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How to Make Puppets

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Playing the "Time-Management Game"

PBO

PLANNING BY OBJECTIVES

***A NEW MANUAL written by ACTION'S National Student Volunteer Program
for people who work with student volunteer programs.***

This manual is designed to help you learn a system for effective planning and implementation of new programs and for changing, redefining, or redirecting existing programs. The system is called Planning By Objectives (PBO).

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Service-Learning and the Community College



Energize
CREATIVE CONSULTANTS AND TRAINERS



From Britain: Research and Recreation

Contributors

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Student Survey Aids State, Local Elderly

The results of a research project designed, conducted, and published by students at T. C. Williams High School in Alexandria, Virginia, have been used by local and state agencies serving the elderly, local retailers giving discounts to senior citizens, and local legislators concerned with housing and tax relief for the aged.

Two hundred and twenty-five students in T. C. Williams' Distributive Education Club, whose members are preparing for careers in marketing, canvassed 320 homes, interviewing householders 65 years old and older about sources and amount of monthly income, number of dependents per household, and monthly spending patterns for housing, food, transportation, and recreation. The purpose of the Distributive Education Club's annual research project is to conduct an investigation that has social and economic value for the city, state and country.

"Many senior citizens must exist on annual incomes of less than some of us make on part-time jobs," said Cheryl Hanback, vice president of the club. "But we don't have to pay for rent, food, or medicine and they do." Miss Hanback testified about

the findings at a public hearing of the Alexandria City Council.

Among the club's findings: The over-65 age group has an average annual income of under \$3,600. More than half of the respondents reported that they spent in excess of 50 percent of their total monthly income for housing. Nearly 20 percent of the respondents reported that they spend less than \$50 per month on food, a figure dramatically below the U.S. Department of Agriculture's "subsistence level."

A research committee of club members developed the idea for the project at a time when the national news media were presenting information about the life-style of older Americans. Club members began to collect news articles and other current events materials depicting the national standard of living of senior citizens. When the question of adopting a survey of Alexandria's senior citizens as the club's research project was put to a vote, members were advised that inherent in a "yes" vote was a commitment to participate in the canvassing phase of the project. Senior marketing research students designed the 15-item questionnaire.

The Senior Citizens Employment

and Services of Alexandria, Inc. (SCESA), a public agency, cooperated with the students by supplying a computer print-out of all registered voters over 60 years old, giving name, address, and date of birth. They also provided a list of 100 area businesses offering discounts to senior citizens. These discounts extend the purchasing power of their fixed incomes during this inflationary period.

Random Sampling By Ward

The students, who represented all of the city's wards and neighborhoods, selected a random sample from the print-out of persons 65 and over. Sixty-five was selected rather than 60 because most retirement funds are available at age 65, and national statistics on the elderly generally use 65 as the minimum age. One of the purposes of the project was to compare the conditions of the elderly in Alexandria with those nation-wide.

Individuals living in retirement or nursing homes were not surveyed because they could not break down their monthly expenses into the various items of food, clothing, housing, etc. "We thought," said Miss Hanback, "that older people in the Washington metropolitan area would have better incomes than in other places—because the average per capita income is higher—but there isn't any difference." The research findings also showed little difference in the economic conditions of Alexandria's older whites, blacks, males, and females.

In addition to gathering data about consumer habits through personal interviews, Williams students also performed a direct service to senior citizens during the three-week canvassing phase of the survey. Each student gave a packet of materials to the respondents he interviewed. The packet included:

- A brochure describing SCESA referral and counseling services



Gary Pigg and Cheryl Hanback, officers of T.C. Williams High School's Distributive Education Club, explain their group's research findings on a local radio show.

- Handouts explaining a discount transportation system for senior citizens, the Senior Trolley

- An application for a SCESA senior citizen identification card enabling the bearer to receive a discount at participating stores.

Copies of the survey results were sent to local, state, and national elected officials in a position to act on the data. According to Tom Lockett, faculty advisor to the club, the survey was commended by the Virginia Office of Aging as "the only statistically valid report on the elderly in the state." Previous extension surveys had been confined to a single neighborhood, institution, or club and lacked the geographical dimension of all wards of a city of 100,000. Other interested groups who received the final report were the School Board, the Chamber of Commerce, the American Association of Retired Persons, and the media. The students received credit for the project, which is built into a curriculum based on club activities, classroom work, and part-time employment.

Ongoing Follow-up

As part of survey follow-up, the students contacted 75 area retailers, identified by SCESA as offering goods and services especially needed by senior citizens, informing them of the survey results and requesting them to join other businesses already participating in the senior citizen discount program.

Other reactions stimulated by publicity given to the project are:

- The Kiwanis Club established a committee to work for improved conditions for the elderly

- The Soroptimist Club established a social room in the downtown area for the elderly

- The City Council approved plans for a low-rent apartment building for the elderly

- Local radio and TV stations and newspapers initiated a public awareness campaign featuring the economic and social conditions of the city's elderly.

On Campus

Drake Volunteers Generate Service-Learning Course

A successful student volunteer business aid program at Drake University in Des Moines, Ia., has generated a service-learning course called "Application of Business and Accounting Skills."

Co-sponsored by the university's business college and office of volunteer programs, the course offers students one hour of credit for every 30 hours of field work.

Students enrolled in the course are supervised by College of Business faculty and Des Moines businessmen and professional accountants, who volunteer their time through the Business Aid Society, which serves minority-owned and other small businesses and low-income families and individuals.

Through the society, 70 Drake students and 40 Des Moines businessmen work together to help establish small businesses, set up bookkeeping systems, plan budgets and advertising campaigns, and draw up articles of incorporation. The society also offers money management and tax preparation aid to low-income families and individuals.

Students work as aides to professional tax accountants serving low-income families and individuals at centers in the greater Des Moines area. Regional Internal Revenue Service agents orient and train each aide. Services rendered by students range from tax form preparation to assisting new busi-

ness proprietors in meeting state and Federal tax requirements.

Drake's business college students have been volunteering their aid since 1970, when the community program was called the Accounting Aid Society and emphasized consumer advocacy and technical assistance to minority-owned businesses. The program was reorganized in 1974 as the Business Aid Society, which continues its volunteer activities, but now helps provide a non-classroom learning experience for selected Drake University business students.

"A student will help the proprietor of a new restaurant set up a good accounting system and then help him use it," said Tim Wernette, director of Drake's Office of Volunteer Services. "When a student encounters a difficult case, he'll team up with one of the businessmen or accountants who are always on call. Each case can involve a student in up to three weeks of hard work."

"We'll help a family or an individual confront outstanding debts with a planned schedule of payments that balances with money needed for necessities. Once we help a family understand how money can be managed successfully, its members become confident that they can live within their income, and the family is much less likely to get into debt."

THE CONCEPT OF STUDENT volunteerism encompasses a wide array of concerns and activities. To my knowledge it is a phenomenon that is only vaguely familiar to the average American. But it is a distinct phenomenon with a solid philosophical underpinning, and its coherence and capacity make it worthy of study in a higher educational institution.

This article will attempt to suggest a variety of ways to use student volunteerism itself as subject matter in a college level course. I will not try to offer guidelines for the "best student volunteer training program" or the "best student volunteer evaluation program" or all the components of the "best student volunteer program" in a particular type of college or university. I will propose a variety of different approaches, some from traditional academic perspectives, others from more interdisciplinary or non-traditional perspectives that can shed light upon the rise, growth, and excitement of the student volunteer phenomenon.

Course or Class Goals

Very often the goal for a course will be a companion to a student volunteer experience, i.e., one that is credit-bearing. Coupling of the course experiences of reading, lectures, discussion, and intellectual exploration with the actual field experience of a student volunteer program tends to make the learning experience and the contribution to the client or target population richer. Actions are enriched by ideas, and ideas are enriched by action.

One goal of a student volunteerism course might be to bring together the subject matter components of several more traditional courses or disciplines.

Once goals are established for the "why" of the course, the "how" must be considered. Is there latitude for individual or group student goal formulation and establishment of evaluation criteria? Often the students for which such a course is designed will be actively involved or interested in becoming involved in campus volunteer programs. If that is the case, the technique of "contracts" with "negotiation" sessions for recasting those contracts as the course develops may be well worth considering. This would be especially likely if the course were offered in an "experiential college", or in some interdisciplinary component not connected with a traditional academic structure.

In whatever way the "how" of the course is developed, it must be clearly outlined to the students at the outset of the experience. That does not exclude renegotiation but does imply an objective that the student may achieve with reasonable application of effort and interest.

Basic Course Components

Any course treating the subject of student volunteerism should include the following fundamental components. The instructor should attempt to deal with the

Developing a for a credit volunteerism

philosophical underpinnings, the description of the phenomenon and its validity; the *raison d'être* of student volunteerism. In my course outline I have posed this issue in the form of questions: "Volunteerism as an ethic? A social phenomenon? An individual personal need?" Those questions indicate how complex, but real and holistic the student volunteer movement is. I am sure that the reason for its existence has to do with human beings' needs, desires, capacities, strengths, and perceptions.

In constructing any course on the subject the curriculum designer should attempt to state some truth or value that is at the heart of student volunteerism. This statement may deal with such concerns as the need for recognition of social responsibility, the human quality of helping a less fortunate fellow, or the need for some meaning in a highly complex world that sometimes shields us from basic human relationships. Whatever it is, the instructor should accompany his statement with some exposition and perhaps some examples.

A definition of the term itself is often a good place to start a course on student volunteerism.

Regardless of how many years I have spent in higher education, I know that when I am called upon to lecture, design a course, or speak to some public group on a topic with which I am not thoroughly familiar, I go first to the dictionary or to a book of synonyms.

CURRICULUM COURSE ON

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You can apply this technique to the process of designing an instructional package around the concept of student volunteerism. A good dictionary will give the roots of words that can often suggest when they first came into usage. This, in turn, gives clues to the historical origins of the concept, the context in which it was used, and ways of analyzing it. Another way that the words themselves can be used to help build course material is to brainstorm around them, putting ideas into all the contexts in which the words or phrases might be used. This exercise will sometimes lead to interesting dilemmas or contradictions that can be useful as instructional devices for stimulating student creativity or dialogue.

When using such an approach in the classroom, a student might challenge you, saying that this kind of analysis is all "head stuff" and has no relevance to the reality of student volunteerism. It is helpful for the instructor to have had some first hand experience so that he or she might respond that the ideas that go along with experiences and feelings often are meaningful. If a particular course is inadequate, student suggestions for change should be welcomed.

Some component or portion of any course in student volunteerism should come to grips with the motivations and relationships that are inherent in any student volunteer group experience. Even though the course

may be approached from the perspective of business or history, it should embody some analysis and consideration of the relationships between volunteers, volunteers and clients or members of the target population, leaders and online volunteers, and members of the client group themselves. All are important considerations. This sort of analysis is essential in terms of the vitality of a student volunteer phenomenon.

A Secondary Analysis

An analysis of the relationships between the social institutions that are involved in almost any student volunteer setting is almost as important. Unfortunately it is often overlooked in courses relating to student volunteer training or student programs themselves.

Obviously, a student volunteer program deals with the institutions of the parent college or university. Varying kinds of support and strategies to garner that support can be studied in the context of a particular educational institution. As most readers will be well aware, the modern American college or university is a highly complex institution dealing simultaneously with a thousand years of academic tradition, the knowledge explosion, and a growing web of relationships with Federal, state, and local agencies, boards of trustees, faculty, and the general public. If any student volunteer program or course about student volunteerism is going to succeed, it must certainly examine the institution in which it operates.

Moreover, the student volunteer will inevitably come into contact with many other social institutions; social service agencies, specialized welfare agencies for handicapped or elderly, and law enforcement establishments. Public schools are also involved, and have begun to spawn their own student volunteer programs. Insurance companies and other institutions can occasionally be involved. To my knowledge, no definitive work has been done on the agency and interagency aspect of the student volunteer phenomenon as related to curriculum development.

DISCIPLINARY STARTING POINTS

Business and Management

As an academic discipline, business may seem to be most remote from the heart of the student volunteerism. But some student volunteer situations offer legitimate, challenging case study material for business or management course work. Does student volunteerism actually have a "market place" impact? Are student volunteers performing services that might be rendered by private purveyors or those that would be needed or eventually demanded of a governmental agency? The development of personnel standards is another aspect of business and management that fits into a study of student volunteerism, partly because a growing number of para-

(Continued on next page)

professional activities are evolving from the student volunteer movement.

Although it may seem anomalous, "cost effectiveness" is perhaps more important in student volunteer program administration than in other organizations. The very fact that it is thought of as a "volunteer" program makes its supporting agency or constituency more critical of the use to which its money is put. Student volunteer programs can often benefit from a cost effectiveness analysis.

Economics

The study of economics can help students place volunteer activity or service in a value context. If coupled with a priority structure and good data—the volume and effectiveness of volunteer activity—one

could establish a definite influence on the distribution of resources.

Student volunteerism might also be approached from the perspective of its ethical or attitudinal influence on the economic character of a society. That is, the act of volunteering implies, almost by definition, that the "more the better" economic approach is *not* valued. If the philosophy of many of these student volunteer programs were to be carried over into the larger society, then the "more the better" approach might be altered and produce a very interesting study subject.

History

Student volunteerism could be approached historically with a great deal of benefit. One could give the student a richer feel for his or her own contribution

STUDENT COURSE OUTLINE

TITLE: VOLUNTEERISM: AN ETHIC, A SOCIAL PHENOMENON, A PERSONAL NEED?

DESCRIPTION: Volunteerism and the use of volunteer personnel to fulfill social needs is not a new part of the American scene, but it seems to be taking some new, interesting directions that cause it to blend into many other social and governmental institutions. The concept or philosophy of volunteerism can be viewed from several vantage points. This will be done in a one-unit course offered by the California State University Chico Extension Program taught by Dr. Abraham Baily, Dean for Student Affairs and associate professor, aided by Jane Dolan, Director of CAVE (Community Action Volunteers in Education) and former student body president.

The course will follow this basic outline:

I. Definition of Volunteer

A. Semantics

1. What does the word volunteer mean?
2. What are its roots?
3. What experiences in the distant past prompted the use of the word?

B. Relationships

1. In what context is the volunteer experience usually found?
2. What is it compared to?
3. What sort of roles, historically, have been usually assigned to the volunteer individual?
4. How have the "volunteer" priorities changed in relationship to society's

needs; under what forces—that of the volunteer, the economy, national need as determined by threat?

C. Religious Perspective—In what sense have Judeo-Christian teachings spurred or hindered the concept of volunteerism?

II. Emerging Patterns of a Volunteer Ethic

A. The paradoxes of "militant volunteerism" or "volunteerism for a price" (the "price" not often money, but political or institutional concession on issues and ethics deemed to be crucial).

III. What is the "payoff" for the individual volunteer?

A. Is a volunteer experience the fulfillment of an individual need on the part of the person participating in it?

B. What compels individuals to become active in a volunteer movement?

IV. Factors contributory to *effective* action on the part of volunteers

A. As individuals

1. Training
2. Commitment

B. As a group

1. Discipline
2. Communication

V. Bibliography

The Lonely Crowd, David Riesman et al
Yale University Press, 1953 (Anchor A-16)
Death at an Early Age, Jonathan Kozol,
Houghton Mifflin, 1967
Future Shock, Alvin Toffler
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by outlining the history of volunteerism or analyzing the movement itself. The programs seem to have attached themselves very early to university and college campuses. The historical treatment of these programs, ranging from tutorials and landlord-tenant advice to anti-housing discrimination programs and free legal and medical clinics, educational recruitment, and remedial training centers would be highly relevant.

A third way that volunteerism might be treated historically is to show the influence of the phenomenon on a larger historical ethic or era.

Industrial Arts or Technology

Industrial arts or technology courses can be used as instructional vehicles. Often student volunteer programs have a construction or repairing component. At my own university (CHIP—Chico Housing Improvement Program), the instructional unit of industry and technology, combined with a student volunteer program and funded by the University Year for Action and the city of Chico, is repairing homes for low-income elderly people in the area. This model is catching on throughout the country and could well be tried by student volunteer programs and local departments of industrial arts or industry and technology.

Political Science

One of the most fascinating aspects of student volunteerism is the apparent paradox of “payment” asked in return for services. This kind of “price” is not money paid directly to the volunteer. It is often a concession on political issues or a decision on the part of public officials who represent an entire community. Basically, a course in this area would involve examination of student volunteer techniques used to influence administrators and various functionaries to act favorably toward service-oriented groups and their goals.

A companion to volunteer activism in the area of governmental decision-making is the real assumption or absorption of student volunteer program efforts by traditional governmental or educational agencies.

The process is not unusual, and usually follows this pattern: Someone identifies legitimate needs and concerns. A volunteer group develops methods to deal with them. It soon becomes apparent that the society can deal with those needs in a more appropriate way through an assignment of responsibility to some government component. The volunteer group’s activities are then absorbed by a governmental agency. A study of this might well be an interesting one for a political science or public administration curriculum.

Psychology

Student volunteer programs are rich in psychological subject matter. Analysis of individual volunteer motivation would be interesting for the clinically-oriented

(Continued on next page)

ADMINISTRATIVE COURSE OUTLINE

TITLE: INTRODUCTION TO COMMUNITY SERVICE

DESCRIPTION: Requirements include a minimum of two hours’ volunteer service per week in a community agency, plus one hour per week of classroom work with the volunteer supervisors. Class meetings will be used for volunteer training, guidance, and discussion of problems encountered in the student’s volunteer activities.

Course objectives include:

1. Providing student with an opportunity for practical application of course work.
2. Acquainting students with the problems and needs of the community.
3. Providing students with the opportunity to participate in some of the solutions to the problems and needs of the community.
4. Acquainting the students with the administrative functions of community agencies.
5. Providing students with an opportunity for personal growth through practical community service experience.
6. Providing the community with needed services through volunteer manpower.

FIRST WEEK: The volunteers are oriented to their sponsoring agency. Agency manuals and orientation materials are assigned.

SECOND WEEK: The volunteer chooses his specific volunteer assignment, and begins to orient himself through appropriate personal contacts and readings. Thereafter, he will maintain two hours per week of actual agency service.

THIRD AND FOURTH WEEKS: The volunteer formulates his own goals and objectives for the experience and informs the volunteer supervisor of specific training needs, questions or problems. A contract is established between the student and instructor for this experience.

FIFTH THROUGH THIRTEENTH WEEK: During this period the weekly one-hour class meeting is used for:

1. Discussion
2. Problem Solving
3. Specific Training
4. Films and Tapes
5. Guest Speakers
6. Continuing Evaluation

The volunteer supervisor is responsible for arranging workshops and guest speakers.

FOURTEENTH AND FIFTEENTH WEEKS: Class time is used in evaluation of the community service program and agency and in evaluation of the student volunteer’s goal attainment.

student. The meaning and development that the volunteer associates with his activities, the service recipient's reaction, and an analysis of the influences that spur those reactions and how they might be altered all are rich areas for study.

In the areas of social psychology, student volunteerism could be studied in terms of a healthy generational reaction to alienation, disappointment, and hypocrisy as perceived and constructively combatted by young people in our society. One can also posit that participation in the volunteer experience may indicate that an individual has developed to the point of committing himself to values and working toward them.

Religious Studies

It is likely that the volunteer concept or ethic finds a high place within the philosophical underpinnings of the world's major religions. Most of them place a high value on the ethic, suggesting that when man turns to thoughts of ultimate meanings, he eventually arrives at the concept of freely helping his fellow man without coercion or hope of reward. This is a statement of one of the more fundamental qualities of humanness and could also be treated in a purely philosophical context.

Sociology

What is the group dynamic among student volunteers that gives them vitality in a specific, favorable environment? What factor or factors will do just the opposite? These are pregnant questions for sociologists, and their discipline has received too little attention from student volunteer program planners. Student volunteer programs may deal with the school district, officials, university administrators, and faculty in various departments, but social scientists rarely undertake a comprehensive and sequential analysis of all the agencies within a student volunteer program's universe. If a volunteer could be more thoroughly prepared before he actually encounters an agency, he would be more understanding and less frustrated. A course offering such wisdom would be fruitful for all concerned.

The "Studies"

Student volunteer programs affect our interaction with various groups within our society and could be legitimate components in course material in such areas as black, Chicano, and women's studies. The same approach might be used with the more traditional "area" studies, i.e., Latin American, African, Far Eastern, American, etc. Many of these study areas are not developed enough to have relevant student volunteer programs. Still it might be worth asking if specialized student volunteerism is a valid course component.

Case studies of effective student volunteer programs might be an essential part of any course on student volunteerism. These case studies could also be used as field experience guidelines. An analysis of a course's

institutional and community setting is a profitable part of a course experience. It can be highly beneficial to a student volunteer program that is already in operation and will be invaluable to the individual in understanding the motivations and experiences involved. An approach that I still use that is one that I outlined in the very first issue of *Synergist*. I call it DICEM, a mnemonic device that stands for a developmental series of thoughts looking toward the components of vital and effective student volunteer programs. The "D" stands for "definition" which is where we start; what the program is going to be about. What are the needs? What are the resources to meet those needs? Those must be defined precisely.

The "I" is for "identification," and stands for a further refinement of the earlier "definition," and for the identification of specific resources and methodologies for delivering them to specific clientele in specific situations. It also represents the development of a thrust, campaign, or atmosphere in which the volunteer can identify personally with the program and gain identity and meaning from the association. It also implies an understanding of that identification by every volunteer. When volunteers identify with the program, they know their motivations; they know their limitations and their talents; they are willing to take calculated risks, and they know what their rewards are. "I" also stands for an identification of the program with the institution. What is the positive mutual reinforcement of the institution and program? What are the clear expectations? Identification of the goals and the positive relationships must also be clear.

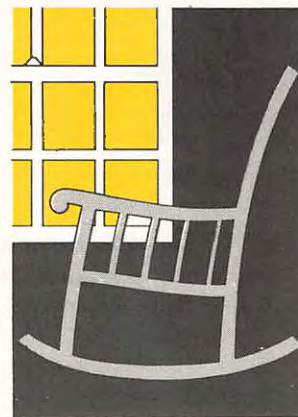
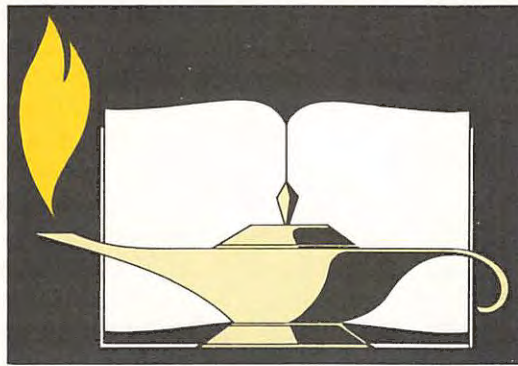
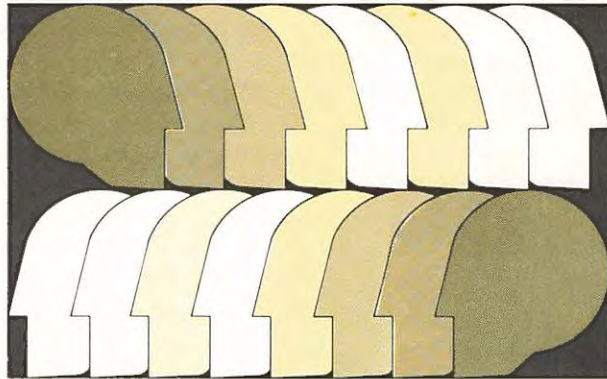
The "C" stands for communication. This does not carry a deep philosophical significance; it just means that no one likes surprises and that the more the program participants can communicate with the people and agencies with whom they must deal, the better. Constant communication of definitions, identifications, needs, and actions is desirable.

The "E" stands for events. It could be an "A" for action. In essence, it means what happens. What actually takes place? Everyone involved in a student volunteer program should have a clear idea of what the program does and what he does in it. Otherwise, it is indeed all "head stuff."

Finally, the "M" is for "maturation." The element that signals when the larger community or more established agency has seen the wisdom of student perceptions and efforts. Often student in student volunteer programs are loathe to give up their programs. They feel co-opted or used. To me, there is no better sign of success than community support for something students have started. This is the truest sign of influence on the human environment.

I believe that the foregoing analysis or some analysis like it should be applied to any action component of a student volunteer curriculum.

Service-Learning and the Community College



A SPECIAL SECTION

The emergence of the Community College as a center for service-learning



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Two major movements in education are merging in a manner that can produce change. One of these movements is the remolding of the two-year college into a community-based, performance-oriented, post-secondary educational institution now generally known as the community college. The second is the evolution of the student volunteer movement into the field of service-learning. Either of these movements, alone, could bring about major changes in adult education. Merged and producing a combined thrust, they can provide a direction and force affecting not only education but the whole of society.

To understand the synergistic effect of this intermixing of the community college and service-learning, each must first be examined separately.

The Community College

The junior college, from the turn of the century through World War II, was a local educational institution that took high school graduates and, after two years, turned them over to four-year colleges for completion of baccalaureate degrees. Students at junior colleges could save money by living at home for the first two years, could test their interests and their capabilities, and could secure, at a minimum, a certificate or an associate of arts degree. While junior colleges of this type still exist, they bear little resemblance to today's community college. No longer is the purpose simply to provide the first two years of a four-year program. Instead, the community college is in the process of becoming as much a community agency as the city hospital, the library, or the court system. As a civic agency primarily involved in education, it can provide a number of community related services that are peripheral to teaching or training. For example, one responsibility of a community-based college is to survey and analyze the needs of the community. Currently, most survey and analysis work associated with community needs is directed toward areas of occupational demand. How many machine tool workers, carpenters, accountants, or cooks are there openings for each year? What job categories are in shortage and which in surplus? This is a valuable community service, and it helps determine curriculum changes and counseling of the students toward career choices. This research in the area of occupational needs of the community is a natural outgrowth of the emphasis that has been placed on vocational education by community colleges.

Having recognized their ability to determine one type of community need, many community colleges are moving another step—into the area of examining and defining social needs and providing a central or liaison agency for social service.

Ervin Harlacher, Chancellor of the Junior College District of Metropolitan Kansas City, in an interview published in *Community and Junior College Journal* said, "A community college district can be an excellent

umbrella. We provide a natural umbrella for all of the competing agencies to come together, to look at what they're doing, and to come up with a master plan. The community college, while it can provide the umbrella, needs to be very careful that it views itself as an equal partner and not necessarily as the only one that calls the signals."

The community college, therefore, can be seen as a local agency that can survey and define social as well as

occupational needs and can act as a liaison umbrella institution for all the social service agencies of the community.

Faculties and Facilities

The community college is rapidly becoming what Harlacher calls outwardly oriented rather than inwardly oriented. The four-year institution has traditionally

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WHAT IS A COMMUNITY COLLEGE?

A community college:

- **Is a publicly-supported, two-year, post-secondary educational institution.**
- **Provides education and community services at low cost to individuals.**
- **Is established in response to local needs and satisfies a wide range of those needs.**
- **Serves a specific locale and its population.**
- **Adapts its admissions policies, programs, and resources to the special characteristics of the community it serves.**
- **Remains flexible enough to meet constantly changing community needs.**
- **Offers such multifunctional programs as life-long learning, vocational and technical skill development, remedial and developmental education, and academic transfer curriculums.**
- **Brings together administration, faculty, students, and the population of the community it serves as interacting resources.**
- **Offers its students immediate community involvement, pre-employment experience, and opportunities for future job placement.**
- **Provides a natural and logical environment for a broad spectrum of service-learning programs.**

Courtesy of the American Association of Community and Junior Colleges

focused on itself as an academic institution composed of administration, faculty, and students. The community college, however, looks outwardly and not only includes the community but merges with it. The buildings, grounds, library, computer, and all of the campus equipment are not for the students and faculty alone. They are a part of the publicly owned and publicly supported facilities of the community, and as such, are at the service of the whole community. But these facilities exist not only to serve the commercial and industrial community, important as they are, but also the minorities, the poor, the physically and mentally handicapped, the aged, and the young—the entire community.

Faculty of community colleges serve the community in other ways than by teaching students assigned to them. This involves more than serving on committees or personally participating in civic affairs. Involvement of this kind is expected of a community college faculty, where there is no separation of town and gown.

As citizens, the faculty members must personally participate in the social development of the community as part of their jobs. But that is not enough. It also is the responsibility of the faculty of community colleges to involve not only themselves but their students in social service for the community. This can be done by the development of curricula that involve students in outside activity in which they serve the social needs of the community and, in the process, contribute to their own education, and to career selection and placement. In offering courses that formally combine community service with personal learning objectives, the community college professor extends his own capacity for social service to include that of his students.

The Students

If the facilities and the faculty of the community college are remarkably well structured and oriented to assist in the fulfillment of the social needs of the community, what about the students?

Students in the community college approximate a cross-section of the community itself. Community college students are not displaced from their own community. They do not go away to college and become a part of an inwardly directed society to which they pledge their allegiance for a number of years. Instead they live in their own home district, and they increase their participation as citizens during their college years.

The student body is as varied as the community itself. The ethnic groups and economic levels served by the community college are representative of the whole community. Ages range from high school students taking an advanced course, to veterans and middle-aged workers, to senior citizens long retired from full-time employment. Many are full-time students aiming at specific careers, but others are partially or fully employed and are seeking advanced skills, knowledge in their chosen field or new skills and a change in career direction.

Great numbers of students are not campus oriented, and some have never seen the community college campus, for classes are often held in offices, churches, factories, and hospitals. Some classes are conducted over television and radio—for the concept is to serve all who want to learn.

As a result, the community college has as its student body, citizens who are involved in, reside in, and are naturally interested in the enhancement of life in their own community.

The Changing Process of Education

During the period in which the two-year college has been changing from a junior college into a community-based institution, the philosophy and process of the education has been changing also, and the community college has been an important innovator and a major participant in this process of change.

The change has involved a new emphasis in learning by doing—learning through actual experience, or as it is generally known, experiential education.

There is nothing new about learning through experience. Everyone since the beginning of time has learned that way. The new aspect is in the incorporation of real work experience into academic curricula in such a way that out-of-classroom work is a formal part of the course of study, and academic credit is given for it.

This concept of combining class and field work within a course curriculum did not spring forth full grown from Dewey's forehead. In this country, the combining of academic and experiential learning came about, at least partially, as a natural necessity of our basically agrarian society of the 19th century. The summer vacation from classes was not provided as a period for rest and recreation. It was, instead, a time when the needs of the farm, the ranch, or the orchard outweighed the benefits of the classroom. Neither the parents nor the teachers of the last century recognized the summer vacation as a time set aside for experiential learning, but that was what it was, and to some extent, that is what it still is today for most students, from grade school through college.

Another form of experiential education has long been a part of the American scene. Night schools have provided a basic form of work-learning since the turn of the century. Here again, however, most academicians did not relate the daily job of the night school student to the education provided in night classes. The administration and faculty of the night school seldom thought of their students' jobs as having much to do with their education, and seldom was academic credit awarded for out-of-class employment. It was the employers, the managers of industrial and commercial firms, rather than the academicians who first seemed to understand the importance of the combination of experience and classroom instruction for their employees. For many years employers have made it a practice to pay tuition

and other costs for employees who were taking work related courses, and they must have recognized that their employees were also learning on the job.

Yet another step toward experiential education can be recognized in the advent of cooperative programs on college campuses. These programs came into being in the 30's, mostly in engineering schools. A typical cooperative program committed the students to go to class for two quarters and then work for two quarters in a business or industry related to the student's field of study. A civil engineering student, for example, would go to class from September through February and then work on a construction job or in a design office from March through August.

While academic credit was not awarded for the construction or design work, and the student had to take five or six years to get his regular four-year engineering degree, the administration and the faculty did recognize the learning that derived from the work experience. In fact in a cooperative college program, the faculty usually provided extensive counseling for students and frequently located appropriate jobs.

Work-Learning Programs

Cooperative programs are offered by many colleges, but another opportunity for integrating work and education lies in work-learning programs.

Work-learning programs differ from cooperatives in the extent of integration of the work portion and the study portion of the learning process. In a work-learning program, the work is specifically designated as part of the course. The kind of off-campus work and the amount of that work is stated in the course curriculum, just as is the class work. The work component is evaluated and graded, and academic credit is given. Here, finally in work-learning programs, the academic and the work experience have been melded into true experiential learning.

Work-learning is only one form of experiential learning. Internships, cooperative programs, and practicums are others, and definitions of these vary somewhat from discipline to discipline and even from school to school. However, all are directed primarily at preparing students for careers in the professions, business, industry, or government. It is also assumed that the student is paid for the work done on the job, and, in addition, receives academic credit.

It must be kept in mind that throughout this period of transition in which work in offices and factories became integrated into the academic curricula, community colleges have been involved and in many instances have taken the lead in bringing about the change. This is natural in that community colleges have a much higher percentage of students who work for financial reasons and who are career oriented. As a result, they (and their professors) relate to the concept of work-learning as a viable educational process.

Obviously, there is no reason that students planning careers in social service should not also have the opportunity to participate in work-learning or other experiential learning programs, but here the other factor enters the equation—the student volunteer movement.

For readers of *Synergist*, another full review of the history of student volunteerism would be redundant in the extreme. But there have been important innovative developments in the past three or four years that must be recognized.

Learning for Credit

Only in the 70's has serious consideration been given to awarding academic credit for student volunteer work. This became the subject of a "Forum" in the second issue of *Synergist*, published in the spring of 1972. While some "Forum" participants favored an integration of student volunteer programs with academic curricula, others strongly opposed academic credit, calling it a form of pay for volunteers, which would mean they were no longer volunteers but paid social workers. There are many today who still feel that "pure" volunteerism is the only volunteerism, but those who see social service as a reasonable and logical work experience to be integrated with class work are growing in number. This special branch of work-learning, in which volunteer service is accepted as a part of a curriculum, and for which academic credit is given, has become known as service-learning.

The concept of service-learning has been strengthened and promoted by those involved in the leadership of campus volunteer programs and by the academic faculty. But, there are many college professors and high school teachers who still do not understand what service-learning means, and there are others who know but resist the idea that volunteer work has any place in academia. Despite this, more and more schools are becoming involved in service-learning programs.

A Typical Service-Learning Program

Take a look at the structure of a service-learning program on a community college campus. Then, understanding its origins, its objectives, its projects, its methods of operation, it will be understood how ideally service-learning fits into the community college.

Assume a community college campus that has had, since 1960, a student volunteer program operated under the auspices of a Student Volunteer Center, headed by a volunteer activities director who has a small full-time support staff. Until three years ago the activities of the center largely involved:

- Surveying and defining the needs of social and governmental agencies and special segments of the community.
- Planning and directing student volunteer projects such as those serving the aged, youth, minorities, in-

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mates of penal institutions, juvenile courts, consumer services, and the environment.

- Determining the qualifications of student volunteers and matching those qualifications to the needs of the agencies so that suitable placements could be made.

To this could be added the serious effort the director made to evaluate the benefits of the program for the community (the recipients of the volunteer services) and the student volunteers themselves. Largely as a result of this effort to evaluate benefits for the student, the director became aware of the importance of learning-while-serving as a major benefit for the student. And if the student were learning while serving in a hospital, a prison, an institution for the mentally handicapped, why should not the student tie this in with class work and receive academic credit?

Furthermore many of the student volunteers were seeking placements in agencies whose work related directly to the students' own career opportunities. Through student volunteer projects, they were learning career skills or making career choices. They were intimately involved in experiential education, work-learning (without pay), yet were receiving no academic credit.

Understanding this, the director took the first step toward setting up a service-learning program.

This involved a review of content of all courses on the campus, checking off those that seemed most appropriate for adaptation to service-learning. The director found between 25 and 30 courses that seemed to offer real potential. For example, a course in genetics offered service opportunities for students volunteering in a school for the mentally retarded or in the center's companionship program for genetically deformed children.

The result was a matching of existing center projects with classroom courses having compatible fields of academic study.

The next step took considerable time and required administration and faculty support—which was not always easy to secure. But by the time of publication of the next college catalog, five professors had designed five course curricula that included field service projects.

Typically, for each hour in class, a student would give two hours of volunteer work in a project or agency in which their efforts related directly to their classroom studies. The center acted as the liaison organization for the professors and the agencies in which the students worked. The center arranged for orientation, training, supervision, and evaluation in the agencies and provided transportation for the students. The type of evaluation required by the professors was communicated to the agencies, and in turn, evaluation forms from the agency supervisors were submitted to the professors so that they might grade the students' volunteer work and award appropriate academic credit.

In this way the teaching faculty, the student volunteer center, and the agencies worked together to inaugurate and operate a true service-learning program.

While inspired and developed in many different ways, service-learning programs are now in operation on campuses across the country. Many of these are community college campuses. This is so natural for community colleges, so ideal, that the number of service-learning programs in community colleges is destined to multiply rapidly. The reasons for this go back to the community-based characteristics of the community college, its facilities, its faculty, and, most of all, its student body.

Note the advantages of the community college as a center for service-learning.

- The community college is a community agency that can and perhaps should act as an umbrella organization for all the social agencies of the area. It is intimately involved with these agencies, and since its purpose is to serve the community, the college is in a position to put equal emphasis on the *service* and the *learning* aspects of service-learning. It is an outwardly directed educational institution that serves not only its students but also the community in which it is located.

- The facilities of the community college are supported by public funds and are for the use of the community. As such, they are available as physical resources for projects that serve community needs.

- Faculties of community colleges are active citizens of the community, interested in its well being. They are interested in social change in the community of which they are part, and they are interested in student education, for which they are responsible. Together this adds up to service-learning.

- It is in the students that community colleges have their greatest resource for combining service to the community with learning opportunities for the students themselves. The students are citizens of the community and personally aware of its needs. They come in all ages, sexes, cultures, economic conditions, and colors. They live in a variety of neighborhoods and either work or intend to work in all types of business, industry, and social service organizations. These students have no trouble relating to community people and their needs—they are the community people.

In the conventional college, the students most often serve in a community not their own, and serve people of different cultures, ages, races, and economic conditions. This can be done, for everyone is aware of the enormous success of thousands of student volunteer programs and service-learning projects on college campuses across the country. But how naturally community service and student learning fit together in the community college. What an opportunity exists for a merger of volunteer service with academic education.

With this obvious opportunity, we can expect more and more community colleges to expand their efforts in this direction, and in the immediate future the merger of the community-based college and of service-learning will bring positive change for society.

The two-year college student: An investor in the future



ROGER YARRINGTON
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More than 3.5 million students attend approximately 1,200 U.S. community and junior colleges. A typical community college student in the United States is over 25 years old, employed, and has a family. The community college student body is a microcosm of the community itself: racially, ethnically, occupationally, socially, and politically.

In general, the age distribution of community college students reflects the age distribution of the community's over-18 population. A high proportion of community college students are employed. Their time is crowded and precious, devoted not only to a job and college, but also to a family. Thus, community college students are community citizens, often mature and experienced people who are working toward specific career goals that can often be realized through volunteer and service-learning programs.

Obviously, a large proportion of community college students are learning skills for use in their own communities. The future of the community is important to them. It is a part of their future, and their involvement in it makes them more aware of the benefits of volunteer work for themselves and for the community.

Volunteer Programs

Many community colleges support organized volunteer programs, as well as offer academic credit for a wide range of community service activities. For example, El Camino College in Torrance, California, has an enrollment of about 25,000 students and a model volunteer program called "VOICE," which stands for "Volunteer Organized in Community Experience." More than 900 students participate each year.

VOICE has provided field experiences for students in the community service technicians' curriculum and agency placements for many other students, some of whom have entered the community services technicians' curriculum as a result of their volunteer work.

Any student may join VOICE. Volunteers are asked to contribute an average of four hours a week and to keep up the commitment for at least one semester. Health, education, criminal justice, welfare, and other community service agencies cooperate with the student volunteers in the VOICE program.

El Paso Community College in El Paso, Texas, has a University Year for ACTION program that focuses on providing human services in a number of community agencies. Volunteers from El Paso Community College have worked with such community agencies as the Girl Scouts, YMCA, Boys Clubs, day care centers, welfare agencies, schools, alcoholic programs, legal assistance associations, probation departments, and consumer protection assistance groups.

A one-month evaluation revealed that more than \$16,000 was acquired in refunds for consumers as a result of work by El Paso Community College volun-

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teers on cases related to the Consumer Protection Act of 1973. The U.S. Probation Office in El Paso reported its productivity significantly increased through volunteers' services.

Through these programs and additional service activities proposed in such areas as vocational rehabilitation, drug abuse, and United Way, the college plans to extend and institutionalize its volunteer programs. One of the college's central concerns is to build on volunteer experiences in mental health programs to develop a much-needed mental health technician program for El Paso agencies.

North Shore Community College, in Beverly, Massachusetts, has very successfully promoted service-learning opportunities. North Shore has developed service-learning programs that involve volunteers who receive academic credit for work as tutors, mental health and child advocacy aides, outreach workers, and other service roles.

Recently, the Washington State Board for Community College Education sponsored the Community Involvement Program, a state-wide community college system set up to organize and encourage volunteer experiences that offered academic credit. More than 4,000 students participated.

A state coordinating office facilitated inter-campus communication and compilation of guidelines and standards. Forums at the state level provided opportunities for campus teams to discuss their programs. State-wide coordination of the program was dropped, primarily for economic reasons, but each of the participating colleges has continued its program locally.

Each campus has a CIP team involving students, faculty, and people from the community. The campus team enlists local agencies, places students, and helps match community-based learning experiences with academic credit opportunities at the college.

Service-learning activities have included assistance programs for disadvantaged students, handicapped children, ex-offenders, the elderly, and the mentally ill.

The program has produced a publication entitled *Handbook and Recommended Guidelines for Community-Based Learning in Washington's Community Colleges*. It is available from the Washington State Board for Community College Education in Olympia. The handbook lists the following benefits for a community-based service-learning program:

Benefits to the Student

1. Learns to face and define problems
2. Develops initiative and independent reasoning
3. Understands the relation of theory to practice
4. Is better prepared to make future career choices
5. Gains exposure to cultural and class differences
6. Assumes responsibility for actions
7. Has the satisfaction of providing needed services to the surrounding community
8. Becomes an observer of work and environment

Benefits to the College

1. Supplies a learning laboratory beyond the ability of the college to provide
2. Enables the college to provide optimum service to the community on a more individualized basis
3. Provides opportunity for the college to check relevance of training with actual job situation
4. Adds experienced evaluation from the community to the school's assessment of the student
5. Facilitates learning for the large clientele of the community college who were alienated by the traditional classroom structure
6. Demonstrates how the resources of the college are used to develop student potential
7. Reorients the educative process to human concerns
8. Improves college-community relations

Benefits to the Community

1. Enables the community to train workers who will fit more easily into the job structure after leaving school
2. Increases the possibility that students will be made aware of community needs rather than mere economic opportunity when making their career choices
3. Provides the opportunity to gain fresh approaches to problem solving
4. Underscores the accessibility of the college to the community by involving the community in the learning process
5. Improves community-college relations

Training Volunteer Leaders

Because they maintain such close ties to social service agencies, community colleges are in a unique position to prepare leaders and administrators of volunteer programs—people who are responsible for recruiting, orienting, supervising, and evaluating volunteers. The community college, then, is both a source of volunteer manpower and a training ground for future administrators of volunteer services.

For example, Gavilan College in Gilroy, California, offers six courses in volunteer administration. Persons wishing to continue beyond the certificate level may earn an Associate in Arts degree, concentrating in volunteer administration.

Highline Community College in Midway, Washington, offers a similar program, "Administration of Volunteers," which can lead to a certificate, or if additional courses are taken, to an AA degree. The Highline program offers four courses in volunteer administration, as well as a three-day summer institute for volunteer coordinators.

In Springfield, Illinois, Lincoln Land Community College offers a course on "Volunteers in Health and Community Services," designed for both administrators and volunteers in community agencies. Out of this came a community conference on volunteerism.

A similar approach in developing a course to assist volunteers in the specific area of probation work was used at the College of Marin, in Kentfield, California. Sponsored jointly by the county's Volunteer Bureau and the Marin County Probation Department, the course trains volunteers to extend the services of the probation department.

In Binghamton, New York, Broome Community College works closely with community agencies in training leaders of volunteers in schools and campuses, and in institutions for disturbed children and alcoholics. More than a dozen minicourses at Broome prepare volunteer leaders in first-aid, teaching, recreation, and other community service.

Seminars for directors of volunteer agencies interested in improving their management skills are offered by Dallas County Community College District in Texas. A study guide and reading list, prepared at Eastfield College in cooperation with the Dallas Public Library's Independent Study Program, has been

adopted by New York State in its management training program for volunteer administrators.

Service Learning

Community colleges are experimenting, innovating, attempting to find out if service-learning can be useful in such areas as career education, placement programs, external learning experience, and vocational education. Indications are that community college curriculums, which must be flexible enough to meet the needs of diverse student populations, and which, by definition, are community-based, are ideally suited for service-learning.

Community colleges draw their sense of mission from the needs of people in the community. They carefully assess the ways in which college resources can best be matched with those of other community institutions and social service agencies to meet expressed human needs. Clearly, service-learning programs and community colleges are natural allies.

WHAT IS SERVICE — LEARNING?

In service-learning programs:

- **Students help meet human, social, and environmental needs through planned projects or placements.**
- **Projects or placements have clearly defined performance goals and objectives.**
- **Students have both a faculty advisor and a field supervisor.**
- **Students are involved in both classroom study and related community service.**
- **Students may or may not receive compensation for their service work.**
- **Projects or placements may be full-time or part-time.**
- **Students are evaluated for learning, competencies, and skill development, and receive academic credit for service work.**
- **Students also benefit through opportunities for career exploration.**

Courtesy of the American Association of Community and Junior Colleges



Valencia Community College students can utilize the services of their student volunteer office in selecting individual placements from a wide range of community agencies. Many of these placements are integrated into a course of study that serves as an avenue for career exploration as well as an opportunity for gaining skills related to several academic disciplines.

At Valencia Community College in Orlando, Fla., the student volunteer office, Operation Student Concern, plays an active role in community placement. Each semester, more than 200 students are interviewed and placed in 120 agencies spotted around a four-county area. And while Student Concern was originally conceived as a purely volunteer organization, it is evolving as the crucial tie between socially-oriented educational programs and community agencies that cooperate with the college in supplying the experiential component of service-learning.

Student Concern is able to offer a wide variety of placements because it constantly updates community agency information. Through good agency-volunteer office relations, a yearly Volunteer Fair that brings agencies onto campus for volunteer recruitment, and an agency survey used to obtain placement information, Student Concern offers the community college student almost instant placement in community service agencies and programs.

"The community college student just hasn't the time to invest in a lot of pre-placement procedure," Charles Killinger, director of Student Concern explains. "He's too busy with his family, his job, and his studies. What he wants is a service placement, in an area of his career interest, as quickly and painlessly as possible."

Student Concern tries to assess the student's academic and volunteer needs during a preliminary interview. Then, utilizing excellent in-house resources, the office places the student in an area of his interest.

Valencia's volunteer placements lead to career

For students fulfilling a course requirement, Student Concern is anxious to find an appropriate placement.

"We're in tune with the community," Killinger says. "We know the needs, and we know the students' expectations. And when we can mesh those two, we have a mutually beneficial arrangement."

For the past two years, Dr. William C. Prentiss, chairman of the social sciences department, has been sending his second year criminal justice students to Student Concern for placement in community agencies as part of their course load.

"Students majoring in criminal justice need an opportunity to apply their educational skills; to find out what it's really like in the community. Service-learning enables them to do so," Dr. Prentiss says.

To earn three credits in a criminal justice major, students must participate in a minimum of 10 hours of field work a month in a related area. Student Concern places students in a variety of community agencies—ranging from a state agency for delinquent boys, where students serve as tutors, to the Florida Parole and Probation Department, where students work as assistants to social workers and parole officers.

One Orlando agency, Youth Programs, Inc., uses Valencia Community College students in a project providing an alternative to juvenile corrections. During their service, students work with juveniles ranging from eight to 17 on a one-to-one basis. Serving as counselors, students might take a youngster to a movie, on a field trip, or just sit and talk, but the main empha-

choices



sis of the project is readjustment—helping the juvenile reassess his behavior patterns so he can reestablish communications with his family and return to school.

“Students relate well with kids,” said Tom Hickel, coordinator of Youth Programs, Inc. “They’re closer in age to the juveniles and they bring solid, useful skills gained during their education.”

Youth Programs, Inc. handles approximately 500 juveniles a year referred by the Orlando Division of Youth Services. The need for volunteers is great. Many students continue their service well beyond the course requirements.

“Students are a great help to us,” Hickel says. “We not only have criminal justice majors volunteering their time, but sociology, psychology, and child development students, a great many of whom are referred to us by Student Concern.”

Student Concern not only matches students with community agencies, but community agencies with students. During 1974, the Orange County School Board lost its funding for teacher aides and subsequently could no longer place paid teacher aides in grammar and junior high schools. The board contacted the county office of volunteers in search of a large number of people to make up for the school system’s much-needed manpower. The county office contacted Student Concern, hoping that Valencia students could act as teacher aides.

Working in conjunction with Glynda Anderson, professor of education, and the Orlando County Office of

Volunteers under Project Additions, Student Concern was able to fill the need for grammar and junior high school teacher aides by placing more than 100 education majors in the school system as part of the education department’s field experience course.

Valencia Community College has 6300 students enrolled in a variety of educational alternatives. A unique aspect of Student Concern is its acute awareness of community needs and its follow-up on student experiences. Not only is the student volunteer office concerned with community placement during the two-year tenure of its students, but the office is in close contact with the area’s two four-year institutions, Rollins College and Florida Technical University, where a great many Valencia students continue their education.

“We’re in touch with the student volunteer coordinator at those two schools in the hope we can develop a continued student-community service relationship,” said Killinger.

Because the schools draw students from the same four-county area, the community service needs are the same, and if a student explores his career potential during the first two years of his education, the logical follow-up is a continued field experience.

“Service-learning can be a large part of a student’s education,” said Dr. Prentiss, “because the experience not only makes the student more aware of his career needs, his abilities and lack of abilities, but it also heightens his awareness of the community in which he lives and will probably work.”



Triton College gives freshmen a non-classroom alternative

Triton Community College in River Grove, Ill., has expanded its curriculum choices for freshmen by offering them an innovative service-learning option as an alternative to a general or remedial course load. Project Kaleidoscope, a two-semester program, offers 125 freshmen an opportunity to participate directly in community service as an integral part of their classroom learning experience.



— Photo by Ron Kanwischer

Kaleidoscope student Cindy Gross and instructor Jim McMahon take a call on the Northwest Youth Outreach hotline.

Students who enroll in Project Kaleidoscope serve for a minimum of eight hours a week in community agencies, homes for the retarded and elderly, community theater groups, and architectural firms engaged in low-income neighborhood rehabilitation.

The Students

Project Kaleidoscope was designed by its chairman Dr. Mary Leerstang to give freshmen faced with the prospect of spending two years in a classroom environment, the opportunity to participate in an alternative to traditional education. Open to all freshmen including those who might usually be placed in a remedial program, the project has no rigid entrance requirements, and is limited to 125 students on a first come-first served basis.

During the past three years, Project Kaleidoscope's reputation has grown throughout the Chicago community. By word of mouth and printed materials, high school students are made aware of the service-learning alternative and those interested in a non-classroom experience are asked to submit a registration form.

All student applicants are interviewed by Kaleidoscope's counselor, Donna Rudy, who places heavy emphasis on the student's motivation and maturity.

"If a student is motivated, if he indicates he can handle the service commitment," Dr. Leerstang explains, "we're not too concerned with his previous performance. All of Project Kaleidoscope's classroom work is strictly 100-level freshmen general education courses. Why should kids who have poor high school grades be forced to take remedial courses? Project Kaleidoscope offers them the opportunity to compete academically—and they do."

Most community college students who transfer from two-year to four-year institutions suffer a reduction in grade points. However, subsequent research indicated that those students who successfully completed Project Kaleidoscope were later able to transfer to a four-year school without a drop in grade level.

Student Placement

Freshmen coming into the program begin the school year with a week of orientation. During that time, the six faculty members who administer the program introduce the students to general classroom studies and help them explore student interest areas. Faculty then divide students into small groups according to interest area, and a faculty member helps each student translate his interest into a community service placement.

"The student is solely responsible for identifying his interest area," Dr. Leerstang says. "Then it is the faculty member's guidance that helps match the student with the right community placement opportunity."

Since its inception in 1972, Project Kaleidoscope has placed students in more than 200 community or-
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ganizations in areas ranging from graphic art to care of the aged. Since meaningful field experience is essential to Kaleidoscope's curriculum, the faculty maintains contact with community agencies, canvassing the Chicago area for committed, interested organizations.

Group Discussion

Project Kaleidoscope staff members guide students during the semester by helping them assess the correlation between academic learning and field experience. Each faculty member, whether he is responsible for introduction to philosophy or political science, is involved in helping the student develop the interrelationship between classroom work and community service through a series of small group discussions.

By taking an interdisciplinary approach to learning, the Kaleidoscope faculty coordinates the student's education by relating learning to life, instilling an awareness of self, and developing the relevancy between classroom education and field experience. Students are encouraged to relate their assigned classwork to their community service, to brainstorm ideas generated by classroom assignments, and to evaluate their individual learning.

The Community Agency

From the time the student enters the agency in the second week of the semester until his commitment ends, the agency supervisor plays a key role in Project Kaleidoscope's evaluation of his performance.

As part of his service commitment, the student signs a service contract with the agency, establishing learning objectives, volunteer hours, and responsibilities. During his term of service, the agency supervisor is responsible for his training and evaluation, submitting periodic progress reports to Triton's Kaleidoscope faculty to be incorporated as part of the student's course grade.

Evaluation meetings are held between the student, agency supervisor, and Project Kaleidoscope faculty members to assess the student's service commitment. Evaluation by the faculty is based on the student's ability to assume responsibility, his learning objectives, and his personal growth during service. The student's input in the evaluation process includes short written or verbal reports to the faculty on the skills he has gained while participating in the community service project, his contributions to the agency, and his role as an integral part of the organization's work.

The number of students placed in an agency varies with need. Some agencies request as many students as express interest, while other may request only one as in the case of the Farm Club, a school for mentally retarded children in Hinsdale, Ill.

Project Kaleidoscope made a single placement in that agency by sending a student whose love for animals and children made her an ideal candidate for a

volunteer counselor. During her term in the project she helped youngsters relate to their environment by teaching them rudimentary farming skills and how to care for animals.

Crisis Intervention

At Northwest Youth Outreach (NYO), a YMCA-sponsored crisis intervention center in Chicago, 12 students volunteer a good deal more than the required eight hours a week as phone counselors and members of an emergency medical team.

Screened by a professional staff of eight to make sure the students are mature enough to handle the responsibilities of telephone hotline counselors, volunteers are given an intensive six-week training course before being paired with a more experienced volunteer in a "buddy" counseling system. Once the training is completed, students volunteer for two six-hour nightly shifts on the hotline, handling calls that range from suicide prevention to drug identification, as well as giving referral information for other social services.

"Students involved on the hotline are an important part of the agency," said Jim McMahan, Kaleidoscope's philosophy instructor and a volunteer at NYO. "They realize their service is a valuable part of community involvement and they find their commitment a tremendously important part of their undergraduate educational experience."

All students are trained in Red Cross first aid procedures and are capable of giving emergency first aid instructions over the phone. As part of Northwest Youth Outreach's medical team, some students accompany co-director Dr. Dale Foster into the Chicago community on drug-related emergencies, administering first aid and making certain the individual gets to the hospital for treatment.

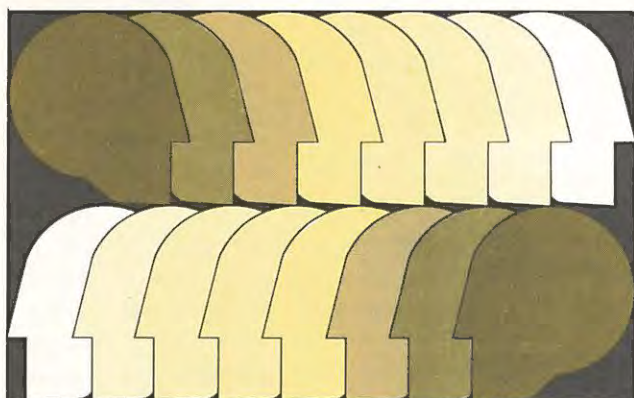
The Community College

Triton's Project Kaleidoscope has introduced to the community college curriculum an experiential approach to learning which is a viable alternative to traditional classroom education.

"It's time the community college acted as a *community* college," said Dr. Leerstang. "By giving students exposure through service-learning programs, the college is doing what it was established to do—fulfill the learning needs of the students while participating as an active member of the community."

Many Triton students who have completed Project Kaleidoscope continue to serve as volunteers. The Volunteer and Community Services Board, headed by Michael Almada, places 150 students, about half of whom receive academic credit. Many work as teachers aides or with the mentally retarded. Next year the Board, which was founded in 1971, will change its name to the Human Service Programs Office and will initiate a volunteer program for Spanish-speaking residents.

Alice Lloyd Program helps preserve regional heritage



A unique service-learning curriculum permits students at Alice Lloyd College to participate in the preservation of the history and cultural heritage of the Appalachian region.

“God sent his strongest people to Appalachia.” The words are those of Verna Mae Sloane, a life-long resident of eastern Kentucky whose experience and reminiscences were captured on tape by a student volunteer interviewer as part of a unique service-learning program at Alice Lloyd Community College in Pippa Passes, Ky.

The Appalachian Learning Laboratory, a two-year curriculum that incorporates five special Appalachian programs, affords students the opportunity to explore the dynamics of the Appalachian community. By offering courses with a regional emphasis and integrating Appalachian material into established disciplines—literature, economics, botany, and history—students of the Appalachian Learning Laboratory are spending six to seven hours a week in the community collecting and preserving regional history.

As a vehicle for preserving mountain culture, Alice

Lloyd and three participating colleges: Lees Junior College in eastern Kentucky, Emory and Henry College in Southwest Virginia, and Appalachian State University in western North Carolina, implemented oral history projects as part of their curriculums in the fall of 1971. Supported by grants from the National Endowment for the Humanities, the Rockefeller Foundation, the Johnson Foundation, and college funding, oral history project research is centralized at Alice Lloyd College under the direction of Mike Mullens, project director for the four schools.

Building a “Living Library”

Offered as part of a two-year associate of arts degree in Appalachian History, the oral history project enables students to participate in the preservation of mountain heritage while helping to build the nation’s foremost “living library” of Appalachian culture.

Each semester 15 to 20 students seek out and interview “resident historians” in the remote hollows and mountain communities where they work and live. Criteria for selection of an historian is not necessarily based on age, but rather on the project’s concept—to preserve Appalachia’s history through taped interviews with area residents of all ages.

“Although the school identifies some of the people,” Mike Mullens explained, “we rely greatly on the student’s judgement. After all, students grew up in this area, and their grandparents, aunts, and uncles have been telling them history for years.”

During the past four years more than 850 tapes have been collected on subjects ranging from the Great Depression to moonshine whiskey. Students not only do the interviewing but help catalog the tapes by area, date, and topic of discussion. They are filed in the main resource center on campus.

Resident historians have reacted to the onslaught of interviewers with openness and cooperation.

(Continued on next page)



Student Luke Frazier interviews retired minister "Uncle" Dan Gibson on the front porch of his home in Mont County, Ky.

"People enjoy the students coming to talk with them," Mullens said. "They can't believe we want to find out what their lives are like."

Students help dispell the stereotypes of mountain living by probing the resident historians for examples of family life, community involvement, and work and home-related skills. Through the occasional newsletter, *Mountain Memories*, edited and published by a student staff, resident historians are kept up-to-date on the project's progress and share in their neighbor's sense of history through the printed tape transcripts.

"There's been so much material written about Appalachia by so-called 'instant experts'—people like have no idea what mountain life is really like," Mullens explained. "Sure, we've got problems, and we're aware

of our problems, but this project is helping to establish a living culture with an emphasis on the strengths as well as the weaknesses.

Appalachian Drama

As part of the Appalachian Learning Laboratory's continuing emphasis on the richness of mountain heritage, the Appalachian Drama course offers students the opportunity to provide live entertainment to local communities while exploring area culture through the dramatic arts.

During the 10-week summer semester, drama students participating in Summer Theatre take Appalachian plays and melodramas into the remote mountain communities in a four-county area. In most instances the student Summer Theater is the only live entertainment available to local residents.

Piling student-made sets, costumes, props, and even a portable stage in their own vehicles, students drive to local communities and perform on a free-of-charge basis. During the course of 10 weeks students perform in as many as 14 communities.

Appalachian Heritage

Information exchange among the residents of eastern Kentucky is another component of Alice Lloyd's Appalachian Learning Laboratory. Through a quarterly publication, *Appalachian Heritage*, published by Alice Lloyd and partially supported by a grant from the National Endowment for the Humanities, readers are exposed to the life and culture of southern Appalachia through stories, poems, songs, sayings, tales, essays, and pictures.

Established as a vehicle for sharing the vast history of mountain life with area residents, students involved in the magazine's production gather material, interview community political figures, and generally help to bolster the magazine's current circulation of approximately 2500.

"We're not stereotypes," Al Stewart, editor of *Appalachian Heritage* says. "We're human beings like everyone else, and a good way to share our experiences is through a magazine about community interests."

Man and His Environment

Continuing the Appalachian theme through the study of the mountain environment that affects students' lifestyles, a course entitled "Man and His Environment" explores the give and take between student and the community in which he lives. Alice Lloyd incorporates field experience in this course by placing the student in direct contact with the operations of community agencies, regional and local organizations—such as the mayor's office, school districts, and the sheriff's office—enabling the student to become better acquainted with the social needs and resources that surround him.



— Photos by Don Anderson, Director, Photographic Archives, Alice Lloyd College.

Reminiscing for the benefit of the Learning Laboratory's oral history project, ex-miner Ted Jewel regales Alice Lloyd College student Tim Morris with tales from the area surrounding his home in Busy, Kentucky, an hour's drive from the community college campus in Pippa Passes.

A regional list of more than 100 agencies and individuals is constantly updated, and service-learning opportunities are offered in a variety of organizations.

To better share the heritage of central Appalachia and the resources that Alice Lloyd has to offer, the college initiated a short-term experiential learning program, the "Appalachian Term" that invites students throughout the nation to come to Alice Lloyd College for an Appalachian experience.

Appalachian Term Courses

Available to any interested group or individual the program makes it possible for students to enroll at the college for periods ranging from several days to one year. Courses incorporate all service-learning components offered in the Appalachian Learning Laboratory curriculum as well as seminars on Appalachian culture, mountain folklore, and lifestyles.

"Flexibility is very important in the 'Appalachian Term' said Mike Mullens. "Because we have so much we want to share with people who otherwise would not get the opportunity to learn about Appalachian life, we try to match our curriculum with student interests."

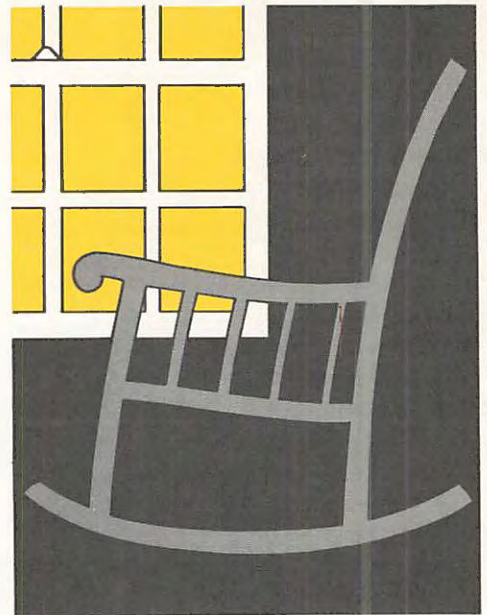
During the past year enrollment in the "Appalachian Term" has included a group of college students from as far away as New Hampshire to local high school youth who participated in an oral history mini-project for their school district.

The Appalachian Learning Laboratory

Alice Lloyd College, with a student enrollment of 200, is located in the heart of the Cumberland Plateau in the middle of Eastern Kentucky. Each semester between 40 and 60 students enroll in the Appalachian Learning Laboratory and become researchers as well as learners as they contribute to the college's resource center.

The backbone of the Learning Laboratory is the students themselves, whose learning contributes to the community by helping to preserve a culture. And varied as the Learning Laboratory courses are, they share four goals:

- to encourage students to be both learners and contributors
- to preserve a heritage
- to understand the past as a guide for the future
- to incorporate the community as a resource.



Clackamas College offers new service practicum in aging

Clackamas Community College students enrolled in a human services curriculum work with the institutionalized aged in a specialized practicum. The college provides tuition-free classes for elderly residents, and the elderly themselves serve the community through the college-sponsored retired senior volunteer program.

Residents of the Oregon City area meet on the Clackamas College campus to plan educational and special interest activities for senior citizens.



“The elderly are very active here,” says Larry Forsythe, human services instructor at Clackamas Community College in Oregon City. “Our oldest volunteer is a 93-year-old retired blacksmith who works with children in our local grade schools, reads them stories, and gives them a vivid sense of the times through which he has lived.”

Clackamas Community College is in an ideal position to bring people and resources

together from a wide range of backgrounds to serve the needs of the young, the elderly, and everyone in between. Cross-generational service-learning offers an opportunity for one age group to understand the problems of another through cooperative involvement.

One of five community colleges selected nationally by the American Association of Community and Junior Colleges to imple-

(Continued on next page)



Clackamas offers students opportunities for recreation and relaxation.



A nursing student and her aide work together in a local nursing home.

ment a model program for older Americans, Clackamas has also received support from the Oregon Department of Human Resources Program on Aging. As the model was set up, the Senior Involvement Project provided in-service training for agency staff working in local institutions serving the elderly. One of these classes was held at Damasch Hospital, a state mental institution. Instructional emphasis was on the sociological implications of aging.

Subsequent manpower training workshops covered motivation techniques, reality orientation, understanding depression, behavior modification, and recreational management and direction. Volunteers working with the elderly, and the staff and administrators of nursing homes were among the participants. "Orientation to the Aging and Their Health Care," another paraprofessional manpower training program, was conducted on the Clackamas campus.

One outgrowth of the Senior Involvement Project was the development of a two-year human services curriculum with a specialized practicum in aging. Classroom and on-the-job instruction prepare students for entry-level jobs in public welfare agencies, community action programs, nursing homes, clinics and senior centers. Persons already employed in these facilities who wish to upgrade their skills also enroll.

Participants in the curriculum in aging examine their attitudes toward aging; toward helping and being helped. "We are directing the curriculum toward modifying attitudes toward death and dying," said Forsythe, a gerontologist who was responsible for developing the program. "Personally, I feel that our attitudes toward older people have been influenced by our attitudes about death. Old people remind us of the end of life."

An introduction to the gerontology course, which examines population trends for their impact on existing resources and service agencies, is required. Thirteen percent of Clackamas County's population is over 62 years old and 3,000 of these can be classified as living below the Federally-defined poverty level. "With the percentage of our population over 65 increasing annually," said John Hakanson, president of Clackamas. "We cannot afford to overlook any opportunity to involve seniors in the life of the community. From a purely selfish standpoint, their experience and expertise is simply too valuable to lose. We need to find ways to apply their wisdom to community problems."

Field placements are basic to the curriculum. The college requires 12 to 15 faculty-supervised hours during the first quarter and full time during the final quarter. "We rely heavily on county agencies, senior centers, aging agency offices, nursing homes; wherever there is a situation with a higher than average number of senior citizens," said Forsythe.

Through the Retired Senior Volunteer Program (RSVP), senior citizens at Clackamas render social services to people of all ages. Initiated in 1973, RSVP

gives retired persons over 60 years old an opportunity to help people of every age. One RSVP volunteer, 85 years old, logged 361 hours in telephone reassurance calls during one four-month period. Another, 74, teaches a German class on campus. RSVP volunteers have helped others to fill out tax forms, provided transportation, and canvassed neighborhoods door-to-door to apprise senior citizens of available area resources. They have also worked in nursing homes, libraries, community centers, and in parole and probation offices.

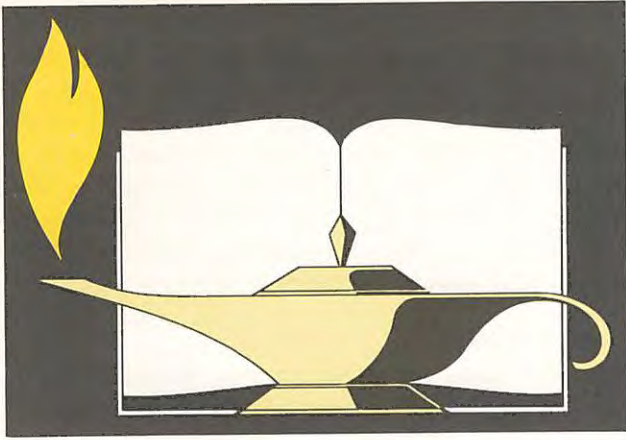
Many retirees take advantage of Clackamas's Gold Card Program. Any College District senior citizen, 62 years or older, may apply for a Gold Card at a local high school. The card entitles the bearer to register for any college class tuition free. It also entitles him to use the library, check out audio-visuals, and to attend high school or college dramatic, musical, or athletic events, all without charge. Every community college in Oregon has adopted some version of the Gold Card Program.

Another instance of senior citizen's involvement from which younger persons benefit is the representation of at least one elderly person on each of the 30 curriculum advisory committees, which help the college develop curricula and service programs in keeping with community needs. Working with campus administrators and professional consultants, advisory committees identify new courses of instruction and then review and vote on them. By involving senior citizens in policy-making, Clackamas insures that their interests are represented in curriculum design.

Another successful campus program involving senior citizens is the Green Fingers Community Garden. Green Fingers is operated on several acres of campus land divided into 20x40 foot plots. Anyone in the community who wants to garden but has no land to cultivate is invited to participate. Water, seeds, and fertilizers are provided through donations. There are no restrictions on what is planted, and gardeners—young and old—are wholly responsible for managing their own crops. Many seniors and low-income families use the produce to supplement their food supplies.

"Community education classes are open to everyone, but some are specifically tailored to the elderly," said Hakanson. "For example, Physical Fitness for Seniors, the Aging American, and Understanding Your Social Security. One student in a physical fitness class was a 93-year-old lady. She enjoyed it thoroughly. Her younger classmates found it difficult to keep up with her!"

"A community college should be used," said Forsythe. "We try to steer things to the campus. We open the community service building to the public and encourage people to hold their meetings on campus. We try to get involved in the life off campus and to get the county's residents involved in our activities. This is our idea of what a community college should be."



EDWIN H. STUPKA
Counselor
Sacramento City College
Sacramento, California

Sacramento Students improve reading skills of Valley children



Initiated by Sacramento City College, tutorial service-learning courses have been developed that involve students from three Sacramento area colleges. Students in these courses receive classroom instruction in tutoring techniques and practical experience working with public school children who need help with their reading skills.

Sacramento City College, an urban community college with a day enrollment of 8,100 students, is well aware of the benefits for both students and community that result from service-learning programs, and it is making a continuing effort to include more such courses in its curriculum. One course, "Human Services 45: Tutoring Reading in an After-School Reading Center," is particularly effective in that it appeals to a broad segment of the diverse student body. The course provides training and continuing supervision for students interested in becoming reading tutors.

Four-year colleges have developed similar courses as part of teacher education programs, and a growing number of community colleges offer programs in early childhood education and instructional aide training. Many colleges have also recruited students for volunteer tutorial programs. But few community colleges offer tutorial programs in reading as elective courses, open to all interested students.

SCC's commitment to this program has become an institutional asset while tapping: (1) the college's professional expertise in teaching reading, and (2) one of the community's most valuable resources, the students themselves.

The strength of the service-learning program lies in local student involvement. Not only do the students have a citizen's interest in improving their community, but, equally important, they come from every neighborhood in the Sacramento area. Collectively, they have the background and experience to be accepted in every neighborhood.

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Because many of the tutors are born and raised in the cultural and economic environment in which they do their tutoring, they experience no cultural shock. Many of them return to their own neighborhoods, some of which are bilingual or enriched with a distinctive neighborhood language. Many tutors have experienced the same kinds of alienation their tutees are experiencing. These are a few of the factors that make many SCC programs unique and successful.

The implementation of this program at SCC has enabled it to involve its student body in a dynamic and mutually rewarding service-learning experience. As a result, each year, more than 150 SCC students invest a total of more than 13,000 hours helping children improve their reading ability.

Background of the Program

In 1964, a group of interested Sacramento area citizens became concerned about the local school dropout problem. A survey of the community indicated a definite need for tutoring assistance. By 1968, the original citizens' group had formed a non-profit community agency, the Neighborhood Study Center Program (NSCP), to initiate and coordinate tutoring efforts in metropolitan Sacramento.

Each semester, during those early days, the NSCP recruited and placed over a thousand volunteer tutors in more than 30 study centers. Volunteers were asked to donate as much time and effort as possible to work with students of all ages. Glowing statistics indicated that as many as 1,200 volunteers were working with more than 4,000 students each year.

But, a closer examination of the program was not so encouraging. Many eager volunteers found it difficult to survive in such an unstructured system. Unfortunately, the original 1,200 volunteers dwindled to 300 by the end of the year. Because the program lacked structure and direction, some study centers became nothing more than recreation setups, and in a few instances, became babysitting services. The need for a more structured, academically-oriented program to sustain the interest of student volunteers became obvious.

In 1970, the NSCP asked Sacramento City College and a sister institution, American River College, to become more directly involved in the program. Each college was asked to design and implement a course for the training and supervision of volunteer tutors as a regular school course.

The diversity of SCC students' goals and backgrounds called for special care in designing the new course, but the college committed itself to designing a tutorial experience in which a great variety of students could participate. Obviously, there was a serious need for pre-service training and continuing supervision of the student tutors. Keeping this basic need in mind, planners developed the course structure over several semesters of experimentation.

The course provides: (1) an opportunity for all college students to obtain valuable training and experience through involvement, (2) a needed community service that solves a community problem by reducing the number of poor readers, and (3) enough semester units of credit to insure a sense of academic accomplishment to supplement the satisfaction of community service. Each semester the course attracts more than the number of students necessary to fulfill its objectives.

Definition of Roles

The two participating institutions, joined by California State College at Sacramento, pooled their resources, and a clearly defined division of responsibility developed among the public schools, the three local colleges, and the NSCP. As the program evolved, the following roles developed:

- I. Neighborhood Study Center Program
 - A. Coordinate the three local colleges and the four public school districts.
 - B. Assess community needs and decide on the location of reading centers.
 - C. Secure appropriate physical facilities to house each reading center.
 - D. Train a supervisor for each reading center.
 - E. Help with the on-campus recruitment of volunteers.
 - F. Provide supplies and materials needed for the program.
 - G. Provide liaison services with other community agencies and the community in general.
 - H. Evaluate the program.
- II. Local Public School Districts
 - A. Select and pay the participating reading center supervisors.
 - B. Provide physical facilities for reading centers after regular school hours.
 - C. Help to identify and involve elementary school children who need help in reading.
- III. Local Colleges
 - A. Facilitate on-campus recruiting of tutors.
 - B. Design and implement a course for reading tutors, including (1) pre-service training and (2) continuing on-site supervision.
 - C. Get the course accredited to permit transfer of credits to four-year institutions.
 - D. Evaluate the course.

Recruitment and Training

Students are recruited for the program each semester during the first 10 days of classes. Those students who show initial interest are encouraged to attend an orientation session before signing up for the course. This gives them an opportunity to decide for themselves whether they want to get involved. In the session, students discuss benefits for both the givers and the receivers of the service. Discussion leaders place much

emphasis on the importance of the students' commitment for the entire semester.

All tutors are required to complete 15 hours of pre-service training. The training takes place on campus during the first several weeks of the semester. Workshops include an overview of the course, an introduction to behavioral modification techniques, and the basic tutoring knowledge and skills necessary to become an effective reading tutor. Key ideas are introduced in a lecture-discussion format, followed by a demonstration and, finally, supervised practice. The workshop leaders emphasize the need to plan for each tutoring session and to prepare written lesson plans.

The final training experience is the viewing of a locally-produced video tape dealing with a variety of situations. The tape highlights a chronology of typical situations and problems. It is used to reinforce workshop training and to stimulate creative discussion on how to solve tutoring problems as they arise.

The 12-Week Tutoring Period

Following pre-service training, tutors select the reading center in which they would like to work during the next 12 weeks. They spend two two-hour sessions at the reading center each week. Ninety minutes of each session is spent on direct pre-planned tutoring with two children reading at the same grade level. After the tutees leave, the tutors prepare a brief written record and share the day's tutoring experience.

To broaden the impact of the program, the tutors maintain regular contact with the tutees' homes. At the start of each semester, each tutor interviews his pupils' teachers to gain insight and information helpful in tutoring.

Evaluation

Near the end of each semester, a final meeting of all tutors is held on campus. During the meeting, faculty, coordinators, and course administrators obtain tutor input on program improvement, and give each tutor

a certificate of appreciation for service rendered to the community.

Program Impact

According to a recent survey, program results are:

Learning experience for tutors

- Half of the tutors report that the course was helpful to them in making career decisions. Many indicate the course has led them to decide on a career working with children.
- About 10 percent of the tutors report that the tutoring experience showed them that they do not like working with young children.
- One out of five tutors feel that the tutoring helped them to improve their own reading ability.
- An overwhelming majority of the tutors report that they would recommend the course to their friends.
- As evidence of their involvement, one-third of the tutors invested additional hours of their own time to expose their tutees to a variety of experiences, ranging from a visit to a fish hatchery to a field trip to the local public library. About 10 percent of the tutors continue tutoring after the class has ended.

Benefits to the tutee

- In a pretest/post-test comparison of scores earned on the *Comprehensive Test of Basic Skills—Reading*, poor readers who received tutoring assistance scored higher than other poor readers who received no tutoring assistance.
- Poor readers who received tutoring assistance earned higher scores on the *Piers-Harris Self-Concept Scale* than other poor readers who received no tutoring assistance.
- Teachers report that many tutees showed marked reading improvement in class.
- Four out of five tutees have stated an interest in continuing in the tutees' program next semester.
- One-third of the tutees' parents either visited the reading center or participated in a field trip.



Working in a Sacramento Community College reading center, student tutor Phyllis McElroy helps a child develop his vocabulary skills.



Start

Involvement

A Time-Management Training Game for Student Volunteers.

BEFORE YOU ORGANIZE AND CONDUCT your own "involvement" game, you might want to look at other games and game literature in order to gain additional insight into the possibilities and limitations of the device.

Over the past three decades, simulation games have gained prominence as planning, teaching, and analysis tools. Before World War II, the use of gamed simulations was virtually limited to military tactics and strategy sessions.

In the last few years, the art or science of simulation gaming has grown immensely, and like many developing disciplines, makes expansive claims.

But the user must understand that the games only represent reality; they only attempt to "model" human behavior and real life. A conclusion based on game experiences still has to be tested in actual situations. Games are, despite their value as aids in analyzing and understanding the complexities of real life, only complementary to other learning, research, and planning tools.

Before you play "involvement," read some of the literature on games and apply its principles where they seem appropriate. Publications that describe the use of game design concepts, rather than those that speculate a great deal, will be particularly useful to the novice. Participation in games run by more experienced leaders will also help. Try to sample various game styles and games aimed at differing goals. Discuss experiences, leadership styles and game types with other leaders.

"Involvement" can be conducted without prior experience. But prepare yourself thoroughly and devote time and meticulous care to the structure and materials of the game. Read over this article a couple of times and think through your goals. Then modify the game in order to meet those goals. After that, make a dry run. Test the mechanisms that participants will use. Make sure that you have time to handle all of your functions as game director. Decide how you might delegate responsibilities. Look over the physical setup you will be using and make clear, concise signs that accurately describe game stations, rules, and procedures. Planning pays dividends. Most important, enjoy yourself and make sure that everyone else does.

NSVP and the author would like to hear from users of "Involvement." The game will benefit from a sharing of experiences.



**PICK
ROLE
CARD**

**LOSE
INHIBITIONS
HERE**



**PICK UP
1 VOLUNTEEREE**

Dorm



**Take One
Bookee
... Study
for one hour**

**Go directly
to Day Care
Center ...
do not pass
SLEEPEE**

**Health
Center**



SYNERGIST

Exchange Center



You need another sleepee



Go back to Nursing Home... Try again!!!

Nursing Home

Move ahead 4 spaces

TRADE BOOKEE

Welfare Agency



TRY ANOTHER INTERACTION

Day Care Center



ANTHONY LUSH
Acting Director, Office of Volunteer Programs
Michigan State University, East Lansing, Michigan

"INVOLVEMENT" IS A MIXER aimed at giving volunteers and volunteer coordinators a sense of the time management situations they are likely to confront in an actual volunteer experience.

In real life, students, coordinators, professors, and agency administrators make time trade-offs to fulfill professional, academic, and personal commitments. "Involvement" simulates these interactions in a structured but socially informal setting.

The Setting

The setting of the game should create a sense of removal from the players' normal environment, help reduce inhibitions, and encourage participation. The game should be stylized as much as possible, allowing players to identify with their roles quickly and easily.

Even the terms used in the game should contribute to its light-hearted detachment from routine, its clear connections with real situations, and its immediate identification with elements that actually interact in student volunteer programs.

Physically, "Involvement" requires:

- A large, preferably empty space allowing plenty of elbow room.
- Signs or marked partitions designating an EXCHANGE AREA and assorted other stations, such as VOLUNTEER COORDINATING OFFICE, DORMITORY, HEALTH CENTER, WELFARE AGENCY, DAY CARE CENTER, NURSING HOME, and SOCIOLOGY DEPARTMENT. These stand for the various elements of a hypothetical volunteer program.
- A variety of props, such as name tags, colored chips, placards, hats, felt-tip markers, envelopes or plastic bags, 5 x 7 file cards, string, a fishbowl, and a target shoot game; perhaps a dart board, ring-toss, bean bag throw, or paper cup penny-pitch.

(Continued on next page)

Pick up one WORKEE
Take 10 minute break

Give back 2 Freebees

Back up 4 spaces



The Roles

Players begin by drawing tags from a fishbowl, wastebasket, or similar receptacle. Each tag carries a role title and directs the player who draws it to go to a station where he finds a packet corresponding to his role title. Each packet contains a role description and the materials that the player will use during the game. The card carries a description of role behavior, job, professional and personal needs, and starting and target profiles.

A starting profile expresses a player's current time allotment in numerical units; so much time for study, work, leisure, sleep, and volunteer commitment. The card also instructs the player to make necessary time-unit exchanges to accomplish certain goals within the bounds of a 12-hour schedule. The game proceeds by player interaction (or mixing), exchanging time-units in a variety of circumstances.

Specifically, each player is allotted the following units of time expressed by colored plastic chips:

Workee: Time used by employment.

Bookee: Time needed for study.

Sleepee: Time needed for rest.

Freebee: Time for leisure.

Volunteeree: Time needed for volunteer commitment.

Minimal costuming is encouraged to help players identify with the roles they assume. A "student" could don a beanie or carry a school pennant; a "professor" could wear a mortar-board or a pair of horn rimmed glasses, a "coordinator" could carry a brief case, an "agency director" can wear a tie or hat.

Interaction

Player A draws the role of a student. Player B draws

the role of a professor of Asian Studies. The student's role card shows him majoring in social work. He is a sophomore and must work hard for his grades. He needs study time but would be willing to volunteer if he could get credit for it. To obtain credit, he needs to locate a professor who can supervise his volunteer work. The student would also like more free time to be with his girl. The starting profile reflects the student's current time allotment:

2 workees

4 bookees

3 sleepees

3 freebees

0 volunteerees

The target card instructs the student to add one unit of study time (a bookee) and one unit of time (a volunteeree) for a volunteer commitment. Since all time units must add up to 12, the student plans to give up a work unit (one workee) and one unit of free time (a freebee) to balance his target profile.

The professor encourages students to give community service, something he would like to do himself, in his free time. His starting profile is:

5 workees

1 bookee

4 sleepees

1 freebee

0 volunteerees

Wishing to ease his work load, the professor needs to get a paper published in order to release two workees. With a reduced work load he could devote more time to his interest in volunteer projects. He would, in fact, be able to supervise the student.

SAMPLE ROLE CARD

Professor

You are a professor of social work; young, attractive, dynamic, and popular with your students.

You feel that it would be appropriate for your students to involve themselves in community service. You intend to initiate a program of community service, devoting one volunteeree to its supervision.

You need four sleepees. If you do not obtain the correct amount of sleep, you must spend ten minutes of game time in the university health center.

Teaching and advising students absorbs four workees.

You spend one freebee socializing.

You need two bookees to research an article that you must publish in order to maintain your faculty status. If you can convince the game director to accept the article for a professional journal you can use one workee for student-community involvement.

		<u>Starting Profile</u>		
Workees	Bookees	Sleepees	Freebees	Volunteerees
5	2	4	1	0
Workees	Bookees	Sleepees	Freebees	Volunteerees
4	2	4	1	1

Student and professor seek each other out, go to the EXCHANGE AREA, and make a deal involving time units. This is how "Involvement" works as a mixer.

The Exchange

Once an agreement is made, units of time are exchanged, subject to the game director's approval and the laws of chance. Freebees and volunteers can be exchanged at will. All other exchanges of time units involve the following six options or consequences determined by the game director or the target-shoot in the EXCHANGE AREA.

The target-shoot form may vary. Players can shoot dice, pitch pennies into labeled cups or toss a bean bag over a partition onto a target area. Target area labels may include such items as:

- No problem. Exchange units.
- Problem. Do not exchange units, try another interaction.
- Situation altered. Take another of the same unit. For example, a player trying to release a workee may find his job situation altered, requiring him to obtain a workee.
- Risk. A player must turn over one of a pack of "risk" cards. The game designer makes these up beforehand, using file cards and markers. A card may express "no consequence." "You are fired," "you are ill, retire from the game for five minutes," "you have received a failing gradee add two bookees . . . etc."
- Get permission. Player must consult appropriate authority, either the game director or the head of an agency, department, or station. A player wishing to

release a sleepee, for example, must consult a "doctor" at the "health center." The doctor may declare him "ill," and the player then must wear a placard for five minutes declaring "I AM ILL."

If the student and professor are successful in exchanging time units to consummate their agreement, both target profiles are fulfilled. Players who have fulfilled goals may take on another role and repeat the process.

The Game Leader

The game leader serves as a "court of last resort," gives advice, and sets the tone of the proceedings. He briefs participants on the rules and the methods of play and points out the facilities in the room.

Feedback

After the game, allow 30 minutes to discuss how the interactions:

- Approximated the reality experienced by the players in their life situations
- May lead to redesign of the game
- Relate to the problems of program management.

The game is essentially a mixer in the early or introductory stage of new volunteer staffing. "Involvement" can be used to bring people together at a coordinators' seminar, or as a refresher and mixer for experienced volunteers meeting again for another school year.

A Brief Scenario

The game director sounds a bell, honks a horn, blows a whistle, or shoots off a cannon to begin play. One player draws the role of a "day care supervisor" who needs a

(Continued on next page)

SAMPLE ROLE CARD

Student

You are a student majoring in social work and must work hard for your grades. You need study time but would be willing to volunteer if you could get credit for it. To obtain credit, you need to locate a professor who'll supervise your work. You'll need to add a bookee and a volunteeree while giving up a workee and a freebee. Since a freebee and a volunteeree can be exchanged at will, there is no problem in gaining time needed for the volunteer commitment. You'll need to consult your employer in order to relinquish your workee.

		<u>Starting Profile</u>		
Workees	Bookees	Sleepees	Freebees	Volunteerees
2	4	3	3	0
		<u>Target Profile</u>		
Workees	Bookees	Sleepees	Freebees	Volunteerees
1	3	3	2	1

co-worker to help him supervise 150 children. After consulting with the game director, he "advertises" for a qualified person by posting the job on the game bulletin board. Another student wanting to give up a bookee must submit a proposal (which can be highly perfunctory) to the game director.

Meanwhile, in the student union area, a volunteer coordinator needs to find two volunteers to fulfill her target profile. Failure to do that may result in a loss of funding for her project in the following year.

A student in the dorm area wants a service-learning course for graduation and must satisfy the game director that he's chosen the right project.

A graduate student with four workees canvasses the agencies in the room, including a nursing home separated from the rest by a maze of chairs and tables to simulate distance. She is trying to find the right job. She may find the "day care supervisor." She may read the job bulletin board. She may not. But she must seek the right job.

All of these players interact, discuss their qualifications, make agreements, form volunteer projects, form community service commitments, and take all the risks of time trade-offs.

Some over-extend themselves, lose sleep and become ill, spend too much leisure time, or find themselves burdened with too much school work and risk low grades. Others manage to find scheduling balances in their target profiles and achieve the self-satisfaction of meeting and mastering goal objectives. "Involvement" is a life simulation game; people meeting and dealing with others.

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SAMPLE ROLE CARD

Student Coordinator

You are a junior majoring in philosophy. Your grades permit you to devote two, rather than three bookees a week to your studies. You must arrange with your professor or a department head to drop one bookee.

You pay for your dorm room and tuition by tutoring college students. But rising prices make it necessary for you to expend two workees instead of one at your part-time job. You must arrange with the university's placement counselor for the additional workee.

You need five sleepees because of a recent bout with mononucleosis. This cannot be reduced or you will be forced to spend time (five minutes' game time) in the university health center.

Your social life occupies one freebee a week. If this amount of time is decreased, you will become a recluse in the dormitory (for 10 minutes game time).

You used to expend two volunteers coordinating a drug education program, but your recent illness means that you must drop down to one volunteer and find an assistant student coordinator to take over one.

		<u>Starting Profile</u>		
Workees	Bookees	Sleepees	Freebees	Volunteers
1	3	4	1	2
		<u>Target Profile</u>		
Workees	Bookees	Sleepees	Freebees	Volunteers
2	2	5	1	1



VOLUNTEER PROGRAMS IN PHYSICAL EDUCATION

DR. ALEC DICKSON
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I HAVE JUST returned from a trip to Hong Kong, and the images are still vivid: a view at dawn of middle-aged men on nearby rooftops silently and solitarily performing those curious, ballet-like exercises that are part of their culture; a massive gymnasium in a sports centre, where three teams of young people engage separately, with almost frightening dedication, in judo, karate and the Chinese martial art, now suddenly gripping the imagination of our own youngsters under the name of Kung Fu. Above all, I remember the Bangladesh teacher, describing what happened when the last football at his school was irrevocably punctured. Knowing that they could not afford another, even if the ban on the imported sports goods were lifted, he turned to the students and asked: "How

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British youngsters in Gloucestershire re-enacting the mediaeval Battle of Nibley Green, the last private war on British soil between two families.



did our fathers used to play when they were young?" And they set out to rediscover the old games and pastimes traditional to the villages of East Bengal.

It's a far call from Asia to Britain in 1975, particularly when some of our prestigious prep schools still present community service as an alternative to games on Thursday afternoons. In effect, this is a triple offence. Inevitably it reinforces the image of community service as a soft option for the bespectacled do-gooder. Second, why should a student have to sacrifice one activity for the other, instead of enjoying both? More important, perhaps pleasure in sports or athletics is the very contribution that many young people would revel in making, sharing their recreational enjoyment with others.

I am reminded of that famous Anatole France short story about the aging juggler who seeks shelter in a monastery and is filled with a sense of his own inadequacy when he sees one monk illuminating a manuscript and another glorifying God at the organ. Later the Abbot, on his midnight round, finds the old man on his back, performing his juggling act before the high altar. In much the same way, students of physical education can make their unique offering to the needs of others, simply by 'doing their thing' with out-of-the ordinary groupings.

With the obese

Six years ago on a trans-Atlantic flight I surreptitiously tore an article out of an issue of the now regrettably defunct *Look*. The clipping, entitled "Miseries of an Overweight Child", told how an 11-year-old reduced from 151 to 121 pounds after spending the summer at an unusual camp in New York State, shedding not only superfluous weight but much unhappiness besides.

"When they call you names," he told the author, "Fatso, Tubby, even Tuba—it hurts. Of course, I don't cry, but I have to walk away."

Obese youngsters are a growing

phenomenon of our times. Whatever may be the cause, they suffer from the ribaldry of schoolmates, to say nothing of disabilities connected with clothing, self-consciousness, and probably life expectation. Could physical education student-teachers organize special vacation camps or courses, utilising their knowledge of dietetics, psychology and recreation to help these youngsters? They would reap a rich harvest of gratitude from the children and their parents.

Suppose that only 15 minutes of



To make a shoe-lacer toy, paint an old shoe with bright-colored non toxic enamel, nail it to a board, and thread it with thick, white laces.

any school phys. ed. session were devoted to devising games that could be played by the handicapped. No need for any alteration in the timetable. It is still phys. ed. Vaulting blindfold will not be less exacting but more, and simulating other disabilities, perhaps with arms or legs immobilized, will pose greater demands, not less. Our experience is that it is the 12-year-olds who come up with ideas that can enrich the lives of handicapped children. When we organised a nation-wide competition in this field, an airline flew winners, gratis, to the Netherlands, where they demonstrated their game to blind Dutch children who, in turn, challenged (and defeated) them at games that called for sensitivity of touch and hearing. The element of reciprocity is important. A long-term volunteer of ours, attached to a school for spastic youngsters, extended an invitation to any normal team throughout that area of

Scotland to take part in a basketball match to be played in wheelchairs, confident that his well-practised kids would win.

With the retarded

Many retarded adolescents have never been away from the sheltered setting of their own homes or institutions. For them to spend nights under canvas, when the hoot of an owl at night may cause panic, can be a tremendous experience. The classic combination of camping and kindness works wonders with their self-confidence. We have arranged relays of 17-year-old volunteers to camp for a fortnight with groups of retarded adolescents on a site lent by the Boy Scouts, helping them to fend for themselves just a little more than they have been accustomed to. Merely dialing a call home from a phone-box, not to mention eating food cooked over an open fire, may represent a milestone in their development.

With the severely subnormal

Play is vital to all children. Since the development of mentally handicapped children is slower, their need to play lasts a great deal longer. "What to Do When There's Nothing to Do", by members of the Boston Children's Medical Center is a collection of nearly six hundred inexpensively-executed ideas, describing how clothes pegs, old newspapers, and cardboard boxes can, without an adult's undivided attention, or artistic genius, become exciting and instructive playthings. We—Community Service Volunteers—have produced a broadsheet, "The Play Needs of the Severely Mentally Handicapped," listing some 250 ploys involving the hands, face, handkerchief, hanging toys, mirror, sounds, water play, and involving hiding, dressing up, finger painting, etc.

With immigrant youngsters

I was invited a few years ago to speak on "Student Community Action" at the annual conference of Britain's National Union of Stu-

dents. I arrived in the middle of a frenzied debate about the imminent visit of South Africa's cricket team. Delegates from universities and colleges across the country were vying with each other in their protests against apartheid in sports, threatening—if the visit were not called off—to keep the team awake all night by heating drums outside the hotel, to put kerosene on the pitch, use mirrors to reflect light in the players' eyes. At 11 p.m. I mounted the platform to address what appeared to be a psychedelic mass of Che Guevaras, an alarming proposition for one of my advanced years. I urged that every student who had physical education or recreation training should pledge himself to take one Asian or West Indian immigrant youngster in his locality and coach him to such a pitch of excellence in sports or athletics that no one could deny him a place on a school, city or regional team.

On another occasion in Lancashire, when requesting a team of volunteers to help run a summer programme for immigrant Asian kids, I lay great stress on their experience in recreational organization. But when volunteers offer their service for a vacation project, they come generally from a multiplicity of backgrounds; may in fact never have met each other before, and have in all probability just emerged from end-of-academic-year examinations. How, then, were we to assemble a trained group to operate as a recreational team?

Under the circumstances, we approached a school that was subject neither to conventional pedagogic pressures nor to seasonal close-downs—a reform school—and the principal agreed to select six youngsters for a crash course. On Day One of the summer programme we fielded a team of half a dozen 16-year-olds, with their own staff member, prepared to organise roller-skating in blocked-off side-streets, lead sing-alongs, carry out and even instruct in simple first aid,

and help Asian children with swimming and basic English. They were proud and delighted at the trust reposed in them.

We should be ready to turn to strange settings and unaccustomed sources to activate volunteer programmes. An elementary school in a rural part of Gloucestershire turned recently to a long-forgotten battle to provide a unique combination of research and recreation. Feeling that the traditional methods of teaching history were too rigid to make the subject come alive for junior children, Andrew Kennett, a member of the school staff, decided to re-enact the Battle of Nibley Green, the last private 'war'



Tin "stilts" can be devised by painting two coffee or candy cans and looping twine through holes punched on the diameter near the top of each.

between two families on British soil. Andrew Kennett writes:

After some correspondence with the Vicar, we decided to stage the 500th anniversary battle at the North Nibley church fete. The original battle took place on March 20th but we celebrated our version on June 27th. I started first with my own class and we discussed the idea with enthusiasm, but I decided that I could not raise an army with one class, so with the Headmaster's permission, we threw the battle open to the whole school.

The response was terrific, and mediaeval warriors (boys and girls) volunteered from the 7-year-olds in the first form to our 11-year-old seniors. We approached our local fibreboard mill and they chipped in with fifty shields. Fathers, big brothers and mothers were coerced into making armour and painting coats of arms. The Chester Herald—not a newspaper but the holder of an ancient office responsible to the Crown for heraldic matters—sent us a description of the Lisle coat of arms which we could

not find in the local church. At school, during craft periods, we turned out helmets: any scrapwood took on a martial appearance as sword or battle-axe. The whole neighborhood came alive with fighting children, and support for the Berkeleys or the Lisles took on a fervour usually reserved by small boys for favourite football teams.

I decided that to keep bloodshed to a minimum it would be better if I also fought, so on June 27th we stepped forth to Berkeley Castle, which had been loaned to us for

that morning by Major Berkeley, and the two sides hurled abuse at one another in the traditional manner. The Berkeleys were enthralled at having a real Berkeley on their side, and I was happy to stand down for the morning. In the afternoon the Battle took place and hundreds of local people turned up in Nibley to watch. It was soon over, and the historical victors won again, but it had served its purpose and for a few weeks mediaeval Gloucestershire had lived again.

In contrast with this old, far-off battle re-enacted in an English village, Northern Ireland provides the spectacle of children growing up amid guerilla warfare of a horrible ferocity. Belfast's Volunteer Service Bureau has made gallant efforts to utilise recreational activity to provide at least some relief from the tension. For two or three summers, composite groups of Irish children were brought to England and Scotland as guests of local communities. It was hoped that in a relaxed and

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sympathetic atmosphere, children from Northern Ireland, from both Protestant and Catholic families, would play together with children of the host community. In some instances it did seem that a mutual tolerance developed, but this did not survive their return to Northern Ireland, where collaboration with the 'enemy' is forbidden even in the world of children. In other instances the emotional strains could not be shrugged off by just transporting the children physically to another geographical locality for a few weeks: they manifested such disturbed behaviour that the Rotary Club members who had acted as their hosts were aghast and breathed sighs of relief when the children's stay came to an end.

Northern Ireland has by-passed the era of the detached youth worker. Belfast is no place for that somewhat furtive figure, possibly pretending to an identity not his own and frequenting coffee-bars in search of the un-reached young person. He would risk ending up in a sack, blindfolded and bayoneted. Anyhow, youth are not alienated from the adult community, and it is the Tartan Gangs and their I.R.A. equivalent, with their close loyalties, which constitute the heart of the problem, not the lone drifter or drug-taker. (Similarly, whilst the casualty and surgical wards of General Hospitals are full, Psychiatric Hospitals have never had so few patients.)

Camping, 5-a-side football, and other activities associated in the States with the YMCA still, of course, command a following. But throughout the United Kingdom generally, the phys. ed. practitioner seems to have lost his nerve. At colleges that have traditionally provided diploma courses in phys. ed., students now turn in essays on 'The Sociology of Sport' and faculty members are reluctant to be seen by academic colleagues wearing track-suits. (In their striving for intellectual respectability I hope they do not go for 'callisthenics', as yet

unknown in Britain save to students of Classical Greek.) In exchange for Outward Bound—now transplanted to America, we have adopted an idea started 40 years ago in Los Angeles: toy libraries. Today the University of Sussex and the Princess Alexandra Hospital for Sick Children are conducting research into the use of toys, with the emphasis on simplicity, curiosity, reward, and strength rather than commercially manufactured, battery-operated, sophisticated gadgetry. Not only students of craftwork and vocational training courses are responding, but so are retired men with skills in woodwork and light engineering, as well as women talented in sewing and knitting. The names of what they are producing are eloquently descriptive: grab, grope and all-finger clutch toys; "low-effort" toys for children with little movement; self-identity, life-size jigsaw puzzles; 'feely' boxes made from a shoe-box and the leg of a sock; 'smelly' tins filled with lavender, cloves, coffee-beans and toothpaste; magnetic fishing kits; tin-can stilts for children not ready for 'high-rise' balancing; shoe-lacer toys, utilising Dad's cast-off boot nailed to a board, and rhythm sticks, jingle thumpers, washboard whizzers, slither boxes, and happy hummers that make a sound reminiscent of blowing a tissue-paper comb.

It was never more than a figure of speech, albeit widely quoted, that the Battle of Waterloo was won on the playing-fields of Eton. Nor will peace come to Northern Ireland on account of games played in the backstreets of Belfast. But credit must be given to students of art and drama for what they have contributed by the introduction of Street Theatre, the Play Bus and Inflatables. As in the States, Street Theatre and the Arts Lab have proliferated during the last few years in the United Kingdom. They were born of the conviction that if culture is the life of the people—the way they walk, dance, talk, the

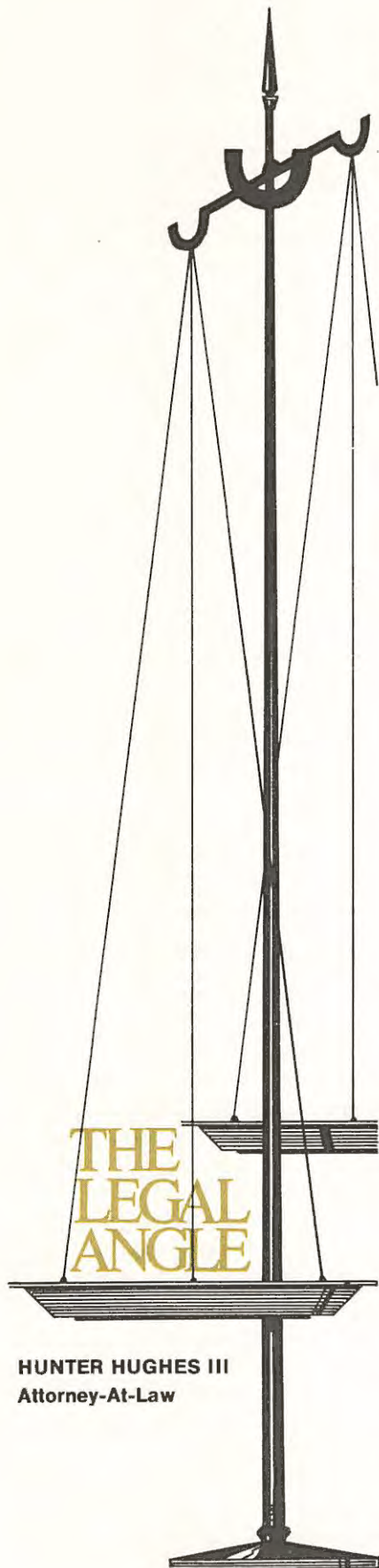
games they play, their manners—then culture and community development have a lot in common.

Has the time come to think less in terms of play programmes aimed only at the young, and more in terms of, say, carnivals which, as in Trinidad, Rio de Janeiro and other places besides, encompass the whole community? (Community Service Volunteers have recently produced a Do-It-Yourself kit on Carnivals).

Next, the play programmes devised especially for the young are effective only, let us admit, for those up to the age of 12 or so. The teenage supporters of Manchester United, the football team that used to number George Best amongst its stars, have nowadays to be contained in cages to prevent their committing acts of violence against other spectators. These young people are not going to be attracted by the kind of play activities we have been considering here—any more than were the Jets and Sharks of 'West Side Story'.

"A society which offers to the descendants of those who built our cathedrals no other function than to be their caretakers should not be surprised if some of them, for distraction, end by smashing the windows", wrote Charles Peguy, the French writer, at the beginning of the century. To be beneficiaries of programmes of physical recreation, or spectators of sporting prowess, is no longer completely satisfying to young males reaching adolescence. They need a challenge to their burgeoning sense of masculine identity.

Finally, are we right to see work and play as opposites? Just as war games formed part of the training of Prussian generals a century ago and business games are played in management studies today, with simulation entering more and more into the training of social workers and the police, so we should seek to combine these two elements—rather than see them as separate entities, or still less, as opposites, in our service programmes.



Commercial insurance is the logical way to cover major risks of many student volunteer projects

ONE OF THE MOST important, and often most neglected, aspects of establishing and operating volunteer organizations is the potential risk of financial loss to the organization, its members, and others, arising out of the activities of the organization. In order to prepare for these risks, every volunteer organization should, prior to undertaking operations, thoroughly evaluate and analyze the risks surrounding its intended activity and the methods available for minimizing or shifting such risks.

After evaluating and analyzing the risk situation, the volunteers may decide that the risks involved will be negligible. The organization and its members might then assume the risks rather than shift them to a third party. On the other hand, the evaluation and analysis may show that the essential objective of the volunteer project involves substantial risk to property, the volunteers themselves, or someone else. In such circumstances, the volunteer group should shield itself and its members from financial losses, and should, wherever possible, place itself in a position to compensate third parties for losses they may incur by reason

of the organization's activities. If the organization finds that it faces substantial risks that cannot be minimized or shifted to others, then perhaps the project should not be initiated.

Here is a hypothetical example of the type of evaluation and analysis that should be undertaken prior to the initiation of any project:

Three students from the University of Cosmos have joined together to establish a volunteer organization under the name "Volunteers In Action" (VIA). The urban community in which Cosmos U. is situated has become the gathering place for a large number of runaway teenagers. VIA's three volunteers have decided to operate a halfway house for the runaways. One of the volunteers recently discovered that he was the sole heir to a substantial estate. The three students have recently located and intend to purchase for the project a large, aging residence for approximately \$30,000. They hope to hire a recent graduate of Cosmos U. as the full-time administrator of the halfway house. The remainder of the staff is to be made up of student volunteers.

VIA's students intend to permit
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the runaways to stay at the house until they return to their homes or until private homes can be found for them. During their stay, VIA will give runaways housing, shelter, and whenever possible, counseling by a psychiatrist or student interns.

Several church groups have agreed to donate furniture valued at about \$5,000. The churches have also agreed to supply food and \$10,000 cash a year for the project as long as it is making satisfactory progress.

Using the foregoing hypothetical facts as a background, it is possible to examine the process by which VIA can evaluate the project's risks.

The first step in this process is to break down VIA's risk of loss areas into two basic categories, i.e., property loss and liability.

The extent of VIA's property loss potential can be determined by taking an inventory of its tangible assets, making an appraisal of their value, and then determining the relative loss potential of these tangible assets. In VIA's case, this process is relatively simple. At the outset, VIA's only substantial tangible assets will be the house and the furniture. Their present value can be reasonably assumed to be \$35,000. It is similarly easy to determine that both the furniture and the house are subject to destruction by fire, storm, flood, and other major casualties.

Covering Risks

After VIA determines the extent of its property loss potential, its next step is to review the various methods available to cover the risks.

The first and most obvious is simply to ignore the risk. This can be an acceptable course of action when the consequences of the risk's occurrence do not significantly affect the overall objective. The second approach is the reduction or elimination of the risk by internal action. Another choice is to shift the risk to a third party by purchasing commercial insurance.

The most effective method of entirely avoiding any risk of tangible asset loss (such as the house and furniture) is to purchase commercial insurance coverage. However, in considering insurance for the furniture, the question is whether the furniture's value to the goals of the project justifies the cost of coverage. VIA's volunteers may decide that insuring the furniture is not worth the cost and that the organization can assume the risk. They can reduce it substantially by taking such steps as covering the furniture with fire and damage resistant materials, establishing rules consistent with fire protection, and making sure that fire extinguishers are readily available.

Loss of Premises.

The question of whether to assume the risk of the house's loss is more difficult. The premises are VIA's most important tangible asset, and its unreplaced loss will undoubtedly terminate the project. One method of shifting this risk would be for VIA to rent rather than buy. However, it is to be noted that in nonconsumer leases most landlords require the tenant to carry insurance coverage on the premises. Therefore, very little would be gained by renting.

Assuming that rental is not an available or desirable option, commercial insurance is the customary method of shifting the risk of loss. In selecting insurance coverage for the house, several major factors must be considered. Initially, one should determine what perils the house should be insured against. VIA would be concerned with an old house in which there is likely to be extensive cooking and where a large number of transients will be moving through the premises. It appears that the most likely cause of loss would be fire or some other man-caused hazard. Natural phenomena such as floods, windstorms, earth movements, and the like do not appear to present nearly as much potential for loss.

A second consideration is whether to insure the premises for a pre-agreed dollar value or an amount expressed in replacement value. If replacement value is the intent, the policy should clearly reflect this point and the basis of the value definition should be stated in the policy. In establishing the amount of insurance coverage, VIA should be aware that if coverage is obtained in an amount equal only to a percentage of the value of the premises, and loss occurs, settlement will be based on a proportion of the amount of loss, rather than the established value of the premises. In other words, if the premises were insured for \$15,000 when its actual value is \$30,000, and a \$15,000 loss was suffered, the insurance payment would be only 50 percent of the actual loss, or \$7,500. Another factor to keep in mind is that a significant reduction in the premium can be obtained by opting for a deductible provision in the policy, under which VIA would assume the initial risk of loss up to a specified amount.

After determining the insurance types, costs, and options available, VIA can make an informed business decision about whether the risk to the house justifies the cost of shifting that risk through insurance premiums.

Having made an evaluation of its property loss risks, VIA should then review its liability risks. Generally speaking, liability suits involve three types of losses: bodily injury, property damage, and personal injury.

The most common liability actions result from bodily injury caused by negligence, such as the poor maintenance of stairs, sidewalks, or lighting, which results in injury. Since VIA intends to own and operate its own premises, it will be substantially exposed to loss from this type of action.

A liability action for property damage seeks compensation for damaged or destroyed property other than VIA's. Presumably, as

long as VIA does not operate a motor vehicle, its exposure to loss of this kind will probably be nominal.

Personal injury actions range from actual bodily and inferred injury to such intangibles as reputation, ability to earn a living, and property rights. Examples of these types of actions are slander, libel, invasion of privacy, malpractice, and wrongful interference with the rights of others. In light of the fact that VIA intends to house, counsel, and feed the teenage runaways, it is possible and even likely that a parent, third person, or runaway will claim that VIA has caused personal injury by reason of its counsel (or lack thereof).

Damages Assessed

When a claim is made and liability found, a jury will normally assess damages. These damages can include medical costs, loss of wages, compensation for pain and suffering, loss of consortium, and under certain circumstances, punitive damages.

Obviously, the greatest risk of loss to VIA, its organizers, and members lies in the area of liability for damages.

As with the property loss evaluation, there are three basic options available for dealing with potential liability: ignore it, reduce or minimize the risk through internal controls, or shift the risk to a third party.

Certainly no competent counsel would advise VIA to ignore the liability exposure totally. Too much is at stake, not only for the organization, but for the individuals involved. A crippling injury caused by a negligently maintained staircase could easily result in a \$50,000-plus judgment against VIA and its members. To collect such a judgment, a sheriff could be directed to levy upon VIA's house and furniture, selling them to the highest bidder, with the members of VIA becoming personally responsible for the excess amount of the judgment. The sheriff then could be directed to levy upon the estate of VIA's heir in an effort to satisfy the unpaid amount of the judgment. Assuming that the excess is collected from the heir, he might then feel justified in calling upon the other members of the organization to make their pro rata contribution.

Since the act of ignoring liability has such a potentially devastating effect, it is imperative that VIA at least eliminate the possibility of personal liability to its members. One of the simplest methods of accomplishing this is to incorporate the organization. When the organization has been properly incorporated, the corporate entity will, in almost all instances, serve to insulate the members of the corporation from personal liability.

A second method of sheltering itself from liability would be for

VIA to move under the protective umbrella of Cosmos U. Usually, a university will be jointly and severally responsible with an organization for losses incurred by any organization that the university charters and governs. Although the law varies greatly from one jurisdiction to another, a university and its chartered organizations may obtain a degree of immunity from liability under the old common law doctrine of charitable immunity.

Immunity Granted

Educational and charitable institutions in the United States have been granted immunity from liability incurred in their normal operations on the grounds that they were either above challenge by virtue of their being an arm of a sovereign state or that they are presumably without adequate resources to assume the liability. However, the majority of jurisdictions have either stricken down this doctrine or so eroded it that the doctrine is generally not relied upon to provide adequate protection.

Accordingly, most universities have turned to commercial insurance to provide them with the needed protection. Generally, their chartered organizations have come under the coverage afforded by the university policies.

It may not be possible or even desirable for VIA to become a chartered organization of Cosmos U. If such is the case, VIA will have to rely heavily upon incorporation to shield it from liability. In any event, this legal shield does not fulfill VIA's social and moral obligation to be responsible for acts that injure others, nor does it serve to protect VIA's tangible assets from levy. This responsibility can be fulfilled and protection obtained by establishing internal controls and purchasing liability insurance.

When it establishes internal controls, VIA will have to set high standards of care, not only in the maintenance of physical facilities,
(Continued on next page)



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but also in the training and preparation of all volunteers to handle their assignments. Upkeep of physical facilities is relatively simple. It takes little more than close attention to such details as removal of fire hazards, installation of hand fire extinguishers, checking for latent structural defects, painting and refinishing all wooden surfaces, and general alertness in keeping things in top physical condition. The training and supervising of a volunteer staff is considerably more difficult, and the program needs to be set up with the close assistance of legal counsel to insure that any procedures established will not excessively expose the organization to legal liability. In VIA's situation, the staff would need to become particularly knowledgeable about state laws concerning illegal interference with parental relationships, invasion of privacy, drug usage, and other related questions. Probably the best method of indoctrinating the staff in these matters is to have a legal counsel prepare a manual for VIA that discusses potential areas of liability, and periodically meet with the staff to answer questions.

Commercial Insurance

Even if the facility is kept meticulously and the staff is well trained, the possibility of VIA's injuring someone obviously still exists. Thus, commercial insurance is the only other reasonable alternative for VIA. A standard general liability policy with \$200,000-\$500,000 limits would probably provide the essential coverage for bodily injury and assume the cost of defense, including investigation, legal fees, and settlement of all claims up to the policy limits. However, different types of projects and locales may require greater or less coverage. It is advisable to study the situation carefully. Moreover, the standard liability policy would not cover a claim arising out of faulty advice that allegedly causes personal injury. Coverage of this type, as well as coverage for property damage,

malpractice, and other related risks, can be obtained by endorsements to the standard policy. An additional endorsement that may be appropriate for VIA is an errors and omissions endorsement covering the interest of VIA's officers and directors in the supervision of the runaway home's activities.

Umbrella Policy

As an alternative to the standard general liability policy with added separate endorsements, VIA has the option of procuring an umbrella policy that will cover most of the organization's liability risks up to the policy limits. Such coverage will be more expensive than the standard liability type insurance, but may be preferable where multiple risks are involved.

In our hypothetical case, VIA plans to hire a full-time administrator to operate the project, with the remainder of the work being handled by volunteers. If the administrator or any volunteers were injured as a result of their project activities, the question of whether they stand in any different posture with respect to recovery rights than does any person not associated with VIA would definitely arise.

Since 1911, all states have had workmen's compensation or employers' liability laws. Although they differ greatly from one jurisdiction to another, the laws all embody the concept that employees should not have to prove an employer's negligence when they incur injuries in the course of employment. Under most workmen's compensation acts, an employee is defined as one who works for and is under the control of another for hire. Courts have consistently held that workmen's compensation laws do not apply to volunteers because they do not perform a service for hire. Since volunteers do not come under workmen's compensation laws, it may be necessary to make insurance coverage available to the volunteers that affords them compensation without regard to negligence if they

are injured during their activities for the volunteer's organization.

This type of coverage is available through a national insurance program designed especially for volunteers (Volunteers Insurance Service Association, Suite 220, 5513 Connecticut Ave., N.W., Washington, D.C. 20015). It provides personal protection for the volunteer and for liability claims against him resulting from volunteer jobs assigned by a participant of the insurance program or while engaging in incidental travel sponsored by a participant of the insurance program. The cost of this insurance is currently set at \$1.50 per volunteer a year with an annual minimum premium of \$100.

This insurance program is not available to the volunteer administrator if he is paid a salary. Likewise, he will not fall under the workmen's compensation statutes because they generally are not applicable to non-profit organizations. Therefore, VIA should consider obtaining separate insurance coverage for the administrator.

Options Available

After closely reviewing its potential for liability and the options available to avoid the risks involved, VIA can judge what is the best course for it to follow in this area.

The foregoing evaluation of VIA's potential for financial loss is not intended to serve as a complete evaluation and analysis of all of the risks or options available to volunteer groups like VIA, but is intended to serve as a guide to the types of questions that should be closely reviewed before initiating any volunteer project. Any such evaluation process should be undertaken with the aid of insurance and legal counsel and any other persons who can assist in identifying the risks that are inherent in the intended project. Then the volunteer group can decide in an informed way whether the benefits of the volunteer project are not outweighed by risks that cannot be shifted or reduced to an acceptable level.



All photos by Russ Mariz

Foreign student volunteers bring state health service to spanish-speaking

University of Massachusetts Students at Amherst Canvass Nearby Northampton

“¿Puede volver la semana proxima por favor?” asked a young mother living in a Latino neighborhood of Northampton, Mass. She was being interviewed by two University of Massachusetts students, one of whom was from Argentina. “You see, I need time to talk to my husband about it,” she said.

The students were asking permission to administer a blood test for lead paint poisoning to the woman’s two children, both under six. The family lived in a home constructed before the Massachusetts legislature, in 1950, banned the use of lead paint on residential interiors. If untreated, lead poisoning can cause permanent brain damage. If detected and treated at an early age, however, the dangers of lead poisoning can be entirely eliminated. The student volunteer team, work-

ing out of the University’s Amherst campus, was canvassing this home in a house-to-house screening project with a twofold purpose: to educate parents to the threat of lead poisoning and to test children under six by means of a blood sample.

“Students from Latin American countries are better able to reach Spanish-speaking residents and help them to understand the importance of the lead paint sampling program,” said Richard Sockol, Assistant Director of the University’s Outreach Program and coordinator of the cross-cultural volunteer project. “Participating students are generally pre-med, pre-nursing, or in the School of Public Health. We try to have a mix of English and Spanish-speaking students.”

(Continued on next page)



Using a sterilized needle, student volunteer Jairo Sanchez, a Colombian attending the University of Massachusetts at Amherst, draws blood to test a little girl for lead poisoning, a common ailment among children living in houses that have been painted with old lead-base colors.

The project, based at the Amherst campus of the University of Massachusetts, combines an experiential, community education and service component, coordinated by the Hampshire Community Action Commission in nearby Northampton, with a group discussion component led by a faculty member from the School of Education. Biweekly feedback sessions give students an opportunity to discuss individual field experiences with the entire group in the context of larger social and economic issues. Twenty-five students in the project receive three credits from the University's School of Education for one semester's work.

"Foreign students come to the University and tend to become segregated," said Sockol. "They are locked into their study routines and leave before they've had a chance to get to know about life in the United States. The cross-cultural volunteer program gives these students a chance to contribute to service projects off campus, while expanding their understanding of American society." An earlier lead poison screening program had successfully used Public Health students, and Sockol contacted Patricia Keenan, a University Year for ACTION student volunteer with the Hampshire Community Action Commission, to see if foreign students could participate. Working through the School

of Public Health and the University's International Programs Office, Sockol recruited students from Chile, Argentina, Spain, Colombia, Puerto Rico and the U.S. Keenan assumed responsibility for orienting and supervising them.

Orientation sessions conducted at the Hampshire Neighborhood Center included a briefing about the Center, demonstrations of a pin-prick blood test and a lead paint analyzer—a portable X-ray machine that indicates the lead content of a painted surface, a community awareness workshop, a film on *Lead Paint Poisoning: the Hidden Epidemic*, and a presentation by a former student volunteer in the project.

The first task of the field work component was a bilingual information blitz in one residential section of Northampton, where the Board of Health estimates that 1,700 children under six are endangered. Posters, fliers, and radio spots explaining lead paint poisoning as a cause of brain damage were produced in English and in Spanish and then disseminated to occupants of homes built before 1950. The Spanish American Center of Northampton supplied the students with a list of 80 Spanish-speaking families by name and address, so that those families were sure to receive materials in their native language.

As a result of the information campaign, student volunteers were generally well received by neighborhood mothers during the door-to-door canvassing phase of the project. If no one was home when the bi-lingual team called, a "Dear Parent" letter was left at the door. Many mothers requested the students to return in a few days so that they could think over the proposed test for their children and discuss it with their husbands. Some parents chose not to have their children tested, but many more agreed to sign the parent permission slip required by Massachusetts law. Over a six-week period, 30 children were tested in their homes by trained student volunteers. They received balloons in return for their cooperation. Whatever the outcome of the visit, the result of the call and the action taken were carefully logged by the students for center records. Blood samples were mailed to Boston for laboratory analysis and, if indicated, a second test was given before referring the child to a local pediatrician for specialized treatment.

"This field experience gives students an opportunity to apply a specific paramedical skill, and it increases their self-confidence," said Keenan. "The project has also improved college-community relationships and has helped to raise the consciousness of local civic groups about the problem of lead poisoning in this area. Ninety-five percent of the homes in Hampshire County were built before 1950." By the same token, residents of Northampton, who derive their livelihood from manufacturing for light industry and from five area colleges, became aware of the University's commitment to reaching out beyond the campus to serve the town.

Consciousness-raising and community awareness are two issues that surfaced during the feedback seminars, led by Dr. Alfred Karlson of the University's School of Education. An educational psychologist in the Department of Human Development, Karlson helped the group to integrate the field work with underlying social and economic issues related to it. "Volunteerism as we know it in the U.S. is unusual in Latin American countries," said Karlson. "We also discussed a lot of issues related to studying medicine in the United States. For example, how many of the techniques learned can be applied back home in a country without comparable medical technology?"

Different organizational structures of U.S. and Latin communities were also examined during the group discussions. "In my country," said one student, "we would simply obtain the governor's permission to go into the schools to administer a test of this kind. We would not have to ask the parents." This observation led to an animated discussion of procedures necessary before such a test could be administered in a U.S. day care center or other pre-school facility.

The group discussion component served to reinforce field exploration of cross-cultural values and attitudes, which a traditional classroom situation could not have

offered, and the immediacy of the field work led to thoughtful consideration of how to integrate practice and theory.

One result was a revised program design for the following semester. A larger group of students divided into teams of three and four to approach local civic organizations and schools in an effort to persuade them to screen children in institutions rather than in private homes. If this approach is implemented, it would be a more efficient use of student manpower resources than canvassing individual residences.

The University of Massachusetts' foreign students are motivated by a combination of curiosity about U.S. public health practices and a wish to have closer volunteer contact with a U.S. community, but they also learn about their own career choices and goals. They have helped the Hampshire Community Action Commission to further its objective of establishing an ongoing lead poison prevention program, and the University's Outreach Program to further its goal of integrating field experiences into the academic curriculum. As a demonstration program, this cross-cultural community action project adds a new dimension, that of including students from other countries in a project affording them the opportunity to serve their adopted community by using a unique combination of bilingual and paramedical skills.



John Gross, a U. of Mass. public health student, chips lead-based paint off a ceiling in a house near the Amherst campus.

City-wide program grows from student efforts to serve the handicapped

AN ORGANIZATION FOR handicapped people begun, staffed and coordinated by students at a Connecticut community college, has evolved into a major, city-wide program with plans for the establishment of new housing, a transportation system, and a center for the physically handicapped.

Now in its second year, the Manchester Organization of the Handicapped (OTH) provides a variety of services for nearly 5,000 physically handicapped persons living in the Manchester, Connecticut, area.

OTH grew out of one of the volunteer projects that involve some 300 of Manchester Community College's 4,000 students. In 1973, two handicapped people and a student—all future charter members of OTH—appeared during a meeting of the Manchester Human Relations Commission to testify on the needs of the area's handicapped. They told the Commission about the isolation, dependencies, restrictions and injustices



Meeting at the Manchester Community College Student Center.

that are suffered by the physically handicapped.

"We decided to hold a public hearing involving our own volunteers and as many of the area's handicapped as we could reach," says Steve Cassano, who coordinates the college's Volunteer Action Program (VAP). The community's first needs-survey of the handicapped was outlined during the hearing and conducted over the next month by VAP volunteers. The survey revealed:

- No public building in Manchester was accessible to the handicapped. A handicapped person could not even enter a public building to vote.

- Public transportation was not equipped to accommodate the handicapped. A private ambulance service charged up to \$35 to transport a handicapped person, "an outrageous penalty for being unable to drive your own car or catch a bus," Cassano said.

- A meals-on-wheels program for Manchester's elderly excluded the shut-in handicapped.



members of OTH discuss the organization's plans for community service.

- A social service-oriented discount program in Manchester's stores excluded the handicapped.
- Manchester's stores lacked ramps or any other service to facilitate shopping by the handicapped.
- No planned recreation.
- No planned social events.
- Lack of employment possibilities.

The survey also revealed that several handicapped people had taken up to 20 years to finish their education because tutors and schools were inaccessible.

A second survey conducted by Manchester volunteers to obtain an accurate tabulation of the number and kind of Manchester's handicapped revealed a count of 5,000 in a city with a population of 50,000. "Nearly 50 percent of this total are considered partially handicapped. Many are confined to their homes, completely set apart from the rest of society," said Cassano.

As a result of these findings, Manchester mayor John

Thompson and Mrs. Dorothy Kenny, former secretary to the town manager, mounted a college-based campaign to rally volunteers around the project of building OTH into the area's central service organization for the handicapped. "We ran newspaper ads, encouraged extensive press coverage, conducted social events and started a word-of-mouth campaign to bring the handicapped together," said Cassano. "We started with four handicapped persons, and now we have a 500-member organization, but that's only 10 percent of the area's total number of handicapped persons."

Off-campus services by Manchester volunteers in OTH include reading to the blind, shopping, transportation, visitation, tutoring, supervising various recreational activities, and arranging social events.

The college also encourages handicapped persons to attend classes and events on campus. "We are the only college in the state designed without the architectural barriers that frustrate handicapped persons and discourage them from going to school," says Cassano. Handicapped persons of all ages and backgrounds come to Manchester and are involved in self-improvement, occupational training, or degree programs.

Manchester volunteers recently conducted the first social event of its kind for area handicapped persons; nearly 100 attended. "We also work closely with the Cerebral Palsy Center in Hartford where volunteers supervise wheelchair activities such as basketball and bowling," said Cassano. Other Manchester community organizations are coordinated by OTH. "We even bring in state-wide groups. The state musician's union, for example, arranges for free entertainment at events where handicapped persons are present."

OTH is one of the first Manchester student volunteer projects that was geared for eventual community staffing and management. It is expected to achieve that goal by 1978. "We've already located an off-campus office at a nearby senior citizens' housing development in town," Cassano said.

OTH was allocated \$175,000 of a \$903,000-dollar city grant. Over the next five years, this funding will help finance an OTH-coordinated, community-wide program providing for the construction of an activities center for the handicapped, new housing designed for use by handicapped and elderly persons, access to other buildings and existing housing, and development of a mini-bus transportation system especially designed for handicapped persons.

The new center will be staffed by handicapped Manchester students and others who have already worked with OTH. They will coordinate the development of the housing and transportation projects.

Once the new center is staffed, one of the first major projects will be to conduct a more extensive needs-survey. "Students and town volunteers will go from door-to-door to locate the shut-in handicapped and get them involved," Cassano said.



On tour, College of the Ozarks volunteers show schoolchildren how to make cloth handpuppets out of cotton socks. Batting is used to stuff puppet heads.

Ozarks students' entertains south

A TOURING puppet show created and produced entirely by student volunteers is entertaining thousands of people in schools, day care centers, convalescent homes, inner city centers, state parks and churches scattered over a three-state area of the Southwest.

The College of the Ozarks' Puppet Theatre, operating from the campus at Clarksville, Ark., has brought its student puppeteers, portable stages and sets, string and hand puppets, and original plays to more than 100 community agencies and recreation centers in Texas,

Oklahoma, and Arkansas during the past four years.

Last summer, under the direction of instructor Janice Summerhill and student Rosemary Jones, the troupe played dozens of engagements during their two-month tour. To date, the puppeteers have put on 190 performances and traveled more than 14,000 miles. By the end of summer, 1975, they will have produced over 200 shows.

Among the one and three-night stands have been schoolrooms, hospitals, and day care centers in Port Arthur, Houston, San Antonio, and



John Barksdale, Rosemary Smith, and Gordon Page show audience how marionettes are operated.



Putting on a demonstration at the Clarksville Library, Carl Underwood improvises a stage with tables and chairs. Unused puppet stage stands to Underwood's right, ready for show.

puppet troupe invest audiences

Fort Worth, Tex.: Wewoka, Muskogee, Ponca City, Tulsa, and Oklahoma City, Ok., and Bull Shoals, Ozark, Paris, Magazine, Yellville, and Fort Smith, Ark.

"On request, the students will stay longer to hold a workshop, giving instruction on how to make puppets and stage a show," said John Barksdale, director of the college's Ozarks Area Mission volunteer service program. The puppet theater, started by Dr. William P. Lytle, first director of the mission, and Mrs. Lytle, is one of the program's principal activities.

The performers—14 are currently in the troupe—spend two weeks at a time on the road, dividing the chores of driving the group's van, loading and unloading, setting up the 16-foot-long collapsible marionette stage and the smaller muppet stage, rigging sets and hooking up sound equipment.

"Most of the students are adept at using both hand puppets and string marionettes, and they'll change off," said Barksdale. "Sometimes, instead of using tape backups in the musicals, the stu-

(Continued on next page)



Preparing for a show, puppeteers record dialogue for sound during performance.



Practicing in the studio, three members of the Ozarks puppet troupe work out a skit.

dents will sing the parts themselves. They do it all and learn to rely on each other."

Performances are arranged and publicized largely by the churches in the communities they visit. "We'll contact a minister and he'll book us into schools and community centers and spread the word by telephoning, passing out brochures or tacking up broadsides."

The theater is subsidized by the college and the United Presbyterian Synod of the Sun. Host churches are asked to advance a small stipend, and church members often house the performers in their homes. On occasion, the puppeteers will roll out sleeping bags and stay in a church building.

"Performances are nearly always well received," said Barksdale. "We divide our repertoire into didactic plays with a moral message, and plays that offer pure entertainment. Material is drawn from fairy tales, Bible stories, and dramatizations of contemporary moral issues and musicals."

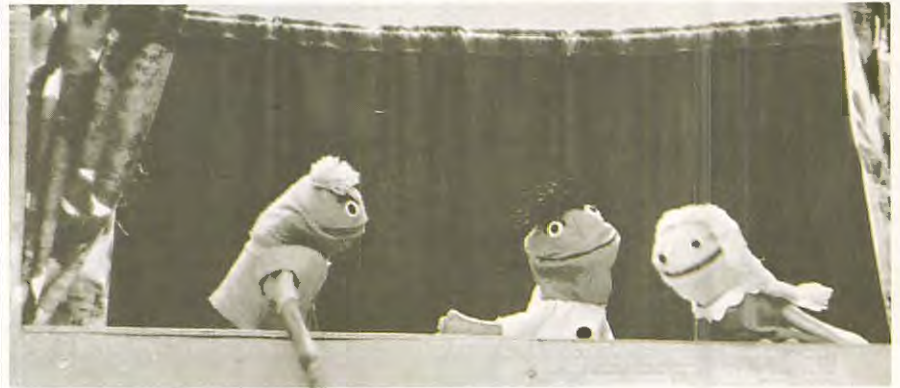
The repertoire includes *Punch and Judy*, *Can Can Girls*, a puppet dog act called *Herbie*, and a black entertainer called "Cia Soul," and such musical numbers as "Supercalifragilisticexpialodocious," "Zipidy Do Da," "Monster Mash," "Star Trek," "Money," and The Toreador Song from *Carmen*.

One of the plays dramatizes the problems of a boy involved with drugs. Puppets personify the drugs beguiling the boy. "This is a morality play, pitting good against evil," said Barksdale. "Good influences are represented by puppet characters who eventually persuade the boy to withdraw from the use of drugs."

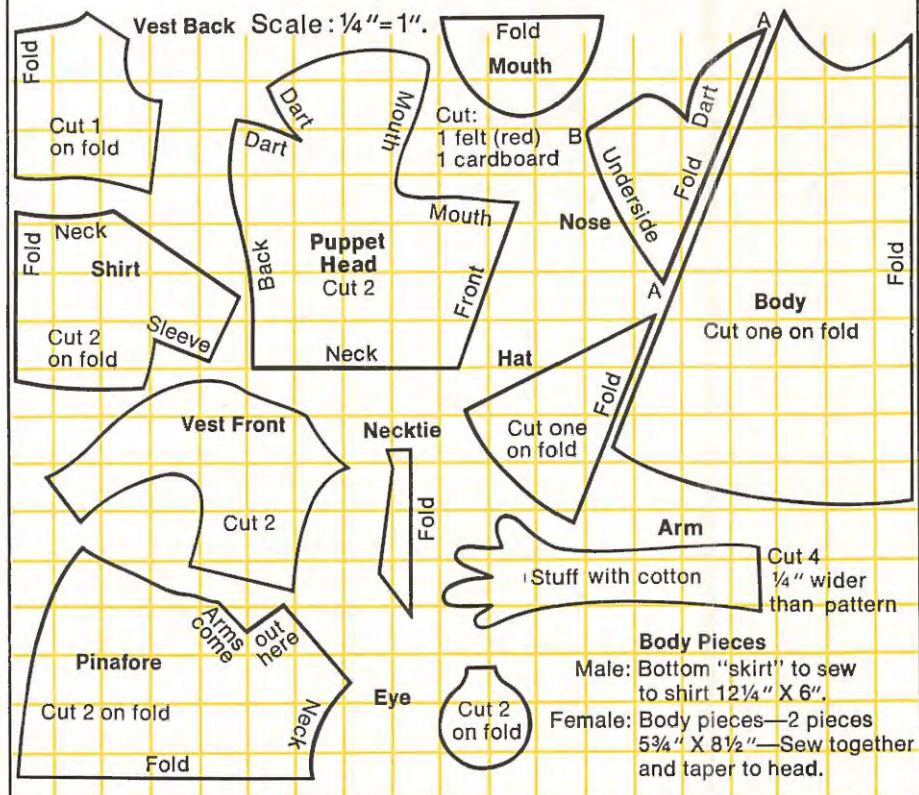
Of the seven participating students last year, three received credit for their work with the theater. Credit is granted in accordance with time put in and a term paper describing experiences on the tour. Three students recently received \$400 scholarships as compensation for a full summer's work.

how to

a puppet



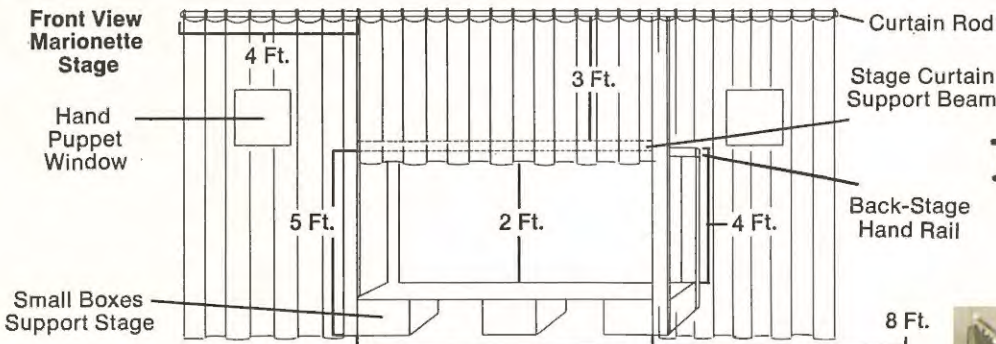
Using a scaled-up facsimile of the pattern below, cut out the cloth pieces. Be sure that the body piece is the length of your arm. Sew the darts in the head piece. Then sew the two head pieces together, leaving the mouth and neck open. Turn the head inside out. Next, sew the hands together and stuff them. **DO NOT TURN THEM INSIDE OUT.** Sew together the vest, hat, shirt, and pinafore pieces and turn them inside out. Then sew the body pieces together, leaving the bottom open for your arm. Sew the hair, eyes and nose to the head, using yarn and felt pieces. With white glue, fasten on the cardboard mouth by putting it inside the head and folding the felt over the cardboard. Paperclip it in place and let it dry for 15 minutes. **DO NOT SEW IT IN** because it holds better if it is glued. After the cardboard has dried, glue the felt mouth over it. Be sure you glue it felt-to-felt, not felt-to-cardboard. After the mouth is in place, finish the puppet by sewing the body parts together. Then add final touches, such as the necktie, pockets, eyelashes, etc.



make...

paper mache' puppet heads

For paper-mache puppet heads you will need the following materials: Flour and water or wallpaper paste, newspaper, a wooden mixing stick, a shallow pan, oil clay. Make a 6-inch square wooden base. Screw in an 8-inch dowel with a diameter similar to that of a broom handle. Mold a piece of clay the size of a big snowball. Shape it on the stick, molding it to an egg shape, roughly 4 inches high for an adult head, 2 to 3 inches high for a child's head. Mark features with a pencil. Poke your finger into the eye marks, scooping out indentations for beads (or shallower ones if eyes will be painted). Roll clay like spaghetti for eyebrows. Remember to exaggerate features so that they can be seen from a distance. Shape a nose and put it on the appropriate pencil mark. Shape a mouth with a pencil point or roll small pieces of clay to exaggerate the lips. Shape a neck and add it to the base of the head. Smear the completed mold with vaseline. Tear newspaper into $2\frac{1}{2} \times \frac{3}{4}$ inch strips. Mix wallpaper paste with water until it has the consistency of cream. Dip paper strips into the paste, one or two at a time, coating them very thinly. Lay strips across molded head, using four or five layers. Dry the head thoroughly for two days. Using a sharp knife, cut the head along the sides and across the top to get it off the mold. Glue front and back halves together, then cover the crack with a few more strips of paper-mache. Use a minimum of paste. Let the head dry completely. Then paint and shellac the face. Add yarn, cotton, fur, foam, or steel wool for hair, wool or felt for brows, pipe cleaners for teeth.



the portable marionette stage

For a portable marionette stage, you will need six boxes: three large ones to support the backstage walkway and three small ones to support the stage and store puppets and props in when traveling. At performances, conceal boxes with two masonite pieces. Construct two long platforms. Cover one, the stage floor, with terry cloth, and the other, the puppeteers' backstage walkway, with foam. Two steps lead up to the walkway, which has two hand rails supported by four small brace bars. Lights and curtains are supported by two 8-foot boards. A traverse rod supports the single curtain. For hand puppet shows, use two large curtains plus two small curtains, each with a small window. Other materials needed are two large masonite pieces for the stage ends (to conceal the puppeteers), one blue backdrop for the puppet stage, two small wing curtains for stage ends, two light boxes for stage sides, each with three colored spotlights, and a large light control switchbox. For a simple hand puppet stage, hinge together three pieces of plywood and cut a window in the middle piece. Use two curtains, one to frame the window and one for a backdrop, and light the stage with two 100-watt bulbs.



Fullerton's chicano students find special opportunities for service

"NEW METHODS must be developed to meet the total needs of Spanish-speaking students," says Richard Ramirez, Director of Fullerton College's Extended Opportunities Program and Services (EOPS). "That is one idea upon which everyone agrees: concerned parents, community leaders, legislators, and educators."

Fullerton's EOPS offers tutoring, counseling, financial aid, and community service placements to what Ramirez calls the "culturally different student." At Fullerton, this phrase applies to Asians, Blacks, Chicanos, Indians, and low-income Anglos. Of the 308 students for whom EOPS maintained records during 1973-74, approximately 75 percent were Spanish-speaking.

EOPS refers some Chicano students to Fullerton's Student Volunteer Bureau, which places students interested in gaining practical experience in the areas of education, health, probation, recreation, and social welfare as volunteers with appropriate agencies. Irma Rodriguez, Director of the Student Volunteer Bureau, places Chicano and other students receiving credit for volun-

teer service in the community. She describes her work as "complementary" to EOPS's goal of supporting Fullerton's minority student population.

Two community service opportunities available to Chicano students at Fullerton through EOPS are the Saturday Activities Centers and a larger, more intensive spin-off, the Summer Enrichment Program. With minor variations, these two service programs are based on the same design, which integrates the needs of Spanish-speaking Fullerton students with the needs of the residents of six *barrios* in the northern part of California's Orange County.

The older of the two programs, the Saturday Activities Centers, was established in 1971. Under the supervision of Fullerton students, bilingual high school students work with younger Chicano children, aged five to twelve, at community centers, schools, or churches. The Saturday schedule includes tutoring in reading, language, arithmetic and other classroom skills, sports and games, arts and crafts, and a free lunch provided by the Com-

munity Action Council of Orange County. After lunch the children go home, and the student volunteers clean up, record the children's progress in folders kept for each child, and prepare for the next session.

Through the Saturday Activities Centers young Chicano children, who have had no opportunity to travel beyond the *barrio* in which they live, go on an occasional field trip. Accompanied by their tutors, who raise funds to support the trips through car washes, bake sales and dances, the children visit the San Diego Zoo, a local museum, Magic Mountain, or a national park. The field trips give the children first-hand knowledge of many phenomena previously unknown to them except through television and radio. For example, on one trip the children saw, touched and tasted snow for the first time.

Other cultural enrichment experiences offered through the Saturday Activities Center are:

- Films about Chicanos
- Producing a bilingual school newspaper
- Mexican dancing
- Mexican history and culture
- Fiesta open houses for parents, tutors, tutees, and area residents.

Evaluations have shown that these experiences provide Chicano children with a new, more affirmative attitude toward their heritage.

"Spanish-speaking children living in a monolingual, English-speaking society encounter a multitude of problems: identity crisis, under-achievement, negative self-image, early drop-out rate, and other learning difficulties," said Ramirez. "By working closely with an older, bilingual student, who serves as a role model, a young Chicano child learns to identify with both cultures and this improves his self-image and leads to improved classroom performance." Evaluations of the Saturday Activities Centers have shown that the young Chicano's motivation to stay in school has increased as a result of the program.



Fullerton EOPS counselor with Chicano tutees at Saturday Activities Center

The Summer Enrichment Program, which began in 1973 as an outgrowth of the Saturday Activities Centers, extends the same services to about 500 children over a six-week period. Its objectives are to:

- Develop a positive self-image
- Develop self-awareness
- Develop an awareness of and identification with both the Chicano and Anglo cultures
- Develop sensory, motor and cognitive skills
- Emphasize the home experience in a positive way in relation to the community at large
- Develop language skills in Spanish and English
- Utilize untapped resources within the Chicano community
- Enable the young Chicano child to compete socially with Anglo children of the same age.

Fullerton students, known as "site coordinators," receive an hourly stipend in return for their supervisory services. They review the daily progress reports kept on each child and meet with the child's parents in his home. Frequently the high school tutor accompanies them. "An important part of the Summer Enrichment Program is strengthening the triad relationship between parent, teacher and child," says

Ignacio Pando, assistant director of EOPS. The Chicano child is caught between two totally different worlds: at home he is called *Jose*; at school he is Joseph."

Parent Involvement

EOPS staffers work with Fullerton students to give them techniques that will encourage Chicano parents to take a more active role in PTA meetings and other school-related activities. "The Chicano parent is reluctant to interfere in his child's education. He respects the teacher, who is more educated than he, and he does not wish to intervene. This is different from Anglo parents who usually feel that they are entitled to some kind of input," said Pando.

Fullerton students learn role playing and other group work methods which they can apply on their sites during leadership sessions for the high school tutors. For example, if a tutor has a discipline problem, he may come to the site coordinator for help. The site coordinator will set up a role play, with the teenager playing the role of the troublemaker. By analyzing the causes of the child's behavior afterward, the tutor learns how to deal with it.

Role Models

Site coordinators also work directly with the younger children in groups of two or three. By exposing the Chicano child to a same-culture role model at an early age, he learns to take pride in his dual identity rather than being ashamed of characteristics that make him different from his Anglo classmates. "Too often," said Ramirez, "the very young child sees that the school custodian is Chicano and the principal is Anglo. He draws his own conclusions and may drop out before he gets to high school."

About 80 percent of the site coordinators are Chicanos majoring in education at Fullerton and exploring a career. Recruited for the Summer Enrichment Program through EOPS, they have an op-

portunity to practice first and second language skills in a leadership role previously unfamiliar to many of them. By participating in the program during the summer months, their own commitment to stay at Fullerton to complete their degree is strengthened. "Drop-out rates for minority students have traditionally been high," said Ramirez, "especially over the summer. A student takes a job, buys a car, gets into debt. When September comes, he chooses to stay on the job."

Integration of Resources

EOPS secured the commitment of six local agencies to the Summer Enrichment Program, thus making it a cooperative rather than a competitive effort to service a single target population in the North Orange County School District.

Participating agencies are the Regional Occupation Program, which supplies instructors for a one-week pre-program orientation; the Community Action Council of Orange County, which donates free lunches for the children; the Neighborhood Youth Corps, through which the high school tutors are recruited; three school districts, which supply facilities; the Parks and Recreation Departments of Fullerton, Placentia and Anaheim, which provide arts and crafts materials; and the Bilingual, Multicultural Program at California State University at Fullerton, which provides bilingual instructional materials.

The integration of these resources makes possible the broad outreach of the program to six *barrios* in North Orange County.

Crucial to the philosophy of the Saturday Activities Center and the Summer Enrichment Program is an open door policy. No child is turned away. This is in keeping with EOPS's own open door policy. It is an unwritten premise of EOPS community services that the grade school youngsters who are the recipients will one day have a chance to give back to their *barrio* as Fullerton students.



A VOLUNTEER'S GUIDE

RESOURCES

RESOURCES

ENVIRONMENT

Encyclopedia of Environmental Science, McGraw Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020. Price: \$24.50.

More than 300 articles and 500 illustrations cover the span of environmental science—the study of external conditions that affect and influence life and the development of organisms. Valuable aid in understanding man's impact on his environment.

Federal Environment Law, West Publishing Company, 50 West Kellogg Blvd., St. Paul, Minn. 55102. Price: \$25.

A comprehensive analysis of the role of Federal law in protecting and enhancing environmental quality. Published with the cooperation of the Environmental Law Institute, this volume is useful in understanding existing environmental laws and the issues that arise in their implementation. Provides suggestions for alternative solutions to environmental problems.

There Lived a Wicked Dragon, (S/N 5501-00787), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: 70¢.

A 30-page coloring book that introduces children to the effects of pollution and how it affects their lives. Offers suggestions for introducing ecology projects to grade-school youngsters.

CHILDREN & YOUTH

The Booboo Monster Enters a Beauty Contest, Billy Budd Films 235 East 57th Street, New York, N.Y. 10022. Rental: \$15.

Geared toward children in grades one through three, this totally animated 20-minute color film presents the story of a friendly green monster who wants to change his color in order to enter a beauty contest. In the process of changing from orange to blue to black, the monster discovers that being himself is more important than trying to be something he is not. An excellent discussion tool in the areas of self-image, motivation, and racial differences.

RESOURCES

Creative Dramatics for All Children, Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Price: \$3.25.

Author Emily Gillies discusses six principles for using creative dramatics as a tool for self-expression in working with young children. Chapters also are devoted to drama skills for emotionally, physically handicapped, and bilingual children.

Please Don't Say Hello, (Code 2-115), Behavioral Publications, 72 Fifth Avenue, New York, N.Y. 10011. Price: \$6.95.

Of interest to those in the mental health and child care fields, and those volunteers working with autistic children, Phyllis Gold's book offers a variety of methods—from play activities to behavior modification—for dealing with the autistic child.

Let's Play and Learn, (Code 241-7), Behavioral Publications, 72 Fifth Avenue, New York, N.Y. 10011. Price: \$5.95.

Harriet Hartman's activity workbook offers guidance to volunteers working with young children by exploring the concepts of learning during play activities. Practical suggestions include toy-making, games, songs, and art projects.

RESOURCES

U. S. Facilities and Programs for Children with Severe Mental Illness, (1724-00393), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: \$3.30.

A directory that catalogs service programs for children with severe mental illness. Programs and facilities listed are those that serve children diagnosed as autistic, schizophrenic or suffering from other severe mental disorders. Facilities are listed by state and each listing includes information on capacity, admission criteria and types of services offered.

Play: Children's Business, Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Price: \$2.95.

Constructive play times for young children is an important factor in child development. This booklet deals with the many aspects of play, including dynamics of play for learning, play for the convalescent child, as well as a guide to toys according to age.

RESOURCES

Pretending, National Commission on Resources for Youth, 36 West 44th Street, New York, N.Y. 10036. Rental: \$7.50 per week.

Black and white 16mm film devoted to helping day care volunteers understand the make-believe play activities of young children.

GENERAL

Food Buying for Child Care Centers (0124-00190), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 10120. Price: 85¢.

Provides information for determining the quantity of food needed to meet the nutritional requirements of pre-school children in child care centers under the Special Food Service Program for Children.

Women, Work, and Volunteering, Beacon Press, 25 Beacon Street, Boston, Mass. 02108. Price: \$8.95.

Herta Loeser's book describing reasons and practical advice for women's participation in a wide array of exciting volunteer opportunities. Incorporates the women's movement into the process of finding the right volunteer position. Includes national listings of volunteer clearinghouses and women's organizations, and an extensive bibliography.

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