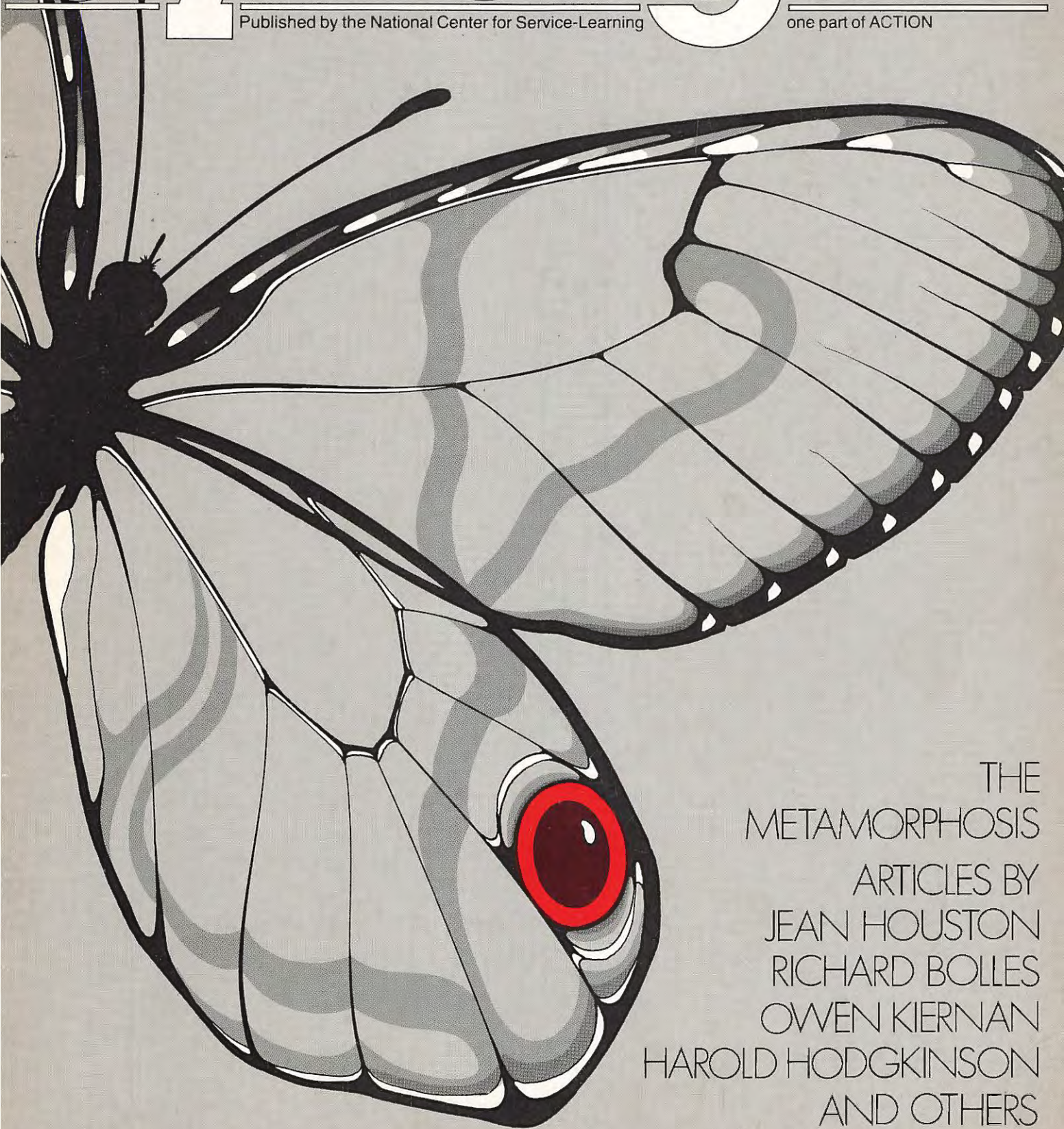


Synergist

Fall 1979

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THE
METAMORPHOSIS

ARTICLES BY
JEAN HOUSTON
RICHARD BOLLES
OWEN KIERNAN
HAROLD HODGKINSON
AND OTHERS

We are

pleased to announce that the National Student Volunteer Program has been renamed the National Center for Service-Learning.

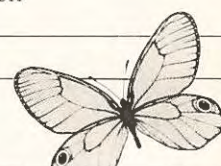
The new name, with its emphasis on service and learning, reflects the synergism that provides the name for this journal and that results when service and learning goals are combined.

The name draws attention to our expanded role in representing the growing national constituency of service-learning educators. As the National Center for Service-Learning we will continue to provide training, information, and consultation services to educators working with student volunteer and service-learning programs at secondary and post-secondary levels.

*National
Center
for Service-
Learning*

**The Journal of ACTION's
National Center for
Service-Learning
Fall 1979/Volume 8/Number 2**

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BECOMING PLANETARY PEOPLE

By Jean Houston

Analyzing the failure of our schools and society to meet contemporary and future needs, a psychologist suggests ways of learning that develop each individual's potential, including the capacity to empower others.

The following article has been adapted from the keynote address at the national forum on "Service-Learning: Education as if People Mattered," which met in Washington, D.C., March 8-11.

When I was about 13, I used to run down Park Avenue late for school. I was a big, overgrown girl, and one day I ran right into a rather frail old gentleman and knocked the wind out of him.

He laughed as I helped him to his feet and asked me in French-accented speech, "Are you planning to run like that for the rest of your life?"

"Yes sir," I replied, "it looks that way."

"Bon voyage!" he said.

About a week later I was walking down Park Avenue with my fox terrier, Champ, and again I met the old gentleman.

"Ah," he greeted me, "my friend the runner, and with a fox terrier. Where are you going?"

"Well, sir," I replied, "I'm taking Champ to Central Park."

"I will go with you," he informed me. "I will take my constitutional."

And thereafter, and for about a year, the old gentleman and I would meet and walk together in Central Park. His name, as far as I could make out, was Mr. Tayer.

The walks were magical and full of delight. Mr. Tayer would suddenly fall to his knees and exclaim to me, "Jeanne, look at that caterpillar. What

Jean Houston is the president of the Association of Humanistic Psychology and the director of the Foundation for Mind Research, Pomona, New York. She also teaches at the New School for Social Research, New York, where she has helped develop a curriculum on human capacity.

does the caterpillar think? Does he know what he is going to become? The next stage, Jeanne. The next stage! Metamorphosis! It is so exciting." His long, elegant, comic-tragic face would nod with wonder. "Eh, Jeanne, look at the clouds. God's calligraphy in the sky. All that transformation, moving, changing, dissolving, becoming. Eh, Jeanne, are you a cloud? Be a cloud."

It was wonderful. People, and especially children, followed us around, laughing, not at us, but with us. He seemed to know an awful lot about old bones and rocks. But mostly he was so full of vital sap and juice that he seemed to flow with everything. Always he saw the interconnections between things, and the way everything in the universe from fox terriers to mica schist to the mind of God was related to everything else and was very, very good. To be with him was to be empowered.

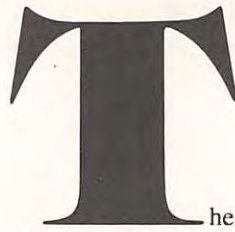
And then one day, I didn't see him any more. I frequently would go and stand outside of the Church of St. Ignatius Loyola where I often met him, but he never came again.

In 1961 someone lent me a copy of *The Phenomenon of Man*. The book, from which the jacket had been removed, was strangely familiar in its concepts. Occasional words and expressions loomed up as an echo from my past. I asked to see the jacket, looked at the author's picture, and, of course, recognized him immediately. Mr. Tayer was Pierre Teilhard de Chardin, the great priest-scientist, poet and mystic.

Jean Houston and her husband, Robert Masters, are co-authors of several books, including *Mind Games: A Guide to Inner Space* (1972, 246 pp., \$2.95) and *Listening to the Body: The Psychophysical Way to Health and Awareness* (1978, 250 pp., \$9.95).

Houston and Masters also co-edit a journal called *Dromenon* (six issues per year; \$9) available from The New Ways of Being Institute, G.P.O. Box 2244, New York, New York 10001.

People of the Abyss



he truth and wisdom of a man like Teilhard, alive and knowing in all his faculties and seeing the confluence of everything with everything and everyone else, tells us something about the nature of the possible human and the beauty of the possible reality. For we are living in a time when the potentials for human and planetary development have never been greater. Ironically, these possibilities emerge out of the necessary darkness of our age.

. . . millenia-old constructs of societal belief and behavior are eroding. The usual formulas yield stop-gap solutions and inevitably create more problems.

The age in which we live is shivering amidst the tremors of ontological breakdown. The moral mandates, the structural givens, the standard brand governments, religions, economics, education—the very consensual reality—are breaking down. The world by which we understood ourselves, a world that—in terms of our existential lives—began about 300 years ago with the scientific revolution, is a world that no longer works, that no longer provides us with the means and reference points by which we understand ourselves.

We are at a time in which millenia-old constructs of societal belief and behavior are eroding. The usual formulas yield stop-gap solutions and inevitably create more problems. Most of our successes have become excessively successful and have caused world-eroding problems—the technological holocaust, the planetary pollution, the

exacerbation of unemployment, the proliferation of megastructures, the bureaucratization that creates a great divide between individuals and government, the tendency of the federal government to export its own chaos.

We are not unlike the cartoon cat whom I used to delight in every Saturday afternoon at the movies when I was a child. The cat runs off the cliff chased by Mighty Mouse and keeps on running, treading air over the abyss before he discovers his predicament and says, "Oops!"

There is a lag between the end of an age and the discovery of that end. We are the children of the lag, the people of the abyss, existing at the end of one age and not quite yet at the beginning of the other. We are the people of the parenthesis. And there is no more juicier time to be alive than at a time of parenthesis, for it is then that the future is open and life is reseeded with new possibilities and meaning.

As a historian of culture and consciousness, I suspect that we are in one of those rare pivotal points in human history where we are coming into a new dispensation about what it means to be human.

Perhaps a similar moment occurred when our ancestors stopped depending upon the meanderings of the hunt and settled down to agriculture and thus to civilization. We are at a point of a new paradigm for culture and reality, one much wiser than the one depended on over the last 300 years—the scientific, linear, analytic, industrial paradigm, with its necessarily limited epistemology, and European culture-bound ways of knowing reality. The new paradigm is implicit in the emerging planetary culture and demands that we broaden and deepen our cultural and epistemological styles.

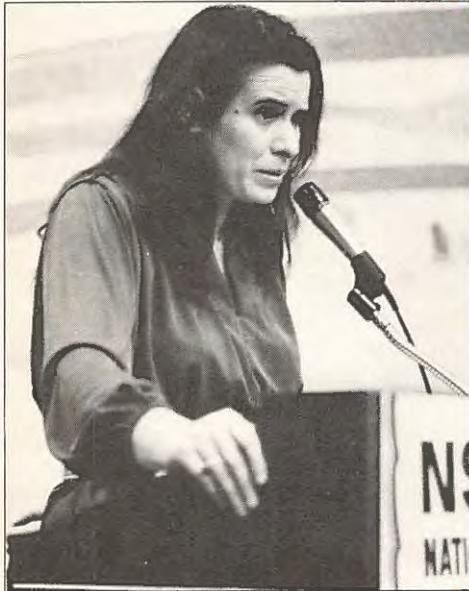
To become planetary people, to have an ecology of cultures, involves a deeper awareness and participation in the surrounding reality, a wider utilization of the environments without and within, and a joining in fuller consciousness into a larger universe, a more complex knowing, a richer sensibility.

I think the human race is about to
(continued on page 46)

EDUCATION THAT EMPOWERS

The national forum on service-learning challenged educators to blend elements of developmental psychology and social action in educating students as if people matter.

Jean Houston



“For the most part—in terms of the incredible complexity and sheer intensity of information and problems of our time—we are being educated for about the year 1825.”

A high school service-learning coordinator: “I’m going back and have my students look at their direct service projects to see if we should turn some of them into community organizing projects.”

An Afghan college student: “I learned more here in three days than during the rest of my year in this country.”

A federal official: “This was the most thought-provoking conference I have ever attended.”

A college service-learning director: “Reinforcing, clarifying, stimulating.”

These were typical comments made by participants at the end of the national forum on the theme “Service-Learning: Education As If People Mattered.” Meeting at the Mayflower Hotel in Washington, D.C., March 8–11, almost 200 educators, students, and community workers from five countries and 33 states exchanged ideas and experiences with each other and 11 featured speakers.

Among the major speakers were: Jean Houston, a humanistic psychologist, who urges all to develop both hemispheres of the brain; William Perry, a Harvard education professor, who has devised a nine-position model for describing individual development; Glen Gish, a management consultant, who recommends that people enhance their learning by using all four learning styles; Michelle Kourouma, executive director of the National Conference of Black Mayors, who seeks to match education to the needs of society; Julian Bond, a civil rights advocate, who calls for renewed commitment to bringing about racial and economic equality; and Alec Dickson, the Britisher who promulgated the ideas that took form in this country as the Peace Corps, VISTA, and the National Center for Service-Learning.

In spite of differences in experience and approach, the speakers and other participants came to a common conclusion: Service-learning offers an unequalled opportunity to develop the individual’s full potential and that development leads inevitably to life-long service to others.

On the following pages is a summary of the discussions that provoked the opening comments and this one from a college service-learner: “I don’t understand everything I’m hearing. I guess I haven’t had enough experience for that, but I’m certainly going to think about it.”

A Conceptual Foundation

Several speakers concentrated on laying a conceptual foundation that secondary and post-secondary educators may use both in constructing their service-learning programs and in justifying them to educators and community members.

The keynote speaker was *Jean Houston*, who is, among other things, president of the Association for Humanistic Psychology, a faculty member of the New School for Social Research, New York, and the author of several books. (See an adaptation of her speech on page 2.)

Houston decries the dominance of the linear mode of education. This mode does not take into account the interdependence of mind and body and discourages learning through the senses. Through her work with those labeled slow learners, dysfunctioning convicts, deteriorating elderly, and disabled adults, Houston has demonstrated that prescribed physical and mental exercises can greatly increase an individual’s capacity—and enjoyment.

From the development of the whole person comes an understanding of the relationship of that person to other

people and things, and that understanding results in caring and commitment.

Houston asserts that service-learning offers valuable opportunities for developing facets of the self neglected in traditional academic programs and, thereby, commitment to overcoming individual and universal social problems.

William G. Perry, Jr., the Harvard professor of education who wrote *Forms of Intellectual and Ethical Development in the College Years* (Holt, Rinehart, and Winston, New York, 1970), warns educators that if they are looking for the impact of college on students' development they will find none—in traditional academic programs.

Perry has developed a descriptive model of nine positions of growth. These positions are recursive rather than linear, and individuals may think from different positions in different areas of life.

The first three stages, which generally cover infancy through elementary school, are feeling well or feeling bad (no dissonance), being good or being bad (all right answers exist), being right or being wrong (some answers are unknown). In junior high the world becomes more complicated because experience shows a discrepancy in rightness and wrongness (little is known), as in two English teachers interpreting a poem differently. Adolescents in this fourth position feel free to make their own decisions about what is right and wrong, and this will be the position of most college freshmen.

Perry calls the fifth position contextual relativism, for the person finds the need to relate data or opinions to other data, to find order among the chaos. This, says Perry, is the beginning of intellectual responsibility and leads into the next position, termed commitment foreseen, wherein the individual feels responsible for creating the order.

Positions four through six are of particular importance to educators because most of their students will be in those three. Individuals do not go through the positions at the same rate, and "cannot be forced through them any more than we can make plants grow by pulling on their leaves, but we can do some horticulture and provide some nutrients."

Perry sees service-learning as a vital

nutrient that not only provides the opportunity to put theory into practice but also instills a sense of responsibility. He noted that the involvement in service "broadens the sense of public interest," for the sense of responsibility developed in the service-learning situation carries over into other situations.

Perry believes that the development process can be accelerated by giving students incongruity, which frequently abounds in community sites. One of his students, for example, had taken all the courses on juvenile behavior but, after working for a semester with two delinquents, found that the theories learned in courses did not fit individuals. As he told Perry, this student felt he had to "re-catalog my mind."

Those who reach the final three positions—and service-learning facilitates students in operating in the upper levels—manage to put the incongruities into context. Perry says, "If you get into positions seven, eight, or nine, you have to acknowledge other people's cares that may be different from yours."

Calling his model a descriptive one, for the most part, Perry leaves the prescriptive work to others. Among these is *Lee Knepfelkamp*, an assistant professor in the Department of

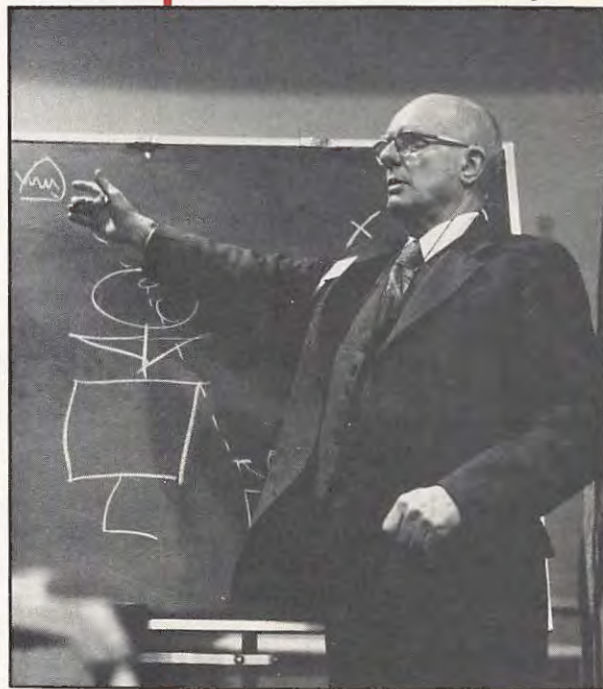
"One of the things I am very concerned about . . . is that much of what goes on in graduate education in my field is training for change and growth and is not necessarily maturational."

—Lee Knepfelkamp

Counseling and Personnel Services and a faculty associate for Student Development and Research, Division of Student Affairs, University of Maryland. She is also the co-author of *New Directions for Student Services: Applying New Developmental Findings* (Jossey-Bass, San Francisco, 1978; \$5.95).

Knepfelkamp compares Perry's cog-

William G. Perry, Jr.



"All theories and conceptualizations are smaller than the event. . . . The great advantage of service is [that it develops] responsibility and judgment, which involves one in commitment ultimately."

Kenneth Saurman



"I don't see service-learning as an end in itself. I see it as a means to engendering essential meaning in the students and communities, to developing a perspective toward life's central purposes, including career exploration and life skills."

nitive model to a series of building blocks toward more adequate reasoning. The lower on the model that the students are, the less they can absorb complex information and apply it to their task. Because service-learning

requires that students—faced with the unfamiliar and therefore threatening environment of the work site—have to take material from many sources at once and make decisions on what to do with that information, they must grow—or seek to escape. That means the service-learning educator must maintain the "delicate balance of challenge and support."

To mature, Kniefelkamp points out, the individual has to be disequilibrated, has to have dissonance; the individual also must have sufficient support to face the risks inherent in a new, ego-threatening situation. This is extremely important in planning students' service work. The more simplistic their thinking—the lower their position on the model—the more structure they require in venturing into the unknown.

To assure a growth experience rather than a damaging one—for failure in performing a task cannot be separated from a failure of self—the service-learning educator must make careful assessments of the following:

- The student—what is likely to be challenging and what supportive and what are the likely sources of both challenge and support;
- The site—how much structure does it offer, how much diversity;
- Preservice training—does assessment of the site and student help with this, is it carefully sequenced, does it contain much role rehearsal;
- Inservice processing—is it more than show and tell or cathartic seminars, does it enable the students to translate what they are doing back into general principles, such as how to enter a new environment.

Kniefelkamp stresses the need for students to learn with and in the sight of others, to hypothesis build and creatively doubt, to have a real encounter with the teacher and community supervisor. Studies have shown that mentors—in the classroom or on the job—

are key to the success of those who come under their influence.

Management consultant and graduate student *Glen Gish* also stressed the role of the mentor, particularly in enabling students to strengthen their neglected learning styles. To illustrate this, Gish used the learning style inventory developed by his academic adviser, David Kolb, Case Western Reserve University, Cleveland. Participants inventoried their own learning styles and then did an exercise in which they deliberately used a recessive style to teach a brief lesson.

In most classrooms students tend to use repeatedly one or two parts of the learning process—concrete experience, reflective observation, abstract conceptualization, or active experimentation—rather than to complete the learning cycle. By diagnosing students' learning styles and assisting them in using the recessive as well as the dominant styles, educators can enhance greatly both the students' learning and their effectiveness as volunteers. (For more information, see "The Learning Cycle," by Glen Gish, *Synergist*, Spring 1979, pages 2-6; reprint 174.)

"It is important to recognize that students—and teachers—have distinct learning styles. Through service-learning, educators can assure that students do not become locked in too narrowly to one style."

—Glen Gish

According to Kolb's research, most people develop dominant learning abilities that place them in one of four groups: divergers, assimilators, convergers, and accommodators.

The *diverger's* greatest strength is imagination, viewing concrete situations from many perspectives and generating ideas. Divergers are interested in people and tend to specialize in the arts. Their dominant styles are concrete experience and reflective observation.

The *assimilator's* greatest strength is creation of theoretical models, of assimilating disparate observations into an integrated explanation. The dominant abilities are abstract conceptualization and reflective observation.

The *converger's* greatest strength is the practical application of ideas, of organizing knowledge in order to focus it on specific problems. Converg-ers prefer to deal with things rather than people and tend to specialize in the physical sciences. Their dominant learning abilities are abstract concep-tualization and active experimentation.

The *accommodator's* greatest strength is adapting to new situations, in carrying out plans and experiments. Accommodators are willing to take risks, and they tend to lean toward action-oriented jobs in technical or practical fields.

Most of the forum participants were divergers or accommodators.

Kenneth Saurman, professor of higher education in the College of Education and Social Services at the University of Vermont, Burlington, recently spent a sabbatical examining the learning styles of graduate students and doing conceptual work on student development.

Saurman's primary concern is the schools' tendency to concentrate en-tirely on transmitting facts and theories and to ignore the other two essentials: personal meaning and action. He urges educators to make use of the work of developmental theorists because they "help us to see ourselves as dynamic, growing human beings whose life styles are continually changing."

Secondary school educators should take into account that the overarching task of an adolescent is to achieve identity, and that strong identity can be achieved through making choices and committing oneself to others. Service-learning offers the experiences that allow students to make choices and to commit themselves, to try out unex-plored facets of the self and to come to matter to someone else through serv-ing them.

College students must terminate adolescence by physically and psycho-logically leaving their families. Any community service that expands or redirects students' commitment will increase their sense of completion of the task of becoming independent. The service experience also may lead a young person to follow a career quite different from that of the parents, thereby freeing the students to be unlike the parents.

For the service experience to be effective, students must realize that

they are giving service to people, not exacting servitude. Providers of ser-vice must understand that their superi-ory is relative and limited, and that recipients are vulnerable by virtue of their role as recipients. The vital ele-ment is reciprocity, which helps in developing respect for others and prevents manipulative relationships. Saurman expressed a common view of those attending the forum: "Whenever we serve people in our community we are really powerless to serve them fully . . . without their vigorous and active participation."

Saurman also reminded the partici-pants that "Educators must render learning to the students they serve just as students must render service to those they serve. . . . Students own their learning."

Empowerment

While the foregoing speakers high-lighted the developmental aspects of service-learning, they all stressed that full personal development leads to the development of capable, caring citi-zens. In short, from personal empowerment comes the capacity and commitment to empower others.

Empowerment of the poor—and those who share their problems—was the chief theme of several speakers who are or have been community activists.

Michelle Kourouma, executive director of the National Conference of Black Mayors (NCBM), introduced herself as "an advocate and product of service-learning." Currently one of her primary interests is a pilot Uni-versity Year for ACTION program in which NCBM is working with 45 stu-dents from six predomi-nantly black colleges to build local capacity in 40 impoverished towns of less than 2,500 population. Students work directly with the mayors, who often are volunteers, to delineate and find ways to meet the needs of the community.

One of Kourouma's goals in this project is to draw the participating col-

Michelle Kourouma



"You must realize that the whole society is a ghetto and do something about it."

leges into providing more assistance—in the form of service-learners, faculty expertise, and other university resources—to impoverished rural communities. Her philosophy is that the needs of society should determine the function of educational institutions.

Kourouma feels educators should go into the community themselves in order to show the justifiably skeptical low-income population that service is not just a teaching tool. Teachers and students will not be able to meet community needs unless they earn the community's trust and respect. By working with rather than for the community, service-learning programs may broaden to affect more institutions and communities. One way to do this is by networking, by sharing resources with—and providing moral support to—other service-learning programs.

because it is so obvious, is to be a member—possibly assuming leadership—of a group. What's more, students can take other people—such as senior citizens for whom they provide escort service—to meetings of community organizations.

“Helping an individual is empowering to the helper rather than the helpee. There is immense arrogance in direct service. The genius of the women’s movement is that they learned it was not a personal problem needing a direct service but a political problem needing collective action.”

—Timothy Sampson

Facing strong argument from some participants, Sampson maintained that one of the primary benefits of direct service is that it is “a great tool for organizing.” He gave Brazilian Paulo Freire’s literacy campaigns as an example of this, for the workers gained awareness of other options than servitude as they learned to read. Too often the modest gains of a direct service, such as tutoring, do not change the unempowered persons’ view of the situation or teach them how to help themselves.

Another experienced community organizer, *Andrea Kydd*, now special assistant to the director of VISTA,

“Perhaps the first big step is to teach students community organizing techniques for approaching the faculty or administration.”

—Andrea Kydd

sees community organizers as educators whose curriculum consists of helping people understand that they have the ability to help themselves.

Kydd feels that the single most important goal of service-learning may be teaching students how to think. When they go into the communities, they must learn to define the problems or, more precisely, learn to let the community define the problem for them, then work with the community in developing and implementing solu-

Julian Bond



“What we need to be about is the creation of a national coalition of need.”

Another speaker emphasizing the importance of working together was *Timothy Sampson*. The administrative director of the National Welfare Rights Organization from 1967 to 1970, Sampson teaches courses in community organizing, social policies, and public welfare at San Francisco State University. His thesis is that the central issue in meeting community needs is power—what it is, who has it, how we get it.

How do large numbers of people get power? By connection to other people, awareness of options and possibilities, and direct experience reflected upon.

Sampson contends that direct service is less important than community organizing in overcoming general problems because those problems are rooted in powerlessness. Traditionally community organizing seeks to teach people to find answers for themselves—to learn to serve themselves.

Service-learners can become part of the community organizing process in three ways. One way is through assisting organizing groups, perhaps by doing office work, giving rides, or assisting with child care. From junior high school on, students are capable of doing organizing work themselves. The third way, one often overlooked

tions. The educator guides the student toward action research, preferably in an area in which the educator also has a special interest.

Having been a director of a college service-learning program, Kydd suggests, "Perhaps the first big step is to teach students organizing techniques for approaching the faculty or administration."

Sam Brown, director of ACTION and a leader of anti-war protests in the 1960's, cautioned educators to remember that "Service-learning is not simply to provide a more academic overlay on to service in the community. It is to insure that the resources of the school will be focused—in part at least—toward serving the community."

Concern with school-based service-learning is not enough, Brown believes. He urges service-learning edu-

"We have not provided a way for young people to see how they can become a fundamental part of a solution when they are seen so frequently as a part of the problem."

—Sam Brown

cators to take an active role in helping shape a new national service program that will offer an alternative to the draft when a volunteer armed force is no longer feasible.

Citing a Gallup Poll that showed that 86 percent of the population supports some type of universal service for young people, Brown said, "We need to engage ourselves in the debate about what kind of service experience young people will have, how it will relate to employment, to our educational institutions, to our vision of society."

Julian Bond, Georgia State Senator and long-time civil rights advocate, traced his involvement in the problems of poverty and discrimination to his service-learning experience as a young man, particularly during high school. He warned that the nation fails to perceive how little progress has been made toward racial and economic equality and appealed to service-learning educators to work toward "being able to develop an economy that will have a place for us all."

He set out specific goals:

- Income and wealth distribution through the tax structure;
- Real full employment;
- Lifelong education;
- Free health care provided through the national treasury;
- Effective control of monopolies and government ownership of vital services, to be operated for all and not for profit.

Alec Dickson, founder of the United Kingdom's Community Service Volunteers and Voluntary Service Overseas, calls for service-learning educators to turn crisis into opportunity. He shares Bond's view that unemployment and a general scarcity of funds for public services—including education—are among the most serious problems to be faced, but he believes that we can replace money with imagination in many instances.

According to Dickson, schools operate at only about five percent of their social potential. Their resources—particularly students' energy, teachers' expertise, and facilities and equipment—are wasted rather than used. For example, if all the industrial arts students in a city turned their attention to inventing, making, and installing equipment for the disabled, they could ameliorate many of the difficulties facing that group at a very low financial cost.

Private enterprise also harbors many unused resources. Dickson recommends a social audit of all public and private resources that could be used by the public. By giving of their time and talents, students could play a major role in making these resources available.

Through such service-learning programs poverty could be greatly reduced, especially if society accepts—as Dickson advocates—economist E. F. Schumacher's definition of poverty: "You are poor if you are useless. . . . Man is destroyed by an inner conviction of uselessness."

Though the speakers advanced different concepts, these proved complementary rather than contradictory. All stressed the necessity of developing facets of the self (including commitment to others) neglected in most classrooms today. All pointed out the potential of service-learning for filling the void that traditional education has failed to fill, or even to acknowledge. □

Alec Dickson



"Man does not learn by head alone. . . . Giving service is an integral part of the study."

A CITIZEN EMPOWERMENT CURRICULUM

The College for Human Services has created a service-learning curriculum that enables disadvantaged adults to gain control of their lives and to help others do the same.



Classmates debate possible approaches to helping community members solve a problem.

By Barbara J. Walton

The park near the intersection of Central Parkway and Greene Avenue in the Bronx was in sorry condition—laden with litter, scarred with broken benches, lacking trash baskets and a play area for small children. The neighbors complained about it for years. Finally one of them decided to do something about it. Annie, a student at the College for Human Services (CHS) in New York City, selected restoring this park as her

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required constructive action (service) project. As a result of her initiative and the community's action, the park was cleaned up, got new trash baskets, and received a budget for park maintenance and improvement.

But this was not the end. The people of the community remained mobilized around the park and continued to carry out constructive actions on their own behalf. They had learned, among other things, how to set goals, assess needs, collect facts, and use the facts systematically at the right time and in the right place. Recently they successfully petitioned for a small playground for young children inside the park.

This is an example of what CHS calls citizen empowerment. Students—half of whom are receiving public assistance when they enroll and most of whom are members of minority groups—learn to empower themselves and

others through an educational program that balances service and learning. Founded in 1964, the College believes that the goal of human service work is to enable citizens to take charge of their own lives and learning. Students discover the feeling of empowerment for themselves and then pass it on to others, who in turn learn to make social institutions work for the benefit of all. The entire educational program, including the evaluation of students, revolves around the empowerment concept.

The Curriculum

The curriculum organizes human service theory into eight basic performance areas:

- Becoming a Lifelong Learner,
- Establishing Professional Relationships,
- Working in Groups,

- Teaching,
- Counseling,
- Community Liaison,
- Supervision,
- Managing Social Change.

The performance areas bear a certain resemblance to the competency approach to education—with one major difference: *Each performance area is taught from the perspective of five transdisciplinary dimensions: Purpose, Values, Self and Others, System, and Skills.* The result is a humanistic curriculum drawing upon relevant theory from psychology, sociology, anthropology, philosophy, law, and the arts. This curriculum is implemented in the field as well as in the classroom; each student must complete a constructive action in each performance area.

Experiential learning is central to the CHS model. Human service agencies under contract with the College are full partners in the educational process. Work at an agency occupies more than half of a student's time each week. It also provides (through CETA) a stipend sufficient to cover the cost of living. Agencies help decide who will participate in the program and have the final say in who will be assigned to work with them. They are active in training and evaluating students both as employees and as learners. Agencies agree in advance to assign students to jobs in which they will have a chance to practice the eight performance areas.

It is in the interest of the agency to make the experience of each student as rich as possible since their contract with the College provides that they will hire them within a specified time (usually at the end of a year) if certain conditions are met.

To reinforce experiential learning, teachers meet regularly with students and supervisors in the field. (Most teachers not only have graduate degrees but also have worked for a human service agency or been involved in a community project.) They also conduct field focus groups at the College. In these groups students explore the relation between work and theory, devise strategies to solve concrete human service problems, and plan the constructive actions that they will carry out each semester and on which they will be evaluated.

One result of this kind of close collaboration is that the majority of students are hired permanently either by the training agency or one in another

The College for Human Services

In 1964 Audrey C. Cohen established the College for Human Services, New York City, to promote social justice through educating low-income adults for professional work in the human services. The College's aim is to empower both students and the citizens they serve by teaching them the skills needed to manage their own lives and fulfill their potential as responsible and creative members of society.

Creating paraprofessional assistant positions in education, law, and other fields, the College grew from an experimental program with a budget of \$300,000 to a nationally recognized college in the human services with a budget of more than \$2 million.

Approximately 200 students are enrolled annually. Twelve coordinator-teachers and a 20-member administrative and support group make up the staff.

The College originally was funded by the Office of Economic Opportunity as a 36-week training program for women (the Women's Talent Corps) and is now a professional program accredited by the New York State Regents. Last spring the College received the right to grant a Bachelor of Professional Studies in Human Services. Permission to grant a Master of Professional Studies in Human Services is pending.

The College is financed primarily by the Comprehensive Employment and Training Act (CETA). The Fund for the Improvement of Postsecondary Education (FIPSE), the National Endowment for the Humanities, and private foundations also have provided additional grants for special projects. Currently students do not pay tuition.

As of last spring some 900 students had completed at least four semesters and were employed in human service agencies in such fields as education, health, youth

services, drug rehabilitation, geriatrics, legal services, and urban planning.

CHS has extended its efforts beyond New York City.

In 1978 the New York State Office of Mental Health enlisted the College to design and help implement a training program for case managers working in community health agencies. The objective is to use the constructive action tool to improve service delivery statewide through citizen empowerment. Programs are underway in five regions: Buffalo, Long Island, New York City, Syracuse, and Westchester.

Branches of CHS have been established in California and Florida. The Oakland, California, branch opened its doors to some 50 students, primarily Chicano, black, and Asian, in March. The Fort Lauderdale, Florida, branch is expected to follow suit shortly.

The CETA funding consortium in California is unique. A group of small cities in the East Bay Area plus the state CETA are all contributing to the budget.

The College is authorized to award both the Bachelor's and a combined Bachelor's/Master's degree in California and Florida.

At Lincoln University (Pennsylvania) an adaptation of the CHS model is in its third year of operation. In collaboration with Eagleville Hospital and eight other human service agencies, Lincoln offers a Master's-level program modeled directly on that of the College. Developed with the assistance of grants from FIPSE and the National Institute on Drug Abuse, the Lincoln-Eagleville program is directed toward full-time workers who have demonstrated skills in human service but need an advanced degree to gain full professional recognition. The program enrolled its third class of 75 students in January. In the same month its first class of 45 students graduated.

human service field. Graduates are employed, for example, in multi-service centers, senior citizen centers, children and family services, mental health agencies and clinics, alcoholism programs, public and private schools, group homes, and consumer advocate agencies.

Faculty members, called coordinator-teachers, spend much of their time in the field. On their weekly visits to community agencies, teachers brief supervisors, monitor the progress of students, intervene occasionally when problems arise, advise students on the development of their constructive action projects, and observe students in the performance of their jobs and projects. The field is not a secondary but a primary responsibility.

Using Field Experience in the Classroom

Students and teachers analyze experiences in the classroom, using elements of the curriculum as a theoretical framework. Excerpts from a staff observer's notes show how this is done.

The class had met the previous week with the Borough President in whose office one student worked.

'What did you observe about his skills, values, knowledge of the system and his understanding of himself and others?' asked the teacher, referring to the CHS dimensions of performance. Students noted that the Borough President had communicated clearly, used humor to make his points, was well-prepared and was in control of the meeting. His awareness of others was especially acute: He took care to identify himself with the students, showed respect for minority groups, gave recognition to CHS students assigned to his office and their work. . . . The evaluation was not entirely positive, however. Students noted that the Borough President did not leave enough time for discussion, and that possibly this was intentional. Some felt they were being controlled and talked down to. . . .

Teacher: 'How could you have gotten control of the meeting if you had an agenda of your own you wanted to get across?'

Students: 'We could have come better prepared with questions and mentioned these at the beginning.'
'We could have known more about

him as a person and about his job so we would know when to interrupt.'

The class ended with a review of ways to work inside the system and bring about change from within, a theme discussed regularly in many classes and studied intensively in the final performance area on social change.

Performance Areas

Each of the eight performance areas revolves around a constructive action, defined as a discrete piece of service to client or agency in which theory is related to practice and the citizen or the community is empowered. The written part involves proposed goals, a log, and an assessment of whether the goals were achieved or reasons they could not be achieved. The actual performance is monitored closely by the teacher and supervisor. Student logs provide concrete illustrations of day-to-day experience and how this is related to theory.

The first thing a student learns, for example, is how to become a *lifelong learner* and a professional. While this may seem limited as a course of study, it is in fact a complex performance area that will set the tone for the student's career at the College and in later life.

The aim is to ease the transition to full-time study and to sharpen life management skills. Many students have been out of school for some years, some never completed their schooling, and most lack confidence in their ability to learn and to perform their jobs.

Ruth, for example, was the head of a household consisting of herself and her four-year-old daughter. A commitment to lifelong learning and professionalism involved re-orienting her life around work, which in turn involved a new perception of herself in relation to her daughter. She had seen herself mainly as a nurturing mother, with community service secondary. The first person to be empowered was herself. She had to be convinced that she could manage her own life under new and stressful circumstances where she would be working and studying five days a week plus most evenings and weekends. "My first goal," she wrote in her log, "is to establish a more harmonious relationship with my daughter as well as with my conscience now that our time together is abbreviated."

She listed some strategies to use: create a climate where open-ended

communication can exist; confront issues of conflict immediately, instead of avoiding and stewing until the proportions become unmanageable; actively seek solutions by encouraging feedback, by storytelling and by role-playing; solicit advice from other working mothers; review the literature on child development.

Books she read included *Childhood and Society* (Erikson), *The Divided Self* (Laing), *Learning and Growing* (Braga), and *Between Parent and Child* (Ginott). Her log shows how the knowledge acquired from books helped.

Tina is not cooperating in our morning routine. She did not bound out of bed and hurriedly dress herself. Instead: '. . . but I don't want to go to school, I want to stay home with you-you.' GUILT! What do I do with this? My mind quickly processed all learnings about how to talk to children when the feeling-tone is very high. My long-term memory served me well: 'I wish I could stay home with you too; but, you have your work to do and I have mine. In two more days we can be together all day long.' Thank you Dr. Ginott! I helped her get dressed and encouraged her to ventilate her feelings. Once she saw her bus and the promise of a day of fun with friends, she cheered up.

Another performance area that the College considers especially important has at its core the principle of respect for others. Called *Establishing Professional Relationships*, it requires that students engage the client in a mutual goal-setting process. This reflects the conviction that a human service worker must interact with others (including fellow professionals and peers) in specific ways that demonstrate respect for the individual and commitment to joint resolution of problems.

In the classroom students are asked to describe encounters they have had with professionals in the past and how they reacted to them. More often than not their experiences in dealing with social workers, teachers, doctors, and other professionals have been negative. Through a process of analysis combined with role play, simulation, games, and other techniques, students begin to develop a new concept of



A CHS student working as a teacher aide encourages pupils to be aware of the creatures with which they share the world.

professional relationships and professional responsibility.

This is based on mutual, goal-oriented problem solving. Frank, a student at CHS, was assigned to a field agency which operated a food program for the elderly.

I worked with one old gentleman almost blind, who had not responded to previous efforts to help him. He lived in a decaying house which reeked of urine. Usually he met me on the doorstep but one day, to my surprise, he invited me in. There was no furniture except a table, boxes to sit on and a mattress. (His children had taken the furniture, he said.) He used one corner of the room for a bathroom. I made no comment but encouraged him to talk about his problems. His one wish was to be admitted to a home for the elderly where he would receive better care than he could provide all alone. His son had promised many times to assist him, but nothing ever came of it. With the client's consent I agreed to talk with his family. The son seemed pleased that someone was taking an interest in his father. He agreed to come with his car and

handle moving arrangements, if I could find a decent place. I did this with the help of the agency and a date was set. What pleased the old man especially was the thought that his son, whom he seldom saw, was coming to take him. I was there on the appointed day but the son never appeared. . . . The son's wife informed me that her husband had gone to work. He couldn't take the day off after all. I finally took the old man to the nursing home in a station wagon borrowed from the Fire Department.

CHS students sometimes step into situations where angels might well fear to tread. When they succeed it often has to do with their acceptance of such program values as mutuality and respect for the individual.

Another important performance area is *Teaching*. The College considers it generic to all of the human services and essential to empowerment. To empower oneself and others is, in the final analysis, to learn and to teach. Students use their teaching skills in many different situations.

"I see my teaching role in the community as their facilitator, experience

resource, guide," wrote a student in her log. She discovered that the need to know something is a powerful stimulant to learning. "What made our study of civics so exciting was its relevance to our lives and to our forthcoming work in the community." She tried not to impose her structure but rather to "let them pull out from me the information they need to take action."

On the other hand, in a *Counseling* situation a student working with former mental patients found they needed a tightly organized program to give structure to their day. His aim was to "allow members to receive the maximum amount of re-education combined with re-socialization." Together with a psychiatrist and a social worker he set up structured classes in current events, issues in psychology, art therapy, vocational rehabilitation, personal management, and a special clown workshop, the last taught by himself. He felt that having an emotional outlet was just as important as rational approaches to learning, and cited Michael Olmstead: "The effect of the group on the individual is not confined to cognitive and rational mental operations. In addition



During orientation CHS screens out students who lack the skills or motivation to cope with the heavy work and academic load.

there are the influences on the feelings and emotional or expressive life of the individual members.”

Social Change

A final important performance area is called *Managing Social Change*. The aim here is to make an entire agency function in a way that is truly client centered. Students have shown that they can make a difference, both by strengthening agencies willing to try a new approach and occasionally by establishing an agency of their own. The latter occurred when a church that provided social services to an ethnic minority from Europe sent a group of

its workers to CHS for training. The students soon discovered that they could not apply the principles they were learning in the atmosphere of their church-related agency, which was paternalistic, even authoritarian. So they proceeded to set up their own center, People for People, which concentrated on helping new immigrants, homebound elderly, and young people needing tutoring. Working without pay initially, they wrote a proposal, received a modest grant, and were assigned seven CETA workers.

A founder, Hanna, became the center’s executive director. One semester, she documented her experience for her

project on *Supervision*. Her log reveals her struggle to deal with supervisory problems in a humane way. Mr. R., for example, had a severe drinking problem and was the subject of many concerned staff meetings. “I suspect that he is still drinking after work but not as much as before. He now comes to work regularly and does his job but I am afraid that if and when his problem becomes visible again I will have to terminate him.”

Under Hanna’s leadership and the staff’s philosophy of citizen empowerment the new agency increased the number of clients from 120 to 480 in six months.

Holistic Learning

The College has gone a long way toward accomplishing its goal of providing a completely holistic learning experience by using as an assessment tool the kind of documented constructive action described earlier. The series of eight such projects undertaken by each student incorporate all of the performance areas and their five crucial dimensions. The unity of purpose provided by the empowerment concept provides a common denominator and breaks down the traditional dichotomy between education and service. Unless empowerment of students and the community results, the student has not received the best possible—indeed the only appropriate—education for a human service worker today. □

Potential applicants find out about the College by word of mouth, from community agencies, and from the media. CHS receives more applications than it can handle (20 for every student selected) with its present limited plan and resources.

CHS screens candidates who meet its basic age and income criteria (set by the funding agency) for both academic ability and commitment to serve the community. (No high school diploma is required.) A preliminary application form gauges whether basic criteria have been met and whether the student is committed to community service. Writes the dean:

Reading CHS admissions forms one can pick up an insight into the importance of services to low-income populations. . . . It would

Selecting Students

be fair to say that major efforts at neighborhood rehabilitation, psychological counseling, school integration and reform, changes in welfare rights and policies, and work with drug and alcohol addiction and juvenile delinquency have done more from the efforts of community residents than from professional organizations.

To test academic ability, applicants take a three-hour written examination combining a standardized test of academic skills with the College’s own vocabulary and writing test.

The final test is a two-day admis-

sions workshop. After a factual introduction, faculty members teach a sample class involving one of the dimensions of performance, such as Values or Systems. This is followed by a small group discussion in which the entire College—teachers, counselors, and administrative staff—and applicants participate.

After two days of intensive interaction students have a pretty good idea of what they are getting into, and the College has had a chance to rate them on their interaction with other members of the group, ability to express themselves clearly, readiness to accept responsibility for their own life and learning, openness to change and risk, readiness to work with people of diverse backgrounds, and ability to recognize values and handle value conflicts.

USING LIFE/WORK PLANNING



By incorporating life/work planning into service-learning programs, educators may increase students' enthusiasm for and improve their performance in social change projects.

By Richard N. Bolles

Hello, tired reader.

Well, no, I never heard of an article beginning that way, either. But, ain't it the truth (as we used to say at Harvard)?

Tired. Put in a hard day. Supper done. Chores through. Feet up now, trying to relax, and browsing—browsing through this journal.

Great expectations. Maybe, the jaundiced reader says, maybe I'll find the Great Idea that will transform everything I'm doing. No, too much to hope for—I guess.

Modest expectations. Maybe I'll get some new life into some old tasks, so that people will come up to me afterward and say, "Hey, you were great today." Maybe. And then, remembering all the times in the past that we've leafed idly through this journal or that, read this article or that, hoped, dared died. Nothing.

Miniscule expectations. Maybe at

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least I'll find something interesting. Something that will keep me awake.

Now you're talking! Child of reality. Experienced, worldly, knows what to expect. Realist. With the expectations low, no danger of disappointment. Maybe this article will at least keep me awake. Now there's a goal with class.

And, speaking of class, there are your students. In some service-learning program that you help them with. And what of them? What are their expectations—before they come to your program? And afterward? Great expectations? Modest? Or miniscule?

Well, we probably ought to pass this idea quickly, even nimbly, by. But, ain't it the truth? Some students approach your service-learning program with the most miniscule of expectations. They pride themselves indeed on being experienced (already!), worldly, knowing what to expect. Realists, with the expectations held very low as to what your program will do for them. Hence, no danger of disappointment.

There are, fortunately, Those Others—students whose expectations are modest, and who encounter Some Real Surprises along the way in your program. You're privately (sometimes publicly) tickled pink, of course, and strangely energized at the end of the day yourself—as you watch their understanding explode outward, like some newborn nebula.

And then there are those even rarer souls who come to your service-learning program with Great Expectations

of what they will get out of it; and often, more often than one would expect, the program lives up to their Expectations. Greatly.

If you've been at this for a long time, or even if you're new at it, but wise beyond your years—you know, An Old Soul making its umpteenth journey—you will already have discerned that to *some degree* (often a great degree) *what a student gets out of your service-learning program depends to a large extent upon what he or she expects to get out of it.*

Even—the author says, a little too hastily—as what you will get out of this article (or any other article) depends on what sort of expectations you bring to it.

"Whoa!" the tired reader says. "I've read too many articles to buy in on that idea so quickly. If there's no substance to the article—*i.e.*, if the author can't write his (or her) way out of a paper bag—all the reader's expectations in the world aren't going to make that article useful."

Ain't it the truth? Just as: All the students' expectations in the world aren't going to be of much use if the service-learning program hasn't got some substance to it. Substance. Let's think together, for a moment, what that is derived from. Certainly not from just keeping busy. Though there are service-learning programs (one deeply regrets to say) that seem to measure their effectiveness by the degree to which they are able to keep the students Busy—in the classroom, and out there in the world. Busy,

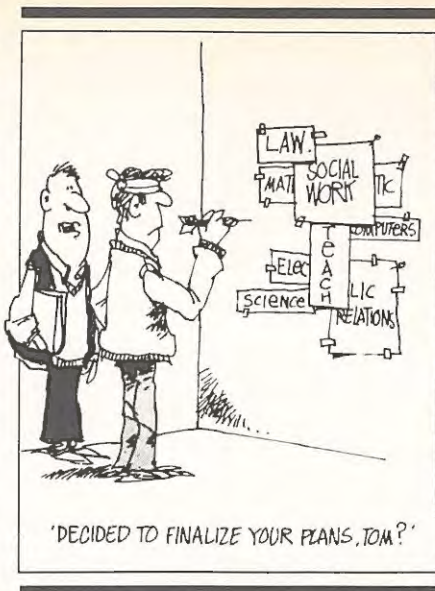
Busy, Busy. Not a very difficult task, in this age in which we live. A modest criterion, at best, for measuring a program's substance.

Well, then, how about: Happy? Can we claim a service-learning program has substance if it not only keeps its students Busy but also Happy? Picture an evaluation team coming to look over your shoulder to see how your program is going. They find your students not only busy, but also with smiles on their faces unobserved—obviously enjoying themselves to the hilt. Will the team conclude you are running a good program—one with genuine substance? Well, the smiles on your students' faces couldn't hurt. If the team isn't terribly picky, and if they had a good lunch, maybe Yes. On the other hand, maybe No.

They may—I say may—just want to know what it is your program is trying to achieve. Ah, goals: You're ready for that one. "This program of service-learning is designed to help these students learn how to be active and not apathetic citizens, is designed to help them get involved in service to the community—empowering the poor, and the like—and is designed (not incidentally) to help them see the relevance of their studies, and thus improve academically." The evaluation team nods wisely, and then comes the zinger: "Neat," say they—or "Right on"—or words to that effect. "But, how does this help the student's life/work planning?"

How does it help *what*? Nobody told us they were going to ask *that* question. We don't even know what it means, let alone how to answer it. Quick, somebody, give us a crash course—in two minutes or less—in what life/work planning has to do with service-learning.

Hmmm, not a bad idea. Because, more and more this *is* the question that is being asked throughout the land. The interest in life/work planning (l/w p for short) is growing at a phenomenal rate in this country. Witness the fact that a book on life/work planning was—during part of last year—number seven in the nation, among bookstore paperbacks, on *Publisher's Weekly's* list. As a consequence of this new and spreading interest in l/w p, many areas of life (including service-learning) are being looked at now, not through rose-colored glasses, but through l/w p glasses.



—from *Which Niche* by John D. Shingleton and Phil Frank.

. . . it is not necessary to immerse yourself in a job, vocation, or career in order to find out whether or not it is for you. You can (as it were) dip yourself into a small sampling . . .

So, herewith, by way of background, we present:

Life/Work Planning, In a Nutshell.

L/w p takes its departure from the fact that this life is shorter than we might like it to be. If we each had 500 years to live on this earth, we could afford to fool around—a lot. We could dabble in this, or in that, for as long as we wanted to. We could waste 20 years trying this, then 20 years trying that, and so forth. Unhappily, or happily, that is not the case. We can afford a lot less time experimenting: with our relationships, with our work-life, our leisure-life, and our learning-life. There has sprung up, therefore, a new (what shall we call it?) art, science, discipline, disciplined art, art shading into science. Well, whatever—a new *field*, called life/work planning. If it is done right (in big IF), it has three goals for someone's life. Let's say Yours.

To help you pre-develop pictures in your mind. If you search your memory, or check out your coming

anticipations, it is most likely pictures which will spring into your mind, rather than words springing into your mind. We *live* by the strength of our pictures. If we are preoccupied with the wrong pictures, we may walk right on by something (or someone) that we would love to enter into some engagement with—without a trace of recognition upon our face. Until, much later, it hits us. Life/work planning, therefore, has developed tools to aid you in pre-developing such pictures ahead of time, within your heart and mind, so that in your subsequent experiences if you should find yourself staring at something that is important to you, there will be instant recognition. And, consequently, you will be able to take advantage of the opportunity which thus so beautifully matches your pre-developed pictures.

An example, at this point, couldn't hurt. If a student has done some l/w p *before* she or he goes out into the community for some volunteer social action program, and one of her or his pre-developed pictures is, "I live to do problem-solving in an outdoor setting," the minute that student finds herself or himself doing problem solving in an outdoor setting, there will be that smile of *recognition*, and an enthusiasm for that aspect of the social action program, that would not otherwise be there. The enthusiasm is generated by the fact that the student recognizes she or he has happened upon an activity that fits in with her or his life/work planning. Now, to l/w p's second goal.

To help you pre-test decisions, in your mind. This pre-testing may best be compared to the homemaker who is planning to bleach, let us say, a dress. If she is wise, we know that she will dip a small sample of the fabric in the bleach before she commits the whole dress to the process. In like fashion, it is not necessary to immerse yourself in a job, vocation, or career in order to find out whether or not it is for you. You can (as it were) *dip yourself* into a small sampling of that job, vocation, or career, and discard (with relatively little time-cost to yourself) those possibilities that are found to be unattractive or unfitting for you.

This idea of pre-testing is a familiar one to many supervisors or coordinators of service-learning programs,

even to those who know little or nothing about the more general field of l/w p. What is not so generally understood, however, is that this pre-testing requires a certain amount of forethought and homework—particularly in the area of the student's skills—before its full value can be realized and utilized.

To return to our earlier illustration, if I as a student like to do problem solving in an outdoor setting, and I know that *because I have done some l/w p homework, for myself*, then I can deliberately go out and seek some volunteer action program in the community precisely because it will allow me to do problem solving in an outdoor setting.

In other words, if I know what it is that I am trying to pre-test, then I can more intelligently choose which social action project (or whatever) will aid my l/w p. On the other hand, if I have not as a student been encouraged to do some homework for myself first, then I must choose my social action project in a very hit-or-miss fashion. Without forethought, I might engage in 50 social action projects before my own personal preferences begin to become clear in my mind. This is not pre-testing. It is making a smorgasbord of life-experiences, which is a very different thing.

Now, let us look at l/w p's third goal.

To help you predetermine what your alternatives are. I don't know who first said it—it might have been me, in a moment of aberrant wisdom—but I believe it to be true: "No one is free unless he or she has at least two things to choose between." Life/work planning is, above all else, the art of defining alternatives. Of preparing a lifeboat before going on board a ship. Of strapping on a parachute before going on board an airplane. Of developing a plan B *at the same time* that you develop a plan A. It doesn't much matter what you call it: It's the principle of not putting all of your eggs into one (fragile) basket.

Predetermining what your alternatives are means not waiting until a crisis is upon you, and the thing you had counted on has fallen through, before you begin to consider, "What else is there?" *Predetermining*, rather, means doing precisely what it suggests: namely, looking at your alter-



—from *Which Niche* by John D. Shingleton and Phil Frank.

Predetermining what your alternatives are means not waiting until a crisis is upon you, and the thing you had counted on has fallen through, before you begin to consider, "What else is there?"

natives *from the start*. L/w p has developed tools for this, and, even more importantly, some marshaling of facts that may help a person to get motivated to do this at the outset. At the risk of over-simplifying, I will say that these motivating facts include: the speed with which whole careers become obsolete these days, the impact of microprocessors (those tiny computers-on-a-chip) in the next decade, the rapidity with which career change is occurring in our civilization, the difficulty of the job hunt, the widespread nature of unemployment, the unpredictability of job market changes, etc.

The tools for helping predetermine alternatives, in the light of these facts, basically devolve into helping a person break down a thing into its simpler elements. For example, if a particular geographical location is of great interest to a prospective job hunter, l/w p helps him or her identify the basic factors which go to make up the attractiveness of that place (in his or her eyes). Alternatives can then rather easily be predetermined, by naming other places in the country which

would have the same basic factors: e.g., warm climate, good newspaper, cultural variety, etc.

Again, in the case of a particular craft, the student is encouraged—in life/work planning—to identify the basic skills and other factors which go to make up that job. It is then comparatively easy to predetermine alternatives by asking what other crafts or related occupations would offer the same basic factors: e.g., use of hands, not having a boss, creating forms in response to pictures in one's mind, etc.

If service-learning programs are going to be increasingly evaluated in the years ahead—and I think they are—by the degree to which they implement the student's life/work planning, then much more work is going to have to be done to identify:

- What a student likes to do;
- What the basic elements of that particular thing are;
- What other activities/tasks/jobs would use those same basic elements.

And this work is going to have to be done *in* the service-learning projects themselves, as a constituent and essential part thereof. In consequence, service-learning programs ultimately will need to give each student some experience in two volunteer or social action community projects: first those chosen because of what a student likes to do and then those selected because they have the same basic elements.

It will no longer be sufficient to say, "Well, that was a good project for Alfred to have been involved with because he obviously likes doing that sort of thing, and that was a good learning for Alfred." Service-learning projects or programs which have *substance* to them (from a life/work planning point of view) will have to go on to the inevitable next question: "What were the basic elements that Alfred liked in that project, and what other kinds of activities/tasks/jobs would use those same basic elements?" And, having identified such, "Could we get Alfred involved in a project or program which would give him a chance to pre-test this newly defined alternative?"

Well, I've used up my two minutes (if you're a speed-reading whiz, somewhat more than that if you're not). And, tired, patient reader, to what point have we come?

Well, just about to this point:

The Marks of A Good Service-Learning Program.

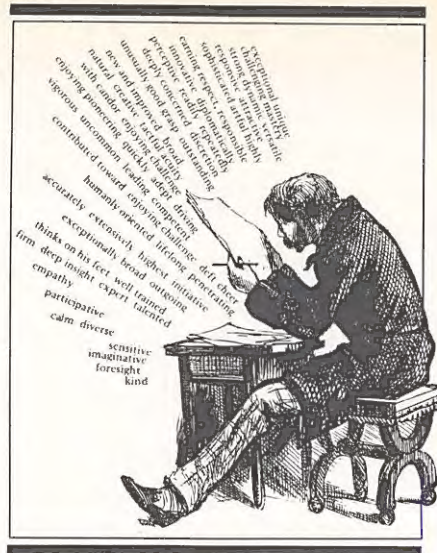
1. It accepts the fact that students come to the program with varying expectations, over which the educator may not have much control.

2. It accepts the fact that a good service-learning program must have substance, over which the educator does have some (or even much) control.

3. It has a higher goal than merely keeping students busy or busy and happy.

4. It has a higher goal than merely relating education to work: It has the goal of relating this experience to the total life/work planning of the student.

5. Toward this end, it helps the student pre-develop pictures of what he or she most likes to do, *before* the student chooses his or her particular community project.



. . . I believe each of us must be allowed to exercise our special skills.

6. Toward this end, it views community service as an opportunity for the student to pre-test some major life decisions.

7. Toward this end, it builds in opportunities for the student to analyze his or her experiences, break the enjoyable ones down into basic elements, and see what other experiences offer those same elements.

8. Finally, it offers the student a second kind of community service experience, one that explores the alternatives discovered in the previous experience.

Yes, I know I said all of this earlier, in the body of the article. But, as I said, I believe each of us must be allowed to exercise our special skills. And—as my friends continuously remind me, in love and gentleness—I have rich skills at overkill.

Ain't it the truth!

The illustrations are reprinted from *The Three Boxes of Life*.

Students Needed To Continue Immunization Campaign

Many communities need the assistance of students to carry on the work begun during the Childhood Immunization Initiative, a major nationwide campaign that ends October 1. Conducted by federal, state, and local governments in cooperation with voluntary service organizations, the Initiative greatly increased the percentage of children entering schools with immunizations against polio, measles, German measles, mumps, diphtheria, tetanus, and whooping cough.

Much work remains, particularly to ensure protection for pre-school children, who too often have none or only part of the series of immunizations that should begin at two months and continue through 18 months. Teen-agers over 15 also need special attention, for many did not have the pre-school series and have dropped out of school or live in states that do not require older students to be immunized. Teen-agers

from 14 to 16 should receive the adult tetanus and diphtheria immunization.

Government and voluntary agency officials who have worked on the Initiative suggest that students work in one or more of the following types of projects:

- *School and community health education programs*, including producing and distributing information materials;
- *Hospital and clinic immunization programs*, including patient care, record keeping and contacting parents when immunizations are due, assistance with siblings, translation and interpretation;
- *Community outreach*, including location of unimmunized children, persuasion of parents, and transportation to immunization sites;
- *Advocacy*, including campaigns for more convenient site locations and office hours and for better immunization legislation.

For free guidelines ("Action Plan") on organizing various types of projects, write to the U.S. Department of Health, Education, and Welfare, Public Health Service, Center for Disease Control, Atlanta, Georgia 30333. Fact sheets on immunization for each of the diseases mentioned above also are available free from the Center.

The National League for Nursing, which has coordinated voluntary sector activities, provides a free list of suggested activities for local volunteer groups. For this and lists of national and state voluntary organizations participating in the Initiative, write to Childhood Immunization Project, National League for Nursing, 10 Columbus Circle, New York, New York 10019.

Another good source of information is the public health service of each state.

TURNING TRUANTS INTO CONTRIBUTORS



With service-learning an integral part of an innovative education program, The DOME Project helps turned-off adolescents become social and academic achievers.

By John Simon

So long as success in school routinely provides access to an attractive job market, most youngsters will conclude that obtaining a diploma—no matter how boring, frustrating or even humiliating the process—ultimately will turn out to be worth the effort. But in a city such as New York, which has been losing entry-level jobs for more than a decade and has been cutting back on public sector employment in response to a seemingly endless fiscal crisis, students soon realize that a high school diploma in no way guarantees a regular pay check.

In the absence of this crucial incentive to plug along in class, perhaps it is not surprising that a significant number of urban youngsters are functional dropouts by the time they reach junior high school. Frustrated, angry, essentially directionless, they are nevertheless prevented from actively pursuing other options by compulsory attendance laws and the absence of realistic alternatives within the school system.

These troubled youngsters constitute the target population for The

After doing graduate work in English literature at Cambridge and the University of York, John Simon returned to the United States and became the director of a youth development center. He is the founder and director of The DOME Project in New York City and, supported by a grant from the John Hay Whitney Foundation, is writing a book entitled Hijack the Attica Express.

DOME Project's alternative education program. Since they do not see themselves as active participants in any kind of formal learning process, we must find ways to involve and interest them in our activities before we can begin seriously trying to convey information or teaching skills. We must



Two students (left), a staff member, and a high school intern hold a class.

create experiences for them that are active, exciting, and pedagogically sound.

Among the many different approaches we have tried during the past six years, service-learning projects have proven particularly effective. Our three major ventures have been the construction of a geodesic dome, the opening of a student craft and art boutique, and the transformation of a garbage-strewn lot into an attractive community garden.

Each of these activities differed substantially from the others, but they all

combined exciting physical work with relevant academic lessons, provided our students with tangible evidence of how well or poorly their work was proceeding, and produced benefits the rest of the community could share with those involved in the project.

Building a Dome

We came up with the idea of building a dome in response to the need for a program exciting enough to keep our students off the street during the summer of 1973. Everything about the concept was appealing. We felt we had chosen a hands-on activity with more cognitive and affective spin-offs than we could hope to tap. The end product was to serve as a recreation shelter for disadvantaged urban youngsters.

In order to complete the project successfully, all of us would have to learn to use and care for tools properly, read plans and follow detailed instructions, measure and compute accurately (often to within 1/16 of an inch), and work carefully and precisely. At the same time, we would need to be able to take criticism and accept discipline, tolerate frustration, trade instant gratification for the more substantial rewards that accompany the completion of a complex job, and develop the capacity to cooperate under stress.

We beefed up the academic content of the program by assigning research projects requiring trips to museums and libraries to study various forms of shelters and prepare reports on the ecology linking specific types of shelter to the cultures of different peoples and the environment in which they

live. All the students kept detailed logs of their studies and their work.

If we had thought about it at the time, we probably could have arranged academic credit for work on the project. Certainly these chronic under-achievers did more reading, writing, and computing that summer than they had ever done before.

Two college students who had previously worked with youngsters from our community agreed to run the program with me. Arthur set out to raise funds from foundations and corporate sponsors, surprising no one but himself with his success in obtaining the necessary grants for tools, materials, and staff salaries. Shigemi, meanwhile, busied himself arranging for the delivery of free U.S. Department of Agriculture summer lunches and securing Neighborhood Youth Corps stipends for the 23 junior high school students we selected as most in need of this kind of program.

Although we later included girls in every phase of our program, the complex camping arrangements and limitations of our small supervisory staff prompted us to select only boys for the dome-building crew. Our roster

looked like a Who's Who of adolescent truants and miscreants from our West Side neighborhood. They were directed by a staff who needed to use a reference book to find out which end of the hammer to hold and which end to aim at the nail.

We contacted a Lower East Side group known as CHARAS to introduce us to the intricate technology of dome construction. Soon we were making cardboard models of icosahedrons and learning to cut compound angles on a table saw. Youngsters were involved in every phase of planning and preparation, from bewildering theoretical bouts with spherical trigonometry "made easy" for dome builders to the construction of a practice dome made of electrical metal tubing held together by machine bolts.

We built our dome in the Catskill Mountains, about 100 miles from New York City, on some land owned by an organization for whom Arthur, Shigemi, and I had previously worked. Two friends who still worked there, Tony and Ted, spent their vacation time helping us with the construction. We chose a site on a hilltop more than a quarter of a mile from the nearest road

and source of water. Everything we needed for camping, as well as all the tools and materials necessary to complete the dome, had to be lugged up that steep incline.

Just building the dome on level ground at a site with good vehicular access would have been a sufficiently difficult task to challenge a crew of skilled workmen. But our youngsters had to work under conditions that were often intolerable. The rocky soil resisted our efforts to dig foundation holes with inadequate hand tools. Torrential rains turned the holes into puddles and the hillside into a slick and treacherous place to work. The construction process was interrupted by accidents and fights, and our progress was characterized by uncertainty and disappointments.

Nevertheless, we completed our foundation and floor by the end of the summer and felt we had really accomplished something in the face of great odds. Our crew had dwindled from 23 youngsters to 13, but those 13 had committed themselves to finishing the project, so the staff felt partly obligated and partly inspired to persevere with them.

The DOME Project

The DOME Project grew out of John Simon's frustration in trying to work with troubled youngsters in an afterschool program. Realizing that school was often a major source of trouble for these students, he seized the chance to set up an alternative schooling program for five junior high students, all boys, in a church basement on West 80th Street in Manhattan. Simon went on the public school payroll in February 1973, and reported his pupils' attendance regularly to school authorities but otherwise was allowed to develop his own academic and therapeutic program with members of his tiny class.

When his students refused to leave at the end of the school day, Simon began looking for resources to expand into afterschool hours. Then, the first summer, he and some friends designed and ran the dome-building project that gave the entire program its name.

The staff grew slowly as young

people who had worked with Simon at the youth center he had formerly run became interested in his new project. They would take a semester off from school to help out or work during the summer, providing enthusiasm, excellent role models for the students to follow, and an unusual form of revolving continuity.

The public schools referred students to the program, which grew from five to 10 students and then to 15. But increasingly students came to the program from other sources: parents worried by their children's behavior or lack of progress, students who wanted friends to share their good experience, or youngsters looking for help for themselves.

Today there are girls and boys in the alternative class. The afterschool and summer programs serve an additional 250 young men and women between the ages of 11 and 20; they are about equally divided among black and Hispanic participants with a small percentage of



In the last phase of dome construction, a student bolts panels into place.

Throughout the winter, we struggled to complete the more than 100 fir and plywood panels which we needed to assemble into a structure measuring 32 feet in diameter and rising nearly 20 feet above the floor. Although at times we thought we would never make it, by spring it became clear we would be ready to put the dome up as soon as school ended.

The last weekend in June we headed for the construction site with high hopes. The first day we started putting up the dome shell, but the wind that night threatened to smash our frail and partially completed structure to bits. The second day brought rain, making work on the scaffolding dangerous and slow. The third day, however, broke still and clear, and our 13 young men

worked feverishly throughout the day in almost total silence.

It was 10 o'clock at night when we hammered in the final panel. Climbing down from the top and seeing the whole structure finally completed, we shared a sense of accomplishment and satisfaction that is hard to describe. Certainly it put all the hardships we had endured and setbacks we had overcome in a more positive perspective.

Five years later, some of the original dome builders reflected on the value of that experience.

JONATHAN: Finishing the dome meant more than just feeling proud.

It meant sharing an experience.

JAMES: When I tell people about the dome now, it makes me feel strong. It was one of the best times I ever had.

ORLANDO: The actual building of the dome made me believe that if you stick with something the whole way you can come out with good results. That has a lot to do with my attitude about school now.

CHRIS: Sure we learned something about construction, something about math. But I think the main point was that we proved a bunch of rough-

whites and Asians included. Staff generally reflect the racial and ethnic origins of the students.

Program components consist of the following.

- Education**
 - Alternative class
 - Task Force outreach program for troubled youngsters in need of special assistance (advocacy, counseling, etc.)
 - Afterschool tutoring and educational program
 - School and college placement, guidance, and scholarship search
- Cultural Enrichment**
 - Ballet and jazz dancing classes and performance preparation
 - Drama class and performance preparation
 - Graphic arts workshop
 - Songwriting and folk chorus workshop

- Employment**
 - Job exposure and readiness preparation
 - Afterschool employment
 - Summer employment
 - Counseling and placement
- Youth-Run Programs**
 - Media project, including newspaper production and radio broadcasting
- Recreation**
 - Basketball teams
 - Baseball and softball teams
 - Camping trips

In addition, staff members frequently get involved in solving many of the students' more personal problems, from medical difficulties to family disputes.

The program has grown rapidly by combining the validation of the school experience with broad-based community support. Staff members funded for afterschool work beef up the staff for the alternative class, and

the classroom experience provides invaluable training for those working with youngsters after school.

Currently the major source of funding consists of private foundation grants matched by the New York State Division for Youth. The program also makes excellent use of local volunteers, young adults on work release from detention centers, and Comprehensive Employment and Training Act trainees. The staff develop many of their own curricular materials, with help from volunteer consultants, and train new employees on the job.

Community School District 3 in Manhattan, where The DOME Project is located, has committed itself to seeking ways to replicate the program in other parts of the district. Anyone outside the district interested in more information, however, can write directly to The DOME Project, 251 West 80th Street, New York, New York 10024, or call (212) 799-9152.

necks, who had never acted serious about anything, can really do something serious for themselves if they try. I think a lot of us became more serious about ourselves as a result.

CHICKIE: Building the dome gave me confidence. You see, up to then I had never achieved, never com-

A vacant storefront next to All Angels' Church, which houses our program, started us thinking about opening up a small business that would offer opportunities to earn to those usually lacking them. We obtained a grant from the small foundation headed up by our wonderful friend, the

Students helped to set the prices, sell the merchandise, record the sales, and advertise the existence of the store. Nothing in our experience then or since indicates that youngsters cannot learn to do these things well enough to maintain a successful business.

Nevertheless, the Student Design Center folded within a year. Perhaps we made a mistake in opening a small business during a serious economic recession. Certainly the program staff lacked the dedication to make our store a success "at all costs." We looked at the operation as a learning experience, and we were prepared to abandon shop when the educational, financial, and public service returns no longer seemed to justify the enormous expenditure of effort needed to keep the business afloat.

Our idea still seems feasible. In fact, we were interested in expanding it into a huge bazaar where mental patients, prisoners, handicapped persons, senior citizens, and others who have difficulty gaining access to traditional markets could sell their creations.

Perhaps we will revive the Student Design Center some day. I don't really know if the concept is economically sound, but I feel confident in its value as a learning experience. Certainly our attempt to keep the operation going provided a number of youngsters with a chance to hold positions of responsibility and deal with experiences normally reserved for denizens of the adult world. As Tito, the elected manager, said,

Before I heard about The DOME Project, I used to go to Brandeis High School. I was a comedian. I don't know if I learned anything there, 'cause I used to be cutting classes a lot and go with the girls and hang out and get high. The teacher be telling you how something is this and Columbus discovered that and somehow it would never stay in your brain.

Working on the Student Design Center, that was different. It was something we all wanted to do. Even when we just started cleaning the place up, I was excited about it. But when everyone voted me the manager, that made me real proud. I never thought I would have a chance like that. Some parts of it were real hard, but I tried to do my job. When



Taping the seams at the top of the dome, a student holds onto a rope for support.

pleted anything in my life. Every time I started something, I never finished it. Building the dome was fun, sort of a challenge. But finishing it, that was the most important thing I had ever done.

Unfortunately, before we could finish weatherproofing the dome, the community group that owns the property told us we were no longer welcome. The dome we had intended to use as a recreation shelter now stands unused and decaying. Some of the youngsters are bitter about not being able to enjoy the fruits of their labor, but we all know we gained more than enough knowledge, self-confidence, and understanding about how to work together to compensate for the loss of a building.

Starting a Small Business

Constructing the dome was an over-ambitious, mistake-ridden venture which turned out to be extraordinarily exciting and rewarding for us all. But for our next project, we wanted something a little closer to home and a little less demanding that could still involve many young people at different levels of experiential learning.

late Chuck Gamper, allowing us to lease the store and begin fixing it up. Our students took intensive in-service training in carpentry, plumbing, wiring, painting, and interior decorating. We completely gutted the store and rebuilt it into a lovely little boutique. Expert craftsmen from the community volunteered to work with our youngsters, teaching and making the necessary alterations at the same time.

Meanwhile, our classroom activities shifted noticeably toward bookkeeping, record keeping, and other activities pertinent to the operation of a small business. The students were going to have to run the entire operation, so there was plenty for them to learn. Furthermore, these youngsters were not used to being trusted with anything, much less the keys to a full cash register. So we had to start with basic lessons in responsibility.

In January 1975, amid considerable fanfare, we opened the Student Design Center. Young people from all over the New York metropolitan area were invited to leave craft or art work with us on a much more attractive consignment basis than they could obtain in any of the commercial galleries.

we came out on television that made me feel we had got somewhere. It's too bad it didn't work out the way we wanted it, but I'm glad we tried.

Making a Community Garden

Although the operation of the Student Design Center and construction of the dome were pedagogical successes, we ended up with precious little to show for our efforts in terms of lasting tangible results for the community. Our third major project seems to be faring better. The community garden we have built and maintained on West 84th Street near Amsterdam Avenue should be even more beautiful and productive next summer than last.

Living in one of the most densely populated neighborhoods in the country, we have very few vacant lots to contend with. Left unused for even a short period, clear space quickly fills up with garbage and dangerous debris. The lot where our garden now stands, sandwiched between two large tenements, first attracted our attention

when we noticed children playing among the jagged pieces of steel and broken bottles.

We began our clean-up project by obtaining a dollar-a-year lease on the city-owned lot from a municipal agency called Operation Green Thumb. With a little urging from our city councilperson, the Department of Sanitation sent a machine around to skim off and cart away some of the most noxious junk. The New York City Council on the Environment lent us tools and gave us invaluable technical assistance. The Urban Gardening Project of Cornell University's Cooperative Extension gave us seeds, soil, fertilizer, and taught us how to plant and care for our garden. Conrail donated railroad ties to enclose our vegetable beds, although picking them up at the Mott Haven yard turned out to be a more difficult and dangerous job than we had bargained for.

I need not go into great detail about what a magical experience it can be for urban youngsters to plant and bring a

garden to fruition right in their neighborhood. We have grown tomatoes and cucumbers, squash and eggplant, lettuce and cabbage, carrots and radishes, beans and peas, and herbs of all kinds. We built two picnic tables with benches, where one sunny day last October our class picked, washed, and prepared a vegetable lunch that we ate on the spot.

As with our other projects, the involvement of the young people in producing something useful extended itself quite naturally to a healthy curiosity about the process and the materials we used. How does fertilizer work? Why do some seeds germinate faster than others? When Cornell sent a nutritionist around for a series of workshops with our youngsters, she was met with a barrage of questions we had been unable to answer.

Most of the vegetables we produced were distributed among the families of our youngsters and the residents of the buildings bordering the lot. There was surprisingly little vandalism at the garden, partly due to our youngsters' pride in their work and partly as a result of the vigilance of the neighbors who watched the project develop. As the summer wore on, these new friends began shouldering increasing responsibility for "their" garden. They watered it in the cool of the evening, after we had left, and they kept a sharp eye for anyone littering or walking a dog on the lot.

Frank, who directed the project, is rightfully proud of the community spirit we generated. Community residents rolled up their sleeves and helped with the work. Many of them contributed small plants to the flower beds or brought down cold drinks to share on particularly hot days.

Perhaps most important, many people began seeing teen-agers as constructive members of the community for the first time. They could hardly believe us when we told them our youngsters were not being paid even a minimal stipend for their work. As word of our work spread, people from other locations in our community approached us for advice or help on beautification projects they wanted to undertake.

The garden, Student Design Center, and dome represent some of the kinds of replicable projects that other groups of young people may want to try. The range of possible projects, however, is

With the dome almost done, a student makes a visual check during his rest period.



limitless. Any activity that combines interesting planning chores with appropriate physical tasks has the potential to become a good project.

The kinds of youngsters we work with tend to have an extremely low tolerance for delayed gratification, so we try to pick activities with frequent intermediate payoffs. Like Chickie, who claimed never to have finished anything before working on the dome, many of our youngsters have never seen an extended project through to completion. Helping our students acquire this kind of perseverance requires planning the program so that the participants learn to tolerate increasing amounts of frustration without giving up and walking out.

Service-learning projects can help youngsters wield the kind of responsibility essential to growth and development but totally lacking in most school situations. Each youngster's role becomes important not only to him or her but also to the rest of the participants. Simply caring about completing the project assures a certain intensity of involvement.

Setting Up a National Exchange

Through such strenuous and exciting projects, we have built The DOME Project up from a tiny school program with five students and one instructor to a year-round program with a staff of 17 and 250 program participants. Now, with the help of the Robert F. Kennedy Memorial in Washington, D.C. (see "What a Fellow Can Do," by Peter Dellinger, *Synergist*, Spring 1978, p. 44; reprint 127), we are working on a different kind of community service project that may help tie together many different kinds of youth-serving programs from different parts of the country.

We have become increasingly aware that many skilled and creative youngsters—often within the same city—are working toward similar goals but in total isolation from each other and usually in total ignorance of what the others are doing. If we could establish a communications and mutual reinforcement mechanism to bring these young people together, we would greatly increase their effectiveness, enjoyment, and sense of accomplishment. But relying on overworked program staff to create such a network is a sure way to kill the idea.

We have been working on the idea of creating a student exchange internship program that will allow young people from different parts of the country to swap visits to each other's programs in an effort to share ideas, information, resources, and technology. A youngster from a program that maintains a city-wide hot line might exchange visits with a youngster from a program with an innovative approach to advocacy in the schools, or we might send one of our gardeners to another state to visit a program where young people have been involved in rehabilitating an abandoned building.



The completed dome symbolizes success.

The idea really goes back to the days when the young people from CHARAS taught us about dome building. They not only had a firm grasp on the necessary technology, they had it in a form that they could readily communicate to our youngsters.

The Robert F. Kennedy Memorial has run an internship program for many years. Recently they have been working with us to modify it to become more effective. By creating exchanges between programs, not just among individuals, we feel we can multiply the benefits the experience will produce for the young people and their communities.

Each of the past three years, DOME Project youngsters have visited youth programs around the country that have been recommended to us. We have seen programs run entirely by young people and so-called youth programs where no young people could be found. We visited Native American schools where the children had never seen a black or Hispanic youngster, and we visited ghetto centers where no one could understand how black, Hispanic, and white youngsters could possibly participate in the same program. The social studies lessons inherent in the exchange experience appear to be limitless.

The cost of such a program is minimal. If programs or communities support the exchange, the only cash outlay required is the cost of a round-trip bus ticket. Students stay with host families from the programs they are visiting. The RFK Memorial has helped defray the travel costs of DOME youngsters during this exploratory period, but we are looking for ways to enable youngsters from all programs wishing to participate to earn or raise the necessary funds themselves, perhaps through local events similar to those many communities hold to raise funds for American Field Service or Experiment in International Living exchanges.

Eventually some of the most enthusiastic and capable interns might end up in Washington, running the exchange program as a substantial national project out of the Robert F. Kennedy Memorial offices.

In the interim, I would welcome inquiries about possible exchanges, or interested parties can write Internship Exchange Program, The Robert F. Kennedy Memorial, 1035 30th Street, N.W., Washington, D.C. 20007.

I have not been able to figure out a way to avoid, in the limited space available, giving the impression that our program is a hotbed of community service-learning projects where something exciting is always going on. Like any other program, we do a lot of plodding and go through periods where nothing much seems to be happening. The activities I have described, however, have been among the very real highlights in the short life of our program and have generated enough enthusiasm to keep us looking for more such projects.

If The DOME Project had not existed, many of our youngsters would have spent most of their time on the street or been placed in programs or institutions that were at best merely custodial and at worst downright oppressive. While the projects we have undertaken together may not have transformed their lives, these youngsters have at least been able to exercise some responsibility, learn something about cooperation, see that education and excitement are not necessarily mutually exclusive, discover that there may be many more options available to them than they had previously imagined, and have a lot of fun in the process. □

A SPECIAL SECTION ON SERVICE-LEARNING: THE METAMORPHOSIS



This editorial breaks the publisher's tradition of silence in *Synergist*. We speak now because this issue marks both the tenth anniversary of the creation of the National Student Volunteer Program and its metamorphosis into the National Center for Service-Learning.

Cake and candles first. All of us advocating service-learning today are indebted to thousands of educators, students, and community workers who have invested their energy, enthusiasm, commitment, and creativity to build strong student volunteer and service-learning programs. Over the last decade they have made working with this movement a challenging and stimulating experience.

In 1969, five years after the President and Congress declared the war on poverty, the Office of Economic Opportunity (OEO) launched NSVP. Its purpose was to link the needs of the poor, the resources of education, and students' and educators' growing demand for an active role in the struggle to break down racial and economic barriers. The basic goals remained the same when NSVP became part of ACTION, the umbrella federal agency for volunteer programs, in 1971.

Initially NSVP identified 100 colleges with some organized student volunteer effort. Today the National Center for Service-Learning is in contact with 10,000 secondary and post-secondary educators who endorse service-learning. Millions of students who have taken part in student volunteer and service-learning programs now are assuming decision-making positions in industry, education, and government. While their work has made—and will continue to make—a difference in the lives of the poor, some 25 million Americans (one in every 10) still are living in poverty.

Yet many Americans have concluded that poverty is no longer an issue. Apparently any future war on poverty will have to be fought guerrilla fashion—from community to community, relying largely on local resources.

Education's future involvement in creating an equitable society is not at all clear. Some fear that the service-learning effort could falter because of budget cuts, the back-to-basics movement, students' preoccupation with self and jobs, and the general disillusionment with attempts to find solutions to society's problems.

On the other hand, every day we are in touch with imaginative, dedicated educators who are using service-learning to counter and reverse those trends that can lead only to a more self-absorbed and insensitive population.

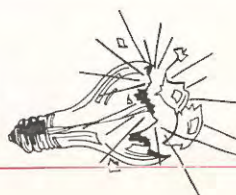
As educators have demonstrated repeatedly, service-learning knows no peer as an antidote to the closed environment that inevitably results when students of similar backgrounds are cloistered in similar classrooms for years.

By linking classroom and volunteer work, service-learning offers students an opportunity to apply academic knowledge to real problems, to facilitate an invaluable two-way flow of resources between the school and the community.

Service-learning experiences sensitize students to the needs and abilities of others, particularly the least privileged, and lead to the understanding that poverty and injustice for some affects the quality of life for all. In short, service-learning is the most effective way for education to achieve its humanizing aims. And no segment of society needs education's insights, skills, and commitment more than the nation's 25 million poor people.

In the following pages, educators give their views on trends in American education. We feel that these trends underscore the promise of service-learning. As we enter our next decade, we are convinced that service-learning is a powerful response to unmet educational and social needs.

*The Staff,
National Center
for Service-Learning*



Trends Affecting Service-Learning



Owen B. Kiernan

...In Secondary Schools

By Owen B. Kiernan

Both western and non-western societies have struggled for centuries to establish and maintain a viable policy for youth. Some have succeeded, some have failed. Most recognized that some system of universal education was essential to the well-being of the state. The problems arose when they attempted to define universal schooling. Should it be the same for everyone? Should individual differences be ignored or subordinated? Should it be compulsory or voluntary? When should it begin and end? Who should underwrite it? Should the school be set apart from society and institutionalized and insulated? Who should decide what subjects should or should not be taught? The questions were endless.

Our forebearers had to face up to another difficult query that continues to defy a universally acceptable solution: How practical, life related, or service oriented should education be?

The binding out of boys and girls as apprentices was a custom accepted for centuries in Europe. In theory this was the only way to learn a trade or some useful calling. As was to be expected, arguments developed again over whether such apprenticeships should be voluntary or forced. A family of means chose a future calling and apprenticed the child to a master who was willing to take him and give him the necessary instruction. On the other hand, poor children were the victims of compulsory apprenticeships followed by some form of indenture and possible exploitation.

In those early years service orientation, as we know it today, was conspicuous by its absence. As a matter of fact,

concern about schools as custodial or insulated institutions is of fairly recent vintage. In this century several leaders have pointed out that far too many schools have removed students from direct contact with society itself and have permitted the development of unrealistic aspirations and expectations. Student unrest in several periods can be traced back to this type of isolation. The Coleman Report referred repeatedly to the dangers of age segregation, and John Dewey regularly reminded us of the related danger of separating learning from doing.

Another overriding issue in dealing with youth involves training for responsible citizenship. In launching the nation's system of public education, Horace Mann placed the highest priority on such training. He challenged his generation and those to follow "to be ashamed to die until you have won some victory for humanity."

This action-oriented philosophy was portrayed in a cartoon published in the Fall 1978 issue of *Synergist*. I refer to Mog and Colin Ball's delightful story of "a bunch of people . . . stuck in a hole." Individual arm flapping, jumping, meditation, and levitation simply failed to get anyone out; it was not until they worked together to form a human ladder that they solved their dilemma.

Without the benefit of the above cartoon message, ACTION and the National Association of Secondary School Principals (NASSP) started eight years ago to encourage service-learning. Later the two agencies joined forces to probe ways of easing the difficult transition from youth to

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adulthood. What it was like to be young in this country changed drastically between 1960 and 1970. Opportunities for young people became increasingly limited. Jobs were not available, formal classrooms turned many of them off, military service was anathema, and early marriages held no promise for a stable home and community life.

An earlier generation had dropped out of high school before graduation. As late as 1940 more than half of those who enrolled did not receive a diploma. Although not to be recommended, dropping out was a short cut to the adult world, and jobs were available.

Today, with the traditional routes to adulthood closed, youth unemployment is plaguing each of the western democracies. It is estimated that more than seven million are without work—and the situation is worsening. In referring to unemployed and unemployable youth on our city streets the late James Bryant Conant properly described the condition as “social dynamite.”

In seeking appropriate answers to this increasingly serious problem the ACTION/NASSP team agreed that action- or service-learning held the greatest promise. Defining it proved somewhat more difficult, but the following appears to be on target. It is learning from experience and associated study that a school can assess and accredit. It may be in paid jobs, in volunteer work, or in personal performance—as in writing, art, or music—in which participant learning is an objective. The assignment never should be menial or repetitive. Clearly it is not classroom work, but it does take place in the company of others.

Part-time action-learning or service-learning programs usually will complement formal study in a high school or college. Full-time assignments may involve guided study on the job. The key is to eliminate student isolation and offer young people the opportunities and experience they need to prepare for responsibilities in society.

Prior to the completion of our combined study of American youth in the mid 1970's NASSP conducted a nationwide survey on the mood of these young men and women. Approximately 2,000 students were selected for personal interviews, and reaction to this new approach to learning was enthusiastic.

We found that community service projects had reached a new high in popularity. Repeatedly we heard that students wanted to participate actively in community life rather than in abstract or radical political causes. Particularly encouraging was students' commitment to work within existing institutions rather than to confront them. We found that 43 percent of our high school students were involved in some form of community service and an estimated 50 percent were employed. Three out of every four expressed the

strong conviction that work and service opportunities should be offered during the school day for credit.

The adult world was checked next. We found numerous doubting Thomases who accepted the concept but gloomily predicted that, except in major population centers, service and work opportunities would be nonexistent. The

ACTION/NASSP team then took a first-hand look at the opportunities in three representative communities: the metropolitan central city area of Portland, Oregon; the Washington, D.C., metropolitan fringe area that includes Prince George's County, Maryland; and the non-metropolitan area of Sheboygan County, Wisconsin.

The results were phenomenal. Schools, hospitals, waste recovery projects, day care centers, sanitariums, senior citizen centers, and other local agencies described hundreds of volunteer jobs waiting to be filled by young people. Job opportunities were similarly available, although the school was asked to assist in meeting transportation needs, insurance coverage, and supervision and—in some cases—in preparing



Harold Hodgkinson

students with entry-level skills.

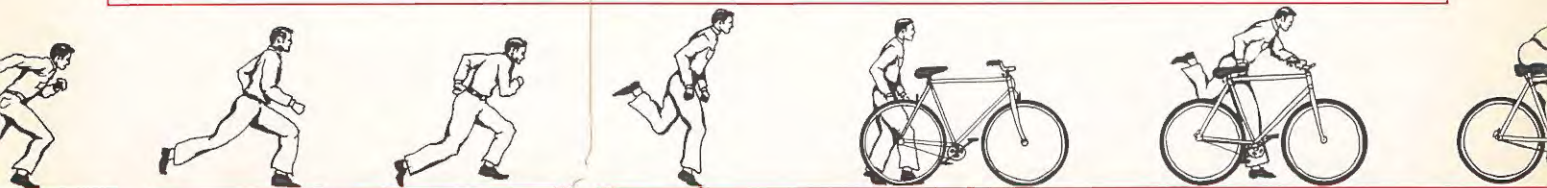
In the three areas surveyed we found enough jobs to provide every person 15 through 20 years old with almost three hours of service-learning opportunities a week, some in jobs that would require less time, and others in full-time work for a half year or more. Translating these findings to the national scene, half of all young people in the United States could work full time for a school year as part of growing up. Students' future achievements will require close and effective collaboration with others in the community. Students' spirit of voluntarism and actual work records are impressive, and together they provide us with a case for optimism.

...In Higher Education

By Harold Hodgkinson

Current national trends already visible will have important implications for higher education in general and service-learning in particular in the coming years.

Currently executive director of the Professional Institute of American Management Associations, Harold L. Hodgkinson is the former director of the National Institute of Education. He also has served as the dean of the School of Education at Simmons College, dean of Bard College, and research director of the Center for Research and Development in Higher Education at the University of California at Berkeley.



Most important of these is an impending decline in volunteerism, a serious detriment to a nation governed largely through voluntary talent. Service-learning could be a vital factor in combating the contemporary attitude of "meism" that seems to signal less willingness to serve in a voluntary capacity—not because of lack of funds but rather lack of inclination.

Several other trends will determine largely the role service-learning will play. These include the growth of out-of-school higher education programs, the granting of credit for demonstrated learning wherever it has been gained, and the greying of the population.

Probably the most important thing that has happened to higher education in the last decade has been the new accessibility to students regardless of race, sex, and age. The increased enrollment of black, female, and older (over 50) students demonstrates that higher education has become more adaptable and market oriented, partly because of consumer interest and partly because of budget problems. Most institutions today are much more carefully managed than they were and have clearer objectives.

Colleges and universities also are more aware that only 11.8 million of the 50 million adults now engaged in some form of systematic study are in their classrooms. The military, industry, health care institutions, and a variety of other organizations now have important educational programs. About 1,000 industries have found it more efficient to create their own programs than to buy them from colleges and universities. Some system must be developed to coordinate the education received in all these various learning settings.

Certain groups, notably the Council for the Advancement of Experiential Learning (CAEL), are making enormous progress in this regard. A program with more than 300 institutional members, CAEL is designed to provide college credit for demonstrated learning wherever that learning takes place. As such, CAEL represents one of the most potent forces for voluntary activity currently operating. It also provides the potential for individuals to move across industrial, college, health, and recreational environments to tailor their educational programs—and receive credit from a variety of sources. Much remains to be done in terms of diagnostic training of faculty before this becomes a reality.

Granting credit for what is learned rather than where it is learned is one of the most potent forces for service-learning currently operating. The strength of service-learning has been its marginality to the mainstream. This seems to me to be changing. More and more institutions are recognizing service-learning as a legitimate source of credit hours, and credit hours are what makes the world go 'round in terms of payments for both public and private institutions.

Another factor for change in higher education will be the search for new markets as the citizenry becomes not only middle class but also middle aged. The largest high school

graduating class for the next 20 years received its diplomas in 1978. Unemployment, violent crime, and highway fatalities should go down as the youth population decreases, and it is difficult to imagine that a volunteer army can be continued.

Higher education—along with the rest of the nation—must take a careful look at the birth rate drop, particularly the phenomenon of differential fertility. What this means is that white middle-class birth rates have declined the most; black middle-class, some; and minority and lower socioeconomic class, none. In the future, therefore, a larger percentage of the population will be poorer and will be from minority groups. These are two separate categories. A large and energetic black middle class is helping to alleviate many social problems.

In many cases, social trend lines simply cannot continue to increase very fast because of a regression toward the mean. There will be more family stability and smaller family units. The number of women in the work force will have to begin to taper off as 60 percent of those with school-age children are already in the work force.

In 30 or 40 years we will have to worry about how to maintain the aged when twice as many people will be collecting from Social Security and similar programs as are paying for them. Undoubtedly this, too, will have an impact on the educational system.

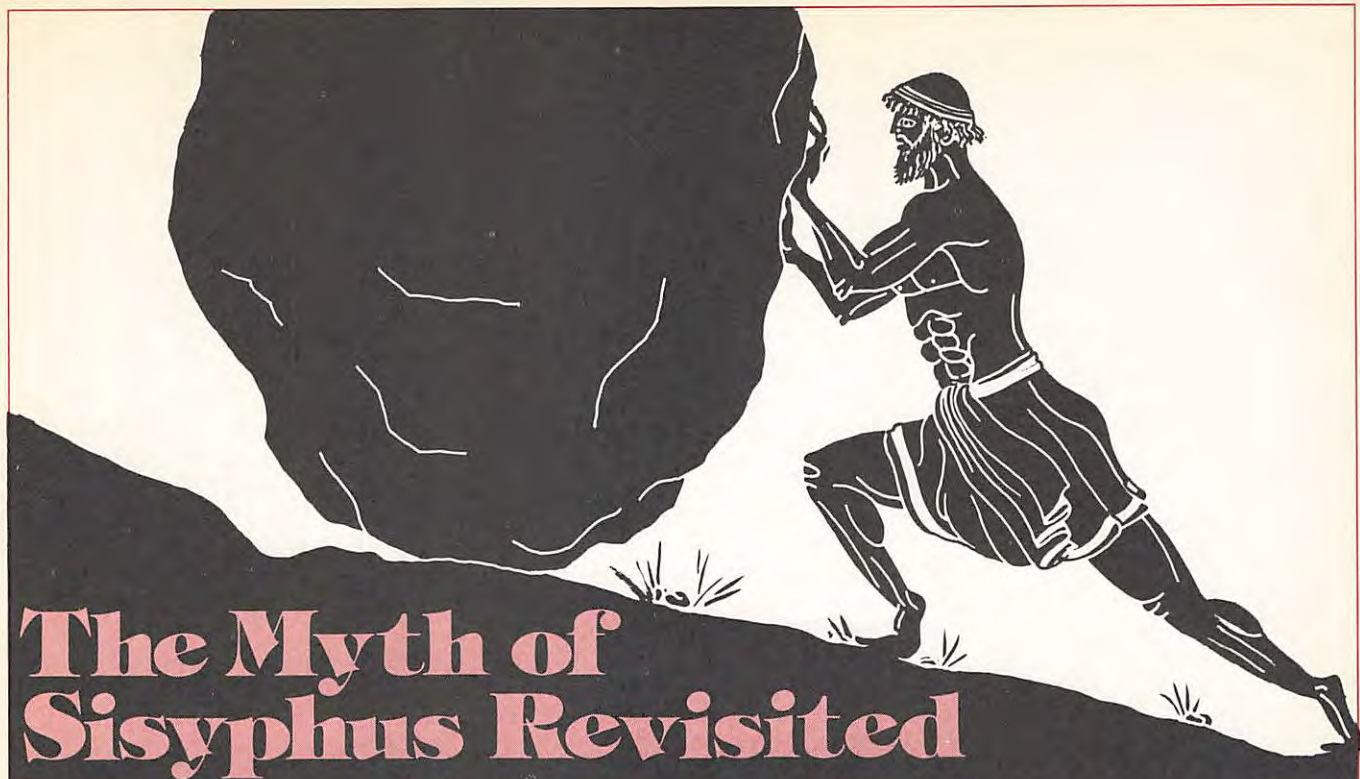
What most colleges have done and will continue to do is tighten up their management, specify their objectives more clearly, and try to develop feeder systems that will bring them students and money in relatively consistent and reliable patterns. The more adventurous institutions will begin to establish new alliances with industry, the military, health, etc. and will attempt to begin to move some of those 40 million studying in noncollegiate settings back toward school environments. Most probably will continue traditional programs with modifications.

A number of nondegree programs will develop in most institutions of higher education because so many industries and other institutions give promotions on the basis of demonstrable skills rather than on degrees obtained. This should provide many more options for individuals in terms of developing the quality of their own lives.

By the year 2000 consumers should have more choice and guidance than they do now, but these developments will not occur equally in all parts of the United States. The trend toward lifelong learning (to be carefully distinguished from lifelong teaching) seems to be set and is not likely to be deterred by either lack of funds or legislation.

The opportunities for service-learning also should be diversified and should not be restricted to the schools. This trend toward focused pluralism should end the homogenization of institutions of higher education begun in the 1950's, allowing individuals to put together learning experiences from all of the diverse institutions that affect their lives. □





The Myth of Sisyphus Revisited

Considering the current odds against educational innovation in secondary schools, educators need the persistence of Sisyphus—and the support of school and community—to keep pushing service-learning.

By Dan Conrad

The effort to implement and institutionalize an educational idea is not the stuff of which enduring myth is born, and the modern schoolhouse is an unlikely setting for adventure. As educators we are not asked (or allowed) to be heroes.

Yet there is something in us that yearns for a grander vision of what we do, that seeks a loftier metaphor for our quotidian efforts to ply the teacher's trade. No modern paladins we; we claim no parallel between our work and the flights of Mercury or the battles of Thor. But perhaps we may be permitted the small presumption of seeing something familiar in the figure of old Sisyphus heaving and straining

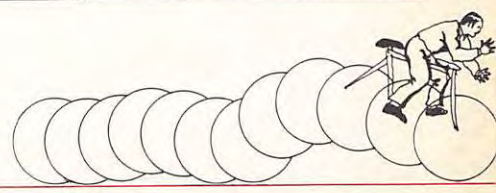
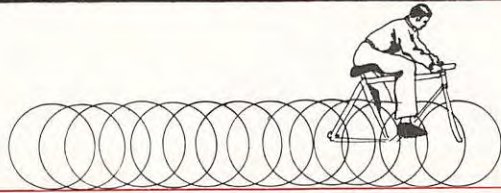
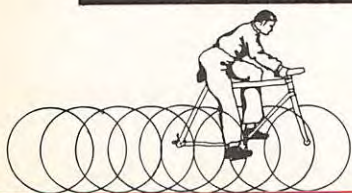
Dan Conrad is director of the Community Involvement Program and chairman of the social studies department at Eisenhower High School, Hopkins, Minnesota. He is also co-director of the Evaluating Experiential Education Project at the University of Minnesota, Minneapolis.

beneath a heavy rock on his tortured way up a lonely hillside. At least let the reader be warned that this writer dares presume some higher significance to what we all do.

But know also that this particular story is written neither by nor for some god(s) perched smugly atop a local Mt. Olympus. Rather it is a field report from down below, from a fellow Sisyphusian on his own peculiar hillside pausing only long enough to catch a breath and to draw some insight and meaning from a difficult and perhaps even ill-fated adventure.

The particular charge I was given was to contribute to the general stock-taking of this *Synergist* issue by describing how a service-learning program in one school has developed and matured, and to assess the impact of that program on the rest of the school and community. My first inclination was to tell the story of our "success" much as one might report back to a foundation or other funding agency to convince them of the wisdom of their investment and to imply how just one more year of support could reap benefits beyond their wildest dreams. But it is just such reports that have created a myth about how educational innovation occurs, how ideas are diffused, and (either worst or best of all) institutionalized.

The core of the myth is that any good educational idea will catch on, prosper, and grow. A teacher tries it somewhere and succeeds. Other teachers recognize its value, try it, succeed (of course), and before you know it the idea



infuses one school and curricular area after another, moving like wildfire across the country until the idea has taken its predestined place in the mainstream of educational practice. And like a Calvinist identifying the redeemed, the outsider can confidently judge the merits of alternative ideas by seeing which ones prosper and which do not.

But there's distressingly little evidence that it works that way. The odds seem stacked against any good idea, and its implementation and growth is a slow and torturous process requiring extraordinary effort and luck even to survive. Thus I find the myth of Sisyphus a more compatible image than the myth of educational diffusion for framing the story of how service-learning has developed within my school and others.

Obstacles Confronting Service-Learning

I must set the stage first, and today the stage is most aptly set by describing the obstacles confronting service-learning programs in secondary schools. Perhaps even Sisyphus himself will extend us his sympathy!

The following difficulties are listed in no particular order of hardship or exigency.

- Sisyphus had an enormous advantage over educational innovators. The hillside up which he pushed his stone, while hard and unyielding, was at least firm and predictable. Educators find a less consistent surface, with the school resembling a quagmire more than a mountain. This is true in both its general structure and day-to-day operations.

At Eisenhower High School, Hopkins, Minnesota, we began our program at least partly as a way to make better educational use of the blocks of time which a modular/flexible schedule made available in the students' day. About the time we'd accomplished this and more than 90 percent of the seniors were involved in community service, the school returned to a traditional schedule and our program went back to the drawing board.

The prosaic interruptions of a typical day make it difficult to link students with ongoing community activities. About the time a student sets Tuesday from 10 to noon as his involvement time, Homecoming, Winter Festival, or a pep fest throws the schedule off and he finds math and English where the courthouse used to be.

- Sisyphus had a second, though mixed, advantage. He worked alone. One of the great strengths of a service-learning program is the participation of a large and varied number of people and agencies. Unfortunately this is also its curse, with problems seeming to grow exponentially with the number of people involved.

In programs such as ours, the placement of one student in a nursing home, for example, requires communication between the program staff, classroom teacher, nursing home staff, and the student. It demands coordination (or lucky coincidence) of the student's interests, skills, and schedule with the needs and schedule of the nursing home, and often

those of the student's parents or friends (say, to get a ride there). This is to say nothing about communication with school administrators, other teachers, funding agencies, community representatives, and so on *ad infinitum*. Murphy's Law is more than a humorous saying to service-learning coordinators!

- A related advantage enjoyed by Sisyphus is that his rock didn't keep crashing into others' rocks. About 10 years ago, when service-learning was a rather new idea, schools were bursting with students, money was available, and the philosophy was "let a thousand flowers bloom."

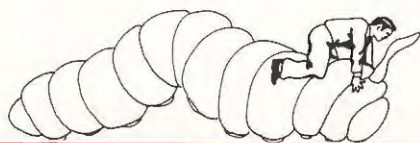
I needn't detail how things are different now, but must at least note how declining enrollments and dollars have affected the practices and the atmosphere of schools. We are operating in a time of scarcity, and the effect goes deeper than a lack of money. Teachers and programs are struggling for survival, and winners mean losers. If your program rises, mine sinks; a successful program is more a threat than an inspiration. Scarcity could, of course, spawn cooperation as well as competition, but school structures don't encourage that result.

Our school's service-learning activities have been incorporated by some of our teachers, appreciated by most others, and tolerated by the rest. That the balance may be shifting to the worse seems not to be a result of faults in the program (though it has many), nor of petty jealousies, but of the general struggle to survive. For many teachers this means closing the classroom door and sticking to what has worked in the past and evokes no controversy. For others it elicits a more aggressive reaction—from wondering aloud whether a service-learning program merits extra support to charging it with shanghaiing students for service in an essentially frivolous *divertissement*.

- A fourth advantage of poor Sisyphus is that pushing a rock up a hill was all he had to do. No teacher needs further elaboration on this point!

- Sisyphus enjoyed at least one further advantage. Hard as his task was, it was not very complicated. He, and anyone watching (or evaluating) him, knew both what he was trying to do and how to do it—though perhaps not why. Such is not the case with service-learning. Our practice fits under the general rubric of experiential learning. This is an idea that has been around a long time but is still not blessed with much systematic thought or writing about what it really means or how it's best accomplished.

The service-learning educator must build from scratch. There's no teacher- (or school- or community-) proof curriculum to put into practice, and none is forthcoming. How to organize, recruit, schedule, transport, supervise, and motivate students is learned on the job. There's a very meager literature on how we learn from experience—and less on how to facilitate that learning. Further, there's no overwhelming evidence on what or whether people do learn from service experiences—at least not that would convince a nonparticipant or silence a critic. We're getting some



help, and NCSL is one of the prime helpers, but there's much we need to learn about the rich and complex endeavor called service-learning.

The Growth Years

Somehow, despite it all, service-learning programs do survive and sometimes grow. They are in hundreds of schools and involve tens of thousands of students across the country. Clearly this is a tribute to the strength of the idea and to the creativity and tenacity of those who work with the programs and believe in their value. But no program is all we might want it to be, and our own at Eisenhower is a case in point.

Like many others we began in the late 1960's before we had a name for what we were doing or even thought of it as a program. The assistant principal ran an almost secret operation out of his hip pocket. It involved placing eight or 10 high school students in an elementary school across the street, mostly to fill light schedules with something more challenging than study hall and more productive than roaming the halls.

In the early 1970's, however, we began to think more seriously about what we were doing. Our participation with the Student-Community Involvement Project (a project funded by the Surdna Foundation and operated through the Center for Youth Development and Research of the University of Minnesota) provided some extra resources and put us in contact with other schools where similar ideas were being tried. We also found (or were found by) NSVP and the National Commission on Resources for Youth, Inc., a national network on youth participation programs. In addition to getting new ideas, we discovered we were part of a national movement.

We tried several approaches at first, but settled on concentrating most of our effort on employing service-learning as a lab experience within the twelfth grade social studies course. Students typically served from two to four hours per week in a social service agency, doing this in lieu of a research paper or series of book reports. To the degree possible these experiences were drawn upon for student papers and for invigorating class discussions by reports from the world outside the school.

The program continued to grow and had its heyday from 1975 to 1977 when a Youth Challenge grant from ACTION provided us with a full-time coordinator, a van, and a driver; we already had an interested social studies faculty and a supportive administration.

In 1977-78 almost all seniors and many juniors and sophomores (a total of some 400) plus nearly 100 junior high students took part in service-learning activities. We expanded beyond the social studies department to include others. Art students wrote, produced and performed traveling puppet shows. Industrial arts students provided construction and repair services to community agencies. Anatomy students taught first aid skills to younger children.

Home economics students ran a nursery school. Auto shop students put on free automobile pollution checks for the community. The school's swim club provided free drown-proofing training to all community youngsters. In these and many other ways students used their special skills to benefit the community. We also inaugurated a special Community Involvement course that met for two hours every day and combined a weekly seminar with six to eight hours of service a week for a full credit in social studies.

At this point the extra money ran out, and we rather limped through the following year. Instead of reducing and revising the program to something more realistic, we tried to maintain it as it was. We had to run it now on whatever time and energy was left over, or could be stolen, from regular teaching duties. We still had some 250 students involved, but by the spring of the year the new departments had pulled back their involvement, field supervision was almost nil, community requests for help were going unanswered, and we were very tired. The program was bigger than we were! Another grant was applied for—and rejected. To make matters worse, a new mood prevailed in the school leading to a decision to eliminate from student schedules those blocks of time that had been used by many for service activities. We weren't hopeful for the 1978-79 year.

Surviving by Popular Demand

Fortunately, the program had developed a base, a momentum, and a constituency that wouldn't let it die. The Community Involvement course was an integral part of the curriculum and would continue in any case. It had three sections and 90 students.

But both teachers and students wanted the lab component for the other courses to continue—and said so.

The administration and school board liked the program and what it was doing for kids—and the favorable publicity it was bringing the school.

The community was counting on student help—and some of their programs required it for survival. (Thirty service agencies participated in a recruiting fair last fall and have begun again to see the school as the place to call for help.)

For these and other reasons the school board decided, in the summer of 1978, to support the program with a half-time faculty position. This was no small commitment when the budget was otherwise being cut. We've since divided that position between a part-time director and part-time coordinator and have added student assistants. Tighter student schedules and lack of transportation (we're in a semi-suburban community) have restricted participation, but we had more than 200 students involved last year in more carefully developed and supervised activities.

The twelfth-grade social studies course began to meet five instead of four days a week, with the fifth day used largely for reflection and discussion of community activities and for mini field trips. Nearly a third (115) of the seniors have registered for the Community Involvement course.



While the social studies department remains the chief vehicle for involvement, it is very much a total school program. Students use their community experiences as material for speeches and personal essays in English class and as a focus for extensive research papers in several departments; the swimming program continues, as does the nursery school. School social workers look to the program as a source of activities that will engage turned off students; special education teachers involve regular students with their own more handicapped ones, and so on. As important as these specific activities is the fact that our faculty members support it, tolerate the disruptions it invariably engenders, and teach many of the skills the students use to improve the community.

As hope springs eternal, we've applied for another grant. This time it's to extend service and other experiential learning opportunities from kindergarten to the twelfth grade, and to make service internships available to the faculty as well as to students.

Levers for the Rock

I don't know just how far up the mountain we've gotten with our rock, but at least we still seem to be inching along. Along the way we've learned a few things from our own and others' experience that may help all of us over the hard places between which, and our rocks, we tend to get stuck.

1. *Don't hide your light under a bushel—publicize!*

A service-learning program can be the next best thing to a winning football team for building good public relations for a school. We extemporize a bit on the notion of service by placing a student skilled in photography at the local newspaper with the school (and our program) as his beat.

2. *Examine thyself—evaluate!*

People are demanding accountability, and rightly so. If you're not into things like multivariate analysis and non-parametric statistics, at least poll students, parents, and community supervisors on the benefits they see in the program. Just the fact you're doing an evaluation is a positive statement—and you usually learn something. We have sociology students practice opinion sampling this way. Other ideas are available from the Evaluating Experiential Education Project, Center for Youth Development and Research, 48 McNeal Hall, University of Minnesota, St. Paul, Minnesota 55108.

3. *Serve your school.*

As dollars disappear, the school needs help just as the rest of the community does. A St. Paul school requires that students put back into their school a part of what they've received from it. They can tutor, teach mini courses, assist handicapped classmates, or even sweep the halls, but they must do something for the school.

4. *Involve others.*

I seriously doubt that any speech or article, in itself, has ever convinced a soul that service-learning is a good idea. But I've never seen a student fail, or known a firsthand

observation to be ineffective. A university evaluator recently reported to me his amazement at the things he'd seen at a service-learning site. What sold him on the program were things any coordinator sees most every day!

5. *Give your principal some credit.*

Better that the principal think of it as his or her program than praise you for yours. The next time you're asked to talk about it, send your principal instead.

6. *Treasure your uniqueness.*

As good as it sounds for service-learning to infuse the entire curriculum, don't hold your breath until it happens. In the meantime, make sure it has at least one solid base in one curricular area, and take some solace in it being an oasis amidst more traditional fare. That may be your greatest recruiting advantage.

7. *Don't worry about the name. A rose by any other. . . .*

One school system has maintained a strong service-learning program as citizenship training, action-learning, career education, and concentrated youth employment. Service-learning can fit into these (and many other) categories with little difficulty.

8. *Don't get isolated.*

We do get in ruts, but can be refreshed by contact with other local programs, and through national journals, conferences, and newsletters. Especially helpful are NCSL and *Synergist*, the National Commission on Resources for Youth (36 West 44th Street, New York, New York 10036), the Association for Experiential Education (P.O. Box 4625, Denver, Colorado 80204), and the National Society for Internships and Experiential Education (1735 I Street, N.W., Suite 601, Washington, D.C. 20006). (For information on these and other groups, see "Service-Learning Resource Directory," *Synergist*, Spring 1979, page 51; reprint 190.)

9. *Look for outside resources.*

Retrenchment is for real. Even a few dollars from a local business or service club can help—and give others a stake in your survival. Often we overlook rather obvious resources. We just caught on that our district's volunteer coordinator could have handled most of our tutoring placements, that the Red Cross will train nursing home volunteers, and that the Junior League will help students process their experiences in career-oriented seminars.

10. *Try, try, again.*

The most memorable and moving element of the legend of Sisyphus is not that he was pushing a rock up a mountain, and not that upon getting it to the top it rolls back down to the bottom. What catches the imagination is that he follows it down and immediately begins to push it back up again. Many of us have been pushing service-learning for the better part of the last decade. If there's another retrospective in another 10 years, my hope is not that we'll all be at the top but that we'll at least be somewhere on the mountain—and still pushing. □



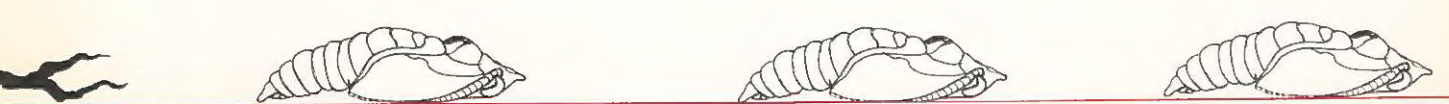
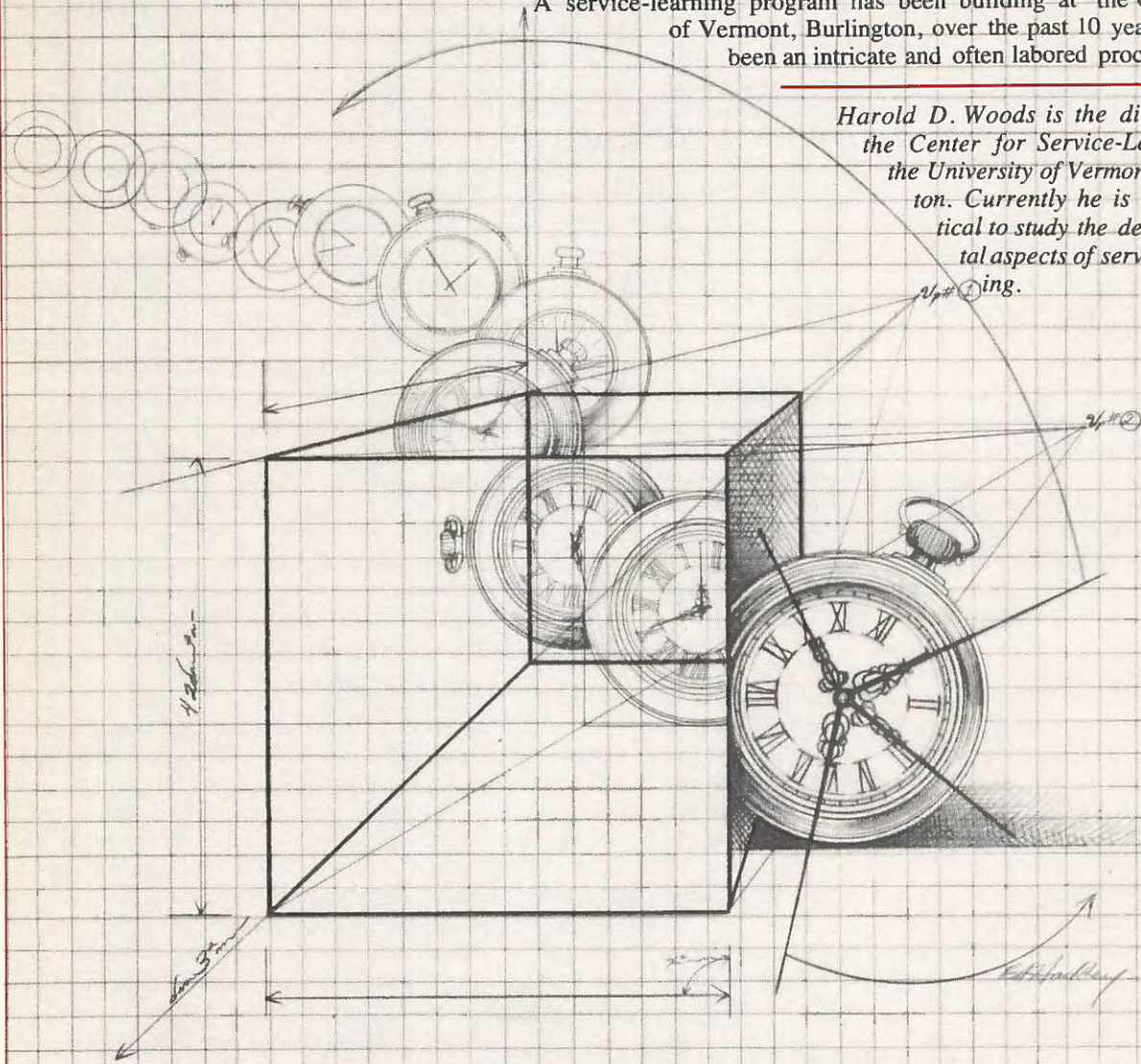
Form and Essence

Having guided a volunteer program through the transition to a multi-dimensional service-learning program, a University of Vermont educator reflects on how development of self evokes commitment to society.

By Harold D. Woods

A service-learning program has been building at the University of Vermont, Burlington, over the past 10 years. It has been an intricate and often labored process, but a

Harold D. Woods is the director of the Center for Service-Learning at the University of Vermont, Burlington. Currently he is on sabbatical to study the developmental aspects of service-learning.



Center for Service-Learning has emerged from the volunteer concepts of the late 1960's. As we move toward 1980, I would like to reflect on how far we have come in the intervening decade and where we seem to be going.

In the fall of 1970, a year after the University had established the Office of Volunteer Programs to work with the new interest in volunteering, we hosted an NSVP Regional Seminar for New England. The idea that colleges and universities could play a coordinating role was intriguing. How to do it was unclear, but the quality that could emerge was intimated in the intensity of interest in the volunteer concept, in students' enthusiasm, and in the depth of concern for global issues.

I remember program ideas, speeches, and interactions with individuals, especially NSVP staff members with whom I began a 10-year dialogue. I remember outrage about Kent State, Viet Nam, and civil rights. I remember heated debates over educational issues and social concerns that have been a continuing dilemma in building the service-learning program. These are the issues not only of the students' involvement but also that of the university, and the complex relationship between action and service and the tasks of education and scholarship.

In the unfolding of the years it is not so much the words as the spaces between the words—the depth of interest, concern, and passion for well-being of self and community—that remain from the thousands of encounters with students, projects, and issues.

This sense of depth and quality is felt when a service-learning situation works for the student, community, and faculty. The student is in a project that captures the imagination. The community receives energetic and informed effort related to a specific task. The faculty member gets the benefit of an interested, persistent student who is intellectually enlivened by the community experience.

Form and Essence

A decade of involvement has led me to distinguish between what I call the form of service-learning and its essence. The *form* persists through time and is visible to the eye. The *essence*, this quality or depth dimension sensed when everything works, is elusive, invisible, timeless. It is seen only with an inner awareness. The service-learning educator must be particularly discerning to perceive this inner qualitative potential in service-learning and to design strategies to enhance it.

The form is perceived in the Center's projects, processes, and programs. (For more information on the Center's form, see "Institutionalizing University Year for ACTION at Vermont," by Harold D. Woods, *Synergist*, Fall 1977, pp. 2-6; reprint 101.) These are the tools of the trade of the service-learning educator. The Center itself—its physical space, budget, staff, and program—is a part of the form and exists as the major element of institutional structure to have

been developed out of the volunteer movement in Vermont.

The Center, which was established in 1977, includes a University Year for ACTION program, a Service-Learning Internship Program, and volunteer programs. We are working with our Career Planning Office to develop a Cooperative Education program. Center interns and volunteers also are beginning to assist middle and secondary schools in developing service-learning programs. A student organization, Student Community in Action, coordinates all student-operated projects.

We are continuously looking at the form, assessing and honing the tools of our trade—academic guidelines, program procedures, interview processes, service-learning seminar content and curriculum.

The aspect of service-learning that is most exciting for the staff, however, is not form but essence. The tension between form and essence has in many ways been a source of the "labor" in developing the Center.

In earlier years we were *administrators*, responsible for the details of operating a program effectively. The more we became aware of the developmental impact of service-learning on individual students, the more we became aware of our roles as *educators*. The more excited we became about our growth as educators, the more difficult it became to focus on the details of administration. What has emerged is a delicate, often tenuous, balance among our multi-dimensional roles as community organizers, administrators, educators, and advocates for change.

If service-learning is to become fully developed in the next decade, those of us working with it must give much more attention to its *educational* dimensions, to our role as educators.

As educators we can focus on the essence of service-learning and increase our skills at assisting students to express the many dimensions of inner meaning that unfold during their service-learning experiences.

The Cause and the Self

Psychologist Abraham Maslow has helped us understand that where the cause for which one works is in alignment with the deepest parts of the self wanting to be expressed then that cause becomes "introjected"; the cause and the self are one, and the self finds a deeper sense of involvement and expression. The service-learning educator assists students to explore alignments between the self (past experiences, achievements, academic and personal interests, aspirations, dreams, etc.) and the expression of self in work and community service. When such an alignment is recognized, a moment of transposition often occurs. The student sees things differently and may take a new attitude toward self and society.

Feeling a deepened sense of self-worth, students may realize that they matter as persons and that their skills and abilities relate to the needs of society. They may develop a



sense of personal direction and commitment and begin to focus energy on more specific tasks or problems.

As service-learning educators, we are really transition and empowerment specialists. Students of many ages, academic interests, and personal backgrounds come to us to explore ways to be involved in community projects. The forms of service-learning—the processes, projects, and activities—are the *context* for exploration of personal, academic, and career growth potential. The moments of transition—of expanded self-awareness, deepened commitment, awakened spirit of involvement, and discovery of personal power through participation—are the essence. Thus the *content* of service-learning is really a kind of spiritual, qualitative deepening that takes place where persons assist one another in actualizing their deepest human potential through doing society's work.

To encourage this process of becoming, or making actual what is potential in a student's developing life, we have drawn upon many of the resources and processes of humanistic education and psychology. Particularly significant has been the concept of actualization developed in Carl Rogers' *On Personal Power* and Stewart Emery's *Actualizations*. The life/work planning methods of Richard Bolles, especially the Quick Job Hunt Map, have been particularly helpful. We have used non-competitive New Games in training agency staff, students, and community groups in new levels of communication skills. We use David Kolb's Learning Styles Inventory and Experiential Learning Model to relate direct experience learning to more traditional cognitive learning styles. Ira Progoff's Intensive Journal and depth psychology perspectives are especially useful. Progoff has helped us see that each of us has self-directing, self-healing capacities, that we can take responsibility for ourselves, and that the great repression of our time is the repression of the human spirit.

Toward a Service-Learning Life Style

We have seen innumerable moments of transposition as students have broken through difficult personal barriers as they go about their service-learning tasks. These moments are of enduring meaning. As John Dewey says, the true value of an experience "is not borne on its face" but lies in its impact on later experiences. Service-learning achieves its full value only if it leads to an enduring life style of service and learning.

The educator's challenge is to find ways to help the student just beginning a service-learning experience see its depth dimension and lasting effects.

C. S. Lewis, in *The Abolition of Man*, observed in nature a distinction of significance for the service-learning educator striving to meet this challenge. Lewis observed how grown birds relate to their young when they teach them to fly. And he observed how man deals with birds as poultry "for purposes of which the bird knows nothing." The

former he calls propagation; the latter, propaganda. In propagation we want to transmit to succeeding generations the highest qualities of human awareness, understanding, caring, and knowledge. In propaganda we encourage involvement in service-learning without seriously and personally attending to students' ability to be all they can as whole, living, loving, observing, thinking, acting human beings.

To fulfill the potential of service-learning as propagation, the developmental, educational dimension must be actively pursued and adequately funded by educational institutions. Students must have time, space, and a process to contemplate and reflect on their actions so as to be able to use these learnings in succeeding levels of involvement.

As grown birds teach their young to fly by flying themselves, I, too, must instruct by example. To transmit our human inheritance through service-learning education I must attend to my own growth as a service-learner. I have to use all the learning styles and all the unfolding multi-cognitive ways of knowing that emerge for me at my succeeding stages of development. I want to be more loving, more observant, more thoughtful, and to act appropriately, to do what needs to be done.

Service-learning education is growing into an educational specialty. We already have a body of knowledge, a methodology, a developing national interest, and strategies for linking service to learning. And the Socratic notion of the educator as one who "draws forth" is fundamental to a meaningful effort to effect change in society.

In the decade to come we will perfect the form of service-learning and establish more consistent performance in using the methods of our trade. We will learn more about the actualization processes of adult learning and development. We will become more discerning and articulate about the essence of what we do. We will improve our skill at evoking the deepest personal qualities of our students in the context of the service tasks that engage them. And the services, the things done, in and with the community, will be done with deeper compassion, greater awareness, understanding, and more technical skill. Competent service-learners and graduates will serve with enduring concern for the personal growth of all with whom they serve. A new spirit of community will emerge and there will be many new pathways to lasting change.

As this developmental and educational dimension of service-learning is discussed and more clearly articulated in the next 10 years, more competent, professional persons will be attracted and remain committed to service-learning education as a life work. This could help solve a major problem affecting development of service-learning nationally, that being retention of qualified, highly skilled leadership that is aware of the multidimensional potential of service-learning and is willing to grow as the field of service-learning grows. □



New Times, New Alternatives

As the college population changes and experiential education expands, service-learning educators must take aggressive action or see their programs overshadowed.

By Robert Sexton

The world around service-learning has changed dramatically in the last few years, raising to new importance the relationships between service-learning and so-called alternative approaches to post-secondary education.

When I began my career in experiential education and service-learning eight years ago, the landscape was dotted with burgeoning state and local internship programs that seemed the shape of the future. NSVP had transferred to ACTION from the Office of Economic Opportunity, and the agency had just announced the University Year for ACTION (a program granting funds to colleges to operate service-learning programs) with a mood of community activism that today is hard to reconstruct. As the only federal initiative of its type (except for the very different cooperative education and the college work-study programs) UYA seemed to forecast a new way for educational institutions and their students to assist their communities.

At the time there was minimal interest in experiential learning of the nonsponsored type, assessing and granting credit for a person's experience prior to enrollment in higher education. We had no National Society for Internships and Experiential Education (NSIEE, the recently merged Society for Field Experience Education and National Center for Public Service Internship Programs), no Council for the Advancement of Experiential Learning (CAEL), no Association for Experiential Education (AEE). We had almost no career education. We had no Comprehensive Employment and Training Act (CETA) or Youth Employment and Demonstration Projects Act (YEDPA).

The Picture Today

Today the picture is different. UYA now is testing new approaches, and its future appears uncertain. Experiential

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education has grown rapidly; national organizations, such as CAEL, NSIEE, and AEE, play an increasingly prominent part in organizing activities and initiating action for this special interest group.

Enthusiasm for serving the society and changing the community clearly has waned as undergraduates' concern with their economic futures has waxed.

The increasing number of adults—nontraditional learners—returning to higher education has required new approaches, particularly experiential education programs. These programs have been encouraged by another potent force that didn't exist in 1971—the Fund for Improvement in Postsecondary Education (FIPSE). With the exception of the U.S. Office of Cooperative Education and the college work-study program, FIPSE is the major federal source of funding for experiential education.

General reform and pressures from nontraditional students have led higher education to a raft of new activities: educational brokering services to help the individual use a variety of community educational opportunities; external degree programs granting credit for prior experience; independent study and internships for nontraditional students; community-based educational programs, such as free universities; universities without walls; campus free colleges; newspaper and television courses; credited military and business training programs.

On a different scale is career education. Little more than an idea a decade ago, it is now a potent factor in secondary education and a growing element in post-secondary education.

Perhaps the most important change in terms of potential impact on experiential education and service-learning is the increasing national attention on youth employment and work experience. Through CETA and YEDPA the federal government is spending billions of dollars on work experience for young and old.

The changes affecting experiential education in general and service-learning in particular are reflected by changing



vocabulary. Some years ago ACTION's Donald Eberly articulated the basic definition of service-learning as combining "the concepts of teaching and learning through activity and a style of life geared to contributing to the welfare of others." By contributing service the student learns, and learning incorporates the giving of service. This interdependence distinguishes service-learning from other forms of experiential education.

The service-learning concept dominated the thinking of ACTION as it formulated UYA and of institutions that marshaled the talents and resources of young people in campus-based programs. Educators today are less likely to limit their focus to service-learning and are more likely to quote CAEL director Morris Keeton's definition of experiential education: "learning in which the learner is directly in touch with realities being studied."

New Alternatives

Alternative approaches in post-secondary education have changed the environment for service-learning. One group of these alternatives comes from what many call a student-centered curriculum. Examples are flexible competency-based programs in such liberal arts colleges as Alverno and Mars Hill, where the curriculum has been restructured and a variety of instructional approaches used. Modular instruction, individualized instruction, and additional independent study also have gained wide acceptance.

A second general emphasis involves more direct preparation for careers and for career and life planning. Prompted in part by federal interest in career education, institutions across the country have become increasingly concerned with the applicability of degrees to work, especially for students in traditional liberal arts programs, and have redirected institutional resources into career guidance services, placement services, and life/work planning. In many cases institutions have put career services and experiential education under the same administrative roof.

A third alternative group grows out of renewed emphasis on special services for nontraditional students, especially those over 25 who have returned to education after some other kind of activity, such as raising families, and want to become wage earners or to change careers. Higher education has not yet dealt fully with this population's force—soon nontraditional students will be in the majority.

So far institutions' responses have been imaginative and varied. They have included external degree programs (such as at Empire State College), granting credit for prior experience, and community-based educational brokering and counseling services. The trend also has resulted in another change in the lexicon—use of the term lifelong learning.

A fourth set springs from the new concern with youth's "transition from school to work" and the federal response to unemployment, particularly through CETA. This is more than a change in language, although the semantic emphasis on "the transition from school to work" is symbolically important.

This development also grows out of concern for the quality of work and emphasizes preparation for many rather than for particular jobs as well as for leisure time, family relationships, and citizen participation. Such organizations as the National Manpower Institute have raised the visibility of the issue and advocated novel solutions, such as community education-work councils.

The federal government has pumped millions of dollars into CETA programs under the assumption that training and education are critical to moving the unemployed into productive employment. This has had, and will continue to have, an effect on experiential education. The Youth Employment and Demonstration Projects Act, for example,

asks that arrangements be made for academic credit for youth employment programs, but thus far specific arrangements for granting this credit are in infancy.

The Department of Labor has funded Youthwork, a nonprofit organization, to administer pilot programs linking academic credit to jobs. Youthwork's budget for investigating academic credit is

almost equal to the entire budget of FIPSE, yet it is still less than one percent of the total budget for Youth Employment and Demonstration Projects. Obviously the implications for service-learning and experiential education are many, but the basic message is that educators will have to deal with these new alternatives creatively and aggressively.

The Role of Service-Learning

What role will service-learning play as the script changes?

The answer is not certain.

Service-learning can continue to be a critical ingredient in post-secondary education if it adapts; it will not if it becomes rigid.

College students continue to have a basic interest in community service, but economic and social pressure may shove aside this interest. We must deliver the message that community service and contribution are not incompatible with career aspirations.

At least in the short term, service-learning programs need to focus more precisely on young people's current needs. This is not simply adaptation for expediency. The basic purposes of service-learning need not change. If we assume that education needs to prepare all individuals not only to earn a livelihood but also to find satisfaction in all aspects of

Service-learning can continue to be a critical ingredient in post-secondary education if it adapts; it will not if it becomes rigid.



their lives, programs must continue to show young people the lasting importance of service to society. The need for service-learning experiences is increasingly important when the society's inclination is to move in the opposite direction. That life is not all work, that work is not just a job, and that a substantial part of life is doing for others are lessons of growing importance at a time when the focus is on self.

A more difficult problem is to relate service-learning, as opposed to broadly defined experiential education, to the needs of the nontraditional learner. For example, older women returning to or beginning college often feel they already have served their volunteer time—for their families or communities—and focus on new, remunerative career preparation. Service-learning can appeal to them, however, if it meets their need for responsible, productive, and often financially rewarding work incorporated into their educational programs.

Service-learning also may find a future in facilitating youth's difficult transition from school to work, particularly by working with the many local education-work councils. Many communities have begun to test local solutions. Some councils work closely with schools to promote programs such as career education, while others work closely with CETA.

Both approaches offer vast potential for involving young people in community service as part of their education. The work-related problems of youth are not solely the result of inadequate education, or inadequate home environments, or inadequate information; the nation simply does not have enough jobs, especially good jobs. This scarcity means that certain groups, especially young people, are left out.

One solution would be a community-based program of service-learning. A community could start by asking, "What needs to be done in our community but is not now being done?" We might anticipate the answer: educational services, assistance for the elderly and disabled, parks and renovation projects, health care. "Who can perform these services?" Young people can—with our help. Such service enables them to make real contributions to others and to learn something about themselves and their potential.

A proposed national solution is a national youth service program. This has been discussed for about 40 years but has gained new interest through the Committee for the Study of National Service's recent report, *Youth and the Needs of the Nation*. Unfortunately the Committee's proposal lacks specific recommendations on the relationships between the program and education and contains no mention of service-learning.

A Service-Learning Scenario

Higher education is in a serious state of change; some

would say turmoil. The community has less confidence in it. Frustrated employers particularly are reacting against liberal education. The resulting new vocationalism could run counter to the basic goals of service-learning programs. Some feel that the alternatives discussed above face a direct counterrevolution via a return to stricter general education requirements, symbolized by Harvard's recent tightening of its undergraduate curriculum. Others think that alternative approaches are here to stay, that pressure from students, especially older students, and enlightened educators have resulted in permanent changes. Similar divided opinions can be found on service-learning.

A few things, however, seem to be clear. The notion that experience (both prior to enrollment and institutionally supervised) is an important part of post-secondary education is probably here to stay. If service is to be a substantial component of these programs, however, educators and others must advocate service-learning more forcefully than

they have so far. Advocates of service-learning have been less than aggressive in promoting service as integral to experiential education. They also may take action on local, institutional, and national levels. These measures might include the following:

- Using service-learning as one way of strengthening the education

to work transition through modified experience-based career education and college work-study (It seems inevitable that the federal government will undertake additional steps, and service-learning should be visible enough to be considered a component of these activities.);

- Promoting experiential education and service-learning as a desirable activity for local education-work initiatives (such as the education-work councils) on the grounds that community service projects, statewide youth service programs, and other volunteer programs help young people move more easily into the adult world;

- Urging cooperative education and federal college work-study programs to recognize service-learning as an important educational approach;

- Persuading opinion leaders to remind citizens that service is an integral part of the American ideology;

- Devising service-learning programs suitable for older and nontraditional learners;

- Encouraging the Department of Labor to consider service as equal to employment in various public service employment programs and to examine the potential contribution of service-learning to attaining full employment.

Unless service-learning educators take measures to move their programs into the mainstream of change, they may find service-learning overshadowed—possibly overwhelmed—by more assertive alternative programs. □

The need for service-learning experiences is increasingly important when the society's inclination is to move in the opposite direction.



CREATING PUBLIC SERVICE ADS

Working with social service agencies and the media, advertising students create radio and television public service spots.

By Phyllis Roark

Students in the Introduction to Advertising course at the Providence (Rhode Island) College School of Continuing Education plan and create radio and television announcements for local social service agencies, including halfway houses, a foster parents program, and a mental health association. Area stations produce and air the students' work.

The course offers adults—many of whom are part-time students lacking self-confidence and seeking to begin or change careers—the opportunity to gain valuable practical experience in working with agencies and ideas while helping their community. (Because the Federal Communications Commission requires radio and television stations to allow time for community concerns and nonprofit organizations, the stations air public service spots, most of them lasting 30 seconds.)

The nine basic steps for the instructor and students to take in producing radio and TV announcements are as follows.

Contacting resources. The teacher

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contacts station public affairs directors, artists, and copywriters who will serve as resource persons and shows students examples of announcements for nonprofit agencies.

Clarifying values. The students receive a list of 18 values (see box). Each identifies his or her top values and then, through research and the teacher's assistance, determines which nonprofit agencies have similar values.

Finding an agency. Students visit the agencies they have identified to find one in need of their assistance. The agency determines the specific message and has final approval of content and presentation.

Answering the right questions. Students receive classroom instruction in what questions to ask in their preliminary planning and how to go about answering them. The key questions are as follows.

- What is the profile (age, income level, sex) of the person you want to reach?
- How does the program, agency, or service assist this person?
- What do you want this person to do after hearing the message?
- What creative method will you use to get and hold this person's attention?

Creating the message. The basic rule is: *Keep it simple.* When creating

television copy, plan on having it performed by one or two actors in the station's studio. Students may remember the essential elements in writing copy for radio and TV with the AIDA formula: Attention—get the listener's attention with a slogan, headline, music, sound effect; Interest—interest the listener in what you are promoting; Desire—create a desire for your service, event, or need by stressing the benefit to the listener; Action—state clearly (twice) the action you want the listener to take, e.g., write in.

Invite a copywriter and an artist to the classroom to assist the students in creating the message. The completed message will go on a story board, which you may purchase at an art supply store. (See "The Medium for Your Message," *Synergist*, Fall 1978, page 14; reprint 115.) A radio announcement is typed on white paper with the student's name and phone number at the top.

Getting agency approval. The student takes the story board or radio copy to the social service agency for approval and comments. If the agency requests changes, the student makes them.

Getting station approval. The student makes the presentation to the station's public affairs director. When the director accepts the message, they arrange for production.

Producing the message. The TV or radio station produces the public service spot. The student's most likely role is that of observer. The station's traffic manager may be able to tell the student the first specific time the announcement will be aired.

Getting feedback. The teacher asks the agencies: What was the benefit to you? What was the response from the announcement? Could you prepare one for yourself now?

The above procedure has been used successfully at the junior high, senior high, and college levels. □

Value Clarification—Student's List

- | | |
|--|---|
| <u>11</u> MAKING A LASTING CONTRIBUTION | <u>16</u> ADMIRATION |
| <u>17</u> SALVATION | <u>10</u> WORLD PEACE |
| <u>18</u> A PROSPEROUS LIFE | <u>14</u> NATIONAL SECURITY |
| * <u>2</u> AN ACTIVE LIFE (YMCA, Boy Scouts) | * <u>3</u> INNER HARMONY (Drug Abuse) |
| <u>4</u> SELF-RESPECT | <u>13</u> INDEPENDENCE FOR FREE CHOICES |
| <u>15</u> AN ENJOYABLE LIFE | <u>7</u> HAPPINESS |
| <u>5</u> BROTHERHOOD | <u>9</u> MATURE LOVE |
| <u>6</u> FAMILY SECURITY | <u>8</u> FRIENDSHIP |
| * <u>1</u> ECOLOGY AND BEAUTY THRU THE ARTS (Energy Hotline, Save the Bay) | <u>12</u> WISDOM |

Drinking and Growing Don't Mix

By Sara Terry

The following article is reprinted from *The Christian Science Monitor*, January 12, 1979.

Somerville, Massachusetts

• At 14, Peter didn't know anything about drinking except how to get drunk. He downed six-packs of beer, imitating the hard-drinking style he had learned at home watching his father. Alcoholism was no stranger to his family. It caused the deaths of two uncles and scarred the lives of another uncle and both his grandfathers.

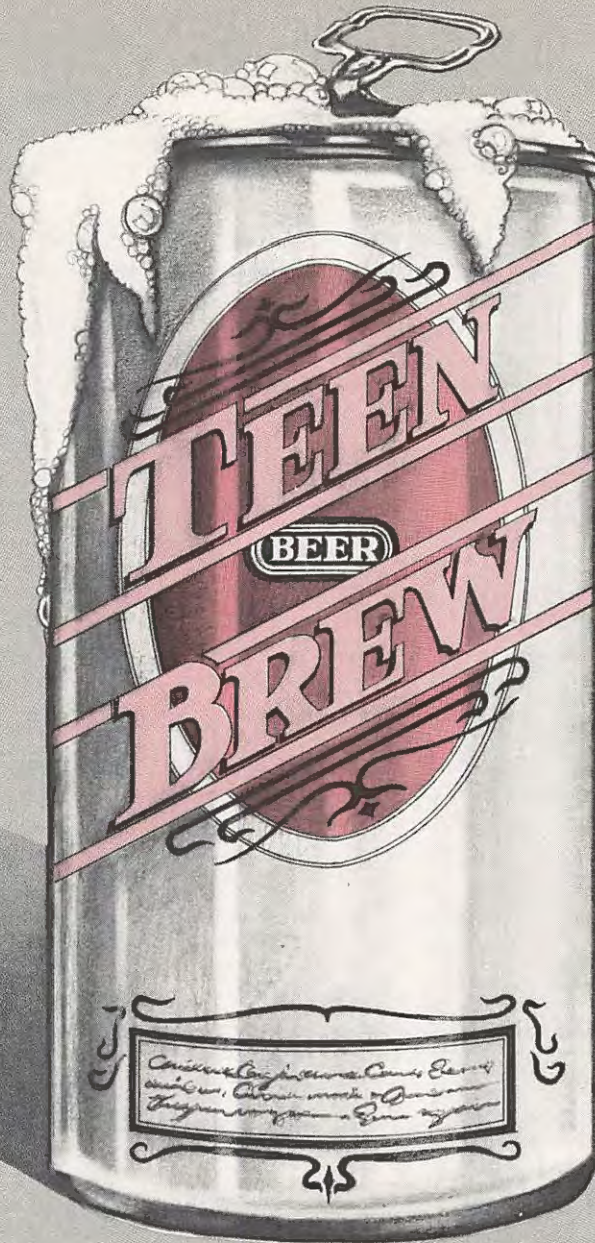
But that didn't keep Peter from the bottle.

• Wendy began drinking in the eighth grade. Confused and upset over the recent death of her alcoholic mother, she turned to liquor to take her mind off what had happened. She spent every weekend with friends—not always getting drunk, but drinking heavily every time.

• Patricia's father was a deputy sheriff—and an alcoholic. The neighbors, she says, thought he was the greatest guy around. But she remembers living in terror—"running out of the house in fear of my life" or throwing herself in front of her mother to stop her drunken father from crashing a chair over her head.

Patricia, Peter, and Wendy (not their real names) all finally reached the point where they wanted to understand alcoholism and alcohol abuse.

They found what they were looking for—answers that changed their drink-



TO

BYOB

OR NOT TO

BYOB

A profile of a model prevention program, some of its replicable activities, and a resource listing offer ideas for coping with the growing problem of teenage alcohol abuse.

ing habits and eased their bitterness—at a nationally recognized alcohol education program run—in part by students—in Somerville, a blue-collar, Irish-Italian city of 85,000 people next door to Boston.

Today the three teen-agers are among 36 youths who have been trained to lead student seminars under a program started by the Cambridge-Somerville Program for Alcoholism Rehabilitation (CASPAR). It is one of many prevention programs launched nationwide to help fight alcohol abuse among teen-age drinkers, who number an estimated 3.3 million.

As "peer educators" they run small group discussions for teen-agers who want to learn about alcohol. Another session is for youths who come from homes with alcoholic parents.

In after-school sessions held at the program's offices in an old, two-story home, students discuss whether to drink or to abstain, and how to deal with peer pressures. If a student chooses to drink he is urged to be a responsible drinker—a decision that includes not driving after drinking and "knowing one's limit."

"Kids relate better to kids," says Nancy, a high-school senior who has been a CASPAR peer leader for three years. "A grown-up can say, 'Hey, I've been there, too.' Big deal. That was a long time ago. It means more to them [teen-agers] to know there's somebody their age who has gone through the same thing."

The four-year-old Somerville project has been selected as a national model by the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

Young people are drinking more frequently and more heavily than ever before, according to the NIAAA. In all, an estimated 70 percent of all teen-agers drink—a percentage that has remained fairly constant since 1965, when it leveled off after climbing steadily in the post-World War II years.

The average age at which a teen first drinks is 13. And, after years of trailing behind boys in alcohol consumption, girls are closing that gap, according to the NIAAA.

The statistics do not mean there are growing numbers of teen-age alcoholics, but they do indicate that there has been increased alcohol abuse among young drinkers, says Judith Katz-

Leavy, chief of the NIAAA's youth education branch.

Preventive, rather than curative, programs are one way in which school and government authorities are trying to battle abuse. The federal government, through NIAAA, has earmarked \$3.1 million this year to fight the problem. Most of that money will be used to replicate three programs (including CASPAR) that the NIAAA has chosen as national models.

CASPAR, which has received about \$150,000 in federal funds during each year of its operation, will be replicated by towns in Virginia, Georgia, and Connecticut.

In a second part of the CASPAR program, over 125 Somerville teachers have taken part in 20-hour seminars where they are taught to abandon "scare tactic" teaching methods (which tend to sensationalize and distort the effects of alcohol) for an approach that includes role playing, group discussions, puppet shows, and films.

CASPAR director Lena DiCicco estimates that 3,000 of Somerville's 11,000 public school students have participated in one or both parts of CASPAR's alcohol education program.

Although studies show that Somerville students know more about alcohol and its effects because of CASPAR, it will take years to determine whether the program has changed the drinking behavior of students—a key factor in judging the project's success.

School and government officials say CASPAR's overall impact will best be assessed when elementary schoolchildren now being exposed to alcohol education (CASPAR's curriculum was expanded this year to include grade-schoolers) reach the age where drinking often begins.

Meanwhile, CASPAR is growing beyond the Somerville community. It has expanded to include Cambridge schools and this year, for the first time, CASPAR's staff will run similar seminars in other Massachusetts communities.

"I'd go out with my friends and get real drunk and then get sick," says Peter of his pre-CASPAR days. "We thought we were cool. We thought we were having a lot of fun. But I slowed down after I learned that I was abusing alcohol and that if I kept abusing it, I'd become an alcoholic." □

How the Peer Leader Program Works

In early 1975 after four years of planning and preparation CASPAR received an NIAAA grant for the Alcohol Education Program, one feature of which is the Peer Leader Program.

Recruiting and Training

CASPAR chose its first group of peer leaders, 11 sophomores and juniors with varied backgrounds, from referrals and numerous respondents to a high school daily bulletin advertisement asking for teen-agers interested in alcohol education.

By the next fall, word was out about the program and publicity was unnecessary. The peer leaders, after considerable planning and training, screened and recommended a new group from scores of applicants. The second group was even more disparate than the first. This selection process has proven effective, as long as coordinators check to make sure the group remains balanced in terms of sex, academic achievement, and drinking experience.

More than one-third of the peer leaders have come from families with an alcoholic member, although many students do not recognize this when they enter the program.

Each new group receives 15 weeks of training, including weekly after-school sessions and an all-day retreat on a weekend. (A trainee receives \$2 an hour; a peer leader, \$3.) In training, which includes field trips to CASPAR's treatment facilities, two CASPAR alcohol educators teach trainees basic facts about alcohol and help them explore their own attitudes. The goal is to help peer leaders and, through them, other students make responsible decisions about the use or non-use of alcohol.

Mary Hughes, a Youth Program Specialist at the NIAAA's National Clearinghouse for Alcohol Information, believes in-depth formalized training like CASPAR's is necessary for peer counseling activities. "Enthusiasm alone will not carry them through. They need the support; we don't want the kids to think they are out there on their own."

Initial Activities

After training, CASPAR's first recruits tested their new knowledge by

initiating a week-long *alcohol hotline*. The students' initiation into their new role as peer leaders is usually with short one-shot sessions for classes, church and civic groups, youth and alcohol agencies, or various conferences in the area. In these sessions, the audience often breaks up into *small discussion groups*, with a pair of peer leaders assigned to each group. Rather than presenting a lecture on alcohol, the peer leader's purpose is to stimulate and focus discussion. As the peer leaders become more accomplished, they work with the staff to design activities appropriate to each group's needs.

Some students have conducted *sessions for Somerville police cadets*. The peer leaders set up role-playing scenes and reverse roles. For instance, the cadets play kids drinking on a corner as a cruiser—with students as police—approaches. The outcome is commonly one of mutual empathy, with students expressing surprise at how tough being a police officer can be.

Invitations for one-shot sessions proliferate but the staff tries to limit them. They have found that very little can be learned in an hour or two, and often issues are more confused than clarified. Although one-shot presentations serve to stimulate interest in alcohol education, CASPAR believes that alcohol and alcoholism are emotionally charged subjects that demand a serious time commitment.

Alcohol Workshops

After the peer leaders feel secure in their role, the more substantive work—the ongoing alcohol workshops—begins. Both staff and students feel that the workshops are the most significant contribution of the peer leader program. Peer leaders plan and organize each group, recruiting interested participants from a tear-off sheet on an annual student survey.

Many of these after-school workshops last 10 weeks. Topics include basic alcohol facts, women and alcohol, myths and attitudes (which involves keeping a drinking diary and discussing each other's written observations), and alcoholic parents.

Several peer leaders organized a workshop to train a youth group for a conference on alcohol, which included preparing a photo essay. Others have led—with staff—workshops for court-mandated youth. Peer leaders also are

responsible for establishing and fostering Somerville's Alateen groups.

Peer leaders regularly conduct sessions with *driver education classes*. Participants learn to use a Blood Alcohol Content wheel to help them understand the effects of drinking on driving. They also examine myths and their own attitudes about drinking and driving.

CASPAR recruits many workshop participants from the anonymous "*Dear Abby*" letters junior and senior high youngsters submit to alcohol education teachers for class discussion or private counseling with the teachers, CASPAR staff, or peer leaders. Many letters focus on family alcoholism.

Dear Abby,

My father can't stop drinking. Our whole family is split up by his drinking. Last week my older brother went with his friends to a party and after came home loaded. My father told him if he caught him doing it again he would break both his arms and legs. I know he didn't mean it that way but he was really mad. My father says he started after he was old enough to and he could stop any time but you shouldn't start so young. We have tried for months to have my father cut down but it seems hopeless. What should we do?

CASPAR's youth component is not limited to the nine-month school year. During the summer months, youngsters conduct workshops at day camps and train summer youth employment program counselors. Vacation allows additional time to assist staff in the development of comic books, puppet plays, lesson plans, and other alcohol education materials.

While such activities constitute a peer leader's formal responsibilities, the informal contact with other students, friends, families, and neighbors is deemed equally valuable. Often these informal interactions contribute to an individual's gaining a better understanding of alcohol or alcoholism. A peer leader's role can best be described as one of educator, facilitator, and resource person in the community.

Teachers frequently request classroom assistance in teaching about alcohol, and guidance counselors have sought peer leader expertise in dealing with some of the students' alcohol-related problems.

One peer leader assessed the program in the following personal terms:

When I first came to CASPAR, I felt as though I was a completely different person, besides being overweight and shy. I had a different attitude toward life, especially my social life. I remember being 15, and because of my size could get into a lot of bars and get served. I would sit and drink myself sick, and sometimes drink more after that. I used to depend on alcohol to socialize, although I wasn't much more social when I was drunk, I felt as though I was being part of the group. I never really thought of being just a regular guy as a qualification to being part of a social scene. The kids I wanted to be liked by were the kids who were stealing cars, getting high a lot, etc. But I always stayed away from trouble and drugs, except alcohol. I never thought of alcohol as a drug. And because of the way I used to see alcohol being used (abused) I used to use it the same way.

I feel as though none of the good changes that happened to me would've happened without CASPAR. . . . Now I just want to keep my head together by doing things moderately in every area in my life, which was what CASPAR had told me from the beginning.

Evaluation

Regular reports from peer leaders on informal incidents and program participation are part of CASPAR's comprehensive evaluation process. The reports supplement regular individual interviews conducted by CASPAR evaluation staff members. They ask students to discuss the pros and cons of the program and talk about changes in their own attitudes about alcohol and behavior with respect to alcoholic family members or friends.

Also important to the evaluation are the staff reports on meetings with key school officials and community members and on incidents, such as referral of parents to treatment facilities, that are the result of the program.

Student alcohol inventories help measure the effectiveness of the peer leaders. Workshop participants complete 25-minute before and after questionnaires and initial-, mid-, and post-reaction sheets designed to measure changes in knowledge, attitude, and

behavior. They also record informally their reactions in journals that they present anonymously to the peer leaders.

While a complete measurement of the project's success is years away, CASPAR sees significant changes evident from the workshop inventories and its other data.

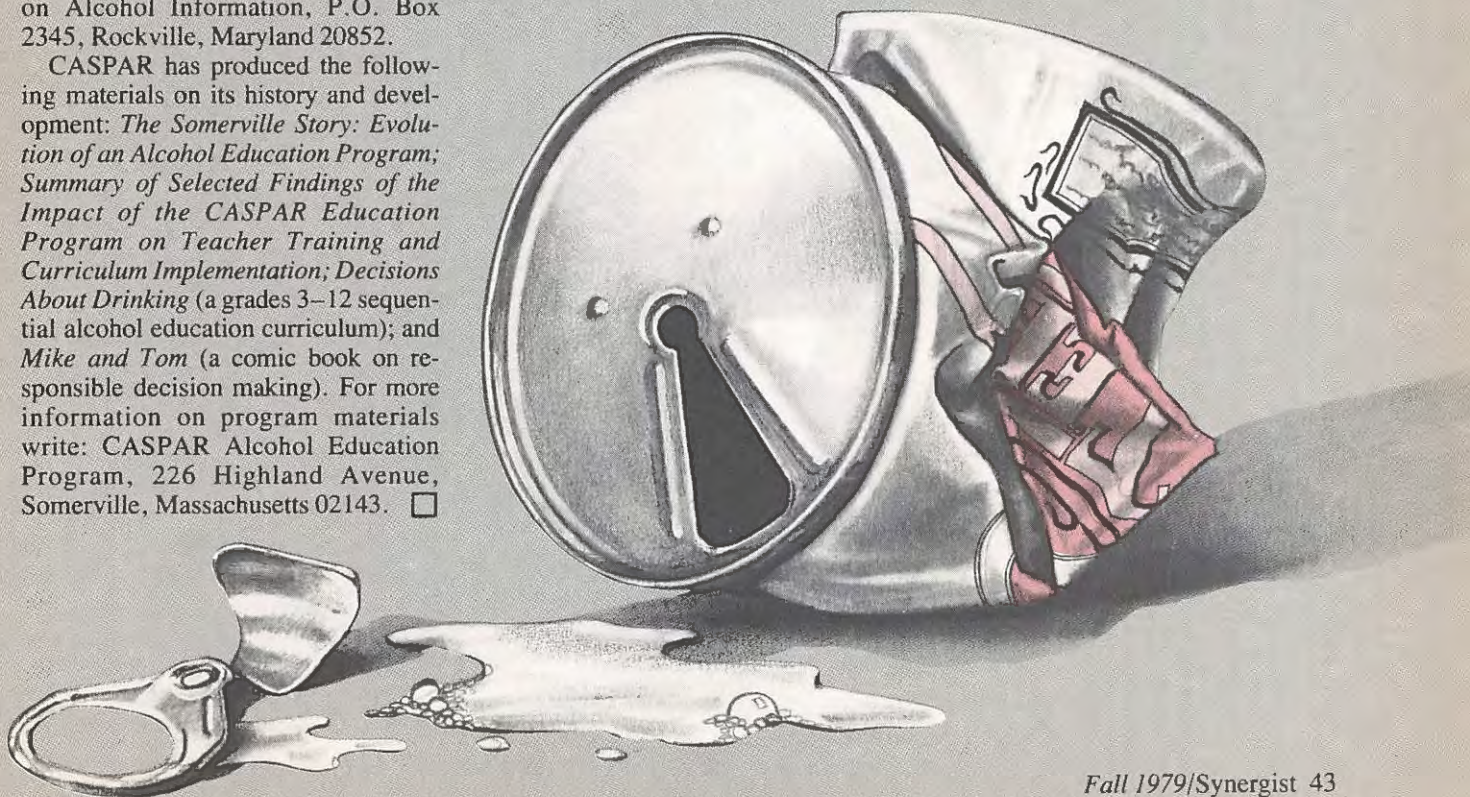
A strong evaluation component was needed since CASPAR is an NIAAA demonstration project intended for replication; funds for evaluation necessarily made up a significant portion of its \$450,000 grant. Part of the function of NIAAA's replication projects will be to determine what can be done on a smaller scale, with less money.

According to NIAAA's Hughes, a large grant would not be necessary; similar projects operate with very little money, getting their support from school systems, PTA groups, and other local groups. Costs could be cut by offering course credit rather than pay as an incentive.

NIAAA has funds available for teen-age drinking projects but awards are usually in the form of staff training grants. NIAAA encourages interested groups to seek local support instead.

The Institute plans to issue a workbook outlining the CASPAR Alcohol Education Program and the two other model alcohol programs selected for national replication. For further information, write: National Clearinghouse on Alcohol Information, P.O. Box 2345, Rockville, Maryland 20852.

CASPAR has produced the following materials on its history and development: *The Somerville Story: Evolution of an Alcohol Education Program*; *Summary of Selected Findings of the Impact of the CASPAR Education Program on Teacher Training and Curriculum Implementation*; *Decisions About Drinking* (a grades 3-12 sequential alcohol education curriculum); and *Mike and Tom* (a comic book on responsible decision making). For more information on program materials write: CASPAR Alcohol Education Program, 226 Highland Avenue, Somerville, Massachusetts 02143. □



RESOURCES



All materials and organizations are listed in Synergist solely as an information service. Inclusion of a listing does not imply that ACTION or the federal government endorses it or favors it over others not included.

The National Center for Service-Learning quotes prices of items listed only as a service and is not responsible for changes which may occur without notice. If no price is listed, the publication is available free of charge.

NCSL does not stock the publications listed. Orders must be sent directly to the source.

Organizations

The alcohol industry.

The alcohol industry has produced numerous publications that contain useful facts and discourage irresponsible drinking. For publications lists, write:

- *United States Brewers Association, Inc.*, 1750 K Street, N.W., Washington, D.C. 20006;
- *Distilled Spirits Council of the United States*, 1300 Pennsylvania Building, Washington, D.C. 20004;
- *National Licensed Beverage Association*, 1025 Vermont Avenue, N.W., Suite 601, Washington, D.C. 20005.

National Clearinghouse for Alcohol Information (NCALI), P.O. Box 2345, Rockville, Maryland 20852.

An information service of the National Institute on Alcohol Abuse and Alcoholism, NCALI's services include a free monthly newsletter, *Information Feature Service*; a quarterly magazine to keep alcohol professionals aware of developments in the field, *Alcohol, Health and Research World* (\$6 per year); technical assistance; and numerous books, pamphlets, and films. NCALI publishes two free catalogs—one of publications and one of audio-

visual materials selected by an NIAAA editorial board.

American Automobile Association (AAA).

Numerous publications containing information on drinking and driving can be obtained from local offices of the AAA. Among the publications geared to young drivers are the following.

- *AL CO HOL—For Junior High Schools* (1976, \$3.90). Using gaming techniques, this complete instructional package on alcohol awareness and driving includes a student handbook, teacher's guide, charts, and four-color transparencies.
- *You, Alcohol and Driving* (1976, \$3.30). This student text is aimed at teen-agers faced with deciding whether to drink.

The United States Jaycees, "Operation Threshold," Box 7, Tulsa, Oklahoma 74102.

The Jaycees provide alcohol education/prevention materials and, in some cases, support for local programs. For information, contact the local Jaycees' office or write to the above address.

Other organizations.

The following organizations are good sources of alcohol literature, and all provide publications lists. Consult the telephone directory for local chapters or write to the national headquarters.

- *The National Council on Alcoholism*, 733 Third Avenue, New York, New York 10017.
- *Rutgers Center of Alcohol Studies*, Publications Division, Rutgers University, New Brunswick, New Jersey 08903.
- *Alcoholics Anonymous World Services*, P.O. Box 459, Grand Central Station, New York, New York.
- *Al-Anon Family Group Headquar-*

ters, Inc., P.O. Box 182, Madison Square Garden, New York, New York 10010.

- *National Congress of Parents and Teachers*, Alcohol Education Project, 700 North Rush Street, Chicago, Illinois 60611.

Publications

Alcohol Education for Classroom and Community, Raymond G. McCarthy, ed. (1964, 308 pp., \$7.50), McGraw Hill Book Company, New York.

This old standard explores a wide range of alcohol issues, including teen-age drinking, alcohol advertising, and alcohol and crime.

Alcohol: The Number One Drug (1977, 11 pp., \$.25), Wisconsin Clearinghouse, 420 North Lake Street, Madison, Wisconsin 53706.

Though this booklet on alcohol use and abuse is written for teen-agers, it includes discussion questions and a teacher's guide.

The Community Action Plan: A Community Response to the Misuse of Alcohol (1977, 350 pp., \$12.95), The National PTA, 700 North Rush Street, Chicago, Illinois 60611.

This manual is designed for use by professional facilitators of community-based alcohol education projects. Included are core activities for a training program that will enable students and adults to design their own community action plan.

Drinking and Driving (1975, 44 pp.), The American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

This booklet provides factual information to assist in drinking and driving awareness efforts.

Facts About Alcohol and Alcoholism (1974, 44 pp., \$.70), U.S. Government Printing Office, Washington, D.C. 20402.

Produced by the NIAAA, this pam-

phlet discusses reasons for drinking and alcoholism and facts about its effects.

The Media Manual (1976, 120 pp.), PYRAMID, 39 Quail Court, Suite 201, Walnut Creek, California 94596.

This guide on how to create and present drug abuse prevention messages provides four kinds of information: general philosophy on the effective use of media; specific tips from experts on various media strategies and techniques; five sample campaign concepts and messages; and a compilation of references on the best resources in the field.

Responsible Drinking Party Ideas (1977, 22 pp., \$.75), Wisconsin Clearinghouse, 420 North Lake Street, Madison, Wisconsin 53706.

This booklet for hosts offers taste-tested recipes for non-alcoholic drinks and party snacks in addition to party ideas that do not emphasize alcohol.

Teen-Age Drinking by Margaret Bacon and Mary Brush Jones (1968, 228 pp., \$5.95), Crowell Publishing Co., New York.

The authors analyze teen-age drinking patterns and reasons for them. Included are chapters on drinking and driving and problem drinking.

Troubled Teens by Edwin Bowers (1971, 20 pp.), Public Education, The Bureau of Alcoholic Rehabilitation, P.O. Box 1147, Avon Park, Florida 33825.

Written for elementary and junior high school students, the pamphlet suggests how teen-agers with alcoholic parents can handle their own problems.

Project Ideas

Is Beer a Four Letter Word? (1978, 80 pp.), National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, Maryland 20852.

Written as a companion publication to *The Whole College Catalog About Drinking* (see below), this guide is designed to interest high school students in alcohol-related issues and to encourage them to initiate alcohol abuse prevention projects.

The Whole College Catalog About Drinking (1977, 129 pp., \$2.15), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Order No. HE 20-8202; In 2, S/N 017-024-00515-1.

This catalog contains ideas from college students and staff on campus programs and projects to fight student

alcohol abuse; detailed guidance for planning, implementing, and evaluating programs; general information; and lists of resources.

The following alcohol abuse project ideas have been adapted from the two publications listed above.

Demonstrating Drunken Driving

One dramatic way of teaching teenagers—and the rest of the community—the effects of alcohol on driving is for a group to set up a demonstration project to test driving ability with various levels of alcohol in the blood. Using a driver's training car with dual controls so a sober driver can take over at any time, a driver negotiates a carefully laid-out course sober and then repeats it after one drink, two drinks, and three or more. A course made up of several lanes, crosswalks, and stopping places could be set up in a large parking lot. The organizers score all runs and publicize the findings.

Students interested in this kind of project would have to enlist the cooperation of the driver's training department or the police to assist in setting up the range, scoring, and providing an experienced driver to operate the dual control.

Filming both the before and after runs would be particularly effective since some may not be convinced by the scoring system alone. To get the most out of the project, post-demonstration publicity should be maximized—on television and radio, in school and community papers.

See Resources listings for information that could be used for post-demonstration awareness efforts.

Alcohol Awareness Campaign

With some creative use of the local media, students could launch a community alcohol awareness campaign. A pamphlet or television or radio spot could:

- Suggest how to deal with someone who wants to drive when drunk;
- Publicize activities that offer alternatives to drinking;
- Advertise the services of local referral and counseling centers;
- Publicize facts about drinking while expecting a baby;
- Warn about mixing drugs.

See *The Media Manual* for ideas on effectively using local media.

On-Campus Bar

Set up an on-campus bar to create an environment in which students can drink responsibly in a comfortable and relaxed manner. The University of Notre Dame, South Bend, has had good success with its Senior Club, which is open to seniors 21 or older during certain hours. Three students—a general manager and two assistant managers—operate the club. Student bartenders are responsible for keeping order and for determining the amount of alcohol they should serve individuals. The club is run on a break-even basis, which keeps prices low and competitive enough to attract patronage from the local bars.

Shuttle Service

One way for college students to deal with a drinking and driving problem on their campus is to set up a weekend shuttle service for students going from the campus into town (or, in some cases, into the next state where drinking age is lower). This eliminates the necessity of students driving their own cars. A student affairs or ombudsman office could rent buses, using volunteers as drivers and as bus stewards to help sick students, and charge a nominal fee for the service.

Dry Disco

A common complaint of high school students, particularly those in small communities, is that there's just no place to go. A dry disco could provide a place for teen-agers to get together at nights and on weekends legally, without alcohol. With the support of a school principal, teachers, or youth leaders, students could take part in operating the disco. Student-run discos are becoming popular but some have failed, largely because of insufficient financial backing.

One of the first things to consider is a good source of financial support—perhaps a local business, the town recreation department, or a civic or church group. A location is less of a problem. Virtually any place will do that has space enough for a beverage bar, dance floor, some tables, and a game area. The neighborhood should be convenient for teen-agers—and indifferent to noise. □

take some major growth steps. We have evolved physically and culturally into a remarkably fine psycho-social instrument. Now the time has come for the instrument to work, explore, and create levels and capacities of existence that hitherto have remained more mythic than real.

The loss of a sense of a reality felt by so many occurs concomitantly with the ecological destruction of the planet by technological means, and by the breakdown of the old epistemology—the linear, analytic, essentially left hemispheric mode of knowing. (The left hemisphere of the brain has to do with linear, sequential ways of knowing; the right hemisphere, essentially, with gestalts, wholes, infinite time series, esthetic, intuitive, and metaphorical ways of knowing.)

We're coming to the end of the exclusive dominance of the left hemisphere and, of course, its prosthesis in the environment, which is the technological overload. We are forced into the awareness that we're not just encapsulated bags of skin dragging around a dreary little ego, manipulating an outer environment. Rather, we human beings are organisms-environments.

New Forms and Styles

At this momentous point in human history we have no choice if we are going to survive but to reverse ecological, technological plunder as well as the very limited way and style of knowing. That means discovering many new forms and styles of consciousness, styles that have to do with a deeper sensibility, refinement, interaction, resonance, reciprocity.

In this society now, one of the few places where these other styles of consciousness occur is in service-learning. Up to now, a particular mode of know-

ing—cognitive, linear rationality—has become elevated to *the* mode of knowing. This is dreadful psychology and worse neurophysiology. In addition to eroding our humanness, it just doesn't work. Many of the mental and physical latencies that are repressed in the linear, analytic school situation are evoked in the service situation.

For the most part—in terms of the incredible complexity and sheer intensity of information and problems of our time—we are being educated for about the year 1825. We use a tiny fraction of our capacities, about a tenth of our physical capacities, and less than five percent of our mental capacities. We are still operating essentially in a cave-man psychology, developing only those capacities that enable us to subsist. We are not educating our conscious receptors as well as the depths of ourselves that hitherto we have called unconscious to be able to deal with the enormous amounts of information processing necessary for modern decision making. One of the few places where such education happens is in the mind-extending challenge and response that occurs in service-learning.

Service-learning educators know this but have trouble proving it to the economists in the education bureaucracies in terms of cost-benefit analysis. Physiological, neurological, and other evidence, however, is available. At the Foundation for Mind Research in New York we have been exploring and trying to evoke some of the enormous capacities of the body and mind that culture has distorted, inhibited, or altogether blocked. Working with more than 2,000 subjects for about 16 years, we have investigated methods for which the body can be psychophysically rehabilitated so that much more optimum physical functioning can be had. This is very important because by the age of 17 most of us have declined in physical capacity by about 75 percent. Does this make us fat and sloppy? That's the least of it. Because of the way that the brain is structured, when you inhibit the motor cortex, you also are inhibiting thinking, feeling, cognition, knowing.

We find that when you begin to reactivate the body—and not just in sports, which can only do so much—it is not difficult to restore many physical as well as mental and emotional capacities. We have systematically studied many of the traditional and recent systems of physical education and re-education, and have come to believe

We are forced into the awareness that we're not just encapsulated bags of skin dragging around a dreary little ego, manipulating an outer environment.

that the most sophisticated system comes out of Israel—the method of functional integration pioneered by Moshe Feldenkreis. In this method, by using certain kinds of exercises to disinhibit the motor cortex and activate body use and awareness, the body can be physically rehabilitated or greatly improved in about six months. Mental and emotional states and problem-solving abilities seem to show considerable improvement also.

Some of the Foundation's projects have been with elderly people. One related project was with the Sage Program at Berkeley, California, a program in which elderly people learn modes of relaxation and ways of self-orchestrating body and mind, as well as ways of expanding their own special capacities. As a result of participating in the Sage growth community many say that they are learning more at 75 than they did at 5.

And what happens to the young people who work with them? They wake up too. It is always a matter of reciprocity, and the great chain of being between the generations is restored.

There are many different kinds of potential—potential for thinking in images as well as in words, for thinking with the whole body—what is called multicognitive knowing. The brain is not limited to the head, for through the nervous system, the brain extends throughout the whole body.

Use of these multicognitive capacities often happens spontaneously in service-learning situations. Latent human potential gets quickened in service-learning situations. That is why so many service-learners experience themselves as growing and learning so much more in these situations than they do in the traditional classroom.

We have discovered that most people—given the education, given empowerment—can learn to activate many different potentials in different ways. They can learn to see problems in an entirely different context, and from a much larger sensibility.

In our research we find, quite simply, that there is a real equation between ability to entertain and sustain complex thinking processes and the richness of a person's sensory awareness. Conceptualization in its finest form is grounded in the refinement of perceptualization.

Perhaps the most intelligent and sensitive person I've ever known, and the one whose whole life was devoted in some sense to service-learning, also had the greatest subtlety of sensory refinement. Her name was Margaret Mead, and she was far, far more interesting, and richer than the person represented by her public image, remarkable as that was. She thought

Latent human potential gets quickened in service-learning situations.

more, felt more, gave more, and got more out of life than virtually anybody I've ever met.

We worked closely on many projects, among which was a book on how she used her mind and senses. In knowing Margaret I was dealing with a new style of human being and a new way of being human. What I learned about her is enormously germane to our considerations of the extension of education and giving new life to service-learning.

Her early years are particularly important because they tell a great deal about her commitment to service and

the extension of different ways of knowing. First, Margaret was born into a family of educators. They knew so much about education that they refused to send Margaret to school. Instead, for the most part, they kept her at home until the age of 11 and educated her in a remarkable way. Her mother, a social worker who often took the child along in her work with immigrants, gave her poetry to memorize, so helping to create the style of her mind. Margaret learned basketry, carpentry, weaving, wood carving, and other manual skills requiring fine eye-to-muscle coordination, in which abilities she surpassed everyone we studied.

Eye-to-muscle coordination creates a certain sense of empathy and of continuity with environments. When you learn these things your social instincts turn on. You are implicated, invested in your environment. Following a suggestion of William James, her parents exposed her to numerous sensory stimuli—paintings, music, textures. She was encouraged to use all her senses in every kind of activity, even the most abstract ones, so that different levels of her brain were being developed. She was trained to accept the unity of mind and body, thinking and feeling, person and nature, and everyone with everyone else. With the service focus, she was taught not to regard the less fortunate as inferior but as deprived individuals filled with potential.

When the sensorium is as consciously developed in a child, then the adult has more of the brain in use—more hooks and eyes, as it were, to catch and keep the incoming information and then relate it to the other information stored in the sensorium.

Margaret was a natural synesthete (a cross-sensor) because she was allowed to keep her childhood sensibilities. Given this rich base of sensibility Margaret acquired an unusual ability to store memories and learn abstract material rapidly. Here's a conversation I had with her.

"Margaret, what is the taste of this room?"

"It tastes like something in which the spices were put in last week."

"What is the sound of my husband's face?"

"A symphony."

"The touch of my voice?"

"Like a brush—not a pig's bristle brush. It isn't hard, but is not like a baby's brush either."

Her sense of body was developed very early and maintained through her life, so that as an anthropologist she had the physical empathy to understand through body sensing the special skills of primitive cultures. Margaret's mind was in a state of dynamic resonance with whomever or whatever she was engaged.

Filling the Gaps of Ignorance



Grandmother Mead insisted that Margaret learn entire procedures from beginning to end. She learned not only how to weave but how to build a loom, and throughout her life whenever she began a process, she inevitably followed it through to its conclusion.

By contrast, many of us still employ what I call the switch. Throw a switch and the world is set in motion! Throw a switch and there is the finished product. The world becomes not weather, wind, and trees, not looms and threads and chisels, but a macro-artifact set into motion with the arbitrary throwing of a switch. Thus a gap of ignorance lies between the operated switch and the operating world. One not only is the ignorant slave of the process contained in the gap but also is removed several times from the environment the machine operates upon.

The social implications of this are profound. One becomes the observer with little or no social responsibility, little sense of the need to follow through in the organic sequencing of a process. One becomes a mechanic with little knowledge of his material and even less of his possibilities.

This is another critical situation where service-learning fills the gap. In service-learning you have to learn the beginning, middle, and end, as you rarely do in school. In terms of physiology and historical process this is a very critical issue, for until the last two generations people have had to know beginnings, middles, and ends. For the first time in human history this has ended, and with terrible consequences. The rise in crime, the immediate need for gratification, the frustrations and alienations of so much contemporary life may stem from this loss of the middle.

In service-learning, much of this lost process is restored. For that reason alone there is a profound justification for service-learning. It prepares people to be responsible and in a natural sequence and continuity with nature, environment, and each other.

Grandma Mead did not care for drill because she thought it inhibited spontaneity and originality. If something had to be learned, it had to be learned right away, so Margaret had to learn to use more ways of knowing, what today we would call combining left and right hemispheric knowing. For example, when she learned a poem, she would join simple, rote memorization to an inner process in which she actually saw the images described in the poem, felt the situation or event as if she'd been there, took the poet's emotion for her own.

In our research with problem learners, we have developed techniques quite similar to Margaret's. The child is taught to think in images as well as words. This is important because many children—and many adults—are imagistic thinkers. And yet our society tends to reward only verbal, linear, analytic thinkers.

Many highly creative people, however, have retained visual capacities because in imagistic or pictorial thinking you are thinking one through five or A through L, in whole gestalts, whole constellations of ideas. More information can be condensed in the symbolic constructs of the visual thought process than in the linear verbal process.

Margaret Mead was a profound visual thinker. In the Rorschach tests she showed an almost perfect balance between internalization and action. In her inner world she would actually rehearse possibilities for her outward actions. The images she stored and rehearsed were so vivid that in a sense it was already accomplished on the inner realm and she just had to go out and finish it.

Sensory and Cognitive Possibilities



Service-learning offers many opportunities to help students activate this kind of inner creative intentionality, with a resulting profound change in terms of courage, capacity, and belief in what they can do. In some of the programs of the Foundation for Mind Research we teach children to learn school basics from a much larger spectrum of sensory and cognitive possibilities. Thus, if a child should show an inadequacy in one form of learning of skills, such as verbal-linear learning, we direct that child to another form, such as sensory-motor skills, in which he or she may show a much greater facility.

Some years ago I was developing new teaching methods for those bureaucratically referred to as minority group slow learners. I asked an eight-year-old boy, "Tommy, how much is this—5 plus 3 plus 2?"

He said, "Oh man, get lost, go away."

I then said, "Tommy, what's this?" and drummed out a beat of 2-3-5 and he said, "That's 10, man."

"Why didn't you tell me before?"

"You didn't ask me before," he replied.

And he was absolutely right. Most of our questions and answers in the

schoolroom are addressed to one very small section of the brain.

Much in northern European-derived education and understanding of intelligence discriminates against one whole half of the brain, and tends to reward only left-hemispheric dominant students who respond well to verbal, linear styles of education. We imported this style of education, which was meant for a certain elite, to create a mass elitism; by so doing we've created mass failureism. Never in human history have so many people failed on so many levels.

The process of failure is life long—the mass failureism of a society turns into mass failure as a nation, as a world force. We cannot do that anymore.

One of the few places you don't have failure in education is with service-learning, because somehow through the kinds of dynamic response provided in the service-learning situation, other latencies are brought into play. I've seen so many people who were failing in school turned around because they were empowered in the reciprocity and the evocation that occurred in service-learning. And thus they knew themselves to be better than the test scores.

We human beings are as different from each other as one snowflake from another. Our brains are as different as our fingerprints, with enormous differences in styles and talents of perception and learning.

I have never met a stupid child; I have met incredibly stupid systems of education. A child can learn math as a rhythmic dance, and learn it well; he can learn almost anything and pass the standard test if he is dancing, tasting, touching, feeling information. A good arts-related program can be important because it incorporates these processes. So much of failure in the schools comes out of boredom, and that's one thing service-learning certainly prevents. The boredom comes directly out of the larger failure to stimulate all those areas in children's brains that could give them so many more ways of responding to their world, of developing their potential.

The greatest potential there is the potential for empowering people.

My own story of being empowered illustrates this. I was 18 and I was the Golden Girl—a junior in college, a member of the student senate, the winner of two off-Broadway drama critics' awards for acting and directing. In classes my mind raced and dazzled. At home my phone rang constantly. I was in a state of galloping chutzpa.

Then suddenly my universe crashed. Three members of my immediate family died. The scenery of a production in which I was starring fell on my head, and I was left largely blinded for most of four months. My marks fell drastically. I had such low confidence in my abilities that I simply could not concentrate on anything or see the connection between things. Soon the college placed me on academic probation and took away all of my offices. My friends and I parted from each other—they out of embarrassment and I because I felt I was not worthy of their friendship.

I took to carrying around an umbrella in place of a cane because people were tripping me in the halls. Someone had started a rumor that I was "just playing the romantic."

Where once I had been very vocal in the classroom, now I huddled in an oversized coat in the back, hoping nobody would see me. Every day brought its own defeats and disacknowledgments. And I was too proud after my luminous golden girl career to ask for help.

These Jobian fulminations led me to take one last course. The teacher, Jacob Taubes, was the most exciting and serious professor that I had ever experienced. His display of European academic wizardry cracked the ice of my self-naughting and I would find myself raising my hand from the back of the class to ask a hesitant question. Dr. Taubes would answer with great enthusiasm.

He caught up with me one day and said, "You have a most interesting mind."

"Really, I have a mind?"

"Your questions are fascinating." He began to challenge me with deep

intellectual questions and, after prodding, I was off and running, and I haven't shut up since.

He attended to me. I existed for him, in the realest sense. And when I realized I existed for him, I began to exist for myself. My eyesight came back. My spirit bloomed. I became a serious student, whereas before I had been something of a show-off.

I always have been deeply grateful to Dr. Taubes. He acknowledged me

Our world of appearances is a marvel of technological expertise while our hidden world of meanings droops, languishes, and becomes moribund from lack of attention, lack of acknowledgment.

when I most needed it, he empowered me in the midst of personal erosion, and my life has been very different for it. I told myself at that point that whenever I found somebody going into a decline, I would try to reach and acknowledge that person in some way.

How many times has each of us heard, "You know, five years ago you said something to me and my life has turned around." Rarely do we appreciate the power of the empowering we give to others, and this is so important in service-learning. The greatest of human potential is that of each to empower and acknowledge the other, especially in times of confusion, disheartenment, disorientation. It is closely analogous to being given time and place and sunshine. The process of human growth is immensely quickened.

I have been very fortunate to have known some of the great saints of our time—Teilhard, Mother Teresa of Calcutta, and Clemmie, an old black woman in Mississippi. To be looked at by these people is to be gifted by the look that engenders, to feel oneself primed at the depths. Something so tremendous, so subtle, wakes up inside, and one is able to release the defeats and denigrations of years. These were saints, yes, but the miracle

is that anybody can do it for anybody. A person's greatest genius may be the ability to prime the healing and evolutionary circuits of another. How tragic, then, that this feeling, which has the greatest, incalculable value, should be relegated, through cultural ignorance and neglect, to the status of attic memorabilia. We have concentrated on the successful appearance of things to the starvation of who we are. Our world of appearances is a marvel of technological expertise while our hidden world of meanings droops, languishes, and becomes moribund from lack of attention, lack of acknowledgment.

We have unwittingly put a false face on the nature of things and placed a high value on its maintenance. Transient matterings—how much we make, how much we bought, what grade we got, who won—these are the meanderings of the shallow rivers that end in the dry gulch of hopelessness. We finally become, as a people, atomized masses, deodorized, sanitized, scented, and sunk in the bamboozlement that if only we could quantify happiness—in dollars, degrees, and domains—then surely all the others would know who we really are and there would be an end to heartache.

We have no choice but to leave this pace of psychic disaffection, to move from an exclusive consideration of quantity that many of our schools profess to one that includes quality—which happens in service-learning.

And from this we come to the inevitable consideration of the nature of meetings, which I think service-learning is really all about. We spend our lives not meeting people. Weeks, months, years go by with nothing happening between ourselves and others. This non-happening exaggerates our yearning for a meaningful relationship with *the other*. And should *the other* appear, we often closet ourselves together in an intensity that excludes the rest of the world, so compounding the folly of the two. Then there are the static two, living together in closest proximity but as island universes, functioning for years on end and yet never meeting.

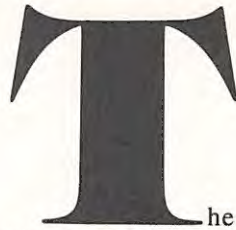
The terrible part about not having met ourselves is the projections that we place on others (as they are placed upon us) of our own unmet selves. And that's what happens in much of our society, and much of our education—but not in service-learning.

What we do is project to others our stale, habituated expectations so that each one has little choice but to live down to the tragically limited projection. Think how many times you have said to someone, "Don't tell me what you're going to say, I already know. You couldn't surprise me. And if you behave differently, I know something is wrong with you."

In these projections, we imprison the other, isolating that person in a containment of sameness and stagnation, with little hope of breaking out of the circularity of our settled expectations. The marvel of life, the *elan vitale* that shapes, spices, and gives form to the new, that sees the possibilities of growth in our latency, is cut off at its root for want of fertile soil and friendly sun to give nourishing haven to these tentative gropings.

As a consequence of this disenchantment, companionship ceases to be sought because it is misunderstood, and we have a society of withdrawal addicts. Meaning is destroyed and, in essence, essence is denied. People leave homes, spouses, schools, jobs, friends, even life itself to get away from the stale projections that are laid upon them and they in turn lay upon others. It is an old and dishonorable tale this mutual incarceration of personhood. Similarly, the role pairings—akin to Hegel's master-slave theory—that inhibit the eliciting of the possibilities of the other mark a long and fateful listing of mutually repressive projections—man-woman, dominant-passive, child-adult, rich-poor, have-have not, teacher-student, creator-creature, courter-courted. For all the current readings in modern difficulties as determined by political and economic forces, I suspect that much of history's trauma and turmoil comes from the deep, brooding resentments rising out of the lack of recognition between the projecting pairs.

The Colonizing of the Psyche



The United States today is especially prey to the pathologies attendant upon resentment and projection, for much of the American self-image was woven at such a time when the style of our nation was to see itself as the Best, the First, and the Goodest. And the enormous power we gained after World War II and the magnanimity with which we used this power—Marshall Plans, Peace Corps, foreign aid—really made us think we were *the* nation sanctioned by history and quite possibly by God to provide leadership and answers in all directions.

Again the Greek tragedy: Hubris rose, nemesis fell. We are finding ourselves compromised in all arenas. It is not the difficulty of obtaining fossil fuels that is the source of our decline. It is our failure to recognize the genius and value of other cultures and other people. We do not acknowledge them on their own terms. We

In acknowledgement, in real service-learning, in real reciprocity, not just the other but also the cosmos grows.

make short shrift of their potential by immediately investing them with our own.

Colonialism, whatever guise it currently wears, is no longer a question of Coca-Cola, subsidies, multinational corporations, or teams of experts bearing gifts in atomic-powered Trojan horses. The effects are far more insidious—it involves now the colonizing of the psyche of those from whom we can learn so much if only we listen. Instead we export throughout the world a very limited psychology, imposing a very primitive and extroverted blue-

print of what constitutes an adequate human being. And the resentment that arises from this is not just the resentment of the neglected and repressed psyche and capacities of people and cultures. It well may be the resentment of the planet itself for our inhibiting of the necessary service-learning—for our inhibiting of the necessary exchange, balance, variety, and cross-fertilization of perspectives so necessary to the maintenance of an evolutionary ecology and to the health of the planet itself.

Necessarily we fail; the dollar diminishes; we are no longer taken seriously. We have failed to acknowledge. The next revolution is quite possibly not one of contending political and economic ideology but a vast planetary and populous movement demanding recognition and real equity between people.

So it is all a matter of the meeting. We can no longer afford to meet each other so seldomly. In human meeting real exchange, real learning takes place, an exchange of essences that is a kind of conception and call to awakening. Something happens; the door opens. We know we humans are symbiotic organisms-environments—with very leaky margins. In meeting we become larger than the old dialectic of pairs. In acknowledgement, in real service-learning, in real reciprocity, not just the other but also the cosmos grows.

It is an art that for most people, is yet to be learned because it is based on something that was never before known—deep psychological reciprocity, the art and science of mutual transformation. For there is no answer to anyone's anguished cry, "Why am I here? Why am I at all?" except the reply, "Because I am here, because I am."

Explore the extraordinary capacities of each other. There are many ways, books, possibilities. They are easy to find. Create training seminars where you learn the arts of acknowledgment—and mutual empowerment. In so doing, you become deeply reciprocal; you become service-learners; you become whole. □

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The following *Synergist* articles are among those service-learning educators most frequently request as reprints. Covering a range of technical assistance information and philosophy, the articles are listed under three categories: *project areas*, *program administration and management*, and *service-learning philosophy/trends*.

For a complete listing of *Synergist* articles, see "Index to Major Articles: 1971-78," *Synergist*, Fall 1978, pp. 49-56 (reprint 187) and "Index to Major Articles: 1979" on page 56 (reprint 188).

Please include the reprint number in ordering reprints.

For more detailed information on all phases of program management, educators and community agency personnel may refer to the publications summarized in the final section.

All materials are free. Send orders to: National Center for Service-Learning, ACTION, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525.

Reprints

Project Areas

Student Volunteer Involvement in a Child Abuse Project—Gary D. Matthies. Fall 1976, page 2. Reprint 4.

The director of a Y.M.C.A.-sponsored Family Stress Center tells how his program involves students in the prevention and treatment of child abuse. He focuses on six components: recruitment, screening, orientation, training, supervision, and evaluation.

Advocates for Change: University of Maryland's Public Interest Group Protects Consumers. Fall 1977, page 36. Reprint 5.

The Maryland PIRG conducted a successful campaign to have the legislature establish a small claims court system, produced a consumer's guide to court procedure, and developed a monitoring procedure to determine effectiveness of the small claims court system.

Students as Community Organizers—Seth Borgos. Spring 1978, page 3. Reprint 7.

Borgos describes a college student's working methods as a community organizer for the Association of Community Organizations for Reform Now (ACORN), a grassroots membership organization of low- and moderate-income people. The student served in both urban and rural settings. The article includes a community organizer's job description and information on ACORN's activities.

The Counselor & Confidentiality—E. L. V. Shelley. Winter 1973, page 70. Reprint 13.

This article discusses some of the problems that arise for volunteer counselors balancing their obligation to society with that to the client. The article establishes guidelines for students to use in making decisions.

Volunteering Friendship: A Peer Counseling Program for High Schools—Barbara B. Varenhorst. Spring 1976, page 23. Reprint 15.

A step-by-step guide for setting up a peer counseling program on a high school level, the article suggests ways to enlist parents' and faculty support, to recruit students, and to develop a training curriculum.

Georgetown Law Students Serve D.C. Prisoners. Fall 1977, page 7. Reprint 23.

Law students teach a course in practical law at area correctional facilities.

The subject matter includes crimes, penalties, and the criminal justice process. The prisoners role play, write case studies, and take part in mock hearings and trials.

Come to the Food Fairs—John Vlcek. Spring 1978, page 19. Reprint 46.

Students in Vanderbilt University's Agricultural Marketing Project have organized farmers' markets that make fresh farm produce from subsistence farmers available to low-income urban consumers. In describing how to set up a similar project, Vlcek lists steps for effective advertising and for encouraging farmers' participation.

Mayo Clinic Specialists Train Teens Who Care—Diane Hedin. Spring 1974, page 26. Reprint 47.

With the assistance of the Mayo Clinic, a Minnesota program trains high school students to work with physically handicapped, emotionally disturbed, and mentally retarded children and adults in area hospitals and special schools. The program provides a prototype for a career in health services.

College for Living: Colorado Students Help Retarded Adults Gain Independence—Eugene J. Ackler, Jr. Winter 1977, page 42. Reprint 61.

In a project replicated throughout Colorado, college students teach independent living skills such as cooking and money management to mentally retarded adults. Ackler explains how students use techniques like role playing and peer support in their work.

Workyards—Playgrounds Planned for Adventure—Nancy Rudolph. Winter 1977, page 22. Reprint 65.

This article offers practical ideas for students working with children in afterschool play activities, for building

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adventure playgrounds or workyards using junk materials from the streets, and for improving existing neighborhood playgrounds.

Raises, Not Roses—Ellen Cassidy. Winter 1979, page 10. Reprint 160.

Through an organization of women office workers, students help female employees pinpoint and work to correct discriminatory employment practices, largely by setting up local working women's organizations and providing such services as career counseling and job information.

Program Administration and Management

Documenting Program Costs and Achievements—Helen Drotning-Miller, Mary M. Hill. Winter 1976, page 7. Reprint 75.

Members of the staff of the Community Involvement Program at Macalester College in St. Paul, Minnesota, discuss the methods of data collection and presentation developed to convince donors their dollars brought quantifiable service to the community. These methods involve gathering statistics and determining hours served, participation, and direct program costs.

Managing Agency Relationships—William R. Ramsay. Winter 1976, page 14. Reprint 76.

Ramsay tells how to establish and maintain productive agency relationships. Included in his discussion are steps for preparing for agency contact by doing preliminary research on the agency, avoiding misunderstandings by listening effectively, and identifying such administrative questions as liability for injuries.

Cultivating Agency Allies—William R. Ramsay. Spring 1976, page 18. Reprint 77.

A companion piece to *Managing Agency Relationships*, the author recommends raising the service and learning dimensions to their highest level by establishing learning expectations, performance criteria, and conduct standards, and by carefully debriefing volunteers.

Service-Learning From the Agency's Perspective—Sherry Noley. Winter 1978, page 26. Reprint 79.

The author stresses the need for pre-training to develop proper attitudes and technical skills and advocates at least one year of service for the mutual benefit of student and agency. She discusses common problems agencies cite, such as many college field placement programs' failure to take advantage of the more creative smaller agencies and their tendency to depend upon such established organizations as United Way.

What Is a Service-Learning Agreement? Fall 1975, page 30. Reprint 83.

A service-learning agreement is a written statement of expectations for service-learning experience held by the student, faculty member, and agency supervisor. The article explains how such an agreement can make it easier for all to have a common understanding of the roles and expectations of each person. A sample agreement is included.

How to Learn from Nonclassroom Experiences—Dan Conrad, Diane Hedin. Winter 1976, page 20. Reprint 84.

The authors have developed exercises that would promote learning in a service-learning situation by utilizing the following skills: consciously perceiving what's going on around you; focusing attention on elements that may solve a problem; and organizing

observations and experiences into a clear refinement of the problem.

Academic Internships: Can Cash and Credit Coexist?—Michael B. Goldstein. Spring 1976, page 27. Reprint 86.

Goldstein discusses varying views on whether students should receive both academic credit and monetary compensation. He cites such arguments for coexistence as internships becoming a curriculum requirement in a number of fields and the spiraling cost of education.

Encouraging Faculty to Invest Time in Service-Learning—Richard L. Hoffman. Spring 1976, page 33. Reprint 87.

The author describes Mars Hill (North Carolina) College's attempt to make the effort seem worth the time investment of the faculty by redefining and equalizing faculty workloads. By improving the overall balance of the workload, the college has incorporated service-learning into the curriculum without augmenting the faculty.

Helping Students to Define Their Learning Goals—Edward L. Angus. Fall 1976, page 41. Reprint 88.

Students write a learning contract that specifies service and learning objectives, including specific tasks to be accomplished, and inventories their skills and competencies. A sample contract is included.

Educational Debriefing: A Learning Tool—William A. Laramée. Winter 1977, page 30. Reprint 90.

Berea College in Kentucky has developed a small-group debriefing process through which students' experiential learning is identified, recorded, and transmitted. The purpose is to intensify learning derived from experiential education.



Institutionalizing University Year for ACTION at Vermont—Harold D. Woods. Fall 1977, page 2. Reprint 92.

In Woods' description of Vermont's successful incorporation of a full-time service-learning model, he cites such difficulties as overcoming faculty skepticism about granting credit and explains how the process of need overlap analysis was used.

Service-Learning and the Liberal Arts: Designing an Interdisciplinary Program—Barbara K. Hofer. Fall 1977, page 38. Reprint 96.

The University of Kentucky has developed a liberal arts interdisciplinary program geared to making service-learning acceptable to the administration and getting more faculty to participate. Hofer describes how to seek financial support and how to plan, manage, and evaluate such a program.

Human Services Annex Offers Alternative to High School Students. Spring 1976, page 38. Reprint 100.

A Philadelphia program gives inner-city high school students an opportunity to acquire basic skills in human service careers and contribute to the community through an alternative curriculum that combines traditional academic subjects and volunteer placements.

Need Overlap Analysis: A Technique for Job Development—Ivan H. Scheier. Winter 1975, page 14. Reprint 108.

The president of the National Information Center on Volunteerism describes a technique for determining where the needs of staff, volunteers, and clients overlap. He sees this consensus area as a motivational tripod on which to base a solid program.

The Transportation Game—Judy Sorum. Fall 1972, page 55. Reprint 122.

This guide to getting volunteers to the community site and back takes into account such factors as evaluation of needs, organization, leasing vehicles, and personnel.

Service-Learning Resource Directory. Spring 1979, page 51. Reprint 190.

This is a listing of 16 groups that focus on experiential education or voluntarism and provide resources that can be useful to service-learning programs.

The Learning Cycle—Glen L. Gish. Spring 1979, page 2. Reprint 174.

Gish suggests ways educators may apply David Kolb's experiential learning model to service-learning. In Kolb's model, service-learning allows students to practice and develop learning styles—concrete experience, reflective observation, abstract conceptualization, active experimentation—not being fully developed in the classroom.

Arguments for Educators: A Rationale for High School Service-Learning Programs—Dan Conrad. Winter 1975, page 9. Reprint 137.

Grouping advocates of service-learning into three categories according to their attitudes toward general societal needs, toward psychological development of young people, and toward effective methods of teaching subject matter, a teacher shows how service-learning benefits the student and community. He includes 10 arguments to use in presenting your case.

Guest Speakers: Youth Unemployment and Service-Learning—Richard A. Graham, Alec Dickson. Spring 1977, Front Cover. Reprint 144.

Graham, an education consultant, and Dickson, Honorary Director of Community Service Volunteers in England, offer two points of view on youth unemployment questions.

Graham suggests that work experience programs have failed because they have been carried out according to the administrators' perceptions of need rather than the participants'. Dickson's analysis stresses the service component in unemployment programs. He urges, for example, using new college graduates to head teams of unemployed teen-agers to orient them to work in social services.

Education As If People Mattered—Virgil Peterson. Fall 1977, page 24. Reprint 147.

Peterson reviews three books—*Experiential Learning*, *The Boundless Resource*, and *Accent on Learning*—that explore ways of identifying learning settings for students with different developmental patterns, ways to create a learning society in which human fulfillment depends upon human resources rather than finite natural resources, and the complex issues involved in credentialing.

Service-Learning: Three Principles—Robert Sigmon. Spring 1979, page 9. Reprint 181.

A service-learning practitioner discusses three principles of service-learning: Those being served should control the services provided; those being served should become better able to serve; and those who serve also are learners and have significant control over what is expected to be learned. He includes basic tools for putting these principles into practice, including a service task check list.

Publications

Evaluating Service-Learning Programs (1975, 65 pp.). Coordinators may use this guide in designing

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and carrying out objective program evaluations.

The booklet contains seven sections. Section 1 discusses the reasons for evaluation and the resources available to help educators design and implement evaluations. Section 2 reviews the steps to take in preparing for an evaluation. Section 3 describes some of the evaluation designs a program can use. Section 4 gives tips on developing instruments for gathering the needed information. Section 5 examines ways in which the information collected can be compiled and analyzed. Section 6 discusses ways to maximize the use of evaluation results. Section 7 uses a project case study to show how the evaluation process outlined in the previous sections works in practice.

An appendix includes samples of evaluation forms and questionnaires and a bibliography on evaluation methodology.

High School Courses with Volunteer Components (1974, 167 pp.). This collection of 12 case studies was prepared to help high school teachers design courses in which community service activities complement classroom work. In each case the service component is paramount but is combined with conventional classroom work. The emphasis is on providing information and teaching action skills and general principles that directly assist students in accomplishing their service tasks and in interpreting their experiences.

The studies present a range of large and small schools, both public and parochial, engaged in a variety of activities.

Each case starts with a brief description of the school and the course. This

is followed by an explanation of the benefits to the community and the students; a description of recruitment methods, orientation, and training; details of the curriculum; and procedures used for evaluation by teachers, agency supervisors, and student volunteers.

High School Student Volunteers (1972, 60 pp.). Written for educators who want to set up or who already coordinate high school community service programs, this publication explains how a school can establish and maintain a program that will benefit the students, the school, and the community. Distilling the experience of a variety of successful programs, the manual shows in detail how to conceive and implement a community service program on a large or small scale. It contains sections on successful approaches, guidelines for action, special concerns (such as transportation), and project ideas.

Included are sample records and forms, such as a student volunteer application and an agency evaluation form.

It's Your Move (1976, 51 pp.). This manual is for community groups and agencies working with student volunteer groups to develop projects that will benefit both the student volunteer and the community.

The first chapter examines the nature of the student volunteer movement, the roles students can assume, and the attributes of student volunteers.

The next six chapters suggest ways in which communities, organizations, and individuals can assess their needs for volunteers; determine the extent to which students are likely to meet these

needs; develop effective projects and jobs; locate and select students whose interests and skills match needs; motivate and train staff to supervise and be supportive of the student volunteers; and evaluate the program's impact.

The final two chapters offer specific ideas for projects.

The appendices provide planning and evaluation forms and a check list of questions to keep in mind in planning a project.

Planning by Objectives (1974, 70 pp.). This manual explains a system of planning by objectives (PBO) that educators may use to plan and implement service-learning programs.

The PBO system may serve in planning the direction of an entire office or a specific project. The manual shows how to state goals and plan ways to achieve them. Individual sections deal with each of four interrelated elements: *purpose* (stating it to give an ongoing sense of direction), *long-term objectives* (specifying those for the clients and for the organization), *short-term objectives* (establishing stepping stones toward achieving long-term objectives), and *planning details* (identifying tasks that must be done to accomplish a short-term objective).

The Service-Learning Educator: A Guide to Program Management. (1979, 110 pp.)

Written for educators who manage college service-learning programs, this manual analyzes the functions of a service-learning program and provides ideas and resources to use in carrying out these functions.

Five chapters cover the major functions of service-learning educators: planning, organizing, and coordinat-

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The National Center for Service-Learning (formerly the National Student Volunteer Program) is part of ACTION, the federal agency for volunteer service. The Center provides information and technical assistance; it does not grant operating funds and has no authority over local program activities.

The Center's primary purpose is to endorse, support, and promote service-learning programs. Such programs enhance learning while enabling students to participate in responsible and productive community service efforts designed to eliminate poverty and poverty-related human, social, and environmental problems.

To accomplish its purpose, the Center strives (1) to provide secondary and post-secondary educators with the skills and knowledge necessary to begin new or improve existing student

service-learning programs and (2) to assist the officials of public and private educational and voluntary action organizations in developing their policies for and roles with student service-learning programs.

The Center assists service-learning programs by developing and distributing technical assistance materials (including *Synergist*), by sponsoring training sessions for educators working with service-learning programs, and by providing on-site consultation to programs or to groups sponsoring conferences or workshops.

Those who wish additional information may call toll free (800) 424-8580, extension 88 or 89, or write to: ACTION/NCSL, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525.

Index to Major Articles: 1979

The index is divided into three sections. The first section, *Project Areas*, lists the articles which focus on a type of volunteer project (e.g., counseling, recreation). The articles under the second section, *Program Administration and Management*, are mostly "how to" articles concerned with the various aspects of running a volunteer program. The third section, *Other*, includes international programs, philosophy of service-learning, and research in the field. An article may appear under more than one section or subject heading.

A letter or Roman numeral indicates whether an article is concerned exclusively with secondary (S) or post-secondary (P) students or if the target population involved is youth (I), elderly (II), handicapped (III), or incarcerated (IV). A sample entry shows how to interpret the index.

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A number in the right hand column means that a reprint of that article is available. That number should be used when ordering a reprint.

The address to use in ordering reprints is: ACTION/National Center for Service-Learning 806 Connecticut Avenue, N.W., Room 1106 Washington, D.C. 20525.

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Guidelines for *Synergist* Contributors

Synergist welcomes contributions from faculty, administrators, students, agency staff members, or anyone else involved in student volunteer and service-learning programs. Contributions include articles, information for regular features, and suggestions of topics and authors.

As a technical assistance journal published by the National Center for Service-Learning (NCSL) primarily for secondary and post-secondary service-learning educators, *Synergist* seeks articles which

- Share new ideas in service-learning programing for application by other programs;
- Recognize the efforts of student volunteers in solving local poverty and poverty-related problems;
- Provide specific technical advice in designing, managing, and evaluating service-learning programs.

Those who wish to submit articles should write one-page letters in which they summarize the topic they wish to cover, explain how readers could use the material, state their qualifications for writing the article, and tell what photos or other illustrative materials are available. Writers also should give their phone numbers and the best times to call them to discuss their articles.

If the proposed article fits *Synergist's* current needs, the editor may request additional information and a detailed outline. An article is assigned only after the Center has approved the content and approach indicated in the outline.

Articles may range in length from 800 to 5,000 words, depending on the content of the article. As most of the readers are educators with many professional publications competing for their attention, articles not only must offer new information and ideas but also capture their interest quickly and present points of view concisely and clearly. Charts, tables, or other illustrative materials should appeal to the eye as well as the intellect. Candid black and white photos (preferably 8×10 glossies) must be properly exposed and well printed.

In submitting an article, writers should use standard manuscript format: 25 double-spaced lines of approximately 50 characters typed on one side of white 8×11 paper. Place the author's last name in the upper left-hand corner of each page; the page number, in the upper right-hand corner. On a separate sheet should be a one-paragraph professional biography of the author.

As the content of each issue generally is planned at least eight months in advance of publication, writers should submit ideas for articles as early as possible.

Readers also are invited to submit short items for use in Service Calls. This regular feature contains brief descriptions of service projects and tips on how to carry out some phase of a program.

Synergist requests that readers assist in planning content by suggesting topics and authors.

Published three times a year (Fall, Winter, Spring), *Synergist* is distributed to almost 40,000 readers in the United States and 57 other countries.

Send contributions to:

***Synergist*
ACTION/National Center for
Service-Learning
806 Connecticut Avenue, N.W.
Room 1106
Washington, D.C. 20525.**

Wanted

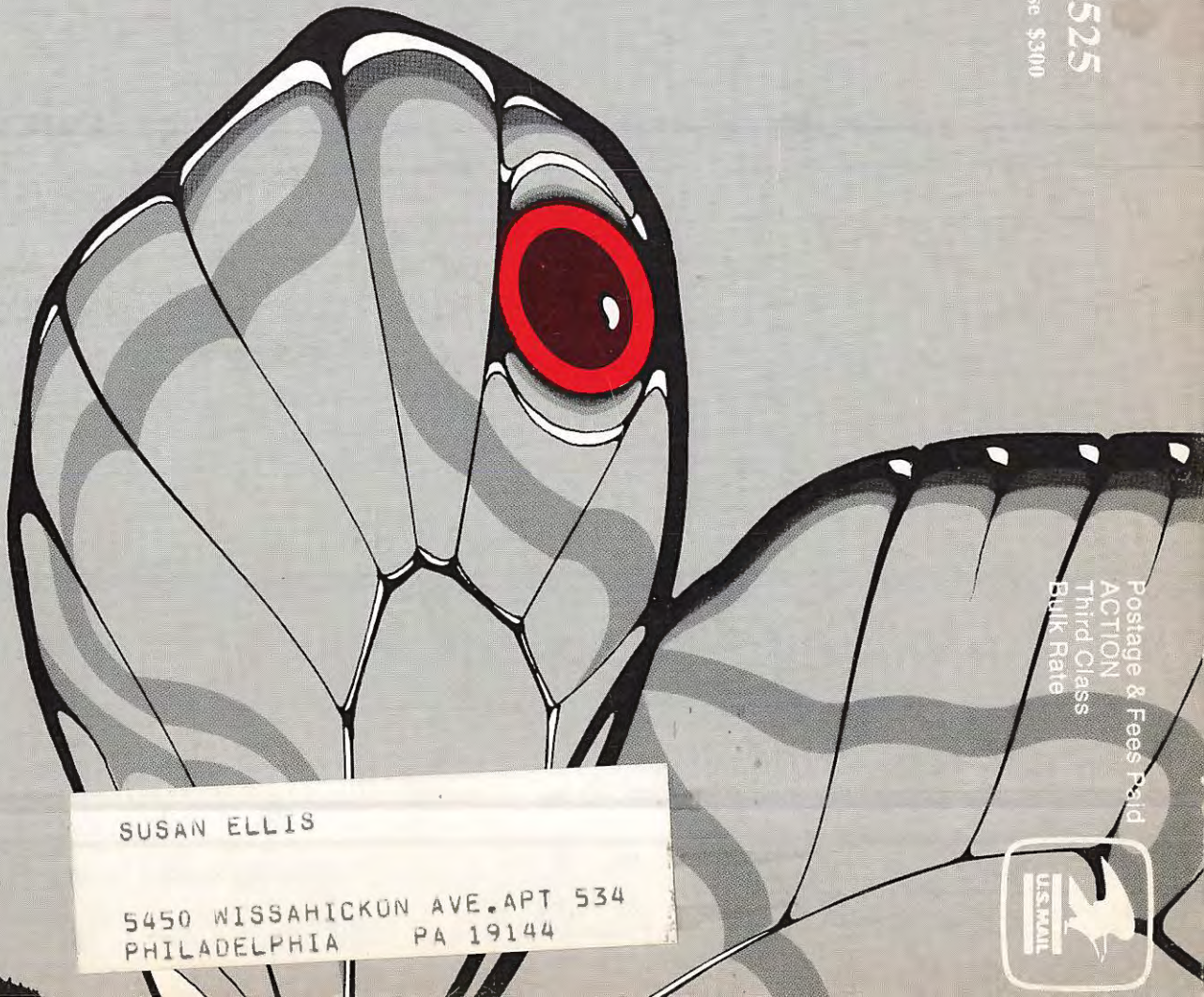
Synergist requests readers' assistance in planning and preparing articles on the following:

- Service-learning programs addressing the problems of the rural poor;
- Service projects related to vocational courses;
- Service-learning in continuing education courses;
- Evaluating the impact of a project on community members;
- Inservice training for secondary service-learning educators;
- Incentives to involve faculty members in service-learning programs;
- Research on the effects of service-learning;
- Developing curriculum materials to reinforce community service experiences.

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