

Synergist

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One Part of ACTION




CREATIVE CONNECTIONS AND TRAINERS



GUEST SPEAKER

ACTION'S DIRECTOR, MICHAEL P. BALZANO, JR., 38, was born to Italian immigrants in New Haven, Conn. He dropped out of school at 16, went back at 21 to earn his high school diploma at night. Dr. Balzano left the managership of an optical firm to study history at the University of Bridgeport, was graduated with high honors, and won a fellowship at Georgetown University, where he earned a Ph.D. in political philosophy with a dissertation on the VISTA program. He served as a consultant during ACTION's formation, later became special assistant to the director of the Office of Economic Opportunity. In 1972, Dr. Balzano became a staff assistant to President Nixon, who appointed him director of the ACTION Agency.

ACTION NEEDS YOUR HELP. In the weeks and months ahead, ACTION will be restructuring its domestic full-time volunteer programs to make use of part-time volunteers. We will be coming to America's high school and college population for help. ACTION will do its part to provide the opportunity, and we are hopeful that students will respond to this new challenge. I am confident that by this time next year thousands of students will be working as part-time volunteers alongside full-time ACTION volunteers, while continuing massive contributions through their own volunteer programs.

ACTION's two most famous programs are VISTA and the Peace Corps. These are great programs, and they have had a long history of success, mainly because they allow Americans to make a full-time commitment to helping others to help themselves. But because they are full-time programs, volunteers must be free of school, family, job, and career responsibilities. Moreover, they usually require volunteers to work in projects far away from their own communities, either in other parts of the country or other parts of the world. We believe in the importance of these full-time programs, but ACTION now must focus on a still newer challenge.

We recognize that for every problem in other parts of this country and in less developed parts of the world, there are equally serious problems in local American communities. Full-time volunteers who go off to a remote region of the world to lend a hand leave behind unfinished business right in their own home towns. Therefore, in addition to maintaining and expanding these vital full-time efforts, ACTION will respond to problems facing local communities by creating new programs—part-time community volunteer programs.

ACTION's new mandate from Congress broadens

the sphere of our program responsibility and gives us new authorities. We now can use ACTION resources not only to combat poverty but to meet other human, social, and environmental needs. Congress has agreed that volunteer programs can play a greater role in addressing a wider range of social problems. Congress also has recognized that ACTION programs can provide students with a unique experiential education that cannot be obtained in a classroom. ACTION has responded with the pledge that one of our major new thrusts will be to establish "service learning" programs for students. ACTION's service learning programs will provide new opportunities for students to serve their communities as part-time volunteers.

Over the next two years we will see to it that the President's hopes for this agency, when he ordered its creation, are realized. ACTION will become a volunteer resource bank from which appropriate combinations of volunteers can be drawn, from any of our various programs, SCORE, RSVP, ACE, UYA, VISTA, Foster Grandparents, or others, for a combined assault on a given problem. (See inside back cover for a description of ACTION's programs and the location of our regional offices.) We want to eliminate the obstacles our volunteers faced in the past when, for example, a VISTA had to refuse a cry for help from a small businessman with a faltering company because he did not have the skill to help him. Now he can refer the businessman to a SCORE volunteer, whose function is to help small businesses in need of management guidance.

As a part of our effort to provide a larger pool of talent from which communities can enlist help, we will be increasing our efforts to enlist the help of students.

High school as well as college students can make a great contribution. Homes for the aged and hospitals for the mentally and physically ill are crying for help. Thousands of senior citizens go for weeks without seeing another human being and many old people have no one who cares whether they get a hot meal or even whether they get to the store in bad weather. But human need is not restricted to older Americans: it exists at all age levels and in every local community.

Volunteers working on local ACTION projects need part-time volunteers to help with the hundreds of requests for help. There are no boundaries on opportunities to serve; the only limit is our imagination.

One thing is certain, there are too many problems left untended, and despite the hundreds of thousands of high school and college students now working in volunteer programs, there still is a reservoir of talent left untapped.

Only because we recognize how fully students have responded to community needs are we sure that students also will respond to this new challenge. America needs your help. ACTION has a program that will help you become even more meaningfully involved in service that will benefit your community—and you.



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Contributors

Thomas J. Massey, who writes in this issue about Stanford University's black student volunteer program, is working toward a Ph.D. in higher education administration . . . **Diane Hedin** is studying the concept of high school curriculum enrichment through community involvement. Her article recounting how the Mayo Clinic provided free training for a group of high school students appears on Page 36 . . . The student volunteer's management guide, which starts on Page 27, is **Judy Sorum's** second full-length "how-to" article for *Synergist*. The first, which appeared in Vol. 1, No. 3, was a detailed plan for volunteer transportation systems . . . **Dr. Steven J. Danish**, guest author of our Training Tips column, also directs the Pennsylvania State University Workshop for Trainers and Supervisors . . . **Dr. Edgar J. Townsend**, whose report on the impact of volunteerism appears on Page 12, directs the University of Delaware's Center for Off Campus Learning . . . **Shirley Hunter** lives in White Plains, N.Y., teaches in Bridgeport, Conn., and works with volunteers in New Haven, a commute of about 50 miles. Her article on applications of ESL teaching methods starts on Page 48 . . .

THE COVER

"Bicycles" is the title of the woodcut by **Jack Perlmutter**, who heads the Graphics Department of the Corcoran Gallery School of Art in Washington, D.C.

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Help Line/Walk In Center Offers Area Aid

By bringing the Logan, Utah, area legal, health and welfare assistance access lines together into one clearing house, Utah State University's Help Line/Walk In Center offers the area, with a population of 25,000, comprehensive social service coordination.

On any given day, students manning the Help Line phones or conducting the Walk In service may help a freshman solve a rent dispute and talk a city housewife out of committing suicide. Since its founding in 1971, the center has helped thousands of students and residents.

More Than Referrals

Two student coordinators direct 80 student volunteers who man Help Line phones 24 hours a day and make hundreds of referrals. They also arrange professional legal counseling on campus once a week, visits by local physicians and nurses, and establish welfare counseling for a variety of clients.

"This is an active student and

community resource," says Val Christensen, assistant dean of students and one of the organizers of Help Line. "We go beyond just handing out referrals on slips of paper and sending students off campus to find the help they need. We bring community agencies to the campus, allowing students to make face-to-face contact with public service professionals on a regular basis."

The Walk In service handles an average of 100 student aid requests a month, dealing with rent disputes, consumer complaints, and financial and welfare problems. It maintains drug and pregnancy counseling services, and arranges medical diagnosis and treatment.

Calls Are Rated

For more than two years, the Help Line has formed a significant university-community link, involving an average of 100 calls for help a day, 4,000 a year. Last year alone, Christensen says, the Help Line

handled 60 suicide problems.

Two professional counselors on the University Counseling Center staff give each volunteer 30 hours of training in interviewing, resource location, agency procedure, self-awareness, and sensitivity to others.

A call may involve only directions to a visitor asking the location of a theatre, or an hour of careful persuasion to talk a young man out of his depression over grades or family problems.

Calls are rated from one to 10 on a "seriousness index." A "10-Call" is often a suicide crisis. The volunteer may have to try tracing the call, tip off police, or locate a close friend of the caller to help ease suicidal depression. With so many agency pipelines available, a volunteer can deal with many options while he keeps the potential suicide talking.

Link With Elderly

The Help Line/Walk In Center offers many other services. It maintains a telephone "reassurance" link with elderly people who might otherwise lose contact with neighbors and agencies. A volunteer might make a daily call to an elderly person to make sure everything is all right at home. If calls go unanswered for unusual lengths of time, an agency or a neighbor is contacted and sent to check. The center also maintains a "parents anonymous" service, taking calls from parents trying to cope with problem children.

In addition to its on-campus legal aid, the Walk In service has established a phone tie with the University of Utah Law School that makes its resources available to students and residents of the surrounding community.

The program's \$43,000 budget is underwritten by the local Community Chest and the Associated Student Government.



On Campus



San Diego State University President Brage Golding dedicates two new lift-equipped vans for the campus' Disabled Students Services.

New Vans Expand San Diego Project For The Handicapped

Student volunteers have eased transportation problems for many disabled students at San Diego State University.

Two years ago, the university's Disabled Student Services program raised more than \$15,000 in foundation and business grants to purchase two specially equipped vans. These are now part of a "Vans for Handicapped" project that transports 20 handicapped students to campus every day.

The Disabled Student Services program is operated by handicapped student volunteers who work to eliminate architectural barriers on campus and in the community.

The nine-passenger vans are equipped with electric chair lifts, clamps to secure wheelchairs to the van, and bubble tops for extra head room.

The Disabled Student Services program has hired five students who each drive 20 hours a week. The vans run between 7 a.m. and 10 p.m. daily. In addition to taking

students to their regularly scheduled classes, the vans also transport them to fieldwork sites, and to school, social, and recreational events. Drivers make special runs when a handicapped student calls.

Maryland Program Develops Academic Fieldwork Course

The Community Service Programs organization, which directs student volunteer activities at the University of Maryland, has taken on new and greater responsibilities.

CSP was recently transferred from the Student Affairs Office to the Academic Affairs Office of the university, where it is coordinating the development of a university-wide field experience course.

The new course can be offered by any academic department, and students can receive a maximum of 24 credits for fieldwork courses.

Anyone desiring a copy of the fieldwork course proposal can write to Judy Sorum, Director, Community Service Programs, 1211-A Student Union, University of Maryland, College Park, Md. 20742.

Drake Corps Shapes High School Drug Education Program

The Revitalization Corps at Drake University is combining the resources of three student groups to establish a drug education program in the Des Moines city schools.

The program is aimed at informing youngsters in the public school system about drugs and drug abuse. The corps is recruiting members of the pharmaceutical fraternities to provide technical expertise for the drug education program. In addition, the organization is seeking student volunteers who have worked in juvenile probation and corrections projects.

Program organizers contacted three city school principals to determine if there was a need for such a program in their schools.

"Those principals were extremely receptive to our ideas, and one even asked us to write a drug education curriculum for an elementary school class," said Leslie Mouscher, coordinator of the 1,000-student Revitalization Corps.

(Continued on next page)



Community workers (left to right) Rachael Funk, American Red Cross; Susan Ellis, Counseling and Referral Service of the Family Court of Philadelphia, and Virginia Fineberg, Hall-Mercer Community Mental Health and Mental Retardation Center, plan a seminar on student volunteers, sponsored by Philadelphia's Council on Community Involvement.

Philadelphia College Council Offers Services for Volunteer Coordinators

The placement, training, supervision, and evaluation of student volunteers present similar problems for most agencies. Consequently, Philadelphia's College Council on Community Involvement (CCCI) has designed services to help agency volunteer coordinators deal with these problems.

Students, faculty, and administrators from Philadelphia colleges established CCCI in 1971 to encourage maximum student involvement in community service work. One of the organization's first projects was a survey of 1,000 community agencies to determine how they might utilize student volunteer manpower most effectively.

In response to the CCCI questionnaire, volunteer coordinators designated many problem areas. CCCI then designed a seminar series entitled, "A Workshop for Volunteer Directors: The College Student as a Volunteer." The workshop attempted to answer many of the volunteer coordinators' questions.

CCCI brought together coordinators from such diverse agencies as the Delaware Citizens' Council for Clean Air, the Girl Scouts, and the Metropolitan Hospital, to concentrate on the practical concepts of using student volunteers.

Among the topics covered were:

Writing job descriptions, motivating the student, understanding student needs and expectations, preparing the staff for accepting student volunteers, orientation and training, and application standardization and evaluation procedures.

The workshop was conducted twice during the fall of 1973. A three-member committee representing community agencies and institutions planned and directed the entire series.

In addition to sponsoring the workshop sessions, CCCI has also set up a network of subcommittees to develop:

- Training programs and institutes for students and community volunteers.
- Resources to assist community groups that work with students.
- Fund-raising possibilities.
- Consulting personnel to aid colleges that do not already have volunteer programs.
- Case studies about successful academically accredited volunteer programs.

CCCI's services are available to its members and membership is open to anyone in the Philadelphia area who is concerned about student-community volunteer service.

CCCI now has more than 100 members representing campus volunteer groups.

Institution Gives Volunteers Free Room And Board

Student volunteers receive free room and board while working at Lakeland Village, one of Washington State's five tax-supported institutions for the retarded.

The program, beginning three years ago with six volunteers, this year involves 25 students in all aspects of Lakeland's operation. Each contributes 15 hours of service a week and is given free room and board at the institution.

As adjuncts to Lakeland's regular staff, student volunteers organize and supervise recreation, teach grooming skills, tutor, help at mealtime, lead songs, and conduct trips. "Each volunteer becomes intimately involved on a one-to-one basis with the residents, even to the extent of helping them bathe and laying out their clothes," said Terry Hartman, Lakeland's volunteer service coordinator. "It's a process of building trust and friendship."

Commute To Schools

Students represent Eastern Washington State, Spokane Community College, and Spokane Falls Community College, all within a 30-mile radius of Lakeland, and commute to their separate schools.

Lakeland subsidizes the program with institutional funds and has put aside two dormitory spaces for the volunteers. Students usually agree to live and work at Lakeland on a quarterly basis, and academic credit is optional.

To help volunteers at Lakeland adjust to the program and to help evaluate applicants, Hartman developed a self-training manual. Entitled, *A Voluntary Self Orientation Packet*, it "instructs, tests, and helps me evaluate prospective volunteers," he said. "It contains the routine information we want every volunteer to know and includes a definition of retardation, and suggestions on how to relate to resi-

dents, and how to supervise activities, obligations, and benefits.”

The packet begins with a description of the known causes and characteristics of retardation. Key words are listed to the left of each description, supplying a continual cross reference.

The applicant is carefully introduced to each task he may be called upon to perform. Later, the volunteer learns how to relate to a supervisor and the retarded person in his care, and is instructed in teaching approaches, general management, and personal attitudes expected in the process of adjusting to the special demands of the retarded. The packet closes with a self-administered test that reinforces the instruction, offering an intensive review while helping Hartman assess each applicant's response, fitness and aptitude.

Copies of the packet may be obtained by writing Terry Harman, Lakeland Village, Medical Lake, Wash., together with postage stamps for return mail—40¢ first class; 20¢ third class.

Coker College Field Service medical volunteers Kenny Krueger (left) and Larry Anastasi perform a blood test in a community clinic near the school's Hartsville, S.C., campus.



Jane Bennett, a tutor in one of the many Field Service programs at Coker College, Hartsville, South Carolina, works with two Head Start pupils to develop the children's reading skills.

Coker College Student Volunteers Serve In Wide Variety Of Programs

A student may divide as many as 20 hours of service a week among two or more programs in South Carolina's Coker College Field Service Program.

Eighty student volunteers in the program serve 100 community orga-

nizations, including convalescent homes, hospitals and tutoring activities within a 50-mile radius of the Hartsville campus, according to Judith Bailie, field service director.

Funded under Title I, Field Service volunteers work in most area agencies. "Students get together," said Ms. Bailie, "and isolate an area. Then they'll decide what they can do to help. One group of volunteers at the center helps conduct an adaptive physical education class, teaching physical skills to retarded children."

Others Serve

Others serve as laboratory aides, hot line phone operators, adult education instructor's aides, physical therapists, bookkeepers, bank clerks, crossing guards, police dispatchers, companions to the elderly, and recreation organizers.

Volunteer evaluation includes periodic performance assessments by students' agency supervisors and themselves. Such evaluations are often used as references by students applying for graduate school or a community service job.

The Coker College Field Services program has been operating for almost two years.

NSVP FORUM



Charles Williams

A Look At Minority Involvement in Student Volunteer Programs



Marquez



Ruth Burgin

Moderator: We are interested in getting your ideas as to what can be done to increase minority participation in student volunteer programs. But first let's take a minute for you to say who are you, where you come from, and what you do.

Irma Rodriguez: I'm from Fullerton College in Fullerton, California. As coordinator of student services, I developed a volunteer program on our campus last semester, and I also have been involved in a tutorial program that deals primarily with Chicano students.

Sharon Peters: I work with the Office of Volunteer Programs, Michigan State University. I function as the Assistant Director for Community Relations, and among my responsibilities are keeping track of all of our 40 volunteer programs, working with agencies in the Lansing-East Lansing community, and trying to keep our programs in areas that are of common concern for the community and for the student population. I directly oversee our only all-minority program, a Teach-A-Brother program. This program was initiated and has been

maintained solely as the result of black student effort. Most of our other programs that involve minority students also serve minority people in the community. We offer programs in a wide variety of areas including business and consumerism, health, corrections, recreation, education, and direct one-to-one service.

Charles Williams: I'm Assistant Vice President, Ohio State University, and coordinator of the student volunteer program. We work in the areas of mental health, education,



Sharon Peters



Austin Thompson



Irma Rodriguez



youth, recreation and elderly services. Basically we're a clearinghouse program. We've sent volunteers from Ohio State into about 400 social service community agencies.

This year we're moving into a more sophisticated kind of program, and we're seeing if students can get academic credit for volunteer work. We are trying to broaden and deepen their volunteer experiences.

Marquez: I am from Southern Methodist University. My experience includes 10 years with the Office of

Economic Opportunity working on poverty programs. I am the director of the Center for Experiential Learning, which is composed of three sections. The MOVE office, an acronym for our volunteer program, the VOTE office, which is our political education program, and an interracial program, which I'm developing now at Southern Methodist.

Austin Thompson: I'm the Assistant Vice-Chancellor for Community Relations, University of California (Berkeley). We're establishing a

model that will be used through the UC system, a model relating to public service that will interface the various campuses and the general public in particular communities. This means tailoring the various resources on campus to the business community, to minorities, and to the various constituents.

Ruth Burgin: I'm from the University of Massachusetts at Amherst. I'm director of our University Year for ACTION, which is one of the newest programs under ACTION.

(Continued on next page)

Our students are placed in the community for a full year with financial support from the government, and the university supports this. All undergraduate students in this program must earn no less than 30 hours of credit during the year. Graduate students earn eight hours per school term.

The university has a commitment to public services. The president is very interested in it, and on our Boston campus we have a College of Public and Community Services, which began operations this fall.

Moderator: Now, let's get to the topic of this Forum. First, why do you feel the percentage of minority students involved in volunteer programs is significantly smaller than the percentage of minority students enrolled in educational institutions?

Williams: I think we have some traditional ways of recruiting volunteers—through certain media—and minority students don't use those media. Our volunteers at Ohio State are recruited through radio advertising and through the school newspaper. Those ads are overlooked by most minority students. If you want to recruit minority volunteers you have to reach them in a different way. Black people are verbal, not literary. That's a truism we've been dealing with for a long while. But we don't know exactly what to do about it.

Peters: Also the radio stations at Michigan State don't cater to the minority population. They don't play a lot of black music; they don't play a lot of Chicano music; they play the type of music that the mainstream white student population is interested in.

The newspaper is the same way—more geared to white people. Black students, who go to a predominately white institution must go to their classes of course, but outside of class their lifestyle is created in a separate way. They don't socialize

in the same areas. Recruitment techniques set up with the extracurricular lives of whites in mind often don't touch minorities. Minority students tend to see volunteer programs as something for the whites, because they have always been geared toward whites and directed by whites.

Williams: Let's look back on that advertising thing just a bit. The stations that do cater to black music are not used to advertise for volunteers. So it appears, as if by agreement, that we've said we won't advertise for minority group volunteers in a way we know we can reach them—on the soul stations.

For instance, the soul station in Columbus is never used to advertise for volunteers, but the hillbilly stations are, and the classical station is.

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Rodriguez: Actually, minority students still constitute a very small group on campus. We can't start recruiting large numbers of minority volunteers until there are more minority students enrolled in our colleges and universities.

Williams: Nationwide we're still talking about something like 10 percent of the students, even including the black colleges.

Marquez: At Southern Methodist volunteerism is an upper middle class phenomenon. Volunteerism has always smacked of the traditional paternalistic Thanksgiving basket syndrome. Therefore, it would be almost impossible to convince a minority volunteer to provide the service that he had been receiving for so many years in a paternalistic manner.

Possibly the change of the name of volunteerism to something more palatable, such as internships or practicums, might help with minority students.

Rodriguez: Just changing the name may not be the answer. The image of volunteerism has changed, and that's a step in the right direction. It's no longer the little old lady in the hospital guild. I'm showing students the practical side of volunteerism—good training and the opportunity to get a good job after college. So at my college, students are getting an opportunity to serve with an agency that they're hoping to work for after college.

Peters: I agree with you. It's time to start thinking at a more practical level. This paternalistic kind of thing about going into volunteerism with the attitude that "I'm better off than you and I'm going to give you the things that you haven't had but I have had"—these are things that turn off minority students.

Thompson: There should be more than a cosmetic change. For example, if you want to really make volunteerism more effective, the institutions have to start taking it seriously, instead of just providing a mechanism to permit students to work at various agencies and in various programs. Those institutions should be called upon to provide some real assistance. They should assist in the training of volunteers. They should develop some kind of process model so that a real evaluation takes place. Suggestions and recommendations made by volunteers must have some real impact on the agencies in which they are working so that eventually the university can channel some of its resources toward answering the needs that the student volunteers have identified.

Williams: I'd like to hitchhike on that a little bit—and perhaps take a little of the rap off the black minority group students.

Volunteerism, as a university function, is not really that old. It really starts on a large scale, with an attempt on the part of the institution to diffuse some of the

energy coming out of the 60's and into the 70's, and to rechannel it into something more acceptable to the university.

That's why I came to Ohio State—to change the image of the Ohio State University student from a rock-throwing, tear-gas breathing, police-baiting monster, into someone who really does some good for the community.

There has been a tradition of college students doing good that goes back to the '20's and '30s. But it just about disappeared in the '40s and '50s, except for the Greeks who got their little baskets out once a year and said, "See National, this is what we're doing. Aren't we great?" Minority students, of course, were not involved at all. So when we talk about minority volunteers, we're not even talking about something that's been going on long.

Also, at the time volunteerism was first being promoted in the black community, self-identity was a big thing, and blacks had the feeling that "volunteerism ain't black enough." So we refused to get into that kind of thing. But things are changing. The black students have got an organization at Ohio State University which has become the spearhead of the minority volunteers on campus.

Thompson: I think another question we have to ask is whether minority students can afford volunteer programs. I think that just the designation "volunteer" implies someone who can afford the activity they're engaged in. Let's face it, it's very expensive for minority students to attend school.

So when you ask why we don't have more participation by minorities in volunteer programs, I ask why we don't have more money to support those programs. If we say volunteerism is in a state of change, then we should recognize that the change may need to be financial. We need to pay more than just the directors of the programs.

Rodriguez: I know that on our campus, Chicanos are imposed upon in our demands for volunteer help. Because of their bi-culturalism and bilingualism, they are called upon to volunteer not only as students but for every type of work that deals with bilingualism. They are asked to act as tutors at the elementary school, and as translators for the county agencies, and as Big Brothers and Big Sisters. They are definitely overworked. But I think it's not so much that we need paid volunteers, as that we need paid staff people to do some of those things that Chicano volunteers are called on to do. The schools need bilingual teachers; counties need more bilingual employees.

Burgin: To go back to the question of whether or not the number of volunteers from minority groups

NSVP FORUM

are significantly lower than those in the institution, this is not true at the University of Massachusetts.

For our campus at least, we have a high proportion of minority students because we have a very strong, affirmative action program.

There's an organization on campus called CCEBS, which is the Committee for Collegiate Education for Black Students. This provides money for the payment of tuition fees. However, while the Committee on Education for Black Students is still the official name, the program now includes poor white students and poor anybody else students.

Whenever anything is set up for minority group students, then the majority population—which is white tries to tailgate on it, make a profession of it. They rip off whatever benefits there are. We have to be very aware of that sort of thing wherever it occurs.

Also, it certainly costs money for students to volunteer. Beginning with 1971, and up through this year,

our UYA students received \$230 a month stipend, and \$600 at the end of the year as a readjustment allowance—similar to the VISTA program.

Now that allowance has been reduced by \$500.00. We find that a large proportion of white students are still interested, but minority students are less interested because they have to pay part of their tuition and fees. If people are serious about volunteerism, then they're going to have to pay for it. Not to provide money really means that you're aiming at the majority population, the white population, and you're also talking about middle and upper incomes.

Marquez: Not only does a minority student have the problem of multiple jobs, he also has his own personal thing at home. When a Chicano student goes back to the barrio, he is called on to interpret the law, he's called on to interpret financial statements, he's called on to do any number of jobs because he happens to be the only one in the barrio who's going to the university—which means that he must know everything? He's burdened with the additional task of being the barrio's answer-man. "You should know that, you went to college."

Then the Chicano gets into class—a class with 40 or 50 students, all Anglo, and they get to a section in social studies called "Chicanos." The professor will turn around and say, "All right, Marquez, stand up and tell us all about you." And we become tutors, free, for the Anglo students.

That's not all. Someone in the academic world will think up the brilliant idea of having a racial awareness workshop, and then they'll bring in all the minority professors—both of them—and they bring in the affirmative action officer, a white woman, and they'll have a racial awareness workshop. Well, I've been toying with the idea of having a racial

(Continued on next page)

awareness workshop for minorities, so we can learn about Anglos. Where do we learn about the system? When are we going to learn about how the decisions are made? When are we going to learn about how we make use of the loopholes? Why can't we have reverse racial awareness workshops and teach the minority students all about the whites?

Burgin: In my office we insist that the white people handle the affirmative action program. I have defined it that way, and it's a very difficult thing for them to understand and very often they fall short. But they're becoming more proficient at it.

Peters: We have to change volunteerism around. We have to talk about possibilities for some kind of remuneration, some kind of stipend. The University Year for ACTION is the kind of thing we need. However, we can't just say the black students and Chicano students won't volunteer unless they get paid. We have always been doing volunteer work in our own communities.

If the minority student is interested in working among his own people, he can usually make his own contacts in the minority communities of his college town. He wouldn't see a need to go to a white dominated university office to accomplish his goal. Although he is performing valid volunteer work, he would probably not be counted among the numbers of the university's student volunteers, therefore, on the basis of the so-called "official" roles, a university might report it has few minority volunteers. When a minority student is interested in academic or career related volunteerism, the situation would, of course, be different and the volunteer office may be useful to him. At any rate I see little objective evidence to substantiate a claim that minority students don't volunteer.

Marquez: Yeah, they do volunteer. They just don't operate within the majority's rigid programs. They do not like the paper work, filling out cards and all that other red tape. They would rather just go out and do it. I know, for example, in most volunteer programs the volunteers all have to come in and have an interview, and there are days and weeks that go by with nothing to do. The Chicanos just go down to the barrio and say, "Here I am," and they get put to work.

Thompson: Instead of asking what percentage of student volunteers are minority students, perhaps we should ask what percentage of the volunteer programs have been designed by minority communities or minority students, or have minority people in positions of authority on the staff.

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Burgin: Actually, there are very few volunteer programs formally sponsored by the schools. They have evolved, but they're not legitimized by the administration or through the faculty centers, or where the real power and decision-making goes on.

Marquez: As I understand them, the educators are now saying, "A volunteer program has no legitimate reason to be unless we, the educators, bless it with a credit."

So they rake you of your program and develop their own. Faculties have a negative attitude towards volunteer programs until they bless them and they become practicums, whatever that means.

But I think every volunteer director has finally realized that he needs administrative backing and faculty involvement because the students look to the faculty and the administration for directions, and if they aren't interested, most students won't bother to become involved in volunteer work either.

Burgin: I think legitimation is very important. I'm one of the academicians, by the way, but I've also worked the other side of the fence. I deliberately introduced our practicum for faculty legitimation. A practicum gives students another option, another academic alternative, which means they can opt to volunteer for credit. It does not rule out pure volunteerism. They have the opportunity to volunteer either through their department and gain credit or to volunteer on their own.

The integration of academic concepts and field work, which we are calling experiential learning, can benefit minority students because students of any color have difficulty obtaining a position when they have not had prior work experience. Experiential learning is a bonus for minority students, and to me it seems that we should use it to move minority students into the larger society, into the work market beyond the classroom that insulates them from competition outside.

It does not take away from the opportunity to do pure volunteer work.

Rodriguez: Most Chicano students in high school and college do not enter into the student senate or leadership positions. They've just come into the college scene, and they're still trying to identify. They definitely need leadership training, and experiential learning is one way of going about it. It provides good resume material, and they're getting the training free. It's opening up their eyes to different kinds of opportunities.

Burgin: That's true. I don't want students going to work simply to be able to say they went out there and did something. They may be doing something very good in so far as helping people is concerned, but I'm much more interested in their getting some solid kind of professional experience. I don't even call it para-professional.

Then there's the matter of resources. With the legitimization of the program, the student can come to the university and ask for all kinds of assistance. We can ask for and get computer time. We can ask for and get someone to help a student devise a social research project.

So I'm saying that there are all kinds of things that you do once volunteer activity is legitimized. That is what we must have if we want to attract minority students, and make it worthwhile for them to volunteer.

Williams: I can follow the arguments for structure and pay, whether it's monetary or course credit. That may be what helps a student those first two years.

For example, physical therapy is a big thing now at Ohio State. Go out and work with kids at Children's Hospital, and see how it is. Go out to the vision center and see how it is to teach people to read with their fingers. Go into the hearing center nearby and teach people to read lips. Many students want to explore those fields, but they need to be able to explore them without threat of academic or financial failure. On the other hand, there are those who just want to volunteer to do good.

I think what we're saying is we need both tracks. Certainly we have to provide both tracks for the Chicano who lives in the barrio.

Students need the kind of informal experience they get in the barrio, and you have to have it if you're going to be a member of that community. Those people in the community suffer for you, and if you don't give it back to them, you've destroyed the community. You have to have that kind of track too.

Marquez: I think the greatest frustration that I feel is a regional thing. I feel frustrated as I listen to you and hear that in the rest of this country there are such vast programs and so much work being done in our universities and col-

leges. I can sit here and project what I think we're going to do in volunteer service programs in our area. I am frustrated but glad for you that so much is going on. We need more communication, more workshops.

Thompson: I might add too, that I think that collectively we should have more communication with college administrators and politicians and chambers of commerce.

Rodriguez: I'd like to elaborate just a little bit on that. On the outside, in the community, we are recognized and we're called upon and we're definitely getting the requests for volunteers, so we're recognized as a legitimate program.

Internally I think we need more communication, telling the administration that we do have a program on

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campus; that it's functioning out in the community. Ask them to put the program high on a priority list. This could help us get more funding, more free time to put more into the program.

Williams: One of the things I picked up in our state conference in Ohio is the use of work-study students to do a lot of your footwork. I've got students now who can go into the residence halls for me and recruit—sell the volunteer program from a student basis. I only have three, but that's tripling myself, and that allows me time to work more closely with the university administration.

Burgin: As to this question of whether there is one type of activity that especially attracts minority volunteers as opposed to majority volunteers, I have a very brief answer. I don't think there is such a thing. If a volunteer has the information about the job and the process is facilitated for minority stu-

dents the same as it is for majority students, then that's it.

Students, regardless of whether they're majority or minority, tend to be attracted by the job description and the opportunity for learning and performing a real service. These are the things that make a difference in choosing a program.

We haven't found that minority students are more effective in one type of program than in another. I have found, however, that minority students tend not to select programs within institutions for the mentally retarded. They're performing a very narrow type of service. It's what I call a closed service program, whereas if they are in a community program, they have exposure to a whole range of social programs. This is the kind of experience they are looking for. The other is just too limited.

But I do think that minority leadership has to take place at all levels, and being in a program like University Year for ACTION, within the community for a whole year, where they're getting basic exposure to all kinds of people, to all kinds of problems, makes a difference in the long run as to the effectiveness of a person in terms of his life's goal.

Thompson: Well, I'd like to second everything that's been said, and I would again suggest that we give some real serious thought to the impact of change agents.

When people start to see that their involvement really counts beyond just the personal growth level, in terms of effectuating some small degree of change, then you can see some light down at the end of the tunnel.

I personally feel that this is something that we should really think about. What kind of impact can we really speak to and get agreement on? What reconsideration in terms of program content, in terms of delivery of services, in terms of client involvement, can be built into the process of volunteerism.



—Pages from *A Journey Black* published by BSV.C., Stanford

STANFORD'S BLACK STUDENT VOLUNTEER PROGRAM

A Matter of Self-Awareness, Study & Involvement

THOMAS J. MASSEY, Director, Black Student Volunteer Center, Stanford University, Stanford, Calif.

AWARENESS IS A KEY WORD for black students. In general, wherever and whenever they become academically aware of their identity and their heritage—usually through black studies programs—their interest in community service heightens. At Stanford, student awareness was stimulated by an Afro-American Studies Program under the direction of Dr. St. Clair

Drake, a noted social anthropologist. As a result, and in an effort to understand themselves better and serve the community with relevance and commitment, many black students were motivated to volunteer for community service.

A further effect of heightened awareness is often the formation of black student organizations and programs.

Stanford's Black Student Volunteer Center was one of the major outgrowths of that kind of movement, and in it, the word "volunteer" took on an added dimension. Not only were the students interested in serving the black community in nearby East Palo Alto, but they were motivated by a deep desire to enhance their own knowledge—academically, socially, culturally, and personally—and through involvement with black problems outside the university, to identify more closely with the realities of black life.

Initially, the BSVC was comprised of a handful of black undergraduates volunteering to tutor in local schools. But as the center recruited in university dormitories, through advertisements in its newsletter, "The Grapevine," and by sending out fliers, it slowly expanded into wider areas of community service and student development.

Resistance Encountered

In many instances, minority communities are suspicious of all outsiders, and the attitude often takes the form of distrust toward the local university, which community residents regard as an isolated arm of "The Establishment" that intrudes only to exploit them for the sake of some abstract study and withdraws without having helped solve problems or becoming involved in their day-to-day lives.

This was particularly true at Stanford. The first BSVC projects—tutoring activities in East Palo Alto—encountered considerable resistance. Initially, we set up an office in the area as a service center where tutorial sessions were held. The office was also to serve as a referral and placement base and a focal point for resource and information-gathering and program development. We also wanted to tutor in the Nairobi Schools, a community-sponsored system of alternative schools for East Palo Alto students ranging from pre-kindergarten to junior college level.

Community Needed Convincing

We assumed that we would be welcome in the community because we were black, but we did not fully appreciate its residents' skepticism toward anyone from Stanford. We were not fully aware of a developing concept in minority communities, i.e., local control. The more we tried to find out about the community, the more resistant to our inquiries some community leaders became.

Soon we realized that our involvement had to be on the community's terms. We had to convince its residents that there were no strings attached to our service, and that BSVC was neither part of the white establishment nor controlled by it. So we shelved our community master plan temporarily in favor of more decentralized alternatives. And we agreed to allow the Nairobi School system to select acceptable tutors from among our volunteers. In general, they were chosen on

the basis of their residency within the community or their individual acceptance by it.

This approach enabled us to operate at the point of idea-initiation, on the basis of specific needs, and to adopt a more relaxed philosophy that we hoped would make us more approachable and worthy of the community's trust. And gradually, we began to understand that the community's terms of involvement were not antithetical to our organizational goals.

Establishing Objectives

Our goals were simple. We hoped to:

- Provide a service to developing communities by using the resources of the university.
- Expand opportunities for students to participate in community service-oriented activities.
- Produce needed programs of interest to both developing communities and developing students.
- Provide a link between the local black and university communities.
- Encourage the development of leadership in both the local and Stanford black communities.
- Keep the practical aspects of the educational process in focus with the theoretical training provided by the academic institution.

Having established some objectives, we were able to involve students in meaningful tasks and contribute to a community effort. Small groups of individuals established contact with community people and listened to their ideas for improvement. Two projects—the Belle Haven reading project and a community work-study program—evolved from these task groups.

Tutoring Proved Successful

The Belle Haven reading project grew out of one of our tutorial programs. In the beginning, we supplied tutors on a non-programmed referral basis, ignoring student preparation at the curriculum or behavioral levels. After we had operated that way for a time, Warren Hayman, a Stanford graduate who was then principal of Belle Haven Elementary School, asked a few student tutors at the predominately black school to begin a reading program using phonetic sounds. In order to be effective, they also had to know the students and community with whom they were to be involved. Hayman undertook a familiarization and acclimatizing campaign, while the BSVC, assisted by reading teachers, provided phonics training. Only 12 students were involved in the project. We averaged 5 hours of tutoring a week and attended weekly meetings for our own instruction. The program lasted the entire year on a strictly volunteer basis.

The program proved successful. The tutees' reading achievement, behavior, and attitude toward school improved. But even more significantly, success meant that Stanford students and community had cooperated in a mutually beneficial endeavor. This was an important

breakthrough. We had proved our willingness to learn and our commitment to the community.

The following year, we expanded the tutoring project to include 15 tutors and 45 students. Also, as mutual trust increased, we were able to expand the range of our involvement with the students. We took them on incentive trips to see some of the things many of their friends never had the opportunity to see. Some tutors invited their tutees to Stanford for weekends and we discovered that some of these youngsters, who lived

New Avenues Created

barely three miles away, had never seen the campus, much less visited it.

Another program that created new avenues of participation was made possible through coordination of the BSVC activities with the university's financial aid department. Under an 80/20 percent Federal matching fund arrangement, the department had been helping needy students with work-study allocations. Many of the job opportunities for these students were on campus, but some were off, and the BSVC was interested in increasing the latter. We were aware that many black students were involved in the work-study program, and hoped to convince the financial aid departments of the worth of off-campus projects in which we could involve students. We were excited about students making more effective use of their talents in a service and pre-professional training capacity rather than in a purely employ-

ment arrangement. We could provide referral and placement of students in community service organizations, and we were certain that they could make effective use of student personnel. We were equally certain that students would benefit both personally and professionally from the organizations in which we would be able to place them.

Placing students was not a problem. Most organizations welcomed the assistance they could provide. The problem arose when we realized that the financial aid department wanted agencies to provide the 20 percent in matching funds. This was distressing because the agencies we contacted were unable to provide any money toward student salaries. Many of the projects were independent or government-supported and had small budgets. Those budgets usually provided less than necessary to meet effectively the needs they were addressing. And they also provided jobs for community people who needed them more than students.

BSVC Became A Catalyst

When we convinced the university administration that it could provide more assistance to local communities by approving matching funds for work-study jobs in small agencies, the president's office approved the plan. We were now a catalyst for both students and community, and served both their needs. The BSVC offered students an opportunity simultaneously to help pay for their education to work with and for other blacks. More of them seemed willing, even eager to get involved.

The new arrangement made it possible to provide volunteer help to the community. In the sense that students were not paid by community agencies, their help to the agency was voluntary. They could accept or reject it on the basis of desire or need and not on their ability to pay. The university gained a greater sense of community support and public relations with a minimum of expense. Agencies in which the students have been placed include: Opportunity Industrial Center, as tutors and teachers; Boys and Girls Club, as recreational leaders; Community Information Center, as secretarial and administrative assistants; Nairobi College, as assistant registrars and teachers; Nairobi Day Care Center, as day care specialists; Charles R. Drew Community Health Center, as lab assistants; Ravenswood High School and Ravenswood Elementary School District, as tutors, teachers, and counselors; and the East Palo Alto Municipal Council as assistant to various councilmen.

Greater Expertise Needed

The work-study program allows the BSVC to initiate programs that involve more graduate students. Graduate students traditionally have less time to spend in volunteer activity because of their greater academic and financial obligations. But as we developed contacts in

The Origins Of The Black People

Black people in America came from a beautiful land. This land is called Africa. It lies across a big body of water. This body of water is the Atlantic Ocean.

Africa is a very old, old land. Men who study about mankind say that Africa is the very first place man lived. This was more than ten million years ago!

Africa is a very large and rich land. Diamonds, gold, silver and many other valuable stones are found in the rich land.

Africa has hot deserts. Africa has cool rain forests. It is a land with many forms, flat lands, rolling hills and mountains.

Black people in America came from a very beautiful land.

—From A Journey Black, Published by BSVC, Stanford University

the community and started programs, we found we needed greater expertise than undergraduates could provide. Graduates who offer a wide range of interests and expertise, helped fill the gap. Many have gained practical experience between undergraduate and graduate school. We found that the community desired advice and assistance in legal and small business matters, education and medicine. We had begun some fledgling operations in education and law with undergraduate volunteers. We began to think about improving these programs with graduate volunteers.

Students Gained Experience

One law project involved graduates and undergraduates in cooperation with Nairobi College. The school administration wanted to provide legal services to its students and staff so it hired a full-time lawyer. We arranged for students to help staff the legal office. Undergraduates manned the telephones, took requests for legal advice and referred queries to either graduate law student advisors or the lawyer. Both graduate and undergraduate students were employed by the BSVC work-study program at the Legal Aid Center.

The law students did initial investigatory workups and sent them on to the lawyer. As a staff they would decide which cases could be acted upon and begin the business of providing legal assistance. The students involved in this project gained valuable experience in casework investigation and preparing legal briefs. They especially gained from their intimate contact with the profession. One of the black undergraduate students in the project has gone on to graduate study in law at Stanford.

Program development, community organization, and the work-study program provided additional inducement to serve through the BSVC. The benefits accrued to the community can only be measured by the fact that the gap between black Stanford students and the local black community seemed to have been at least partially bridged by the BSVC.

These pivotal projects have made it possible for students to meet with other students in a professional setting. They have made it possible for students and community to meet in symbiotic working relationships. And they make it possible for the university and community to form a new alliance in which both resource centers become more effective.

Program Development and Outside Funding

Our objectives and logic provided some programmatic changes that have been widely accepted. While we were not the first to think of academic credit as incentive for community involvement, we were the first program on our campus to give it widespread application. In the past professors had allowed academic credit for independent study.

The African and Afro-American Studies Program,

How Blacks Came To America

Columbus came to America in 1492. Other white people followed him. People from England, Portugal, France and Spain came to America to work and live. Some wanted to get away from Europe. Some came from prisons in England. Some were explorers and wanted to see the new world. They came and grew crops of food to eat. They came and grew cotton to make clothes to wear and to sell. The white men found it hard to grow cotton. They could not stand the hard work and hot sun. They wanted to grow a lot of cotton to make a lot of money. There were not enough workers. The white men looked for somebody to do the work for them, someone who was strong and was used to the hot sun. The white men went to Africa.

They wanted to buy black slaves to do work in the Americas. The white men asked the black kings and chiefs to sell the blacks they captured in wars. The black chiefs and kings would get beads, guns and horses and would become rich. At first many chiefs did not know what they were doing to their brothers and sisters when they sold them to the white men. American slavery was different from most African slavery. In Africa men became servants of the people who captured them. They became part of the household. This was called domestic slavery. These slaves could work and earn their freedom in this type of slavery. The slaves sold to the white men were going to be "chattel" slaves. This is when human beings are treated like animals!

— From A Journey Black, Published by BSVC, Stanford University

with its emphasis on urban social conditions, gave the Black Student Volunteer Center the opportunity to propose workshops in which the featured curriculum would include discussion of urban education and social conditions and include a mandatory practicum experience. The program would include a core seminar, instructed by Warren Hayman (presently superintendent of the Ravenswood Elementary School District), St. Clair Drake, head of the African and Afro-American Studies program, and various teaching assistants.

The core seminar would include guest lecturers from the local community and other newly-arrived black faculty. There would be subtask groups with individual teaching assistants. Each section would further pre-

pare the enrolled students for tutorial work in reading and other subject areas and participation in community organizations. The student would be required to attend the three-hour core lecture, attend a weekly one-hour section meeting and do a three to five-hour practicum each week after their first quarter's preparation. The program was designed for three quarters and students could receive three to five units for each quarter's participation.

Credits Helped Scheduling

The proposal was accepted. Students would be evaluated on the basis of the curriculum's substance, not solely on the practicum. This was a contingency because it was assumed, and correctly so, that the practicum had few academically measurable criteria. Giving students units for working in the community would take wrongful advantage of the student who had to pay for the units and the university whose obligation it is to provide instruction and intellectual content. We accepted these as commitments and included one of our own. Though talented in terms of fundamental skills and achievement, students lack a fundamental knowledge of the urban world and its residents. To provide that knowledge and prepare students for the practicum, we would teach some basic sociology, social anthropology, psychology and basic educational techniques. Being black and committed is necessary but not sufficient. Students have to bring some knowledge as well as commitment to the community; this is our obligation to that community.

The granting of credits aided us in gaining flexibility in student scheduling. Study and work in the community were now not necessarily disconnected activities. The original seminar has grown into three that we call the Community Development Workshop. Each seminar has a different emphasis, i.e., "Urban Education Experience," "Toward Relevant Counseling," and "Cultural Awareness and Its Sociological Perspectives." Each seminar offers the traditional curriculum-practicum tandem and is linked with counseling psychology, education, and sociology. The courses are taught by M.A. and Ph.D. candidates and thrive on guest lectures from representatives of various disciplines at the university and elsewhere.

History Text Developed

As a result of our work, especially in education, we have been able to organize support for our program from outside funding agents. Ford Foundation money, funneled through the Stanford University Fellows, provided support for our tutorial efforts, and the Right to Read Program, a national anti-illiteracy drive, financed through HEW's Office of Education, has allocated funds to establish a reading project beyond our basic operation.

Both these grants help our organizations continue

the work we were doing in the community. The Fellows grant had a local focus and the Right to Read grant brings a wider scope to our activities and involves us in a national effort. The Fellows grant allowed us to expand our Belle Haven Reading project to include more students and Stanford volunteers. It provided money for additional instructional materials, work-study stipends, a contingency for student incentive activities, and for special projects and publications.

In the second year of the Belle Haven project, two groups of students were involved as tutors. One group followed through with the students from the first year and another group began tutoring new students. Those who were involved in the follow-through year became dissatisfied with the available instructional materials so they asked the BSVC for money to write interesting and relevant aids. They developed a black history text by writing stories and presenting them to their tutees. The project lasted almost a year, and the stories were

The War Between The States

The Civil War did not start so that slavery would end. President Lincoln and Congress, the law making body of the United States, did not want to end slavery. They wanted to keep the United States as one country. Some slave states in the South wanted to leave the United States and be countries of their own. They wanted to settle new land with their slaves. They did not want to go by the laws of the United States. Some laws said they could not have slaves in some of the new lands. They did not like this. The Northern states did not want the United States to be broken up.

But soon things changed. Some states of the South seceded. This means they said they were no longer part of the United States. War was declared. In the beginning the South was winning. To save the United States, Lincoln wrote the Emancipation Proclamation. It changed the whole war. This proclamation made the slaves in the Southern states free. Lincoln knew that the black man could help in the war. Many black men joined the Union army, the army of the North. Some black men set themselves free. They did not wait for the Proclamation. They went to work for the Union army.

At first the White Union army did not want blacks. But soon whites knew that they needed black help. Blacks fought in the great Civil War.

— From *A Journey Black*, Published by BSVC, Stanford University

subsequently compiled and edited into a short book called *A Journey Black*, containing documentary stories about people and places prominent in the history of the blacks from their origins in Africa to their role in the American Reconstruction (Available for \$1.05 from the Black Volunteer Center at Stanford). BSVC is using the work in its reading programs and offers and recommends it to schools and individuals who are starting tutorial programs.

The other students working at Belle Haven proposed that they write a tutorial manual for volunteers. It covers tutorial and small group instruction, behavioral strategies, material selection, and phonic games.

A Total Involvement Program

The Right to Read Program involves some 85 to 100 students during the academic year and 40 to 60 students during a nine-week summer program. Our best results have been with students who have been in the program for a full year. During the academic year we operate four sites in the community and during the summer, students come to Stanford each day for the "Summer University." They take three courses in the morning, and in the afternoon they participate in related activities with Stanford work-study students who tutor and plan activities for them. It is a total involvement program. The students enjoy the college atmosphere and the freedom and responsibility they have on the campus. We are in the second year of this program and have been refunded.

New Organizations Forming

As a result of our broadened scope, we are now dealing with national black issues as they are identified through our community participation and programs. To that end, we have expanded our resource-gathering mechanism and are developing our relationships with other student organizations and university departments. New sources and programs with activities similar to ours have begun to sprout throughout the campus. The linguistics and psychology departments now grant credit to students working on community projects. The school of education has begun an undergraduate program taking its roots directly from our program. As idea-exchange has increased, our coordination with these programs has become essential. We also have broadened our concept of community to include all areas in which minorities are experiencing social and educational problems. When the whole idea began, we worked only with predominately minority communities, but we now work with groups outside the areas on which Stanford has a direct impact. Organizations as far away as Brown University have inquired about starting efforts such as ours. The Right to Read Program has put us in touch with programs that have features similar to ours. Our community office serves as our resource center, tutorial office, and classroom, and

is also used by one of the community church groups.

A local advisory committee helps us assimilate our ideas and implement them programatically. A fairly recent innovation, this committee is formed of community leaders, parents, Stanford students, and university administrators. Periodically we meet to discuss objectives, local and national, and try to formulate local programs to meet them. The composition of the committee allows for the airing of divergent perspectives and offers a forum for discussions of strategies or techniques. It is a unique alliance for implementing diverse objectives. Such alliances are necessary and productive, and one of the elements that will allow it to work is inherent open-ended negotiations, giving equal respect and weight to community, student, and university objectives. If communities and universities can align their local objectives with national objectives they begin to make some cumulative national effect within local frameworks.

BSVC Trains Volunteers

Some of the national black issues we have been attempting to address are health care delivery, survival of black studies, and intra-racial diversity within predominantly white schools. To date, most of our efforts have been in health care delivery settings. Researchers suspect that bad health care accounts for some disruptive physiological and psychological effects. This affects the general health and education of blacks. Some of our students have been involved in informing the community about the effects of health care on various aspects of their well-being. The BSVC's Community Development Workshop courses have helped train students to give mini-courses in health care delivery, health career programs and the incidence and effects of sickle cell anemia in blacks. Some of these students have written a manual for black pre-medical and para-medical spirants and formed a pre-medical society to encourage and support students entering health fields. One communications graduate student is working with a local high school group interested in medical communications technology.

Concerned With The Future

Some of the BSVC's organizers have been concerned with the future of black studies. We are particularly anxious to provide a rationale for it. Some students have been trying to put together an Institute for Research in Black Studies at Stanford, and the BSVC has been contacting black studies programs throughout the state to gather information that can help document the effects of the discipline on students and communities. Black educators are taking a close look at black studies programs to reassess their objectives. Programs such as the BSVC could be housed under a comprehensive Black Studies Program.

Like many groups for which there is little sound

The Reconstruction Period

The years following the Civil War are called the Reconstruction Period. Much land and many buildings were torn or burned down during the war. Some men decided to reconstruct, or rebuild some of these buildings. This is one reason why these years were known as Reconstruction Years.

Buildings were not all that was reconstructed during this time. Some men also tried to reconstruct the way the government was running. The government is a group of people who make and enforce the laws of the country. The President, members of Congress, and the Court System made up the American Government. Before the Civil War, there had not been any black men working in high positions in the government. Reconstruction marked a "new time" for black people. They were no longer slaves. The fight to have equality was still with them. Black people like those you have read about in this book, and many black people in the past and today are still fighting this battle for Freedom and Equality.

— From *A Journey Black*, Published by BSVU, Stanford University

information, blacks frequently have been stereotyped. Many blacks in fact are just beginning to understand that we are a distinctly different cultural group, and that there are many intra-racial differences. We feel it is important to realize that these philosophies exist, yet remain committed to basic objectives that can improve the quality of black life. We are developing courses to explore these ideas and possibly provide decision-making information that can aid in the development of minority students, staff and faculty.

Acts of Commission

Our organization began in response to frustration and perceived neglect. Given the less violent atmosphere of most campuses today, others can start out with a distinct advantage. Efforts can begin as acts of commission, not reaction. Lasting benefits and negotiable alternatives begin with that decision. Here are some of the key steps in developing any effective volunteer organization:

- Generate a feeling of true partnership in the community. Identify the real leaders in the community rep-

resenting diverse interests. Programs must provide for full community participation, provide for relevant information, and allow for growth of internal leadership.

- Cultivate student support through program development, recruitment and inducements (academic credit and work study). Programs will have to provide pre-professional or para-professional training so that students can pursue their primary academic objectives while performing secondary tasks. Programs must be flexible and allow for students' diversity of interests.

- Obtain university support in budgeting for basic operations and assistance in obtaining outside funding. Volunteer programs with no permanent headquarters are organizational freaks in the university, with no assurance of longevity. A vote of confidence from central administration would help make departments and faculty, whose expertise is needed, more approachable.

- Establish general objectives that reflect diverse organizational goals.

- Involve all components (community, students, administration) in program development, decision-making, and critical evaluation. Make use of ideas from all components without bias and preconceived notions.

- Organize resources through contact with people, organizations and materials. Keep updated materials. Stay aware of community organizations and their attrition. In a service situation you may get one chance, and if you can't or don't provide accurate information you lose potential supporters.

- Perform periodic and systematic evaluations to assess the real effect of your organization. Strive for honest issues. Don't load questions or encourage token responses.

- Summarize your activities and reflect on the value of your effect on the organization, community, and university. This helps blaze a trail for others to travel or avoid.

- Build and rebuild a long-range plan of objectives. In the beginning, limit your scope of realistic expectations. As you begin to build your support base, broaden your scope to meet changing conditions.

Ingredients for Survival

Student volunteer operations take an enormous amount of organization. One must learn to deal with communities of interest on the basis of their historical relationship to the organization you represent. Much of the ground covered by volunteer programs is new and many resistant forces will present themselves. Therefore, it is important that the effort's organizers be committed to it beyond short range ends. Too many programs have offered support and promises of social gains to the community and too many have failed to weather the natural resistance and high failure potential that is part of a developing community's environment. Perseverance and honest exchange are necessary ingredients for survival.

A Report

University of Delaware Study of Student Volunteer Attitudes

DR. EDGAR J. TOWNSEND, Associate Dean of Students, University of Delaware

COLLEGE IS AN UNSETTLING experience for many first-year students. A large proportion of them arrive at the end of their freshman year with a burden of disillusionment, frustration, and pessimism that makes them feel ineffectual, inept, and perhaps even alienated. These feelings are not so much the result of realistic assessment, or of insensitivity on the part of the institutions they attend, as they are functions of normal development.

According to the study, the student volunteer's intense involvement in community affairs tends to make him more susceptible than the non-volunteer to the disenchantments and disappointments associated with maturation.

In fact, preliminary results of a long-term evaluation program conducted by the University of Delaware's Volunteer Service Office (VSO) show that student volunteers who are thrust into service assignments without support or follow-up by educators and coordinators may withdraw from the community and the political process, and perhaps even in extreme cases, retreat from social norms and values.

Over the past 10 years, student volunteerism has become an integral aspect of many university campuses. Institutional backing has grown as a result of specific demands by students for more relevant educational programs. And many national groups have added impetus by recommending greater integration of community and academic experiences.

Although institutional sanction has encouraged the proliferation of college student volunteer programs, college and university administrators are becoming aware of the need for another kind of support, i.e., aid to the individual in coping with problems encountered while participating in community service and in integrating the volunteer experience into his own developmental pattern.

In the past, most studies dealing with the impact of the volunteer experience on the participant have focused on youth who are no longer in college, e.g., in the Peace Corps or VISTA. Some have examined students involved in more intensive summer programs, such as civil rights or Appalachian programs. These studies, and those focusing on college students in the mental health field, have frequently suffered from methodological problems that affect their usefulness in understanding the nature of the college student's volunteer experience. Some of the more serious problems stem

from a need for appropriate control groups with which to compare the college student volunteers, and the need for longitudinal rather than cross-sectional studies for use in the selection process. The VSO's research program sought to manage these problems in evaluating the impact of volunteer involvement on its students.

One of the primary assumptions examined in the VSO program, started in September, 1971, was the idea that volunteer involvement sensitizes students to the community and its needs. The VSO also probed the assumption that students would become more aware of the political process and their role in it, and gain confidence in their personal and social abilities.

The program studied three sample groups drawn from the freshman class. The experimental group included 53 students who were active in the university's volunteer program. Two control groups were utilized: 81 students who have indicated an interest in the volunteer program but did not participate in it (interested non-volunteers), and 80 students who neither indicated an interest in the program nor participated in it (non-volunteers). All of these students completed a student attitude and activity questionnaire in October, 1971, March, 1972, and again in the spring of 1973. The questionnaire was composed of 12 scales measuring various aspects of organizational, political, and interpersonal attitudes and activities. The scales were made up of items which had been tested in previous studies of voluntary action participants.

Researchers used the data gathered from these students to determine whether volunteers differed from other students. The data provided an opportunity to compare the groups prior to their volunteer experience, to examine how each group changed during its members' freshman year, and to determine if the changes were different for college student volunteers.

Analysis of the data compiled during the first year of the study revealed some interesting differences among the three sample groups. In examining the groups initial characteristics, researchers found that while the three differed in their organizational attitudes and activities, they did not differ significantly in their political and interpersonal attitudes and activities.

When the three sample groups were retested at the end of the year, researchers found that changes had occurred in each group. All three groups had decreased their involvement in organizational, political, and in-

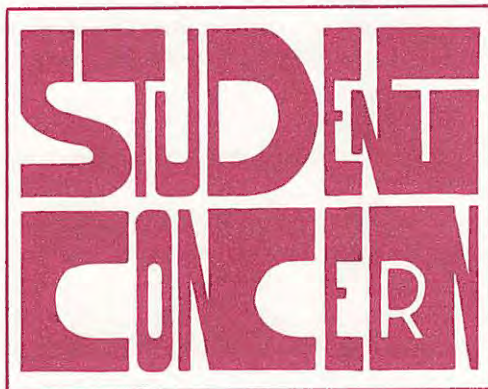
(Continued on page 54)

The art of

A Sampling of Volunteer Posters, Handbills & Promotional Material



Tee shirts bearing the name of the campus service group bring volunteer activity to the attention of students at Southern Illinois.



One University of South Florida volunteer group recruits Tampa campus students with this brochure, which bears its name.



A heart-shaped design symbolizing humanitarian ties graces the brochure promoting Indiana University's Volunteer Students Bureau.

Joyce Howard Frank, a teacher in the Haslett, Michigan, public schools, asked 24 of her second graders to express their concepts of volunteerism, and they produced a bonanza of penciled sketches and slogans which Ms. Frank inked in



You have to care for someone or you will have a very narrow life.

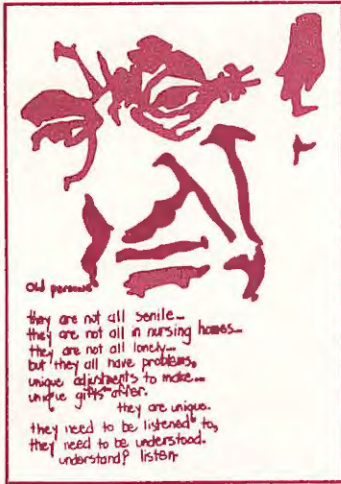


A volunteer is someone putting his heart out and caring.

When you Volunteer to help someone, you feel so good its like you had a party going on in your stomach.

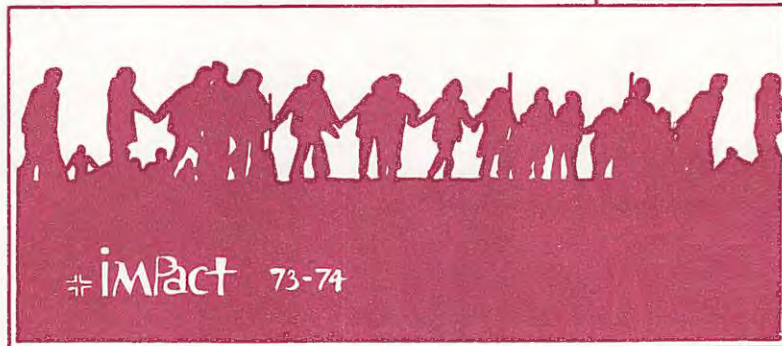


Recruiting



Michigan State's Volunteer Service Bureau interests students in its East Lansing area programs for the elderly with this appeal.

Concordia Teachers College's IMPACT distributes cards telling prospective volunteers about projects. One card asks for a preference.



FREE U. COMMITTEE

facilitators... responsible for moving Free University concept of developing courses based on whims and curiosity rather than requirements... develop creative means of surfacing ideas, resource persons and marketing Free U... utilizes resources beyond the college community to produce short-term courses, as bridge, book & movie analyses, auto mechanics, etc.

Contact: Gayle Parkhurst

STORY TELLING

hour-long program of literature entertainment... present stories, poems, chapters of books... singing, games, closing devotions... within elementary schools in a 150-mile radius... K-3, 4-6, 7-8; flexible groupings... leaving and applying the psychology, creative dramatics, discipline techniques, and storytelling expertise

for display. Volunteers at Michigan State University saw the drawings, asked to use them in a recruiting brochure. The East Lansing State Bank underwrote printing expenses. Eight pages from the volunteers' brochure are reproduced below.



A volunteer is someone helping someone.
the michigan state university office of volunteer programs. . .

Established in 1967 by the MSU Board of Trustees, the MSU Office of Volunteer Programs was the first university sponsored Volunteer Bureau established in the nation. In the years that it has been in existence it has provided the Lansing community with the talents and energies of thousands of MSU students. And it has provided the students with the opportunity to serve their community.

The Volunteer Bureau provides counseling for students seeking volunteer work and detailed information on the many volunteer opportunities in the greater Lansing area. In some cases, it is able to provide the volunteer with transportation to and from his volunteer assignment.

As part of the Student Affairs Division, the Volunteer Bureau speaks for the University's commitment to the community of which it is a part, as well as its belief that community service work can greatly enrich the student's academic experience on campus.

Volunteering is putting your heart in to someone elses

Volunteers are people making other people happy!

if you want to volunteer. . .

either call or stop by the Volunteer Bureau, Room 27 Student Services Building on the MSU Campus (phone 353-4400). The people at the Volunteer Bureau will be happy to provide you with information about the many programs available and to talk with you about your interests and talents. People can become volunteers at any time during the year, but since they are encouraged to commit at least one academic year to the program of their choice, the beginning of Fall Term makes a particularly good time to investigate the possibility of volunteer work.

if you want to help in other ways. . .

many of the volunteer projects rely on donations to meet their day-to-day expenses. If you would like to make a donation of money or materials to the work of the MSU Volunteers, your gift would be gratefully received. If you wish, the Volunteer Bureau can mail you an information sheet for people who wish to make a monetary donation to the MSU Volunteers.

if you need a volunteer. . .

just call or visit the Volunteer Bureau, 27 Student Services Building, MSU Campus (just south-west of the Collingwood Entrance to the MSU Campus in East Lansing). The Volunteer Bureau is happy to accept all reasonable requests for volunteers. If you need volunteer help, let us know and we'll try to find someone who can help you.

THE MSU VOLUNTEERS
27 STUDENT SERVICES BUILDING
EAST LANSING, MICHIGAN 48823

East Lansing State Bank
Public Service Announcement

PROBING THE ENVIRONMENT



ATLANTA
HIGH SCHOOL
ECOLOGY PROJECT
FORMS PART
OF EPA REGIONAL
WATER STUDY

John Langford, a Northside High senior, prepares to send up a rocket to test the thermal inversion level of Atlanta's atmosphere.

NOT LONG AGO, Atlanta's Peach Tree Creek was a clear stream, winding through the city and flowing into the Chattahoochee River. Over the years, raw sewage, soap suds, broken bottles, cans and other pollutants fouled the channel. Confronted with this problem in their own community, three Atlanta high school students decided to investigate the Peach Tree Creek situation.

The vehicle that enabled them to move effectively on the condition was the Atlanta Public School System's Environmental Education Program, a plan that allows students to work at alleviating an environmental problem in the community for an academic quarter. The program is aimed at helping students broaden their

classroom experience by placing them in contact with real situations and knowledgeable resource people in the field. In this way, students develop independent study skills and ultimately have the opportunity to share their findings with schoolmates and community groups that are concerned.

The Northside students conducted tests on Peach Tree Creek to analyze the content of the water and its possible effects on human and aquatic life. Donning waist-high boots, the youngsters waded into the creek to take samples. They returned to the school's science laboratory to test the dissolved oxygen content of the water and the biochemical demand of the aquatic life in Peach Tree Creek. To obtain a better estimate of the

actual amount of pollution, the students performed a bacterial analysis of coliform in the water. In addition, they tested the Peach Tree Creek samples for acid and phosphate content.

The Northside students found very high levels of coliform bacteria and significant amounts of toxic metals in the creek. After compiling extensive data about the pollution in Peach Tree Creek, the students gave the information to the regional office of the Environmental Protection Agency. The students' findings formed an integral part of an EPA Region IV study. Among other results, this study produced an "urban runoff model" that predicted qualitative and quantitative levels of contaminants at the Chattahoochee River water intake by the time North Fulton County becomes urbanized and its effluent contribution to the stream increases.

Having compiled a mass of what they felt was significant and useful data, the Northside students decided to promote a greater awareness about the pollution problem in the community and among their classmates. They produced an 8mm movie about the project. The 15-minute film, entitled "Who Killed the Creek?" details the students' investigation and shows vivid scenes of stream pollution. Eric Goldberg, Linda Hardy, and Robert Shearer, the students who conducted the project, narrate the film, and a student guitarist plays original background music. The students have shown the movie to a number of Atlanta community groups, and the National Park Service purchased a copy of the film to show concerned citizens.

Projects Vary

The Peach Tree Creek project is one of many projects that some 200 Atlanta high school students have conducted since the Environmental Education Program began two years ago. The projects vary widely and each has a specific application to environmental awareness. Among the topics are: the role of thermal inversion in air pollution, the effects of noise pollution on the learning process, the effect produced by increased hiker traffic on trailsides wildlife, some environmental causes of mental retardation, the reaction of living organisms to cadmium in rivers and streams, and even the possible effects of interplanetary litter on the earth's environment.

A five-member staff, headed by former science teacher Kay Blackwelder, coordinates the school system's entire Environmental Education Program. The staff office is located at Northside High School and operates with "satellite teachers" who supervise students working on environmental projects at 10 of the city's high schools.

The environmental research project becomes the students' entire assignment for the academic quarter. The students, however, must select four classes that they consider relevant to their environmental project,

and they contract for credit with the teachers of those specific courses.

Each school involved in the program chooses not more than 10 students each quarter. Only tenth through twelfth graders are eligible. Because the program receives more applicants than it can handle, the students are carefully selected on the basis of their grade point average, teacher recommendations, maturity, and interest in the program.

Student Orientation

Students in the program must first complete a three-week orientation, during which time they read recommended materials on environmental problems, view films and hear seminar speakers. They then select a topic and write a one-page proposal for a research project. The proposals include a statement of the problem, how the student plans to approach the research, what he'll need to find out first, and what resources he'll use (community people, books, films, periodicals, etc.). The orientation not only helps the youngsters select an environmental area that interests them, but also helps them develop essential research skills and teaches them valuable techniques in conducting interviews with people in the community.

Since telling others about environmental problems is an important aspect of the Environmental Education Program, the staff emphasizes effective communication techniques. During orientation the students learn to use audio-visual equipment. Many participants in the program hope to illustrate their investigations, so the staff includes a quick photography course as part of general orientation. The students take turns using two single-lens reflex cameras provided by the environmental program. The program staff also provides a beginner's manual on camera use and helps the students learn to shoot photographs, develop film and print pictures. Some schools have set up darkrooms in available areas. Students also constructed darkrooms in their homes. At the end of the three-week orientation, each student submits a sample negative and print. If a student decides that photography will be involved extensively in his project, he can contract for photography credit with the course instructor.

The environmental studies program also provides a super 8 movie camera to groups of students who want to produce a film about their investigations. These students also receive a cassette tape recorder to prepare an accompanying sound track.

Although several of the students produced movies and photography layouts, others needed a simpler visual technique to accompany lectures. The program staff helped the students learn how to make transparencies and use an overhead projector to illustrate their projects.

During the orientation, the students designate
(Continued on next page)



Seniors in the Environmental Education Program sample Atlanta's Peach Tree Creek to test its phosphate and coliform content.

courses in which they wish to receive credit for their quarter of environmental work. For instance, the most obvious areas in which they contract for credit are science, English, photography, health and social sciences. Students are allowed to choose subject areas where they need credits. For example, if a youngster needs math credit, he would choose an ecology project that yields a large amount of quantitative data. If he needs health credit, he should look for something dealing with environmental factors in disease such as effects of lead-base paint, mercury or radiation.

The students must work out a contract for credit with the teacher who will be responsible for guidance and final evaluation. This teacher also submits periodic progress reports on the student. Based upon his evaluation of the student's work during the quarter and the submission of a research paper, the teacher reports a grade for the course.

Craig Chambers, a junior at Northside High School, decided to investigate the effects of noise pollution on the learning process. He arranged to receive credit for photography, journalism, health and urban environment class. Craig first taped samples of environmental noise and adjusted this to a level of 90 decibels. Then he played the tape while he gave simple learning tests to groups of high school students. Each student was allowed five seconds to memorize groups of letters. Craig also conducted the same test without the noise tape. His results showed that students not bothered by the noise learned better than those who were.

Each course has its own requirements. For example, Craig had to fulfill the following measures to earn credit in the health class:

- (1) Interview one person in the field of health or medicine on the topic of harmful effects of noise.
- (2) Devise one or more experiments to measure the psychological effects of noise. Does exposure to noise raise blood pressure, cause pupils to dilate, etc.?

The Environmental Education Program helps students broaden their own awareness of environmental problems and share this information with others. But the program sometimes gives the students an opportunity to help others while they are conducting their research.

Tricia Sanders, a senior at Northside, studied the possible environmental causes of mental retardation. The work took her into institutions for mentally retarded children, where she worked with and entertained the youngsters. She talked with agency personnel and uncovered evidence through research that indicated that mental retardation may result from such things as poisoning from lead-base paint, drugs, smoking, car exhaust fumes and dangerous toys.

Student projects sometimes become highly sophisticated and complex. John Langford, a Northside junior, studied thermal inversion as a major cause of pollution buildup. John met with Atlanta environmentalists and scientists to obtain information about thermal inversion. Then he shot rockets off the school roof that were equipped with electronic transmitters to measure temperature differences at various atmospheric levels.

"Once we know there is a thermal inversion, we can alert the public and try to shut down the sources causing air pollution," John said, explaining the importance of the tests he conducted. In exchange for the information obtained during his experiment, an Atlanta company gave John the necessary electronic transmitters. The company used his information in their own research on thermal inversions.

After completing their environmental projects, students must present their findings in some form (oral, written, visual) to an audience (school group, civic organization, elementary class, etc.), or as written newspaper reports or formal research papers. Several students have presented their projects at the Atlanta Science Fair. Frequently, community audiences are asked to evaluate a student's presentation. This becomes part of the overall evaluation. In addition to this audience evaluation and the individual teacher's report, the environmental education program staff evaluates the student's independent learning skills and his environmental awareness.

The Environmental Education Program has given Atlanta high school students an opportunity to expand their knowledge about ecological problems by developing independent study habits and working in the community. The program has helped create a growing

environmental consciousness among students who, are sharing their knowledge and concern with others so that they might also work to eliminate environmental problems.

The Environmental Education Program in Atlanta recommends the following resources for students researching environmental problems:

BOOKS

Andres, W.A. *A Guide to the Study of Environmental Pollution*. Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1972.

Appleman, Philip. *The Silent Explosion*. Beacon Press, Boston, Massachusetts, 1966. Price: \$1.95.

Barnett, John, ed. *Our Mistreated World*. Dow Jones & Co., Princeton, New Jersey, 1970. Price: \$1.95.

PERIODICALS

Alert. The Wilderness Society, 729 15th St., N.W., Washington, D.C. 20005.

Audubon Leaders' Conservation Guide. The National Audubon Society, 1130 5th Ave., New York, N.Y. 10028. News sheet provides current information on all conservation issues. Members may obtain 24 issues for the price of \$2.50.

ENVIRONMENTAL GAMES

Balance. Interact, P.O. Box 262, Lakeside, California 92040. Causes and effects of disturbing our ecosystem's balance. Price: \$10.

Dirty Water. Urban Systems, Inc. 1033 Massachusetts Avenue, Cambridge, Massachusetts 02138. A decision-making game designed to teach players something of the biology and economics of water pollution. \$10.

Planet Management. Houghton Mifflin Company, 666 Miami Circle, N.E., Atlanta, Georgia 30324. A role-playing game designed to help players understand how a community functions when the preservation of the environment is the issue at hand. Price: \$9.

The Redwood Controversy. Houghton Mifflin Company, 666 Miami Circle, N.E., Atlanta, Georgia 30324. A role-playing game designed to help players understand the issues involved in environmental planning. Players learn to bargain, compromise and negotiate to resolve problems. Price: \$7.50.

Publications are listed solely as an information service for volunteers. This compilation is not a complete list of available resources, and inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included.

A heap of metallic trouble looms over Tricia Sanders as she ponders what is being done to eliminate Atlanta's abandoned car problem.



Ten Exercises That Can Be Used

Mayo Clinic Specialists Train **TEENS WHO CARE** To Work With The Handicapped

DIANE HEDIN
Director, Student-Community
Involvement Project, Center For
Youth Development And Research,
University Of Minnesota,
Minneapolis, Minn.



Therapist can help child develop control of head movements by encouraging him to perform rolling and rocking exercises while maintaining constant eye contact.



Stretch hip flexor muscles by having child lie back on table with his legs hanging over the edge. Pull one thigh and knee at a time firmly toward his chest.



Some handicapped children can only move by rolling. Pattern crawling exercises encourage them to creep and give them the experience of using their arm muscles.



Therapist can improve a child's posture and develop his ability to walk by pushing gently on his knees while he stands with his back against a wall.

MANY INDICATORS POINT to an accelerating national trend away from institutional confinement, toward community-based treatment of all individual health or social problems. Obviously, community acceptance and support constitute the major underpinnings of such an integrated approach. But in order to achieve effective program operation in these areas, a climate of assent and a cadre of trained workers are also necessary.

One Minnesota community has already taken a significant step toward implementation of this concept, achieving its initial success through a fortuitous set of circumstances, an impressive measure of public concern and responsibility, enthusiastic commitment on the part of educators and high school students, and a spirit of involvement at the Mayo Clinic.

Strikingly, the community's high school students have been involved from the very inception of the program—were, in fact, one of its major impelling forces—and continue to widen and deepen their participation with every passing year.

Moreover, the program offers a prototype for career

development in the human services. In addition to exposing high school students to and preparing them for vocations in the health field, it prepares young people for two other responsibilities that contribute significantly to development of adult social behavior: that of a citizen who participates in community affairs, and that of an individual who cares for children, the elderly, and the handicapped.

The program originated in a special education project started by a group of Adams, Minn., high school students calling themselves "Teens Who Care." In 1970, aided by Lorraine Torgerson, a long-time volunteer in area mental health programs, these young people began visiting mental hospital patients on a regular basis. They worked with the drug and alcoholic, mentally retarded, geriatric and youth psychiatric units. They held Halloween parties and Easter egg hunts for retarded children, cleaned and painted an abandoned building so it could be used as a hospital activities center, and took elderly patients on picnics. Perhaps most important of all, they brought fun and joy and liveliness to an institution that needed large doses of all three.

For Stretching, Strengthening and Loosening Muscles



Stretch hip adductor muscles by placing your arms along inside of prone child's legs and spreading them apart, keeping his knees straight and toes pointing up.



Shoulder range of motion: Raise arm straight from side, first forward, then side-ways. Place back of hand at back of neck, rotate arm down and place hand near hip.



Therapist can use bicycling exercises to help widen range of motion in a child's knees and upper legs. Exercise also develops leg and body coordination.



Quadriceps muscles can be strengthened by having child sit with legs dangling over a table edge and raising each foot (sometimes weighted) until knee is straight.



By encouraging child to control his movements without aid, such as in this non-force sitting exercise, the therapist can help him achieve greater independence.



Sitting with his legs to the side gives child practice in maintaining balance. Sitting Indian-style, or with legs hanging over a table edge, are variations.

Since about a third of the students in Adams High School had been involved in Teens Who Care, they formed a cadre of volunteers available for mental health projects in their own community. In the summer of 1972, adults and high school volunteers ran a six-week summer program for handicapped children. That fall, the special education class began holding sessions in the Little Cedar Lutheran Church next to the school. Approximately 80 volunteers participated during the 1972-73 year. About half of them were high school students. The teenagers, without academic credit, used their study hall period to work with the children in a variety of ways.

By fall 1973, the special education class was moved from the church into the school building. Another major change took place at the same time. Three towns' schools were consolidated into the Adams building that became the Southland District High School. When the special education class began at Southland, the dream of integrating the handicapped children into the public schools was finally realized. Now the learning environment for all students includes day-to-day contacts with

the handicapped children. It is common to see a mongoloid child in the halls during regular school hours. Students sitting in the American history class are not surprised when they see a teenager helping a cerebral palsy victim practice walking in the school corridors. Through such exposures, the fear, confusion and prejudice that teenagers often feel toward persons with disabilities can be altered.

The volunteers helped Jane Stennes, the special education teacher, in many ways. They fed the children, played with them, helped them with their physical exercises, read stories, etc. At the end of the year, however, the volunteers felt they needed more knowledge about the children's illnesses and appropriate methods of treatment.

In response to the volunteer's request for more skill and training, Ms. Torgerson contacted the University of Minnesota's Student Community Involvement Project (SCIP) and the Mayo Clinic in Rochester. SCIP provides technical assistance and some financial resources to high school programs that emphasize direct

(Continued on next page)

student involvement in their communities. The SCIP staff helped explore several approaches to strengthening and enhancing the contribution of the high school volunteers. For example, school administrators agreed to grant academic credit for student involvement. Now, educators are developing courses that offer information on retardation and cerebral palsy and provide the opportunity for students to raise questions about problematic situations.

Contact With Mayo Clinic

The contact with the Mayo Clinic in Rochester was made at a most propitious time. The clinic had recently initiated an outreach program, and the Southland special education project became one of its pilot attempts at community involvement.

As a result, doctors and physical therapists at the Mayo Clinic conducted an intensive workshop in cerebral palsy for staff and volunteers in the project. Two nationally prominent specialists gave the four cerebral palsy children in the class complete physical examinations. The volunteers and staff were then told precisely which kinds of physical therapy should be used with each child, and therapists demonstrated its application.

Ms. Lorna Austin, a physical therapist, and Dr. Robert Sawtell, both on the staff of the clinic, were among those who briefed the students on techniques of working with handicapped children and the causes and treatment of cerebral palsy.

Dr. Sawtell outlined the characteristics of cerebral palsy and gave the students suggestions for basic therapy. He recommended that the volunteers work not only for physical rehabilitation, but to help patients gain self acceptance and independence. Dr. Sawtell pointed out that the psychological aid that volunteers provide may be even more important than the therapy.

Ms. Austin gave the volunteers hints on treatment of cerebral palsy victims, such as how to help a child raise his head, what positions are best for sitting and walking, and how to prepare a child's limbs for simple movements. She also told them how to achieve rapport with cerebral palsy children and use such basic mechanical aids as crutches and wheeled walkers.

By the end of the afternoon, the volunteers knew the causes and treatment of cerebral palsy, what kind of therapy should be given to the child they would work with for the coming year, and some beginning skills in physical therapy.

The student volunteers receive additional training from Karen Lewis, a physical therapist who comes weekly to the school. Five students, Karcy Lomholt, Joyce O'Connell, Karen Collete, Helen Prescott, and Linda Munson, come in for an hour each day to give the children physical therapy.

Students are also in charge of feeding the children lunch. Ms. Stennes said that she is able to take her lunch hour when the students come because she has

complete confidence in their ability to manage the classroom. She noted that approximately a third of the 32 volunteers work every day, and the remainder work two or three times a week. They represent a range of academic levels and career aspirations.

The students regard their work with the children as an opportunity to learn about careers in the health fields. Of the five girls who give physical therapy, four intend to pursue it as a career. Four of the student volunteers who graduated from high school last year are now in training in nursing, social work, and physical therapy. One young man, who was extremely uncomfortable around retarded adults and whose own fears prevented him from working with them, found that he liked working with handicapped children. He was graduated last year and is now preparing for a career in family counseling and work with the retarded. While at college, he lives in a home for retarded young adults and works there as a resident counselor. He recently told one of the adult volunteers how grateful he was to have a chance to try working in a field he knew very little about.

In addition to the exuberance and life the teenage volunteers bring to the special education room, they also tend to spur the children to greater efforts. Ms. Stennes emphasized that one of the programs' major tasks is making the children self-sufficient, despite the temptation to "baby" the children because they seem so helpless. She has found that the teenagers tend to "mother" the children less than adults do.

Visits To Other Programs

In addition to the supervision the students receive from Ms. Stennes and Ms. Lewis, their continuing training includes visits to other mental health programs. For example, when a recently-hospitalized child starts attending classes at Adams, Ms. Stennes and several of the students will spend time with the staff of the hospital where he has been under treatment so that the students can be trained to support a continued regimen.

The help of the student volunteers is also a major factor in keeping the cost of the program low. The special education program only costs the local school district \$43 per student per year. And it should be noted that the ratio of staff (paid and unpaid) to children is one to one for the largest proportion of the school day at Adams.

As a result of this project, students have learned how new educational programs are planned and financed, how school boards make decisions about educational change, and how citizens' contributions can influence public policy. Hopefully, this knowledge of community functions and interrelationships will allow these young people to participate more effectively in public affairs; and perhaps even more significantly, they have learned to care about and take responsibility for children with special needs.

A Guide To Managing Student Volunteer Programs

An Objective-Centered Approach

by
Judy Sorum

Director, Community Service Programs
University of Maryland
College Park, Md.



ANY OF US are working with programs that have contracted bad cases of Dead-Dragon. Frustration has set in. We are doing too many things and we are doing them poorly. We can't explain what we are trying to accomplish, and we can't tell if we are accomplishing anything. We can't set priorities. Every day brings a new crisis. We have difficulty figuring out who is supposed to do what. And those who are supposed to usually don't do it anyway. It just seems as if, somehow, things got off the track.

Management by Objectives is one way to give new life to an organization that seems to be suffering from these Dead-Dragon symptoms. MBO is a method of planning and management that focuses on defining and articulating clear directions and objectives. It turns attentions away from a preoccupation with activities, procedures, and processes, and focuses on results, objectives, goals, and impacts. MBO is especially useful for organizations that have priority-setting problems, limited human and material resources, conflict among workers over vaguely-defined responsibilities, and one administrative "brushfire" after another, i.e. volunteer groups.

The business world uses MBO to focus employees' energies on desired results. This amounts to a negotiated contract between employer and employee, stating in measurable terms what the employee is expected to accomplish, in what amount of time, and under what circumstances. It emphasizes negotiation and consultation between worker and supervisor and gives the worker a greater degree of input and responsibility. This traditional use of MBO is explained in several excellent books (see reference list at the end of this article).

In government, management by objectives systems are being used on both Federal and state levels as means for planning and budgeting for measurable results. Increasingly, public education institutions are using these systems to ask hard

questions about what colleges and universities are producing, how well, and at what cost. Since most of our student volunteer programs are affiliated with institutions that will eventually be affected by such systems, we, too, need to ask questions about what we are producing.

Funding sources, notably the Federal and state governments and the United Way, are asking for proposals that articulate objectives as well as activities. Moreover, they are asking not only what the pro-

ing that since they are qualitative rather than quantitative, they defy measurement. Only recently, as funding sources have forced human service agencies to account for results, have they begun to ask themselves what they are producing. University student volunteer programs have been especially free of questions about the results of their work. The universities, happy with the good public relations that the programs produce, are not particularly concerned about other results.

A Fairy Tale For

Once upon a time, at a campus not too far away, lived a frustrated, unhappy group of student volunteer project leaders. Their Student Volunteer Corps (SVC) was several years old, but in its youth it had slain great and fearsome local dragons and won the heart of fair community damsels and university administrators.

Alas, the SVC had grown morose, sluggish, and melancholy. Day after day it languished on a mossy rock in the forest. Everyone reassured the project leaders that the SVC was in fine health, but they knew that all was not well. One day the students heard of a gnome who fixed things. So they called him in.

The gnome perched on a file cabinet in the volunteer office, tucked his red leather curled-toe shoes underneath him, and said, "Now what is the matter with this famous and goodly volunteer program?" And the students told him *all* their woes.

"Oh, gnome," they said, "we can't get new project leaders, and we can't keep the ones we have. Some of our best projects are failing. We work ourselves to death for the first three weeks of every semester and after that nothing gets done. Nobody seems willing to do the necessary jobs. Students aren't volunteering for our projects any more. What shall we do?"

The gnome sat for a moment with his hands in the pockets of

gram will do but what it will produce and how much it will cost.

All of these results-oriented movements reflect a shift from process/activity/procedure/programs, as ends in themselves, toward a greater emphasis on results/outputs/objectives/products of those activities.

Historically, the social and human service agencies have been reluctant to accept attempts to measure the results of their work, insist-

Nobody wants to ask tough-minded questions about noble causes. But for the sake of both students and clients, we need to ask them. Service to the client and a sense of satisfaction and accomplishment on the part of the volunteer are largely dependent upon our ability to focus upon the results of volunteer work.

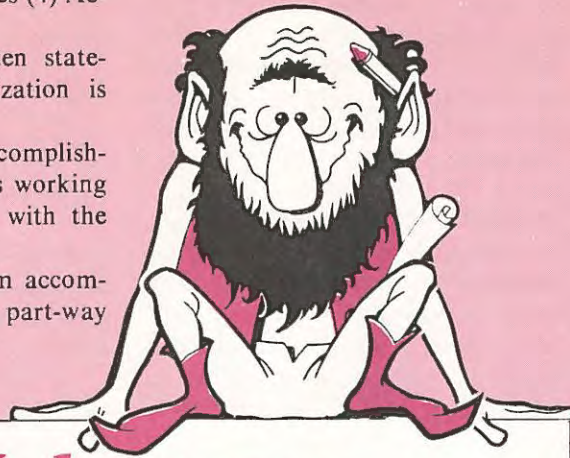
The elements of MBO are the tools that enable us to focus our

attention on results. These elements are written statements of: (1) Purpose (2) Goals (3) Objectives (4) Activities (or strategies).

The purpose is a written statement of what an organization is about; why it exists.

Goals are long-term accomplishments toward which one is working and which are consistent with the purpose.

Objectives are short-term accomplishments that move us part-way toward the goals.



Student Volunteers

his green velvet jerkin, frowned slightly, and then he said:

"Very serious, very serious indeed. This is clearly a bad case of Dead-Dragon. Your Student Volunteer Corps is dead and morose and unmoving because it has slain all its dragons and there are no new adventures. I will show you how to cure your SVC, but you must follow my directions closely. Otherwise your SVC may die of melancholy."

And he drew from his pocket a tattered sheet of paper about the size of a road map and unfolded it very carefully. "This," he said, "is a magic paper that tells your future. You must draw a road showing where it will take you and which dragons will be slain."

The students went to work. Initially there was much argument and disagreement about the nature of dragons and how to find them; but after much discussion, the students completed their map. When they looked up, the fix-it gnome had disappeared.

But the Student Volunteer Corps, hearing a rumor that there were indeed dragons left to slay and that someone had found a map leading to those dragons, roused itself from the mossy rock upon which it had been languishing, shook itself all over, and lumbered off in search of the dragons. Just like the good old days. And the student project leaders—and the SVC—lived happily ever after.

Activities or strategies are the actual means for accomplishing the objectives. They are what we do to get where we want to be.

The purpose is the most general statement about your organization. It defines what we do and for whom without reference to time. We jokingly refer to the purpose of our organization as being stated, "for the next millennium," and perhaps this is a good conceptualization.

For instance, the purpose of the Community Services Office of the University of Maryland is "to provide educationally valuable community service opportunities for University of Maryland students." Very general. Yet it tells what we provide and for whom. It suggests our relationship to the academic purposes of the university; it does not eliminate credit-granting community service work. It focuses on

service to the community rather than on *involvement* in the community. It does not suggest that our office must place the students, but it does suggest that we are responsible for developing service opportunities. It focuses on educationally valuable community service work rather than on strictly volunteer work. It leaves open the definition of "community." The purpose sets broad parameters for activities.

Each word of this statement of purpose needs to be hammered out by your organization. You might expect that you and the others in your organization are completely agreed on your *raison d'etre*. Not so. Often everyone within a group has a different view of why the group exists.

Goals and objectives have the same basic characteristics. Each exists within a time-frame, measurable and attainable. The difference between the two is that goals are long-term and point toward your purpose, while objectives are short-term and contribute to specific aims. A long-term goal might be: "By June, 1976, our volunteer population will reflect the sex, academic discipline, race, age, class-level, and commuter-resident student proportion of the undergraduate population." This is a goal. It reflects your purpose of serving all university students. It is long-term, measurable, and probably attainable.

Like your goal, the objectives also are measurable and attainable within a time-frame and will lead to that goal. For instance, you may not be attracting minority students and commuters. One of your objectives might then be that by January 1, 1975, you will have developed three programs specifically for commuter students in their home communities and will have 50 students involved in those programs. Another objective might be that by June 5, 1974, you will have co-sponsored at least one community service project with the Black Student Union. These objectives relate to your goals and reflect the realities of your

campus. Each is measurable and attainable within a time-frame. Usually a good goal or objective will contain its own means of measurement. For instance:

"By June 15, 1975, 50 percent of our volunteers will have been with us for at least one year," or "By March 15, 1974, we will have placed 50 pre-med majors in health agencies."

Activity or Strategy

The final element of MBO is activity or strategy. Some people call this implementation. These are the things you must do in order to get where you want to be when you want to be there. They are also the elements of the system with which we are likely to be most familiar. We can usually list all the things we must do to get something done.

For instance, if your objective is to have a commuter student project operating by January 1, your strategy might establish the following deadlines:

October 1—Project community selected.

October 20—Three priority community agencies located that would like to use student volunteers.

November 1—One student project leader designated for each agency.

November 15—All recruiting posters designed and printed.

December 1—Letter about the project mailed to all students.

January 1—Recruitment meeting held.

Activities are fairly obvious, but potentially dangerous. They tend to rise to the level of an objective or goal. The newsletter that began as a strategy for communicating community needs to the student body takes on a life of its own and becomes an objective. Long after you discover that the newsletter really doesn't communicate community needs to the student, it still exists because the medium, *a la* McLuhan, has become the objective. Thus, the activity of "recruiting 100 students by October 1," becomes an end in itself, rather than a means of "build-

ing a volunteer population that reflects the university population." So, make sure that your strategies stay where they belong—as activities that contribute to your goals and objectives. Don't let them become deified processes that resist elimination.

Writing Objectives

Learning to write a clear objective is the key to using the system effectively. Perhaps the best way to learn is to begin writing objectives and testing them for their measurability, attainability, and time orientation.

Objectives can be used at all levels of a volunteer program. For instance, objectives for your volunteer organization might be:

To have raised funds for and purchased a 10-passenger van by June 1.

or

To have named and met with an advisory board of at least 10 members representing both the community and university by Sept. 19.

or

To provide all students who come into your office with written information on all volunteer opportunities on campus by January 1, 1974.

An individual volunteer project may have objectives. The volunteer project at a hospital might have as an objective:

To develop four new volunteer roles in the children's clinic by June 1.

or

Double the number of friendly visitors by June 15, 1975.

or

Provide an orientation for 50 percent of all incoming patients by June 15, 1974.

Individual staff members (paid or volunteer) may have objectives indicating what they are expecting to accomplish by a given time, i.e.:

Beginning with fall semester, publish two newsletters a semester,

or

Develop and implement a system for maintaining records on volunteer placements by January 1, 1975.

Individual volunteers may have objectives (both for themselves and for clients). An objective for a volunteer in a court companionship program might be:

To meet and talk with five of the most important people (as defined by the probationer) in his probationer's life by January 1.

or

To be able to list by June 10 the steps that a probationer in the court goes through between the time of referral until the case is closed.

An objective for the volunteer's client might be:

After six months of working with the volunteer, the client will verbally indicate that he looks forward to seeing him.

or

After having been assigned to the volunteer for one year, the client will play truant 25 percent less frequently.

Objectives can also be written for various work elements such as recruitment, training, publicity, and transportation. For instance a training objective might be:

At the end of the two-hour orientation program, 80 percent of those attending will be able to write a list of their responsibilities as volunteers, the name of the person to whom they will report, and the basic rules for volunteers at a specified agency.

A public relations campaign objective might be to increase unsolicited donations to the volunteer program by 10 percent. A recruitment objective might be to increase the number of pre-med students active in the volunteer program by 50 percent.

No matter what level, the basic purpose of the objective is to indicate what we want to accomplish before we select the means to accomplish it. It focuses our attention on results rather than processes.

Some people in the social services object to MBO, saying that it is inhuman and looks only at items you can count. They insist that there are certain aspects of our work that are

not quantitative. However, there are many areas, which seem at first to defy measurement, that can be measured indirectly.

For instance, we think it is important to recruit committed volunteers—not just quantity, but quality. But whom do we consider a committed volunteer? Perhaps he is one who is willing to be trained, shows up regularly at the agency, and is willing to be involved over a long period of time. Now we are approaching something quantifiable. We might then write an objective like this:

By January 1, 1976, 50 percent of our volunteers will have been active volunteers for at least two years.
or

By January 1, 1975, 75 percent of our volunteers will have received at least two hours of training from the agency in which they are placed.
or

By June 1, 1974, 90 percent of our volunteers will have missed no more than two of their assigned sessions at the agency over a three-month period.

We have quantified an attitude, or at least some good indicators of one. We can really discover whether or not our volunteers are committed. And if they are not, we can devise strategies for attracting and keeping the kind of volunteers we want.

Let's say that we want our students to have volunteer experiences that they perceive as educationally valuable. This is difficult to measure. We might write an objective which indicates that by June 1, 1974, 75 percent of our volunteers will choose (b) or (c) when asked the question:

"My volunteer work is:"

(a) Less educational than my classroom work.

(b) Equally educational to my classroom work.

(c) More educational than my classroom work.

We now have an indicator of the educational value (subjectively defined) of the volunteer experience,

and if we find that students do not consider their work educational, we can develop strategies for programs that are. Too often we hide behind the argument that what we do is human and thus not measurable, and all too often this is only a way to avoid admitting that we aren't accomplishing anything.

An MBO Program

If you are convinced that MBO can help your volunteer program, how do you get started?

"Get away from it all." Set aside a block of time—perhaps two or three days—and get away from the ringing phones and the daily hassle. Take along anyone in your organization who is concerned about its direction and its inertia and wants to see it become more vital. Try to collect all the data you have on where you are now—how many volunteers, what they are doing, who they are. Draw up a list of everything your organization does; every detail of activity, no matter how minute.

Set aside all this and mentally try to stand some distance from reality. Try explaining what you wish your organization could be and what it could do. Use analogies: I wish our volunteer program were like a _____ . Or I wish our volunteer program could _____ .

Another useful exercise is to have your work group do something silly that requires a concerted effort—perhaps have half the group make a checkerboard with scissors, paper, and paste while the other half supervises. In the process you will note the importance of people defining a checkerboard, of indicating the minimal qualifications of a checkerboard, of assigning tasks, of involving the entire group.

Hammer out a purpose for your organization. Work on every word. Argue. Yell. Produce a statement about your group that you can all live with and work toward. Take as much time as you need, because this step is absolutely essential to the

organization's vitality. Make sure that it defines who you serve. Once this is done, write out and display it where everyone can see the results of this effort.

Translating Purpose to Goals

Turn back to the things your organization does. Ask why it does these things. What is the reason behind the activity? Why do you recruit? Why do you put out a newsletter? Why do you place students in community agencies? In the answers to these questions lies the raw material for goals. The answers can be translated into goals; long-term targets, which, if reached, would indicate that your organization is what you want it to be:

"Our volunteer population will reflect our student population."

"Seventy-five percent of our students will consider their volunteer experience as important as their classroom experience."

"Eighty percent of the agencies using our volunteers will rate the effectiveness of their service as 4 or 5 on a 1-5 scale."

These goals indicate broad areas of concern, targets to be met perhaps a year or five years from now. Do your goals mesh with your statement of purpose? If they don't, then rework one or the other or both.

Setting Objectives

If you've chosen the goal, "By June 1, 1976, 50 percent of the students in our programs will have been involved for at least two years," you must set objectives for that goal. You hypothesize that volunteers who receive training stay longer. Moreover, volunteers who have a chance to assume increasing responsibility stay longer. Volunteers who work in projects that have clear goals and objectives tend to stay longer. Volunteers who can see a relationship between their volunteer work and a possible career stay longer. The resulting objectives will look like these:

By January, 1975, 100 percent of your programs will offer at least two

hours of training for all volunteers.

By January, 1974, each of your projects will provide at least three varied roles for volunteers and will have defined three leadership roles for which there will be written job descriptions.

By February 1, 1974, you will provide a one-day workshop for all project leaders in MBO, enabling them to write clear objectives for their projects.

By June 1, 1974, you will have written descriptions of your volunteer projects that indicate the program objectives and what the volunteer can expect to accomplish by his efforts.

Now that you have outlined your purpose, goals, and objectives, check your goals and objectives to make sure they are realistic and can be measured. Are they set within a time frame? Do they relate to your purpose? Does each goal have four or five objectives that will logically lead to its accomplishment?

Planning Strategies

What must you do in order to meet each of your objectives? List every activity needed to meet each objective. If your objective is to provide an MBO workshop by February 1, your strategies might include the following:

- Select a date by October 1.
- Put together a team to plan the curriculum for the day by October 15.
- Send out letters about the workshop by December 1, and sign up all participants by December 20.
- Have all handouts and printed materials ready by January 15.

Each objective will generate a list of similar strategies that indicate your thinking as to the best way to meet the objective. However, if you hit upon a better way to meet the objective, toss out the original strategies and devise another set. It is not the strategies that are important, it is the objective. And incidentally, you may decide that your objective was not a good one, was unreasonable, not the best way to

reach a goal, or does not allow enough time. Rewrite it. Change it. There is nothing sacred about it.

Check your strategies for roadblocks—is it likely that you will run into problems? If so, set up alternatives or change the strategy.

Go back to the list of activities that you made at the beginning of all this; the one that listed everything your office did. Note how the activities fall into strategies that now relate to objectives. The newsletter you've been putting out becomes a strategy for increasing the participation of certain groups. Recruitment sessions are redesigned to bring different results (more career-oriented volunteers, more men, more upper-classmen). The volunteer application is revised so that it only asks for a bare minimum of necessary information.

Unrelated Goals

You may find that you have listed many activities that have nothing to do with your organization's direction. Ask yourself why you should do these things that do not relate to your goals and objectives. Perhaps, because it makes your prime funding source (the university) very happy. Or perhaps because you have already committed yourself to the activity and you cannot evade it. Or perhaps it is one of your best leaders' pet projects. Continue it, but when the first opportunity presents itself, start disengaging. Go to the appropriate university administrator and explain that the activity does not make much sense to you. Offer something else that will meet the needs of the university as well as those of your organization. If you move along these lines, you will find that you are no longer locked into extraneous activities. By being able to articulate which things you would rather do, why, and how they contribute to your program, you will be able to persuade others that changes are appropriate.

There will always be some activities that are superfluous in your

organization. They may be concerned with objectives that others have for you (but which you do not share). There is not much you can do about these, except to figure out what they are, and meet them.

Scheduling

Now that you have plotted your purpose, goals, objectives, and strategies, you will have collected a list of completion dates. Draw yourself a calendar for the following year (and maybe longer). Mark off each month. Indicate your objectives in varied colors, drawing a line through the span of time that you will be working on the objective. A roll of white shelving paper works well. Specify each target date for strategies, goals, and objectives. The final product will show at a glance when your busy times are; where your deadline dates are clumped. At this point you may want to revamp some of your target dates. Maybe you can put that MBO workshop off until March, when things are a little slower. Perhaps the newsletter publication date can be moved back two weeks to a slack period. Suddenly, instead of the usual early semester madhouse and late-semester inactivity, you will have a more balanced pattern of activity in which less urgent events are scheduled into slack seasons, and one timely project-completion contributes to another further along.

Assignments

You now have a purpose, goals, objectives, and strategies. You have mapped out a calendar for the year. And you have assigned target dates for all your activities, goals and objectives. But who is going to do everything?

You might begin by asking people what their activity-interests are. This will get you some volunteers. Jot down their names next to the activity they are willing to do. Among the items remaining, try to suggest assignments that are related to things people are already doing. If your organization director must

make all agency contacts, perhaps he should also handle the Community Services Expo, which requires dealing with the agencies. If your coordinator is going to handle all placement, perhaps he should design information systems for maintaining personnel data and obtaining volunteer feedback.

Personal Objectives

At this point, each staff member works out a written set of objectives for his or her work, indicating when each objective will be completed. In addition to objectives that relate to office objectives, staff members may have individual development objectives. For example, the secretary might like to improve her typing skills or to learn bookkeeping. Other people might want to finish a master's degree during the year, learn about MBO, or receive special training in group dynamics. These should be included in the individual objectives.

Volunteer project leaders may set objectives that relate solely to their projects. Perhaps they wish to designate project leaders to take their places at the end of the year. They may wish to write a handbook for their volunteers or receive special training as volunteer coordinators. All of these aims should be written into a staff-member's objectives and agreed to by the staff member in negotiation with his superior. Each receives a copy. Set dates for evaluation of individual progress toward objectives.

Reproduce your written purpose, goals, objectives, and strategies and give everyone a copy. Set dates for evaluation of the office's progress toward objectives and strategies so that other people understand what each person is trying to accomplish and can help. This also cuts down on petty grumbling about unequal work-loads.

Everyone should be able to see your calendar of the year's activities in the office, and send a copy of the whole package to your immediate superior. This will indicate that you

know what you are about and it will cut down on suggestions of other things you might do.

Review and Revision

If MBO is to work, you cannot simply write objectives and forget about them. They need constant review and revision. And you must be open to new ways of working with MBO. It is imperative that on the dates set aside for evaluation—both office and personal objectives—that evaluation take place. It is important that everyone feels comfortable revising and revamping the objectives and goals whenever necessary. The beauty of this system is not that you have a hard and fast statement of where you are going and what you are about, but that you are tuned into this question of purposes and objectives and are willing to order your activities around your purposes.

Vacuum at the Top

We often assume that those about us in the campus structure know what we are supposed to do, have a purpose for us, have something in mind. Often they do not. This is the phenomena that I call the "vacuum at the top." Everybody assumes the guy above him knows what the operation is about. The truth may be that the first guy who takes the opportunity to define what the project is about and to set objectives for it is the one who will determine its direction. Make sure it's you. If you set objectives for the organization, others will thank you. If you don't, someone will hand you a set you won't like.

MBO enables us to live with change and incorporate it into our organizations to revitalize them. It allows us to follow our own agendas rather than others, if we will only take the responsibility for setting those agenda and meeting the expectations that we have set.

MBO brings about greater understanding among the people who make up an organization—of its purpose, its direction, their roles

and responsibilities, and the roles and responsibilities of others. MBO enables us to set priorities, to choose among the unending list of worthwhile things we can do. It enables us to break the frenzied activity cycle and pace our activities over a year's time. It enables us to use our off-seasons, and to live through the rush seasons. MBO can enable us to survive, to revitalize our organization when it is sluggish. And when the lean years come and resources are slim, those of us who know what we are about and can articulate our purpose and objectives have a much better chance of obtaining some of those slim resources.

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CHIP

University of Virginia Students' Home Improvement Program Blossoms Into Charlottesville Civic Effort



A COMMUNITY LOW-INCOME home improvement program started by University of Virginia student volunteers was so successful that Charlottesville civic leaders adopted its approach and expanded the organization into a non-profit housing rehabilitation corporation.

The original program, known as SCRUB (Students Concerned with Rural and Urban Betterment), had completed more than 125 roofing, painting, patching, and house-expansion projects since 1969.

Recently, following an areawide housing study by the local Jaycees, Charlottesville Mayor Francis Fife, SCRUB Director Michael Huffman, and representatives of various civic groups met and formed an organization called CHIP (Charlottesville Housing Improvement Program, Inc.) to take over the management and contracting component of the combined and expanded effort. SCRUB becomes CHIP's campus manpower division.

SCRUB was formed when the university's Office of Volunteer Community Services recruited more than 500 students and faculty to help clean up the Charlottesville area after Hurricane Camille. The program was designed to help low-income families help themselves.

After Camille's debris was cleared, SCRUB stayed on to satisfy a continuing need for low-cost community housing repair and rehabilitation. Until recently, the SCRUB program alone had involved 150 student volunteers working in crews seven days a week.

As the community heir of SCRUB, CHIP receives hundreds of requests for housing repair help and evaluates each on the basis of financial need.

The university component of CHIP is one of nine major programs operated by the Office of Volunteer Community Services. The office places some 1,000 student volunteers in community service projects throughout the Charlottesville area. These students often work with VISTA volunteers.

CHIP volunteers install siding to get a low-income family ready for the winter.



The expense of a major house painting job is greatly reduced when CHIP volunteers apply free labor and skill to the task at hand.



A Neighborhood Youth Corps member joins CHIP workers on a room-addition project for a Charlottesville area resident.

Skilled volunteers climb atop a house to estimate the manhours and materials they will need to completely seal this leaky roof against the elements.



Harnessing Campus Energy and Expertise For The Consumer

SPIRG

STUDENT VOLUNTEERS have long championed the cause of the consumer through projects ranging from legal assistance to cooperatives. Recently a nationwide organization of Student Public Interest Research Groups (SPIRG) has sprung up with the specific purpose of investigating consumer issues and alerting the public to their findings.

In 1971 and 1972, student leaders at 10 colleges and universities in West Virginia established SPIRG on their campuses. The West Virginia chapters comprise one of 20 such statewide systems that utilize the research skills of student volunteers, interns, and work-study students.

The national SPIRG movement was inspired by consumer-advocate Ralph Nader who believes that student volunteers can provide almost limitless and continuous manpower for public interest research. Like the other SPIRGs, West Virginia's is completely independent and wholly financed and directed by students.

Although 10 West Virginia schools have organized a statewide system of SPIRG chapters, the chapter at West Virginia University (WVU) in Morgantown is the most active and has conducted more than 50 state and local projects since it swung into operation some two years ago.

During its organizational stages, the WVU student body selected 11 students to serve as a policy-making board of directors for the campus SPIRG chapter. They also designated the five general areas for public interest research: consumer protection, transportation, environmental protection, housing and student rights. The newly elected board then set up committees for each of the five categories.

The board decided to adopt the Planning-Programming-Budgeting-System (PPBS) to facilitate planning and implementation of all projects. PPBS is similar

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to Management by Objectives in that it sets forth objectives, denotes available resources, and evaluates the results that were or should have been achieved.

"The PPBS method lets us avoid working on a day-to-day basis and gives us a means of evaluating our work," said Leonard Knee, a former public administration graduate student who works with WV-SPIRG.

Consumer Protection

Among the projects selected by the consumer protection committee was a 10-store survey of flammable sleepwear. The U.S. Department of Commerce established flammability standards for children's sleepwear after studies revealed that 6,000 children a year are injured by clothing fires.

The Department of Commerce now requires that all flammable children's sleepwear manufactured between July 29, 1972, and July 29, 1973, must carry a permanent flammability label. All children's sleepwear manufactured after July, 1973, must be flame retardant items available and well-marked.

Student volunteers questioned store managers and sales clerks to determine how informed they were about flammability laws and how many stores had flame retardant items available and well-marked.

Survey results showed:

- Seven out of 10 salesclerks knew their stores carried flame-retardant garments, and six said they would recommend buying flame-retardant sleepwear.

- Six sales clerks knew there was a law regarding sleepwear although two claimed there was none. Five store managers did not know that sleepwear manufactured after July, 1973, was required by the Commerce Department to be flame-retardant.

- Most children's sleepwear in the stores was well-marked but some were marked in very fine print.

"Even though most garments were marked, consumers often don't pay attention to it," said WV-SPIRG board member Larry Pugh. "We hoped the survey would call attention to the differences in garments and remind the consumer to check labels if he wants safe clothing."

The survey results were published in local newspapers and made available to the public through WV-SPIRG's weekly newsletter.

Since alerting the public is a major part of WV-SPIRG's operation, media relations plays an important role. SPIRG has been successful in obtaining newspaper and television coverage of its project results. In addition, the organization publishes a weekly news column that is carried by college newspapers and some 40 West Virginia weeklies and dailies.

SPIRG's projects and publicity campaigns have earned respect locally and at the state government level. Last year the West Virginia State Senate Judiciary Committee requested that WV-SPIRG analyze a proposed consumer protection bill. In response the stu-

dent volunteers prepared a 300-page, well documented report identifying consumer problems, outlining the state government's role in consumer protection and recommending the placement of a consumer protection agency within the state government structure. Copies of the report were distributed to each committee member. Several WV-SPIRG students were then asked to testify before the Judiciary Committee during a hearing on the need for consumer protection laws.

Environmental Protection Committee

Members of WV-SPIRG's Environmental Protection Committee also testified before a state legislative committee concerning a proposed state environmental protection agency. The WV-SPIRG Environmental Protection Committee is designed to help improve the physical environment in Morgantown and throughout the state. Last spring WV-SPIRG sponsored a two-day environmental conference to educate citizens about environmental laws and to encourage them to participate in public hearings.

"People often do not realize how they can tackle environmental problems through existing laws and programs," said Sam Colvin, WV-SPIRG environmental committee chairman.

The Environmental Committee has conducted numerous other projects, including:

- A study of landfill dumping and investigation of possible legislation to prevent or control it.

- A feasibility study of university office waste paper recycling.

- Development of an environmental education TV format for presentation on the state's public television stations.

- Study of the state's land use planning.

- Study of mulch to absorb acid mine drainage for coal mines.

- Development of an environmental curricula for secondary schools.

- Study of the nuclear power moratorium and the effects of the energy crisis on the coal-producing state of West Virginia.

Housing Committee

WV-SPIRG's housing committee was formed as a result of student demand. Housing needs have intensified in Morgantown as enrollment has increased and more students are free to live in apartments.

The WV-SPIRG Housing Committee established a hotline to deal with student housing problems that range from unvented gas heaters to lease-breaking, and retained a lawyer to handle litigations and give advice.

The Housing Committee also works with a Morgantown councilwoman on developing a housing code. If the code passes the city council, SPIRG will help locate buildings that violate code regulations.

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The Housing Committee is also working with the WVU Student Administration on a study of landlord-tenant ordinances, and SPIRG has instituted a lay advocates program to handle student complaints.

The goal of WV-SPIRG's Student Rights Committee is to ensure, protect, and broaden the rights of WVU students in particular and West Virginia students in general. During the 1973-74 school year, the Student Rights Committee studied Morgantown's parking fines and towing practices. After comparing local practices with those in other cities, and conducting interviews with city officials, the committee drew up a list of suggested changes.

The committee also studied the possibility of student representation on such bodies as the State Board of Regents and the Morgantown City Council.

The WV-SPIRG Transportation Committee is studying possible solutions to Morgantown's traffic congestion and parking problems. Utilizing the research skills of University planning and public administration students, the committee had identified consumer needs and studied plans to increase parking facilities. The committee is also studying student transportation needs and possible changes in the present public transportation system.

Funding SPIRG Programs

Many of the 20 statewide SPIRGs throughout the country have extensive funding, some as much as a half million dollars. After gaining approval from their state boards of education or other groups responsible for university budgeting, these individual SPIRGs have received money from student activity fees at several state colleges and universities.

West Virginia University WV-SPIRG, however, has accomplished much with relatively little money. The WVU WV-SPIRG chapter relies solely on student contributions and a student government budget allocation, amounting only to several thousand a year.

The WV-SPIRG chapter at WVU submitted a plan to the state Board of Regents that would have given the statewide WV-SPIRG a portion of every state student's activity fee. The funding proposal, which would have provided a total of more than \$165,000 a year for the SPIRG chapters, was disapproved by the state Board of Regents, which is responsible for West Virginia college and university budget allocations.

The WVU WV-SPIRG chapter is petitioning the State Supreme Court to review their case for funding the statewide WV-SPIRG. WVU WV-SPIRG leaders are optimistic about chances for funding through the student activity fee method, but are seeking alternative funding from agencies and foundation grants.

As a result of funding problems at some of the state's smaller schools, the WVU chapter has hired a professional organizer-fundraiser who will help other schools organize and operate their SPIRG's.

Representatives from SPIRG chapters in West Virginia have also met to establish a state WV-SPIRG board to act as a communication link between the various chapters. WV-SPIRG's goal is a fully operational state system that can tackle consumer problems on a statewide basis and probe important local issues.

Tips on Organizing And Operating A SPIRG

Like all student volunteer activities, SPIRGs have the problem of getting students involved and keeping them interested. SPIRG organizers at West Virginia University have developed a list of pointers for organizing and operating a successful student public interest research group:

- Develop student project directors whose duties include knowing campus resources and how to get students credit for SPIRG WORK.

- Advertise in many ways to recruit students.

- Use work/study people for clerical work.

- Use professionals to help develop leaders and train them.

- Operate plug-in projects. These are designed to involve large numbers of students, require little expertise, have high visibility when completed and take about 30 days from beginning to end. Examples of plug-in projects include a survey of bank interest rates, investigation of fast food restaurant sanitation records or publishing of warnings for elderly people about door-to-door salesmen.

- Limit your projects. Make sure each has a beginning, a middle, and an end.

- Provide techniques within each project to involve various types of students. The self-activated student can be a project leader. Others can do leg work, such as surveying. Others can devote a few hours a week, perhaps as a collator or a record-keeper. The point is to keep everybody busy; thus making them feel needed and increasing their motivation. Project directors and professionals should also show their appreciation to volunteers. The newcomer should be given a job that shows results. This builds up confidence in what he or she is doing.

An organizer should seek out and interest at least one tenth of a percent of the students on each campus he or she is organizing. These people are usually self-motivating. Then, with the help of that nucleus, recruit and interest one percent on that campus. At this point, projects should begin and interest in the group should build.

A SOCIAL STUDIES SERVICE LEARNING PROGRAM

**Lafayette High School
Students Earn Credit For
Volunteer Work In
Government Agencies**

THE GOVERNMENT Consumer Affairs Unit in Syracuse, New York, may seem a non-academic setting for a high school social studies class but Lafayette High School students are earning academic credit for participating in the daily operations of that agency and others. The students' community work falls under the Government Services Program established two years ago at the small upstate New York high school, located six miles south of Syracuse.

"The concept behind the program is that students don't learn just in a school building, but also outside in the community," said Anthony Bucci, a Lafayette social studies teacher who instituted the Government Services Program. At the same time, he points out, the youngsters are giving city agencies hundreds of man-hours and constructive ideas.

The State of New York requires all high school seniors to complete one semester of government. Most government courses adopt the traditional textbook-lecture teaching method. But administrators at Lafayette gave Bucci a free hand to develop a more flexible course that would encourage the youngsters' active participation in the operation of local government offices.

During the organizational stages of the program, Bucci contacted numerous Syracuse agencies to tell them about the program, its purposes and ways in which students could benefit them. Several offices, including Parks and Recreation, the Human Rights Commission, the Mayor's Office and the Consumer Affairs Unit, agreed to place student volunteers. Next, Bucci met with the school's principal, who arranged schedules so that seniors were free after 10:30 a.m. on Tuesday and Thursday.

Bucci also worked with Robert Granye, chairman of the English Department, to establish a 50-hour a semester fieldwork requirement for all seniors. The students can fulfill this requirement by working in the Government Services Program, by volunteering at hospitals and other institutions, or by tutoring in the public school system.

After reviewing the available options, most seniors indicated where they would like to complete their 50-hour requirement.

The 20 students who choose government agencies spend one to five weeks studying an agency and its various departments before choosing a project area. During this time, agency staff members give the students a general orientation to familiarize them with the overall agency operation. The observation schedule at the Department of Parks and Recreation looked like this:

Each Tuesday, Thursday — 11:15 A.M.-1:45 p.m.

Thurs., Sept. 21st — Department Orientation

Commissioner Richard A.

Planer

Tues., Sept. 26th — Parks Division — Heavy Equipment Operations

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Using ESL Techniques

English-as-a-second-language approach benefits neglected as well

SHIRLEY BABIN HUNTER, English-as-a-Second Language Specialist,

TEACHERS ARE WITNESSING a growing community involvement in their schools. Educators particularly welcome this involvement because they recognize an increased demand for individualized teaching on one hand, and a reduction in educational funding on the other. Many teachers feel that the reduction affected schools most severely when some special services were eliminated and student-teacher ratios were increased. Now more than ever, the volunteer can play a vital role in facilitating effective teaching.

As an ESL (English as a Second Language) teacher, in the Bridgeport, Conn., public schools, I have become quite dependent on volunteers. Student volunteers provide the individual attention that so many foreign-speaking children desperately need. With some training, these volunteers easily utilize the ESL techniques, and I believe that many of these same techniques can be used in working with neglected or withdrawn children.

Although the foreign-speaking child differs in many respects from a neglected, English-speaking youngster, there are some similarities in their learning problems that make ESL techniques appropriate for both groups. The foreign-speaking child has difficulty communicating with his classmates because English is not spoken in his home. The neglected youngster often lacks similar communication skills because he is ignored at home and verbal communication is non-existent. Frequently, both types of children need special assistance to increase their pronunciation and communication skills. A student volunteer can use several techniques in developing a child's ability to communicate more effectively.

The tape recorder can help children improve pronunciation skills. Taping a conversation is a delightful experience for most children, but it requires supervision.

Volunteers can provide that. The volunteer can tape a youngster's conversation and then work with him to improve his pronunciation. When he reaches a significant stage of improvement, the volunteer can play back the original tape to show the youngster his progress. This technique provides both enjoyment and encouragement in learning for the youngster.

Other basic verbal and visual techniques are available to help a child with pronunciation. For instance, a student volunteer can cut out pictures illustrating a "ship" and a "chip". The volunteer says each word as he points to the appropriate picture. The child then learns to associate what he is saying with the correct picture.

Oral, aural and visual techniques are essential in coping with the very different causes of the neglected and the foreign-speaking child's problems. Audio-visual supplementary materials are well within the competency of student volunteers. A teacher can give a volunteer an outline of the week's objectives and ask him to preview filmstrips or prepare tapes, transparencies and pictures. These activities may lead into more complex projects, such as photography and film-making. Such advance projects can help tremendously in teaching children about art, their emotions, and their community.

Like the foreign-speaking child, the neglected or withdrawn youngster is often frightened by new situations outside his home. Volunteers can conduct role-playing sessions that help children sort through an experience before they encounter it in everyday life. Acting out a visit to the store, the hospital, police station, dentist, welfare and social security offices, are just a few ways in which the student volunteer can help a child learn to cope with ordinary situations. Role-playing a job interview might give high school students the dose



in Tutoring

as foreign-speaking child.

Bridgeport Public School System, Bridgeport, Connecticut

of confidence they need to get a job. Volunteers can follow up on these situational dramas by accompanying the youngsters to the places they have studied. Role-playing is also a useful technique for encouraging verbalization. As children act out situations, they look for words to express their feelings. The volunteer can help them with the process.

A large, modern school can easily awe a Spanish-speaking child from a Mexican village. Likewise, a withdrawn or neglected child might be equally confused by cafeterias with their long lines, gymnasiums, lavatories with running water, offices, libraries, etc. School buses can also be an overwhelming experience. A student volunteer can minimize all of these problems by taking the child on a personal tour of the new school.

Most youngsters enjoy learning more if they are allowed to participate actively in the process. The withdrawn or neglected child is no exception, and participatory learning can often draw him into closer contact with the other students. A volunteer can be particularly helpful in motivating a child by leading a learning activity. For example, while the teacher is teaching one group of students to use a ruler, a volunteer could be leading another group of students who are measuring each other's height. Later, periodic checks of the youngsters' growth can serve as a review. This usually takes place spontaneously, and reinforces the children's own concepts.

Student volunteers can also help train other volunteers to work with neglected or withdrawn children. Superior students in upper grades are frequently eager to volunteer a study period to work with younger children.

The importance of extra attention in reaching the

neglected child cannot be overemphasized. Nor can the volunteer's role in this area be exaggerated. For instance, one of my elementary school pupils was unusually quiet, and I tended to overlook him. One volunteer became very interested in the youngster and discovered that he wanted to be a pilot when he grew up. She arranged for him to visit an airport, go into the control tower and take short ride in an airplane. As a result of the volunteer's interest, the youngster eventually became a very verbal, active class member.

The foreign-speaking and the neglected alike may benefit from other volunteer programs in a school. Maria personifies my best experience in this area. Her language problem (she spoke Spanish almost exclusively) was intensified because she was younger than most of the students in the school and had entered in mid-year. It was obvious that she would need special attention. She was lonely and the prospect of entering a strange class frightened her. When I took her in to meet her new classmates she clung to me and cried. At this point, one child raised her hand and told me she spoke Spanish. Soon half the class was gathered around Maria. I later learned that a volunteer had been helping to teach Spanish to those children. As a result, they were able to communicate with Maria and make her feel much more at ease.

These are only a few of the ways in which volunteers can help the foreign-speaking and the neglected or withdrawn child. But the best ideas often arise spontaneously from volunteers. Through the years, I have watched each volunteer grow away from initial uncertainty toward amazement at his or her personal resources and the ability of the children to tap them.

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Local resources can greatly facilitate teaching in a system where the volunteer program is readily available and highly organized. Many college students are anxious to help solve community problems, and institutions of higher education appreciate the experience this service gives their students. Moreover, many departments will offer credit for time spent in volunteer work.

Cooperation with area colleges is multi-faceted in Bridgeport, Conn. At Southern Connecticut State College in nearby New Haven, sophomores must spend 100 hours in field experience, working with volunteer programs related to their disciplines. Many of these students are assigned to the school volunteer program. They receive practice in their various fields, and the local school system benefits. Another Bridgeport school, Housatonic Community College, assigns students to volunteer work in lieu of term papers. The University of Bridgeport, which educates many future teachers, requires students to tutor in a public school system for a semester. The students who choose Bridgeport receive an orientation explaining various programs within the city and choose their area of concentration.

Volunteers from many civic organizations throughout the county join college students in the program.

Bridgeport offers students 16 tutor-training programs. One of these is reading tutoring. In it, beginning tutors discuss the four basic stages of reading development—instructional, frustration, enjoyment, and capacity levels. The training enables student volunteers to recognize behavior patterns that accompany each reading difficulty, and what resources can be utilized to strengthen pupil skills.

Tutor Plays Supportive Role

For example, in the preliminary stages of tutoring, a pupil may exhibit an inability to recognize or pronounce words. The trained tutor can employ a variety of resources—from phonic cards to reading machines—to help a pupil overcome this reading handicap.

If the pupil appears bored or frustrated with reading material, the tutor can explore his interests and help select a story that appeals to him. Tutor and tutee read the story together until the pupil is confident enough to reread the story silently. The tutor always plays a supportive, non-threatening role.

When the tutee begins to enjoy the reading material, the tutor offers encouragement by suggesting supplemental readings in the areas of the child's interests.

As the child understands and is able to discuss the reading assignments, the tutor continues to supplement the child's interests through innovative techniques. For example, the tutor might ask the tutee to make a list of questions he would ask the main character of a story if they were to meet.

In the course of their tutoring, Bridgeport students meet with faculty once a week to discuss pupil progress and the application of new tutoring techniques.

For the language major, the University of Bridgeport offers training in ESL tutoring. The culture and backgrounds of the foreign speaking child are discussed at great length. Tapes and filmstrips expose the tutor to the nuances of the tutee's culture, and often these same tools are used to communicate comprehension skills.

Drama is an effective way to encourage a child to express his feelings about situations he faces as a minority pupil. Tutors are trained to use improvisation and role-play to draw the bilingual child out.

School, library, and community resources are used to help the child understand English grammar. Choral speaking and responsive readings aid in poor pronunciation or lack of comprehension.

Other programs include Creative Dramatics, a brief introduction to theater techniques that helps children express themselves and sharpen their communication skills; Pre-Kindergarten, which teaches the volunteer group games they can use to help youngsters develop listening and communication skills, and Elementary Conversational Spanish, designed to teach the volunteer practical Spanish that will enable him to communicate more effectively with Spanish-speaking youngsters.

Other Programs Offered

Some of the other programs offered at the University of Bridgeport are: Art Goes to School, a series of slide lectures on art; Art Workshops, projects planned to develop skills in such areas as kinesthetic coordination, accommodation, fine eye—hand coordination, color discrimination, and figure ground; Individual Art, which includes painting and sculpture; Careers Bank, an information bank listing individuals available to speak about their jobs; Creative Dance, dance sessions for early elementary children, teaching rhythm and balance, and control of large muscles, skills that are prerequisites to mastering reading, and which benefit the over-active; Environmental Awareness, which attempts to convey the requirements of various living things; Film Strips, that illustrate famous children's stories; Learning to Learn, an eye-hand discrimination program for first and second graders; a Modern Program in Elementary Math; a comprehensive program leading to tutoring of small groups of children, and Music, which encourages sense of rhythm, aides reading skills, and improves diction and expression.

Once a particular program is chosen by a volunteer, he or she participates in approximately five 90-minute training sessions, conducted by an expert in that field. After this, the volunteer is assigned to a particular service. The teacher then receives a call from the program coordinator, giving a brief sketch of her tutor's qualifications. Both the teacher and volunteer meet and an area supervisor helps coordinate their skills. Throughout the year, periodic meetings and evaluations by both volunteers and teacher help the program become more effective.

London Correspondent



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

IN BRITAIN, as in the U.S., there has been an intense interest in the evaluation of experiential education at the high school level. However, in neither nation has sufficient attention been given to teaching the teachers what they should know about the use of volunteerism as an important aspect of learning. Here are some suggestions based upon years of work in this field.

Across the country some thousands of schools are involving students in community service. Why is it that there still aren't more than two Colleges of Education that train young teachers in how to do this?

—Speaker at education conference, Liverpool, 1973.

Yes, why aren't teachers trained to involve students in community service? We could learn something, in this respect, from the Armed Forces. If a new tactic or weapon is introduced, then the troops will be trained in its use.

Not so in education. Years can go by before student-teachers or experienced educationists receive instruction in the understanding and practice of an approach already established in countless schools. Of course many young teachers-in-training are engaging in a multiplicity of volunteer projects, and most colleges of education deal in some way with social problems. But this is emphatically not the same as learning about student volunteerism as an integral part of their professional preparation—learning how to enable the 13 or 16-year olds to respond to the needs of others. Where schools are involving their students in help to the neighborhood, it is generally because the principal or another faculty member happens to believe personally that this is important, not because he or his teachers have the necessary skills, for Colleges of Education rarely turn out young teachers trained to develop community service programs.

Don't give me that crap about "service"—just give me a job I can do.

—Fourteen-year old, as he cheerfully mended an old lady's iron.

Of course the boy complaining about "service" was a victim of the familiar S.O.S. syndrome—a Surfeit of

Schweitzer. He was reacting against over-exposure to those archetypal heroic models he would never be able to emulate. But how many teachers can find appropriately challenging projects for 30 kids of this age and background? Not many, unless they are trained to identify local situations of need. They will not get far in their classroom, much less in the neighboring community if they simply give a repeat performance of the sociology lectures they listened to at college.

The newspaper game is one exercise that can help, within 20 minutes or so, to develop a seeing eye amongst students. "Child Drowns in Sandpit" is the headline of the local paper. Could our youngsters fill in the sandpit, drain it off, or fence it round? Could they run a water-safety campaign for the children living in the neighborhood? "Police Say Traffic Lights Unnecessary." The story describes agitation amongst parents about the risks to children getting to and from school. Perhaps a census by our students of the number of heavy vehicles passing the elementary school might induce the police to change their mind. No? Then should we offer to organize a student safety patrol? Where the press has been content to describe a problem, we can perceive an opportunity for service. The fact that the problem has appeared in print dispels ninth grade suspicions that they are being asked to undertake artificially contrived tasks for the good of their souls. Most local papers, incidentally, are glad to print a follow-up story, describing how students have responded.

"Town Hall Quiz" is a technique used to discover the human needs of the locality and find out who is responsible for dealing with them. Then, we see whether any gap between the two can be filled by a social first aid team run jointly by senior students and the teachers. Mr. Myers has gone blind and is finding it hard to adjust to this disability after 50 years of sighted life. How can he be helped? The firm where Patrick has been offered a job when he leaves school wants to see a copy of his birth certificate. His parents can't find it anywhere. What should he do? All Mrs. Smith's children have

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started work, and now she would like to look after somebody else's. Whom does she contact about becoming a foster mother? There's a broken down old car, belonging to a neighbor, outside your house. How do you let him know, without causing a row, that you can't stand the sight of it any longer? Is there anyone official whom you can go to about it? Students will find many opportunities to implement this social form of first aid. Teachers, too, will discover something about the community's resources—or lack of them. Practice in these approaches can reinforce the emphasis Colleges of Education give to the distinction between cognitive and affective learning.

What can these untrained, part-time, adolescent volunteers do in our Children's Homes more effectively than our highly qualified House Mothers?

— Interruption at conference of child workers.

What can they do? "They can climb trees with your younger kids," came the retort. "We don't expect to see House Mothers in the upper branches of trees, waving aloft their social science diplomas. They have other responsibilities only they can perform. But there is a stage in most children's lives—particularly those in institutional care—when a Big Brother, serving as a friend and model, can be vital to their development."

At Edge Hill College of Education in Lancashire, darker-haired girl student teachers, wearing saris, have succeeded in passing themselves off in the High Street as Asian immigrant housewives. The experience has helped many to choose to teach in schools with a high proportion of immigrant children. But does it make them aware of what their teenage students—be they British-born whites or immigrants from Asia—can do to help? This surely is the heart of the matter.

More than just empathy must be developed. There must be a capacity to analyze problems and see them in terms of the contribution that young people can make to their solution. One way is to start from students' own hobbies and interests. Last year I received a letter from a 17-year old boy at Nottingham High School who had introduced origami into the city's biggest psychiatric hospital and discovered that it intrigued the staff nurses as much as it did the patients. They actually wanted to work together. I was able to win him a place on the agenda of an important conference in London for senior hospital administrators. Within a few minutes he had them all folding coloured paper into Chinese junks, and today origami has become part of the rehabilitation programs in a number of major hospitals.

Recently a fishing boat sank off the coast of South West England. It emerged at the subsequent enquiry that two of the drowned seamen had been wearing the latest model of life-jacket, a model just about to receive official approval. The tapes had slipped, and instead of holding the head above the water, they had done exactly the opposite. A few days later, I had to address juvenile delinquents in a reform school. What form of

community service was practicable when they were not allowed out of the institution? Suddenly, I recalled that the name of the manufacturers had been mentioned in the newspaper report of the enquiry, and I asked the company to send me a number of the apparently defective life-jackets. Producing these at the end of my address, I said,

"Test them in your pool. Test them with your best swimmers and your medium-swimmers and your non-swimmers. Test them wearing swimming trunks only, and test them wearing rubber boots and overcoats. Test them carefully by daylight, and test them hurriedly in darkness. If you find out what can be done to remedy them, it won't be the first time in history that amateurs have come up with a solution to a problem that has baffled professionals." Institutional confinement need not prevent service to society.

All the emphasis here is on how to relate downwards to our children. But how do we communicate upwards or sideways to social workers and persuade them that they need what our kids have to give?

— Question from student-teacher at college of education.

One approach is to reverse the question and ask the social workers what they can do for the kids. All of us like to feel needed by others. A request to the administration to allow your students to gain insight into the needs of patients, with the heavy emphasis on the benefit to your students' social education, may produce a very positive response. Weeks later, when your students have become accepted and welcomed in the wards—and the head nurse suddenly realizes that the school term is ending—you may receive an agonized appeal from her for them to continue their help.

Young teachers-in-training need to be aware not only of how their students can help the community, but how parents, retired plumbers, ex-chefs, and others can help students to become more effective.

"Your police officers are always ready to cooperate when a school principal asks for assistance in explaining road traffic regulations or conducting cycle proficiency tests," I began a letter to a number of police chiefs two years back. Then followed the bland question "What help would you like to receive in return from high school students?" Astonishment was the reaction at most police headquarters, and telephone calls were received asking whether this was some kind of joke. Was it seriously being suggested that the Cardiff Police stood in need of help from school kids? Eventually, a number of police forces did take the matter seriously, analyzing very positively those aspects of their work in which young people's help could be of genuine assistance. We collated their replies, and distributed them to hundreds of schools.

Joint one-day conferences that bring together teachers (the potential producers of volunteers) and social workers (the potential consumers) have been very effective. In Britain it is now being suggested that young

social workers and teachers should be trained together. Social workers will then gain some insight into the educational aspects of their work, and young teachers will acquire an awareness of the social implications of theirs. Let us pray that both parties come to see young people as being capable of giving help and not just recipients of help.

Reverse role playing can be useful. The role play setting might be a staff meeting at a school where the objective is to persuade both faculty and administration that provision should be made in the schedule for students to undertake community service. Some voices will be raised to argue that volunteering should mean what the name implies and should take place in the student's leisure time. Conversely, the setting might represent a staff meeting at a hospital where the goal is to win acceptance for the service that can be rendered by high school students. Obviously, some will argue that the hospital should employ only paid staff, while the more professionally-minded will point to the risks attached to the untrained being permitted to have anything to do with the treatment of patients. Young teachers who want to associate themselves with community service programs need to get to know the attitudes they will encounter both on the part of their colleagues and the agencies before they begin their projects.

Professionals know best what can be done in their own field of specialization, it is generally assumed, but at the time when many of the professionals underwent their own training, the phenomenon of the young volunteer was quite unknown. If we once more take the hospital as an example of institutional attitudes, then the head nurse may be very experienced with the induction and training of young probationary nurses but have no understanding of what high school students have to offer. They may positively welcome suggestions from a teacher who tactfully suggests roles students might undertake. For example, timing can be a vital factor. In a geriatric ward everything may be well administered and under control at most times of the day, but meals represent peak periods when harassed staff can do no more than thrust food into the mouths of elderly patients no longer able to use their hands. If such a hospital is within close reach of a school, groups of students could give some of their own lunch periods to helping out with the feeding. Again, boys might shave old men in a geriatric unit, if, on their way to school, they pass such a hospital. Should metal-work or carpentry or other forms of handicrafts become part of the school's curriculum, there is no limit to the equipment that students can devise for the handicapped. Let student-teachers gain some insight into these possibilities during their training.

At 13 years they visit the elderly. They do so, at 15. And that's what the 17-year olds are doing—only in diminished numbers, because they've become very sensitive to the "do-gooder" gibe. In effect they're all

stuck at Book One in community service. By continuous small doses of the same experience we're immunizing these youngsters against a profounder understanding of human needs.

—Teacher at a school in Birmingham, England.

Growing adolescents need to be confronted with increasingly demanding tasks. They should be graduated from simply visiting the housebound to enabling the elderly to assist others; from undertaking a wheelchair survey to questioning the city officials in regard to their responsibility towards the disabled; from befriending minority children to conducting an adult literacy campaign amongst young migrant workers and their families; from collecting litter to investigating the industrial fouling of rivers.

With teenagers, it is probably important that they should find their first experiences of helping others to be fun. There will be time enough later to learn that human need can mean suffering and sacrifice. If the whole class does their art-work in an old people's home, children do not have to engage too closely in human relationships of which they may be somewhat frightened. Not all 14-year olds are likely to be brilliant conversationalists when confronted with old ladies in their 80's, but the mere fact of their presence, no matter what they paint or draw, will probably bring some pleasure to the inmates. However, a student in his mid-teens at a vocation school observed, "It's not blood we fear, but boredom." This suggests a more action-based form of community service for this age-group. In the City of Leeds, students of this background equipped with an identity card and new locks, bolts, and bars supplied at cost by a manufacturer, have given elderly people an added sense of security against the possibility of break-ins. "We may be pretty 'dumb,' but this is something we can do," is the kind of comment often heard from students of this background.

Simulation exercises where students have to face the implications, say, of a hospital for mentally disturbed adolescents to be situated in the neighborhood, can open their eyes to some of the factors entailed in planning, and at arriving at decisions in committee. They then understand the difficulty in reaching a decision experienced by a council member whose property will fall in value if such a hostel is opened, but whose own son is mentally retarded. Students at this age often believe that adults who compromise are hypocrites.

With 11th and 12th graders, we should be striving to "go for real." They have it in their power, as parents and professional educators seldom have today, to influence younger adolescents in regard to drink or drugs or other problems. They can play an enabling role, making it possible for younger children or elderly people to undertake some form of service to others, thereby triggering off a kind of chain-reaction in human generosity. They are of an age to understand the

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implications of reciprocity—the importance of giving in such a way that the recipient can achieve or retain self-esteem by giving in return. I recall one 18-year-old volunteer, serving in a unit for paraplegics, who would strap himself into a wheelchair and join them when they played wheelchair basketball in the basement gymnasium. He realized that the greatest pleasure he could give these handicapped men was to enable them to run rings round him. Teachers-in-training need to learn how to provide for progression in school-based programs of community service, so that older students are confronted with increasingly challenging task, commensurate with their growth and maturity.

We regard community service as being chiefly valuable for the early-leavers in their last year at school: university candidates, on the other hand, must concentrate on academic priorities.

—Headmaster of a Newcastle High School.

The inclusion of social service as a part of the high school curriculum can refute the commonly held belief that helping the community necessarily must compete with the demands of study. Through the curricular approach, community service becomes an extra dimension of almost any subject in the syllabus—what Herbert Thelen calls “the humane application of knowledge”—rather than an activity in its own right. Indeed, when service is structured as a separate entity, isolated from day-to-day classroom work, it may lack intellectual challenge and thereby forfeit its claim to contribute to educational development. Worse still, it may come to be viewed both by staff and students as “the time when one is supposed to go out and do good.”

Some of the remotest islands in the world, which I have visited during the last twelve months, provide some practical examples. In Papua, New Guinea, a group of university students and faculty members at Port Moresby, have formed themselves into the University Science Squad, to put on demonstrations of science experiments that are beyond the resources in equipment and facilities of local high schools. In preparing and mounting these demonstrations, the university students are deepening their own knowledge and enhancing their own examination prospects, while rendering a real service to high school students and their teachers.

History as well as science became involved. At schools on the north coast of the island, we asked students how their fathers and grandparents felt as the Japanese fleet appeared on the horizon during those horrendous days of December 1942. How did they fare for clothing and food when stocks were impounded by the enemy; what did they do for lighting without oil or kerosene; what songs did they sing to keep up their spirits; how had they managed to bring succour to interned European missionaries and Allied P.O.W.'s? This—the real stuff of history—is missing from school textbooks. We asked them to undertake action-research

and question those who can still recall those momentous years. In brief, we were advocating that they should *write* history.

I'll say that community service has really arrived in this school when a boy bends down to pick up a book dropped by another.

—L. C. Taylor, when he was Headmaster of Sevenoaks School, Kentucky.

The school itself represents a community in which service can be rendered by one student to another. We in Britain owe to the United States the concept of tutoring and the re-discovery, a concept pioneered by an Englishman, Joseph Lancaster, that an older student can help a younger one. Since several previous issues of *Synergist*, have, very rightly, carried articles on ways and means of developing tutoring programs, no more need be said here—save that awareness of these methods should form part of teacher-training.

In country areas like this a bell rings at 4 p.m.—and by five minutes past there isn't a child left on the premises. A fleet of buses has dispersed them to the four corners of the compass. We look around for people in need of help to whom we can give something, and all we see is fields. How can we involve our students in community service?

—A Lincoln Headmistress.

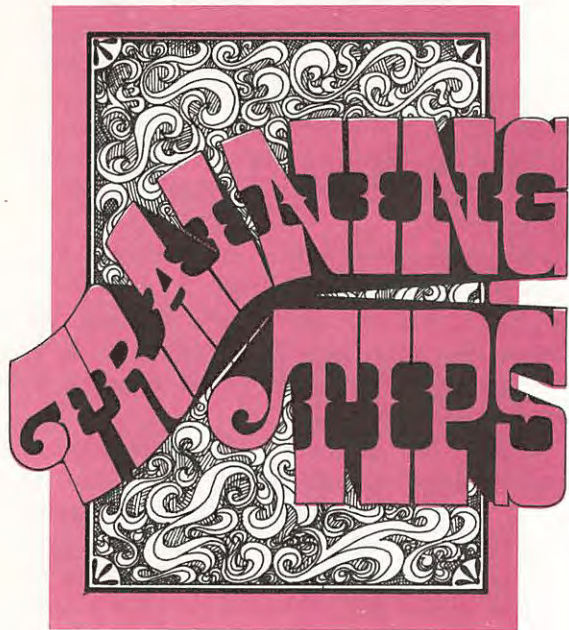
Community service may in regional schools be the one single activity to prosper after school dispersal of the students. As they return home in two's and three's, or even singly, they have it in their power to enrich the life of their villages or homesteads as few others have. If they feel that numbers are essential they can stimulate younger children to join them.

In Britain, a number of schools in rural settings have turned their isolation to good advantage. They have issued invitations to school boards and voluntary agencies concerned with child welfare in inner city areas, asking them to send groups of immigrant children, physically handicapped kids, educationally subnormal youngsters, or juvenile delinquents from some institutions. Experimentation with their own adaptation of an Adventure Camp, tailored to the needs of underprivileged youngsters, imaginatively contrived out of quite ordinary rural surroundings, provide a magical experience for town-bred kids. What a challenge for students (and staff) of schools in rural areas. Let a glimpse of these possibilities illumine the vision of young teachers-in-training who are destined to work in remote localities.

This isn't what I send my boy to school for. Community Service!—whatever next will they think up? Why don't the schools teach them to read properly before embarking on these frills?

—Interruption at P.T.A. meeting.

This will be part of the baptism-of-fire that young teachers can expect when they leave the shelter of their colleges of education. Has their training prepared them to withstand the onslaught?



Assessing Motives For Helping

This training design was adapted from "Understanding Your Needs to be a Helper," Stage I of the six-stage workbook, Helping Skills: A Basic Training Program, developed by Steven J. Danish and Allen L. Hauer, and published in 1973. Permission to reprint portions of the program was granted by the publisher, Behavioral Publications, 72 Fifth Avenue, New York, N.Y. 10011.

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Many student volunteers — perhaps most of them — are involved with people in “helping relationships.” These associations can be aimed at helping individuals cope with personal problems, or simply at establishing interpersonal relationships with people whose opportunities for contacts are limited. Helping relationships can assume many forms, including corrections counseling, big brother/big sister programs, companionship for the elderly, and tutoring.

Before entering into these activities, it is important to understand one’s own needs, because those needs will affect the helping process. Inevitably, the helper’s expectations for the relationship will influence what happens. For example, if a volunteer needs to be depended upon, he might seek gratification by extending the helping relationship longer than necessary.

The following design can be used to begin training volunteers as people-helpers.

GENERAL OBJECTIVE

To help volunteers become aware of their needs for helping.

(Continued on next page)

SPECIFIC OBJECTIVES

1. At the end of the session (approximately 2 hours) each volunteer will be able to identify and candidly discuss with another volunteer at least three needs he has for helping.

2. In discussing these three needs the volunteer will be able to focus on his present needs and motives for helping, rather than a discussion of who he is and what he does ("name, rank, and serial number"), or a discussion of past experiences and events which influenced his decision to be a helper ("Ever since I had Mrs. Jones in third grade I've always wanted to help people").

Physical Setting

Consider the following factors in choosing a setting for your training session:

The chairs should be easily movable, since the trainees are asked to move around in the course of the training procedures.

The room should be large enough to provide some privacy when the trainees are working in small groups. If such a room is not available, try to secure an additional room or two so that small group procedures are not impaired. If more than one room is used, remember that you may have to increase the amount of time allotted for the procedural steps to accommodate movement between rooms.

Goal Agreement

Early in the training session, you will want to gain the volunteer's commitment. A training module such as this can easily be disrupted by passive resistance. Clarity about the procedures to be followed encourages commitment. It may be useful to provide each volunteer with a copy of your objectives and training procedures. Since you will be using a skill model in this design, you might want to clarify your approach by saying something like:

"Remember that this is a skill. If you think of other skills, such as driving a car or learning how to dance, and remember how you learned those skills, you will see why this learning method has been chosen.

"For example, try to remember when you started driving a car; how you first had to learn the parts of the car and what each part does, how you were hesitant when you first started the car, and how you drove down the street for the first time. If you think about how you now drive a car—probably automatically, without consciously making sure you turn or brake properly, and how the skill has become integrated into your style so that you can listen to the radio and talk to someone else while you drive—you will realize how far you have progressed. It is that kind of process that is comparable to understanding one's needs. For a while the process will be rough and halting. You may be very aware of

yourself and what you are doing and will probably feel uncomfortable. But as you get into it, as you practice, the process will become part of understanding."

Some reasons commonly given by volunteers who wish to become helpers are:

"I never met a person I didn't like."

"I love the world and want to help everyone."

Be suspicious of such statements. That is not to say that these people are misrepresenting their true feelings. They simply may not be totally aware of their motives. One can be helpful to people in many ways, some of which are more direct than being a volunteer. For example, our society needs sanitation workers and nurses' aides. Why not help people by functioning in one of those positions?

This discussion is not an attempt to discourage the desire to help others. However, a volunteer should be sensitive to his own motives. A volunteer should ask himself who he is and why he wants to help people. This knowledge influences what happens in a helping relationship.

A common reaction to this rationale, especially among college students, is the feeling that volunteers are so familiar with their needs that the procedure is unnecessary. A common attitude is, "If we didn't know what our needs were, we wouldn't be here today." But the fact is that many volunteers are not aware of their underlying needs. Moreover, they may be afraid to examine them. At this point, then, the volunteer may be anxious and defensive about self-examination and talking about himself.

Anticipating Initial Problems

Since negative feelings often show up at this stage, be prepared to deal with them directly, rather than bypassing or dismissing them. Here are some alternative strategies to employ if you are confronted with negative reactions:

1. You might try reflecting trainees' negative feelings back to them, rather than focusing on the issues arising from the feelings. For example, you might say, "You're not sure whether this will be helpful."

2. Try expressing your own needs.

3. Try expressing your own feelings about the importance of being aware of one's needs.

Obviously, there are other strategies for confronting these situations. Adopt those that suit your personal training style.

Training Session Techniques

1. As a group, discuss the implications of talking about oneself. For example, "How do you react to talking about yourself?" (15 minutes).

At this point, if the trainees are forced to talk about themselves, they may experience some anxiety. But because it is important in this step to be able to talk about oneself, these anxieties must quickly be overcome. One

way to help overcome this hesitation is to hold a group discussion on "talking about oneself." You can stimulate this by asking such questions as, "What do you think about talking about yourself?" You might even talk about your own hesitation when you were asked to talk about yourself. This will also give the trainee a chance to combat those anxieties because the discussion content is focused elsewhere.

2. Have the trainees pair off and discuss each other's reasons for wanting to be a helper (5-10 minutes).

Sometimes it is difficult to get trainees to move into pairs. They often tend to stay in larger groups or just shuffle around. It is important to direct them into pairs, preferably with someone they don't know well.

Move around and listen to one or two of the pairs. While it would be valuable to observe all of the discussions, trainees often feel intruded upon if the trainer stays for only one or two minutes and then leaves. Act only as an observer and do not allow the trainees to direct their conversations toward you.

3. Have the trainees examine their conversation. Was it characterized by a discussion of:

(a) who they are and what they do

(b) past experiences and events that influenced their decisions to become helpers.

(c) their present motives for helping? (5 minutes).

This step usually goes smoothly. For some groups you may need to explain examples (a), (b), and (c). Note that the three discussion types progress in difficulty from (a) to (c).

You should be aware that at this point many trainees tend to overrate their skill, but most trainees will learn to evaluate themselves accurately after they have repeated this discussion and examined the differences among the conversations.

4. Observe live models who discuss, at low skill levels, their needs to be helpers. (5 minutes).

You and a trainee should do the modeling. Since the model represents a level of sophistication characterized by a lack of introspection and self-assessment skills, you can and should focus on type (a) responses and naive statements such as, "I never met a person I didn't like." For effect, you may want to overact this role.

5. Using these unsophisticated methods, discuss in the same pairs why you wish to become a helper. (5 minutes).

In general, the same suggestions and cautions that applied to Step 3, apply here. In addition, emphasize that this step involves only direct and unsophisticated behavior. Many trainees have a tendency to attempt more complex analyses after a short period of required role-playing. But oversimplification is useful because many people learn by contrasting. Seeing and analyzing bad examples may help trainees identify and recognize good examples.

6. Observe models who use highly-developed skills to discuss their motives. Following the discussion, they

take turns summarizing their understanding of their partners' needs and motives for helping.

One might say something like:

"I have the knack of projecting a warmth that is helpful to others who are shy. I enjoy doing that, and maybe I enjoy doing something better than most of my associates." Or, "It pleases me to have people tell me, 'You're a good friend, always there when I need you,' or, 'You're always willing to help.' Also, I have to admit that helping makes me feel a little superior. Deep down, maybe I want people to feel indebted to me, or maybe I'd like to exert control or power over others. I don't know for sure. But I do think it's useful to explore one's motives honestly."

In this step, the model's partner summarizes his understanding of the model's needs and motives for helping. The model criticizes the summary, refining it until his needs are clearly identified. Then the two then reverse roles. It is important that you, the trainer, carefully consider your needs before modeling. Your ability to present an effective model is critical in the process. (5 to 10 minutes).

7. In the same pairs, have the trainees discuss their reasons for wanting to be a helper. Focus on their reasons for wanting to help people and the personal needs that are met by being a helper. Following the discussion, repeat the process demonstrated by the models.

Listening to another's comments about being a helper, and then summarizing those comments, is valuable not only in identifying one's own needs and motives, but also as an exercise in learning to listen. Indicating one's own feelings about being a people-helper, and having another person summarize those statements, are positive steps in learning how to speak clearly and effectively. (10 to 15 minutes).

You often will find it necessary to prod the trainees to examine their needs more closely. This step should not end until each trainee has identified his needs more specifically than "I get a kick out of helping others."

Evaluation Accomplishments

Compare the first conversation (Step 2) with this last interaction (Step 7). Did they differ? If so, how? Then have the trainees return to the large group and discuss what differences occurred, if any, as a total group (15 minutes). The trainees will probably be eager to return to the large group and talk about what they did in pairs. As in Step 1, the trainer acts as group facilitator. You may wish to have one pair of trainees discuss their differences to stimulate discussion.

Most trainees will evaluate their performance in this step as being more developed than their performance in Step 2. You can then reinforce the trainees' experience and note how skill levels increase with practice. Any trainees who have not reached the specific objectives should be asked to repeat the task, working with a volunteer who has achieved the objectives.

PREPARING FOR CAREERS IN VOLUNTEER ADMINISTRATION

INSTITUTIONS OF HIGHER learning are playing a key role in training and educating volunteer administrators in the managerial and administrative skills necessary to run a successful program.

More than 70 universities and community colleges have incorporated volunteer administration into their curriculums by offering more relevant educational backgrounds through a wide variety of courses, workshops, and seminars. In some instances, courses lead to graduate and undergraduate degrees.

In October 1973, the National Center for Voluntary Action held a conference at *Michigan State University* on Education Development for Voluntary Action. Participants discussed future volunteer leadership. According to Harriet Naylor, NCVA's director of education and training, "The volunteer administrator can no longer afford to learn his profession on the job. He must have a sound educational background to act as a competent liaison between the community and volunteer service."

COLLEGES OF CONTINUING EDUCATION

Many colleges of continuing education now offer graduate or undergraduate courses in volunteer administration that can earn students a certificate of volunteer administration. The *University of Colorado* at Boulder has a program designed specifically for active volunteer administrators. The nine-course unit must be completed within a five-year period and is directly related to volunteer field experience. Some of the areas covered within the course unit are orientation and training, personnel and human management, and the psychology of personality.

Hope Bair, Voluntary Action Center director in Akron, Ohio, teaches a two-hour weekly session on volunteer administration at the *University of Akron's College of Continuing Education*. In its seventh quarter, the course has drawn over 100 students who already had gained extensive experience as volunteer directors and leaders in community, state, and local agencies.

The course emphasizes better management and administration of volunteer services. Role-play, interviewing techniques and the NSVP Training Manual are among the tools used in the course.

UNDERGRADUATE AND GRADUATE ADMINISTRATIVE PROGRAMS

At *Lincoln State University*, Naperville, Ill., students have an opportunity to earn a bachelor of arts degree in volunteer administration. The nontraditional program allows the undergraduate to assess the needs and resources of the local community, and plan a curriculum design with the guidance of the university's volunteer consultant. Students study the role of a volunteer administrator and his direct relationship with the community through courses on volunteer philosophy, communication, administration, and public relations.

Social studies majors at *Penn State University* in University Park often choose volunteer administration as an elective because, as future probation officers, social workers, and youth service counselors, they will be dealing directly with volunteer manpower. At Penn State graduates and undergraduates are attending a three credit, 10-week course conducted by Dr. Helen Moore, coordinator of the university's volunteer service center.

Students concentrate on four areas of volunteerism—volunteer settings (agencies, institutions, etc.), motivation, administration, and manpower utilization. Course requirements include a minimum of 20 hours of volunteer experience, assigned readings, and publicity-recruitment campaign planning. Students must also prepare a narrative description of the student's volunteer experience from the recipient's point of view.

Administration of Volunteer Programs is a two-

credit course that can be applied toward undergraduate or graduate degrees at the *University of Pittsburgh*. The course covers basic principles of volunteer practice, recruitment, training, placement, supervision, and retention of volunteers in the fields of probation, rehabilitation, and counseling.

Goddard College, in Plainfield, Vt., offers a master's degree in human services, with a concentration on volunteer administration. Student and faculty design a curriculum plan that enables the graduate to spend as much time off campus as possible. A good 80 to 90 percent of the student's time is devoted to creating or managing a volunteer program. Courses supplement the student's volunteer experience by providing the necessary educational background in interviewing techniques, recruitment and placement of volunteers in community service agencies.

A summer's master degree program in community leadership and development is offered at *Springfield College*, Springfield, Mass. This program enables candidates with a minimum of five year's volunteer service work experience to gain expertise in volunteer administration through minimal time on campus. Degree requirements can be fulfilled on the job. Thirty-six hours of credit must be earned, and all students must attend special intensive workshops before designing their course of study.

COMMUNITY COLLEGES

Community Colleges sometimes give students an opportunity to earn certificates or associate arts degrees in volunteer administration. At *Gavilan College*, in Gilroy, Calif., an AA degree is offered after the completion of a two-year program. The curriculum includes six learning areas: Introduction to volunteer administration, management of volunteers, techniques of interviewing, community resources and development, working with volunteers, and public relations. Those students who complete the six courses earn a certificate in volunteer management and may apply the credits toward an AA degree.

Highline Community College in Midway, Wash., places students in King County-Seattle area volunteer agencies, so that they might gain first-hand experience as volunteers and learn how an efficiently run volunteer organization operates.

An advisory committee composed of local volunteer administrators and volunteer program personnel meets regularly with the faculty and students to make sure that the two-year Associate of Arts degree program in Administration of Volunteers offers an up-to-date, pertinent evaluation of volunteer problems.

The school offers courses in interviewing, administration, volunteer-client community relations, and the principles of supervision. Educators also make an effort to place graduates in related volunteer fields.

(Continued from page 19)

A REPORT: University of Delaware Study of Volunteer Attitudes

terpersonal activities but increased their level of participation and satisfaction in selected activities.

While non-volunteers increased their concern and interest in community affairs, volunteers, and to some extent interested non-volunteers, reduced their concern and interest in community problems. Volunteers and interested non-volunteers also expressed concern about the ability of community organizations to achieve their objectives. All three sample groups shared a feeling of pessimism about their political and personal effectiveness. This was expressed by their growing alienation from the electoral process, a decreasing sense of political competence, and a growing concern with their personal competence and selfcontrol.

When researchers examined these changes to determine the differential effects of the volunteer service experience, they found few significant differences between the three groups. The changes could not be attributed to the volunteer experience, but rather to a more general process of change shared by all freshmen students. Although the changes occurring in this study were similar for the three groups, two important differences did occur:

First, the volunteers experienced a greater level of frustration and disillusionment, which seemed to be a reflection of their greater community involvement. They had translated their community concern into action, and found that change was not the immediate result.

Second, although the volunteers were frustrated in their efforts to influence the community, they were still more willing than students in the other groups to take action on issues that concerned them. These results suggest the difficulty of evaluating change. Had the control groups not been included in this study, many of the negative results could have been attributed to the volunteer experience rather than a more general process of change shared by all students in the sample.

The experiences of the students in this study suggest some problems for institutions of higher education:

- The demands of the freshman year often lead to feelings of frustration and incompetence.

- The process of selectivity and consolidation of activities, as reflected by the reduction in these students organizational, political, and interpersonal participation, may be a necessary part of adjusting to the array of competing demands placed on the new students.

Less encouraging are the declines in political efficacy and personal well-being.

- Volunteers, in particular, subjected themselves to even broader participatory commitments and as a result were more frustrated and disillusioned.

- The objectives of sensitizing the student to the

community and providing opportunities for political and personal development would seem to have met with little success.

- Often the college student volunteer is viewed as a more mature, articulate student; but this study suggests that they are as much in need of supportive services, if not more so, than other students.

The process of change is not an easy one. The challenges of adjusting to new experiences and demands may initially cause frustration and retrenchment prior to any real change. In studies of summer volunteers in the South, and later in Appalachia, Robert Coles found that many of these young people developed through a similar pattern of adjustment. First, students experienced awkwardness and frustration in trying to deal with a new and different environment. These emotions were followed by an effort to transfer their feelings of helplessness to the society by becoming disillusioned with the ability of individuals and organizations to deal effectively with community problems. At this stage the students often disengaged themselves from the experience and the community. A period of self-examination followed, and finally a reassertion of purpose which was more focused and based on a realistic appraisal of the individual's personal resources.

The foregoing process may not reflect the difficulties faced by all students, but many students may be grappling with problems at each of its levels. A properly designed program should determine where each student stands in this process, and then provide the appropriate services to assist them in integrating experience into their own developmental pattern. Such services are essential if the community experiences of students are to lead to increased confidence and understanding.

If a variety of supportive services are not provided, consequences can be far-reaching. The frustration and disillusionment of students in this study led to decreased levels of participation and increased feelings of political and personal alienation. As a direct result, the Volunteer Service Office has made an effort to involve student volunteers in monthly group discussions that enable them to share their experiences. The VSO also sends project coordinators out for on-site visits with each volunteer at least twice each semester, and assigns student volunteers to recruiting activities that encourage them to synthesize the practical knowledge they have gained in the field, extract its significances, and tell others about it. Closer supervision is emphasized as a support service, rather than as a control.

If the goal of involvement is to develop mature adults, capable of understanding themselves and their community, as well as to demonstrate a willingness to act in resolving problems, volunteer groups need to determine what student experiences affect these attitudes and activities. The need for specific services can be assessed from this information and organizations can provide the support students need.

THE LEGAL ANGLE

Student Volunteers Can Make A Real Contribution To Enforcement Of The Open Housing Laws

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THE FIRST years of this century saw the gradual transformation of this country from a rural to an urban society. The primary factor in this evolution has been the migration of nonwhites to urban communities. By the early 1960's, 73 percent of U.S. blacks lived in and were to a large degree confined to this country's various urban sprawls. As a corollary to the trend of movement of blacks into the inner city, the whites have in ever increasing numbers made their exodus to the suburbs.

The 1970's have not brought a reversal of this trend, but in many areas there has been an acceleration of the process. Today more than 46 percent of black urban dwellers live in substandard urban housing as compared with eight percent of whites living in the same or similar metropolitan areas.

These urban ghettos exist primarily because of two external forces—racial discrimination and poverty.

In 1968, both Congress and the U.S. Supreme Court struck out at a primary cause of this problem—segregated housing brought about by overt and subtle racial discrimination. Congress' efforts are evidenced by Title VIII of the Civil Rights Act of 1968, while the Supreme Court acted in its province by reaffirming the Civil Rights Act of 1866.

With certain limited exceptions, the 1866 and 1968 Civil Rights Acts guarantee equal rights to any person seeking housing, but unfortunately, the five years since these

acts became potentially effective weapons against housing discrimination have not brought significant changes in segregated housing patterns. The reason for the limited impact of these acts is that their enforcement depends to a large degree upon private individuals asserting their rights as guaranteed by those laws.

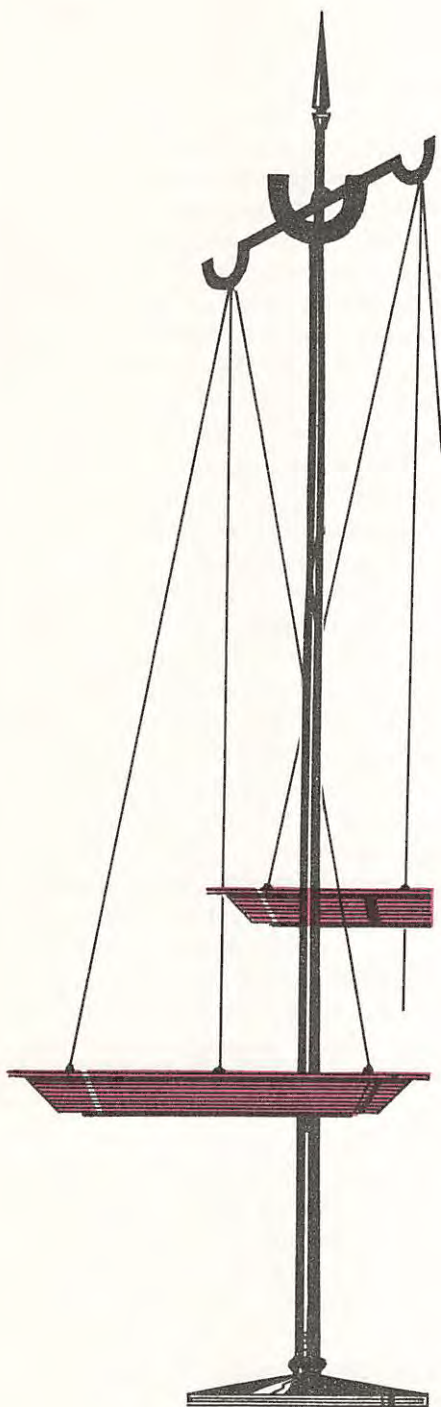
Recent studies indicate a large majority of nonwhites are either totally unaware of these guarantees or do not know how to assert their rights. Student volunteers have a real opportunity to take an active role in filling the education gap of minority homeseekers and to take affirmative steps to help eliminate housing discrimination against uninformed minorities.

One of the simplest and most effective programs is to provide student volunteers to work in conjunction with community volunteers in one of the many existing open housing organizations, such as Chicago's Leadership Council for Metropolitan Open Communities or the Regional Open Housing Coalition in Atlanta.

To be really useful to these organizations, the volunteer should obtain a thorough understanding and working knowledge of the rights provided by and the prohibition set out in the 1866 and 1968 acts. The 1968 act makes it unlawful for any person to refuse to sell or rent a dwelling after receiving a bona fide offer, or to refuse to negotiate after receipt of such an offer because of the race, color, religion, or national origin of the prospective buyer or tenant. It is illegal also to discriminate against a person in the terms of sale or lease, to advertise in such a manner as to indicate a discriminatory preference, or to represent to any person for discriminatory reasons that a dwelling is not available when in fact it is. Finally, the 1968 act prohibits profit motivated "blockbusting."

Two specific exceptions were written into the 1968 legislation.

(Continued on next page)



The first exception related to the single-family housing sold or rented by private individuals without the use of a broker or advertisement, and certain properties owned by religious and private organizations. The second exclusion to total coverage was the "Mrs. Murphy's Boarding House" exception which provided that an owner-occupied dwelling in which fewer than four other families reside independently of each other is not covered by the act. However, the U.S. Supreme Court effectively abrogated even these limited exceptions in its ruling in June of 1968, in *Jones v. Mayer*. There the court, speaking through Justice Potter Stewart, upheld all the broad provisions of the 1866 Civil Rights Act as codified in 42 U.S.C. §1982:

"All citizens of the United States shall have the same right, in every State and Territory, as is enjoyed by white citizens thereof to inherit, purchase, lease, sell and hold and convey real and personal property."

This, the court said, bars all racial discrimination, private as well as public, in the sale or rental of any type of property.

To assist in understanding some of the substantive and procedural nuances of these acts, volunteers should understand the language of Title VIII, the rules and related regulations promulgated by the Department of Housing and Urban Development (HUD) and *Jones v. Mayer*, 392 U.S. 409, 88 Sup. Ct. 2186, L. Ed.2d 1189.

Upon completing this study and adequate training by experienced members of the organization's staff, the student volunteers should be ready to assist any person who is a protected individual under the acts and who deems himself to have been discriminated against. Two of the most common forms of discrimination are: (a) overt discrimination preventing the purchaser from procuring the type and quality of housing to which he is entitled under law, and (b) discriminatory "steer-

ing" by real estate brokers or developers of prospective purchasers from one area to another.

The volunteer can be of particular assistance in the first of these three areas, where minority persons are experiencing discrimination that prevents them from living in housing of the type and in the area they desire.

Discrimination of this nature often is encountered where a minority person seeking open housing is told that (1) he or she cannot purchase or rent a dwelling; (2) that the dwelling has already been rented or sold, or (3) the dwelling is available but at a different price or on different terms than those offered to others.

In these instances the open housing group can attempt to prove discrimination by sending a white student volunteer tester to the location where discrimination has been experienced or expected. Usually, the volunteer is preceded by the prospective purchaser, but where a sophisticated or suspicious broker or seller is involved, the reverse order may work best.

Preparing To Respond

Where the student volunteer precedes the minority prospect, the volunteer should first meet with him and determine his financial and family situation, the exact housing requirements of the bona fide buyer, and generally prepare himself to respond to questions of the broker or seller in a manner similar to the way the minority buyer would respond. This is something like preparing to participate in "To Tell the Truth."

Then the student volunteer makes a personal appearance at the dwelling sought. The volunteer should take all steps that he would if he were actually going to rent or purchase. Further, he should fill out the application, using the same factual circumstances that would be used by the bona fide buyer. However, he should indicate that the application is not firm and that he needs to look

at one or two units in other locations. Nevertheless, the volunteer must determine that the unit is available if he wants it.

This process will, in almost all instances, establish a *prima facie* case of the availability of the unit. As soon as possible after the volunteer leaves, the bona fide buyer should go to the broker or seller. Any significant delay will result in the broker or seller contending that another person showed up in the interim. The buyer then makes his credentials known to the seller or broker, and describes the dwelling he is looking for. The description should follow essentially that given by the volunteer. If the buyer is told that there is no property available, or if the terms or conditions are different from those given to the volunteer, the buyer should make careful notes. The volunteer then calls back to say that he no longer desires the unit, and shortly thereafter the bona fide buyer should again ask for the property. If the broker or owner refuses to rent or sell, a *prima facie* case under Title VIII and §1982 is established.

At this point, an attorney is called in to obtain a temporary restraining order and injunction (both can in most instances be obtained without posting a bond) to prevent the dwelling from being sold or rented, thereby preserving its availability.

Thereafter, the counsel for plaintiff-purchaser can handle the action, and the only further participation required of the volunteer will be to testify in the action should it reach trial. If the case is not settled prior to trial, a typical result is the sale or rental of the housing to the minority person plus nominal damages recovered against the defendant-seller of the property.

It should be noted that in several instances where a white person has masqueraded as a buyer for purposes of testing the situation and giving testimony, the defendant has claimed that relief should not be granted to the plaintiff because of the tactics. The courts have uni-

formly rejected this defense, stating that the use of these tactics may be the only way a plaintiff can protect himself against housing discrimination. Another defense that has been raised by defendants is the claim of entrapment. The courts have held that entrapment is not constituted by an individual furnishing a favorable opportunity, and the use of a tester does no more than provide a favorable opportunity.

Steering Tactics

Steering by brokers and developers is a much more subtle but effective way of keeping housing patterns segregated. Steering is not new in concept; it is new in emphasis. It is carried out by showing homes in white areas to whites only and in minority or interracial areas to minority buyers only.

Student volunteers can be of valuable assistance in programs attempting to combat steering. Since steering is a subtle method of discrimination, more comprehensive means are used to establish that discrimination by steering is being practiced. A customary method used is the audit.

The audit is simply a large scale tester program that seeks to determine the differences in the quality, content, and quantity of information and services given by real estate firms, developers, and rental property managers that are based upon the client's race. In a typical audit, student volunteers are sent to various real estate firms and developers posing as homeseekers. White and minority testers are matched according to income, family size, age, and general appearance, with the only substantial difference being race. Careful and detailed records are kept by each volunteer.

The results of recent audits of this nature in Cleveland Heights, Ohio; Evanston, Illinois; and St. Louis, Missouri, have shown that steering occurs in a large majority of the tests. In Cleveland Heights, an audit showed that whites were rarely, if ever, shown homes in already inte-

grated areas, while blacks, who specifically asked for homes in all white suburbs were directed into the integrated areas of Cleveland Heights or Shaker Heights. Further, negative neighborhood references, which are associated with steering, were provided 50 percent of the white buyers who wanted to look at houses in integrated neighborhoods. These references included warnings about schools, crime, investment, and changing neighborhoods in general. On the other hand, black volunteers were told that homes they wanted to see in white suburbs were overpriced, and that it was suggested that they look into the integrated area of Cleveland Heights. Other methods of discrimination attested by the audit showed that black volunteers had to make 88 percent more phone calls to set up first appointments than white counterparts; blacks saw 56 percent fewer homes than whites during the first showing, and only 27 percent of the black auditors received followup calls, as compared to 82 percent of the whites.

When a carefully documented and scientifically established audit is made, and the results indicate discrimination has been shown, they should be turned over to the Department of Justice. The Justice Department is, under the 1968 Act, permitted to bring an action to enforce the law where it can establish that there is a "pattern of practice" of discrimination. A volunteer group in St. Louis, Missouri, took exactly such action, and the Justice Department initiated a suit resulting in sweeping consent decrees, which were signed by the realty board.

One other way that students can serve to combat discrimination is to investigate and then report unfair or discriminatory housing practices or procedures to HUD. In certain instances this can be an effective route to follow. HUD, for example, will investigate a complaint of housing discrimination and then attempt to negotiate a resolution to the problem. This has, in many in-

stances, resulted in individuals getting houses that have been previously denied them plus damages. Also, HUD has set up guidelines for affirmative action by housing developers of FHA subsidized or insured housing, and complaints about violation of these guidelines, as well as discrimination, should get HUD's attention.

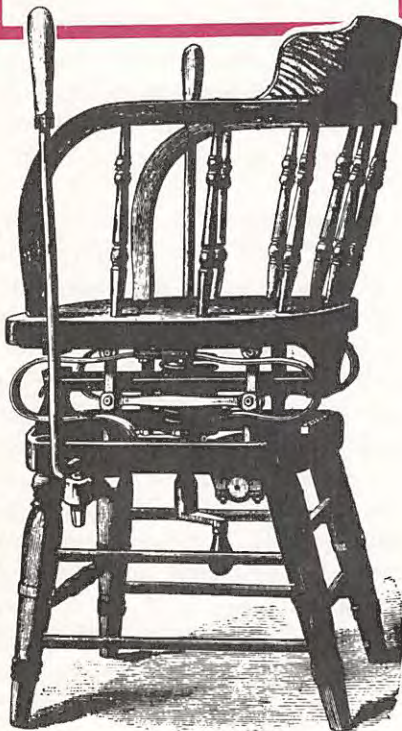
HUD, however, is limited in its enforcement powers by the 1968 act itself. The most restrictive limitation is that HUD can only use conciliation procedures. These procedures, if pursued vigorously, can result in consent judgements that are as comprehensive as those obtained by the Justice Department. However, if conciliation fails, HUD can only refer the entire case to the Justice Department for a possible lawsuit. It should be noted, however, that complaints to HUD do not preclude other simultaneous actions such as a lawsuit or complaints to other agencies. Because a complaint to HUD does not mean foregoing all other courses of action, it is usually an advisable move.

Student volunteers can be of invaluable help to attorneys who are prosecuting open housing cases by providing them with para-legal assistance. This assistance can include noticing parties to depositions, subpoenaing witnesses to trial, indexing and reviewing depositions, and investigating the various defenses that may be raised by the defendant.

Still another area where student volunteers can actively participate in the open housing programs is to assist in programs to provide funding for open housing organizations. These agencies need money to bring requisite actions requiring that housing projects be disbursed throughout the entire city rather than just in the ghetto. Monied opposition to these programs is substantial. Nevertheless, it is believed that the Civil Rights Acts, state and Federal constitutions, as well as several recent cases will support well documented legal actions.

IDEAS

NEW



Instant Theater

The Moviebox, an easily-assembled, highly portable rear-screen projection device, can turn almost any facility into a small theater. Developed under the auspices of the Young Filmmaker's Foundation in New York City, the Moviebox offers opportunities for small groups to view 8mm films.

High school students are writing, directing, and creating films for use in Movieboxes, and libraries that have installed the device as an attention-getter for apathetic students are clamoring for more 20-minute productions on subjects ranging from drug abuse to science fiction.

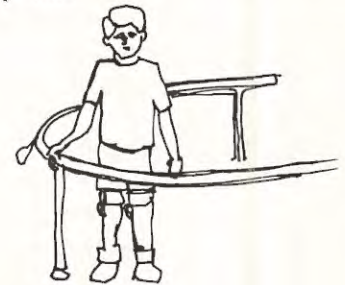
Directions for building and installing the Moviebox, as well as a catalogue of student-produced films are available from Alfonso Barrios, Youth Film Distribution Center, 43 West 16th Street, New York, N.Y. 10011.



Encouraging Walkers

A brightly-painted circular hand-rail can provide an instructive and entertaining walking frame for handicapped children. The device was designed by a group of British high school students who found that children with physical handicaps were often discouraged by parallel bar aids that require a nurse or therapist at one end to turn the children around.

The circular walkway enables children to walk uninterruptedly at their own pace, while the brightly painted railings encourage them to learn the names of the colors as they walk.



Free Wheelchairs, Walkers, And Hospital Beds

Located in an office in West Haven, Connecticut's City Hall, the "Loan Closet" is a well-publicized hotline program that enables any senior citizen to phone the project with a request for hospital equipment, advice or transportation. Volunteers dispatch a van immediately to answer the need.

Through a concentrated effort of fund-raising and donations, the Loan Closet has collected, purchased, and repaired over 25 pieces of equipment—all available for the elderly person on request.





Parent Service

Park a child while you are at the grocery store. The Institute for Educational Development enables parents in El Segundo, Calif. to take advantage of such a service.

A trailer "center" stocked with play equipment keeps preschoolers amused. Parents can park children for up to three hours. Trained volunteers supervise. As a fringe benefit parents spend time in the center and ask questions or seek advice about pre-school education.

Involving Business

Local business can be a good source of money and manpower. The Involvement Corps, with headquarters in Palo Alto, Calif., contacts a local business and asks both management and employees if they would be interested in supporting a community service project with either money or manpower. If they agree to give a donation, a portion of that money is allotted to support the local Involvement Corps office, which is responsible for assessing community needs and organizing service projects. If they agree to give manpower, businessmen are given the opportunity to volunteer their time in any Involvement Corps project, and these individuals form a task force that helps with all aspects of the volunteer service.



Short-Term Manpower

House Painter? A strong back to move some furniture? Citizens of East Lansing, Mich., can call on the Volunteer Action Corps at Michigan State University, where no request for short-term service goes unanswered.

By offering temporary volunteer manpower, the Action Corps utilizes volunteers who could not otherwise allot the same hours of service every week to a project. Students who would like temporary service are placed on a list and usually contacted once every two weeks.



Mobile Grocery

In Cleveland, a bus manned by volunteers and stocked with canned goods, fresh fruit and vegetables, can visit high-rise apartment complexes housing a predominantly elderly population.

By converting an old school bus into a mobile grocery, one community organization can offer many senior citizens food staples at reduced prices. As many orders as possible are placed a week in advance, enabling the grocery to offer reduced or wholesale prices.

Booking Volunteer Entertainers

Put student volunteer talent to use by forming a theatrical troupe that can spend a few hours a week keeping up the morale of the elderly and ill in your area. At Macalester College in St. Paul, Minn., the Tartan Troupers find that the college volunteer center can book them into nursing homes and hospitals whenever they're needed.



Automotive Leverage

Does your car go clank instead of mmm... and the mechanic just can't seem to fix it, but demands payment anyway? In Cleveland frustrated car owners have the Volunteer Student Power hotline, which processes more than 1,000 phone calls and complaints a year about poor automobile service. Their batting average is 800. Using the basic guidelines for consumer service, the hotline works with the Auto Safety Research Center in following up complaints from phone calls, letters and advice from attorneys.





A VOLUNTEER'S GUIDE

RESOURCES RESOURCES

EDUCATION

An Approach to Consumer Education for Adults [S/N 4100-00001], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: 75¢.

A guide designed to assist voluntary leaders in organizing consumer education programs for elderly, low-income, black, Indian, and Spanish-speaking consumers.

Do It Now Foundation, P.O. Box 5115, Phoenix, Ariz. 85510.

A non-profit organization that publishes pamphlets, books, and media shows on drug abuse education. The foundation offers a wealth of inexpensive information for voluntary groups, including a bi-monthly newsletter, *Vibrations*. Subscription price: \$1.00.

Draw Your Own Filmstrip & Slide Kit, Scholastic Audio Visual, 906 Sylvan Avenue, Englewood Cliffs, N.J. 07632. Price: \$11.95.

Each kit contains 25 feet of special film for filmstrip production, as well as more than two feet of clear acetate for making slides; 20 easy-mounting, reusable 35mm slide mounts; 10 special pencils in assorted colors, plus other necessary items for producing a filmstrip. An easy-to-follow instruction booklet is included.

Drugs: Friend or Foe? Marsh Film Enterprise, Inc., 7900 Rosewood Drive, Shawnee Mission, Kansas 66208. Price: \$18.50.

A 15-minute filmstrip with accompanying cassette and teaching guide on the dangers and misuse of drugs, designed as a learning experience for grade school children. An excellent aid for volunteers working in drug education.

English: Home and Community Life, Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Designed for persons who speak English but have limited reading skill, these guidelines introduce a vocabulary based on home and community life and provide practice in writing skill. Two manuals are available—*For the Student* [S/N 2702], price: \$1.50; and *For the Helper* [2702-0019], price: 60¢.

The Guide to Simulation Games for Education and Training, Western Publishing Co., Inc., School & Library Department, 150 Parish Drive, Wayne, N. J. 07470. Price: \$15.00.

Simulation-games can be an effective educational and training technique. This book offers over 400 carefully evaluated and pre-selected simulation games arranged under 18 broad categories ranging from business to urban affairs. Each description includes data on the type of game, number and age of players, playing time, materials supplied, as well as objectives, decisions, and purposes of each game.

RESOURCES

RESOURCES

RESOURCES

Locating and Correcting Reading Difficulties, Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43209. Price: \$7.95.

Author Eldon Ekwall provides a tool for pinpointing a child's instructional needs. Beginning with a diagnostic reading check-list, the author provides brief descriptions of the causes of reading skill problems, along with recommendations, games, activities, and other devices to use in helping to correct them.

Workjobs, Addison-Wesley Publishing Co., Sand Hill Road, Menlo Park, Calif. 94025. Price: \$5.56.

Looking for new learning activities to use in working with young children? This book offers 115 activity-centered experiences to encourage language and math development. Each project is creative and simple, emphasizing perception, matching, classification, sounds, and letter recognition.

RECREATION

Camping in the National Park System [S/N 2405-00504], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: 50¢.

A pocket-size booklet that lists each of the 92 National Park System camping areas and keys it to a U. S. map in the back of the pamphlet. Included is a table that indicates available types of facilities and recreational opportunities within the camping areas, whether a fee is required in order to camp, and the dates of the season's beginning and end. Good source for volunteers involved in recreational activities.

The Further Adventures of Cardboard Carpentry, Workshop for Learning Things, Inc., 5 Bridge Street, Watertown, Mass. 02172. Price: \$2.50.

A manual for making a variety of things out of cardboard—shelves, storage units, playhouses and chairs are just a few.

Playgrounds for City Children, Day Care & Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005. Price: \$1.50.

A look at some of the creative playgrounds developed by concerned architects and landscape planners. A good guide for those interested in improving local playground facilities.

Recreation and the Blind Adult, American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011. Free.

A pamphlet designed for the volunteer who is working with the blind or partially sighted adult and would like to develop a range of recreational activities.

National Park Guide for the Handicapped [S/N 2405-0286], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: 40¢.

A directory of more than 243 parks, monuments, and national landmarks that can accommodate blind, deaf, or otherwise handicapped persons through the special services offered.

(Continued on next page)

RESOURCES

RESOURCES

RESOURCES

GENERAL

AoA Catalog of Films on Aging [S/N 1762-00071], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: 60¢.

A catalog of filmstrips, slide programs and plays that deal with the various aspects of aging, such as health, economics, housing, and provision of social services. Included are descriptions of content, technical data, purchase and rental costs, and procurement procedures.

The Summer Playground Series: Kool Summer Fun, National Recreation & Park Association, 1601 North Kent Street, Arlington, Va. 22209. Price: \$10.00.

Written and compiled by Dr. Phyllis Ford and Effie Lu Fairchild, this kit contains over 200 cards designed to give leaders of voluntary organizations a concise and creative program of summer playground activities for elementary school youngsters. The resource material is categorized into the areas of leadership, arts and crafts, dance, drama, and music.

Directory for Reaching Minority Groups, Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: \$2.85.

A directory of organizations, groups, and individuals serving minority groups. Contacts are listed by state and city, with names, addresses, and telephone numbers. Included are black colleges, the National Urban League, the Bureau of Indian Affairs, and others.

Let's End Isolation [AoA publication no. 20129], Director, Information Division, Administration on Aging, Room 3070, HEW-S, 330 Independence Avenue, S.W., Washington, D.C. 20201. Single copy free.

Five million older Americans live alone. This pamphlet suggests ways in which volunteers can become involved with the elderly and combat their loneliness through well-organized, helpful programs.

Changing Things, National Commission on Resources for Youth, 36 West 44th Street, New York, N.Y. 10036. Rental: \$15.00.

Filmed during a training session conducted by the commission, this 30-minute movie provides an example for coordinators and supervisors of volunteer tutorial programs who want to train their tutors to work in elementary schools.

Let the Entire Community Become Our University, Archives of Institutional Change, Georgetown Office Service Center, Dept. D, 2233 Wisconsin Avenue, N.W., Room 222, Washington, D.C. 20007. Price: \$4.35.

Educators D. Keith Lupton, J. Dudley Dawson, and Robert L. Sigmon report on the successes of state internship offices in placing thousands of students a year in a wide variety of learning and field assignments.

A Very Special Child [S/N 4000-0283], Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Price: 75¢.

Report of the Conference on Placement of Children in Special Education Programs for the Mentally Retarded, this book is a source of ideas, organizations, and programs for the education of the mentally retarded.

RESOURCES

It's A New Day, Broadside Press, 12651 Old Mill Place, Detroit, Mich. 48238. Price: \$1.25.

In this collection of free verse poetry written in black patois, Sonia Sanchez relates the black experience through the use of relevant dialogue.

We're Not All Alike, National Education Association, 1201-16th Street, N.W., Washington, D.C. 20036. Price: \$43.45.

Five cassette tapes feature concerned experts in multi-culturalism discussing the many needs of minority citizens. Each roundtable discussion is approximately 30 minutes long and devoted to a single minority topic. The tapes include: *Asian: The Tension of a Non-Western Tradition*; *Black: Survival and Self-Determination*; *Chicano: The Options of Biculturalism*, and *First American: Preserving and Sharing An Inheritance*.

Projecto LEER Bulletin, Library Development Program, Organization of American States, Washington, D.C. 20006.

Sponsored by the Books for the People Fund, Inc., this bulletin is an excellent source of materials for tutors involved with bilingual children. The Winter 1973 issue features an annotated list of audio-visual materials, bibliographies of books and periodicals in Spanish for children, and a list of pamphlets in easy-to-read English.

RESOURCES

The Mexican-American People, Free Press, 866 Third Avenue, New York, N.Y. 10022. Price: \$14.95.

An authoritative study of America's second largest minority group, this book delves into the sociological and economic problems of Chicano citizens. Included is information on family life, class structure, and assimilation into the society.

A Small World of Play and Learning, Learning Institute of North Carolina, 1006 Lamond Avenue, Durham, N.C. 27701. Price: \$2.00.

Suggestions for planning a safe, interesting playground for young children. Included is a ground plan for the learning-oriented playground and specific directions for building various inexpensive components.

ECOLOGY

Action for Environmental Quality [0-498-7151], Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price: 75¢.

The Environmental Protection Agency describes the standards for air and water pollution control and invites interested citizens and volunteer groups to help carry out the responsibilities of safeguarding public health and welfare.

Citizens Make the Difference [S/N 4000-0029], Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price: \$1.75.

Six action case studies written by successful campaigners offer concise guidelines for environmental projects.

RESOURCES

Interpreting Environmental Issues, Dembar Educational Research Services, Inc., P. O. Box 1148, Madison, Wisc. 53710. Price: \$9.90.

Practical steps for setting up and carrying out environmental research. Also suggestions for stimulating public awareness and understanding of current ecological issues.

Practical Wildlife Management, Winchester Press, 460 Park Avenue, New York, N. Y. 10022. Price: \$8.95.

By outlining the fundamentals of ecology and the principles of conservation, the authors advocate working with local forest and park services to help prevent the extinction of endangered wildlife. Suggestions are given for projects to protect vanishing species.

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(Continued from page 41)

LAFAYETTE HIGH SCHOOL

Thurs., Sept. 28th — Parks Division — Maintenance
Mr. William Leach

Tues., Oct. 3rd — Recreation Programs
Deputy Commissioner, Robert
P. Eckermann
View Recreation Facilities
Mr. Peter Zulinke

Thur., Oct. 5th — School Lunch Programs
Mr. Vincent Palerino

Tues., Oct. 10th — Field Project Selected and
Discussed
Organizational Meeting
Mrs. Pauline Norman

Thurs., Oct. 12th — Project Commences

After completing their three-week orientation at the Department of Parks and Recreation, three seniors decided to design and construct a mobile jukebox that could be transported into poorer neighborhoods that lacked recreational facilities. The youngsters obtained a used jukebox from a local businessman. Then they set up speakers and the jukebox on a platform that was hooked up to a jeep. They also obtained a portable generator from the city so the mobile unit could be used outdoors in the summer.

Other students worked with the Human Rights Commission and handled complaints about alleged violations of civil rights. These seniors did legal research and turned over their findings to the Commission's permanent staff members.

Those who worked with the Consumer Affairs Unit answered telephone complaints, investigated grievances, reviewed files for action taken on similar cases and contacted businessmen against whom complaints had been made.

The Lafayette students work at the government agencies on Tuesdays and Thursdays and attend regular classes during the rest of the week. The government class meets Monday, Wednesday and Friday for an hour. During each period the students involved in the Government Services Program talk informally about their work at the agencies. Each student must give a more formal, oral report every two or three weeks. In addition, each youngster maintains a journal, recording his daily assignment at the agency and his general impressions.

Bucci encourages the students to choose topics for classroom study that relate specifically to their government fieldwork projects. For instance, several students who work in the Syracuse Mayor's office suggested that the class study the city manager form of local government. These students were able to provide the class with firsthand knowledge about daily operations in the city manager-mayor form of government. Bucci, in turn,

assigns contemporary readings to complement this aspect of classroom study and others that are relevant.

Bucci plans to establish a seminar for the 1974-75 school year and list the Government Services Program as a regular course in the school catalogue. The seminar will focus on local government and urban problems and will be a required part of the fieldwork program. Bucci plans to use role-playing and simulation as the major teaching techniques in the proposed seminar. Although there are a number of excellent games available, Bucci recommends the following games to help students simulate local government efforts in solving urban problems: "Metro Politics" and "Sitte", both available from Simile II, 1150 Silverado, La Jolla, Calif. 92037. "Urban Dynamics", available from Educational Manpower, Inc., Box 4272B, Madison, Wisconsin 53711.

Program Evaluation

Bucci has no teaching duties on Tuesdays and Thursdays so that he can observe and supervise students working at government agencies. Although most students travel to their assignments on the school bus, Bucci often drives a few to the agencies. He talks with the supervising agency personnel to learn how the students are doing, and this information helps him evaluate the student's overall performance. It also helps him determine how the student has benefitted the agency in accomplishing its goals.

Bucci evaluates the students' performance in other ways. At the end of the semester, students participating in the Government Services Program tape record their feelings about the program. In reviewing these tapes, Bucci learns about changes in student attitudes as well as how much knowledge they have gained about government operations. He can utilize the tapes to assist other youngsters who choose the same agencies.

Bucci must also submit a written evaluation of the Government Services Program to the school board at the end of each semester. Bucci says school officials believe the students are more knowledgeable about government operations. He can utilize the tapes to assist other youngsters who choose the same agencies in the future.

Perhaps even more important, the program has given them an increased sense of social awareness and achievement through their personal contribution to the daily operation of local government agencies.

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ACTION'S DOMESTIC VOLUNTEER PROGRAMS

ACTION is the Federal Agency for volunteer service. It was established in July, 1971, to enable Americans to volunteer their services where needed at home and abroad. ACTION's eight domestic programs, which are briefly described below, allow part-time or full-time service for up to two years on a local project.

If you are interested in helping by working with ACTION volunteers, and would like to learn about ACTION projects in your community, contact the ACTION Regional Office that services your home state. The ACTION Regional Office can tell you about ACTION projects that are near you, so that you can volunteer your services.

ACTIVE CORPS OF EXECUTIVES (ACE)

In ACE, which complements SCORE, working businessmen and women counsel businesses on an "as needed" basis.

ACTION COOPERATIVE VOLUNTEERS (ACV)

The new ACV program enables non-profit public and private community agencies to sponsor volunteers full-time for one year while sharing the cost of their services with ACTION.

FOSTER GRANDPARENT PROGRAM (FGP)

As Foster Grandparents, low-income persons 60 and over provide companionship and guidance to mentally, physically or emotionally-handicapped children.

NATIONAL STUDENT VOLUNTEER PROGRAM (NSVP)

NSVP provides technical assistance materials, training sessions and on-site consultations to independent college and high school volunteer programs across the country.

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)

RSVP offers opportunities for older citizens to use their talents and experience in community service, ranging from first aid to tutoring. RSVP operates through grants to public and private non-profit organizations in local communities.

SERVICE CORPS OF RETIRED EXECUTIVES (SCORE)

In SCORE, retired businessmen and women offer professional services and guidance on a voluntary basis to small businesses needing advice and help.

UNIVERSITY YEAR FOR ACTION (UYA)

UYA enables college students to serve off-campus in low-income communities for a year while receiving academic credit. To date, UYA has made grants to 53 colleges and universities.

VOLUNTEERS IN SERVICE TO AMERICA (VISTA)

VISTAs work to alleviate poverty in the United States. Volunteers are assigned for one or two-year terms at the request of public or private non-profit organizations to assist people in need in locally-sponsored projects.

ACTION REGIONAL OFFICES

ACTION Region I
John W. McCormack
Federal Building Room 1407
Boston, Massachusetts 02109
617-223-4297

Serves: Maine, New Hampshire, Vermont, Connecticut and Massachusetts

ACTION Region II
26 Federal Plaza
16th Floor
New York, New York 10007
212-264-2900

Serves: New York, New Jersey, Puerto Rico and Virgin Islands

ACTION Region III
1405 Locust Street Suite 100
Philadelphia, Pennsylvania 19104
215-597-9972

Serves: Pennsylvania, Delaware, Maryland, District of Columbia, Virginia and West Virginia

ACTION Region IV
730 Peachtree Street, N.W.
Atlanta, Georgia 30308
404-526-3337

Serves: Georgia, Florida, North Carolina, South Carolina, Alabama, Mississippi, Kentucky and Tennessee

ACTION Region V
1 North Wacker Drive
Chicago, Illinois 60606
312-353-1959

Serves: Illinois, Indiana, Michigan, Wisconsin, Minnesota and Ohio

ACTION Region VI
730 North St. Paul Street
Dallas, Texas 75201
214-749-1361

Serves: Arkansas, New Mexico, Louisiana, Texas and Oklahoma

ACTION Region VII
Two Gateway Center
5th and State
Kansas City, Kansas 66101
816-374-4541

Serves: Iowa, Nebraska, Missouri and Kansas

ACTION Region VIII
514 Prudential Plaza
1050 17th Street
Denver, Colorado 80202
303-837-2671

Serves: Colorado, Wyoming, South Dakota, North Dakota, Montana, Utah

ACTION Region IX
100 McAllister Street
Room 2400
San Francisco, California 94102
415-556-1940

Serves: Arizona, Nevada, California, Hawaii, Am. Samoa and Guam

ACTION Region X
1601 2nd Avenue
Seattle, Washington 98104
206-442-1558

Serves: Alaska, Oregon, Washington and Idaho



ACTION
WASHINGTON, D.C. 20525
OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE \$300

POSTAGE & FEES PAID
ACTION

THIRD CLASS



BULK RATE

~~MS. [REDACTED]~~ BERNSTEIN
~~RECEIVED UNDER~~
~~5700 SERVICES OFFICE~~
1801 VINE STREET B7 & B9
PHILADELPHIA PA 19103