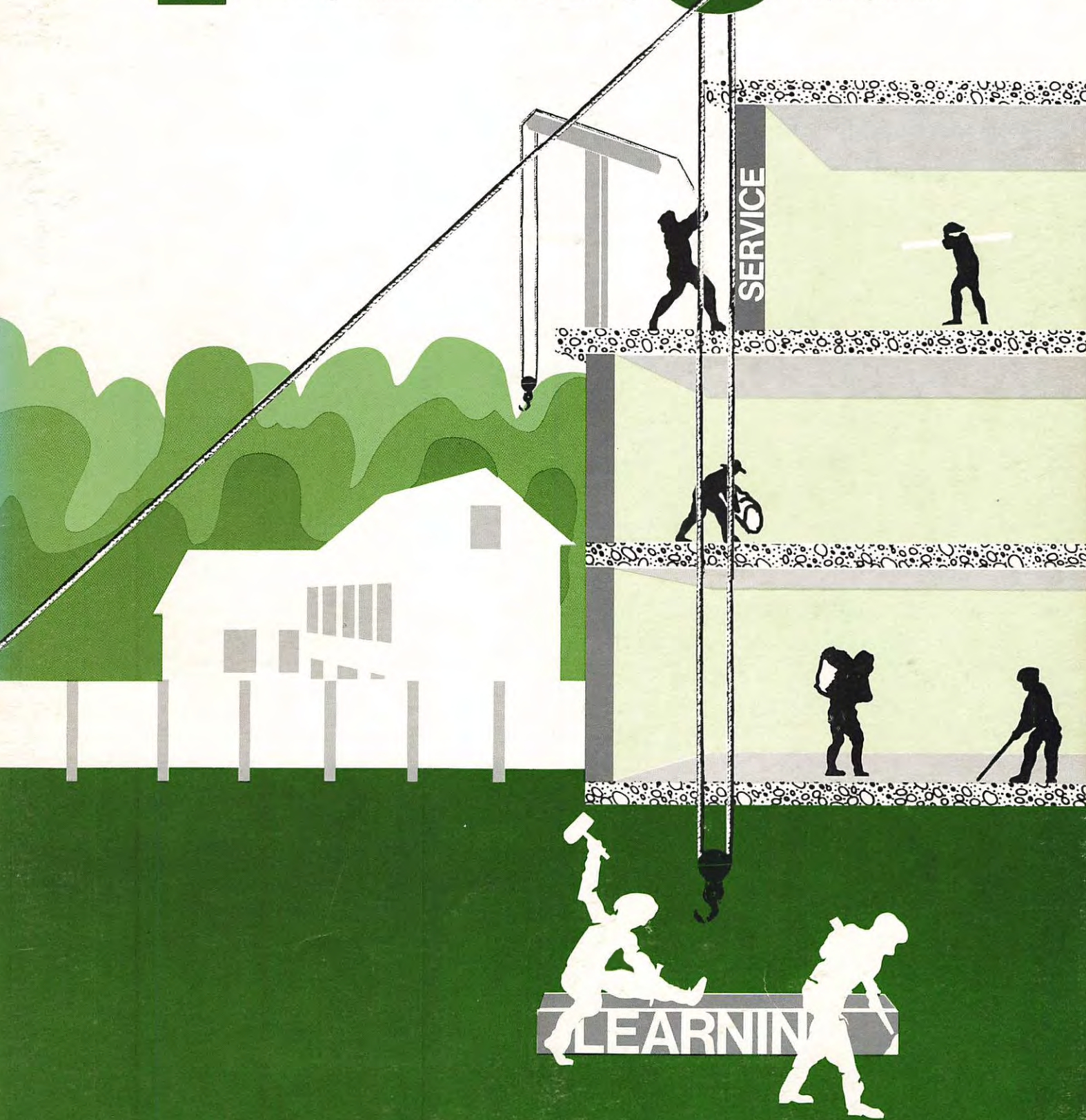


Synergist

Fall 1980

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Student volunteers aged 13 to 68

Juvenile offenders assisting in day care centers and National Honor Society students taking notes for the deaf

A new rural college with an enrollment of 350 and an urban university program involving 1,500 students from 70 courses

Turning a city into a high school and designing a computerized voice for a voiceless student

Perceptions of service-learning of nine randomly selected school board members, the country's best known high school teacher, the leader of the career education movement, and the Carnegie Council on Policy Studies in Higher Education

High school students working with youngsters who cannot be mainstreamed and college students bringing health care to communities outside the mainstream

Synergist is a technical assistance journal for secondary and postsecondary educators, community agency personnel, and others involved in student volunteer and service-learning programs.

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write: National Center for Service-Learning, Room 1106

806 Connecticut Avenue, N.W., Washington, D.C. 20525

call: (800) 424-8580, extension 88 or 89 (toll free)

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Synergist

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A Chance To Change

by Suzanne Thompson

Through service-learning, 75% of the juvenile offenders assigned to an alternative school in Denver improve basic skills and change antisocial attitudes.

Rudy, a 13-year-old boy who is a member of a large single-parent family, had been in a diagnostic program since the second grade. He had made little or no progress in the public school in six years, but the Denver Public Schools referred him to Partners School, an alternative educational program, as being significantly behind but able to function in the classroom. He was often absent and showed signs of delinquent behavior.

Upon admitting him, Partners School discovered that he didn't know even the sounds of the alphabet. He was excruciatingly withdrawn and nonverbal, but he was happy at Partners. The staff tried everything to convince him that he

... he didn't know even the sounds of the alphabet. He was excruciatingly withdrawn and nonverbal, but he was happy at Partners.

needed a more specialized school, but Rudy wanted to stay.

Partners designed a special individualized program in math and reading for Rudy. His inability to verbalize, show

Suzanne Thompson, director of Partners School, Denver, has taught the perceptually handicapped and worked extensively with theatrical groups, particularly those performing for children.

emotion, cope with his environment, or assert himself was as detrimental as his lack of academic skills. Gradually Rudy

He taught them to write their names, read letters, and do numbers, things he could not do for himself a year ago.

began to laugh, get angry, stand up for what he wanted, and generally be more open with the world around him.

Because of Rudy's low social and academic skills, the staff was reluctant to let him take part in the service-learning program. But his spark of enthusiasm when presented with the idea of helping out at a community agency two mornings a week, and the possibility of growth in self-esteem, led us to take a chance and place him in a learning center to assist two- and three-year-old retarded children. He blossomed in this environment, where, as he says, he is "smart, big and the teacher."

In eight months Rudy has gone from a nonreader to reading at the third grade level. He also has taken off his protective stocking cap.

After Rudy's first six weeks at the center, the supervisor asked him to work with the 15- and 16-year-old retarded students. He taught them to write their names, read letters, and do numbers, things he could not do for himself a year ago.

Rudy is one of 40 tough talking, tough acting, generally all around failing 13- to

16-year-olds who work in nursing homes, preschools, and centers for the handicapped two days a week as part of the service-learning program of Partners School. (The students' real names are not used in this article.) The other students have been referred to Partners for many of the same reasons that Rudy was, namely absenteeism, poor academic performance, delinquent behavior, and low self-esteem. The students come primarily from low-income families. Most (68 percent) are Chicano, nine percent are black, three percent are Indian, and 20 percent are Anglo.

Partners School is in an office building in an industrial section of Denver. At eight every morning city buses discharge students from all over the city. Many come because they know it is their last chance to make it before lock-up or out-of-home placement. For some it is a new beginning after years of failure in the classroom, but all come on their own because they see the need for change.

Change is a byword at this four-year-old school—an outgrowth of a nonprofit organization offering services to young persons in trouble (95 percent of the students are status offenders; no felony offenders are admitted). One of the biggest changes occurred with the infusion of service-learning two years ago. Already the individualized instruction for math and reading was producing substantial academic gains, and a life skills component was helping students make internal changes. (That component included stress management, sex education, physical fitness, and assertiveness training.)

Behavior was improving, with fewer doors hanging from one hinge and several

walls missing the familiar gaping holes. Attendance was hovering around 70 percent, which wasn't bad considering the average attendance upon admission had been 22 percent.

Service-learning was introduced into Partners in 1978 when the school received funding from the National Center for Service-Learning for a research study on the effectiveness of service-learning programs in which troubled youth serve the community. (Regular funding sources are foundation grants, companies forming the Managing Partners of Partners, Inc., and

attitudes towards school and family, better attendance, and reduction of deviant behavior.

Rudy is living testimony that we can reach most of those goals at least some of the time. Statistics on academic gains and attendance for the entire student body corroborate the staff's observations that service-learning results in positive outcomes for roughly 75 percent of the students.

Needless to say, achieving these goals—even partially—was no small order when students had difficulty just getting to school and staying for four

whole person. Students do much role playing around such topics as how stress affects job effectiveness or how nutrition affects stress. While the students are spending part of their time at community agencies, these sessions sometimes focus on the problems they face or on the success they have had.

After the life skills class, the students break up into groups to work on math or reading for an hour, with one class teacher being responsible for each subject area. Inasmuch as possible, the materials are related to the students' community service work. Between math and reading, students spend an hour on service-learning, with the content depending on what they are doing or preparing to do in the community at that time.

Another asset is the availability of a volunteer advocate and friend, a senior partner, for each student. (The 12-year-old Partners program matches troubled youth one-on-one with responsible adult volunteers.) The senior partner spends at least three hours a week with the student. To facilitate relationship building and advocacy, much of the time is spent on recreational activities, such as pizza parties and ski trips, but the adults also assist with discipline problems, special events at the school, and such community service projects as rehabilitating housing for the elderly.

Preparation

The service-learning program has three parts: a two-month preparation class, 12 weeks in which students spend two mornings (eight hours) a week working at a community agency and three mornings at the school, and a group phase in which students choose, plan, and carry out projects serving the community. (Partners School has some planned activities during the afternoons, and a few of the students have jobs then.)

The preparation class begins by helping prospective participants explore human and social needs. Through special reading materials, films, speakers, and observation, the students study disadvantaged segments of the population, such as the elderly and handicapped, and the special needs of each group.

Students work on improving their communication and job skills by visiting job centers and a computer center where they can test their abilities and aptitudes and match them to occupations. In these visits the students find themselves talking and listening as adults.

Group activities, such as living on a



the Denver Public Schools, which furnishes two teachers, supplies and accreditation.) The purpose of the study was to test the effect of an intensive service-learning educational experience on the cognitive, attitudinal, and skill development of a group of adolescent delinquent youth. This meant combining classroom academics with meaningful community service, giving students responsibility for their work, and giving them responsible tasks to perform. Our goals were to produce academic gain, growth in self-concept, improved work skills, greater value of service to others, improved

hours. Furthermore, the community was not asking for delinquent students to work in social service agencies. We did have a few things in our favor, primarily a creative six-member staff, a highly structured curriculum, and a life skills class that proved to be invaluable in preparing the students to participate in the service-learning experience.

The typical classroom day (8:30 to 12:30) starts with the life skills class. All 40 students and the five teachers meet together, sometimes breaking into smaller groups for specific activities. The class is heavily experiential and deals with the

ranch for a week to learn practical skills and going on camping trips, help them build interdependence and leadership.

Finally the Partners' service-learning placement coordinator carefully selects supervisors for the placements and asks representatives from agencies to come and speak about their agencies, clients, and volunteer requirements. Each student has the opportunity to visit the agencies that are of most interest. The student chooses a placement and has an interview with the supervisor. They draw up a contract stating the duties to be performed by each.

He says it feels good to be able to help some kid who "is as messed up as I was."

Expectations are not always met, however, as the following story indicates. Lana enthusiastically chose to work with a Head Start center. She had all the job skills she needed, she was academically adequate, and she liked little kids. Her work was excellent and the kids and supervisor loved her. They loved her so much that they baked a cake for her birthday and all chipped in to buy her a present. They were excited and anxious to show their affection, but on the morning of the party Lana chose to celebrate her birthday in her own way instead of going to the Head Start center. When Lana found out what she had missed, she was ashamed and did not want to go back. I took her to the center to force her to deal with the situation. She talked to the supervisor and the children and mended the relationship—and gained a new sense of obligation.

For some, the preparation class does not come close to readying them for the revelations awaiting them. For example, Maria, a Chicano advocate and Anglo detractor, declared, "My white honky baby," who was slung constantly on her hip at the day care center, "is my favorite."

Students who are ready and willing for community service spend two days a week for 12 weeks in the field. (Up to a fourth of the students need more than two

months of preparation; they come to class every day and do occasional short-term service activities.) At the end of six weeks students may either remain at that site or go to another agency for the next six weeks. On the three days they are in the classroom, they work with a special curriculum designed by the staff to integrate their learning in the agency with their academic studies. Readings increase their understanding of their clients and improve skills needed to work with them. Students write about their experiences at the placements and, working with their supervisor, keep a daily journal of significant events or situations. (Supervisors, who generally have only one student, have welcomed the chance to discuss the day and express their own feelings.)

In each component teachers try to make sure that students see the connections between service and learning and realize that both have a real purpose. Their success is evident from the students' attitudes and comments. Jimmie, who works with behaviorally and emotionally disturbed youngsters, will tell you that his experience has made him a better person, has made him want to "get down and learn and be somebody." He says it feels good to be able to help some kid who "is as messed up as I was." Ronnie, whose temper was frequently out of control, is

The 20 supervisors ranked 11 students high in performance, helpfulness, and improvement; four students medium; and five students low.

patiently learning sign language so that he can communicate with hearing-impaired adults. Tad, a 13-year-old who has been arrested five times, had failed all five years of school, and was constantly being suspended, wrote in his Head Start journal, "We had a small group but a lot of kids getting their letters backwards. And Jene (the teacher) had to leave the room and I was in charge. Shannon told Mike his wrighting was crume and he started to cry. I told him it wasn't and told Shannon not to be telling him that."

These accomplishments cannot be measured in percentages but speak the loudest in terms of meeting our goals for change. The real test of the service-learning program has been the commitment and work of the students and the relationships they have built with the clients and supervisors. Some of the most significant tangible statistics come from the supervisors of our first group, which included about half the school. (After that everyone wanted to take part.) The 20 supervisors ranked 11 students high in performance, helpfulness, and improvements; four students medium; and five students low. Seventy-five percent of the supervisors were making such comments as, "Great to have youth in the nursing home, they provide stimulation to the older folks and they relate well to them and they save wear and tear on me." "He matured to the point where he realized that not all adults were enemies." "Her individual involvement with the Spanish-speaking kids filled a great need." "He was a male model for the kids." "She went from a smart-alecky you can't tell me anything attitude to a warm, respectful, more serious attitude."

Those who wash out or do poorly tend to need full-time classroom structure. They still need the rewards and punishments and the socialization of peers. Attendance was poor for these students, and often they would show up in the classroom on the days they were supposed to be at an agency. A supervisor's representative comment on this syndrome was, "She deteriorated—started out gung-ho, but her attitude got worse."

The final element of the service-learning process is the group phase. During these months at the end of the year, the students draw together their experiences and skills and design a project or projects that they can handle and that will meet a real need in the community. The students set the objectives and goals and carry out the projects with minimal outside help.

Last spring the students began the group phase by reading such books as Scholastic's *People in the Cities* series and the *Foxfire* series, watching films from the public library on community needs, brainstorming, and touring the community to see what was needed. They decided on three diverse projects: preparing garden plots for elderly and handicapped persons; assisting a nonprofit organization in repairing (mostly by painting) homes to be occupied by the elderly and handicapped; and conducting

story hour and games at preschools in low-income neighborhoods.

Part of the preparation for the projects was doing group activities that taught leadership and how to function in various roles within a group. The staff taught group participation through enjoyable activities, such as going to the river in groups and constructing pieces of junk art from what was found.

The 10 students in the gardening project practiced on a plot at the school. They put an ad in the newspaper offering their services and received all the requests they could handle almost overnight.



The 20 students who took part in the housing rehabilitation project received training from the nonprofit corporation in how to organize their work and use the proper equipment.

The story hour group, taught mime techniques by Partners staff, began by performing familiar stories and then assisted the members of their audience in becoming performers.

At first the students were somewhat uncomfortable at not having community supervisors to rely upon for direction, but they soon adjusted to taking both individual and group responsibility. The

good work habits that the students had learned at the agencies carried over into their own projects.

Results

Dr. Royer Cook, who evaluated the Partners' service-learning program as part of NCSL's research study, compared the students in the service-learning program with a control group of friends (cohorts) named by the Partners students. He reported, "The increase in the Partners reading and math scores from post-test to pre-test (CTBS) was significantly greater

than that of the cohort group. An increase of nearly two grade levels compared to virtually no change of the cohort group. Partners math scores exceeded those of the cohorts, whose scores actually dropped slightly. Thus, the impact of Partners on student cognitive skills appears quite positive and clear."

The significant element was that students gained as much academically as they had the year before even though participation in the service-learning program cut their classroom time almost in half for three months.

Dr. Cook also said, "Similarly, Part-

ners students felt more involved in their school, perceived a greater degree of affiliation with other students, perceived more support from teachers, and viewed their school as more innovative than did members of the cohort group. Partners students showed promising movement toward internal control, indicative of embracing more personal responsibility."

These statements reflect in analytical terms what the teachers have sensed. When in a year and a half attendance jumps from 69 percent to 86.6 percent, and recidivism rates drop 25 percent, and all the hinges but one are on the doors, we're quite sure that the program serves the needs of the students as well as of the community.

We also feel that our basic model can be adopted—or adapted—by anyone willing to make a sustained, extra-hours effort. The key is having a capable, enthusiastic staff to manage the program—and sufficient backing from public and/or private funds to hold that staff. (In terms of the costs of alternatives—youth unemployment, juvenile justice programs, disrupted schools, and welfare dependency—this is an economical program.)

Aside from the supervisors' positive comments on the quality of the students' contribution to their agencies, the most encouraging statement to those working on this service-learning model for troubled youth was a statement by Cook: "The environment created by the Partners staff and teachers is a humanistic one: in comparison to the public schools, there is more personal involvement of the students in classroom events, a greater sense of affiliation with the other students, teachers are viewed as more supportive, and there is a greater spirit of innovation. Yet this affective, humanistic climate does not appear to have resulted in a decline in discipline. The Partners School retains a perceived emphasis on task orientation, competition, order and organization, rule clarity, and teacher control. These results indicate that schools can provide a supportive climate for these youths and still retain order and task orientation in the classroom. Indeed, it is not unlikely that strong elements of both humanism and discipline are necessary to achieve academic gains with these types of youth."

For additional information (or to arrange to observe the program), write to Suzanne Thompson, Director, Partners School, 1260 West Bayaud, Denver, Colorado 80223. □

A Penny-Pincher's Guide to Program Planning

Applying principles of economics, a USC program director sends 1,500 students to work with 7,500 inner-city young people each year.

By Barbara Seaver Gardner

“Can you help me find a student volunteer to develop a proposal for a preschool in Watts?”

“We desperately need people to work in our church’s tutorial program for disadvantaged kids. Can you help us find some university students?”

“Where can I get students to work in our community center? . . . to help out in our recreation program? . . . to carry out a program for gifted students? . . . to entertain the elderly . . . to keep a well-baby clinic going?”

The calls for help started coming in before I had even settled into my new job as research associate in the new Center for Urban Affairs at the University of Southern California, Los Angeles, in 1970. As I was getting a handle on the work for which I was hired, I was sidetracked by requests for volunteers from all kinds of organizations and agencies in many parts of this very large city.

Always the help was “urgently” needed to address a critical community problem, and invariably the caller extolled the marvelous educational experiences to be gained by any volunteers I could send out. For a while I ran a nifty little volunteer placement office for the university in my spare time. Our students came back to tell me how much they gained from their experiences and agency people regularly reported how much their assistance was valued.

As the calls for help multiplied, however, I became increasingly aware that for

all the good I was doing, it was plain bad economics.

Economics tells us that in a competitive market place supply and demand are balanced and the most efficient allocation of resources is effected through the price mechanism. But when the price is (or appears to be) zero as it is with volunteers, the demand is infinite. We could probably find volunteer placements for every single willing university student. With no price on the volunteers’ time, how do we assure that students are deployed in such a way as to maximize benefits to their own education and to the community?

In my short experience as a volunteer bureau manager, the allocation of valuable student time depended upon who happened to call me first, my ability to locate professors who would help recruit students, and students’ own interests. I concluded that an organization’s ability to find a particular telephone number in the university was a poor measure of the potential benefits of any volunteer placement.

Further, this ad hoc way of responding to community needs got low marks in terms of other basic economic concepts. Each placement was like a separate program. It involved investigating a specific volunteer opportunity, and then locating a

Barbara Seaver Gardner, a developmental economist, is director of the Joint Educational Project, University of Southern California, Los Angeles.

professor willing to listen to a long explanation and to recruit students to participate. It also required at least some minimal orientation and follow-up assistance for each student. Since each volunteer's program had to be launched separately, tooling up costs were exorbitant.

We needed to build some kind of permanent mechanism that, once in place, would function routinely to initiate programs and match community needs for assistance with university student needs for experience in the urban community. This meant institutionalizing operations right into the ongoing business of the university and some community organizations.

Economies of Scale

My short-lived volunteer bureau did not take advantage of possible economies of scale, but it gave me a chance to see how they might be achieved. I found faculty members in many departments of the university were requiring field experience in the community for their students. For each faculty member to investigate and set up separate liaison with community organizations and agencies was a time-consuming business. If we could build a large bridge to the community that lots of students from many academic departments could use, we might achieve significant economies of scale.

If we limited our commitment in the community to a few sites, the program in each location could be of sufficient size to achieve further economies of scale, such as one group orientation rather than numerous individual sessions for many volunteer supervisors. At the very least, it could facilitate carpooling by college students. (Little did I realize how important this would become!)

Developmental economists talk about the need for developing countries to attain a "minimum critical level" of progress before self-sustaining growth is possible. Might this not apply to the development of a university's outreach to its community? Both in the university and community our effort had to be large enough and visible enough to look like it was really in business, and to foster a spirit of optimism that would encourage people to make commitments and even take risks necessary to assure further growth.

My own willy-nilly placement of student resources was only one part of the numerous university programs and field placements in many parts of this large metropolis. The location of some made good sense for economic or programmatic

reasons. Others were in a particular spot by historic accident because someone knew someone who knew someone in the agency or because a student happened to hear about it somewhere. Since university officials were talking about expanding our service to the urban community, one might foresee a continued proliferation of programs. In my penurious way, I worried about growing diseconomies of program siting. If one could just capture the time students spent commuting to far-off places and transfer it to time on sites near our campus, those driving hours alone could be used to create a sizable service-learning program.

The campus is located in an inner-city low-income neighborhood. Its residents, who are mostly black and Hispanic, face the whole gamut of problems found in such communities throughout the country. Within a two-mile radius of the campus are more than ample opportunities for student volunteers from many academic fields.

I even began to see that if we could build the right kind of institutional link to our neighbors, the university might become an efficient development resource



Gail Ellison



One student leads a group discussion in a high school mini-course. Another teaches arithmetic through a counting game.

bank for the community, developing new program models to address community needs. The involvement of students from many academic fields would not only contribute to their education but also reduce developmental costs.

I closed up my volunteer placement bureau and tried to design a substitute for the price mechanism to assure efficient deployment of university student re-



Gail Ellison

A JEP student prepares fifth graders to tutor younger pupils in health.

sources. What I came up with was a strategy for community involvement with nine simple guidelines (discussed in detail later). Then, with the help of a modest budget allocation, I started the Joint Educational Project (JEP), being careful at all times to follow my self-imposed guidelines.

In the spring of 1972 I visited the principals of four nearby public elementary schools and one junior high. I asked them if they had some tasks USC students could take on that would help their pupils and contribute to the university students' education. The principals responded positively and enthusiastically. Within a week I had five grocery lists of possible field assignments. I took these to several faculty members, asking, "Are there any of these jobs that your students might carry out?" The only condition for participation was that students would spend at least an hour a week in the schools throughout the semester.

The Center for Urban Affairs gave me a budget of \$9,000 to get the project going. Most of that went to hire nine students as part-time program assistants. They placed individual students in specific assignments in the schools, helped them obtain resources and solve problems, and monitored their work.

That first semester 205 students from 13 classes undertook JEP assignments. Most were tutors and teacher aides. An entire English class taught a mini-course in creative writing in two schools. Half of the students came from university Spanish classes and worked with Hispanic youngsters. At the end of the semester all participants felt that they had gained from their involvement in the project, so plans were made to continue and enlarge it.

Each subsequent semester new departments or courses have joined JEP. New programs have been created to take

advantage of student skills that were needed in the public schools and to offer appropriate learning opportunities. Today some 1,500 students from more than 70 university classes and 50 different major fields of study participate in the project each year. They work with approximately 7,500 children and 250 teachers from eight schools. JEP students also make about 2,000 contacts with parents seeking health and consumer information offered to them under the Bench Stop program (which was named for its informal school-ground site).

USC students team teach mini-courses in some 30 subjects, including anthropology, political science, environmental geography, marine studies, vocabulary building, and business law. As the project has grown (and as we could afford it), we have developed Idea Books (see JEP Publications) to help university students plan mini-course activities appropriate for specific grade levels.

We started a Pals program in which USC students provide special attention and friendship to pupils. USC students are counselor, speech therapist, and psychologist aides. Library science students provide reading guidance for children and youth.

Prehealth professionals teach health mini-courses for pupils and conduct a health information program (part of Bench Stop) for parents. In the Tooth Tutoring Program students train fifth graders as health educators for primary grade children. (Tests have shown a change in plaque levels as high as 65 percent as a result of fifth graders' tutoring.) And, of course, students of Spanish are bilingual tutors, aides, Pals, mini-course instructors, and health educators in Hispanic community schools.

With its administrative base in the College of Letters, Arts, and Sciences

since 1974, JEP is a regular part of the ongoing business of the university and participating schools. Budget for the core project staff is provided by USC; the schools pay the salaries of their own JEP coordinators. (We continue to need to raise outside funding for the development costs of major new programs and publication of Idea Books.) The university course schedule each semester indicates which courses, or sections of courses, have JEP components.

Although the project has changed mightily since its modest start, it continues to follow the JEP guidelines. In fact, they may be the reason JEP is still in business after eight years. There is nothing remarkable about any of these rules. Programs all over the country follow various combinations of them. What JEP did is put them all together in one project.

I

JEP will be a permanent partnership between the university and a group of nearby community schools.

Even during the early years when there was some question of our getting enough money to keep afloat, JEP has been conducted as if it were in business to stay. This helped persuade university professors to invest the time and effort to modify their courses to include field experience and even to develop new courses with JEP components.

The permanence of the partnership has enabled university and school people to learn how to work together most productively for the benefit of all of our students. Each year we have found ways to improve such JEP procedures as defining programs, obtaining teachers' program requests, making student assignments, and evaluating students. Because these procedures are now routine and efficient, it is relatively economical for us to implement regular programs, such as tutoring or mini-courses. Even tooling up costs for entirely new programs are modest.

I initially decided on schools as partnering institutions because they are among the most permanent institutions in the community and, as such, among the most deeply enmeshed in social problems. They also appeared to offer a large number and variety of possible involvements for university students with many different interests, skills, and goals. And they certainly have lived up to that expectation.

2

For the most part, partnership programs will be located in community schools.

I included this guideline because our university and others operate a number of service programs *on campus*. Such programs tend to be conducted and totally supported by the university for the community and thus are not partnerships. Basing all JEP programs in the schools would encourage the greatest possible involvement of school and other community resources in our efforts and so maximize the benefits to both the university students and the community.

Through JEP, USC has acquired a highly effective adjunct faculty consisting of community school teachers, students, and parents. In addition, the university has been able to mount a major community service program with minimal use of its limited facilities.

3

Schools selected for participation will be as close as possible to the university campus and limited in number.

The closest JEP schools are within walking distance of USC, and the others are all less than six minutes away by car. Students go to their JEP assignments almost as easily as they can get from one class to another across the university campus. This and our willingness to arrange carpools have helped JEP to recruit students. By limiting the number of schools we have been able to place from 50 to 150 students in each school semester after semester. Because JEP is a large, visible, and valuable part of the school's program, its principal and staff have been willing to allocate time and resources and establish policies and procedures that assure its success. They have even been willing to fund coordinators for their part of JEP.

4

In the university the partnership will be open to all departments and faculty members whose disciplines and students can contribute to and gain from participation; in the schools it will be open to all teachers and other staff members who would like to take part.

This guideline, of course, was intended

JEP Publications

Building Educational Bridges Between Practically Everybody (74 pages, \$3), by Barbara Seaver Gardner, is a step-by-step guide for initiating a program based on the JEP model.

JEP publishes a number of instructors' guides for use by teachers or volunteers. Called Idea Books, each includes an English-Spanish vocabulary. Idea Books for use at the elementary level are listed below.

- *Environmental Studies*, by Judith A. Johnson. Defines ecological problems and looks at the costs and benefits of environmental conservation measures. Grades 5-6. 34 pages. \$1.50.

- *Feeling Good*, by Peggy Jerome. Examines how behavior influences social, emotional, and physical health. Explores awareness of self and others, consumer issues, first-aid care, and problem solving. Grades 4-6. 39 pages. \$1.50.

- *Feeling Good, Junior*, by Kathleen R. Koser. Examines how behavior influences social, emotional, and physical well-being. Explores self-image, nutrition, personal health habits, and problem solving. Grades 1-3. 39 pages. \$1.50.

- *Free To Be Me*, by Judith A. Johnson. Looks at the relationship between sex, power, and politics; considers stereotypes, careers, and sex roles; and reflects on a nonsexist society. Grades 3-6. 30 pages. \$1.50.

- *Measurement Mastery*, by Richard Cone. Teaches, reviews, reinforces metric measurement concepts. Grades 5-6 and 2-3 (may be used by older pupils tutoring the younger ones or as a nontutoring course at either level). 39 pages. \$1.50.

- *North American Indians*, by Celeste Anderson and Judith A. Johnson. Explores the effects of environment on North American Indian tribes. Examines the historical conflicts with

European cultures and the present status of Indians in our society. Grades 5-6. 55 pages. \$1.50.

- *There's No Such Thing as a Free Lunch*, by Judith A. Johnson. Introduces basic economic concepts through such topics as ecological problems and economics of urban areas. Stresses consideration of values in economic policy. Grades 4-6. 43 pages. \$1.50.

- *Tooth Tutoring*, by Florean D. Crawford and Richard Cone. Teaches dental health to upper elementary students and provides guidelines for them to act as tooth tutors to the lower elementary grades. 87 pages. \$5.

- *Who Am I?* by Richard Cone. Helps pupils become more aware of their physical and psychological health. Grades 5-6 and 2-3 (may be used by older pupils tutoring the younger ones or as a nontutoring course at either level). 45 pages. \$1.50.

The following Idea Books are for use at the secondary level.

- *Quality of Life*, by Judith A. Johnson. Uses an interdisciplinary approach to examine values and lifestyles in this society. 62 pages. \$1.50.

- *The Sporting World*, by Judith A. Johnson. Examines sports around the world to formulate interpretations of social history. Includes such topics as social values, class structure, and social biases. 36 pages. \$1.50.

- *Women and Men in Society*, by Judith A. Johnson. Examines their images, roles, and status. Explores sexism in arts, education, media, business, and law. 36 pages. \$1.50.

Made available at cost, publications may be ordered from: Joint Educational Project, University of Southern California, Los Angeles, California 90007. California residents are to add six percent sales tax.

to help us build the largest possible program so we could achieve significant economies of scale. Further, since I had never tried to build a JEP before, I did not have the foggiest notion of what every department, discipline, or individual university faculty member might contribute to a university-school partnership or

which students in their classes might benefit. The only way to find out was to issue an open invitation to everybody. The same reasoning applied to community school staff members. The invitation was issued to all faculty in all participating institutions every semester.

This has led not only to the building of

a large project but also to some delightful surprises. In 1972 I could not imagine what possible involvement the classics department might have in the planned project. A couple of years later classics students, under the guidance of their professor, began teaching a mini-course to help pupils expand their vocabularies through learning Greek and Latin roots of words. This program has regularly involved about 30 USC students (working with 10 community school classes) each semester and has consistently been one of our most highly rated JEP activities.

5

Participation is voluntary and project components within the school will be planned jointly by participating community school staff members and/or parents, and university faculty members and/or students who carry them out.

This guideline was intended to ensure that professors, teachers, and students became involved in a particular program because it met their own perceived needs and that it was carried out in a manner acceptable to the actual participants.

We learned the value of this guideline in the Spanish department's JEP. For several years some Spanish courses required JEP participation, and this was indicated in the schedule of classes. Nevertheless, some students enrolled who did not want to participate in the project because the class was the only one offered at a time convenient for them. In an evaluation of the Spanish JEP we found that students who did not want to participate in the project gained much less than those who really wanted to be involved.

We have found that this guideline helps assure the enthusiastic support of community school teachers, who have many, many mandated responsibilities. JEP is one activity in which they decide whether they want to participate, what kind of program they get, and what hour and day of the week it will be conducted. This may be one reason we have twice as many requests for JEP programs from teachers as JEP can fill every semester.

6

To the greatest extent possible, faculty and students will be involved in the partnership as part of their regular teaching and learning responsibilities.

Written to assure that programs contribute to the teaching and learning goals of all participants, this policy also made certain that JEP programs would be built into the regular day-to-day operations of participating institutions. It goes without saying that it contributed to the development of an economical project, since we did not pay professors or teachers for their participation.

7

To the greatest extent possible, every partnership activity will address some need of both university and community school participants.

This rule excluded the kind of university programs that place students in community agencies to observe and take up people's time without giving any service in return. It also eliminated service that does not serve any college-level education objective. With every program in the JEP partnership serving both the university and community, total benefits are maximized, and both individual programs and the overall partnership have a good chance of survival.

After eight years, JEP and its component programs not only have survived but also have been strengthened with each passing year.

8

The partnership mainly will mobilize and use in new combinations already available resources, such as faculty members, students, parents, and campus and community facilities.

Given enough supplementary funding to hire new people and buy equipment and materials, all manner of splendid programs may be developed. They also may be too costly to continue after the special funding ends. Therefore, I wanted to concentrate on creating new groupings of people already in participating institutions, new combinations of teachers-learners, and (I hoped) new educational production functions.

The corollary to this guideline is that the project staff and funds would be used mainly to facilitate the mobilization and cooperation of the already available resources. The project staff has focused its efforts on recruiting people, coordinating the work of participants, and assisting in

the development of program models and materials that enable participants to work together. It does those tasks for which clear economies of scale can be achieved if they are done centrally, such as making student assignments and providing orientation programs and materials for participants.

9

The partnership will have an advisory board with representatives of all participating groups to decide on general goals and directions.

The purpose of this guideline was to help guarantee that whatever was done would be acceptable to everybody concerned and that there would be a continuing flow of new ideas to guide the growth of the partnership. The board has been of tremendous help to the project, both in providing practical advice to the staff and in building a spirit of unity and enthusiasm for our joint undertaking.

What Next?

Today our project is eight years old and more than 12,000 university students have participated in and helped develop its programs. One might rightfully ask, "Whither JEP now?" We have plans to continue to develop programs with the schools, particularly much needed health education programs.

We have acquired a fairly good notion of the extent of the opportunities available to university students in the schools, and also their limitations. For example, the schools do not provide a very logical setting for students who want to work with the fastest growing segment of our population, older people. To get us started, I have changed just a few of the words in the guidelines, such as replacing "nearby community schools" with "nearby senior citizen centers." We hope a new kind of partnership will soon be underway, and because of the guidelines I know it will be economical, acceptable to all participants, and have a good chance of survival.

When the partnership is solidly established (in two or three years rather than eight), it will be time to look for another kind of community need on which to concentrate students' efforts. We will change a few words in those handy guidelines, and add yet another university-community partnership. □



by Kathleen Kolhoff *Rural Cherokee women attending a new college take the lead in developing a strong service-learning program.*

At age 65, the Reverend Adam Canoe is a college senior whose program includes a counseling internship in a rural Oklahoma high school. After graduation he will use the skills gained in this service-learning experience in his work with young people, among them members of rural gangs, in his Cherokee-speaking community.

Several years ago church officials encouraged some of Rev. Canoe's younger colleagues, lay ministers in small communities, to improve their pastoral skills by going to college. Because of his age, Canoe was passed over for this program, so he took matters into his own hands. He enrolled in Flaming Rainbow University.

With branches at Stilwell and Tahlequah, the Cherokee Nation's capital, Flaming Rainbow is a nine-year-old accredited, Indian-controlled college that until 1979 was an affiliate of the Union for Experimenting Colleges and Universities/University Without Walls consortium. Canoe is one of 350 students whose baccalaureate degree programs combine structured academic course work, credit for prior learning, and an

Kathleen Kolhoff has been part of the team developing Flaming Rainbow University in Tahlequah and Stilwell, Oklahoma, since 1974. She is dean of Academic Affairs.

upper division Cluster that includes cross-disciplinary seminars, individualized learning agreements in the major area of concentration, and an increasing emphasis on experiential learning, particularly service-learning.

Students come to Flaming Rainbow with educational backgrounds ranging from three years of credit at a traditional college to some high school 30 years ago. About half have high school diplomas or General Equivalency Diplomas. Students range in age from 18 to 68, but the average student is a 32-year-old woman (women outnumber men six to one) with several children. In the majority of cases she is the head of the household.

For the past five years one statistic has remained constant; about 86 percent of the students are American Indian—primarily Cherokee. One of the strongest cultural characteristics within this group is the extended family, providing a support system for the balancing act necessary to going to school, holding a job, caring for children, and taking part in community affairs. Often family members will enroll and attend classes together, providing moral support during the process of re-entering school and a ready-made study group. This extended family support also provides the basis for bilingual tutoring and assistance to students whose primary language is

Cherokee. While Flaming Rainbow does employ some bilingual staff, the students have always assumed primary responsibility for facilitating Cherokee/English communication.

Because of the population Flaming Rainbow serves in its rural setting, this small college may offer a model for other grassroots educational efforts, particularly those serving minority groups.

Cluster Internships

In urban areas service-learning programs find a large community resource base. Not so in northeastern Oklahoma. The limited human and institutional resources make it difficult to develop appropriate service-learning opportunities. These limitations are reinforced by what John M. Gillette in *Rural Sociology* terms "Passive Rural Consciousness" ("being satisfied with aloofness, paucity of social organizations, dearth of contact and community activities").

As a relative newcomer to the Stilwell and Tahlequah communities, Flaming Rainbow lacks the institutional track record necessary to overcome these social/cultural barriers and to facilitate placing a large number of interns. Individual students, building on personal relationships, extended family ties, and long-term knowledge of the community, have taken the initiative for making pre-

liminary contacts with individuals and agencies and establishing a base for future internships, which may last from two weeks to a full semester (six months) or, on rare occasions, several semesters.

For example, after completing the required lower division credits, Gwen Vardeman, a student working as a clerk in a social welfare agency, negotiated a promotion to caseworker with this position as a paid internship and a major factor in her Cluster learning agreements. The internship is likely to lead to another promotion—and a permanent job—after graduation. (Unemployment among Cherokees in the area fluctuates between 22 and 60 percent, according to the time of year.)



Flaming Rainbow University was created in 1971 to develop programs that would meet the needs of nontraditional students, primarily Native American adults living in and near Stilwell and Tahlequah, Oklahoma. The name is derived from the vision of Black Elk, an Oglala Sioux. In the vision he saw six grandfathers through the rainbow's burning arch; this represented knowledge and the power it brings.

Until 1974 this private nonprofit institution was a unit of the University Without Walls program at Westminster College, Fulton, Missouri, and received its credibility from that program. It then became an independent member of the Union for Experimenting Colleges and Universities.

In July 1975 Flaming Rainbow received accreditation from the Oklahoma State Regents for Higher Education. It was the first four-year American Indian postsecondary educational institution to receive full accreditation from a state agency. In 1979 Flaming Rainbow University was granted Candidate for Accreditation status from the North Central Association of Colleges and Schools.

Flaming Rainbow's academic process is geared to the student's personalized learning growth. All new students enroll in Learning to Learn I,

Once the student has made the initial contact for an internship, the school becomes part of the negotiations. David Wilson, Cluster dean, coordinates the development of written learning agreements, including a statement of learning objectives, detailing the expectations and responsibilities of both the student and the agency.

Sometimes new Cluster students are overzealous in presenting what they can contribute through a service-learning practicum. Wilson works with the student and supervisor to clarify the parameters of the student's involvement, the responsibilities of the agency, and the value of this experience to the student and the agency.

which includes an introduction to positive learning behavior, an analysis of student capabilities, and a review of academic disciplines leading to a baccalaureate degree. Students then proceed through the lower division programs of Exploratory and Interdisciplinary Studies.

The transition from the lower division to the upper division is marked by a change in emphasis to self-directed study within the Native American Cluster, an integration of cross-disciplinary seminars and individual learning projects (including service-learning) negotiated through formal learning agreements with core faculty and community adjuncts. This transition occurs through a second Learning to Learn experience that prepares the student for work in the major.

The baccalaureate degree is conferred upon completion of the criteria set by the degree committee and fulfillment of the five institutional degree requirements: personal learning skills, breadth of knowledge, depth of knowledge, social consciousness, and wholeness.

The staff consists of seven full-time teachers, five administrators who also teach, four counselors who also teach, and 10 part-time teachers.

For additional information, contact Kathleen Kohloff, Dean of Academic Affairs, Flaming Rainbow University, 14 South First Street, Stilwell, Oklahoma 74960.

Upper division students have about 40 percent (six hours of credit) of their learning activities each semester within the context of the Cluster seminars. Seminars meet weekly for students within each of the four areas of concentration (arts and humanities, social science, behavioral science, and liberal studies), and students maintain a schedule of pertinent multi-disciplinary reading to supplement discussions. Cluster also provides a forum for students to review their other learning activities, individual projects negotiated through a series of learning agreements and incorporating traditional academic course content with experiential learning.

According to Wilson, "Once the student has adapted to this very different learning environment, usually sometime during the first semester of Cluster involvement, he or she is able to accept a major responsibility for increased learning. It seems logical, rational, and educationally sound to anticipate that development of the central self concept, one which incorporates elements of a personal learning style, a sense of self-confidence and a sense of identification of areas of interest—interests that ultimately can be applied to a job—will result in an increased acquisition rate for learning. Students are making a radical change in their orientation toward who they are in terms of applying this newly acquired knowledge."

Sometimes early involvement in experiential activities can help students deal with the cognitive demands of the academic program and the participation requirements of the seminar. Julia Young, an older woman who is much more comfortable speaking Cherokee than English, began upper division studies with a severe case of Cluster anxiety. Her service-learning experience in a Cherokee-speaking environment has helped her work through this anxiety.

Wilson says, "If we find that the applied fieldwork is more appropriate for a particular student's needs during the initial phases of Cluster, we can rearrange the process so that the abstract concepts come later. We can place the student in a practicum situation, allowing her to apply skills and gain confidence from successful application in a low-stress, but real-world, situation. We can then bolster that application with the necessary abstract concepts and skills that are developed in Cluster seminars. Ultimately we have a flexible and adaptable, individually oriented learning environment which, perhaps more accurately and more sensi-

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A bilingual intern teaches a lesson on the Cherokee heritage and language.

tively than many other academic environments, reflects the demands placed on the real person in the real world."

Other Service-Learning

Service-learning opportunities are not limited to Cluster students. After involvement in a community development class and a writing group, Wynona Quinton, a sophomore, has taken an active role in fundraising for her community of Bell (population 540). One of the grant proposals that she wrote to obtain equipment for the community schools has been funded and another is pending.

In Sarah Conrad's last semester before entering Cluster, she began a paid internship with the Cherokee Nation of Oklahoma as a program assistant providing field services to the elderly in the outlying Cherokee communities. She received academic credit in her major, social welfare/human services, and has integrated this internship into Cluster learning agreements. Her previous work as a nurse's aide and her bilingual skills, augmented by her academic work at Flaming Rainbow, give Sarah the opportunity to use this service-learning practicum to the fullest, increasing her responsibilities and growing with the job.

At the end of Vanessa Mankiller's freshman year, she negotiated an 18-month internship with placements in Indian law agencies around the country. For this service-learning experience, completed in cooperation with another university, Vanessa negotiated academic credit directly related to her major in a degree plan directed toward admission to law school after graduation from Flaming Rainbow. (This was an exceptional case; most students, because of family and financial obligations, are not able to leave

this geographic area for their internships. In fact, the majority are preparing themselves to become employees of the area's social service system.)

Several recent graduates have continued their service-learning activities either as a base for graduate study or professional life. Billy Holt, who came to Flaming Rainbow as a senior-level transfer student, was employed full time as a counselor in an alcohol treatment center. His senior studies program focused on designing and field testing culturally appropriate approaches for the Indian clients at the treatment center. Holt's knowledge of his own culture, and the cross-cultural understanding he gained about the differences in counseling techniques, facilitated the development of his expertise in theory and application and provided a sound base for further study at the graduate level.

While a lower division political science/business major, alumnus Leo FISHINGHAWK began integrating course work and his political interests during his first successful campaign for election to the Cherokee Tribal Council. After his election, FISHINGHAWK viewed his service on the Council as an integral part of his learning process.

The Evolution

Although service-learning activities are not required of all students and the process of developing appropriate internships has been gradual, student interest in them is growing. So is the community awareness of the value of students to local agencies and organizations. Flaming Rainbow has been invited to participate in interagency planning meetings with community development and human service agencies, and the school has entered into

a formal agreement with the local school system to involve Cluster students in counseling and tutoring as part of a dropout intervention program. (The dropout rate of Indian students in this area is twice as high as that of other students.)

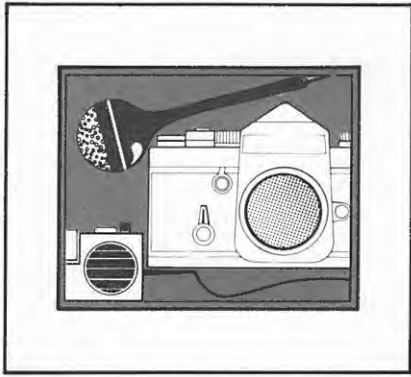
Summarizing the evolving service-learning component of the Cluster, Wilson says, "The whole concept of service-learning makes sense to the students. It's working out well within the Cluster framework and continues to generate more excitement and enthusiasm."

David Vann is one of the students whose personal and academic growth during his four years at Flaming Rainbow illustrates how service-learning helps meet some of the goals of the Cluster. Initially he had resisted the constraints of formal learning, criticizing the use of textbooks written by people who did not know anything about Indians or the problems of the local community. Through an internship with a local elementary school, Vann has been able to test the reality of these textbooks and seminars. Speaking Cherokee and English with equal facility, he has developed a practicum that involves tutoring handicapped children in the classroom and working with them outside the classroom to prepare for Special Olympics competition.

This service-learning experience, his work as a bilingual assistant to the special services staff at Flaming Rainbow, his concern for the cross-cultural support needed by other students, and his willingness to take the risks of combining theory and practice led Vann from his initial resistance to the following statement about how the learning process has worked for him: "By being at the University the students are getting new ideas, taking them back into their communities, and using the information to help solve some of the problems."

That's the way it's supposed to work. □

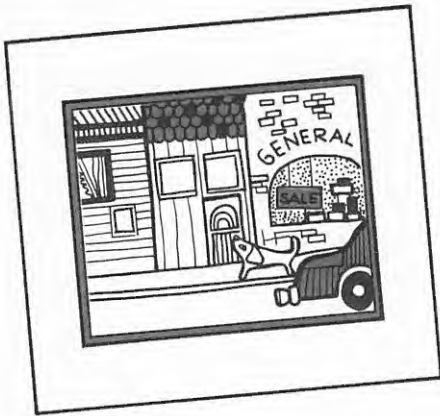
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The Foxfire Philosophy

by Eliot Wigginton

The originator of the Foxfire program explains how service-learning helps schools fulfill their purposes.



When Eliot Wigginton began teaching English in a 250-student high school in Rabun Gap, Georgia, in 1966, he helped students found a quarterly magazine called *Foxfire* (named after a lichen that glows in the dark). Carrying tape recorders and cameras, students gathered the contents from members of the endangered Appalachian culture. They chronicled skills, such as log cabin building and hide tanning, that few remembered. Wigginton and others formed a nonprofit tax-exempt corporation within the school to raise money for the magazine.

In 1972 articles from the magazine were published as *The Foxfire Book*, the first of a series. The Foxfire program has continued to grow. As stated in the Foxfire brochure, "From the first day *Foxfire* magazine began to the present, every activity we have sponsored has sprung out of a realization of the shocking paucity of positive awakening experiences that exist for kids at the high school level. It is our goal, therefore, to eventually implement at every level and in every department of our public high school, at least one solid, positive, experiential, community-based elective course with quality end products in which students can take genuine pride and from which they can derive justifiable assurance of their competence, ability and self-worth."

The Foxfire program now includes production of: television shows for the local CATV network from a studio designed and built by students; radio shows for the local station; record albums featuring both traditional and contemporary artists; nature trails, outdoor classrooms, and playground equipment for local elementary schools; passive and active

home solar collectors; and books, including a county history prepared by elementary students under the guidance of high school students.

Recently *Synergist* asked Wigginton to prepare an article on the value of service-learning. He agreed to do so, but later suggested that the journal reprint a portion of his introduction to the sixth *Foxfire Book*, which will be available shortly, as it contains his basic philosophy of education. Excerpts follow, along with a special supplementary note ("Service-Learning and Schools' Three Roles") written for *Synergist*. (The latter may be reprinted.)

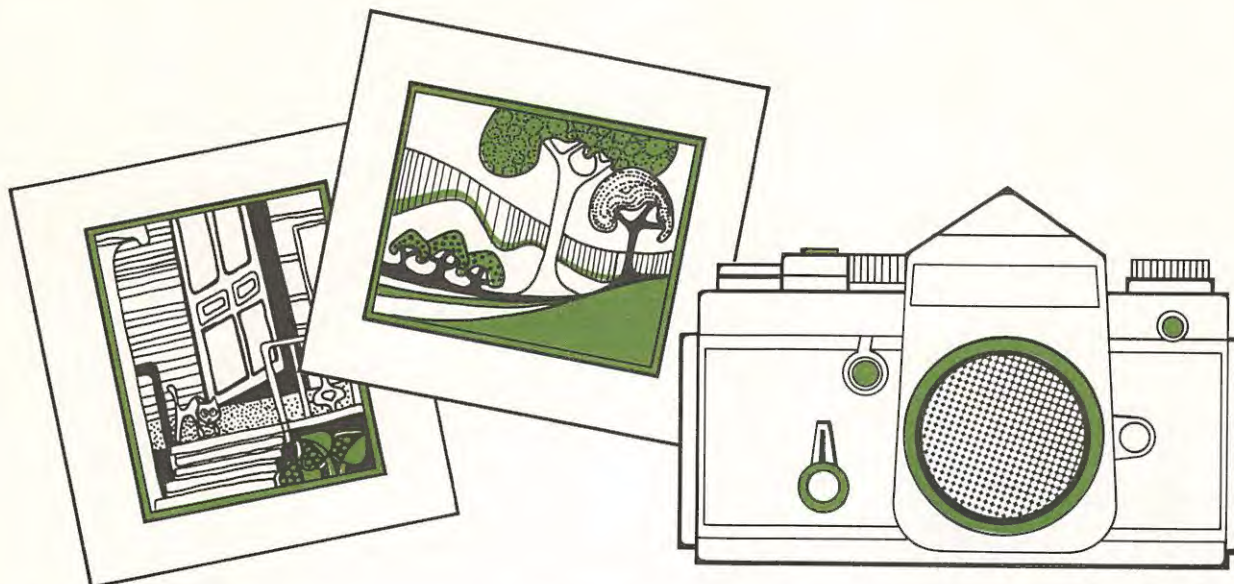
All courses, to the fullest extent possible, should be experiential—rooted in the real.

Teachers must constantly ask themselves how material they are covering can be brought to life and application in the real world for the benefit of the students involved, and the ultimate benefit of the larger society they will enter. If they cannot, or will not, make these linkages, the course should probably not be taught at all.

Let me give one example.

One of my favorite students brought along an American history text during a recent trip to speak at an educational

From the book *Foxfire 6* by Eliot Wigginton
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Published by Anchor Press/Doubleday



conference. He was studying for a test. One of the sections he had to memorize concerned Spanish monasteries that were established during an early period in our history for the purpose of converting Indians to Christianity and to the Spanish way of life and to loyalty to the Crown. Now, the course over, that student tells me that he remembers nothing of that section of the book; he only remembers the motel room in which he studied it. The teacher completely missed a priceless opportunity to open up that piece of history and bring it to life through numerous real-world linkages that the students could have researched first-hand: the implicit arrogance, for example, of a missionary's calling and the moral dilemma that must be posed by the imposition of one value system on another; to say nothing of the work of all the agents of cultural change at work on that student's family, community, and throughout the Appalachian region yesterday and today; and the real—sometimes positive, sometimes negative—effect such people and organizations have on any indigenous group of people anywhere. Weeks could easily have been spent following that aspect of our history and the fact that many of the events of the past have resulted from the desire of individuals or groups to exert dominance or influence over others. It has gone on throughout the past, it is going on today, and it will continue through all the tomorrows we have left.

It has been shown through projects all over this country that experiential components can be built into every subject area of the curriculum, not in place of the academic aspects of the course or the basic skills, but as one of the few ways through which students master those

skills and internalize them by having the chance to put them to work.

Alarm at declining test scores and student competence is one of the reasons some alternative schools are founded. Some with which I am familiar turn their backs on what we know about the potential of experience, and try to correct the situation (as do many public high schools) by "bearing down" and increasing the amount and the intensity of drill and memorization. Demanding academic rigor is justifiable, but reaching for it through numerous new kits, packages, drills, and tests usually defeats the purpose, creating, instead, students who simply respond more quickly to certain stimuli—like Pavlov's dogs—but who know not a whit more about the world outside the school, and use of those skills within it, or learning as an independent and life-long passion. What we too often get for our money is a better class of robots.

Think of the role of the school as being three-fold (leaving aside the role of sports):

- to develop the basic skills and basic academic knowledge of students
- to develop and nourish the more esoteric appreciations and understandings—the arts, the humanities, the areas of human artistic and moral sensitivity and concern for life on this globe, and the ways to express those appreciations and concerns through action
- to develop and foster the qualities students must have for success in any career—curiosity, self-confidence and self-esteem, patience and persistence, vision, leadership, wisdom, and the ability to think creatively, to analyze and problem solve, to make human and wise decisions, and to act on them.

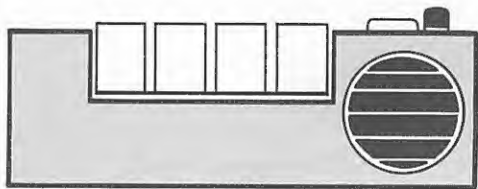
The best experiential courses are not only consciously interdisciplinary, but bring all three areas of development into complete concert. (See accompanying note, "Service-Learning and Schools' Three Roles.")

School and Community

The school and the community should be as one. Far more than simply using the community as a laboratory, or allowing the school facilities to be used by the community in the evenings and during vacations, students and teachers must be engaged directly with the community-at-large, forging two-way relationships that not only educate, but endure and make a difference in the quality of life. One of the most distressing facts I encounter in every school I work with is how ignorant teachers are of the community from which their students are drawn.

Students are basically moral—quick to recognize injustice and prejudice—and, in the proper atmosphere, challenge it.

Better still, once moved, they are willing to take action for what they believe is right. A student and I worked as consultants in a midwestern high school, and we discovered, within easy walking distance of the school, an historic feed mill still in operation that was about to be torn down as it was in the path of a new highway project. The local students I was working with had never done interviews in the community before (despite the fact that they were enrolled in a local history class), and so we started with the mill. One of the former owners told us its history while the students tape recorded and took black and white photographs and color slides—all for the first time. Then the new owner described the battle he was waging with the highway department,



Service-Learning and Schools' Three Roles

The best service-learning projects are ideally and uniquely suited to filling all three of the roles I have mentioned as being any school's responsibility. Let me use our Mountain City project as an example of what I mean.

To address the first area of development (basic skills and academic knowledge), I met daily for 50 minutes with the students, sometimes also with visitors, such as mayors and architects, who could lead our class discussions onto another plane. The work we did in those classes was largely academic: developing and polishing an effective and forceful slide show script (English and public speaking); researching the histories of Mountain City and the surrounding towns, their political structures, and their city ordinances (history and government); charting population changes and trends—and shifts by percentages of land ownership patterns and economic developments and per capita income—and figuring out budgets for possible town projects (math and statistics).

Better still was the fact that, as with all activities of this sort, the academic disciplines were linked and interrelated rather than separated and compartmentalized as in so many schools, and they took on real life implications.

The second area of development (artistic and moral sensitivity expressed through action) was addressed through photography (Which of these 50 color slides I took of my town tells its story best?), through interviews with town residents (What conditions must be present in any town in order for its residents to feel secure and happy and comfortable and productive and useful—and thereby committed to its future?), and through work with landscape architects and city planners (How is a town made to look physically attractive, for example, and what types of collective action can enhance its beauty and preserve it, and how can such collective action lead to an increased appreciation on the part of the residents for the various needs each of them has and for the ways those various needs can best be met?).

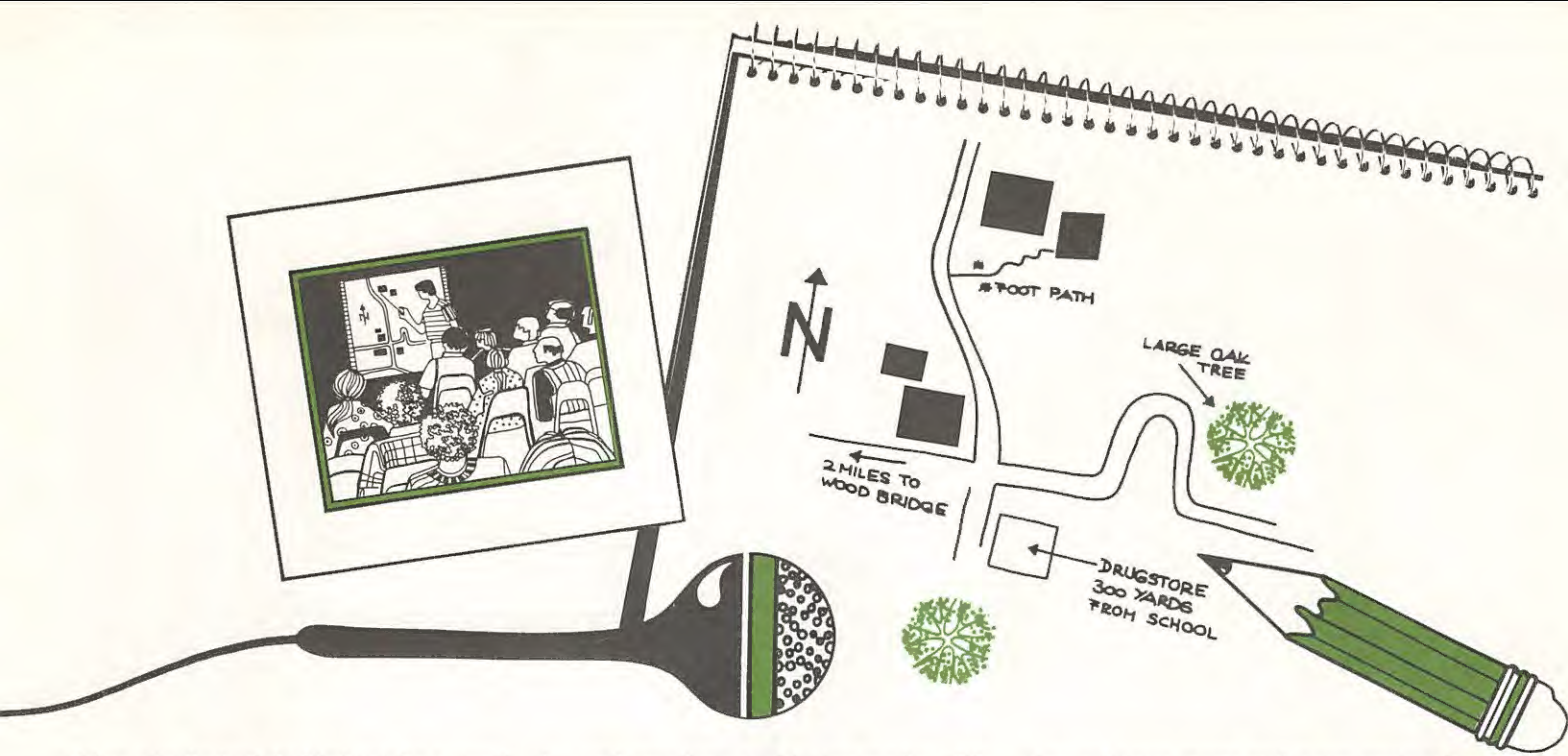
The third area of development (qualities necessary for success in any career) was addressed initially by focusing on the students' sense of their own self-worth and self-confidence,

believing that it is only after students truly believe that they have worth and value that they can then begin to think about extending themselves to others. Said another way: It's hard to give unselfishly and naturally to others until you feel you have something to give. Before the project started, none of the students involved had ever used 35mm cameras, had ever conducted interviews, had ever spoken before in public, had ever developed a product like a slide-tape show—had ever done any of the sorts of things we all did together. Nor had they ever had reason to believe that the mayor of a town might actually sit down with them and trade ideas and solutions face to face.

All that changed during the 12 weeks we worked together. And toward the end, as the town meetings actually began and the students worked with the residents in planning sessions—and had to work around various political and economic realities—creative thinking and problem solving became a vital and natural part of their daily routine.

Over the past 14 years, it has been my experience that in service-learning projects many of the educational and personal benefits I have mentioned happen almost automatically due to the nature and the demands of many of the projects themselves. I also have found, however, that it is not enough to simply assume that they will happen and then charge blindly ahead. Leaders of the best of the projects I have observed carefully build in activities that insure that these benefits happen for all the students involved. They rely on conscious design and rigorous planning and evaluation rather than serendipitous happenstance.

When carefully put together, these projects can easily turn into some of the most powerful and positive experiences in a young person's life. And those of you out there doing it deserve more credit and praise than you're probably getting, for through your efforts and your energy, in the end, all of us win.



told us why he had decided to take a stand against all odds, and showed us the petitions he was circulating in the city.

As we left, the students wanted to sign one of the petitions, but their local history teacher, who had been along as an observer, refused to let them. Her fear was that some school board members might favor the highway project, and she was afraid of repercussions. We left, the students visibly disappointed, and the teacher, I believe, regretful and feeling a little guilty. Such are school politics.

The next day, on the way to the airport, I asked our driver to stop by the mill so that my students and I, at least, could sign one of the petitions. We went in and I asked for one, and the owner apologized saying that he hadn't had a chance to have new ones printed yet, but they were ordered. I asked what had happened to the stack of blank ones he had had the day before. "Well, you know those kids that were in here with you?" he asked. "When school let out, they came back with their friends and took every blank one I had. They said they were going to get them all signed and bring them back."

It is too much to expect that students will get the stimulation, self-confidence, training, and commitment they will need to get directly involved in community affairs as adults if their only contact with that sort of action is through a civics text. They must be immersed in the realities as students.

An Experimental Course

Last spring, Sherrod Reynolds, one of our staff members, and I taught an experimental course designed to test strategies

for and reactions to this immersion. We tried it with five students, but it could have been a full class.

We decided to work with Mountain City, Georgia, a town in our county with a population of about 450, and a town that has done little discussion about or planning for the future. Incorporated in 1903, the residents had never had a town meeting. With the cooperation of the mayor and the city council, we began to work toward having one.

Each of the students chose a nearby town, out of our county, but of similar size. Alone, each made appointments to talk with their town's officials, conducted a series of taped interviews, and took a series of color slides of important features. Then they put together a slide show and script that illustrated how each of the towns had changed over the years, how each dealt with that change in different ways, and how each had prepared—or failed to prepare—for the future. The question posed by the show to the residents of Mountain City was, "To what extent can and should we be involved now in planning and shaping the future according to what we, as a group, want for our town?"

The students also researched and drew two complete maps, one showing what the town looked like thirty years ago, and another showing each house and building in the town today. They then drew up an announcement of the scheduled town meeting, had it printed, and distributed copies door to door to every house and business in the city limits.

On the appointed evening, nearly a hundred residents showed up. The mayor made some announcements concerning a

planned town sewer and water project for which he had been trying to get federal help, and opened the floor to questions. Then the students presented their slide show and the maps. A long discussion followed, culminating in the request for more such meetings. The students organized two more, one of them complete with packets that contained more maps, copies of town ordinances that had been referred to in previous meetings, etc.

By the end of the twelve-week quarter, twenty-four residents had formed a committee to sponsor a town-wide cleanup as one small initial form of community action. The cleanup was announced by the students, again through a door-to-door campaign. When it was held, the residents turned out in force to clean up their own yards, clean and mow the sides of every town street, and haul off all the trash they could find. A chicken barbeque and a square dance followed that afternoon. The committee still exists today, and now has students involved in plans for a city park and fountain.

A small beginning, but a beginning nevertheless. And the students that were involved know far more now about town politics, the structure of the city council and its duties, and positive organized town action than they would ever have learned in a classroom. It will be fascinating to watch them as adults.

The school and the community must marry. We've only begun the courtship, but already students in our classes, through the creation of visible end products created within, about, and with the cooperation and involvement of the surrounding towns, keep the residents in our area constantly involved in their work. □



City-As-School

by Joel Fischer and Camri Masterman

A New York high school conducts its entire academic program at some 230 community agencies and enterprises.

In 1972 a new independent alternative high school called City-As-School began to attract New York City students who had been dropping out, turning off, or just seeking a challenging learning experience. They came knowing that—except for mandatory orientation, seminars for students deficient in basic skills, and weekly feedback sessions with teachers—almost no time is spent in a school building. The entire academic program is conducted at some 230 community agencies and businesses.

This fall City-As-School has close to

Joel Fischer is program demonstrator and Camri Masterman is assistant director at City-As-School, New York.

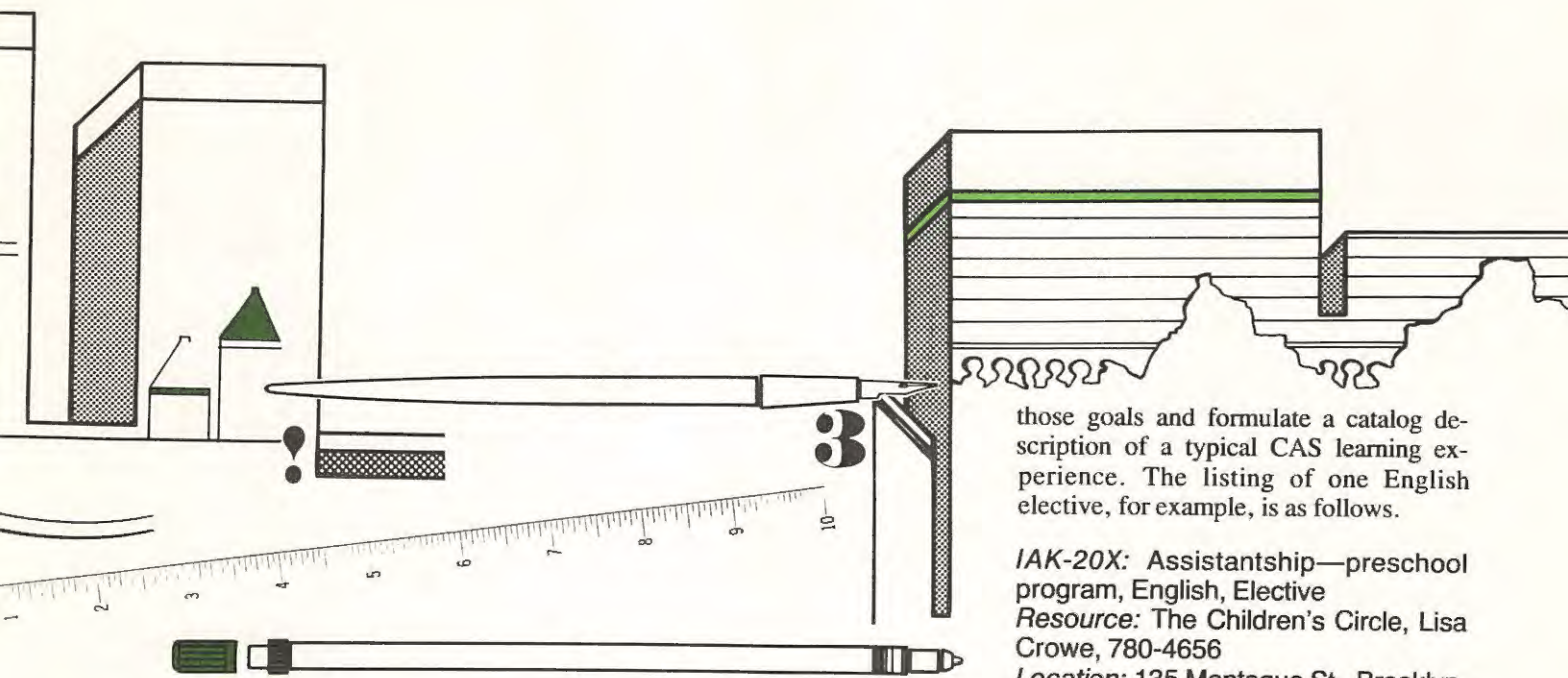
400 students, most of them juniors and seniors, traveling by bus and subway to learning sites throughout the city. (During each of the four nine-week cycles a student usually goes to two or three learning sites each week, spending 20 to 32 hours a week at the sites.) The students are high achievers, low achievers, and every variation in between. A recent survey showed that while less than half of them have college plans when they enter the school, 85 percent eventually decide to go on to college.

Validation

City-As-School (CAS) started through the efforts of its present principal, Frederick J. Koury, who saw the community as a

source of priceless learning opportunities that could be tapped by developing a rigorous system for identifying the learning component in a vast number of occupational experiences. Many of these opportunities are in service settings, e.g., the Legal Aid Society, the Red Cross, the Department of Consumer Affairs, the Council on the Environment, and Greenpoint Hospital. With start-up money from the Ford Foundation, CAS was launched as part of the New York City School System. It now has a 24-member staff: the principal, an assistant principal, 12 teachers, six paraprofessionals, and four secretaries.

In the 1977-78 school year, CAS received a validation grant from the New



York State Education Department (NYSED) to enable the school to prove statistically its effectiveness. By so doing, the school would be certified as eligible to receive state funds to demonstrate the feasibility of its program to any school in the state that wanted to learn about it. CAS was able to prove that:

- Students increased their knowledge about occupations and decisions involved in choosing a career;
- Students increased their awareness of their career goals and aspiration levels as well as their positive attitude towards school;
- Students increased their self-identity and self-awareness;
- Students improved their attendance patterns;
- Students increased their successful course completions;
- The businesses and community agencies (both called community resources) with which CAS worked understood and supported CAS goals and attested to the positive attitudes, interests, motivation, and increased career and scholastic activities;
- Structures could be set up to manage the operation, validate it, and monitor the educational components that would bring about these changes.

NYSED was most interested in the student-based criteria. But without an effective management plan at its heart, the program could not have produced the results. Administrators of a fully experiential system—or a service-learning pro-

gram that is part of a traditional school—must understand clearly how a potential placement is identified, selected, and deselected; how potential academically valid learnings and behaviors may be assured, considering that a trained teacher is not able to be present most of the time. If attention is paid to these aspects, the measurable criteria demanded by policy-making bodies will be met.

Developing Courses

CAS works only with public and private groups that agree to fulfill the following minimum requirements:

- To keep a careful record of student attendance;
- To be available to give students direction and support in their work;
- To work with a CAS teacher to design and provide meaningful experience for the students;
- To provide a written evaluation of the performance of each student.

When an agency responds positively, one of the six teachers designated as resource coordinators visits the site and takes responsibility for establishing, structuring, and monitoring students' experience there. During the initial visit the resource coordinator and potential field supervisor discuss how they envision the agency becoming a meaningful learning site. They develop *goals* for the student that reflect the attainment of experience or knowledge directly related to the types of work done at the site. Then they develop a series of *activities* that may achieve

those goals and formulate a catalog description of a typical CAS learning experience. The listing of one English elective, for example, is as follows.

IAK-20X: Assistantship—preschool program, English, Elective

Resource: The Children's Circle, Lisa Crowe, 780-4656

Location: 135 Montague St., Brooklyn, New York 11201

Travel Time: 10 min. **No. Students:** one to six

Description: This is a special education program for infants and preschoolers (6 months-6 years) with developmental and learning disabilities. The program combines Montessori, Special Education and Creative skills in the classroom environment. The CAS student will be expected to absorb the Montessori and special education academics and practical experience via specific reading and actual teaching experience. Completion of Learning Experience Activities Packet (LEAP).

Requirement: Interview. Must call and visit resource before cycle begins to see if this course is for you.

Credit for: 15 hrs/wk/cycle for two cycles, minimum.

Coordinator: Bob DeFreitas

The code that appears at the beginning of the catalog listing for the learning experience shows the curriculum areas in which the resource coordinator has judged that credit can be awarded for the work at the site. In the description given above, the IAK means that the learning experience is eligible for credit under interdisciplinary (I), English (A), or elective (K) categories in the school's curriculum.

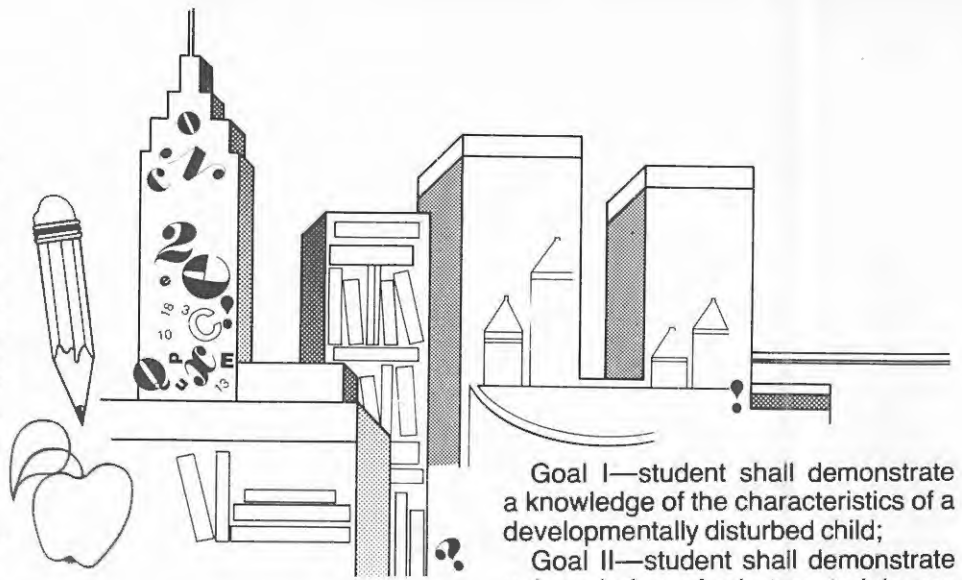
The next step is to formulate the Learning Experience Activities Packet. By following its format, even teachers out of their subject area expertise may be able to

identify and isolate the academic components of an enterprise or social service agency.

Because CAS resource coordinators are teachers and not experts in every field, they must rely heavily upon the expertise of the community resource. This person is asked to identify those things students could be expected to know at the end of the experience that they did not know when they started and to identify those things students had to do to be able to learn these things.

An Activities Packet translates these ideas into educational *goals* and *activities*.

In the case of course IAK-20X, the teacher knew little of what should be known to work successfully with learning-disabled children. The agency supervisor, the expert, explained how each child's progress is monitored indi-



vidually, and how important individual observation is to teaching educationally disadvantaged children. The three goals CAS students must accomplish (three others not given are optional) are:

Goal I—student shall demonstrate a knowledge of the characteristics of a developmentally disturbed child;

Goal II—student shall demonstrate a knowledge of what materials are appropriate to developmentally disabled children;

Goal III—student shall demonstrate a knowledge of how to observe an individual child.

Using these goals as a starting point, the CAS resource coordinator then gets the community resource person to identify the ways that a student might achieve each of them. The activities for goal III are as follows.

Activity 1: Student will keep a journal of one child, noting the following:

- a. Fine motor coordination,
- b. Gross motor coordination,
- c. Cognitive ability,
- d. Self-help ability,
- e. Language ability,
- f. Socialization.

Activity 2: Student will discuss with the placement site supervisor the child's progress in each of the above areas at the end of each week.

Activity 3: At the end of the cycle, student will hand in a written evaluation of this child's progress.

Credit Granting

The hours that the students spend working are converted to traditional Carnegie units in the appropriate subjects. It is in that way that the students get conventional course credit and meet the city's standards for graduation. CAS gives no letter or numerical grades; instead students receive credit or no credit. But how is the decision made as to what work-site activities constitute legitimate credit in a conventional academic area? The answer to that question represents the crux of the CAS program, at least as far as educational theory is concerned. CAS resource coordinators have done a great deal of hard thinking to break down the conventional academic courses into basic com-

Validation and Demonstration Grants

City-As-School's special validation and demonstration grant is under the auspices of the Office of Federal Demonstration Programs in New York. The Office is part of the National Diffusion Network funded under the Elementary and Secondary Education Act, Title IV-C. The purpose of the Network offices is to provide a means in each state whereby programs that have been developed and proven effective in one school can be replicated in other schools.

"It's a fantastic system," says Bob King of the New York Office. "Schools in any part of the state can take advantage of the development process that has already gone on in another school. The cost of adopting a program is only about a fifth of what it costs to develop a program from scratch. The system has utterly justified itself on the basis of cost effectiveness."

School administrators or service-learning program directors who wish to receive a validation grant from their state demonstration office must be able to state clearly what they propose to accomplish with their program. They also must find their own outside evaluator. Then they must spend at least a year gathering data to prove the effectiveness of their program. When the data gathering process is over, the data

and the application for a demonstration grant are submitted to the Office of Demonstration Programs, where they are assessed by experts in the areas of content, management, and evaluation. Following that, a team of three examiners visits the institution to determine by firsthand observation that the program works as the applicant says it does. If the program qualifies in all aspects of the evaluation, the school or program receives a grant to show other interested schools in the state how to do it.

The National Diffusion Network also sponsors a national validation for demonstration grants. To qualify on the national level, schools must apply to go before a panel of experts from the National Institute of Education and other parts of the Department of Education.

Service-learning educators who wish to learn more about the procedure for validation, or who wish to learn about programs that have already been validated in their states, should write to the National Diffusion Network, 7th and D, S.W., Washington, D.C. 20024, or call (202) 245-2257. The Network's *Idea Book* (free) discusses the validation/replication process and contains sample evaluation procedures to use for validation.

ponents of learned activity that can then be matched with basic activities in work settings.

For an experience at a Congressman's community office in Harlem, the course description would look like this.

S-43: How a Congressman Serves His Constituency, American Studies

Resource: Congressman Charles Rangel, Rita Kardeman, 850-1500

Location: 720 Columbus Avenue, New York, New York

Travel Time: 40 min. **No. Students:** one

Description: What is the function of a Congressman's local district office? How does it serve the community?

The CAS student will assist the Congressman's staff in varied activities, including aiding constituents on a wide range of problems, working with community organizations and handling administrative matters. Completion of LEAP.

Requirement: Interview

Credit for: 9 hrs/wk/cycle minimum

Coordinator: Bob DeFreitas

One goal may be: The student will demonstrate knowledge of constituent problems dealt with by the representative's office, as well as the process involved in dealing with these problems. To meet it the student may choose two of four activities, one of which may be to make a chart or diagram showing the process involved in dealing with constituent problem solving, from receipt of complaint to final resolution. One activity may be left flexible, to be arranged between the student and supervisor and approved by the teacher.

The latter activity allows students to take the initiative in finding relevant projects on which they would like to work. One student found one of the complaints so compelling that he wanted to follow up on it and receive credit for the work. A constituent had had his water turned off unfairly and had made no progress in trying to get it turned back on. The student compiled a report on the matter, took pictures at the home, presented the evidence to the city council, and got the person's water turned back on.

Occasionally students dig in so enthusiastically at a placement that they have to be dug out by their advisers. Students must leave after a reasonable time, usually one or two nine-week cycles, so that they will have other experiences and compile the credits they need, and so that

other students will have a chance to serve at that site.

One final example, that of working with a local advocacy group, should serve to illustrate how the LEAP helps to identify academically valid placements. This group, promoting the more extended use of bicycling in order to save energy, would have as one part of its LEAP the following.

Goal 1: Student shall demonstrate a knowledge of the background of the "Transportation Alternatives" organization.

Activity 1: Student shall read the charter of the organization and list the following:

- When was the group started?
- Why was the group started?
- What do you think are the three most important goals of this organization?

Activity 2: Student shall attend each monthly meeting and note the following:

- How many people attend? How many come more than once?
- Based on your impressions, what kind of people are they?
- What problems are discussed at this meeting?
- How are these problems solved?

Other goals might be for a student to demonstrate an ability to design new bicycle paths or a knowledge of techniques applicable for advocacy groups to get their message out.

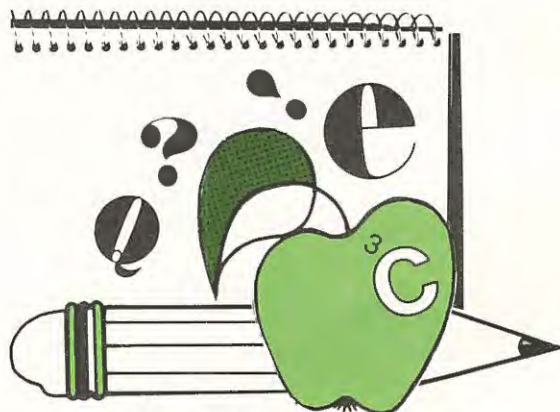
The CAS teacher was able to use what the community supervisor described to create a goal that required activities to obtain the necessary abilities or knowledge. Such noneducational tasks as getting coffee or cleaning up were not considered. The goals are really behavioral objectives designed to create some form of measurable change. To achieve a goal is to have produced a product (be it a journal, list, map, or photo essay), performed an activity (recorded complaints, provided consumer information, tutored a disabled child), or acquired a measurable knowledge as shown by an essay, report, or a test.

To complete the Learning Experience Activity Packet goals is to gain the academically valid part of a community placement. In each case, the goals, while put into pedagogical terms by the CAS resource coordinators, are carefully left to the community resources to formulate. When they consider what they can offer,

they actually think through their program's needs. The higher the degree of involvement on the part of the community resources in the creation of the LEAP, the greater the likelihood that they will adopt as their own the LEAP's goals for the learning experience of the student.

The behavioral, product-oriented nature of the LEAP activities is self-evaluatory, helpful to the resource organization and self-monitoring of both the student's progress and the resources' delivery on promised goals. The activities are designed to be as varied as possible while providing for the exercise of some degree of student choice among predetermined activities. They also give students the opportunity to create, with the approval of the supervisor and teachers, new activities to achieve the goals.

City-As-School was required to prove its educational validity. It was able to substantiate that students made significant improvements beyond those that could be attributable to normal maturational factors in the seven measurable criteria of change listed earlier. Much of this success is attributed to the systems created to develop, monitor, and structure community placements. While by no means the only criteria used to test students' progress (evaluating questionnaires are sent to resources; teachers visit on-site; calls are made, etc.), the LEAP system leaves little to chance. Through it, the educational components of a vast number of varied experiences can be identified, codified, and submitted to accurate evaluation. Through it, service-learning educators may show their local and state education decisionmakers that performing community service and getting a good basic education can be indistinguishable components of part or all of a high school's program.



For more information, contact the authors at City-As-School, 16 Clarkson Street, New York, New York 10014. □

What Board Members Say

School board members from nine states express views on service-learning and suggest how to start programs.

What are school board members' attitudes toward service-learning? To find out, *Synergist* interviewed veteran school board members from nine states. Though their degree of enthusiasm varied, eight of the nine randomly selected local officials felt that schools should play a role in involving students in community service.

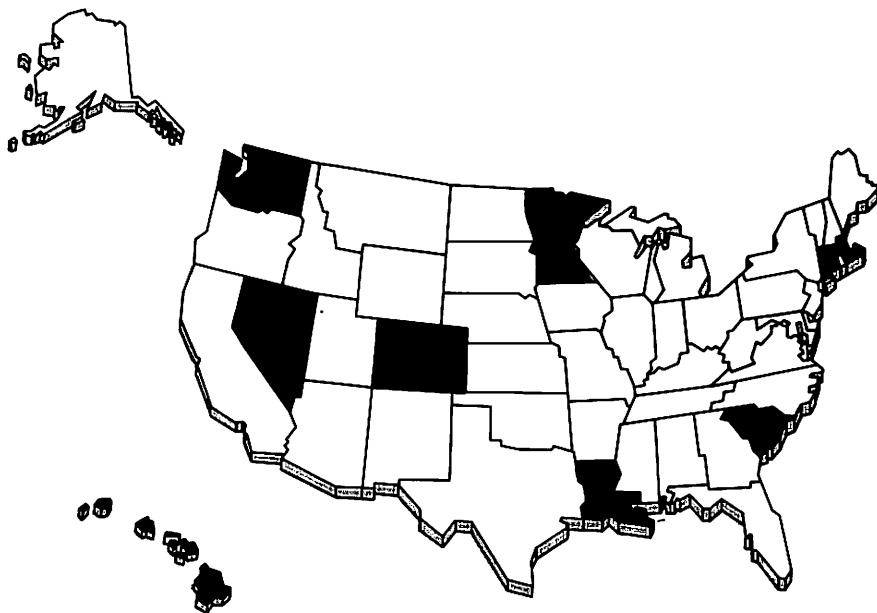
In expressing their views, those surveyed offered some advice to service-learning educators who are soliciting the support of their local school board. They also pointed out deterrents to combining education and community service, indicated how service-learning may help the school court reluctant taxpayers, and stressed that the impetus for nontraditional programs should come from the community.

Major Concerns

The school board members who took part in the miniature survey were attending the annual conference of the Federal Relations Network of the National School Boards Association (NSBA). The 600 conferees from around the country seemed, for the most part, in agreement with the NSBA president, Hiroshi Yamashita, Honolulu, that major concerns are the need for more funds for handicapped students, in-school youth employment programs, school nutrition programs, and maintenance of quality education for all.

NSBA assisted *Synergist* in arranging interviews with persons from rural, urban, and suburban areas in nine states: Hawaii, Washington, Nevada, Colorado, Minnesota, Louisiana, South Carolina, Connecticut, and Massachusetts.

After identifying the journal and defining service-learning, *Synergist* asked



each of the school board members a series of open-ended questions that, in essence, were as follows:

- What are the chief problems you face in your district;
- Does it have student volunteer or service-learning programs and, if so, what are they like;
- What is your assessment of existing programs or of the feasibility of service-learning programs in your district;
- How should one go about initiating a credited service-learning program.

Not surprisingly, six of the nine (from Hawaii, Washington, South Carolina, Louisiana, Massachusetts, and Connecticut) said that money is the chief problem. They attributed fiscal difficulties primarily to costly special programs (such as for handicapped students) mandated but not funded by the federal government, tax resistance from an aging or indifferent population, and the general state of the economy. The next most frequent concern (voiced by Nevada, Louisiana, and South Carolina board members) was the

development and testing of basic skills, yet those from four states expressed concern that the back-to-basics movement may threaten a well-rounded curriculum. The Minnesota representative felt lack of community interest was the major problem, and the Colorado board member atypically worried about the rapid growth of the student population (some schools in his district are on shifts or a year-round schedule).

Somewhat surprisingly, only one board member (from Washington) cited desegregation as a problem, though the representative from New Orleans implied that part of the lack of support for the schools springs from comfortable whites' indifference to the quality of education for poor black youngsters.

The Have-Nots

The next question concerned the status of student volunteer and service-learning programs in board members' home communities. Three (from South Carolina, Nevada, and Washington) knew of no

school-related student involvement in community service, but only Helen Cannon of Las Vegas completely opposed service-learning. She stated that young people have enough to do in just getting a good basic education, that adding any responsibility for community service would be an unfair burden on the schools. On the other hand, she felt that voluntary extracurricular activities are suitable and that citizens should contribute in some way, such as serving on the school board, "to pay for our space."

Allison Dalton, Pickens, South Carolina, opined that the people in his state would not be receptive to school-related service programs because of deep concern about competency issues and a predilection for vocational training for those who will not go on to college. His reading of the largely rural population and the legislature is that South Carolinians consider experiential education antagonistic to the attainment of basic educational goals. He considers educators more receptive and believes they would respond well if community agencies asked for students' assistance.

A sports promotion director for Clemson University, Dalton suggested that the logical way to start building community awareness and support is to allow the community to use school recreational facilities after hours. Dalton's scenario for introducing service-learning would be to offer an afterschool program in which students would tutor illiterate adults. He also would anticipate a positive community response to students' assisting with day care or taking simple paramedic services to people in depressed areas. He said, "It's working with people's attitudes. They have to see a value, not a threat. They don't want a compromise on public education."

The Washington school board member, Dennis Morrison, liked the concept of service-learning but was somewhat doubtful about how it could be properly implemented. "Students ought to learn that they have a responsibility for service to their fellow man. It's very important." He would favor releasing students for part of the day if the credit granting were based on a carefully drawn set of objectives and a valid evaluation procedure—and if it resulted in measurable academic gains.

An assistant to the president of Washington State University, Pullman, Morrison said that a proposal for a service-learning program in his academically oriented district would receive

a varied response. "There are folks who believe that all social ills can be corrected if the schools will just get involved. Others say, 'The schools are just for education.'" He guessed that a proposal for a full-time, salaried coordinator would have a lot of trouble getting through the administration and the board in his district and 499 out of 500 other districts.

He did not dismiss the possibility completely. "If you can sell the idea of benefit to the *student*—the idea that he will be a better citizen, a more productive citizen—that will sell the program."

The Haves

All of the other six board members reported some type of student volunteer or service-learning program. The least developed of these was in Brooklyn Center, Minnesota, a suburb of Minneapolis. Jody Brandvold, who described herself as a professional volunteer, reported that the high school has had occasional student

"The kindergarten level is a good place to start introducing community service." He feels it is particularly important for poor children, helping them build a positive self-image rather than the negative one too often reinforced in the classroom.

volunteer and service-learning activities organized by individual teachers or students but no structured program.

Eager to change this, Brandvold plotted her strategy for building support for a service-learning program. Talk to the community education director, who would be the driving force initially; request time to present the idea to the 25-member advisory council (made up mostly of noneducators); encourage those who see a need for service-learning to come to the board with a recommendation; study the recommendation with the rest of the board. She stressed that the recommendation should come from the community to the board, rather than the other way around.

What if a teacher wanted to start a program? Brandvold outlined the procedure

as follows: Go to other faculty members and elicit their support; work with them to draw up a proposal that spells out the cost, where the money could come from, who would coordinate it, and the amount of time it would take.

Hiroshi Yamashita, who has taken a year's leave without pay from his position as the personnel training director of a sugar company to serve as NSBA president, spoke with great pride of how students of all ages in Honolulu volunteer to work with handicapped children. While strongly endorsing such volunteer activities, he opposes any use of class time, any granting of credit, or any compensation of teachers for working with community service programs. He said, "I like to see the volunteers give as much help as they can, but by the same token, I don't want them to be taken away from their own learning process. If we can have a volunteer program after three o'clock, it means that the learning process is still going on. My feeling has been that when you have a volunteer program, you should keep it that way for teachers and administrators as well as students."

One of Yamashita's major themes is the unwanted roles thrust upon education. "All social ills—and I am talking about special education, families, discipline, everything—are given to education to handle."

Paul Ambler of Natick, Massachusetts, used to be a band leader but gave it up because it took too much of the time he wanted to devote to his work as a school board member. Proud of the schools' good record, he is enthusiastic about volunteerism and service-learning. He praised a distributive education program that has been very successful in cutting truancy and the dropout rate. An administrator spends part of his time coordinating job placements, which include such traditional service activities as tutoring, assisting with day care, and working with the elderly.

Max Spears, the president of the New Orleans school board, is an educator with experience at every level, from kindergarten to (currently) college. He favors volunteerism and service-learning at all levels, saying, "The kindergarten level is a good place to start introducing community service." He feels it is particularly important for poor children, helping them build a positive self-image rather than the negative one too often reinforced in the classroom.

New Orleans has an active volunteer program (coordinated by the staff of the

office of school volunteers). It involves mostly senior high school students, with some junior high school students "carefully selected on the basis of maturity." The city also has an intern program for senior high students, who generally are released for half a year. They work without pay four days a week in the community and spend the fifth day at the school. The majority are in human service centers.

Spears sees the students' community service as useful in motivating students to improve their basic skills, one of his major concerns. He said, "It's reinforcing as these youngsters get out in settings in which they see more realistically the relevance and application of the academic offerings. The students are very enthusiastic."

Community supervisors have provided "excellent feedback" on the students, Spears commented, adding, "Students serving in the community are a very effective tool in building community support."

It has been Spears' experience that, in initiating new programs, it is easier to start with parents and students than with teachers, who tend to be more skeptical of change in the beginning.

The high schools in affluent Westport, Connecticut, have a well established service-learning program, according to Leonard Rovins, a lawyer who has served on the school board since 1971. The students work in a number of placements, earning credit on the basis of an assessment of the service they give.

The program was instituted after a fight that split the board three to two. Rovins explained the decision this way: "In educating youngsters we had to consider the fact that they had to learn that they have a responsibility to society. That it is not just a one-way street, that it was not just a matter of society supporting them, but of them making a contribution. Out of this came a study made by teachers, administrators, citizens—an approach we use frequently. The result was a recommendation that included giving youngsters credit for service. One of the areas we have been successful with recently has been the use of high school youngsters in helping to train the handicapped."

Part of the opposition was directed at financing an administrator to manage the program. Rovins pointed out, "As generally happens in education, there is a lot of steam and furor at first. After it gets under way, it calms down until budget time and somebody gets critical about that

item in the budget, that \$25,000 or whatever it may be."

He reported that teachers are "generally most supportive" and that students are "very enthusiastic. We have a new generation of kids, and I am absolutely heartened by the attitudes of these kids, their willingness to support community projects as an extracurricular activity. It gives a meaning to school and to life, and also lets them burn off excess energy."

Where should impetus for starting a program come from? Rovins said, "From a committee, preferably not initiated by the school system but by the public service groups in town and seeking the support of the school system with adequate representation from the diverse interests in the community."

"You have to start at the top in the community and convince your elected officials to be supportive. That can be done in many ways. By getting the clergy and the service organizations—the

"We have a new generation of kids, and I am absolutely heartened by the attitudes of these kids, their willingness to support community projects as an extracurricular activity."

League of Women Voters, the Y, a host of other groups—active in the town to band together and develop a program and help sell it."

In Westport, the service-learning program grew partially out of the need to take corrective measures with a group of students mixed up in drugs. As Rovins said, "The genesis of this was a group of teachers and administrators who convinced the board that we probably had in our high school of 1,800 or 1,900 kids 35 to 40 really turned off academics. We set up a separate program for these youngsters to prevent them from becoming dropouts, and one aspect was to get them involved in community activities. It wasn't easy, but it seems to be working. Other kids got involved, and we hired a person to coordinate the whole thing."

Unlike the other districts discussed, Cherry Creek, Colorado, has a problem of a rapidly expanding student population. In fact, board member Robert

Wilson noted that the district is being forced to drop community service as a requirement for graduation because not enough placements are now available. (Rising transportation costs have exacerbated the problem.) Students work in many settings and may earn their community service credit in many ways in this large and diverse suburban system southeast of Denver.

Wilson said that the people in his district consider the volunteer component one of the basics of education. "The students get a broader perspective of what is going on in the community. That's one thing that I think is very valuable. We hope they develop the habit of being interested in the community because there are so many things that only volunteers can do. Money can't do such work. You have to have bodies. We hope we are teaching the children that they have to participate as volunteers in various aspects of the community life."

To round out the attitudes survey, *Synergist* talked to NSBA's executive director, Thomas Shannon, who regards school board members as governors, ambassadors, and advocates.

Shannon feels strongly that one of the schools' major problems is being diverted to uses other than education. "Schools are not social service agencies. They cannot take care of all society's problems. Their purpose is to educate." He is skeptical that service-learning programs can meet academic as well as community needs but sees such programs as valuable in providing laboratories for vocational programs.

The responses of this small group from diverse communities indicate that service-learning rarely will find automatic or complete acceptance among school board members. The picture is far from gloomy, however, for more than half had supported or said they would support service-learning in their districts. This is not surprising, for most school board members are themselves committed volunteers with a strong belief in serving the community and a dedication to improving education. In seeking their support, educators may do well to keep in mind Shannon's delineation of their functions. They are bound to govern (setting budgets, approving programs, allotting staff), they can be excellent ambassadors to other elected officials, and they are invaluable as service-learning advocates in the segment of the community each represents. □

INDEPENDENCE FOR THE DISABLED

At least 35 million disabled persons—more than the population of Texas and California combined—live in the United States today. Among them are 8 million children, 5 million elderly, 14 million with impaired hearing, 1.4 million with severely impaired vision, 1 million in wheelchairs, 6 million who are retarded, and 2 million who live in institutions. Many have more than one disability. The number cannot fail to impress, but by itself it does not clearly convey the impact of disabilities on individuals who cope on a daily basis with needs—sometimes very simple needs—for which society has made little provision.

The movement for social change to benefit the handicapped (and consequently the entire population) is gathering

momentum in this and other countries. In an effort to increase that momentum, the United Nations has declared 1981 the International Year of Disabled Persons (IYDP). Educational institutions and community organizations—the entities that provide service-learning opportunities—can take strong leadership roles in making IYDP more than a subject for posters, in effecting genuine, long-term changes. The potential for student cooperation with the disabled population is enormous. Students are quick to embrace the idea that they can be partners with the disabled in the pursuit of expanded abilities, pushing back the frontiers that hitherto have been defined by lack of innovation, shortage of specialized services, and wholesale lack of understanding. Students provide direct services,

research, education, and advocacy. In return, they derive valuable practical experience and learn fundamental lessons in human values that not only affect the way they see the disabled but also themselves and others.

In 1981, the U.S. Council for IYDP will seek to galvanize organizations representing the handicapped, public and private community groups, and businesses into a unified effort to accomplish some of the elusive goals that the disabled have identified as being critical to the realization of their potential.

The following special section illustrates the mutually beneficial relationship that is possible between high school and college students on the one hand and disabled citizens on the other.

Frank Bowe

Next year is the first United Nations' International Year of Disabled Persons (IYDP). What can you, as a service-learning educator, do to make IYDP a success?

I would suggest that you begin by encouraging students to learn all they can about physical, mental, sensory, and
(continued on page 40)



List D. Williams

*Frank Bowe is the U.S. representative to the United Nations for the International Year of Disabled Persons. A graduate of Gallaudet College, he is also executive director of the American Coalition of Citizens With Disabilities (see Resources) and the author of several books, including *Rehabilitating America: Toward Independence for Disabled and Elderly People*.*

Max Cleland, the Administrator of Veteran Affairs, Washington, D.C., is a disabled veteran of the Vietnam conflict.

Guest Speakers

Max Cleland

The United Nations has set aside 1981 as a special year for millions of our disabled men and women. I call on able-bodied high school and college students to become aware of the International Year of Disabled Persons and its meaning, and to view it as a time of special opportunity to provide assistance to disabled Americans.

(continued on page 40)



The Frontiers of Ability

A man in Lincoln, Nebraska, spent 25 years of his life in a wheelchair. Cerebral palsy impairs his speech, hearing, and coordination, and the general assumption always had been that he could not care for himself. Jobless, he lived with his sister, who tended him and the household.

In 1976, Dr. Lois Schwab of the College of Home Economics, University of Nebraska, invited him to take part in the Vocational Services Program (VSP) run by faculty with assistance from their students. An engineer tested the man's strength and reach. An audiologist and speech therapist tested his ability to hear and speak. A physical therapist worked with him on locomotion. Then independent living specialists, some of them students, helped the man to learn to perform basic living tasks. As a result of his participation, the man now walks and cares for himself.

Another man had been institutionalized for 22 years. He, too, has cerebral palsy, but he was shunted into an institution for the retarded. He had never had the chance to explore his real capabilities. After evaluation and training in the Independent Living Laboratory, the man married, got an apartment, and took a part-time job.

The family of a 34-year-old woman with multiple disabilities laughed when she told them she was going to the university one day a week to learn to care for herself. She had never used a toilet and had never prepared a meal for herself. With specially designed equipment and coaching in the necessary physical tasks, she mastered the basics. She is now in a prevocational workshop.

All of the 70 disabled people who participated in the Vocational Services Program made significant gains in their ability to live independently, although not all of them advanced as dramatically as the three discussed. VSP evaluated the potential of the participants more thor-

University of Nebraska students create sophisticated technical devices and simple household aids as part of the independent living program.

oughly than others had, using an interdisciplinary team of students and faculty from the Independent Living Program, the Industrial Engineering Department, and the Speech Therapy Department. The participants came to the College of Home Economics' Independent Living Laboratory, a testing and demonstration center containing kitchen, bathroom, and home-task facilities adapted for use by disabled people.

The Vocational Services Program succeeded dramatically by addressing the full spectrum of needs—physical, psychological, social, medical, and occupational—of disabled people seeking further development.

The project was a watershed, in a sense, a prime example of interdisciplinary and faculty-student collaboration, a fusion of technology and humanism that is aimed at aiding the efforts of disabled people to live on their own. Computers, mechanical devices, electronics, and a host of new ideas and materials developed with the aid of students from several academic areas have created an air of excitement about the independent living program.

Independent Living Program

The program is run by Dr. Schwab, whose vision and ability to foment innovation and cooperation have drawn students from half a dozen disciplines into the effort to push back the limitations on independence for disabled people through a combination of research and training. Engineering, dentistry, and computer students—even agriculture students and those majoring in textile design—have been tapped for what they can add.

It is the basic degree program for independent living specialists that is the core of and provides the rationale for all the cross-pollination among academic departments. At present the program, which is in the Department of Human Development and the Family, has 40 undergraduate and 33 graduate students, four of the latter doctoral candidates. In addition to Dr. Schwab, the core staff consists of Virginia Wright, who teaches the independent living course and coordinates field placements, and Bob Gant, a psychologist who is responsible for the counseling component. (Counseling the disabled is an increasingly specialized and highly developed skill.)

Students who want to declare an independent living major generally do so in the sophomore year. The prescribed home economics curriculum includes family relations, adulthood and aging, child development, and human sexuality. From other departments, students must add the fundamentals of social work, human behavior analysis, and mental hygiene. The final component is experience in rehabilitation; 300 hours of service are required for the degree. The students work in local and state institutions for the retarded, facilities for the physically handicapped, special education settings, and some intermediate care facilities.

Graduate students follow a more specialized schedule, which is developed with their adviser.



A man with cerebral palsy learns to work in a kitchen in the Independent Living Laboratory at the University of Nebraska.

From Practical to Technical

Independent living training developed in the College of Home Economics because, according to Dr. Schwab, "Home Economics has always been primarily concerned with the stability and well-being of the family; we feel that the family base and the home is the healthiest place to approach the rehabilitation of disabled people in the area of life skills."

While attending to the latest academic and philosophical developments in rehabilitation, home economics educators are conscious that life is a series of small tasks. Practical innovations that make it possible to do these routine tasks can have tremendous influence on the emotions, the outlook, and the expectations of people with disabilities.

Devising, the use and creation of mechanical and practical aids for the disabled, is an integral part of independent living training. Students learn not only

about using a vast array of commercially designed living aids but also a whole way of thinking that prepares them to look at the needs of their clients and to adapt and design aids that meet clients' special needs. One student told her classmates that a simple sheet of rubber put on a kitchen counter can prevent dishes and utensils from slipping, thus facilitating the food preparation process for people with diminished grip or manipulative ability.

The students learn about the specialized application of textile design and, in some cases, design and make garments. Clothes with strategically placed fasteners made of velcro (a pressure adhesive) and clothes that are designed to accommodate deformities or difficult-to-move limbs add convenience and comfort.

The staff psychologist says, "If people are depressed about deformities or defacing injuries, specially designed clothing

that enhances their appearance can do more for their morale than all the counseling I can give them."

"Devices for the handicapped are either very, very simple or very complex," says Dave Cochran, a professor in human engineering, the study of humans in relationship to machines and mechanical situations. The expertise of Cochran and his engineering students greatly aided the technical aspects of measuring the physical capabilities of the 70 disabled participants in the Vocational Services Program.

The engineering students also helped design about 20 different devices to meet needs identified through the evaluation process. One was a bathtub chair with a seatbelt that allowed a young woman to bathe herself without drowning. Another was a hook with a handle on it that attached to the side of a trash compactor and enabled a custodian with cerebral palsy to empty trash into it. For a student's wheelchair, the engineering students built a tough plastic tray and moved the motor controls to a position where he can operate them more easily.

One thing that has become all too clear to Cochran and the students is that equipment design for the handicapped is woefully inadequate. Says Cochran, "Wheelchairs are designed for indoor use—hospital use. They are not designed for some of the places that people try to take them. The alloys used are in many cases inappropriate. Little attention is given to reinforcing stress points that break easily. And have you ever tried to sit in a wheelchair for eight hours? It's excruciating. Those things are not designed for comfort."

What emerges from Cochran's experience and that of the students is: "What we do for one person won't work for the next one." And yet the tendency of commercial manufacturers and service agencies has been to design equipment

and services in very few categories and expect disabled people to fit in.

The alternative to that mentality is the perception that guided Mark Dahmke, a computer student, to design a voice synthesizer (a computer that converts typed words into sounds) for Bill Rush, a quadriplegic, non-speaking journalism student. "Mark put in a lot of time on that," said Cochran. "If you had to pay for all the time the cost would have been astronomical." And yet Cochran and Schwab believe Dahmke's unit rivals the state of the art in commercial technology at a fraction of the development costs of private companies.

The relationship between Rush and Dahmke came to national attention through an article in *Life* (See "The Expanding World of Bill Rush," by Ann Fadiman, January 1980.) What is essentially a classic reciprocal service-learning relationship moved millions of readers and led to a documentary movie contract for both students and a book contract for Rush. Dahmke, who has incorporated and now markets the voice synthesizers, is vehemently opposed to standardization. His units will be available with almost infinitely interchangeable parts. He is quick to point out that commercially available software includes in its word memory bank only the manufacturer's idea of what the user ought to say. (Words can be recalled from a memory bank or phonetically typed, which is a longer process.) Rush wanted a colorful selection of expletives in his word memory to enhance his particular brand of communication. Dahmke built it in. As Rush points out, "The words in the computer are *my* words, not anyone else's."

Other university departments now turn to the College of Engineering for solutions to technical problems of the disabled. In one case, agriculture students referred a farmer with no legs to engineering students and faculty. The engineering students designed and built a lift that raises the farmer into the cab of his tractor. Another time, agriculture students referred a farmer who, because of an accident, had no hands to the engineering department to have his tools and equipment controls modified so that he could use them.

"Those students probably ultimately gained more from the whole experience than the guy who got the lift," said Cochran. "These aren't typical industrial problems, but the things that the students learn are all transferable."

Students and Their Clients

It is easy to get caught up in the excitement of technological innovation, but as Bill Rush said about independent living, "All the technology in the world amounts to precious little without public acceptance of disabled people."

A representative of a local vocational rehabilitation office verifies this. "More disabled people living successfully on

their own is what will convince the public that they are an important part of society."

But in helping disabled people to achieve their potential for independence, independent living specialists often face a taxing, complex set of emotional and attitudinal barriers thrown up by society, the families of the disabled, and disabled people themselves. Veterans in this field stress the urgency of field experience to



Bill Rush, a non-speaking quadriplegic student, uses his headstick to operate his electric typewriter.

prepare specialists to deal with these problems. Academic training creates an informed perspective from which future professionals can operate, but only constant exposure, with guidance, will prepare students for the particular stress of independent living training. Working with the disabled, particularly when the disabilities are severe, can strain the emotions, causing anger, fear, and frustration, as well as exhilaration and joy, to both client and specialists. Academic situations deal in the generalities of theory whereas students in off-campus settings quickly learn that every handicapped person and every situation is different.

The following shows the kind of problems students working in agencies bring back to their professors for advice. Two students who were working in a facility for the mentally retarded and the disturbed went on a field trip with a group. On the ride back to the facility, one of the clients attacked another, who tried to jump out of the moving van. The students interceded, one of them trying to restrain the hostile client and the other student trying to keep the second client from jumping out of the van. They received no help from the staff members. It was left to the students to restrain the clients, talk to them, and wait for the crisis to subside.

As they tell the story, both students allude to their personal reactions to the crisis and their role in it: nausea, pounding heart, shaking in the arms and legs, and a feeling of panic that they ultimately were able to surmount. They were angry about what they perceived as the negligence of the professional staff but unsure of the appropriate response. The students wondered whether they should inform a supervisor at the site about the incident and give their opinion about the poor judgment exercised by the staff members.

Wright, the independent living teacher and field site coordinator, mixed stern-

ness with sympathy as she advised them to curb the impulse to be judgmental in their report to the supervisor. As students who are not always on the scene, they are not necessarily in a position to understand fully the situation. Extenuating circumstances may have governed the staff members' actions. She advised them to report accurately and dispassionately on the event.

The students saw the logic of Wright's position and agreed to adopt it. One said, "If you can't take the setbacks, you don't belong in the field."

The program requires that students work with retarded, physically handicapped, and mentally disturbed clients during their internships. The reason for this requirement is that working with each group is quite different and students need to discover which group is appropriate for them.

Another reason for giving students a breadth of exposure is that the goal of the program is to create generalists who can function in a variety of settings rather than narrowly focused technicians. The combination of courses is intended to give the future specialists the flexibility to meet a variety of client needs—individual learning programs, identification of service needs, help with the details of independent living.

Most institutions encourage one-to-one relationships in situations in which clients and students get along well together. Relationships of that kind can create their own kind of stress, as in the case of a former student (now a director of field supervisors for Upjohn's Home Care division) who had a client who had had polio and then became pregnant. She ignored all the student's advice on nutrition and prenatal care and refused to seek help from any of the agencies to which the student referred her. She died in childbirth, partially as a result of her own negligence. The student was powerless to

do anything for the client. As a supervisor said, "One of the most important—and one of the hardest—things to learn in this field is how to set the limits of your emotional involvement."

The vast majority of client-specialist relationships work out to the satisfaction of both parties. In the words of one student intern, "If you didn't get anything back from the clients, I *suppose* you could work in this field for a while, but you'd burn out pretty fast."

In situations where students develop steady one-to-one relationships with their clients, it is quite conceivable that, in the short term, they may know more about a client's progress and condition than anyone else. Since much of the work done by the students in their field sites involves individual learning programs, they are often in a position to see how modified or different programs would benefit their clients. On many occasions, students propose new individual programs to their supervisors, get them approved, and then put them into practice.

As clients move out into the community, and the independent living specialist's role in their followup and support becomes more critical, it is almost inevitable that the specialist will at some time assume the role of an advocate. For example, one student at Nebraska is angry that retarded persons, regardless of how well they function, cannot buy alcohol. She plans to try to get the regulation changed.

Students are highly sensitized to the rights of the disabled. They object to "crazy laws that handicap people more than they already are," to the mode of thinking that awards a retarded adolescent with a smile-face sticker, to Boy Scout troops for retarded adults. All such values are part of a philosophy that says that society should create a caricature of itself for disabled people instead of allowing them to lead life as it really exists.



Rush's dorm room contains a typewriter with a switch mounted on top for turning on other appliances, a pushbutton telephone with an answering machine, and a voice synthesizer with a display screen.



A vocational services client receives speech evaluation from a student at the University's speech and hearing center.

To help clients integrate themselves into the community and live independently, students must learn how the community functions, what the interlocking services and agencies are, which institutions can at some time function on behalf of the disabled person. One student commented, "You become more sensitive to human needs; it affects the way you look at everybody, not just disabled people. You become aware that all people in society have their own set of limitations and potentials. Handicapped people are not different in that respect."

Supervision

At any given time, students in the independent living program at Nebraska are working at six to eight different service-learning field sites. These include public and private care facilities, state-run rehabilitation programs, community-based programs, intermediate care facilities, and independent living situations.

Though some facilities do not really need the special skills of the students for their basic rehabilitation programs, all supervisors agree that they are far better off with the students than they would be without them. Others value those special skills. One supervisor said, "We have interns who are sociology majors and psychology majors, but they lack the practical know-how of students from this program—the expertise and mastery of basic functions, home and job skills, and simple movement."

Supervisors in facilities that have little independent living training want it desperately but have budgetary limitations or cautious administrations. Almost all

agency people see the need for a broader, more individually tailored range of training programs for independent living, including conscientiously managed residences in the community and more systematic followup for clients who leave institutions. In the words of one agency supervisor, "You can train someone to do a job, but if they don't have the motivation to get up in the morning or the know-how to feed themselves adequately, they will end up back in the institution in a very short time."

The trend in independent living arrangements is to smaller groups of clients, thus necessitating more living units and hence more supervisors. As administrators around the country heed the advice of their supervisors, the need for independent living specialists becomes more pronounced. Wright receives queries from agencies in many parts of the country asking for the names of graduates who might be willing to relocate.

More Frontiers

Schwab and her associates are constantly sensitive to where the future may lead the movement for independent living.

Wright, who coordinates field placements for independent living specialists, focuses on attitudinal barriers that society continues to enforce. "We no longer say that disabled people are *suffering* from cerebral palsy, or that they are *confined* to wheelchairs, unless we know for a fact that that is the way these people perceive themselves. Irresponsible perceptions like that are the kinds of things that create attitudinal limitations for disabled people."

Staff psychologist Gant stresses the psychomedical ramifications of disabilities. He has graduate students writing theses on total long-term effects of disabilities—on the people who have them as well as their families. And that, he feels, is the way that such family-oriented studies should go in the future.

The League of Human Dignity, a local organization of handicapped people, speaks of the dignity of risk—the decision by disabled individuals to move outside the institution and, to a certain extent, to take chances. League members are writing a grant proposal to start an independent living center that would have a working relationship of some kind with the University. They feel that disabled consumers can profit from the expertise on the campus, and that organizations like theirs have a responsibility to provide training opportunities for students.

Cochran, the industrial engineer, anticipates an interdisciplinary major that would combine independent living courses with engineering to create a true major in engineering for independent living. The problem, he says, is that "rehabilitation students, traditionally, are not machine oriented, and engineering students are not people oriented."

Schwab may have at least a partial answer to that traditional divergence in proclivities. She envisions a resource center somewhere on or near the campus that would contain a rehabilitation library, a demonstration center for devices, and a living laboratory for students in computers and other fields to develop new aids, electronic or otherwise. "They are all looking for relevant projects. And some of them are brilliant."

If her hunch is right, the independent living specialist program could spawn more synergistic relationships of the type that developed between Mark Dahmke and Bill Rush. Scanners, computers, microchips, prostheses, devices, adaptations, and innovations of many kinds could all flow from the reservoir of talent and commitment that Lois Schwab is convinced exists on the University of Nebraska campus. Combined with the broad integrated approach to independent living that the program espouses, such materials could play an enormous role in making independent living a reality for people who might never before have believed that they could do it.

"We just don't know what the limits are," says Schwab. "No one does." □



The Optimum Learning Situation

Children who cannot be mainstreamed gain new independence with the assistance of high school interns—and help the interns prepare for service careers.

I. Only the Mature Need Enroll

by Sandra Brugger and Susan Duddy

In the morning Holly is a carefree adolescent attending English, American history, and psychology classes. At noon she leaves her high school and goes to an elementary school modified to accommodate children with disabilities that prevent them from being mainstreamed. There she is a responsible adult who spends the afternoon helping an orthopedically handicapped boy use a computer to study language arts.

How did a high school student come to be functioning as a paraprofessional service worker part of her school day? In the early 1970's less than 25 percent of the graduating class of the John F. Kennedy High School in the Fremont (California) Unified School District went on to any type of further education. Many tried to enter the work force without marketable skills. As a result of an evaluation of students' vocational needs and a survey of the Fremont and Newark communities that indicated a growing need for teacher aides in special education programs, preschools, and elementary schools, the district requested and received state funds to include the aide

program in the Fremont-Newark Regional Occupation Program (ROP). Such programs provide entry-level training for high school students and adults throughout the state.

One part of the Fremont-Newark ROP is Occupations With Children. In 1970 the first pilot class had 38 students and one teacher. Today 100 eleventh and twelfth graders, including Holly, and two teachers take part.

The ROP augments rather than supplants the traditional high school curriculum. The ROP students take required courses during the mornings or afternoons at 11 high schools and are bused to the ROP center or field sites for two additional hours a day. Three mornings or afternoons are spent in the service activity, two at the ROP center. Each student works one quarter in the ROP child development lab school, providing us with the opportunity to expose the student to our particular educational philosophy and the accepted practices of the field. Each chooses three other field placements from a variety of programs.

Many students select Glankler School

for Orthopedically Handicapped Children (those attending have disabilities that preclude mainstreaming) because it is geographically convenient and because its personnel create an ideal atmosphere for interns. Furthermore, since the program started, the number of students who want experiences with disabled children has increased steadily. We suspect that the increased interest reflects the greater familiarity with the disabled that high school students have gained from mainstreaming.

When students express an interest in a special education setting, we insist that

Sandra Brugger is instructor/coordinator for the Occupations with Children section of the Regional Occupation Program of the Fremont-Newark (California) Unified School District. She also coordinates in-service workshops to train teachers throughout the state in child care programs. Susan Duddy is an instructor in the Occupations with Children program and has taught early childhood education courses at several colleges.



Linda Bowman

of hearing impaired individuals. He outlined the courses at Ohlone that involve working with hearing impaired children, information particularly pertinent because Fremont is soon to be the site of a major learning center for the deaf.

The Field Site Relationship

ROP students have access to a number of different special education agencies. Glankler School is an especially good one because teachers there inculcate the proper attitudes about disabled children, a crucial part of preparation for careers. Glankler teachers project the attitude that disabled children are children first, and not simply case histories.

Good field supervisors are positive role models. They help volunteers understand their responsibilities by taking the time to explain the program and the children's needs, seeing to it that the volunteer is actively involved with individuals or small groups of children, and instructing in specific techniques. For example, in a program for autistic children the teacher presented her theoretical approach, discussed other current theories, and gave specific training in the use of behavior modification as it applied to her program.

The field supervisors who have been most effective with student interns do informal evaluations on a daily basis in addition to completing the written evaluations that the ROP teacher uses to evaluate the students' performance.

Glankler students fly a kite with the assistance of one of their instructors.

they tour one to see if it is really right for them. This requirement applies only to agencies serving disabled children. Such settings demand a little more maturity and a little more determination on the part of the intern to work out well. To be considered, students must have already spent one quarter elsewhere. The classroom teacher decides whether students are suitable on the basis of how they fared in previous settings, their ability to apply in the field what they have learned in the classroom, and their reliability.

In the Classroom

We provide the broadest possible base for working with children, for it is of paramount importance to understand what normal child development is before dealing with abnormal situations. An ROP student who is dealing with a disabled or disturbed six-year-old must be able to distinguish aberrant behavior from normal six-year-old oneriness.

In the area of special education, the students receive orientation to specific handicaps, such as cerebral palsy, autism, aphasia, hearing impairment, emotional disturbances, and retardation. Specialists from area institutions come to class to talk about specific topics and educational techniques. Students can do projects in class oriented around their special ed placements.

Because our goal is to prepare students realistically for careers, we include information about ethics and the legal issues. We also pay considerable attention to career education. For example, an instructor from neighboring Ohlone Community College presented a video tape program that helped students understand the comparative strengths and problems



Linda Bowman

A handicapped student uses a weight training device. He is assisted by an ROP student who has cerebral palsy.

The ROP teacher determines the student's grade on the basis of field participation and classwork, including quizzes, book reports, and classroom participation.

Change of Attitudes

High school students' attitudes toward people with special needs are shaped by parental attitudes, cultural background, and society as a whole. Most people are afraid of the unfamiliar and avoid contact with those who have pronounced disabilities. High school students, whose self-confidence can be especially fragile, are particularly vulnerable in these challenging situations. An expressed fear of many is that the special education student can read their facial expressions and see their

fears. The students' behavior towards the children with whom they have been working undergoes a dramatic change by the end of their first quarter of internship. The students show increased self-confidence, and we hear more discussion of the special ed students as personalities and progressively fewer references to their handicaps.

Many students become so attached to those with whom they work that they resist rotation to other sites. In many cases, students seek out further information about careers related to their service site from their teachers and counselors.

Former students are working at many types of related jobs. Without further training, several have been hired as aides in a developmental center, a residential

center for disturbed children, and a county preschool for the retarded. The majority of students interested in special ed, however, have elected to go on for further training at a four-year or community college. Students are finding that their service-learning experiences are enabling them to be accepted as special education majors when competition has made previous experience a deciding factor in the department's choice of students.

One of the surest signs of the value of special education service-learning experiences has been the enthusiasm expressed for it by students who do not intend to specialize in special education but have taken it for a quarter simply to broaden their experience or to have the satisfaction of helping someone.

II. Giving as Receiving

by Linda Bowman

A new quarter is beginning and groups of high school students are touring Donald G. Glankler School for the Orthopedically Handicapped. They are curious, apprehensive, and a little uncomfortable. They are choosing a field site that will augment the lab school they are attending under the Regional Occupational Programs (ROP) of the Fremont-Newark (California) system.

Part of the Occupations With Children group, the students have decided on internships that will give them experience in working with handicapped pupils. Despite the teenagers' commitment, they react with the same discomfort that most people feel when encountering the handicapped for the first time.

When the quarter-long internship ends, however, the teenagers will emerge at ease and prepared to work with handicapped persons. More than 50 percent of the interns will enter some occupation related to special education, from recreational therapy to adaptive physical education. Their vocational choices will be based on experience, not sentimentality.

For eight years Glankler School and the ROP have earned mutual benefits from their cooperative efforts. The ROP pre-

pares high school students with its specialized curriculum and lab school. Glankler School provides the hands-on proving ground by providing a range of personal, technical, and academic experiences with disabled children.

The Proving Ground

A public school supported by local, state, and federal funding, Glankler serves those aged three to 21 who cannot be placed in a regular neighborhood school because of physical impairments. The ROP students who work there gain an introduction to cerebral palsy, muscular dystrophy, spina bifida, traumatic injuries, congenital anomalies, autism, and aphasia. Concomitantly comes the knowledge of hardware—electrical and manual wheelchairs, braces, crutches, walkers, prone boards, tilt tables, and prosthetic and communication devices—and of the services provided to disabled persons by various agencies.

Half of Glankler School houses county-supervised therapy units. By carrying out individual activities designed by the units' therapists, students become conversant with occupational, physical, and speech therapy.

The first and most vital lesson learned

at Glankler is that independence is *the* objective. Teenagers understand this quickly, mastering the art of not helping much more easily than adult volunteers. The ROP students soon become adroit at saying, "Do it yourself," or "Try another way!" Ideally Glankler students achieve independence by being mainstreamed fully into neighborhood schools. Short of that, orthopedically handicapped students are mainstreamed partially or provided with the "least restrictive environment" at Glankler.

The interns are often instrumental in providing the optimum, least dependent learning situation for the orthopedically handicapped students. Lisa Goudy and Kathy Pike, for example, worked as interpreters for Tom, who is nonverbal and quadriplegic. Because of their assignment at Glankler School, Tom found his "least restrictive environment" for math to be the highest math group in a regular

Linda Bowman teaches the multihandicapped at Glankler School in Fremont, California. She also serves on a federal committee for the Creation of Curriculum for the Multihandicapped and the Special Education Master Plan Action Committee.

sixth grade classroom in an adjoining school. Every day one of the interns accompanied Tom there. He indicated his answers by pointing to a number board, and the intern recorded his work.

At Glankler, Tom attends a highly specialized class for the nonverbal. There the ROP students who choose the multi-handicapped class as a field site learn to use highly technical equipment. Three interns who worked there last year extended their curriculum to include the Teacher Aide Program, another branch of ROP. This enabled them to continue as interns at Glankler until the end of the school year and to become proficient at working with severely nonoral students.

The ROP students assist in many specific activities, but the general benefits they offer the orthopedically handicapped are:

- Better, more individualized studies through one-on-one relationships;
- Better, more varied programs, e.g. ROP interns, as opposed to casual volunteers, are invaluable on field trips because ROP's know how to feed students, operate wheelchairs safely, adjust braces, and handle emergencies;
- The opportunity to be a teacher, for the orthopedically handicapped student teaches not only about himself and his disability but also tolerance, patience, tenacity, and creativity;
- Peer models and friends, a refreshing change for young people who have been aided all their lives by parents and school personnel.

ROP Internships

Once ROP students have chosen the classrooms that they want to work in, the

Glankler teachers may accept or reject the applicants that quarter. The teacher's decision is based on classroom need and how well the student could help meet it. The ROP supervisor works as liaison, helping each student pick the best site and briefing the Glankler teacher on each student's characteristics and needs.

The internship begins with observation and recordkeeping. The second step is interaction. I force that step quite early, usually the first or second day, because interdependency needs to begin evolving immediately. Otherwise the Glankler student may become dependent or the intern may assume a paternal role. The initial interaction is through a simple task that requires cooperation. For example, an intern takes a child to therapy, and the wheelchair-bound youngster has to show the way. Rapport supplants sympathy as relationships emerge and means of communication become established. Listening to and understanding the speech of a child with cerebral palsy is an art that impatient, eager-to-verbalize teenagers have to learn, and usually do more easily than they expect to.

When internships are underway, ROP students punch in at Glankler three times a week. What can they expect to glean from their work there? Over eight years experience has shown these to be the consistent benefits to the ROP student:

- A practical vocational experience demanding reliability, maturity, and resourcefulness;
- A new self-esteem based on the acquisition of knowledge and skills mastered in assisting the physically disabled;
- A realistic, as opposed to visionary or

sympathetic, attitude toward community service and the handicapped;

- A sound basis for a vocational choice (ROP students have entered occupational therapy, physical therapy, recreational therapy, special education, adaptive physical education, and rest home and hospital care);
- A valid, purposeful attitude toward all handicapping conditions and the many attitudinal and architectural barriers that exist (ROP students on field trips to the ballet, the zoo, Chinatown, etc. have struggled with stairs, escalators, small elevators, turnstiles, narrow bathrooms, and the rude and inquisitive sector of the public);
- Lasting personal relationships.

Few ROP students leave Glankler unmoved or unchanged. When a successful Glankler graduate left for college, her surprise party included ROP students. When one of our teenagers died of muscular dystrophy, all his ROP acquaintances attended the funeral. When the mother of a student with spina bifida was in critical condition, her ROP counselor moved in at her request to provide comfort and care.

New Possibilities

Within the last few months new ramifications of the ROP-Glankler School relationship have developed. Regional Occupational Programs in electronics and carpentry have been introduced to the multihandicapped classroom.

One of the first innovations was a Morse Code project run by electronics students. This totally successful communications system is based on keyers that students designed and made to accommodate individual children and their disabilities.

Armond Stevens, the ROP instructor in woodwork, brought students to Glankler to draw up plans for a wheelchair tray and a toilet adaptation. The tray was completed and a student uses it in traveling to and from school.

Obviously students from various parts of the ROP are capable of educating, training, and serving at Glankler School for the Orthopedically Handicapped. As Glankler's students receive services, they reciprocate with lessons of their own. □



Linda Bowman

Assisted by a student interpreter, a non-speaking Glankler student (center) is mainstreamed into the math class of a nearby elementary school.

Idea Bank

Six programs offer pragmatic ideas for mainstreaming or meeting special needs.

Tutor/Notetaker

It takes two years to train a thoroughly capable sign language interpreter for the deaf, but it takes only three days to train a tutor/notetaker to take notes for deaf students and assist them in assimilating the information. Tutor/notetaker programs are efficient to administer, make effective use of student volunteers, and can greatly facilitate the process of mainstreaming deaf students.

One successful tutor/notetaker program is being conducted in the Buncombe County school system in Asheville, North Carolina. Following the recommended procedure of the National Technical Institute for the Deaf, Rochester, New York, the program in Asheville uses as notetakers hearing students who are not enrolled in the course for which they are taking the notes (so they will not be tempted to take notes for their own use). The school's program manager selects students who already have taken the course or who have a particular aptitude in that area of study.

Whitney Young High School, Chicago, has 250 deaf students in its "school within a school." The tutor/notetaker program at Whitney recruits among the school's National Honor Society members. Tutor/notetakers can receive credit for their services through the school's community service course.

The National Technical Institute for the Deaf in Rochester conducts tutor/notetaker program workshops three times a year. Program managers or teachers who have no previous experience in working with disabled students can be fully prepared to run a tutor/notetaker program in three days. When they return to their school or college, it takes about 30 hours to train the students to be effective tutor/notetaker paraprofessionals. Training for the students is mostly to orient them to the specific needs of deaf students. For the notes to be fully effective, notetakers must write in complete sentences, organize information carefully, and use a simple vocabulary. The classroom teach-

er reviews the notes before they are turned over to the deaf students and works closely with the notetakers.

The peer tutor/notetaker system is versatile. It can be adapted for use with students who have orthopedic handicaps, are brain damaged, or speak a foreign language.

In addition to providing an inexpensive service, the tutor/notetaker system provides a steady, low-key framework in which deaf and hearing students can relate. Relationships that begin in that framework can greatly ease one of the major problems of mainstreaming, the barrier of inhibition and insecurity that separates students on both sides.

For further information on tutor/notetaking and workshops for program managers, contact Jimmie Joan Wilson, Coordinator, Tutor/Notetaker Training Program, National Technical Institute for the Deaf, One Lomb Memorial Drive, Rochester, New York 14623.

Disabled Students' Service Organization

When someone in the Champaign-Urbana, Illinois, area sustains a disabling injury, that person is likely to receive a visit from a University of Illinois student who has a similar disability.

The student is a member of Delta Sigma Omicron, a campus organization of about 30 disabled students that provides a number of services, including visiting newly disabled people in the area's three hospitals. "We generally try to let them know what having the disability is going to be like," says Rick Webster, the group's president. "We give them moral support and advice on how to get the services they are going to need. We haven't had any trouble getting our members to volunteer to make the

visits. They're very willing to do it."

From its headquarters in the university's Rehabilitation Center, the organization, whose members are deaf, blind, and/or orthopedically disabled, plans a variety of fundraising and awareness activities. "We visit classes in occupational therapy and therapeutic recreation where students are preparing to work with disabled clients. We tell them the kinds of things that the disabled really need," says Webster.

Delta Sigma Omicron raised \$3,000 last year for the Spinal Cord Injury Foundation by having disabled students get per-mile pledges to wheel their wheelchairs around a measured track. The organization also sponsors well-attended

exhibition wheelchair basketball games in which a disabled team plays a team of able-bodied students who also sit in wheelchairs.

Every year Delta Sigma Omicron sponsors an awards banquet to which it invites people from the university and the community. At the banquet, awards are presented to outstanding disabled students. It is all, according to Webster, part of the awareness process, a process that must extend to the disabled segments of the population as well as the able-bodied. "Our message to people with disabilities is that they have a responsibility to find services for themselves and not always depend on someone else."

Peer Aides

In Pueblo, Colorado, a local high school and the Pueblo Association of Retarded Citizens (PARC) collaborated to expand a program that trains students to work in a peer-aide program for retarded students. Because of their efforts up to a dozen students work in group homes for retarded youth and almost 50 work in the special education classes in South, Centennial, and East high schools.

As preparation for participation in the program, students take a four-hour Operant Techniques Mini-Course taught by the PARC program coordinator, an inservice instructor, and the local citizen advocacy coordinator. Although the students cannot function fully as advocates until they are legally of age, they become familiar with the concept of advocacy through the use of citizen advocacy materials in the training program. The course covers the his-

tory of attitudes toward the handicapped, tests students' preconceptions and prejudices, and provides specific information and strategies for working with retarded youth.

In the schools, the students assist the special education teachers by giving lessons, helping in the dining room, and providing personal assistance to retarded students. Teachers say that the volunteers have a positive influence on peers, acting as behavior models.

In group homes, the students work with the children in individual rehabilitation programs and in recreation.

In both settings students are expected to work an hour a day. Evaluation of the students (mostly eleventh and twelfth graders) is based primarily on interviews by the program coordinator and the site supervisor. Students earn half of a semes-

ter credit for successful participation in the program.

The former program coordinator, Robbie Rubinstein, emphasizes the importance of continuity in the program. During the summers she organized picnics every month for the participants.

"When we first recruited students for this program, a superficial expectation was that we would attract the traditional student leaders," said Rubinstein. "But a lot of the volunteers were students with peer group problems, poor self-images—problem students who came to us very tentatively but ended up working very hard. In some cases, the program seems to have affected their self-images positively. Their attendance at school and academic performance improved markedly."

Awareness for Mainstreaming

Colleytown Junior High School and Colleytown Elementary, Westport, Connecticut, have a high percentage of disabled students because the town has a regional center for special education services. Both schools experienced the usual attitudinal problems that accompany mainstreaming. Nondisabled students felt anxious and apprehensive at dealing with their handicapped peers. Handicapped students suffered from being teased, avoided, and ignored.

With funds donated by a local business, a special education teacher developed an awareness program called Understanding Handicaps that now operates in six of the district's schools. The program not only fosters an informed and sympathetic awareness but also generates a spontaneous desire for service opportunities. Students in Colleytown Junior High formed a sign language club on their own initiative in order to learn to communicate with deaf students, thus facilitating casual communication. Also, students asked to work in the district's summer school for the handicapped.

Understanding Handicaps is a 12-hour course taught over one month. The pro-

gram director, Kate Dickstein, conducts the course for all students in a grade at one time. The students spend a week learning about each of four categories of disability: hearing impairment, physical disability, learning disability, and mental retardation. In each category, the training program devotes an hour to information on the causes and ramifications of the disability, an hour to simulation of the disability, and an hour of direct communication with someone who has the disability. Dickstein said that students often are anxious before meeting a person with a disability. They anticipate situations that could be awkward or embarrassing, and yet almost invariably they cope well with such situations. "Information, freedom to ask questions, and the opportunity to express emotions are the key elements."

Dickstein also said, "The original purpose of the course was to ease the mainstreaming process. But as we got into it, we discovered that the process of developing attitudes and awareness was eliciting some interesting reactions from the class. A number of students had disabled relatives or friends or neighbors and

had never had a structured opportunity to discuss their feelings about it."

Whatever anxieties or negative attitudes the students might have outside the class, Dickstein feels that they rise admirably to the opportunity and the responsibility of the program. The subject of retardation is the last one dealt with because it is in most respects the most difficult. "There is a real mystery about mental retardation. It's mysterious because it is not as obvious or as easy to understand as other handicaps. It is frightening." And yet, by the same token, according to the director, it is also the disability in which the students take the greatest interest.

In addition to direct outgrowths of the awareness program, the Westport School District has developed a number of avenues for interaction and service to the disabled. Without central coordination of any kind, peer tutoring, a notes-sharing system, a joint swimming program, and a sign language program have sprung up, managed entirely by the faculty members in charge of the pertinent activities.

Job Training for Special Olympians

A community center in Cutoff, Louisiana, has a new recreation assistant. He coaches basketball and conducts weight training for local kids, some of whom are retarded. The assistant is 20 years old and a native of Cutoff. He had failed in three other jobs, but not this one. The new recreation assistant is retarded.

The Special Olympics program in Hammond, Louisiana, the Department of Labor, the Joseph P. Kennedy Jr. Foundation, and Youthwork, Inc., are conducting a demonstration project that trains retarded youth for careers in recreation and then places them in jobs.

For the first four-week training session the program selected 40 Special Olympians recommended by chapters around the country. The students stayed in a motel in Hammond and studied recreation job skills in four basic areas: community recreation centers, private or commercial recreation facilities, environmental recreation facilities (such as state parks and amusement parks), and sporting goods stores. As part of their course they assisted in community centers and parks in the area.

Project coordinators worked with each intern to select an area of career concentration. Training was tailored to individual interests and abilities, i.e., students interested in environmental recreation assisted in work at a state park and learned about such occupations as trail builder and game farmer.

The pilot program, which subsidizes participants' salaries during the first year, made sure that jobs were available when the trainees returned to their home communities. Most had two or three jobs to choose from. Nine months after the first training session, all but two of the interns were still in their jobs. The two not working had decided not to take jobs because they then would lose their social security benefits.

The program is expanding to offer training sessions in Colorado, Pennsylvania, and Vermont in addition to Louisiana. Eventually, training sessions will be offered two or three times a year. Special Olympics chapters and community service directors can then nominate many more candidates for the training program.

The designers of the program decided to focus on the recreation industry for two reasons. First, it is the logical extension of the athletic effort that forms the heart of Special Olympics. Second, recreation is a growing industry in which genuine career possibilities exist. The program plans to focus on private businesses when finding job placements, thus keeping the program functional on a local level and avoiding reliance on government or foundation grants.

A million participants and 250,000 volunteers take part in the annual and quadrennial Special Olympic competitions. Now Special Olympics hopes to demonstrate the value of the retarded as trained, employable workers.

For more information on the internship program in recreation, contact Rudy M. Gebauer, Project Coordinator, Kennedy Interns in Recreation, Route 3, Box 165P, Hammond, Louisiana 70401, (504) 567-3111. For information on how to contribute to Special Olympics, contact Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20006, (202) 331-1346.

Tutoring Deaf-Blind Adults

Persons who are both deaf and blind face a peculiar kind of isolation. At Gallaudet College for the hearing impaired in Washington, D.C., deaf students play a major part in ending this isolation for those in the deaf-blind program, one of the few education courses for adults who are impaired in both hearing and vision. The students serve as tutors in a program that teaches basic communication, math, and crafts. The course serves as a practicum for some students, chiefly those who major in counseling. "There is a tremendous need for counseling in this area," according to the assistant director.

The Gallaudet students attend an in-service session during which they see films and receive training to orient them to the particular needs of the deaf and blind. Since the degree of disability in both senses varies widely from one adult to the next, the students learn to use a



variety of communication techniques, including finger spelling (see photograph above), teletouch machines, and sign language.

Some program participants have degenerative conditions and already possess some ability to communicate. For others,

the deaf-blind program represents the first opportunity they have had to gain fundamental skills in communication and basic education.

The program supplements the curriculum with field trips on which the students serve as guides. □

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 that 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

American Coalition of Citizens with Disabilities (ACCD), 1200 15th Street, N.W., Suite 201, Washington, D.C. 20005.

ACCD is a national nonprofit membership coalition "dedicated to enhancing the human and civil rights" of disabled citizens. ACCD's activities include advocacy, referral services, and information distribution. ACCD publications include *Planning Effective Advocacy Programs*, by Frank Bowe and John Williams (1978, 61 pp., \$4), and *Self-Help Groups in Rehabilitation*, by Rita A. Varela (1978, 72 pp.). The first is a practical guide to managing an advocacy organization, with specific plans for budgeting, organizing, training, and securing community support. The second offers a rationale for groups in which disabled people function in a self-advocacy role. The booklet provides practical information about funding and organization.

Higher Education and the Handicapped (HEATH), American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036.

HEATH is the combined effort of 24 national education associations and organizations for the handicapped. Funded by the federal government and private foundations, HEATH supports pilot projects and demonstrations in the realm of campus accessibility, recruitment and

financial support of disabled students, and faculty training. HEATH maintains a resource center that is prepared to share information about awareness activities, career development, athletics and recreation, specialized services for the disabled, campus transportation, and compliance with accessibility regulations. Contact Rhona C. Hartman, Coordinator, HEATH Resource Center.

U.S. Council for the International Year of Disabled Persons, 1575 I Street, N.W., 4th Floor, Washington, D.C. 20005.

The U.S. Council seeks to enlist the aid of organizations and individuals to accomplish major objectives of disabled persons in the areas of legislation, services, public awareness, and research. The Council publishes a free newsletter that covers the Council's activities, activities that can be locally sponsored, resources, and information.

The Council has the following objectives for 1981:

1. Expand access to education and employment opportunities;
2. Remove barriers to housing, buildings, and transportation;
3. Improve the quality of life through greater utilization of technology;
4. Increase participation in community life through strengthened recreation and social activities;
5. Reduce dependency through medical rehabilitation;
6. Conquer major disabling conditions through biomedical research;
7. Reduce disability through accident and disease prevention;
8. Overcome negative stereotypes and strengthen public attitudes of support and understanding.

Additional Sources

Numerous national associations and federal programs often can provide referrals to state and local affiliates as well as materials to educators or community groups. The following are among the sources that should prove helpful in obtaining further information about services for the handicapped.

American Council of the Blind, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Maryland 20014

National Association of the Physically Handicapped, 76 Elm Street, London, Ohio 43140

National Center for a Barrier-Free Environment, Suite 1006, 1140 Connecticut Avenue, N.W., Washington, D.C. 20036

National Council on Rehabilitation Education, The National Rehabilitation Association, Suite 1120, 1522 K Street, N.W., Washington, D.C. 20005

National Mental Health Association, 1800 North Kent Street, Rosslyn, Virginia 22209

Rehabilitation Services Administration, Office of Human Development Services, Department of Health and Human Services, Washington, D.C. 20201

Publications

IGNITE: Providing Services in the Mainstream and Mainstreaming the Handicapped Child (1977, 59 pp. and 39 pp., \$.75 for both), Monongalia Head Start Program, 101 Wilson Avenue, Morgantown, West Virginia 26505.

IGNITE (Individuals and Groups Needing Intensified Teaching Evaluation) is a system for mainstreaming disabled children. The two booklets provide suggestions for developing lesson plans and training teachers, parents, and volunteers to assist in the mainstreaming process.

The Movement for Independent Living: Origins, Ideology, and Implications for Disability Research, by Gerbin Dejong (1979, 71 pp., \$2), Tufts New England Medical Center, Research and Training Center No. 7, 171 Harrison Avenue, Box 190, Boston, Massachusetts 02111.

The author evaluates the independent living movement in the light of current disability research and the availability of services. Dejong also discusses the movement's legislative background and its relationship to other social movements,

such as civil rights and consumerism.

Pocket Guide to Federal Help for the Disabled Person (1979, 20 pp., \$1), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20420.

This booklet outlines the wide variety of programs and benefits that the federal government offers the disabled. Included are names and addresses of agencies that can direct those seeking information to the appropriate local office or agency.

Producing A Public Relations Program for Disabled Adults (1978, 24 pp., \$1.30), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20420.

This booklet offers basic guidance on press releases, conferences, speeches, displays, etc., that are of particular value to organizations of disabled adults seeking to live independently.

Recreation for Disabled Persons by Elizabeth Ogg (1979, 28 pp., \$.50), Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.

This pamphlet suggests recreational activities that are geared to people with specific disabilities. It is one of a series of short, basic pamphlets that Public Affairs Pamphlets publishes in the field of social services. Other titles applicable to programs for the disabled are: *Independent Living for Disabled Persons*, *Helping the Child Who Cannot Hear*, and *The Retarded Child Gets Ready for School*. A list of publications is found in the back of each pamphlet.

Rehabilitating America: Toward Independence for Disabled and Elderly People by Frank Bowe (1980, 240 pp., \$10.95), Harper & Row, Keystone Industrial Park, Scranton, Pennsylvania 18512.

This book examines the faulty reasoning that has kept in a state of dependency thousands of handicapped people who might otherwise have become independently functioning members of society. Bowe provides a rationale for expanded rehabilitation policies based on the notion of cost efficiency: Those who are rehabilitated no longer require as many expensive services.

Rehabilitation for Independent Living: A Selected Bibliography (1978, 33 pp.), The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

This bibliography lists 141 books, pamphlets, films, and slide shows that directly relate to the process of training for independent living. It includes instructional materials in areas such as food preparation, fashion, awareness, law, health, recreation, and education.

Advocacy

Many communities have local advocacy offices that will provide information about how citizens can become advocates. A good source of information on finding local advocacy opportunities is the Association for Retarded Citizens (ARC), which also sponsors the Youth Association for Retarded Citizens (YARC). A national organization with more than 3,000 student members, YARC provides direct service, awareness activities, recreation, and an introduction to the concept of citizen advocacy.

For further information, contact Ray Polhemus, Youth Consultant, Association for Retarded Citizens, National Headquarters, 2707 Avenue E East, P.O. Box 6109, Arlington, Texas 76011.

Legal Advocacy

Legal advocacy organizations often offer law and social work students an opportunity to earn a salary while acquiring experience in legal issues that relate to the disabled. Publications produced by legal advocacy organizations can be an important source of information to educators and community agency supervisors about the state of legislation, compliance, and legal issues that affect the disabled.

Two legal advocacy groups are the Mental Health Law Project, 1220 19th Street, N.W., Washington, D.C. 20036,

and the National Center for Law and the Handicapped, 211 West Washington Street, Suite 1900, South Bend, Indiana 46601.

The Project publishes a free quarterly newsletter, *Summary of Activities*, containing articles on legal rights of the handicapped, noteworthy litigation, resources, and related legal news. Among its other publications is *Combating Exclusionary Zoning: The Right of Handicapped People to Live in the Community* (1979, 113 pp., \$3.50). This book discusses zoning barriers to the development of group homes for developmentally disabled children and adults by introducing case law, state statutes, and selected articles.

The National Center publishes a bimonthly journal, *Amicus* (\$12 a year), that encompasses legislative information, compliance, important decisions relating to the disabled, and ethics and legal issues.

Advocacy Publications

Advocacy and the Developmentally Disabled by Anita Crosson (1977, 127 pp., \$3), Rehabilitation Research and Training Center in Mental Retardation, Clinical Services Building, University of Oregon, Eugene, Oregon 97403.

The purpose of this book is to provide a

means of understanding advocacy as it relates to the developmentally disabled and to examine the implications of federal legislation for advocacy. Additionally, the author discusses how clients and advocates relate to the complex system of services, programs, and funding sources that are available in the community.

Protective Services and Citizen Advocacy by Carol K. Sigelman (1974, 56 pp., \$4.82), ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

Seven papers that were presented at a conference at Texas Tech University Research and Training Center in Mental Retardation have been included in this anthology. The book stresses the need for advocacy and protective services for retarded people who leave institutions to live in the community.

The Rights of Mentally Retarded Persons by Paul R. Friedman (1976, 186 pp., \$1.50), An American Civil Liberties Union Book, Avon Books, Mail Order Department, 250 East 55th Street, New York, New York 10019.

This is a guide for lay persons who want to be advocates. It uses a question-and-answer format to discuss the rights of disabled people in institutions and in the general community. □



Frank Bowe

(continued from page 25)

emotional disabilities that affect 36 million Americans. Then have the students look around—at their school, their community, their county, their state, and their nation. What is being done for these people—and what is not being done?

You may wish to do a service-learning project relating course work to the needs you have found. To a journalism class, for example, you may suggest that students study how the media portray people with disabilities. Students may wish to contact local media to request stories about disabled people and the programs that serve them. They may write investigative reports on how public and private programs are treating disabled individuals.

Be the field of interest economics, medicine, psychology, sociology, architecture, transportation, urban planning, or

any one of a host of other disciplines, similar projects offer students an opportunity to learn and to serve. For example, consider the following.

- What would a balanced federal budget mean for local disabled people? Consider the likely effect of a balanced budget in lowering inflation, which hits disabled people very hard. How could service-learning students help local agencies and disabled individuals cope with problems exacerbated by inflation and program cutbacks?

- With the elderly population of our country growing in size over the next 50 years, and with about a third of all elderly persons having disabilities, what social planning must be done to ensure a smooth-running society? What roles can disabled and elderly persons play in our country today and over the next half century? What assistance can students give

to organizations addressing these issues?

- Making transportation accessible to disabled people is expected to be very costly. What are the costs of not offering such access? What is the situation in your community and how—through both direct service and advocacy—can students improve it?

As you can see, the problems facing the U.S. as it attempts to help disabled individuals are not simple ones. Basic changes will be needed in the very fabric of our society, and today's students will be the ones to make these changes.

The Year offers you and your students an opportunity to get involved—and to learn about issues that will affect all of us throughout our lives.

For more information, contact the American Coalition of Citizens with Disabilities, 1200 15th Street, N.W., Washington, D.C. 20005. □



Max Cleland

(continued from page 25)

As Administrator of Veterans Affairs, I am, of course, most closely in touch with veterans—ranging from teenagers to men past the century mark—who suffer physical and mental disabilities. Some of the millions of disabled American veterans have made their way back to society and compete daily for a living with the able-bodied. Others must spend their remaining years in hospitals.

The Veterans Administration (VA) is making a major effort to provide our disabled veterans—young and old—with proper rehabilitation. Quality medical care and rehabilitation are blended, and sometimes physical and mental wounds do heal to the point that the individual can successfully rejoin society. Often this is a long process.

Dedicated and able doctors, nurses, rehabilitation specialists, and other health care personnel know that often the rehabilitation of the disabled involves more than the skilled care and professional guidance that the staff can provide.

The further need is for individual concern. VA professionals are trained to provide this needed ingredient, but they know—as I do—that this isn't enough. The disabled person—man or woman, veteran or nonveteran, young or old—

needs our help on a one-to-one basis. We face a complex problem in translating the knowledge that an enormous number of handicapped Americans need help to actually displaying our concern to each individual disabled person.

I know—the VA knows—that we cannot do it alone. So we solicit help from volunteers who live in communities near VA medical centers. Hundreds of students assist in VA medical centers as part of their preparation for health and social service careers. Thousands with unrelated career aspirations go out of their way to provide assistance to the disabled in VA medical centers. These volunteers participate in many activities, not the least of which is visiting regularly hospitalized veterans who desire and need companionship. Such visits strengthen the determination of a disabled person not to give up; they reinforce the veteran's determination to live with his disability; they prove someone really cares. By providing companionship and understanding, students can relieve the greatest concern of all to disabled people—the fear that they have been forgotten and are being forced by society to live out their lives alone and helpless.

Looking at the world of the disabled from my dual vantage point—as one who

is disabled and who sees firsthand the needs of thousands of disabled persons—I call especially on the young. I want to instill in the youth of this land an understanding of the suffering and loneliness, of the long struggle for rehabilitation that disabled persons face.

In *Roughing It* Mark Twain relates his adventures traveling in the Old West. For most Americans today, roughing it means spending a temporary period in an uncomfortable setting and doing without some conveniences. Let me tell you that for the disabled and handicapped in our society, roughing it is a permanent condition. Things that most people take for granted—dressing for work, crossing a street, going up a curb, doing their job, using public restrooms—are roughing it for the disabled who have rejoined society. Just waking up in the morning may be roughing it for those who remain in institutions.

I know that every young able-bodied American cannot be a volunteer in a VA medical center, though we welcome each one who can. Others will find other ways to assist the disabled on a regular basis. Still others will help from time to time.

At the very least, every young American must be aware of the disabled American who has to rough it every day. □

Catalysts for Change

by Richard A. Couto

A program director advocates a service-learning strategy that provides short-term direct service and mobilizes the community to take long-term action.

Volunteer program strategies, like those for other activities, are susceptible to a routinization that permits secondary goals to obscure the primary purpose. If the service-learning educator does not take care, fieldwork may lose its service focus and become only an orientation to an agency or to a professional role. The emphasis may be on the learning, with a concomitant concern on the conversion of an experience into credit hours and a grade, or on the individual's maturation and personal growth. What may be sacrificed is the opportunity for students to work for change or to contribute to alleviating a specific need and through this to gain a sense that their efforts made a difference.

In the Spring 1979 issue of *Synergist* (reprint 181), Robert Sigmon reflected on "Service-Learning: Three Principles," giving the following guidelines to safeguard the service component of a service-learning strategy.

Principle one: Those being served control the service(s) provided.

Principle two: Those being served become better able to serve and be served by their own actions.

Principle three: Those who serve are learners and have significant control over what is expected to be learned.

According to Sigmon, these principles establish a service situation that enhances learning, and my experience with student

projects bears him out. I would like to identify further components of a service-learning strategy that delivers effective service, enhances learning, and, most of all, invigorates a volunteer strategy.

Over the past 10 years student projects of the Vanderbilt University Center for Health Services, Nashville, especially the student health coalitions (see box), have made a difference in the communities where students worked. During this time, students have led projects in Appalachia, West Tennessee, and Nashville. In addition to providing more than 40,000 physical examinations to people without ordinary access to health care, the students have worked with community leaders to devise more permanent health services. A score of primary care community-initiated and community-run clinics now dot the Tennessee Valley as a result of the community leadership the student health coalitions helped catalyze.

This is not to suggest that rural health care needs now are being adequately met by the coalitions and coalition-initiated activities, but the accomplishments indicate that students and community can work together to institute services related to health care and other problems.

The students' work has been a catalyst not only for change but also for learning—particularly the learning that comes from sharing in a process of change or in addressing others' needs. I offer the guidelines that we have found important in getting the most from students' work.

Cautious Catalysts

Awareness of a need is not sufficient to mobilize people to work on it until they have confidence that something can be done about it. Students are important catalysts in accurately assessing the dimensions of needs and in raising expectations as to what can be done about

them. One clinic board member in Petros, Tennessee, remembered the most difficult problem in establishing the clinic as "a lack of support of the people in that they didn't believe that it could really happen."

A member of the St. Charles, Virginia, community recalls how student activity created belief in what the community could do.

The first summer the student health coalition was in St. Charles, the people weren't that enthusiastic. But students began to find things that other doctors hadn't found. This changed people's minds. It took time to accept it all.

There was a need for a doctor in St. Charles. The nearest doctor was in Pennington Gap and there were always long lines there. The health fairs demonstrated the need for better health care. After the second fair, Charlie Province and some sixty others got together at the school to discuss the issue.

Many called in before the clinic building was started. They never waited to see a structure before they started giving to the community health effort. Within a year of that second summer, the clinic was built.

This catalytic process has its dangers. Students can overpromise and set unrealistic goals. Realistic goals that deal with the community's perceived needs and problems are important to both the students' contribution to change and the community's willingness and ability to organize.

But here again caution is necessary, for some problems have systemic origins requiring large-scale change. For example, strip mining around St. Charles, Virginia, has caused frequent flooding and although the people have a strong will to clean up, dredge the creeks, and do

Richard A. Couto is director of the Center for Health Services, Vanderbilt University, Nashville. He is preparing a monograph, tentatively entitled *A Stream of Idealism, that details the philosophical basis for the Center's mode of operation and evaluates the work of students and community leaders in service-learning projects and their followup.*



A student nurse assists in examining a child during a health fair.

something about it, the prevention of floods is related to the creation and enforcement of laws. These latter measures are vigorously opposed and require much greater organizational and political effort than a summer student project can provide. Even clinic development must be understood as merely a first step in meeting community health needs. Recruitment of professional staff, reimbursement procedures, and integration with other health services are only a few of the other tasks required of the community to achieve adequate health care.

Nonetheless, it is evident from our experience that the correct fit of student services and community need can help start people on their way to meeting needs susceptible to local effort.

The fit also is very important in achieving the proper mode of learning and community mobilization. Shortly after the beginning of coalition activities, the students hit upon health fairs as an appropriate fit for student skills and community needs. Health fairs offer to each community resident a desired and valuable service, a free complete physical exam including lab work and x-rays when required. Medical and nursing students, with the assistance of other students and supervising physicians, are prepared to perform this needed service well. Simultaneously, the health fair provides an

activity around which people organize, for it usually demonstrates both the need for additional health services and the ability of the community to do something about health needs.

The health fair has been adapted to other situations. Recently health fairs conducted in conjunction with organized labor have led to the formation of health and safety committees. The coalition conducted a health fair in White Oak, Tennessee, to help revive interest in health care in a community where the clinic had just closed. This health fair contributed, in part, to the greater use of the clinic building as a community center and to renewing efforts begun in 1972 that resulted in establishing a water system for the community this year.

Finally, the health fair model has been adapted to prisons. It can lead to better health conditions there only if people outside the walls are willing to work along with inmates. The health fair model has been adapted to other areas of student service as well, including the direct marketing of farm produce to urban residents. (See "Come to the Food Fairs," by John Vleck, *Synergist*, Spring 1978, pp. 19-22; reprint 46.)

Support for New Services

The health fair is a vehicle of both service delivery and community mobilization. It

makes effective use—and fosters development—of students' skills in addressing community needs. It can contribute to change at the community level if it is organized to elicit a collective response from the people involved with a common problem. This has occurred most successfully in rural areas where a tradition of self-reliance and a lack of services were catalyzed by health fair activity into an effort to introduce new service agencies.

But not all service-learning strategies need to aim at introducing new agencies. In urban areas, especially, often the problem is not beginning new agencies but effectively utilizing or expanding existing services. A service-learning program can foster change vis a vis existing agencies by assisting in introducing new and needed services. One example of this strategy at work is the expansion of health services to include nurse practitioner services as a result of the health fair at the Tennessee Prison for Women in 1979. In another instance, health examinations given within day care centers in Nashville did much to uncover early childhood diseases, bring inoculations up to date, and institute therapy for learning impediments.

The point is that where new services are to be introduced, service-learning programs can make quantum gains in terms of organizing people to initiate them. Rural health and occupational health are pertinent examples. Where services already exist, service-learning programs can support people already organized. In both instances, but especially the latter, it is important to keep in mind the three principles that Sigmon enumerated. Otherwise service-learning can become a subsidy for existing services, a student-centered experience, and/or part of the welfare syndrome of need and dependence.

Community Leadership

Another safeguard against these pitfalls is community leadership. Planning with community members prior to the project is essential to gaining their support. This planning helps determine the fit of student services to community need and allows both students and community to make further gains from their work.

Community organizing and mobilization for the student service—and subsequent to that service—are absolutely dependent upon community leadership. Square Mormon, president of the Poor People's Health Council, Rossville, Tennessee, exemplifies this type of leadership and, in an article called "Sick for

Justice'' (*Southern Exposure*, Spring 1978, p. 74), illustrates one form of leadership necessary to prepare for a student's service.

... We had a dream of health care because we had seen so many of our people suffer and die for health protection. And so, some of the students came down and I talked with them and I asked them what could we do, because we insisted that they come down. They said, 'We would need some homes because there would be students coming out of school and they would need a place to stay.' And I said, 'That would be no problem. As bad as we need a clinic and as bad as we need people to be examined we will do everything we can.' We asked them, 'How many homes would you need?' And they said, 'We would need twenty-five or thirty homes.' We went out and got forty homes.

Other characteristics that Mormon shares with other effective leaders of the coalitions' past are secure, if limited,

economic means that permit a degree of freedom from economic reprisal when working for change.

Followup and Student Leadership

If students adopt a change orientation, they imply their commitment to following up with the people with whom they are working. It is not enough to start a process of change, or even to discover individual problems, and then to walk away leaving others to bear the consequences, the frustrations, and sometimes the harsh reprisals. This followup may be the creation of institutional linkages or the establishment of other services or projects that can support the activities that the student projects started at the community level.

In response to this need for followup, Vanderbilt created the Center for Health Services to assist in the continuation of projects and to devise new program responses to new needs. In conjunction with the coalition's experience, the Center has helped provide technical as-

sistance to developing and existing health councils.

Followup also may take the form of appropriate referrals to agencies that can deal with problems uncovered by students.

The original summer project of the student health coalition involved 13 students. In 1971 more than 100 students participated. This number was reduced because of the difficulties in funding a project of this scale and, more importantly, because in such a large group consensus decisionmaking seems to break down and fragmentation seems inevitable. Large budgets and large numbers of students imply a permanent staff and less student leadership. In other words, in terms of student leadership, service-learning has an economy of scale. As the projects function now, one summer's group selects the student leaders for the next year, so leadership changes annually.

The leaders are responsible for fundraising (from an array of public programs, private foundations, and church groups),

Student Health Coalitions

In 1968 students from various departments of Vanderbilt University and Meharry Medical College, Nashville, began to form health coalitions to deliver direct services in rural and urban communities and to help members of those communities mobilize to initiate permanent health services. Several ongoing student projects developed to continue this summer's work. One was the Appalachian Student Health Coalition, which concentrates on community-identified health care problems of various types and acts as an impetus to the establishment of community health councils. Another was the Urban Student Health Coalition, which focuses on day care centers, community clinics, and prison health issues. Each summer some 50 to 75 students in these and other projects work closely with communities to carry out major service projects.

By 1972 the coalitions were so well established that the Center for Health Services became incorporated as part of Vanderbilt. Today several student health coalitions, projects meeting other needs (including marketing farm products and providing legal assistance), and community organizations that have grown from student projects fall under the Center's umbrella. (For more details, request copies of the Center's annual reports through interlibrary loan from the Vanderbilt Medical Library.)

From the beginning health fairs have been at the heart of the coalition's operations. Though these are one- to two-week events, they require months of student effort. The work for the summer begins during the regular academic year. The elected student leaders, who work on stipend 10 to 15 hours a week during the academic year, meet with community members to determine need and support for coalition projects, recruit

students from Vanderbilt and other universities (Meharry provides the most students), and line up funds and equipment to carry out the proposed projects. The students come from all disciplines but predominantly from medicine, nursing, and the liberal arts.

By April the Center's board of directors (composed of students, faculty members, community members, and past participants) decides which proposals are to be funded and assists with funding needs. From then until early June the student leaders work with community people to determine exactly what will be done. Then one or two students, usually arts and sciences majors, go to each community to prepare the way for the coming of the medical team (medical and nursing students with faculty or other qualified medical personnel as volunteer supervisors). This means organizing community support for meals, lodging, and a health fair site and trying to determine what kind of followup will be needed. The medical team returns for a few days three or four weeks after the health fair to compile results, deal with some health problems, and follow up and assist with referrals to health facilities for those who need them. Many health fairs result in the communities setting up health councils or even health clinics.

The student health coalition model has been used by university-based groups in Alabama (where the program is as large as that at Vanderbilt), Georgia, North Carolina, South Carolina, and Texas.

For additional information, please contact the Center for Health Services, Vanderbilt Medical Center, Vanderbilt University, Nashville, Tennessee 37232.

recruitment, site selection, orientation, and all other aspects of the coalition activity. In many ways this creates inefficiencies. Fundraising is impaired as proposals are developed late, and contacts made one year are not followed up the next. Sites may be chosen without full or thoughtful consideration because of time limits. Recruitment has been hampered because funds were lacking to make commitments to students for jobs. New beginnings seem to characterize the coalition as students orient themselves annually rather than follow up on what has already been learned.

But if the turnover has its inefficiencies, it also has its strengths. Because the coalition has no permanent staff, the responsibility for continuing the project falls upon the student leaders. History is a guide, but each summer's projects clearly belong to those within the coalition at the time. Participation is a discovery rather than a mapped route. This may be re-inventing the wheel, but it engenders a sense of responsibility for tasks that never are allowed to become routine even as they are repeated year after year.

Turnover also instills a certain humility and dependence on others that is often missing in more established programs. As one student said, "As for my summer experience, I fear to say that I feel I got more out of it than the communities. I feel it was a GREAT experience for amateurs, but amateurs don't have the power nor the experience to change community affairs. . . ." A student with this attitude welcomes community partnership in any change effort.

The encouragement of student leadership and initiative must be balanced with the organizational needs for followup that led to the creation of the Center for Health Services. On the other hand, a balance must be struck so that organizational needs do not supercede student leadership within the projects. The Center has sought to do this by creating a decision-making body (a board) of faculty and former project members, community residents, and students.

Service and Learning

In sum then, the Center for Health Services projects have demonstrated two sets of characteristics of a *service-learning* strategy. First, the coalitions have an emphasis on participation and collective leadership within their activities. There were so few clear lines between leaders and others in the coalition

that one out of every three former coalition people who responded to a survey saw themselves as having had a leadership role. Second, the coalition has had a concept of community that includes factors of socioeconomic class and political power. The students worked with people who were, as one said, "the chronic grumblers and complainers," the people who, in the words of another community resident, "fought for everything we got."

The coalition's ambition was to mobilize community leadership to organize and control the provision of needed health services. Community mobilization or self-effort was a goal of equal importance to experiential education. This did not necessarily lend an explicitly political connotation to the activity. In fact, students with great diversity in their political views participated in the projects.

This diversity and the combination of education and community mobilization fostered different perceptions of the coalition activity and its meaning. As one early coalition member wrote:

The problem has always been that different sections of the project had their own view of its *raison d'être*. The school of medicine sees it as social work and delivering primary health care. The medical students get a chance to gain experience doing physicals. The nurses can break out of the doctor-dominated system and gain some independence in health care delivery and the community organizers can hatch their commie plots to organize the poor people of the mountains.

This may not have been the problem of the coalition as much as the secret of its vitality.

Two other important points must be underscored. First, when student learning, the delivery of services to underserved groups, and community mobilization all have equal emphasis within a project, learning is not sacrificed. More than 30 years ago, Helen Lynd posited that fieldwork offers to preprofessional students—and professional students, we might add—diverse experiences and to liberal arts students the opportunity to ground learning in actual situations. Thus, fieldwork offered, in her estimation, a means "of exploring profound problems basic to the humanities as they arise in situations which have immediate meaning to students." (See *Field Work in College Education*, by Helen Lynd, New York:

Columbia University Press 1945; p. 161.)

The coalitions have been a means of exploring profound problems, including the techniques of the various professions and their adequacy measured against the human needs that the students encountered. This is not the education that institutions ordinarily sponsor or for which they assign grades or credit hours. But it is a form of education that examines and questions the "machinery of human existence" that R. H. Tawney has suggested is the essence of humanism, that examines "property, material wealth and the whole fabric of social institutions and services for their bearing on individual lives." (See *Equality*, fifth edition, London: Unwin Press, 1964, pp. 85-86.)

There is no way to institutionalize this process. In fact, institutions militate against it. It is for individuals, students, faculty, and staff within institutions and within *service-learning* programs to maintain their vigor and freshness so that the promise that Lynd saw in fieldwork might be achieved. This is to say that students, like community leaders associated with past coalition work, are engaged in a similar process of expanding institutions to take into account unmet needs and new forms of leadership.

Second, while the programs we describe here are not for everyone, they are suited for some. Those students for whom these projects are appropriate not only exist but must be served. We must be wary of the easy route of channeling youthful energies into pre-existing patterns of institutional conformity and bureaucratic organization. In pursuit of this easier route, it is common to dismiss individual students seeking alternatives in learning or seeking the opportunities for social and political involvement in terms of their psychological need or the child-rearing practices of their parents.

In an interview in *U.S. News and World Report*, Robert Coles observed that the students taking part in the Center's projects and others like them "are ordinary young people—not 'crazies' or political radicals—who are continuing a stream of idealism that runs very broadly throughout this nation's history." It is important that we assume that ordinary young people have ideals, and that we work with them to create a society modeled not after our institutions' ease but according to our highest aspirations. A student-community partnership in change is not only a means to express these aspirations but is itself a vehicle of *service-learning* to which we should aspire. □

Career Ed & Service- Learning

by **Kenneth B. Hoyt**

A career education expert finds that his field and service-learning have much in common and calls for closer cooperation.

I am ashamed to admit that only 12 months ago I had never heard the term service-learning. Since that time I have studied articles in *Synergist* on the basic concepts and how they relate to the concepts of career education. The goals of this article are to convey what the term service-learning now means to me as an advocate of career education, to compare service-learning and career education in terms of basic similarities and differences, and to discuss the several ways in which service-learning can make significant contributions to the implementation of career education.

The Service-Learning Concept

The most concise definition of service-learning that I have found is that given by Robert Sigmon in "Service-Learning: Three Principles" (see *Synergist*, Spring 1979, page 9; reprint 181). Sigmon says, "Service-learning . . . is the integration of the accomplishment of a public task

with conscious educational growth." He lists three principles: Those being served control the service(s) provided; those being served become better able to serve and be served by their own actions; and those who serve also are learners and have significant control over what is expected to be learned. He also states that "learning objectives are formed in the context of what needs to be done to serve others."

My perceptions from studying the Sigmon article are:

- In service-learning, the *primary* emphasis is placed on service, not on learning;
- The hallmark of service-learning is learning *by* doing, not doing *to* learn—a most important distinction;
- The basic philosophical commitment to a belief in and concern for both the worth and basic human rights of all persons underlies the movement.

Other perceptions that I have gained from my study of service-learning are:

- Service-learning started at the postsecondary level and was provided primarily for students in liberal arts education (see "Community Service as a Career Education Opportunity: NSVP Forum," *Synergist*, Winter 1977, page 12; reprint 143);
- More than 2,650 of the nation's high schools (15 percent) now have opera-

tional service-learning programs (see "Service-Learning in Secondary Schools," *Synergist*, Winter 1980, page 2; reprint 209);

- Service-learning is a term applied to paid as well as to unpaid work (see "Guest Speakers: Trends Affecting Service-Learning in Secondary Schools," by Owen B. Kiernan, *Synergist*, Fall 1979, page 26);

- The service-learning effort, while most closely identified with experiential education, is now seeking applications in a wide number of school/community collaborative efforts (see "New Times, New Alternatives," by Robert Sexton, *Synergist*, Fall 1979, page 36; reprint 176);

- The trend is to move operational responsibilities from specialists to regular instructional staff (see "Forecasting the Future of Service-Learning," by James E. Althof, *Synergist*, Fall 1977, page 10; reprint 145);

- Service-learning educators are concerned that academic credit be considered.

These perceptions of service-learning are presented here so that experts in that field can know the assumptions on which the article is based.

Similarities and Differences

My reading on service-learning and my experience in career education indicate

Kenneth B. Hoyt, director of the Office of Career Education, Department of Education, Washington, D.C., since 1974, has been a high school teacher and guidance counselor and a professor at two universities. He also has written and lectured extensively on career education.

that numerous basic similarities exist. So, too, do a number of differences. The latter, however, appear to be more a matter of degree than of kind. Similarities, on the other hand, involve the most basic concepts.

The *first* obvious similarity is the high degree to which both movements rest on a bedrock faith in the worth of the individual and the necessity of protecting freedom of choice for every human being. Sigmon writes that service-learning is "rooted in the belief that all persons are of unique worth, that all persons have gifts for sharing with others, that persons have the right to understand and act on their own situations, and that our mutual survival on the planet Earth depends on the more able and the less able serving one another."

I see no basic conflict in values between service-learning and the career education movement. Career education uses slightly different language, emphasizing the "freedom to choose" and the "freedom to change" as two of the most sacred individual rights, but the same basic values are being represented.

Second, both service-learning and career education stress that the term education is considerably broader in meaning

than the term schooling—that people can and do learn in places other than educational institutions, from persons other than professional educators, and in ways other than studying from books. In this sense, both service-learning and career education are inextricably tied, in their basic philosophical structure, to the general concept of experiential education. Two operational differences exist. Career education is apt to use private sector

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facilities whereas service-learning is likely to use public sector facilities, and service-learning appears more concerned about gaining academic credit for experiential learning.

Third, both service-learning and career education are deeply committed to providing students with work experience. The apparent difference is that service-learning places primary value on the extent to which the work experience helps those being served whereas career education places its primary value on the extent to which work experience contributes to the workers' career awareness/exploration/planning/decisionmaking.

In a generic sense, the basic purposes of work experience can be any one of the following: a supplement to academic, cognitive learning; a substitute for academic, cognitive learning; a means of making money; or a means of career awareness / exploration / planning / decisionmaking. While, in some instances and to some degree, work experience in both service-learning and in career education fills all four purposes, the overriding interest of service-learning is the first purpose whereas the overriding interest of career education is the last.

Fourth, service-learning and career education share a concern for making their efforts developmental and longitudinal, covering almost the entire life span. Both today appear to be keenly aware of and interested in how their efforts can be most appropriately extended to adults, including older adults.

In this area, theory and philosophy appear to be well ahead of common practice for both service-learning and for career education. Within the youth population, service-learning appears to be better established than career education for college-age youth whereas career education appears to be better established for K-12 youth, and particularly for K-8. This is, to me, one clear example of a condition that calls for service-learning and career education to join forces in ways that will benefit the implementation efforts of both at ALL levels of the education system.

Fifth, both career education and service-learning are concerned about relating experiential learning to academic content. While sharing this common concern, it appears that service-learning is relatively more interested in using experiential learning as a supplement to what is taught in the classroom, whereas career education is relatively more concerned about using such learning to increase student interest in what is being taught in the classroom. Career education advocates place a very strong emphasis on the potential of a careers approach to increasing basic academic achievement (see "A Primer for Career Education" by Kenneth B. Hoyt, 1977, 39 pages, free; order from Office of Career Education, Regional Office Building 3, Room 3100, 7 & D, S.W., Washington, D.C. 20202).

Sixth, both movements appear to share common strategies of using a combination of *infusion* within the education system and *collaboration* between the education system and the broader community as primary vehicles in their implementation efforts. Operationally, service-learning currently seems ahead of career education in making community collaboration work—in spite of the fact that the career education literature seems to have done more to conceptualize the process.

In terms of the infusion versus program add-on controversy, career education seems to be ahead of service-learning. While service-learning apparently began with an add-on approach to educational change, it is currently heading toward an infusion strategy within the classroom. Career education, on the other hand, began with an infusion strategy but now finds itself with a growing minority who believe that an add-on strategy will produce quicker results. Leaders in both fields tend to agree that infusion in all parts of the curriculum is preferable to adding a new course or set of courses.

Additional Information

The Office of Career Education publishes a number of monographs, among them *Career Education and Human Services*, by Joann Chenault (1977, 23 pages, free) and *The Professional Education of Human Services Personnel*, by Chenault and William L. Mermis (1976, 45 pages, free). These are available from the Office of Career Education, Regional Office Building 3, Room 3100, 7th and D, S.W., Washington, D.C. 20202.

For a listing of the monographs and other publications, refer to *Bibliography on Career Education* by Linda Hall and Sidney C. High, Jr. (1979, 79 pages, \$3.25). It is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; cite stock number 017-080-02059-9.

Summary of Commonalities and Shades of Differences

	Commonalities	Shades of Differences	
		Service-Learning	Career Education
1	Belief in worth of the individual and in human rights	Importance of serving one another	Freedom to choose—and freedom to change
2	Belief in and support of experiential education	Public service sector Concern for academic credit	Private sector predominant Relatively little concern for academic credit
3	Emphasis on work experience	As a supplement to academic instruction	As a means of career awareness, exploration, planning, decisionmaking
4	Developmental—over the entire life span	Better established for college-age youth	Better established for K-12 youth, particularly for K-8
5	Relating experiential education to academic instruction	To supplement and enrich academic learning	To motivate students to learn more cognitive content in school
6	Infusion and collaboration as primary implementation strategies	Ahead of career education in making collaboration work	Ahead of service-learning in making infusion work
7	Emphasis on general employability skills rather than specific vocational skills	Unequal emphasis on the 10 general employability skills	Equal emphasis on all 10 employability skills
8	Making life more personally meaningful and rewarding	Service is the bedrock word	Work is the bedrock word

Seventh, in terms of goals related to preparing students for work, both career education and service-learning appear to share a concern for equipping students with general employability/adaptability/promotability skills for use in changing with change rather than with specific vocational skills for entry into particular occupations. The concerns of service-learning advocates for the basic importance of the liberal arts education at the postsecondary level is one that is deeply shared by career education advocates (see "The Human Side of Work," by Kenneth Hoyt in *Refining the Career Education Concept: Part III*, 1977, 45 pages, free; order from Office of Career Education, Regional Office Building 3, Room 3100, 7 & D, S.W., Washington, D.C. 20202). The 10 basic general employability/

adaptability/promotability skills being championed by career education are:

- Basic academic skills;
- Good work habits;
- Personally meaningful work values;
- Skills in understanding and appreciating the private enterprise system;
- Skills in self-understanding and understanding of educational/occupational opportunities;
- Career decisionmaking skills;
- Job seeking / finding / getting / holding skills;
- Skills in overcoming bias and stereotyping as they impinge on full freedom of career choice;
- Skills in making productive use of leisure time through unpaid work;
- Skills in humanizing the workplace for oneself.

While career education advocates place equal emphasis on each of these 10 general employability skills, service-learning advocates, from the reading I have done, place their primary emphasis on personally meaningful work values and skills in making productive use of leisure time. They appear to place relatively less stress on basic academic skills, skills in self-understanding and understanding of educational/occupational opportunities, skills in overcoming bias and stereotyping as they impinge on full freedom of career choice, and skills in humanizing the workplace. Little, if any, emphasis appears to be put on the other four skills. I am not confident that I have interpreted the literature on service-learning correctly and stand ready to be corrected on these points by service-learning practitioners.

Eighth, and by far the most important, service-learning and career education share a commitment to using their efforts for purposes of making life more personally meaningful and rewarding. Leaders in both movements express strong agreement on societal needs they are striving to meet.

The apparent difference in these two movements appears to me to be basically one of semantics—not of purpose. The bedrock word for the service-learning movement is *service*; that for the career education movement, *work*. The concept of servant-leaders being championed by Robert Greenleaf is one that places a high value on the personal benefits that accrue to those who devote themselves to serving their fellow human beings (see “Preparing Servant-Leaders,” by Robert Sigmon, *Synergist*, Winter 1980, page 50).

This concept bears a strikingly strong resemblance to the definition of work used by most of us in career education. As I have defined it in “The Human Side of Work,” work is “*conscious effort—other than that whose primary purpose is either coping or relaxation—aimed at producing benefits for oneself or for oneself and others.*” In this definition, work includes unpaid as well as paid activities. Whether a particular activity is work depends more on the purpose(s) of the individual performing the activity than on the nature of the activity itself. Under this definition, much of the work does not take place in the world of paid employment, and much of what does take place in the world of paid employment is more correctly labeled drudgery than work.

When those of us in career education speak about the “human need to work,” we are talking about the basic need and right of all human beings to *do—to achieve—to become someone through doing something—to know that the world needs them for what they can do to help others, that, because they have worked, the world is, in some way and to some degree, a better place.* I can discern no basic philosophical differences between the way the word “work” is used in career education and the way the word “service” is used in service-learning.

The Need To Join Forces

It seems strange to me that service-learning and career education—two movements that have so much in common, including deep commitments to collaborating with others—have spent so little time forming partnerships with each

other. I do not know, of course, the extent to which those involved in service-learning desire such partnerships. I *do* know, that I, as one person engaged in career education, see a host of reasons for these two movements to work more closely together.

First, it now seems obvious to me that service-learning and career education share many common professional interests, concerns, and commitments. The eight commonalities described in the preceding section, in and of themselves, constitute a powerful argument for seeking closer working relationships.

Second, both service-learning and career education appear to me to be seeking the same basic kinds of change in the American education system—changes that involve relating educational content more closely to its utilitarian value in the total society and fostering working relationships between the education system

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and the broader society. Further, both movements have operated—partly by choice and partly through necessity—primarily from a “power-of-persuasion” rather than a “power-of-position” base. Both movements depend more on personal effort than on financial resources for their successful implementation. Both are dependent on gaining support from a wide variety of existing programs within and outside of education rather than creating one more new, expensive program to be added to all others in existence. I call this the “impotence image,” and I suspect it applies to service-learning as much as it does to career education.

Third, service-learning and career education appear to share both the danger and the promise of operating as solution systems for various educational problems rather than as an add-on system for a particular educational mandate of the moment. Educational mandates come and go in American education and are typi-

cally heavily influenced by the addition—or withdrawal—of substantial federal funds. Neither service-learning nor career education has ever been blessed—or cursed—with large amounts of federal dollars. Yet, both have survived the 1970’s. When one considers that the average life of an educational reform in America is less than three years, this is amazing. Both service-learning and career education apparently have discovered some of the reasons for educational survival. Would not both movements benefit if we shared some of our reasons with each other?

Fourth, both service-learning and career education see themselves as efforts that extend over the entire span of education—from the early elementary school years through all of adult education. The career education movement, it seems to me, holds real potential for further expanding the service-learning movement at the K-12 level. The service-learning movement holds great potential for further expanding career education at the college/university level. Both movements could better meet the obvious current challenges to better serve adult learners if we find ways of working more closely together.

Fifth, I see fantastic potential for better meeting career education’s goal of equipping each person with a personally meaningful set of work values if career education practitioners will enthusiastically endorse and join with service-learning advocates in communities where both exist. I suspect, similarly, that there may be some basic goals of the service-learning movement that could be better met if practitioners in that movement were to join forces with career education practitioners in their communities. The beginnings that have been made here are most encouraging. They are in need of great expansion.

Both service-learning and career education are movements that, in operation, have been more concerned with serving others than in protecting their own names. Both have been much more concerned with how much help accrues to those served than with how much credit comes to specific programs or the movement. It is entirely possible, of course, that one or both of these terms may disappear before the end of the decade. If our common concepts, concerns, and commitments survive, neither leaders in service-learning nor in career education will worry much about the words used to describe them. □

College as High School Ally

Kent State's Office of Volunteer Services is working with a high school in a cooperative service-learning effort.

by Roger K. Henry

Everyone benefits from a joint high school/university service-learning program in Kent, Ohio. Community agencies have a new and continuing source of trained volunteers. The high school uses university resources to build a community service program. The university offers its students additional learning experiences and improves relations with adolescents and other townspeople.

In the program established in 1979 by the Kent State University (KSU) Office of Volunteer Services (OVS) in cooperation with the Kent Roosevelt High School, students from both schools work together on a number of service-learning projects administered by OVS.

A KSU student, the joint program's first coordinator, initiated the venture by contacting the principal to discuss possibilities. After their initial consultation and planning, the principal assigned the high school counseling office to coordinate secondary students' involvement.

To introduce the program and recruit volunteers, the counseling office announced the program on the school intercom and in the school newspaper, teachers discussed it with their classes, and OVS students staffed a recruitment table at the school.

About a week after the recruitment period, the joint program coordinator and the OVS coordinator met with applicants at the high school to answer questions,

explain the various service projects, and match students with projects according to their career or personal interests and the skills they had or wished to develop. Subsequently the service project coordinators gave students their specific assignments and arranged orientation, training, feedback, and followup sessions for them.

The adolescents work in several kinds of projects, including tutoring elementary pupils and assisting disabled adults. Most serve in the same places and assume the same responsibilities as their older counterparts.

After one year, the benefits of the joint service-learning program have become obvious to the community, the students, and the educational institutions.

First of all, two groups of students meet the needs of those served more effectively than the college group alone does. The secondary students, because they live in the community year around, offer the agencies more continuity. High school students have committed themselves for longer periods than university students have, and they are there to work during vacations.

The high school students reap the usual rewards of service-learning programs, and working with college students gives them a few bonuses: viable models for helping relationships; opportunities to discuss academic majors, career possibilities related to their volunteer work, and campus life; and friendships with students from other geographic regions, cultures, and ethnic groups.

College students also value the chances to interact with young people whose lives do not revolve around campus activities.

In addition, student coordinators enhance their supervisory skills by working with younger volunteers.

With the increase in human resources, KSU's service-learning programs benefit more citizens, enabling the university to meet its public service commitment. KSU also gives the high school the resources to expand its curriculum at little or no cost for staffing and programming.

Town-gown relations traditionally have been a problem in many college towns. Kent State's history, especially the shootings by the National Guard during campus war protests in 1970, have made this a special problem here. The joint program creates an opportunity for positive, prolonged interaction and genuine communication in a community once bitterly divided by misunderstanding, negative attributions, and value confrontations.

Although the joint program has worked well, some problems still are being ironed out. The two groups of students have different school calendars, and occasionally transportation is difficult to provide or complicated by insurance problems.

Despite such technical problems, the prospects seem favorable for a growing relationship between KSU and Kent Roosevelt students. The high school students now may participate for credit under independent study, and the program soon may be offered as an option for Child Study classes. One of the most encouraging signs is the increased interest of teachers.

Whatever shape the program takes, it will continue to provide reciprocal benefits to KSU, Kent Roosevelt, and the community. □

Roger K. Henry is coordinator of Volunteer and Community Service at Kent (Ohio) State University.

For the Bookshelf

All publications are listed in Synergist solely as an information service. Inclusion of a publication 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 that may occur without notice. If no price is listed the publication is available without charge. The Center does not stock the publications listed. Orders must be sent directly to the source.

Giving Youth a Better Chance: Options for Education, Work, and Service. A Report with Recommendations of the Carnegie Council on Policy Studies in Higher Education (1980, 345 pp., \$13.95), San Francisco: Jossey-Bass, Inc. (433 California Street, San Francisco, California 94104).

The quality and nature of the treatment of youth is an incisive commentary on a society in its entirety—on the family,

William R. Ramsay is vice president for Labor and Student Life at Berea (Kentucky) College.

Youth Through the Looking Glass

by William R. Ramsay

A reader of many reports reviews a Carnegie Council book that includes recommendations encouraging the growth of service-learning.

the schools, the economy, the government, the culture, the beliefs of the people, their standards of conduct toward one another. In its youth a society can see itself in a huge but distorted mirror—as in a fun palace. The mirror of youth reflects back to our society a whole series of visions—some beautiful, some horrendous. (p. 5)

The Carnegie Council, usually concerned more directly with problems of higher education, has looked into this huge mirror and tried to understand and respond to what was seen with particular comment on the distortions perceived. Both secondary and postsecondary service-learning educators will be interested in the resulting answers and recommendations, which include incorporating work or community service into the curriculum, training teachers to supervise students in their off-campus work, and combining the resources of high schools, colleges, and the community.

Contents and Themes

Drawing on an abundance of other reports, national statistics, and a great variety of individual program experiences, the Carnegie report presents a wide ranging commentary on youth in relation to schooling, employment, and commu-

Youth Policy

Around the world, it has become harder and harder in recent years for young people successfully to make the transition from childhood to adulthood. Once the paths were few and well marked, and adult status began where childhood ended. Today, however, new stages of the life cycle have emerged, those of youth and young adulthood, offering a wide variety of choices; school, work, some combination of the two, travel, military or other service, or simply "hanging around" are some of the options from which young people must choose. Few can sample enough experiences to make easy the choice about the direction their lives will take, and, as a practical matter, options are limited for many because of social or economic constraints.

Large groups of youth of uncertain status also can be disturbing for the rest of society, as policies and practices designed for children or adults turn out not to be applicable to young persons who are physically mature and responsible for themselves but not settled into a steady job or niche in society.

Even more disturbing is the existence of a large group, almost six percent of the 16- to 21-year-old age group in the United States, that is neither in the labor force nor attending school full time. This group has opted out of organized society, discouraged by the search for a job, or alienated from school and family.

New policies are needed to help young people enter the world outside the school, to sample some of the options for work and service in an organized way, to match their ambitions and interests with opportunities in their community. Some schools and organizations do provide service-learning experiences or work-education schemes that are integrated into a sequential learning program, but many more do not.

The inclusion in President Jimmy Carter's 1981 budget proposals of \$2 billion for youth education and training signals increased attention to the problem of youth unemployment, but jobs are not all that youth needs.

In *Giving Youth a Better Chance*, the Carnegie Council on

nity behavior, which—the report observes—are all linked. Topics range from labor markets to teenage pregnancies and from military draft to costs of incarceration. They are woven together through five major parts covering background information, schooling, employment, service, and a summary giving cost-benefit data and agendas for all parties concerned.

Persons interested in any part of the youth picture will find the report a useful reference. It is a good source of summaries of other major reports on youth and statistical information giving a picture of major youth problems. A list of references covers 13 pages, and a series of appendices give additional information on programs and people that may be useful resources.

One of the most interesting and encouraging facets of the report is the inclusion of examples of successful programs that seem to point directions for improvements in dealing with youth problems in education, employment, service, and community behavior. These are interspersed throughout the main body of the report and range from a rather full explanation of magnet schools in Boston, for example, to one-sentence references to such programs as the Training and

Technology project in Oak Ridge, Tennessee.

The report is directed to the formulation and promotion of a series of 44 recommendations, 26 of which are highlighted in the first (summary) chapter. In the last chapter, the recommendations are recast as a list of "Who Should Do What," the "who" consisting of Congress, the administration, the states, school districts, mayors and city councils, colleges and universities, and foundations.

The recommendations are as specific as "Recommendation 29: Teenagers should be exempted from social security coverage" and as general as "Recommendation 24: The time has come for colleges and universities involved in teacher training to take decisive steps to reform that training to meet the changing needs of the schools in the 1980's. The president of the institution should take the lead in insuring such changes if the school of education is resisting change." (It is clear that the Council includes people familiar with higher education).

Several major themes keep recurring in the report's interpretation of the youth situation. First, as reflected in the report title, is the emphasis on options. It is significant and heartening that—in this time of generalizations based on polls and

other statistical data and resulting from the mistaken notion that "equal" opportunity means "the same" programs for all—a major national voice is heard calling for enough options that each and every young person may have effective choices. The report is careful to reject generalizations and, where possible, categorization of youth. (As a student personnel officer, I have come to wince when someone asks, "What do the students think?") In spite of repeated calls for options in schooling, employment, and service, one fears that categorization of people too easily follows identification of problems and recommendations for new programs.

The report also calls repeatedly for flexibility in programs, particularly in schools. This is coupled with a recognition of the advantages of relative smallness in responding to problems and opportunities. Whether flexibility and smallness can satisfy the magnitude of problems in a mass, computerized, increasingly centralized society is questionable. In human terms, as the report implies, smallness and flexibility are needed in spite of contrary pressures. The report does suggest that changes are now especially possible with the reduction of the total number of teenagers expected

Policy Studies in Higher Education recommended support of a broad range of programs

- That are open to all youth,
- Where administrative mechanisms to carry out the program are already in place,
- That are not highly vulnerable to error and abuse,
- That have proven successful in trial operations here or abroad,
- Where costs are reasonable.

The Council urged establishment of a multifaceted youth service program, as well as improved schools and employment opportunities. A comprehensive youth service program should include options of military and civilian service, should be structured to attract youth broadly representative of the nation's population, and should rely primarily on local initiatives for ideas and funding.

The number of young people in the population will decline in the next two decades, with the 18-year-old age cohort

dropping by about 25 percent between now and 1997. Youth will become an increasingly precious resource in an aging society, courted by schools and employers. Youth unemployment and crime rates will drop. We will have the opportunity to devote resources and attention to helping each young person find appropriate education, work, and service opportunities that will benefit both the individual and the nation.



Clark Kerr
Former Chairman,
Carnegie Council on Policy
Studies in Higher Education,
Berkeley, California

through the remainder of this century.

Another interesting theme in the report is resistance to over targeting. As suggested above, categorization of people is all too easy and has many unhappy side effects. Most of the recommendations are for programs or services available to all youth, even though their development may be prompted to respond to the needs of a particular segment.

The very critical role leadership appears to play in success of programs is acknowledged in several places and is also good to hear in opposition to what seem to be antileadership trends in society. Recognition of the need for encouragement and training of leaders is reflected in several recommendations. The message is that improved programs and services will result if leaders can be developed and encouraged and given flexibility in the exercise of leadership.

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A final theme of special interest to service-learning educators is the repeated call for opportunities for work and service at all educational levels. The report makes a strong appeal for giving youth greater access to work and service—whether in the form of cooperative education, work-study, volunteer service, industrial-based training, or some other arrangement—as important for their development and education.

Major Recommendations

Specific parts of the report and recommendations of special interest to service-learning educators are found in most chapters and are outlined briefly here. Many of these, shown below, are included in the list highlighted in the first chapter.

- Change the basic structure of high schools by . . . providing one or two days

a week for education-related work and/or service. (p. 22)

- Create work and service opportunities for students through the facilities of the high schools, making performance part of the student record. (p. 24)

- Finance needy students through work-study programs and more effective efforts to place them in jobs. (p. 24)

- Create in the high schools job preparation and placement centers that will follow students for their first two years after graduation or other termination. (p. 24)

- Create programs in community colleges (and selected comprehensive colleges) where young persons can be prepared for and placed in jobs on a part-time basis while attending college. (p. 25)

- Have all colleges create offices of community services to help students find off-campus service opportunities as part of their work-study assignments or on a volunteer basis. (p. 25)

- Improve teacher training programs, including workplace experience for teachers. (p. 25)

- Eliminate special “protective” legislation in the employment of youth that restricts the work they can do as compared to adults. (p. 26)

- Create nonprofit “job corporations” that will prepare and place students in jobs . . . (p. 26)

- Create a multifaceted voluntary youth service, with initiative for most service projects coming from the local level and with educational benefits attached to the service program. (p. 26)

- Create a National Educational Fund into which service credits and other contributions can be paid and then drawn upon later in life.

- Keep the draft voluntary. (p. 27)

- Develop in every sizable community a work-education council as proposed by Willard Wirtz and the National Manpower Institute . . . which will bring together school officials and representatives of employers, unions, and public agencies to coordinate programs for youth. (p. 27)

In one negative proposal, while favoring training subsidies for employers who provide on-the-job-training for disadvantaged youth, the Council rejects the idea “at this time” of a general program of wage subsidies for the employment of youth.

The report enlarges on each of these and other recommendations, citing useful data and examples. The thrust of provid-

ing a set of options including work and service as well as various educational alternatives for all youth from which they may choose freely beginning at age 16 is carried throughout the report.

In recounting the recommendations of three other groups reporting on the education of adolescents in the United States, the Council records one of the problems as: “Young people received too heavy a dose of schooling for too long a period, unmixed with knowledge of the world of work or experience in work or community service.” (p. 94) The recommendations of these groups include the observation that “Work that takes the form of community service is particularly desirable, giving young people a feeling of involvement in community problems and of contributing to their solutions.” (p. 95)

The report gives examples of programs that involve cooperation among high schools, employers, service agencies, and colleges in providing and supporting work-learning or service-learning for school youth. These include Denmark’s work-education centers, where youth pursue education, occupational training, and work experience and also provide the labor for the centers’ physical needs and management. The similarity of this example to the Berea College program could not, of course, escape my notice or comment. Examples from other countries also are included.

The chapter entitled “Education for Work and Work as Education” enlarges on the possibilities for creative combinations of work and education and reports on a number of national and local programs in this area. The Neighborhood Youth Corps experience and the more recent youth programs under the Comprehensive Employment and Training Act (CETA) are reviewed along with projects at such locations as Portland, Oregon, and Berkeley. The report provides information to support the recommendation of a federal-state work-study program for students aged 16 to 19 modeled after the College Work-Study Program.

A call is made also for improved and larger placement and counseling services in high schools. Parent involvement is an additional need expressed and considered essential for success in dealing with youth problems. Consideration of a year-round calendar is suggested.

A chapter on vocational education also advises new combinations of education, work, training, and service. The tone for

a rather ruthless criticism of vocational education is set by the chapter title: "Vocational Education: Change Everything Including the Name." The chapter on "A Fundamental Restructuring of Schools" enlarges on the calls for options, flexibility, leadership, and inclusion of work and service experience. Examples are given of magnet schools and other alternatives.

Postsecondary education is called on to join in partnership with secondary schools in a variety of ways. The use of college students as resources in helping with school needs and programs is encouraged. "Radical" changes in teacher education are called for, and it is suggested that future teachers should experience a service assignment themselves for "a year or two." Teachers and administrators should receive training in the management of programs outside the classroom. Special training for community coordinators, at the master's level, is recommended.

A good deal of material is presented on financing and cost benefits. The point is made that much of the cost of the recommendations would be offset by savings in existing program costs and in costs associated with corrections that should decline with greater options for youth.

National Youth Service

The major import of the chapters in the section on service is the recommendation of a large-scale voluntary National Youth Service available for all young people aged 16 to 24. Current proposals for youth service and some of the ideas from previous proposals are recorded. Significant is the call for a decentralized program, including possible development and operation of programs by local and state organizations and college consortia. The full recommendations relating to National Youth Service are as follows.

- Recommendation 41: We recommend establishment of a National Youth Service in which participation would be voluntary, and all young people aged 16 to 24 would be eligible. Although a National Youth Service Foundation would be responsible for development of the program, projects would be initiated and administered on a decentralized basis. (p. 282)

- Recommendation 42: One-half of the federal funds allocated for the program should call for 50 percent matching by the agency initiating the program. Such an

agency would typically be a local community group, but it might also be a state agency or a consortium of institutions of higher education.

The initiating agency might seek a portion of the matching amount from state agencies or foundations. (p. 283)

- Recommendation 43: We suggest an initial federal allocation of \$600 million in 1980-81, which we estimate would

My experience suggests that any successful innovative program has violated some rule or guideline.

accommodate 135,000 to 140,000 volunteers initially, including those already in ACTION and allowing for augmentation of funds through the matching provisions. (p. 284)

The recommendation of the establishment of a National Education Fund is interesting in that it is proposed not only as a depository of "credits" earned through a national service program (like veterans' benefits) but also as a place for voluntary savings of youth, employer deposits for employees, contributions of parents for children, and "voluntary savings by employed persons at any age up to 55." The inclusion of voluntary contributions by employers, parents, and individuals in a national educational depository would seem to make this proposal unduly complicated and unlikely. Such a fund is important for youth in the service programs who earn credits and may wish to add savings, but other private institutions would appear to be available for a variety of educational savings plans for the general public.

Reviewer's Reactions

Beyond the acknowledgment of the report's value for information, analysis, and reference and beyond agreement with its motivation, direction, and most recommendations, my reactions are as follows.

First, the carrying out of programs—on even a small scale—that cross lines between schools, employers, agencies,

unions, etc., is incredibly complex. The barriers are truly formidable and the vested interests well entrenched. Individual programs that prove it can be done usually have unusually high portions of leadership, initiative, and cooperation. These will not be found often enough to assure that replication on a large scale is possible. A few exceptions can be accommodated by the "system" but changes of the magnitude suggested come with much more difficulty. Legislation, administrative formulas, organizational and program prerogatives, professional standards, credentialing systems, and other established habits are hard to alter.

My experience suggests that any successful innovative program has violated some rule or guideline. That is tolerable on a small scale but presents really serious problems on a large scale. The attempt is necessary, but the report seems not to acknowledge sufficiently the difficulty. Nor does it give guidance beyond "Who Should Do What" as to how to do it. It may be argued that this is not within the purview of the report.

A second concern is the degree to which the flexibility called for can be accomplished. The need is clear, but is it likely in an increasingly litigious society where judgment is suspect and regularly challenged and where safety lies in conforming, documenting, technical correctness, and taking as few risks as possible rather than in creative leadership, inspired choices, and vision? The pressure from legislation, administrative processes, professional organizations, credentialing agencies, and other interest groups along with the need for issues and oversimplification of the news media conspire to press for conformity and rigidity rather than options and flexibility. Decentralization and relative smallness of size, as called for in the report, are important parts of the answer but, again, the difficulties of achievement do not seem adequately recognized. The schools, which are called on for the major roles in carrying out report recommendations, appear particularly unsuited for achieving needed flexibility. For example, I can envision training for community coordinators, which is certainly needed, beginning to narrow this function, finally resulting in "professional standards" and credentialing excluding those who don't "qualify."

In the matter of community coordination, one model mentioned but not featured is the third-party broker that is at

least semi-independent from school, employer, or government and can function between and among the other parties in solving problems of access and cooperation.

A more philosophical concern is the emphasis on the *preparation* of youth for employment, higher education, adulthood, or something once they are through the difficult time of the teens. Danish philosopher Nikolai Grundtvig observed that the purpose of childhood is not preparation for adulthood but childhood itself. Work and service should be part of the experience of youth because these are important parts of living fully and not just because they help them become better adults.

Finally, I couldn't help but see the report as one in a long line of reports and recommendations covering many years, each one at its time identifying problems and proposing solutions. The movement to large consolidated schools is perhaps

the most obvious example of a previously recommended solution that is now presenting problems of its own.

A professor at the University of Tennessee with whom I was involved in a series of service-learning internships some years ago observed that every solution leads to a problem. In chapter 29, verse 14 of an earlier report with recommendations, Isaiah puts it poetically: "Therefore, behold, I will again do marvelous things with this people, wonderful and marvelous; and the wisdom of their wise men shall perish, and the discernment of their discerning men shall be hid."

The report and recommendations of the Carnegie Council are valuable in our efforts to improve the quality of life for youth and better reflect the values to which we aspire as a society. They are not a blueprint for perfection, and I am sure the authors would acknowledge that the mirror is still seen through darkly.

In Brief

Citizen's Action Manual: Guide to Recycling Vacant Property in Your Neighborhood (30 pp., \$2.40, Stock Number 024-106-00100-1, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402).

Prepared by the Department of Interior, this pamphlet explains how community groups can form nonprofit neighborhood land trusts. Subjects covered include how to use the Internal Revenue Service code to buy land at low cost and how to acquire public land.

Consumer's Resource Handbook, by Anthony J. Anastasi, Gail Chipman, Charlotte Nyheim, and Dan Rumelt (1979, 76 pp.), Washington, D.C.: The White House Office of the Special Assistant for Consumer Affairs (Consumer Information Center, Department 532 G, Pueblo, Colorado 81009).

The first section of this handbook outlines steps consumers can take to resolve problems and highlights private and public sources of assistance. The second

section lists and describes federal offices dealing with various types of problems. The third section lists some 800 local and state offices.

Experience-Based Learning and the Facilitative Role of the Teacher: Coordinator's Handbook (26 pp.); *Book I—Overview to Experience Based Learning and the Facilitative Role of the Teacher* (58 pp.); *Book II—Planning With Students* (127 pp.); *Book III—Monitoring Student Progress* (49 pp.); *Book IV—Evaluating Student Progress* (55 pp.), by C. Lynn Jenks and Carol J. Murphy (1979, \$13.50), San Francisco: Far West Laboratory (1855 Folsom Street, San Francisco, California 94103).

Designed under contract to the National Institute of Education for use in either preservice or inservice development programs for newcomers to secondary and postsecondary experiential education, these materials focus on why and how experiential learning activities may be integrated into courses and how the teacher's role may be modified accordingly.

Experiential Education: A Primer on Programs (1978, 157 pp., \$8.95), edited by Louise E. Wasson, Columbus: The National Center for Research in Vocational Education (Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210).

Prepared as a resource on exemplary programs and effective policy in experiential education, this document contains brief descriptions of 40 projects, papers on approaches to policymaking, and an overview of programs within the experiential learning family.

Experiential Education Policy Guidelines (1979, 54 pp., \$4.50), Columbus: The National Center for Research in Vocational Education (Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210).

This report features recommendations in 16 categories, among them learner objectives, site selection, academic credit, and preparation of workplace personnel.

Fixed Income Consumer Counseling: A Technical Assistance Manual (1979, 100 pp.), Denver: Denver Commission on Community Relations (order from Office of Policy and Planning, Room 606, ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525).

Prepared by Denver's Fixed Income Consumer Counseling (FICC) demonstration program under a grant from ACTION, the manual tells how to establish the model (largely through volunteers' efforts) and provides numerous examples of fact sheets used by FICC to address common problems in such general areas as health and food.

Help: A Working Guide to Self-Help Groups, by Alan Gartner and Frank Riessman (1980, 184 pp., \$9.95), New York: New Viewpoints/Vision Books, Franklin Watts.

This is a directory of local and national self-help groups, including Concerned Relatives of Nursing Home Patients, Emotions Anonymous, the National Organization of Women, Senior Actualization and Growth Encounter, and

Widowed Persons. The book also includes short sections on organizing self-help groups and on professionals in such groups.

The Rights of Tenants, by Richard E. Blumberg and James R. Grow (1979, 192 pp., \$1.95), New York: Avon.

One of a continuing series published in cooperation with the American Civil Liberties Union, this handbook seeks to raise the major issues and inform the nonspecialist of the basic law on those issues. The information is presented in a question-and-answer format.

Schools, Conflict, and Change, edited by Mike M. Milstein (1980, 306 pp., \$16.95), New York: Teachers College Press.

Although this book does not deal with service-learning, it covers a number of factors of interest to educators trying to introduce a new service-learning program. Chapter titles include "Using Institutional Conflict to Achieve Change in Schools," "Students as Organizational Participants," and "Change and the Management of Educational Enterprise."

Service for Development, by Irene Pinkau (1979, 1041 pp., \$10), Dayton: Charles F. Kettering Foundation (Suite 300, 5335 Far Hills Avenue, Dayton, Ohio 45429).

A three-volume technical report prepared by the director of the Development Services Cooperation Project, *Service for Development* summarizes a multinational study of development services, including the Peace Corps. The analysis of 30 countries showed four types of development services: training and employment schemes; study services (service-learning); social and technical development services; and foreign volunteer services.

Editor's Note: Skills in Citizen Action is no longer available from the University of Wisconsin as noted in the Winter 1980 issue. Please send orders for the book (\$5.25 a copy) to National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. □

et al.

This column is devoted primarily to news from associations, public interest groups, and organizations concerned with community service and experiential education. Members of such groups may submit information on meetings, publications, training, and any activities of importance to service-learning educators. Any reader may submit items on publications or events that might be of interest to other Synergist readers.

Inclusion of a listing does not imply that ACTION or the federal government endorses it or favors it over others not listed.

The Association for Experiential Education expects more than 600 to attend its eighth annual conference October 24-27 at the Glorieta Conference Center near Santa Fe. With the theme of Experiential Education in the 1980's, the conference program includes skills workshops, forums, model program presentations, and exhibits. On October 24, NCSL is giving a preconference seminar on using service in experiential programs.

The registration deadline is September 24. The rates are \$80 for members and \$95 for nonmembers. Living accommodations range from tenting with no meals at \$5.75 a day to a single deluxe room with three meals at \$28 a day.

For additional information, write to the Association for Experiential Education, Box 4625, Denver, Colorado 80204 or call (303) 837-8633.

The Association for Administration of Volunteer Services has changed its name to Association for Volunteer Administration (P.O. Box 4584, Boulder, Colorado 80306).

This organization is cosponsoring a national conference, Volunteerism: Facing a Decade of Decisions, in Minneapolis October 12-15. Other sponsors are the Association of Voluntary Action Scholars and the Association of Volunteer Bureaus. The 1980 National Forum on Volunteers in Criminal Justice, sponsored by the National Association on Volunteers in Criminal Justice, will meet there at the same time.

For information on conference registration fees, content, and special activities, write to Laura Lee M. Geraghty, Chair-

person, 1980 AVA/AAVS/AVB Conference, c/o Governor's Office of Volunteer Services, 130 State Capitol, St. Paul, Minnesota 55155. For information on the forum, write to Minnesota Forum '80 Committee, A-506 Government Center, Minneapolis, Minnesota 55487.

The three associations cosponsoring the conference also work together in publishing a quarterly journal, *Volunteer Administration*. Cost to nonmembers is \$8 a year.

The Council for the Advancement of Experiential Learning (CAEL) will hold its annual national assembly at the Shoreham Hotel, Washington, D.C., November 12-14. The theme will be Experiential Learning and Institutional Strategies. For additional information, write to CAEL, American City Building, Suite 212, Columbia, Maryland 21044.

CAEL publishes a number of inexpensive books, many of them focusing on "the valid and reliable assessment" of the outcomes of experiential education. For a list, write to the above address.

A free list of more than 80 resources in 25 states is available from the National Network of Youth Advisory Boards (P.O. Box 402036, Ocean View Branch, Miami Beach, Florida 33140). The topics include employment, juvenile justice, education, drug and alcohol abuse, and child abuse. To receive a copy, send a stamped, self-addressed business envelope to the Network.

The National Society for Internships and Experiential Education will hold its annual conference October 16-18 in San Francisco. The theme is Partnerships in Learning. For details, contact Donald Casella, Career Placement Center, San Francisco State University, 1600 Holloway House, San Francisco, California 94132. The morning of October 16, NCSL is offering a preconference workshop for administrators and teachers working with high school service-learning programs. Workshop participants may attend the conference's opening sessions that afternoon at no cost. Contact NCSL for more information on the workshop. □

National Center for Service- Learning

The National Center for Service-Learning is part of ACTION, the federal agency for volunteer service.

The Center's 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, by providing on-site consultation to programs or to groups sponsoring conferences or workshops, by conducting national studies to collect data on service-learning programs and to

document the effectiveness of new approaches, and by administering University Year for Action, a federal grant program designed to give college students opportunities to work as full-time volunteers in their local communities while receiving academic credit.

More than 200 *Synergist* reprints (for a full listing request the 1971-80 index, reprint 215) and the following publications are available free.

- *Evaluating Service-Learning Programs* (1975, 65 pp.). A guide for coordinators on designing and implementing evaluations.
- *High School Courses with Volunteer Components* (1974, 167 pp.). Twelve case studies for high school faculty de-

signing courses with a service-learning component.

- *High School Student Volunteers* (1972, 60 pp.). A basic manual for secondary school educators on conceiving and implementing service-learning programs.
- *It's Your Move* (1976, 51 pp.). A guide for community groups working with student volunteers.
- *Planning by Objectives* (1974, 70 pp.). A manual for educators on planning and implementing service-learning programs.
- *The Service-Learning Educator: A Guide to Program Management* (1979, 110 pp.). A manual primarily for post-secondary educators on the functions of service-learning programs and resources to use in carrying out these functions.

In the 1980-81 school year, the Center will sponsor nine regional training workshops: three for secondary educators with new programs, three for postsecondary educators with new programs, and three for both secondary and postsecondary educators with established programs. All workshops are free.

Those who wish additional information may call toll free (800) 424-8580, extension 88 or 89, or write: ACTION/NCSL, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525. □

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Synergist is a technical assistance journal published as a service for student volunteer and service-learning programs. If you represent a profit-making organization or a library (including high school, college, and public libraries), we ask that you purchase subscriptions to the journal through the Government Printing Office.

Notice to Readers

Synergist requests readers' assistance in planning and preparing articles on the following:

- Operating service-learning programs for adults in transition, e.g., displaced homemakers or persons compelled to change occupations;
- Increasing the employability of unskilled youth through service-learning programs;
- Assisting low-income neighborhoods in setting up food co-ops;
- Proving to skeptical parents the educational value of service-learning;
- Creating a service-learning network in a city, county, or state;
- Gaining faculty support for service-learning;
- Using service clubs' activities as a base on which to build a junior high service-learning program;
- Meeting the needs of a Hispanic low-income population.

For a copy of the contributors' guidelines, see the inside back cover of the Spring 1980 issue or request the guidelines from the Center.

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