition for courses of an individual's choice; establishment and publication of adequate measures of "the development and use of the human resource;" and, finally, increased effort at giving people the opportunity to exercise their desire to participate in the "improvement of the human prospect" at the local level.

As If People Mattered

Events since *Synergist* was first published in 1971 affirm the expectations that I stated in its first issue. Educational reform and the student volunteer movement have indeed merged, and have become part of the new tendencies which are sweeping across the academic world and across our society. We are rapidly moving toward a world which is more people oriented. The subtitles of the two books I have examined might well have been "Education-Work as if People Mattered," just as E. Schumacher's famous book, *Small is Beautiful*, is subtitled "Economics as if People Mattered."

Education as if people mattered departs from the university tradition. Historically, ideas were what mattered, not people. Ideas existed in a kind of Platonic purity. A student learned ideas without sullyng their pristine essence—without responding personally or interpreting them. Measurement of a student's grasp of ideas consisted of comparing the student's version with the original as interpreted by an older academic, who presumably had removed his personality and uniqueness from his understanding of the original text. All students learned the same things, and they learned them in the same way at the same time. Individuality interfered with the regimented march of the educational process.

Work, too, must be understood as if people mattered. Historically, it was not people but production that mattered. Wirtz would reverse these priorities, or at least put them into better balance. The act of production, according to Wirtz, must have intrinsic human rewards.

Accent on Learning

Concern for people is a theme of what is perhaps the most important book on higher education published last year, *Accent on Learning: Improving Instruction and Reshaping the Curriculum*, by K. Patricia Cross (San Francisco: Jossey-Bass, 1976). Cross would shift the entire educational effort to a strategy based on the analysis of what people need to perform in our society. She accepts the analysis of the U.S. Department of Labor's *Dictionary of Occupational Titles*, which states that we need to be able to deal with things, with people, and with ideas.

We need to have the ability to manage the things of our environment or we could not get from place to place or understand the repairs necessary for our appliances or vehicles. We need to be able to deal with people in our family and in our work. We need some control over ideas in order to make political decisions. Therefore, our educational system should enable us to achieve *excellence* in *one* of these areas (the one with which we work most closely) and *adequacy* in the other two.

Cross states in *Accent on Learning*, "My work in this book is directed toward developing the curriculum and teaching methods for adequacy in working with ideas and for both adequacy and excellence in working with people." Three chapters, called "Education for Personal Development," "Learning About People from People," and "Interpersonal Skills," address the theory and methods of teaching post-secondary students—non-traditional and traditional—how to gain skills in working with people.

Concern for people, then, is a tendency which we can discern in these books and elsewhere. Richard A. Graham has noted that the youth employment programs which have worked are those with a human dimension, those which create a sense of community among the participants.¹ Stephan Hencley noted in *Futurism in Education: Methodologies*, (Berkeley, Calif.: McCutchan Publishing Corp., 1973) that "the regnant value" is humaneness. "It translates into a concern for students, for staff, and for those in our community and in our world whose status has been low."

As concern for people grows within our society, the special contribution of service-learning becomes increasingly clear. For in service-learning, it is not only the educational needs of the individual student that receive attention, but also the needs of other people—the recipients of the service. Service-learning, then, is experiential education with an added dimension. □

¹Richard A. Graham, "Service-Learning and Youth Unemployment," *Synergist*, Vol. 6, No. 1, Spring, 1977.

Kent State Students Help Area



Kent State student motivator helps a youngster improve reading and comprehension skills.

Youth in Challenge to Read Program

THE SKEELS AND McElrath communities, located near Ravenna, Ohio, comprise one of the poorest areas in the United States. Approximately 1,400 people live in these two unincorporated communities, where 56 percent of the families earn less than \$3,000 per year and only four percent of the residents over the age of 25 have completed high school.

The inability of these community residents to read effectively has severely limited their access to employment, educational opportunities, and job training. The King/Kennedy Project, a nonprofit community organization, and Kent State University in Kent, Ohio, worked together to establish the Challenge to Read Program in 1976. This program, originally funded by a mini-grant from ACTION, attempts to motivate residents of these communities to read and thereby to increase their access to the opportunities open to them.

Sixty Kent State University student volunteers, 15 of whom are black, serve as "reading motivators." They work on a one-to-one basis with 60 young people, aged six to 14, for several hours each week. The role of the

student volunteers is to stimulate the children to become interested in reading and to improve their general reading skills.

During an initial meeting, the student motivator and the child become acquainted and together they explore the child's interests. All reading activities focus on the interests of the individual child. Student motivators use books on sports, dance, cooking, sewing, and lyrics of popular songs—any written material on any subject in which the child has shown interest.

In addition to individual reading sessions, all participants attend several Saturday outings such as visits to the Cleveland Aquarium, the Afro-American Cultural Center, and the zoo. These special events serve to reward the children as well as to broaden their learning experiences.

At the end of the quarter, participants and their parents attend a banquet in honor of the children. The banquet provides an opportunity for community residents to come together to share in a program that

(Continued on page 43)



NSVP SEMINARS DESIGNED ESPECIALLY FOR YOU



PICTURE YOURSELF at Dartmouth College in Hanover, N.H., entering a large room full of people. They are seated in small circles of eight or ten each, working together intently. They look like people you work with back at your school—you can easily identify with them. As you get close enough to pick up the conversation, you realize that four different topics are being discussed, one in each circle, and resources are being shared among the participants in each small group to solve individual school problems. The topics are public relations, fundraising, evaluation, and academic credit for service-learning programs.

These small group problem-solving sessions, called “clinics,” occur during the second day of training seminars sponsored by ACTION’s National Student Volunteer Program (NSVP). NSVP offers training and technical assistance, through publications such as *Synergist* and a series of seminars, to coordinators at local high schools and colleges who are developing and coordinating student volunteer and service-learning programs. The clinics described above are only one unit of NSVP’s three-day curriculum.

Offered in different areas around the country, NSVP’s seminars give coordinators of service-learning programs in public, private, and parochial high schools and two and four year colleges an opportunity to come together with others like themselves—to exchange ideas, resources, and program models. Limited to 40 participants, each seminar group has four trainers.

At the seminars for high school coordinators, participants learn how service-learning relates to other experiential learning models, rationales for service-learning, how different kinds of schools (parochial, rural, alternative, metropolitan) implement service-learning, and how to infuse service-learning into existing course offerings. They also learn a technique to aid them in developing student placements in community service agencies. Working in small groups, they have ample time to analyze individual management problems, such as how to initiate a service-learning program.

Coordinators of college and university programs are offered two seminars: basic and advanced. The basic seminar deals with the evolution of student volunteer programs in colleges, problem-solving techniques in areas of gaining program support and recruiting and retaining volunteers, developing agency placements, interviewing skills, and developing action plans for back home implementation. A special feature of the basic seminar is the Program Fair evening, when each college sets up a booth about its program. Participants have a chance to visit all the booths, asking questions, picking up handouts, and generally finding out how other programs operate.

Coordinators who have completed the basic seminar are eligible to attend NSVP’s advanced seminar, which focuses on the service-learning coordinator as manager, educator, and community change agent. Through self-assessment instruments and group discussion, partici-

A nonverbal training exercise helps NSVP seminar participants analyze their roles as service-learning coordinators.



Participants learn to identify their individual leadership styles and to analyze their roles as managers and supervisors. Conflict resolution, social action models, creative problem-solving methods, staff communications, time management, and other strategies are covered during the three days.

NSVP's seminars are tuition free. The only costs to the participant are transportation and living expenses, and most training sites offer reduced rates. All seminars commence on a Sunday evening. High school coordinators continue until Tuesday at 3:00 p.m. College coordinators finish at noon on Wednesday. NSVP requests that you commit yourself to the entire seminar.

Past participants have been enthusiastic about NSVP training. One at the Portland State University seminar said, "I enjoyed the three days and feel it was worth my time. I learned a lot about organization, management, and humaneness." Another at the Gulf Shores, Ala., seminar said, "I learned methods and techniques valuable not only in volunteer work but also with my job and studies. I am leaving with more ideas than I can implement!" A third at a seminar held in Urbana, Ohio, for high school coordinators said, "It is an experience that I wish more teachers could have. Many of the ideas can be put into practice back at my high school."

If you are on the *Synergist* mailing list, you will receive an announcement about NSVP's seminar series for the 1977-78 academic year. □



Rosezina Dunn, (below), ACTION education program specialist, attends NSVP's Program Fair at a seminar in Gulf Shores, Ala.



High school coordinators learn experientially, through a role play called "The Wheel," one method of facilitating student discussion of critical incidents that occur during their placements.



ALTHOUGH THE UNITED States is the richest nation in the world—with the widest variety of food choices—we are one of the poorest when it comes to understanding nutrition and how it relates to our health. Many of our citizens—young and old alike—are malnourished simply because they lack the skills needed to apply basic nutrition to their daily diets.

Many colleges and universities and some high schools have nutrition education departments or offer home economics classes, and student volunteers can help to disseminate accurate nutrition information to low-income people in a variety of nutrition education outreach programs.

Since 1975, Michigan State University's Food Science and Human Nutrition Department has encouraged nutrition students to assume short and long-term volunteer assignments, as part of their coursework, in community agencies, Federal and state sponsored outreach programs, dietetic associations, senior citizens clubs, mental health clinics, and health care centers. Some of these assignments were generated by the students themselves; others were developed through faculty-agency contacts, but all have a similar goal—to apply nutrition education by helping people of all ages and both sexes, sick or well, individually or in groups, to meet their nutritional needs.

There are a great many possibilities for student involvement. For example, during the past two years Michigan State nutrition students have worked with:

- Food cooperatives, which offer education programs to their members.
- Political and civic groups working to reduce hunger and malnutrition through task forces encouraging appropriate legislation and public awareness.
- Elementary and secondary schools, as nutrition educators in environmental or health education classes.
- Spanish-speaking communities, where volunteers wrote a nutrition column for a Spanish newspaper.
- The Women, Infant, Children (WIC) project, a Federally funded program for pregnant and lactating

Graduate nutrition student Laurie Unnewehr demonstrates a recipe for one person to Detroit senior citizens.



KATHRYN K. KOLASA
Assistant Professor
Food Science and Human Nutrition
Michigan State University
East Lansing, Mich.

women; infants, and children under six, where volunteers helped to plan menus and give nutritional advice.

- Head Start, day care, and pre-school programs, where students helped to give young children and their parents basic nutritional information.

Each year the list continues to grow. There are, however, some major projects that should not be overlooked, especially for placements in rural areas.

The U.S. Department of Agriculture established the Cooperative Extension Service in 1914 in order to aid the people of the United States to improve their homes, farms, and communities. The financing and support of this national educational outreach program is shared by the Department of Agriculture, state and local governments, and land-grant colleges and universities in the 50 states.

Although the number of Cooperative Extension Service workers varies from state to state, each is delegated responsibility for some phase of educational outreach, ranging from agriculture to home economics. By working at the county level, extension workers are better able to service the needs of local citizens.

An Extension Home Economist (there are more than 4,200 across the country) is primarily responsible for nutritional and home-making education outreach programs. He or she disseminates nutritional information, designs special projects, and helps to meet the nutritional needs of citizens in his or her area. Many Extension Home Economists welcome volunteer support.

For example, during the past several years the Ingham County (Michigan) Extension Home Economist has used Michigan students to help disseminate information in a specially funded project, the Expanded Food and Nutrition Education Program (EFNEP). This program was designed by the Cooperative Extension Service for low-income people in designated

STUDENTS AND RURAL COMMUNITY OUTREACH

states, and, in keeping with its anti-poverty focus, employs low-income people as paraprofessional aides.

In the Ingham program, students have developed teaching materials, designed nutrition posters, and have given nutrition education programs to small groups of citizens, as well as worked to help upgrade the skills of the paraprofessional aides whose backgrounds are similar to those of the client group.

One student, a nutrition major, fluent in Spanish, worked closely with a paraprofessional aide, also Spanish-speaking, to design educational materials for homemakers who had migrated to Michigan from Mexico, Texas, or Florida. Together the student and the aide worked to design special teaching aids and to help their clients adapt to the unfamiliar food resources found in the northern community.

Nutrition aides who travel throughout the county to reach rural clients often find that homemakers do not know how to work with their own children. One nutrition aide felt that, in addition to helping her client with nutrition, she might also be able to help her gain understanding of her pre-schoolers. She solicited the advice of a student volunteer, a nutrition education major, who had an interest in child development.

Together they planned a workshop picnic for "Moms and Tots," inviting all low-income mothers and children in the area. The student volunteer collected materials, which she gave out at the picnic, that encouraged mothers and children to work together in a food and nutrition activity. She also prepared coloring booklets and placemats with hints on preserving food against spoilage. Recognizing that these families had limited financial resources, the student prepared a low-cost recipe demonstration for use at the picnic.

Extension Home Economists also work closely with teenagers in 4-H clubs. One of Michigan State's vol-

unteers accepted a challenge from a local home economist, who felt that a group of 4-H'ers, ranging in age from 14 to 18, were capable of giving nutrition information to younger children, if a palatable format could be developed. After brainstorming the idea with the 4-H'ers, the student designed a puppet show in which animal characters talked about junk food as opposed to healthy, well balanced meals. The teenagers then replicated the puppet show in day camps throughout the county.

Jail Services

Opportunities to do volunteer work in the field of nutrition education often occur in county jail facilities. Robert Weyand, food service analyst for Michigan's Department of Corrections, recruited student assistance in evaluating the nutritional content of meals served in local jails, lock-ups, and security camps. He asked students to spend up to four hours each week comparing menus from local jails against a standard provided by the public health department. In return for their services, Weyand agreed to write letters of recommendation for students who did a good job.

One student was assigned to the Office of Jail Services, part of the Department of Corrections, as its first volunteer dietary assistant. The goal of the Office is to upgrade prison food service by offering appetizing, nutritious meals on a cost effective basis. The student volunteer assisted in training prison cooks in dietetics and helped to monitor the nutritional value of county jail menus.

She also assisted in the changeover of medium sized jails to a three-week menu cycle by helping jail personnel prepare new menus, receive produce, and close inventory. She answered questions about the new system and reinforced the Office's expectation of county jail personnel.

Other student volunteers in the Office of Jail Services assisted the food service analyst in designing a three-week menu cycle plan for small jails housing from two to 20 people. The students will accompany the food service analyst to training workshops for county sheriffs and their staffs to help explain the plan to all who wish to consider adopting it.

Nutrition information is also needed in clinics, such as drug rehabilitation centers, which often are the only medical resource available to low-income people. In one county in Michigan, a public health nutritionist was particularly concerned over the nutritional needs of adolescents and young adults, whose alternative lifestyles prompted them to seek the services of the Drug Education Center in East Lansing. It seemed natural to her that nutrition students could provide basic food science information to this group, in an environment where free health services could be linked with free nutritional information. She sought volunteers.

To coordinate with the services already offered by

the Drug Education Center—pregnancy counseling, drug and non-drug crisis intervention, family effectiveness programs, and medical services—one graduate student designed a nutrition education program for clients who were in the waiting room. The purpose of the program is to help clients to recognize the role of nutrition in preventive and curative health care, and the material was delivered in informal “rap sessions,” a method that matched the lifestyles of the clients and the philosophy of the center.

Student volunteers found that many clients requested appointments after clinic hours in order to discuss special diets, such as organic foods, meatless and high fiber diets, and the role of vitamins in preventive medicine. Therefore they prepared pamphlets dealing with these topics and others, for distribution to the center’s clients.

Graduate student volunteers led the way for undergraduates, who now are recruited by the center to assist in diet evaluation, individual and group rap sessions on nutrition, follow-up on clients, and the maintenance of a small lending library of nutrition-oriented books and pamphlets. Students are also invited to be guest speakers on nutrition for community groups, and they prepare instructional materials in pamphlet form.

Both graduate and undergraduate volunteer nutrition students enthusiastically support the opportunities for field placement assignments in alternative health care facilities as a unique training ground for those interested in individual and group nutrition counseling, diet evaluation, development of nutrition education materials, and program analysis and evaluation.

Senior Citizens

Another area where student assistance is often needed is that of programs for the elderly. In 1965 Title VII of the Older Americans Act authorized funding of low-cost, hot meals for senior citizens in group settings. Supportive services including nutrition education were mandated, but received minimal funding. Therefore many volunteer nutritionists, dieticians, and dietetic and nutrition students have been recruited to fill the gap in services provided to the elderly.

In both rural and urban areas, senior citizens gather in schools, churches, recreation and senior citizens centers for meals and sociability. Since few of these nonprofit groups have access to nutrition education resources, many center directors welcome the opportunity to have student volunteers spend one day a week at their center conducting nutrition education classes or workshops. While some project directors allow students total freedom to develop an outreach program for their members, others have definitive nutrition education goals and ask students to design programs which implement those objectives.

As a client group, senior citizens often have strong feelings about nutrition education. Because of their in-

terested eating habits, many elderly people do not believe they need nutritional information. However, others recognize the relationship between health and nutrition, and often express bewilderment over today’s food market, and how what they eat affects their health.

In some senior centers, student volunteers spend at least four hours each week with senior citizens. The programs vary from structured classes to informal small group discussions. Volunteers visit and counsel individuals on a one-to-one basis, or conduct workshops on specific diets such as salt-free or low cholesterol menu planning. They also help to train older men in cooking skills and help older women readjust their food preparation techniques to accommodate one or two people instead of a large family. Volunteers periodically present a counseling program which incorporates new nutrition concepts and debunks food fads.

Students lecture, prepare and perform nutrition skits, devise and play nutrition games, as well as present recipe demonstrations, menu guides, and easy-to-read, large print recipes and pamphlets in order to educate older Americans.

Community service programs with defined food and nutrition components are typically short-handed. Professional dietitians and nutritionists often contact faculty at Michigan State’s Department of Food Science and Human Nutrition, seeking students with some nutri-

SUMMER FOOD PROGRAM FOR CHILDREN AND YOUTH

Administered by the U.S. Department of Agriculture, the Summer Food Service Program for Children is designed to feed children and youth up to 19 years of age during the summer months when school-administered food services are not readily available.

Any public or private nonprofit organization or institution, such as a summer camp (residential or non-residential), child care center, school system, church, or other community group may be a local sponsor and can be reimbursed for the meals served to eligible children. Meal service can be set up in playgrounds, recreation centers, public housing facilities, churches, schools, and other community agencies with kitchen facilities.

Program sponsors must be tax-exempt organizations or public agencies. The program must serve low-income communities, and sponsors must document that at least one-third of all children served are eligible for free or reduced-price meals. All meals must be taken at the site.

For further information about the summer food program for children, contact the Food Service Division of your State Department of Education.

tion skills, time, and the desire to put into practice the theory learned in class. Additionally, faculty develop community and agency contacts through public service work as well as through the Cooperative Extension Service and the district dietetic association.

The faculty supervisor meets with agency personnel to determine the number of students appropriate for the placements, helps to establish objectives and tasks students should complete, and responsibility for supervision and evaluation. Often the cooperating agency specifies prerequisites for service such as a thorough knowledge of diet therapy, before students are accepted at the agency. Faculty honor these requests by matching student skills with agency requirements.

In some instances, agency personnel prefer that faculty members assume the total responsibility for supervising the students, particularly with regard to the accuracy and reliability of nutrition information given by the student to clients, e.g., menu planning for senior citizens, as well as any assistance the student needs in completing projects. In other cases, agency personnel prefer to handle all phases of supervision and evaluation of their volunteers, asking little of faculty except academic support.

The Credit Option

Nutrition students at Michigan State may exercise an option to earn academic credit for their field work, either for the community nutrition course or for an independent study course.

Students who elect the credit option are responsible for determining their individual learning objectives. In many instances, agency supervisors help to assess student performances through the use of a learning contract, submitted to them before fieldwork commences.

All students who elect the credit option must submit a written report to the supervising faculty at the termination of their assignment. Generally this report consists of objective and subjective notes kept in journal form throughout the volunteer experience. One section of the report describes the agency's functions, its goals (general and nutritional), the population served, the staff, and related community health facilities.

Another section of the report is devoted to the student's individual assignment and role within the agency. Here the student discusses how nutritional needs of the population are met, the available resources, and the volunteer services provided to the client. In a self-evaluation format, the student responds to a series of questions such as:

- How did your project relate to the nutritional goals of the agency and your personal goals as a student of nutritional science?
- Did you develop any materials which the agency plans to use in the future?
- What nutrition and communication skills did you learn or improve during your assignment?

FOOD RESEARCH AND ACTION CENTER

The Food Research and Action Center (FRAC) at 2011 Eye Street, N.W., Washington, D.C. 20006 is a private, nonprofit advocacy center and public interest law firm working with and on behalf of low-income people to reduce hunger and malnutrition in the United States.

FRAC offers organizational resources, training, information, and legal assistance to low-income people and voluntary groups working with them on the following Federal food supplement programs: food stamps, commodity distribution, school lunch/breakfast, child care, summer feeding, nutrition for the elderly, and the Women, Infants and Children (WIC) program. FRAC publishes booklets explaining these programs and giving guidelines to community groups who wish to participate.

Among these publications are: *School's Out . . . Let's Eat: FRAC's Guide to Organizing a Summer Food Program* by Michael Sandifer (Price: \$1.25), *FRAC's Guide to the Child Care Food Program* (Price: 75 cents), and *FRAC's Guide to the Food Stamp Program* (Price: \$1).

FRAC staff offer training and organizational assistance to groups and agencies seeking to improve or expand government food programs. This technical assistance includes advocate training, workshops, problem analysis, organization and strategy development, program development, and advice on grant applications and eligibility requirements.

The supervising faculty member visits the volunteer on site at least once in a 10 week period. Usually these site visits are unannounced in order for faculty to provide the student with a subjective evaluation of his or her work.

The final grade is based upon the journal, the site evaluation by the faculty, student performance measured against preestablished learning objectives, and, when offered, the assessment of the agency supervisor.

Applying Classroom Knowledge

Students preparing for careers in dietetics, nutrition, and allied fields clamor for the opportunity to apply their classroom knowledge in the "real" world. Volunteers and staffs of community programs that include family living, consumerism, and health often welcome the services of student volunteers, who can offer an important new dimension to an ongoing outreach program at no extra cost. Faculty who are committed to providing reliable, accurate nutrition education to local community residents can work with these agency volunteers and staff to design an innovative student service for groups of people with different lifestyles and dietary practices, all of whom must watch their pennies. □

ADVOCATES FOR University of

DUE TO THE combined efforts of citizen action groups and 100 University of Maryland student volunteers, Maryland established a small claims court as part of the state's district court system in 1975. These students, along with 100 others, are members of the University of Maryland's Public Interest Research Group (MaryPIRG), in College Park. A student-run organization, MaryPIRG has been a champion of consumer rights since its inception in the early 1970's.

From advocacy to referral, MaryPIRG's nine-member board of directors, working with 20 project leaders, sponsors a wide variety of projects, ranging from writing a consumer's guide to the small claims court to manning a consumer hotline for community residents.

Ideally, a small claims court is designed to provide citizens with a low-cost procedure for filing a claim against a business, corporation, fellow citizen, or merchandiser, for any amount under \$500. Legal representation is not mandatory. After filing a claim, a citizen may represent him or herself in court.

Before 1975 there were no small claims courts in the state. This often proved a hardship on consumers, particularly those who could not afford legal counsel. District court dockets were often overcrowded, and long delays resulted.

MaryPIRG students, serving as advocates for low-income consumers, submitted a feasibility study to state legislators for a small claims court system. The legislation that passed provided for small claims courts in three counties: Baltimore, Montgomery, and Prince George's. MaryPIRG volunteers then turned their energies to developing a publication to explain the small claims court procedure, *A Consumer's Guide to Maryland Small Claims Court*.

The booklet points out that citizens must be prepared when they attend their hearings. Although the atmosphere is informal, and the proceedings have been simplified, it is nevertheless a legitimate court hearing and extensive preparation is necessary. The manual also reminds the consumer that anyone—including a business or corporation—may file a small claim in court, as long as it is under \$500.

In September 1976, a follow-up survey was designed by MaryPIRG project leader John Parry to monitor the effectiveness of the small claims court system from the consumer's view point. Twenty-five MaryPIRG students worked on the two-phase project, either as "court watchers" or as "telephone survey takers." Both groups were given questionnaires and instructed to interview the plaintiff, and when possible, the defendant. Their objective was to gain a better understanding of how the small claims court system worked, and the degree to which it protected the interests of low-income consumers.

Some of the questions asked included:

- Were you represented by an attorney? If not, did you feel you should have been?
- Was the other party represented by an attorney?
- Did you feel the judge gave you enough time to tell your side of the story completely?

Students conducted the telephone interviewing and court monitoring project over a two-semester period. Volunteers then began to analyze the results. Several patterns emerged from the more than 100 telephone surveys and the 200 hours of court monitoring:

- The corporation or business was always represented by counsel. The consumer, generally, was not.
- Since there is no limit on the number of claims

CHANGE

Maryland's Public Interest Research Group Helps Protect Consumer Rights

CONSUMER'S GUIDE
TO



MARYLAND
SMALL CLAIMS
COURT

MaryPIRG
3110 Main Dining Hall
UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND

that larger entities, such as businesses or corporations, can bring to court, the system, in some instances, was being used for the purpose of collecting small debts. For example, in Baltimore County, only one out of 10 claims was filed by a consumer. The other nine were filed by landlords trying to recoup back rent from tenants, or businesses trying to collect bad debts from delinquent accounts.

- A backlog of small claims cases was occurring, and judges were faced with frustrations of crowded dockets and insufficient time to hear each case fully.

- Although the small claims court system mandates that small claims cases are to be heard separately from district cases, in two counties the cases were logged together, resulting in delayed proceedings.

"The results," explained Parry, "highlight a definite need for reform within the small claims court system in order for the consumer to seek adequate recourse without the expense of an attorney or an unnecessary delay in proceedings."

The survey and court monitoring project incorporated the data in a final report, with recommendations for improving the system. Among MaryPIRG's recommendations is the need for consumer education. "In order for consumers to use the court successfully," said Parry, "they must be informed."

The student group recommended specialized training for citizens. MaryPIRG hopes that third-year law students, in conjunction with pro bono volunteer work, will undertake either to represent a client in small claims court or institute training sessions designed to prepare citizens to represent themselves.

MaryPIRG's final report has been submitted to local legislators and to the local media.

MaryPIRG volunteers, who are recruited campus-wide, can earn as many as nine credits for their public interest research work through internships offered by the political science, sociology, urban studies, family management, and counseling departments. PIRG experiences strengthen student research skills as well as offering them an opportunity to become advocates for social change. Several ongoing PIRG projects are:

- Investigation of employment agency practices—volunteers are assessing the employment agency practices in Maryland with regard to sex discrimination and misleading advertising. They will make recommendations to the Commissioner of Labor and Industry for regulations to curtail these practices.

- Tenants' Rights—MaryPIRG recently published a handbook on tenants' rights and is now revising it to include housing code safety standards for apartment dwellers.

- Mental Patients' Rights—working with the Legal Aid Society of Baltimore, MaryPIRG students are conducting a survey to determine whether or not the constitutional rights of mental patients are upheld during their stay in state mental hospitals.

All projects undertaken by MaryPIRG students are the result of a group commitment. Once a year the board of directors holds a long-range planning meeting in which student-suggested projects are assessed as to their impact on consumer problems and citizen needs. Project directors are then assigned and student volunteers recruited. During a University of Maryland Public Interest Research Group experience, students learn that group commitment is a prerequisite to implementation of social change. □

DURING THE PAST 10 years, the attention of professionals in the field of service-learning has been directed toward gaining institutional acceptance for the concept of service-learning, establishing the basic operation of programs, and seeking financial support. Today, many programs have passed through these initial phases and are entering more sophisticated stages of development. Directors and staff members of more established service-learning offices face such questions as: How can service-learning strengthen the liberal arts? How can it become a more accepted and respected part of the liberal arts curriculum? How can you encourage more faculty to participate in service-learning programs? How can you obtain additional funding? What new alternatives can you design to meet student needs?

Interdisciplinary Focus

One way to address these questions is through the development of new, interdisciplinary programs which incorporate service-learning as an integral component. Programs designed around a special focus or geared to a special student population, when coordinated by the service-learning office on your campus, can demonstrate the merits of service-learning as an instructional strategy. The design of a new service-learning program is an excellent opportunity for soliciting the advice and involvement of students, faculty, administrators, and community residents not previously involved with your office. More important, a special program with an interdisciplinary focus can increase faculty awareness of the potential of service-learning for revitalizing the liberal arts.¹ New program models can then be shared with other institutions.

The Office for Experiential Education at the University of Kentucky designed such a program, called, "Ethics and Decision-Making in Public Service." The Office for Experiential Education is a university-wide office which coordinates out-of-classroom learning. Established in 1973, the office was set up to facilitate, advocate, and develop experiential education as an important part of the educational activities of the university. Our staff counsel students about field placement possibilities and coordinate ongoing service-learning programs, such as a state government intern program and the University Year for ACTION program.

In 1975, as a result of a continuing discussion about the role of experiential education in the liberal arts curriculum, we decided to design an experimental, inter-

¹See John B. Stephenson and Robert F. Sexton, "Experiential Education and the Revitalization of the Liberal Arts," in Sidney Hook (ed.), *The Philosophy of the Curriculum: The Need for General Education*. Buffalo, N.Y.: Prometheus Books, 1975, pp. 175-196.

Service-Learning and the Liberal Arts:

disciplinary program which would demonstrate the effectiveness of service-learning as a means for teaching liberal arts concepts and which would involve new participants in its design.

We were interested in a design that was both timely in its appeal to students and traditional in its academic basis, and we were motivated by campus concerns arising from Watergate, interest in citizenship education, and a desire to develop new methods for teaching ethics. Therefore, we decided to focus on ethics and public service. Our hope was that if the university taught ethics and public service through a combination of experience, reflection, and theory-building, which service-learning provides, perhaps students would be more likely to internalize the issues in a way that would be personally and professionally meaningful to them.

The program that we designed to address these initial concerns, "Ethics and Decision-Making in Public Service," combines full-time internships in the public sector, a team-taught interdisciplinary seminar, and a

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Designing an Interdisciplinary Program

field trip to Washington. It is open to both undergraduate and graduate students from all academic disciplines; we encourage diversity within the student group. Participants earn a full semester of academic credit, arranged on an individual basis. Most students work 30 hours per week in their field assignments. They earn three credits for the seminar and 12 credits for additional readings arranged contractually with faculty members in their departments. Currently about 15 students participate in the program each semester.

The objective of the program is to assist students to examine the ethical basis and value assumptions of decision-making in preparation for their future roles as professionals and as citizens. The internships provide specific off-campus situations in which students can study decision-making and examine ethical issues. They have been in local and state government and with organizations such as: the state commission on women, a legal services group, the state legislature, the city-county planning commission, the local government public in-

formation unit, a farmers' cooperative, the county health department, the human rights commission, the police department, and a high school.

Weekly seminars, held on campus, provide the theoretical framework for discussing the "oughts" of decision-making and offer social, historical, and philosophical context. The week in Washington enables the students to examine group and individual concerns in the context of national governmental processes.

The students who have participated thus far represented a variety of academic disciplines. In the first semester's program, for example, students were majoring in agriculture, economics, education, pre-law, accounting, philosophy, math, social work, journalism, hospital administration, urban planning, sociology, political science, and English. The seminar provided them with an unusual opportunity to share ideas with students from other disciplines.

Designing a New Program

The first step in designing a special interdisciplinary program is to generate ideas for its focus. Most directors and their staff have probably already fantasized about the myriad possibilities of service-learning and the ways in which it could be used to address a special student population or to teach a special topic. For example, several new programs are currently geared toward older women who return to college and their particular needs for internship experiences; others focus on cross-cultural awareness or environmental issues. The range of topics which a university can offer is limitless. You can schedule staff meetings to discuss these ideas and select a focus for your new program.

Once you have chosen a focus, involve as many people as possible in the process of developing your program. At the University of Kentucky, after our staff selected ethics as a focus, we made appointments with a dozen faculty members and department chairpersons, whose professional interests were related to ethics, in the departments of philosophy, political science, classics, psychology, and education. You should also consult administrators, such as the Vice President for Academic Affairs and the Dean of Arts and Sciences.

In open-ended sessions, these individuals shared their general views of experiential education, its potential in their particular field, and how they conceived of an ethics program with an internship. These discussions covered academic content of the program, format, placement suggestions, and inevitably led to the names of several more faculty who would enjoy contributing to the process of program design. In this manner several dozen faculty members were tapped. For many of them it was their first personal contact with our office. These

visits served, then, not only to help design the program, but also to increase awareness of our office and to reinforce its purposes.

Students should play an important role, too. Contact former interns, and ask their advice, and discuss your proposed plans with student leaders, who generally have a good sense of what would appeal to other students. Student leaders can also be helpful in reviewing your plans at various stages.

Community Input

Community residents can offer an invaluable perspective. In designing a project which focused on ethical issues in public service, we contacted selected community leaders, including a retired state legislator and a city council member known for her concern for political reform. This is also a good time to begin scouting around for potential placements.

From among those faculty interviewed in the initial planning stages, we selected three (who had varying but compatible views) to design the first seminar. Representing the departments of political science, philosophy, and social and philosophical studies in education, the three met weekly for two months to forge a synthesis of purpose and objectives for the seminar and to design a syllabus.

Seeking Financial Support

After the framework of your program begins to coalesce, your next step is to seek funding. Check out local as well as national sources of funding. We secured funds for our project from the Lilly Endowment, a national foundation, but many state and local foundations support educational projects with strong community ties.

Any of the available handbooks offering suggestions for locating sources of funds and preparing proposals may be helpful to novices.² Most educational institutions also have development or research offices on campus which can provide assistance. The *Catalog of Federal Domestic Assistance* (available from the Government Printing Office) lists all sources of grants from the Federal government and is helpful if your proposed project falls within the range of any of these sources. If your project is eligible for Federal funds, you should write or call for applications.

Identify several foundations whose general aims are compatible with your proposed idea and write for their annual reports. These reports describe the foundation's major areas of interest and list projects supported that year along with dollar figures. This helps you to determine which foundations would be interested in your project and how much money you can realistically plan to request.

In approaching foundations, you should begin with a "letter of intent." State as succinctly as possible the ob-

jectives of your proposed program and the means and timetable by which they will be met, a description of the office and institution that will administer the program, and a budget. Your letter should be purposeful, yet short. The foundation will then determine if your program is within their area of interest. If it is, they will encourage you to submit a formal proposal.

Fund-raising is a long and drawn-out process, so you should get your letters of intent out as early as possible. Your proposal should spell out the program design as completely as possible, but should be realistic and flexible so that there is room to alter the design as the program develops.

Additional components of the proposal often include biographical data about the people who will develop the project and manage the grant. Letters of support from others who will be involved might be requested by the foundation. Foundations will probably require an evaluation plan. You should state how you intend to measure the success of your program.

Planning the Budget

In planning the budget, you must answer a number of questions. Will a current staff member be released to direct the program or should a new staff member be hired? Should you request stipends for students? What about overhead, publicity, telephones, printing? At the University of Kentucky we decided that two current staff members in our office could be released part-time to develop the project, and that we would request funds to hire faculty to teach the seminar.

We also budgeted a small amount of money to offset expenses for students, such as transportation and research, and to defray the costs of the field trip to Washington. Because the topic was complex and had not been taught before in this format, it required thorough pre-planning; therefore we requested funds for training and staff development—books and workshops. We budgeted consulting money in order to bring in several experts to assist us in planning the program.

Service-Learning and the Liberal Arts

Our program, as it evolved at the University of Kentucky, has been an exploratory attempt at demonstrating that service-learning can be a fresh and meaningful part of liberal arts instruction. With funds for three pilot semesters, the Office for Experiential Education has offered the program to two groups of students and is currently planning for a third group.

The first group covered topics such as the nature of citizenship, interpretations of the concept of justice, the idea of community, participation in a democracy, and alienation in the modern world. The second group focused on current social and ethical issues, social policy, and the meaning of "morality." Professors who teach the seminar grade each student on the basis of an individual paper and a detailed journal.

²See Virginia P. White, *Grants: How to Find Out About Them and What to Do Next*, New York: Plenum Press, 1975.

In addition to a strong academic content, we structured the course so as to promote cohesiveness and community among its members. Orientation to the program consists of introductions, role-playing, and drawing up learning objectives. A dinner session often precedes the class, which meets in the evenings because the students intern during the day.

Additionally, the Washington field trip at mid-term has played an important role in group cohesiveness. Here the students attend group seminars and individual meetings with national leaders involved in areas specifically related to the students' internships. Students have met with Congresspersons, officials of the Civil Rights Division of the Justice Department, and with leaders of consumer protection organizations.

Managing a New Program

Developing and managing a new program takes considerable time and involves numerous decisions about the role of your office within the academic processes of the institution. For example, in order to establish a seminar for credit at our university, we had to propose a new course—an unusual step for an administrative office. But this is an important way to increase faculty awareness of the benefits of experiential education.

In addition to the usual recruiting techniques, such as stories in the campus newspaper, we send a memo to every faculty member on campus requesting assistance in identifying appropriate students. We ask interested students to complete an application describing their academic background, interest in the program, and the type of internship desired, and to submit two letters of recommendation from faculty members along with a transcript. Our office interviews each applicant. Selection criteria are interest, recommendations, and the contribution the student can make to the group in terms of academic diversity, thus ensuring the multidisciplinary nature of the seminar.

In addition, our office is able to identify appropriate service-learning placements for the students because this is our area of expertise. After students begin work in their placements, field supervision, which is often shared by staff and faculty members, depends on the degree to which faculty will commit themselves to this process, the needs of the students, and the demands of the sponsoring agencies. Our goal is to generate as much faculty involvement as possible, and we encourage faculty to visit students at their field sites and meet their supervisors. Our office plays a strong supportive role.

Faculty teach the seminar with as much assistance from our office as they request. This assistance ranges from simply reserving the room for the class and planning films to teaching sections of the course. The course is team-taught and, therefore, the coordinating function is crucial. Two of the major roles that our staff have played so far are (1) organizing the orientation at the

beginning of each semester and (2) planning the Washington trip. In offices where staff have less time, these program components could be dropped. Another option would be to give students the responsibility of planning the orientation or the field trip, with your office providing support.

Evaluation

The final stage of developing an interdisciplinary service-learning program is evaluation. Did the program meet its objectives? What happened to the participants as a result of the program? The way in which these questions are answered can range from simple questionnaires completed at the conclusion of the program to a full-scale research design. How do you plan to use the results of your evaluation? The answer to this question and the costs involved are two factors to consider.

At the University of Kentucky, because the program was experimental, evaluation became an important concern and emerged as a project in its own right, with separate funding from another organization. Under the direction of a faculty member, we created an evaluation design which drew upon the work of Lawrence Kohlberg on moral development, Jane Loevinger on ego development, William Perry on intellectual and ethical development, and Charles Hampden-Turner on psychosocial development.

We interviewed participants before and after the semester on a range of questions correlated to dimensions of psycho-political development.³ Now we are considering the use of evaluation designs such as the Watson-Glaser Critical Thinking Measure. In addition, for an overall critique, the students assembled after the program to offer informal feedback.

Institutionalization

As your program begins to operate smoothly—and your initial funding begins to dwindle—it is time to consider if the program merits institutionalization. At this point you might present a description of the program to the university and suggest that it be included in the regular curriculum. Since many of the initial costs are related to mounting the program, extra financial support may not be necessary to continue it.

The impact of a new program can be far-reaching. It offers faculty members from a variety of liberal arts disciplines an opportunity to become involved in service-learning and to gain a greater awareness of its potential to revitalize the liberal arts curriculum. For students, it offers a chance to explore timely issues in theory and in practice, to test their personal beliefs, and to exchange ideas with students majoring in other disciplines. □

³See Barbara K. Hofer, Robert F. Sexton, and Ernest Yanarella, "Exploring the Psycho-Political Development of Liberal Arts Interns," in *Initiating Experiential Learning Programs: Four Case Studies*, Princeton, N.J.: CAEL, Educational Testing Service, 1976.

Parkrose High Students Apply Psychology Skills

After successful completion of a semester on motivation, perception, personality theory, and developmental psychology, students enrolled in a year-long seminar at Parkrose Senior High School, in Portland, Oregon, begin their community service placements. During the second semester, students are released from class four days a week to participate in field assignments directly related to their coursework. They return to the classroom once a week to participate in group learning and information sharing.

The reasoning behind dividing the course into two parts—theoretical and practical—stems from instructor Frank Perry's belief that students must have a solid basis in psychology before undertaking a community placement. "This enables a student volunteer to gain more from the service commitment and to give more to the client," Perry explained.

Since the course's inception in 1974, approximately 20 students each semester work as tutors for retarded children at a special school for the mentally handicapped; as aides to physical therapists at the Shriner's Hospital for Crippled Children, and as lunch-time companions in a local Meals-on-Wheels program for the house-bound elderly in the Portland area.

Perry is responsible for agency contacts and student placements. He matches a student's interest with a service commitment that requires the application of classroom learning. For example, one student assigned to a school for the mentally retarded was paired on a one-to-one basis with a retarded youngster.

On Campus

The student volunteer had to devise a plan to modify the child's routine diet, which was not nutritious. The student paired a piece of fruit with the candy bars the child usually ate at meal-time. Whenever the youngster took a bite of the candy bar, the student volunteer encouraged him to take a bite of the fruit. Gradually the retarded youngster learned to eat both foods.

"The students involved in the seminar are extremely effective in their service commitments," Perry said. "They are able to apply their practical knowledge of general psychology in a productive way." □

Furman Students Lead "Kingsmen"

"I have a dream—to learn all I can and graduate from high school . . . to be tough but tender . . . to grow up to be a man like Martin Luther King." These aspirations are part of the charter pledge of Greenville, S.C.'s new neighborhood Kingsmen Clubs, open to boys aged seven to 11. Based at inner-city mini-parks, each Kingsmen Club has ten youngsters and two student leaders from nearby Furman University's Collegiate Educational Service Corps.

"We came up with the idea because we felt that Martin Luther

King was someone the kids could look up to," said Shep Parsons, CESC co-chairperson. Each Kingsman signs a charter pledge in which he promises to uphold the ideals of Martin Luther King in his everyday life. He also receives a special T-shirt with the letter K, a crown in honor of King, and a soul-shake, the club emblem, on it.

Furman students and neighborhood resource persons meet with the boys at least once a week for recreational activities—hiking, roller skating, swimming in the Furman pool, attending a ball game on campus—or special events, such as a Field Day. Clubs also have discussions on school fights, violence, drugs, and other behavioral problems that boys from fatherless homes are apt to encounter.

"Furman's Service Corps is based upon the belief that the greatest gift a person can give another is the gift of himself and his time," said Betty Alverson, Director of Furman's Watkins Center. "Our students do not receive academic credit for community service. The only prerequisite for participation is the desire to be involved in the lives of others."

In the fall, Kingsmen will sponsor neighborhood clean-up campaigns. Similar clubs for young girls, called "Kingswomen," will assist the city Recreation Department in planting flower bulbs. □

Challenge To Read (Continued from page 29)

helps to build a spirit of community self-help. Student volunteers also are recognized at the banquet.

Members of the McElrath Improvement Corporation and the Skeels Improvement Corporation, self-help agencies run by and for community members, identify children interested in participating in the program, and provide space in their one-room community centers for reading sessions. Kent State's Volunteer and Community Services Office offers transportation for volunteers to the nearby centers.

Orientation and Training

The King/Kennedy Project sponsors and administers the Challenge to Read Program. Project staff members orient and train all students who volunteer to work with Challenge to Read. The 90 minute orientation includes information on the McElrath and Skeels communities, examination of volunteer roles and expectations, volunteer time commitments, and procedures for receiving academic credit if desired.

The orientation is followed by a 90 minute training session, the content of which varies from quarter to quarter. Roger Henry, Coordinator of Volunteer and Community Services at Kent State University, has led a cultural differences exercise designed to help volunteers relate to the children more effectively. At another session a consultant discussed the history of black education.

During the quarter, before leaving for the community centers, student volunteers meet informally to discuss various techniques and activities that have stimulated the children's interest in reading.

In the past year the number of children participating in the Challenge to Read Program has increased from 11 to 60. Parents and teachers have commented on the children's new interest in reading, as well as their improved reading skill. Although students volunteer for one quarter, most have continued in the program for a second quarter, doubling their commitment.

Kent State's commitment to helping residents of the Skeels and McElrath communities is also demonstrated by the involvement of staff and students in fundraising for the construction of the King/Kennedy Center, which will provide such services as day care, legal aid, health clinics, and job training for Skeels and McElrath residents. Kent State students will serve as volunteers at the Center. Planning the construction of the Center and the services it will offer has been a cooperative effort of the entire university community, local social service agencies, and the residents of Skeels and McElrath.

In 1971 Kent State students made a commitment to raise \$80,000 for the construction of the Center. So far, they have raised over \$70,000. □

UYA at Vermont (Continued from page 6)

be experts in every dimension. So we concentrate on setting up a supportive system, delegating supervision to the agency sponsor, technical academic oversight to faculty sponsors, and providing the core seminar as the means of our primary contact with students. Each staff facilitator is responsible for one contract group and sees those students and their agency sponsors on a regular and "as needed" basis. We have found this to be effective.

We have a core staff of six people: a director, an assistant director responsible for coordination of placement and training functions, an assistant director responsible for program planning and development, a graduate assistant who helps with operations and teaching the core seminar for UYA, an administrative assistant, and a secretary. In addition, UYA volunteers, work-study students, and student volunteers assist with the placement, communications, and outreach functions of the organization.

The Future

There are continuing problems. There was a definite shock when we lost the Federal money and, more importantly, the Federal benefits for UYA volunteers. The stipend is critical for low-income agencies and low-income students. The Federal health insurance, torts claims liability coverage, service benefits toward retirement, and protection of UYA income from counting against other benefit programs, e.g., social security, were critical ingredients in program stability. Our students will be UYA volunteers in every respect, but without the Federal service benefits of their peers at other institutions, unless legislative changes are made.

Very important was the identity with the national visibility of ACTION and the sense of participation in a national effort. We are left with the name "UYA," which is not copyrighted, and local rumors of "they lost their Federal money!" to contend with.

We recognize that we are not nearly as secure as the history department or the admissions office, but we feel that we are at the threshold of the higher learning edifice; our contribution is recognized; the vultures are gone; we are able to move more comfortably among our constituents. □

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.

Students As Managers Of Campus- Based Volunteer Programs

KATHERINE R. CAVANNA
Winter Park, Fla.

ON MANY CAMPUSES, a part-time professional staff is unable to direct and manage a large volunteer program without student help. When I was the director of the student volunteer program at Florida Technological University in Orlando, Florida, I was also responsible for the university's film and lecture series. As my time was limited, I had to develop some capable student managers to assist me in administering the student volunteer program.

Student managers who have moved up within the administrative structure of the volunteer program are involved in every phase of program planning and implementation. They often serve as role models for other students. For example, during recruiting drives, nothing "sells" the value of volunteering to new students better than hearing first-hand the personal testimonies of experienced, committed student volunteers about the en-

joyment and satisfaction they gained from their work.

Student managers are persuasive spokespersons, not only with the student body but also with others, both on and off campus. For example, the participation of student managers in the planning, operation, and evaluation of your program demonstrates student interest and support to university administrators. For community agencies receiving the services of university volunteers, student managers provide a system of ongoing, personal communication between the campus and the agency. Each student manager is assigned to an agency director and serves as the university contact person for that agency. This system helps the agency to resolve volunteer/agency problems before they become crises and, at the same time, it builds up the confidence of agency personnel in the reliability of students.

For students, managerial roles provide opportunities to develop skills which will help them later on in their careers. Student managers gain experience, self-confidence, and organizational skills as they work with agency directors on negotiating volunteer jobs, placement, follow-up, and evaluation of student volunteers. They also develop useful administrative skills by planning orientation and training workshops.

Finally, while the professional director is usually looked upon as the person who provides continuity for a campus volunteer program, there are times when student managers provide that continuity. An example is an interim period when the position of paid director is unfilled. Some large student volunteer programs, such as the Clearing House at the University of Colorado at Boulder or Phillips Brooks House at Harvard University, have never had the luxury of full-time professional directors and rely entirely upon student managers to administer their programs.

Pyramid Structure

The development of a work force of capable student managers requires an organizational structure with several distinct management levels, each with its own job description (see Figures 1–3). There are advantages to a pyramid-type structure that divides the management of the program into different levels of responsibility that can be delegated to individual student leaders. Three easily identifiable levels are: (1) involvement in overall program management (2) involvement with a group of agencies working in a single field (e.g., health) and (3) involvement limited to a single agency.

Students are motivated to assume increasingly larger responsibilities as they move up through the managerial ranks of this pyramid structure. They are also motivated by the opportunity to practice their managerial skills and to learn new ones.

While I was on the staff of Florida Technological University, we used this kind of pyramid structure and I think the model is a sound one. At the top of the student management pyramid are two students, known as

“Co-Chairpersons,” who work closely with the director and who are involved in the overall administration of the student volunteer program. These Co-Chairpersons are responsible for directing the other student managers. They meet regularly with the director to discuss program operations, the development of student managers, and campus and community public relations. They also represent the volunteer program at meetings of faculty, administrators, or agency personnel. They visit classes to explain to students the Academic Option, in which students can elect to do volunteer work in lieu of a specific assignment for credit, such as writing a paper.

In addition, Co-Chairpersons prepare agendas and chair weekly staff meetings. Every quarter they plan a campus-wide “Agency Night” designed to recruit and inform students about volunteer job possibilities.

A second or middle level of student managers, called “Area Coordinators,” are closely involved with a group of agencies in the same field, such as youth, education, or health. These Area Coordinators assist the director and Co-Chairpersons in staffing the student volunteer

office, and they handle various office procedures that directly affect student volunteers.

A third level of student managers, called “Key Volunteers,” represent the campus volunteer program to a single agency. Key Volunteers work closely with the agency director of volunteers to monitor the relationship between that agency and the students who volunteer their services. They participate in that agency’s orientation and training of volunteers, and they are encouraged to offer suggestions for improvement of the program.

Management Functions

According to Harold Koontz and Cyril O’Donnell in *Principles of Management*, the most commonly accepted managerial roles are: staffing, planning, organizing, directing, and evaluating. Student managers, if they are to be effective, must be involved in each of these five management functions.

Staffing is the process of determining who will work at which level of management. This means recruiting, selecting, training, promoting, and, if necessary, discharging student leaders from management positions.

As openings arise, the names of prospective candidates for student manager positions are submitted by current student managers or student volunteers. The selection process involves an interview with the director, Co-Chairpersons, or Area Coordinators, depending upon the level of the position to be filled.

Student managers must have specific personal characteristics. These are: (1) maturity and the ability to solve problems creatively, (2) ability to communicate effectively and to work with a group, (3) belief in the concept of volunteerism and an understanding of the goals of the campus program, (4) ability to set personal limits for volunteer commitment, studies, and outside employment, and (5) no major academic problems.

During the selection interview, when these personal characteristics are assessed, candidates are informed of the time commitment required for the position. Each student manager must serve at least one year. Also, prior to beginning a new assignment, each student manager is given a copy of a pamphlet outlining all job descriptions for student managers (see Figures 1–3).

Training must be provided for all student managers, and it should be appropriate for the particular level of responsibility. Training is a three-step process coordinated by the director and Co-Chairpersons. New Co-Chairpersons and Area Coordinators attend a four to five-hour pre-service training session. During this session, they receive an overview of the program’s operations and gain practice in communication skills.

The overview briefing includes:

- Information on all aspects of working with agencies (filing systems, categories of agencies, job descriptions, communication procedures, etc.)
- An explanation of the volunteer program structure, using an organization chart

Figure 1

JOB DESCRIPTION—CO-CHAIRPERSON

Eligibility: Must have worked for at least six months as an Area Coordinator.

Duties:

1. Assists the Director with the overall administration of the volunteer program.
2. Directs the Area Coordinators who man volunteer office; directs other procedures related to volunteer placements.
3. Assists Area Coordinators in solving agency/volunteer problems.
4. Assists the Director in recruiting, interviewing, and selecting students for management positions of Area Coordinator and Key Volunteer.
5. Represents the volunteer program at university or community functions and on committees.
6. Chairs weekly staff meetings.
7. Assists the Director in developing and presenting pre-service training for new student managers.
8. Gives presentations on the program to college administrators, faculty members, and community agencies. Makes presentations to clubs, organizations, and academic classes on campus.
9. Assists the Director in preparing the annual program budget.
10. Coordinates the public relations campaign for the volunteer program with Area Coordinators.
11. Assists the Director in coordinating the Academic Option program; directs Area Coordinators who interview, place, and evaluate Academic Option students.

- Discussion of responsibilities to student volunteers (placements, follow-up, evaluations, recognition awards)
- A briefing on office procedures (interviewing prospective student volunteers, location of files for volunteers and agencies, resource library and in-house communications)

- A step-by-step explanation of the procedure for awarding academic credit for volunteer work.

All of this information is on file in the volunteer office in a “policies and procedures” manual, which also includes the history, budget, membership and public relations aspects of the program.

During pre-service training, new student managers have a chance to practice their communication skills. For example, they role play interviews with prospective volunteers. By practicing listening skills, student managers learn the importance of nonverbal or body language. They become attuned to the need to ask non-threatening, open-ended questions to elicit information when interviewing students or agency personnel.

During the second phase of training, each new Area Coordinator is teamed with an experienced student manager for on-the-job training. This “buddy system” helps new student managers to learn from experienced peers. On-the-job training includes office filing, interviewing and placing students, visiting agencies, follow-up phone calls, and problem-solving.

Area Coordinators orient Key Volunteers to the program structure and procedures. Each year, these Key Volunteers receive special training in communication skills. They also participate in on-site training offered at their agencies.

Planning

Planning is a fundamental concern of every manager. All student managers should be involved in any plans that directly affect their work. Any changes in the program’s long-range goals, for example, should be discussed by the director, Co-Chairpersons, and Area Coordinators. The inclusion of student managers in planning insures their commitment to shared goals and motivates them to work as a management team.

In addition, systematic planning helps student managers to present the volunteer program to university administrators or to agency personnel. The importance of a systematic approach to planning becomes apparent when the director is confronted with 10 or more excited student managers, each with a different idea.

To sustain student enthusiasm and interest, try to complete your planning session in one or two meetings. Every student manager should be encouraged to offer his or her ideas. If your program has a large number of Key Volunteers, it is best to have them send suggestions in writing to the Co-Chairpersons. After a final list of goals and objectives has been established, remember that it should remain flexible enough to adjust to changes in the volunteer program.

Figure 2

JOB DESCRIPTION—AREA COORDINATOR

Eligibility: Must have worked for at least six months as a Key Volunteer or volunteer-at-large.

Duties:

1. Coordinates the activities of student volunteers in one group of agencies (e.g., health agencies).
2. Maintains accurate job descriptions for positions in assigned agencies by means of correspondence and personal visits.
3. Negotiates new volunteer jobs with directors of agencies in assigned program area.
4. Handles volunteer/agency concerns or problems and serves as the agency’s contact person at the university.
5. Maintains close communications with Key Volunteers in their area.
6. Presents a pre-service orientation for each Key Volunteer, outlining the purposes, goals, and objectives of the program and of the particular volunteer job.
7. Recruits and interviews students for Key Volunteer management positions.
8. Works in the volunteer office at least five hours per week. Provides information, arranges placements, conducts evaluations, and generally services student volunteers.
9. Facilitates the office procedures for the Academic Option program.
10. Makes presentations about the Academic Option program to classes.
11. Attends weekly staff meetings and reports on agencies and volunteers in assigned program area.
12. Assists the Co-Chairpersons with volunteer recruitment.
13. Develops ways to recognize volunteers for three, six, and nine months of community service.

Organizing involves both delegation and coordination of responsibilities. It determines who will do a job and how it will be done.

Delegation of responsibility is one of the most difficult management concepts to implement. While directors of student volunteer programs should share responsibility with student managers, they should also train student managers to delegate responsibility to other student managers and to volunteers. Giving responsibility to student managers can increase the productivity of a volunteer program because a manager who knows how to delegate multiplies the number of jobs done during a limited period of time.

Other important factors in delegating are: giving

accurate, tactful and timely feedback; defining clearly the scope of responsibility delegated; and delegating parts of complex assignments. For example, our volunteer program needed an informative and attractive method for presenting the program to campus and community audiences. One of our student managers with talents in audio-visual aids and photography designed the format and audio track for a slide show. He also took the pictures and designed the lay-out. Although he checked with the staff regularly on the cost of supplies for the project, the final product, which is now being used, was his responsibility.

Effective communication within the program is the key to coordination. Weekly staff meetings, a message board in the volunteer office, or a calendar that lists goals, objectives, and deadlines, are useful tools.

Directing

Directing involves motivating, communicating with, and leading student managers. Some people are gifted communicators, but most of us need practice in good communication skills. There are five major groups with whom student managers must communicate: volunteers, agency personnel, university administrators, faculty, and the media.

It helps to chart channels for communicating with these different groups, using different methods for each group. Let your student managers develop a chart, using the following headings: Message (what are we trying to communicate?), Audience (to whom are we directing the message?), Method (what medium is best suited to that audience? personal interview? pamphlet? news release? public service announcement?).

Student managers should know whether their individual leadership styles are "task-oriented" or "people-oriented," and how that orientation affects others, especially with respect to motivating or leading other people toward a common goal. Managers who generally work together should notice if their leadership styles are in conflict—for example, one person may be task-oriented while another may be people-oriented. If this is the case, they should divide up the work accordingly so that as managers, they complement each other.

Evaluating and monitoring are the processes used to determine if plans have been carried out, objectives accomplished, and if goals need to be reassessed.

A formal evaluation generally requires questionnaires to be filled out by volunteers, by agencies using volunteers, and by faculty involved in the service-learning program. These forms can be designed for automatic data processing. Student managers can design these evaluation forms with the assistance of a faculty member who is familiar with computer systems.

Informal evaluation can take place at a dinner or a retreat. It generally consists of discussion and feedback, followed by a brainstorming session. Monitoring consists of ongoing reports given at weekly staff meet-

ings, when each student manager reports on student volunteer activities in his or her program area. Finally, most volunteer programs submit an annual report to the university or other funding sources. The report reviews the goals and objectives established for the year and analyzes the progress made toward achieving them. Each student manager submits a progress report on his or her assigned area, and these reports are the basis of the annual report, which summarizes them.

Directors of student volunteer programs have a responsibility to facilitate learning opportunities for student leaders by developing various management positions within their student volunteer organizations. These positions can be designed to fit a basic administrative structure, even if it has only two levels (such as Co-Chairpersons and Key Volunteers). The advantage to introducing a basic structure is that, as your student volunteer program grows, you can gradually expand it to include a middle level or levels of student managers. Once you have set up this basic structure, the management functions of staffing, planning, organizing, directing, and evaluating are executed more smoothly, while at the same time student managers learn new skills, receive on-the-job leadership training, and motivate other students. □

Figure 3 JOB DESCRIPTION—KEY VOLUNTEER

Eligibility: Must have worked for at least three months as a volunteer-at-large in an agency.

Duties:

1. Acts as a vital member of the volunteer program staff at a single agency.
2. Reports biweekly to the appropriate Area Coordinator.
3. Reports on problems with volunteers, number of volunteers working at the agency and number continuing next quarter, new agency programs needing volunteers, schedules of orientation/training for volunteers, special agency needs, changes in agency's structure or staff.
4. Develops a rapport with the agency director or coordinator of volunteers.
5. Assists in introducing new student volunteers to the agency.
6. Helps to coordinate transportation to and from the agency.
7. Orients new agency staff to the university's volunteer program.
8. Becomes acquainted with all the agency's volunteers, including non-students, and solicits informal feedback from them about student volunteer performance.
9. Serves as the representative of the university at agency's committee or board meetings.

Valuing:

A process for helping inexperienced student volunteers find placements

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WHAT DO college and high school students look for in a service-learning experience? What personal needs and values do they seek to fulfill through community service? What kind of service is most appealing and appropriate for each individual?

You as a coordinator of a service-learning or volunteer program are expected to unravel these questions daily as you work with students in an effort to find the "perfect match" of interests, skills, and needs. If your program is generously supported and staffed, you may have the resources to offer an extensive personal interview and referral to each student who comes to you. However, if you find yourself in a more limited situation, you and your staff, if you have one, may employ a variety of other techniques in an attempt to offer referral services to large numbers of student volunteers.

Our Volunteer Center at the State University of New York (S.U.N.Y.) at Geneseo tried general meetings, sign-ups, agency fairs, and walk-in interviews. It became apparent that different student volunteers had different interests and needs, and that we had to recognize their individual skills, experiences, and values. Many stu-

dents who came to our Volunteer Center were experienced volunteers, eager to try a new program for a change of pace and a different experience. They were easily served from the information available in our clearinghouse files. There were others who could identify the type of volunteer job or client group that they wanted to work with. They too could be referred with a minimum of counseling from our staff. However, as more and more new students and inexperienced volunteers found their way to our Volun-

teer Center, their questions were less precise and their interests less defined. To meet their needs, extensive interviewing became necessary in order to refer them to an appropriate community placement. To be able to tune into students' needs, the staff found it necessary to learn more about the values that motivated them to volunteer.

Dr. Edward Thomson, former dean for student development, and I developed the group process described below in 1975 in an effort to improve the quality of

EXERCISE #1—VALUES CLARIFICATION WORKSHEET

Suggested time for each question is five minutes.

1. What is an important career goal I want to set for myself?
2. What is an important personal goal for me to set to live a satisfying life?
3. How can a volunteer experience help me to fulfill my goals?
4. List six volunteer experiences that you think you would enjoy.
5. Consider your schedule and determine how much time you can commit to a volunteer experience for this semester.
6. Evaluate the time commitment required for each volunteer experience that you listed in #4. (Ask facilitator if you are unsure of the time commitments required).
7. Which experience do you have the time to do well?
8. Rank them in terms of your schedule, with number one being the experience that fits your schedule most realistically.
9. Select your top three volunteer experiences.
10. Select the top one. Analyze your selection process to determine your reasons for selecting your first choice.

referral services offered to inexperienced volunteers. The exercises were inspired by similar efforts being undertaken in Geneseo's career planning program. The group process seemed to be a necessary and practical way to reach large numbers of students in a personal, proactive manner. It also reduced the number of personal interviews, which in turn enabled our limited staff to work on other tasks. The students themselves gained an opportunity to examine their own values with their peers.

A Group Process

How do you use this group valuing process to help students find appropriate volunteer experiences? Before you start, be sure you can identify which students should be advised to participate in these exercises. An experienced volunteer who has a clear idea of what he or she would like to accomplish should not be included in the group because the exercises are designed for those who are *not* sure of what they would like to do. The ideal target group, then, would be 15 to 20 students who have expressed an interest in volunteer service but who have been unable to identify clearly their interests, goals, and needs. A series of sessions, which take two to three hours each, can be scheduled at the beginning of the semester. This group valuing process should not be used as a recruiting device because the nature of the activities presupposes genuine interest on the part of the participants.

Objectives of Valuing

Valuing as a group placement technique is a process designed to enable students to achieve the following objectives:

- To promote group discussion of both the goals of volunteer service and individual motivations (e.g., career exploration and experience, personal growth, social action).
- To give students an opportunity to clarify their own personal goals and interests, and to identify

EXERCISE #2

VALUES

Helping others directly by serving in a one-to-one situation

Helping others indirectly in an auxiliary capacity

Helping others directly by assisting in a small group activity

Helping others directly by assuming leadership of a small group activity

Helping others by doing things for them

Helping others by doing things with them

Working in a highly structured situation

Working in an unstructured situation

Working in a situation where you often see results of your work

DEFINITIONS

Direct involvement in a face-to-face relationship. Often involves personal commitment: big brother/sister, probation case work, tutoring, therapy.

Work behind the scenes; helping others to get help: providing transportation for elderly, bloodmobile, covering phone at Volunteer Center, receptionist, typist.

Helping to execute a planned activity: teacher-aide, aide in recreation programs, assistant scout master.

Helping to plan and execute activities. Responsible for activity participants and other volunteers: recreation leader, scout master, coach.

Doing those things that people are unable to do for themselves. Involves a physical dependence: writing letters for, reading to, physical care, transportation, advocacy services.

Largely recreational in nature. Involves socializing or minimal assistance: big brother/sister, probation work, therapy, recreation, visiting.

Involves execution of assigned duties or tasks, or predetermined and organized activities. Assumes others plan and supervise and have specific expectations: teacher aide, clerical tasks, therapy, physical care of people.

Working with a program or set of activities that may fluctuate with attendance, moods, or physical resources: recreation, socializing, tutoring, visiting, big brother/sister.

Need for frequent evidence of your accomplishments or of clients responses: special event, fund-raising, acting in a play.

**EXERCISE #3
VALUES/EXPERIENCES WORKSHEET**

Working in a situation where you often see results of your work	Working in an unstructured situation	Working in a highly structured situation	Helping others by doing things with them	Helping others directly by doing things for them	Helping others directly by assuming leadership of a small group activity	Helping others directly by assisting in a small group activity	Helping others indirectly in an auxiliary capacity	Helping others directly by serving in a one-to-one situation	First write in six volunteer experiences that you listed in Exercise #1, question four. Then check the values that apply to each experience.

the participants, explain the goals and procedure of the session. The facilitator should encourage students to discuss their interests in volunteering, any relevant past experiences, and the ways in which they think volunteer service might relate to the other facets of their college life and activities.

Exercise #1—The facilitator should briefly explain the purpose and procedure of values clarification to prepare the students for the first exercise, and then hand out the values clarification worksheets (see page 48). In this introductory exercise, students are asked to formulate a possible career goal and a life goal, and to speculate about the ways in which volunteer service might enhance either or both goals. Students are asked to list possible volunteer experiences they think they might enjoy. They are then asked to consider their class schedules and other time commitments as important variables that will affect the kinds of placements they will ultimately select. The final clarifying step asks students to rank order their potential volunteer experiences according to their schedules.

Discussion—Depending on the personality of the group, the facilitator should encourage students to share some of their thoughts about question number three. Discussion at this point might be reassuring to students and serve to break up the written part of the session.

Time limits of five minutes per question should be adequate. To spend longer will not only prolong the entire session, but will defeat the somewhat spontaneous nature of the values clarification process. General questions about time commitments required for potential volunteer experiences should be answered quickly by the facilitator.

Exercise #2—The definitions handout should be distributed next (see page 49). Students should read through all of the values and their accompanying definitions. They should feel free to question and discuss the values and definitions to assure that they understand them

and discuss the volunteer values found in most helping relationships.

- To enable students to identify volunteer experiences most likely to satisfy their own volunteer values and needs.

- To enable students to select the volunteer experiences they feel would be most appropriate for them from resource materials provided by the volunteer coordinator.

How do you start?—First find a comfortable setting for your group

of 15 to 20 students. Make sure that your facilitators have been fully briefed and prepared with the following materials: values clarification worksheets (see page 48); values/definitions handouts (see page 49); values/experience worksheets (see this page); copies of the master grid (see page 51); and a referral book of volunteer jobs. Plan about two and a half to three hours for the entire session.

Warm-up—After introducing all

clearly enough to apply them in the subsequent exercises. Naturally, the definitions offered are not absolute. The values themselves may be questioned, but try to avoid prolonged discussion so as not to lose sight of your goal, which is to help students to find placements. Interested students should be encouraged to meet with the facilitator at another time to continue the discussion.

Take a break—This is a logical breaking point for everyone to take a few minutes to stretch.

Exercise #3—Once the students understand and agree to work with the values and definitions provided, hand out another worksheet (see page 50). In the right-hand column the student should list the potential volunteer experiences identified on the first worksheet under question four. This column should be headed, "Potential Volunteer Experiences." After listing their potential volunteer experiences, students should be asked to consider each experience separately and to check off any of the volunteer values that may have made them choose that experience or that reflect what they hope to be able to do in a helping relationship.

Students should be able to see a pattern emerge from their check marks. The lines having several checks will reflect the strongest values for each individual student.

Exercise #4—The facilitator should now distribute copies of the master grid (see this page). The volunteer values are listed in the same way as they appear on the worksheet. The heading of the right-hand column is "Volunteer Job Titles." These titles include many of the roles that student volunteers might fill in an agency, school, or community action group. Set up this way, the volunteer values are applied to specific tasks of job roles. These values help to describe the work and psychological setting a volunteer might encounter in the jobs listed.

The students should match up their own worksheets to the grid. By

lining up the volunteer value lines they should be able to read across the lines of their strong values and find check marks in the boxes of the volunteer jobs that involve those particular values. In this way, students should be able to identify several volunteer jobs that match their values as they have identified them. Next they should copy down the job titles that sound most interesting to them (they may choose to include some that did not correspond with their strong volunteer values) and then consult the referral book.

Self-referral—This is the final step in the process. There should be

a catalog of available volunteer jobs listed by job title and cross-referenced by client group or interest area (e.g., aging, criminal justice, health, education). Each entry should describe the agency or program, duties and requirements of each volunteer job, training provided, and placement procedures.

At this point, the students have considered their individual goals and time commitments. The exercises have provided them with some insight into the volunteer work values and conditions most important and/or appealing to them. They now know the kinds of volunteer jobs that would be most likely

EXERCISE #4 MASTER GRID										
Working in a situation where you often see results of your work	Working in an unstructured situation	Working in a highly structured situation	Helping others by doing things with them	Helping others by doing things for them	Helping others directly by assuming leadership of a small group activity	Helping others directly by assisting in a small group activity	Helping others indirectly in an auxiliary capacity	Helping others directly by serving in a one-to-one situation	VALUES	JOB TITLES
									X	
X		X	X	X			X			Advocate
		X		X				X		Attendant (physical care)
X		X	X					X		Correspondent (pen pal)
X		X		X			X	X		Transportation aide
		X					X			Research aide
	X		X						X	Big brother/sister
	X		X						X	Counselor
X		X			X	X				Instructor
	X		X	X		X			X	Friendly visitor
X		X	X			X	X			Teacher aide
X		X	X						X	Tutor
X	X				X		X			Programming aide
X				X	X					Performing artist
X									X	Medical attendant
X			X		X	X				Recreation aide
						X	X			Supervisor

to meet their needs and the programs that utilize volunteers in those particular jobs. Usually the student is prepared at this point to select a specific program or agency.

You may find that, as students consult the referral book, they are drawn to volunteer jobs with a particular client or interest group. For example, some may be willing to do any job, regardless of the volunteer values, as long as they are working with the aged. Of the many variables involved with each volunteer experience and each volunteer, it is almost impossible to speculate about which variable—time, values, job, or client group—is strongest. Each is important and assumes a relative importance to each volunteer. It is our intent that each be identified, clarified, and actively considered when a volunteer selects a community service placement.

Fewer Interviews

What are the advantages of using this process with your students? The group setting reduces the number of individual interviews you as a coordinator have to conduct. The time you save can be spent on other tasks. Although valuing is designed as a group process to be delivered in a group setting, the focus of all the exercises is strictly on the students as individuals and requires them to participate and contribute actively to the search for the "perfect match." We found that in an effort to provide many students with information, our clearinghouse was short-changing the individual student; this process gives them the time and attention they need in a way that is efficient for you. Since the process is an active and self-conscious one, it not only serves to match skills, interests, and needs, but it also becomes a valuable learning experience for the student as well. The student is required to consider some of the motivating factors that are involved in a helping relationship.

The values selected and defined are not unique to volunteer experi-

ences; they are present in careers and paid work experiences. The facilitator may wish to point out these similarities so that students may gain further insight into the kind of work values that they should be aware of as they plan and explore possible career opportunities. If your program offers follow-up and evaluation sessions for student volunteers, these values and exercises might prove to be a useful device in these subsequent discussions. Students should be encouraged to compare their expectations to the actual experiences they encounter in their volunteer jobs. Their feedback can be invaluable to you as a program coordinator responsible for modifying your information and the valuing exercises themselves.

Your staff can be trained to conduct these sessions. They can adapt the questions and variables of time, values, and preferred interest group into interview questions for those occasions when a group session is not feasible.

Agency personnel responsible for volunteers may find that the volunteer values and job titles might be of some help to them as they attempt to describe their volunteer needs. The exercises may also give them some tips on dealing with student and community volunteers and their respective needs.

In developing, adapting, or utilizing this process, there are some pitfalls to avoid. This process should not be required for *all* student volunteers. The returning volunteer who comes to your office may just want information on a new, specific program. He or she need not participate in an exercise as basic as this. Experienced volunteers may be recruited to help as group facilitators. In this capacity, they can share their experiences while learning from the group process. Although their experiences can be extremely helpful to new volunteers, it is up to you to ensure that the process remains focused on the interests and needs of the new

volunteers and not on the facilitator's experiences.

How can you develop a grid that is suitable for your own program? When we sat down to develop our first grid, it came out quite differently from the one presented on page 51. Job titles were originally combined with specific agencies and interest areas. This combination proved to be confusing, so we separated the grid from the referral catalog. The values were most easily identified in the tasks themselves, rather than in the agency, since one agency may offer many different jobs and work settings. We also felt that the roles and values involved in a particular volunteer job would remain constant and universal regardless of the client group or interest area. This certainly does not discount the importance of client group cultures or characteristics, but, for the purposes of this process, we have limited the grid to individual values and job titles. How these may vary according to the different client and interest groups poses another set of questions that cannot be addressed in this article. You can use the values presented here or develop others that better describe conditions or roles found in any special volunteer opportunities. You may also modify the volunteer job titles to include those found among the volunteer opportunities in your particular community.

Selecting Values

How were our particular volunteer values selected for these exercises? Our process is modeled after one developed by the career and planning office at the State University of New York at Geneseo. Those exercises were used by small groups of students interested in identifying potential career opportunities in much the same way that our volunteers explore potential opportunities. The occupational values used by Newell Brown in *After College. What?* (New York: Grosset and Dunlop, 1969) were refined to in-

clude only those that related to helping careers. Additional values were added to enable us to reflect the variety of conditions a student might encounter in the volunteer opportunities of our particular service area.

Once the volunteer values had been identified and selected, they were defined by people who were knowledgeable about the actual jobs, expectations, and experiences of student volunteers. You as a volunteer coordinator are in the best position to make these judgments since you are closest to the volunteers and their placements.

Panel Evaluation

A panel of experienced people was then asked to evaluate each volunteer job according to each of the volunteer values selected. A blue ribbon committee like this might include your college or high school's coordinator of service-learning or volunteer programs, student project coordinators, agency coordinators of volunteers, professors, and community leaders. Your deliberations and conclusions will necessarily be subjective and reflect the particular style of volunteer service available to your students and promoted by your program. By uniting a diverse group of people and working on agreement by compromise, your committee can arrive at a consensus that can be tested in the group process.

A Working Model

This valuing process is offered as a working model for you to experiment with and modify. We developed it to meet the needs of our student volunteers as efficiently as possible. Use any or all of it to help you decipher the myriad interests, skills, and values of your students and to match them with community needs. It should reduce the time you spend on personal interviews while enhancing student awareness of and participation in the selection of an appropriate community service opportunity. □

ORGANIZATIONAL RESOURCES

The Student Resource Center is sponsored jointly by the Massachusetts Internship Office (MIO) and the Voluntary Action Center/United Community Planning Corporation of Boston. The center was set up to institutionalize one aspect of the MIO activities formerly handled by VISTA volunteers—the placement of Boston area students in community agencies on a non-credit basis. Beginning in the fall of 1977, the Student Resource Center will offer area students who wish to volunteer in the community, a clearinghouse for placement opportunities and a library of technical assistance publications. For further information, contact: Student Resource Center, 14 Somerset Street, Boston, Mass. 02108. Telephone: 617-742-2000.

The Grantsmanship Center, headquartered in Los Angeles, California, offers nonprofit organizations a bimonthly 90-page magazine that includes "how-to" information and practical guidelines on fundraising in the public and private sectors. The Grantsmanship Center NEWS covers such topics as, "Why Foundations Turn You Down," "How to Use the Catalog of Federal Domestic Assistance," and "A Guide to CETA." To subscribe, send \$15 to: The Grantsmanship Center, 1015 West Olympic Blvd., Los Angeles, Ca. 90015. Telephone: 213-485-9094.

The Center also offers comprehensive five-day training workshops on grantsmanship and proposal writing for members of nonprofit groups. These are delivered across the country on a regional basis. For further information on the training schedule, contact: Natalie Hope, The Grantsmanship Center, at the above address.

The National Network of Youth Advisory Boards, Inc., is a non-profit association providing the impetus for the formation of local youth advisory boards to enhance communication between youth and their city or town government. One of the major objectives of a local youth board is to bring youth and government together in a mutually beneficial capacity. For example, a local youth board could advise the city government on the implementation of youth-related services, such as summer jobs or drug abuse prevention centers. Local youth boards can become a means by which young people can participate in their local government, and the city government can participate in the education of its youth.

The Network recently published a two-volume report: *Organizing an Effective Youth Involvement Unit*—over 100 pages of organizational information, such as the constitution and by-laws of a local board, plus a list of Federal youth program contacts, e. g., drug abuse and alcohol prevention projects. The second volume, *Towards Better Communication Through Resource Identification*, is a compendium of referral and contact information for leaders of youth involvement boards, listing information on action-learning schools, a youth rights information model, and guidelines for using the Freedom of Information Act. Price of the books is \$3 post paid for the two-volume set. Orders outside the U.S. are \$4 to cover the added postage and handling costs. To order the books or for further information, contact: Stuart Alan Rado, National Network of Youth Advisory Boards, Inc., P.O. Box 402036, Ocean View Branch, Miami Beach, Fla. 33140. Telephone: 305-532-2607. □



A VOLUNTEER'S GUIDE

RESOURCES

RESOURCES

CHILDREN AND YOUTH

Care and Share: Teenagers and Volunteerism, Julian Messner, 1230 Avenue of the Americas, New York, N.Y. 10020. Price: \$7.29.

Author Kathlyn Gay reports on how young people are helping their communities through volunteer efforts. Written from a national perspective, Ms. Gay discusses the wide variety of volunteer opportunities for teenagers, from working in hospitals to dedicating their time to ecological projects.

Tutoring All Children to Read, the University of Chicago Press, 5801 South Ellis Avenue, Chicago, Ill. 60637. Price: \$25 per kit.

Successful tutoring of low-income children is the subject of Lise and Michael Wallach's kit of reading instructional materials. The kit includes: *A Tutor's Manual*, letter cards, letter-tracing sheets, letter drawing paper, alphabet picture chart, and 180-game picture chart. All materials are geared toward helping the low-income, under-achieving student gain reading motivation through positive reinforcement techniques. The system, which was tested successfully in inner-city Chicago with tutors recruited from the community, provides step-by-step techniques for helping youngsters master reading skills. *A Tutor's Manual* may be purchased separately for \$12.95.

Out of the Ivory Tower: A University's Approach to Delinquency Prevention, Office of Technology Transfer, National Institute of Law Enforcement & Criminal Justice, LEAA, Department of Justice, Washington, D.C. 20531. Price: single copies free.

The Adolescent Diversion Project of the University of Illinois, Champagne-Urbana, was designated by the National Institute of Law Enforcement as a demonstration project. Concerned with helping juveniles who normally would be remanded to the court or juvenile authorities, the police department refers troubled youngsters to the university's psychology department where student volunteers help to counsel the youngsters, either through a behavioral contract or a child advocacy approach.

RESOURCES

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Peer and Cross-Age Tutoring in the Schools, S/N 017-080-01651, Superintendent of Documents, Public Documents Distribution Center, Pueblo, Colo. 81009. Price: \$1.

This booklet summarizes a number of studies on tutoring, and highlights the conditions necessary for effective tutoring programs.

Alcohol, Drugs or Alternatives? Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, Ca. 90046. Price: 5 day's rental \$30.

This 26-minute color film deals realistically with the alternatives to a young adult's dependence upon drugs and/or alcohol. By interviewing half-way house residents of high school age who are fighting the battle against addiction, this film depicts how young people have overcome negative self-images which often prompted them to experiment with alcohol or drugs. Constructive suggestions are made for counseling a young person who is caught in the peer-pressure trap of experimentation and abuse.

ENVIRONMENTAL SCIENCE

Ideas and Activities for Teaching Energy Conservation: Grades 7-12, Environment Center, The University of Tennessee, South Stadium Hall, Knoxville, Tenn. 37916. Price: \$2.50.

An energy education/conservation curriculum guide for grades seven through 12, which includes 49 teaching activities to be incorporated in science, social studies, and/or language arts. Many of these are out-of-classroom experiences. They range from "Giving High School Students the Opportunity to Prepare an Energy Education Program and Present It to Younger Students," to "Providing Students with an Insight into the Response of Local Merchants on the Need for Energy Conservation."

The Child and Science, ACEI Publications, 3715 Wisconsin Avenue, N.W., Washington, D.C. 20016. Price: \$2.75.

Ruth L. Roche's book suggests 30 ideas for innovative and practical science-related activities for youngsters aged two to 12, with an emphasis on observing and exploring the environment. For example, children learn to bake cookies using natural foods as ingredients or to design kites while learning about wind currents.

Finding Solutions to Environmental Problems: A Process Guide, Mobile County Public Schools, P.O. Box 1237, Mobile, Ala. 36601. Price: Single copies free.

Prepared for the Mobile County Public Schools in an effort to help college and high school students identify the most pressing environmental issues in their communities and to find solutions to them. Three projects are provided as models: a) identifying and reducing the impact of an environmental problem through survey and citizen education; b) assessing the impact of a development project by writing a report on such issues as highway construction, harbor dredging, nuclear power plant construction, and submitting the results to legislators, and; c) environmental research, including laboratory testing and/or research and development on some new approach to environmental improvement, e.g., solar energy, recycling wastes, conserving natural resources.

Energy Conservation in the Home, ERDA Technical Information Center, P.O. Box 62, Oakridge, Tenn. 37830. Price: Single copies free.

A complete energy conservation education curriculum guide for high school home economics teachers with an emphasis on practical application through academically supported out-of-classroom experiences. The guide contains illustrated, factual energy conservation information relating to all areas of home economics, complete with 26 activity suggestions.

RESOURCES

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SECONDARY EDUCATION

Skills in Citizen Action: An English-Social Studies Program for Secondary Schools, Citizen Participation Curriculum Project, University of Wisconsin, 225 North Mills Street, Madison, Wisc. 53706. Price: \$2.

Authors Fred M. Newmann, Thomas A. Bertocci, and Ruthanne M. Landsness propose a comprehensive new program in citizenship for 11th and 12th grade students. It emphasizes communication skills, moral deliberation, the political-legal process, and community-based learning through internships and out-of-classroom experiences.

Aids to Media Selection for Students and Teachers, S/N 017-080-0156-3, Superintendent of Documents, Public Documents Distribution Center, Pueblo, Colo. 81009. Price: \$2.

A selected list of bibliographies and journals that review books, periodicals, and audiovisual materials in a wide variety of categories for secondary school programs.

POST-SECONDARY EDUCATION

Dimensions of Experiential Education, National Center for Public Service Internship Programs, 1735 I Street, N.W., Washington, D.C. 20006. Price: \$3 for members; \$4 for non-members.

A collection of papers, written by educators such as Robert Sexton, University of Kentucky, and Michael Goldstein, University of Illinois, Chicago Circle, which examine internships and experiential education in the context of higher education.

Alternative Higher Education, Human Sciences Press, 72 Fifth Avenue, New York, N.Y. 10011. Subscription price: \$7.95 for individuals; \$16 for institutions.

A semi-annual journal devoted to research and dissemination of information on nontraditional studies—such as experiential education, continuing education, lifelong learning, and internships—this journal is a forum for the exchange and interchange of professional and scholarly ideas and studies in the field of alternative higher education.

Comprehensive Career Education in a University: Reflections, Institute of Higher Education Research & Services, Box 6293, University, Ala. 35486. Price: single copies free.

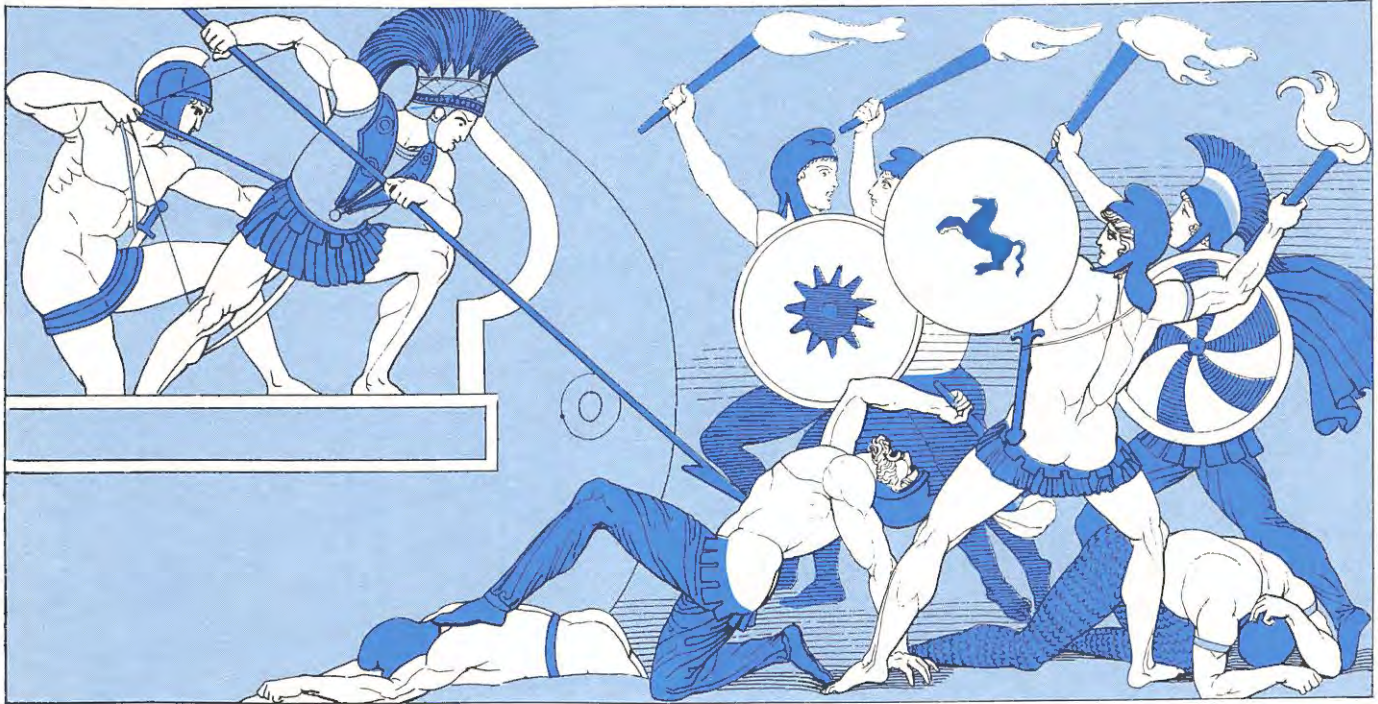
The results of a USOE funded project undertaken by the University of Alabama in 1973 in an effort to demonstrate the infusion of principles and practices of career education throughout all departments of a major state university. Some of the topics covered in the report include: career development and the humanities, career education as viewed by a home economist, and career development and an internship program. □

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