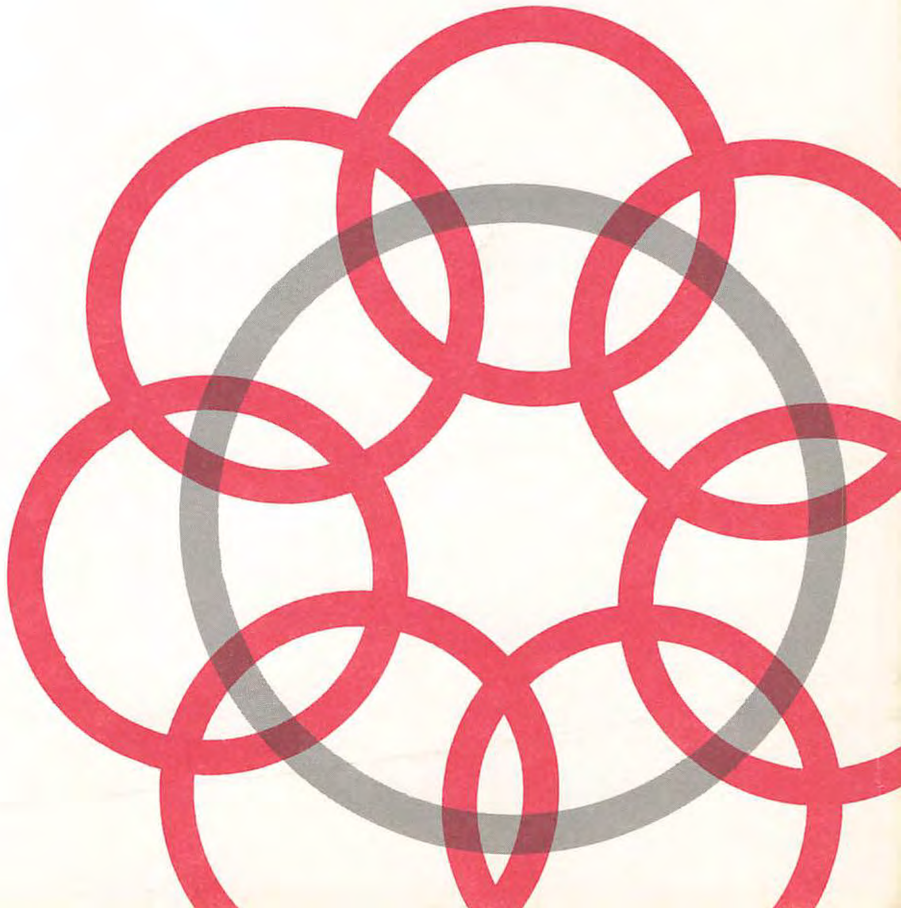
Synergist

Published by the
National Student Volunteer Program
One Part of ACTION

A COLLEGE CONSORTIUM APPROACH TO STUDENT VOLUNTEERISM



GUEST SPEAKER

MARY CONWAY KOHLER
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National Commission on Resources for Youth
New York, New York

Involving Youth in Decision-Making

AT THE NATIONAL Commission on Resources for Youth we study hundreds of projects where youth contribute to their communities—we call them Youth Participation Projects. In many we find that youth are used only as project peons, though they could easily be used as project chiefs. The disparity between their effectiveness in the two roles is a measure of the disparity between young adults as we *do* see them and young adults as we *could* see them.

In every community there is a natural match between the yearnings of the young for significant roles and meaning and the needs of the community. Indeed, teenagers are often the only people in town with the energy, time, courage, and idealism to tackle increasingly familiar problems such as dirty rivers, lonely or confined people, vanishing cultures, addicted peers, unloved children, and exploited consumers.

And the young benefit from this work: teenagers need to test their worth and to see that they can make a difference in the lives of other people. Volunteer programs not only offer settings in which young people can develop the strength and capabilities required for adulthood, but they are a direct route to maturity, provided that the volunteer placement is challenging and is considered of worth by the community. Treated as serfs, young people are likely to revert to the familiar childhood patterns: short attention span, indifference, and absenteeism. Used as decision-makers in any community project, youth will respond as leaders. Why are we surprised?

Here are four constants we have found in the most successful of the 1,000 Youth Participation Projects in our files:

- The best programs always involve young people in planning and decision-making.
- The best projects give them real responsiblity for which they are held accountable.
- The work meets a genuine community need and involves working relationships with concerned adults.
- The program has a built-in learning component with time set aside for discussion of and reflection upon the experiences of the teenagers.

Studies of adolescent development make it possible to isolate some of the more important adolescent needs which can be affected by participation in volunteer programs. For instance, adolescents need to:

- Develop and test values through opportunities for commitment, reflection, and exposure to different points of view.
- Experiment with adult roles and to explore adult possibilities in life-styles, careers, and philosophies.
- Be accepted as responsible members of a group.
- Test their competence in carrying responsibility for work which affects other people; to succeed and even to fail, if need be, while they are still under the supervision of an understanding adult.

Too often, under the pressure of economics and inadequate leadership, the newly enlisted young volunteer is badly used. Take two contrasting cases, Roger and Janet:

> Roger helps out in a day care center. Twice a week, he shows up at the center and is given his assignment for the afternoon. Sometimes, he watches the children on the playground; sometimes he serves the afternoon snack or cleans up after the arts and crafts period. His work frees the day care teachers for other activities but involves only a fraction of Roger's capabilities. Beneath his pleasantness, he is bored. Janet also works in a day care center, but under the condition that once a week, she will plan and carry out an activity with a small group of children. Janet has invented many games to teach the children: one to help them distinguish colors, another to help them understand height. Occasionally she has taken them on "safaris" in a nearby park. In the process of her work, Janet has developed a strong attachment to Johnny, a three-year-old who rarely speaks. In a seminar where she meets with his teacher and other young people who also work in day care centers, Janet has discussed ways of helping Johnny.

In the second setting, the volunteer is asked to take responsibility for another person. Instead of depending upon the supervising adult to identify Johnny's problems, Janet is encouraged to explore the child's feelings and difficulties, and to devise her own methods for dealing with them.

A primary characteristic distinguishing youth participation from routine volunteer work is the accepting of responsibility for making decisions. Challenging young people to analyze social problems and suggesting solutions not only gives them a stake in the work and intensifies their commitment, it also acknowledges that they are capable of intelligent and purposeful action. Young people need to know that this is expected of them. It helps them grow and satisfies their expanding need to be needed.

(Continued on inside back)

ACTION
WASHINGTON, D. C.

The Journal of ACTION'S National Student Volunteer Program

Synergist

Spring 1976/Volume 5/Number 1

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SYNERGIST is published three times each year by ACTION's National Student Volunteer Program, 806 Connecticut Avenue, N.W., Washington, D.C. 20525. Use of funds for printing SYNERGIST are approved by the Director, Office of Management & Budget, through June 30, 1976. Articles and/or other materials prepared for ACTION, if accepted for publication, become the property of the U.S. Government.

Youth and Development: The United Nations Volunteers

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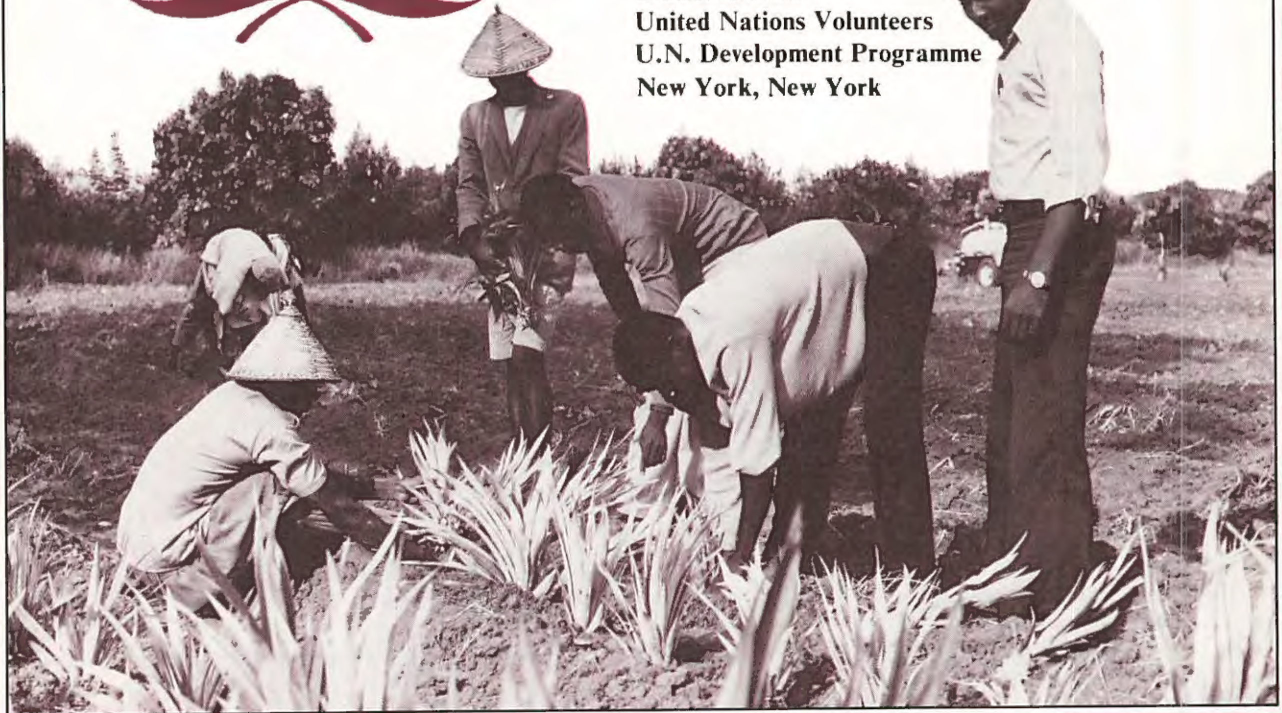

DEREK ELLIS, 26, works as an audio-visual assistant to the national literacy program in Kingston, Jamaica. Having brought with him prior experience in television programming and production at CCTV and CKVR-TV in Canada, Derek has been assigned the main responsibility within the literacy program for the preparation and production of its video programs.

Eva-Marie Brunke, 24, is a technical officer attached to the senior town planner in Gaborone, Botswana. Prior to UNV, she completed her apprenticeship and technical certificates in Germany, where she also acquired practical experience in the design, detail drawing, mass calculation, and construction supervision of multi-story buildings. In Gaborone as a United Nations volunteer, her work involves the preparation of urban and regional plans, neighborhood, business district and industrial park layouts, population and land use projections, and development control.

Jaime Perez de la Fuente, 26, is currently in his third year in Iran as a UN volunteer instructor in electronics. He completed his education at the Technical College in Chile and, following several years of practical experience at home, joined UNV and was assigned to the Higher Telecommunications Training Centre in Teheran. Jaime assumed primary responsibility for the design and production of electronic teaching aids for the Centre's Logic/Digital Laboratory.

There are no average or typical United Nations volunteers. They come from more than 50 countries, industrialized and developing, and represent a broad

range of professional fields and academic disciplines. The minimum age requirement is 21, although there are occasional exceptions to this, and the majority are in their mid to late 20's. Even though relatively young and relatively inexperienced in many instances, all the volunteers are specialists in their particular fields of endeavor and interest.

Recruitment, Selection, and Placement

How did Frl. Brunke, Mr. Ellis, and Sr. de la Fuente come to be UN volunteers? The basic selection criteria for UN volunteers are simple. Essentially, we look for young men and women who are motivated toward 24 months of service as volunteers, who have the combination of skills required for a particular post, and who speak the international language used in the country concerned or in the development project in which they will serve, usually English or French but also increasingly Arabic and Spanish. In practice, it is very difficult to match the right candidate with the right post. There are no quotas for different nationalities as far as UNV is concerned, although most host governments try to maintain some balance in the nationalities of foreign technical assistance personnel. UNV recruits volunteers on as wide a geographic basis as possible, a standard United Nations personnel practice, and its goal is to have at least 50 percent of United Nations volunteers recruited from developing countries.

Volunteers may be married and, in exceptional cases, volunteer couples with one or two small children can be accepted. But family status is a constraint on the placement of volunteers in view of the scarcity of housing accommodations at most volunteer sites and, very frequently, the unavailability of low cost schools that teach in an international language. In general, therefore, when two or more similarly qualified candidates are available for service, preference is given to single candidates.

International Assistance

In the industrialized countries, national or bilateral volunteer programs such as the Peace Corps, the German Volunteer Service, the Japan Overseas Cooperation Volunteers, and others assist UNV in locating suitable candidates. They also provide sponsorship, which covers travel and incidental costs and a resettlement allowance paid at the end of the volunteer's tour. In the developing countries, UNV receives help in recruitment from national agencies, governmental departments, and field offices of UNDP. Travel costs and resettlement allowances of volunteers from developing countries are paid directly by UNV from its special voluntary fund.

One of the questions most frequently asked by applicants to UNV is, "What are my chances of being selected, and how long does it take?" This is not an easy question to answer. Until recently, about one in four applicants to UNV was eventually accepted for an assignment. During the past few months, improvements in UNV's recruitment have been such that current applications are substantially in excess of vacant volunteer posts, so the ratio is unlikely to remain at the one to four level.

The selection process for UN volunteers in some ways parallels that for other international technical assistance personnel. After an initial screening process, in which the UNV secretariat in Geneva makes the best possible match between applicants and vacancies, a slate of available candidates for a particular assignment is forwarded for clearance to the UN executing agency concerned (FAO, UNESCO, WHO, etc.) and is also sent for final selection to the host country. The process is often time-consuming and, moreover, is not within UNV's control. Therefore, it is impossible to estimate how long a particular candidate for UNV might have to wait before a vacancy occurs for which he or she is suited, or before a candidate will be given final clearance by a host government. Some candidates have been placed in as few as six weeks. Six months is a more normal waiting period, however, and of course there are some candidates for whom we simply do not find suitable postings.

Administrative and Financial Arrangements

Another frequently asked question is, "As a UN volunteer do I receive any financial support?" The answer, of course, is "Yes," although UN volunteers do not receive salaries in the usual sense of the word. As noted above, UN volunteers receive travel costs and resettlement allowances either from sponsoring organizations in their home countries or directly from UNV. Once a volunteer arrives at his or her post, a settling-in grant is provided, as are free, furnished accommodations or a cash allowance to rent accommodations. In addition, a UN volunteer receives a monthly living allowance which varies according to the cost of living at the site of assignment. The current average is between $260 and $275 per month.

Essentially, the allowances and benefits provided to volunteers are adequate to maintain a comfortable, healthy, but definitely *modest* standard of living. Depending on prevailing salaries in the volunteer's country of origin, the emoluments provided by UNV may represent a clear sacrifice (in strictly monetary terms), or they may approximate his previous salary, as is true for some volunteers from developing countries. The important point is that UNV attempts to set volunteer allowances at a level high enough to live simply but not so high that a volunteer's life style tends to become a barrier between him and the people with whom he works, a common weakness of technical assistance programs. UN volunteers are not provided with cars although they usually have access to project vehicles as required for the performance of their jobs; generally

speaking they are not in a position to purchase private automobiles. UNV does make arrangements for simple means of transportation, such as bicycles, motorscooters, or light motorcycles, to be provided to volunteers free of charge when necessary.

Although many UN volunteers are sponsored by national volunteer programs, they are not under the supervision of these programs. They receive supervision and professional backstopping from the project expert or host country official to whom they are attached. Administrative and logistic support is provided by the UNDP Resident Representative, who is responsible for all matters affecting United Nations volunteers at the country level.

What UN Volunteers Do

UN volunteers are engaged in a range of tasks too numerous to describe in detail. Nearly all are working in UNDP-assisted projects executed by the specialized agencies of the United Nations, concentrated mainly in agricultural, engineering, physical and economic planning, skilled trades, and technical teaching. A few volunteers are also working in the field offices of UNDP and UNICEF, where they assist the representatives of these organizations in a number of ways while gaining experience in the field administration of economic and social development projects.

UNV assignments are usually designed as posts for young people in which they can complement the work of international and host country experts. Sometimes the jobs require training and experience of a technical or paraprofessional nature (medical assistants, machinists, draftsmen, surveyors, etc.) while other posts call for young professionals (e.g., horticulturalists, architects, engineers, veterinarians, economists) who have degrees but relatively little on-the-job experience.

In some instances, as in agricultural extension and rural development projects, volunteer assignments are used to enable the work of the experts at the center to be extended geographically, thereby benefiting a wider segment of the population. In other cases, such as the supervision of students or trainees in laboratories or workshops, the use of volunteers frees the experts from repetitive or time-consuming tasks which do not require their level of expertise. In yet another type of assignment, the volunteer may be involved in translating the results of rather complex research projects into technology appropriate for a developing society. And yet another use of volunteers is in sophisticated projects in which rather highly specialized volunteers (such as soil chemists, entomologists, marine biologists, or cartographers) work with relatively little supervision as members of international multi-disciplinary teams. Thus, volunteers, at a relatively modest cost, are in a variety of ways increasing the overall effectiveness of economic development projects assisted by the United Nations.

Decisions about what kinds of United Nations volunteers to request and how they are to be used are made at the country level by UNDP and development project staff, in consultation with the host government. The advantage of this programming approach is that UN volunteers are fully integrated into projects of known priority in terms of the governments' development objectives. This is a point worth stressing because many man-years of volunteer services in the past have been wasted in work on projects which were not really of high priority to host governments. As a result, UN volunteers work with clear mandates, have excellent professional supervision, and, generally, have the material resources to accomplish their tasks.

The principal drawback of the system is that it tends to limit the assignment of UN volunteers to activities that many youth groups and some volunteer organizations feel are too technical or too oriented to economic development. One result is that the UNV program, with approximately 250 volunteers, is not as large as most people expected. The accent on specialists, even though in many cases they are relatively inexperienced, for UNV assignments has meant that a number of highly motivated generalists who have applied to UNV have not been placeable. UNV as it is presently constituted does, however, reflect the current needs and wishes of governments. On the other hand, we believe that the youth groups are right in feeling that UNV should be something more, and it is this question that we shall address in the future.

UNV and Domestic Development Services

It is widely recognized, nowhere more than in the developing countries themselves, that *self-development* is the most meaningful type of development activity because it is most likely to be firmly rooted in the realities of a given society and the true aspirations of its people. It also is most likely to have lasting effects that take root and lead to further development.

Thus, in recent years, an increasing number of developing countries have started domestic or national development services. These services take many forms: some are voluntary, while others are compulsory; some are university-based study-service schemes, while many are of a quasi-military character. What they have in common is a concern for the mobilization of the talents, idealism, and energy of young people for the building of their own societies.

Naturally, these programs frequently have a nationalistic flavor, often needed in order to create a sense of nationhood in young countries newly emerged from a colonial past in which the politics of divide-and-rule or a legacy of arbitrarily drawn boundaries makes the creation of national consciousness and identity a prerequisite for any meaningful development. Whatever the reasons, the emphasis on self-reliance and national identity has made highly problematical the possibil-

Mme. Toure N'Gom Marie (left) of Senegal, UNICEF nutrition consultant, and UNV Alex Mailloux (right) of the U.S.A. giving a nutrition demonstration at Gabriel Toure Hospital in Bamako, Mali. *Photos by UN/Ray Whitlin*

ity or even desirability of external assistance to such domestic development programs.

UNV believes that such programs need and welcome external assistance if it is of a kind which does not destroy the very qualities that domestic development services aim to inspire: self-reliance and independence. The politically neutral character of the United Nations makes the provision of assistance to domestic development services by UNV especially appropriate. During 1975, UNV created a small unit at its Geneva headquarters to concentrate on this area of activity. Basically, UNV hopes to utilize its special position within the international community to facilitate cooperation and build coalitions for mutual assistance among domestic development services. In particular, we would help put those working on similar problems in touch with others to facilitate a free exchange of ideas and experiences. We will also help to raise funds and to direct domestic volunteer and development services to potential sources of funds. We ourselves in a modest way will fund pilot projects of youth mobilization for development which might serve as models for other countries. A modest beginning was made in 1975, notably a joint project involving the participation of representatives of a group of African Sahelian countries in an Iranian-sponsored workshop on methods of sand dune stabilization (desert control) that utilize young volunteers. There are good prospects that some of the experience and methodologies successfully used in the Iranian programs will be tried out by several of the participating African countries.

UNV and Youth Activities

In addition to work with domestic development services, UNV is now beginning to work more directly with youth organizations, particularly those of an international or regional character. We hope to be able to engage in cooperative projects with some of these organizations in the future.

Even more important than youth organizations in the long run are the large numbers of unorganized youth, particularly in rural areas of the developing world. One of UNV's special concerns is to reach this group, with the emphasis, as always, on what kinds of activities can be generated or strengthened to involve these young people in the development process. This is clearly a more difficult and, consequently, a longer range goal than assisting domestic development services—most of which are governmentally organized and supported—or formal youth organizations. However, certain project areas have already emerged as priorities for further study in connection with projects involving unorganized rural youth: integrated rural development, nonformal education, appropriate tech-

nology, and employment creation (youth enterprises and cooperatives) are a few examples.

Mention was made above of the increased importance of self-development and self-reliance in developing countries, a contributing factor in the spread of domestic development services in recent years. A closely related concern which is currently receiving major emphasis within the United Nations development system is the stimulation of increased technical cooperation among developing countries. UNDP, in fact, has a special unit which addresses this problem.

Among the more obvious advantages of encouraging increased interchanges of technology within the developing world are the (1) greater relevance of the experiences of developing countries to problems in other developing countries, (2) improved prospects that more appropriate technology will be utilized than that exported from highly industrialized societies to preindustrial societies, (3) potentially lower cost of technical and capital assistance, (4) preservation of many of the subtle and psychological advantages of self-development through technical cooperation among developing nations, and (5) minimization of the giver-receiver relationship and the dependency syndrome, with all their pernicious side effects.

UNV, since its inception, has been especially interested in and sensitive to this question. As a result, special recruitment efforts are made in developing countries and 50 percent of all UN volunteers now come from the developing world. Moreover, the guiding philosophy of UNV's work with domestic development services and youth organizations is to facilitate contacts, the exchange of experiences, and mutual assistance within the developing world.

UNV and Low-Cost Technical Assistance

It should be noted that the use of volunteers is one way in which the overall costs of technical assistance programs can be dramatically reduced.

Certainly, the major purpose of having a United Nations Volunteer Program is not to save money on technical assistance activities, nor should volunteers be viewed primarily as cheap labor. On the other hand, in technical assistance (as opposed to capital assistance activities involving primarily loans and material inputs) the predominant cost item is the provision of expert and consultant services. This includes not only salaries and allowances, but also the costs of international travel of personnel and their families, the shipment of personal effects, and the cost of vehicles and equipment.

In the present era of rapid inflation and devaluation of the dollar (the currency in which most UN transactions are based), the cost of all the items listed above, hence the overall cost of delivering technical assistance services to the developing countries, has risen alarmingly, particularly during the last 24 months. It is now becoming plain that, even with increased resources being made available for United Nations technical assistance activities by donor countries, it will only be possible to deliver a static or declining level of technical assistance services to the developing countries unless new ways of cutting costs are found.

The cost of a United Nations volunteer is currently $7,200 per year for in-country costs (allowances, housing, insurance, personal transport, etc.), external costs being borne by sponsoring agencies or the UNV special volunteer fund. Although this figure represents a doubling of the cost for a man-year of volunteer services since UNV was founded in 1971, it is still a bargain compared to the costs either for senior experts or for associate experts (young professionals sponsored for service in UN development projects by sponsoring governments at no cost to the receiving government).

Volunteers' Tasks

Although it is obvious that young volunteers cannot be substituted across the board for experts, most of whom have long years of experience, it does appear feasible that through the redefinition of some tasks and increased reliance on host country officials and local experts for the supervision of the volunteers' work (now generally supervised by internationally recruited experts), substantial increases in the number of volunteers being used in UN projects and corresponding reductions in the use of experts, with appreciable savings of precious development dollars, could be made.

The prejudices and stereotypes about volunteers being what they are, this idea is not an easy one to sell. Yet it is apparent from the many applications we receive from highly qualified individuals who want to serve as volunteers, currently far in excess of those we can place, that the United Nations volunteers can potentially play a much broader role in United Nations technical assistance than has thus far been the case. The long range trend of the major bilateral volunteer programs has been a decline in size, which seems not only inevitable but also appropriate as the needs, priorities, and perceptions of the developing countries evolve. The major unanswered question about the United Nations Volunteers Program, which could neither have gotten started nor thrived without the active support of the bilateral volunteer programs, is whether it is a program that was created five years too late or whether it is an idea whose time is about to come. I am optimistic and see the challenge of the present as a rare opportunity for UNV to become a more effective and significant instrument of United Nations technical assistance in the future. □

For applications to the United Nations Volunteer Program, write to:

Office of Multilateral & Special Programs
ACTION/Peace Corps
Washington, D.C. 20525

Good Times for Pre-Schoolers

Caring for pre-schoolers is a challenge to the imagination. Whether in a day care center or hospital pediatrics ward, there is an endless need for innovative and entertaining educational toys and games. The following excerpts from Greg and Patricia Simms' *Recipes for Good Times: A Handbook for Learning Games for Parents and Children** has been adapted by *Synergist* for student volunteers looking for inexpensive, creative ways to amuse and educate small children.

To order the manual send $1.75 per copy to:

New Approach Method
P.O. 1303
Trenton, N.J. 08607

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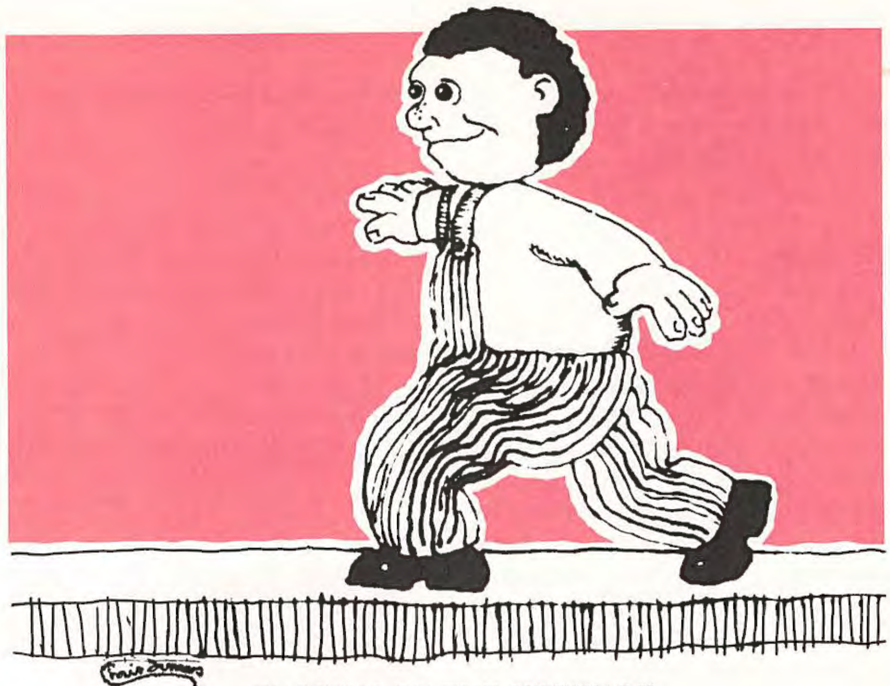


WALKING ON THE SIDEWALK

A coordination exercise that can be done both indoors and out.

You Need:

A plank of wood about one inch by four inches and five feet long OR

Two pieces of string, each about five feet long

3-4 players

Directions:

Put the piece of wood on the floor or tape the two pieces of string to the floor approximately four inches apart. Divide your youngsters into small groups of three or four and ask them to line up, so each can take a turn. Tell them to pretend the space beside the wood (or outside the two pieces of string) is the grass, and the wood (or the space inside the strings) is the sidewalk. Ask them to walk along the sidewalk without stepping on the grass.

As their balancing skills develop, suggest that the children turn around in the middle of the sidewalk and walk back to the starting point. Or ask them to jump once or twice into the air, without landing on the grass, or to walk backwards, or hop along on one foot.

EASY HOPSCOTCH

We often forget that the most tried-and-true games, such as hopscotch can be used as learning tools. Here's a simplified game of hopscotch that can help youngsters recognize numerals as well as get some good exercise.

(Continued on next page)

You Need:

A piece of chalk

A beanbag—You can make one by simply tying some beans or pebbles in an old napkin or scarf.

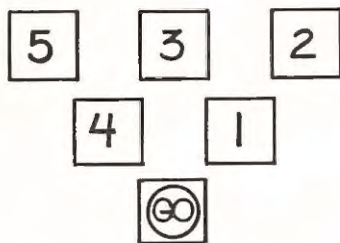
4-5 players

Directions:

If the game is to be played outdoors, draw a simple hopscotch board on the sidewalk with chalk. Any pattern will do, as long as all the players can read the numbers in the spaces. The first player stands on the starting line and throws the beanbag into space #1. Then he jumps on the space next to it, picks up the bag, turns around and jumps back to the starting place. Next, he throws the bean bag onto space #2, jumps on space #1, picks up the bag, and back to start. Each time a player jumps on a numbered space, he calls out that number. If the beanbag lands on the wrong space or on a line, the player loses his turn. Once a turn is lost, the player must wait until it is his turn again, and continue on the space where he left off. The first player to jump through all the numbers wins the game.

Directions for Indoor Hopscotch:

You can play hopscotch indoors on the rainiest of days by taping numbered sheets of paper to the floor in a similar pattern. For younger children, who would like to play but are unfamiliar with the numerals, you can limit the squares to five and arrange them like this:



The first player stands on the Go circle and throws the beanbag on square #1. The game proceeds exactly like outdoor hopscotch.

NUMBER DOTS

A fun way to teach pre-schoolers to count.

You Need:

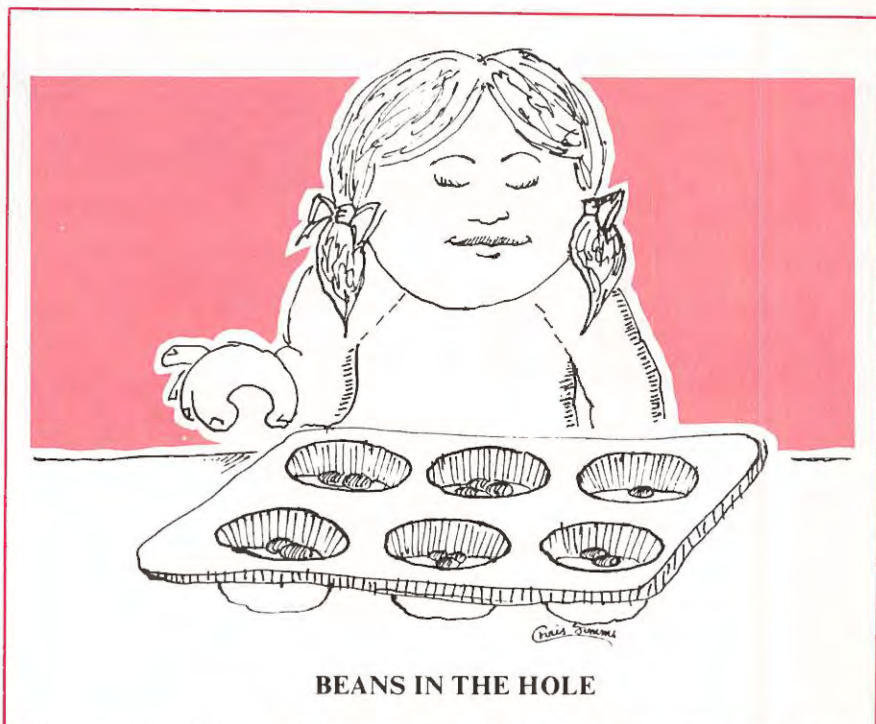
Approximately 25 sheets of 5 x 8 inch paper (a small pad will do)

A crayon or magic marker (one for each child)

A bowl or box

3-4 players

Before the game begins, fill 25 sheets of paper with the numbers 1-4, assigning one number per sheet. Put all the pieces of paper into a container in the center of a table or floor. Give each child a crayon or magic marker. In turn, tell each child to take one piece of paper out of the container. If the number on it is one, tell him to make one dot on the paper; if the number is two, make two dots, and so forth. Once the children understand the game, they can work at their own pace, and you can check the slips of paper to see if they understand.



BEANS IN THE HOLE

You can try this counting game with candies, but the candy will probably be gone before the game is over. Your pre-schoolers may learn to count better if you use dried beans or peas, but it's not nearly as much fun.

You Need:

A muffin tin (one for each child), OR

Half an empty egg carton (one for each child)

Dried peas, beans, pieces of cereal or candy

1-2 players

Directions:

Give each child a handful of beans and an empty egg carton. Ask him to put one bean in each hole. Then ask him to put one more bean in each hole, and see if he can tell you how many beans are in each hole. You can continue to ask him to put more beans in each hole, depending on how well he's doing adding the beans as he does so.

When the child is familiar with more numbers, you can write (or tape) the numbers from 1 to 6 in the holes of the egg carton or muffin tin. Then ask him to count out as many beans as the number indicates and put them in the proper holes. If you give him exactly 21 beans before he starts to play and if he counts them out correctly, he'll have no beans left when he finishes the game.

COLORS AND SHAPES

A special deck of cards can help pre-schoolers identify colors. The cards can then be used to teach geometric shapes.

You Need:
Red, yellow, and blue construction paper
Scissors
Pencil
Ruler or other straight edge
3-4 players

Directions for making the cards:
You can make colored cards in as many different geometric shapes as you wish. However, if the children are unfamiliar with the primary colors, it is a good idea to begin with those and slowly add other colors later.

The cards should be large enough for a child to handle easily and should all be the same size, but not the same shape. Cut out two triangles, two squares, and two circles in each color. If you are starting with the primary colors you will have 18 cards in all.

Playing a game:
Start with the circles. Spread them out on a floor or table in front of you. Then pick up a red one and ask, "What color is this circle?" If the child doesn't know what color it is, tell him it's red and ask him to find the other red circle among the shapes. Do the same thing with the rest of the colors, then mix them up again. This time suggest the child match up the pairs without help.

Then ask the child to pick out all the red shapes and put them in a pile. Do the same thing with the blue and yellow shapes. For a more complex version of the game, spread all the cards out on a floor or table, but this time pick up any one of the cards and see if the youngster can find another one just like it. In the first two games, he was matching according to color. Now he is matching by both shape and color.

COLOR LOTTO

Most paint and hardware stores will give color samples away, but be sure to take two or more of each color strip you plan on using.

You Need:
As many pieces of heavy paper or cardboard (about 6 x 8 inches) as there are players
Paint color sample swatches
Paste
Scissors
Any number of players

Directions:
Divide each player's card into an even number of rectangular sections by drawing horizontal and vertical lines on it. Then, cut the color strips apart and set aside two of each color. Paste one color swatch in each rectangle on the card. Put a matching one aside to be used in the game. Each player should have one card.

Playing a game:
Give each player a lotto card. Place the remaining color swatches face down in the middle of a table. Players take turns turning over the swatches, one at a time. If the swatch the player picks matches one on his lotto card, he puts it on top of the matching color. If it does not match, he puts it back on the table, face down in the middle of the pile. The next player does the same during his turn. The winner is the player who first completes his card, and then the game begins again.

Drawings by Christian Simms

COLOR RECTANGLES

Here's another game to help youngsters identify colors.

You Need:
A small package of colored construction paper 8 x 10 inches
Masking tape
Any number of players

Directions:
Tape the individual sheets of construction paper to the floor. A player who is "it" calls out the name of a color. All other players must run and put one foot on that color paper. The last player to put his foot on the color called is "it" for the next turn. □

A COLLEGE CONSORTIUM APPROACH TO STUDENT VOLUNTEER COMMUNITY SERVICE

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IN THE FALL OF 1972, two public and five private colleges and universities, located within a 12 mile area in heavily-populated Nassau County, N.Y., formed a voluntary association or consortium now known as the Long Island Regional Advisory Council on Higher Education. It is one of more than 100 similar organizations involving 1100 colleges. The seven institutions—Adelphi University, C.W. Post Center of Long Island University, Hofstra University, Molloy College, Nassau Community College, New York Institute of Technology, and the State University of New York College at Old Westbury—formed the Consortium as a regional coordinating agency through which the individual institutions could expand educational opportunities for their students and effect cost savings through cooperative programming.

The Consortium's Board of Trustees began by establishing a number of specific, action-oriented objectives. Task forces with broad representation from each of the seven colleges were then appointed to develop plans to achieve the objectives, which included cross-registration of students, a coordinated academic calendar for the seven colleges, the cooperative recruitment of students, joint purchasing of supplies and insurance, cooperative library acquisitions, centralized student placement services, affirmative action programs, and a special coordinated student health services program.

One of the first to be appointed was the Student Volunteer and Community Service Task Force. Two of the seven participating colleges already had successful student voluntary programs, and they agreed to work to develop similar programs on the other five campuses. In addition, all members of the Task Force recognized the opportunity to combine academic work with career experience while serving the community. Obviously the many fine volunteer service opportunities that exist in Nassau County (population 1,450,000) provide an unusually broad range of career experiences seldom found so close to any college. The Task Force felt that linking volunteer community service with career experience offers an excellent way to expose students to important community problems and to instill in them a sense of community responsibility. Finally, we saw in the program a readily available and inexpensive means to channel sincere student concern

and energy into urgently needed and constructive activities that would benefit both the community and the student volunteer.

The first order of business for our newly formed Task Force was the difficult task of establishing and agreeing upon *realistic goals and time frames for their accomplishment.* In defining these goals, we agreed that they should:

- Be challenging and worth doing.
- Be sufficiently explicit to suggest definable types of action.
- Serve as a guide to the types of action required.
- State the kinds of measurements needed to help us evaluate and control progress toward our goals.
- Be consistent with and supportive of the broad goals of the Consortium itself.
- Consider internal and external restraints facing the individual institutions and the Consortium.

Basic Objectives

We asked each institutional representative on the Task Force to present a realistic status report of the situation on his campus, describing what he would like to see achieved, what barriers currently existed, what resources would be required, and how the Task Force could advance his campus plan. At the conclusion of this cooperative study, we selected six basic objectives:

1. Establish a viable Student Volunteer Community Service Program on all seven campuses. We agreed to help each other by sharing information on procedures and programs that worked (or failed), and by holding joint training sessions.

2. Establish a central Clearinghouse to determine community service needs and seek to match agency needs with student volunteer interests on each of the seven campuses. In addition the Clearinghouse would serve as the Task Force's agent and support staff and as a coordinating point for publications.

3. Develop cooperative volunteer programs through the Clearinghouse utilizing the resources of the seven campuses.

4. With interested and receptive faculty establish service-learning field placement opportunities for which academic credit would be awarded.

5. Work with neighboring high schools interested in developing their own student volunteer programs.

6. Seek external funding based on the cost-effectiveness of this consortium approach.

In working towards these six objectives, we included a representative of the Nassau County Office of Volunteer Services (VAC) as an eighth member of our TASK Force to assure close cooperation, to avoid needless duplication, and to utilize the strengths and expertise already developed by that organization. This close relationship has proved mutually beneficial.

In keeping with the basic convictions that led to the development of the Task Force and its announced goals, we agreed to place highest priority on matching the student's volunteer experience with career interest; to confine volunteer service placements primarily to non-profit community service agencies; to cooperate fully with local VACs; and to develop, with agencies, formal, acceptable placement procedures.

In working with student volunteers, we agreed to adopt the six-step approach first used by the H.E.L.P. program at Hofstra University. The six steps we ask of each student volunteer are:

1. Think carefully about the type of experience you want before you choose. Think of your own likes, dislikes, strengths, and weaknesses.

2. Sign up for a reasonable period of time.

3. Set personal goals you hope to achieve from your volunteer experience. Be as specific as possible.

4. Know what is expected of you from the agency and share with the agency what you expect from the experience. It is important that both you and the agency agree to the nature of the commitment.

5. Take your volunteer commitment seriously. If you are not consistent and dependable, you will disappoint the people you are helping, you will anger your supervisor, and you will learn less.

6. Deal with frustration, which you may encounter, by trying to find its source. Discussing your feelings with your staff supervisor can be a valuable learning experience.

We have found the adoption of this six-step procedure to be highly beneficial, not only to the student volunteer but also to the agency. This approach gives purpose to the volunteer experience, and the chances for a rewarding and maturing placement are greatly strengthened. The placement becomes a joint commitment involving the student and the agency because both participated in its development and its execution.

Advantages of Consortium Approach

In the 30 months since this Task Force was organized, we have found many advantages in the consortium approach. It provides a convenient, inexpensive, and supportive means for all of the student volunteer directors of the seven institutions to meet together on a regular agreed-upon basis, and it serves as a valuable forum for the exchange of program ideas. Working together we can provide effective training for the constant flow of new student program coordinators who enter the program each year. One-half of each monthly Task Force meeting is devoted to a different in-service training program item selected in advance.

We serve as a change agent by encouraging and assisting campuses to develop and activate new student community service programs. All too often one person may not have enough clout on his or her own campus to launch a new project, but if it can be demonstrated that the project has been successful on a neighboring campus or that a joint project is feasible, authorization

to proceed is more easily secured. In addition, our consortium approach has provided formal recognition and greater visibility for each college program at both the faculty and administrative levels. This recognition is especially important if service-learning for academic credit is one of the objectives of the program. We send regular Task Force progress reports to faculty and administrative offices to maintain the link forged at the time our objectives were officially adopted. Formal maintenance of this relationship between the Task Force and the faculty and administration is essential if we are to have a continuous, constructive, and successful program.

Centralized Approach

Much needless duplication for both the participating agencies and colleges has been eliminated through our centralized approach to agency and campus information gathering and dissemination, thereby greatly facilitating the exchange of information and the placing of students in community agencies. All agency reports are collected and distributed by the Clearinghouse which serves as the central coordinating point and agent for the seven colleges, and the 106 community agencies with whom we work can now reach seven colleges with just one telephone call to the Clearinghouse.

We now have a uniform approach to agency needs that is consistent with student interest and provides common standards for performance evaluation, by both the agencies and the colleges. This reduces harmful intercollege and interagency competition in the placement of student volunteers. It also offers a rational basis for discussions between the agencies and the Consortium on the progress of the program.

Faculty in all schools now have common criteria on which they can evaluate student performance for which academic credit can be awarded. This is particularly important to the participating colleges in view of the cross-registration program.

Finally, our consortium approach attracts funding not otherwise available because of the proportionately greater dollar impact through this cost-saving cooperative approach. Not only have we been able to attract private foundation funds for program support, but we have obtained 36,000 bookmarks from a local bank urging students to volunteer. In addition, taped spot announcements for use by over 30 radio stations have been supplied as a public service by the stations.

Over-all supervision of the student volunteer program is provided by the Executive Director of the Consortium who works closely with the Task Force and the Clearinghouse Coordinator. Program policy recommendations are developed by the Task Force and presented to the Executive Director for Board approval. Written quarterly progress reports comparing accomplishments with established goals are presented to the Board. It is essential, we believe, that the college presidents who make up the Board be constantly informed and that programs produce results, not merely activity. Again this is part of a conscious effort to maintain a constructive level of program visibility.

The Task Force itself is composed of the appointed seven student program directors and the seven students who serve as the student coordinators on the campuses. Through an earlier ACTION grant and now a larger one from a private foundation, we have provided a modest work-study stipend for these student coordinators who spend anywhere from 15 to 25 hours per week on the program. The student volunteer office on each campus is independently managed, consistent with each institution's own policies. However, certain uniform standards of performance from our students and from the agencies have been established. This uniformity of college-agency relations is obtained through the Clearinghouse, which is basic to the entire cooperative approach.

Two subcommittees of the Task Force have been appointed, one on seminar programs and one on publicity. Half of each monthly meeting of the Task Force is given over to some training topic such as program development, student volunteer recruitment, funding, training aids and ideas, program and performance evaluation, and academic credit models. The seminars subcommittee has the responsibility for these monthly programs as well as for an annual three-day planning seminar. The publicity subcommittee works closely with the Clearinghouse Coordinator to publicize the program and to encourage students to volunteer.

The Task Force is chaired by one of the seven professionals elected for one year by his colleagues. The chairperson works closely with the Executive Director and the Clearinghouse Coordinator and his staff.

Clearinghouse Operations

The Clearinghouse is located in the offices of the Consortium, not on a campus. We prefer this arrangement since most agencies tend to equate location on any campus with that institution, not with the cooperative effort. The duties and responsibilities of the Clearinghouse Coordinator were developed by the Executive Director working with the Task Force. These responsibilities include:

• Maintaining a comprehensive, up-to-date directory of the volunteer needs of public, private, and community social agencies in Nassau County. Developing systems for the collection and dissemination of this information.

• Maintaining a smooth flow of information between the Clearinghouse and the Task Force members and encouraging communication among members.

• Developing a current file of resources and materials on program development, recruitment, funding, training, evaluation, academic credit models, and all other aspects of volunteer program operation for use

by the seven campuses and as material for training seminars.

• Meeting with Task Force members and social agencies on a regular basis or as required.

• Keeping a log of daily activities connected with the Clearinghouse.

• Attending all Task Force related meetings, workshops, conferences, and seminars.

• Serving as Secretary to the Task Force and handling all Task Force correspondence.

• Keeping a record of supplies and materials used by the Clearinghouse.

• Submitting a report of Clearinghouse activities at each regular Task Force meeting.

• Performing various other tasks as assigned by the Task Force such as the development of publicity.

• Seeking external program funding support.

• Keeping the Executive Director fully informed of all aspects of the program.

Clearinghouse Coordinator

Fortunately for our program, our Clearinghouse Coordinator is a graduate student who worked in our program when he was an undergraduate. He is familiar with all aspects of all seven campus programs, and he knows where to direct inquiries. Thus our Clearinghouse telephone number brings agencies almost instanteously into contact with seven campuses and those who are responsible for developing student community involvement. The Clearinghouse desk is manned from 9 a.m. to noon daily, and incoming calls are tape recorded when the Coordinator is away from his desk.

One of the strengths of our program is the involvement of students at every level, from program planning and evaluation to actual volunteering. Sudent participation is built into the program through student membership on the Task Force. We view this as a valuable learning experience for our students. There is deliberate and conscious effort to make the experience rewarding and as consistent as possible with each student's interests, skills, and motivation.

Joint Projects

The Task Force approach has been most effective in finding solutions to problems that for one reason or another were difficult to solve alone. Cooperative problem-solving lowers the barriers to the development, initiation, and expansion of individual campus programs. A number of cooperative activities have been successfully launched that have strengthen all seven campus programs. We have:

• Developed overall program goals.

• Developed operational policies.

• Established Clearinghouse operation and procedural effort.

• Developed and published a common, seven-college student volunteer recruiting brochure.

• Developed nine common reporting forms to be used by the colleges and the agencies.

• Developed joint in-service training programs and materials that are shared among the seven institutions.

• Planned and held three-day planning and training seminars for staff and student volunteer coordinators.

• Held an annual tutorial conference for high school personnel interested in initiating student volunteer programs.

• Sponsored rap sessions between agencies and the colleges.

• Developed a common radio publicity campaign to recruit students for all seven campuses.

• Prepared and published a student volunteer newsletter, an agency information cross index, a compendium of Clearinghouse resources, a placement report, a request report, and a program development seminar report. As agencies complete their information forms, copies are made by the Clearinghouse and distributed to each of the seven campuses.

• Established a common library of student volunteer program resources at the Clearinghouse for use by all seven campuses.

• Assisted in the preparation and presentation of a successful funding request to a private foundation. Total dollar funding of the program is $26,500, with $16,800 going in equal amounts of $2400 to each college. The remaining $9700 is used for operating expenses of the Clearinghouse and all joint projects such as the common brochure, the planning seminar, and agency-college rap sessions. Institutional contributions, including staff time, student aid stipends, and overhead costs chargeable to the program, are approximately $78,000.

Other Benefits

As our cooperative program has developed, very positive publicity has resulted for the seven participating colleges. Some high school students have expressed interest in our schools because of our student volunteer programs, which are mentioned in our student recruitment material. The program has broadened the colleges' perspectives on experiential learning opportunities. Perhaps as much as anything it has served to develop a sense of community among the student volunteers from the seven colleges, who volunteer side-by-side in the over 100 community agencies currently participating in our program. As Ms. Nancy Belowich, Director of the H.E.L.P. Program at Hofstra, said recently, "Volunteering provides people with the chance to learn helping skills. We must begin to incorporate the university into the community at large rather than isolate ourselves for four years and then try to join the community." We believe our consortium approach to a college student volunteer program has succeeded in doing just that—on all seven participating campuses. □

Upstate Consortium Serves Rural Poor

Youth Challenge Program Involves College and High School Students

THE ASSOCIATED COLLEGES of the St. Lawrence Valley, a consortium chartered by the Board of Regents of the University of the State of New York in January 1970, was established to develop and facilitate cooperative programming. The consortium members are: Clarkson College of Technology and State University College, at Potsdam, and St. Lawrence University and State University Agricultural and Technical College at Canton.

One of the major concerns of this consortium has been the contribution its students could make to their underpopulated rural community. In the summer of 1974, five student interns, who worked under a planning grant from ACTION, surveyed community lead-

ers, faculty, students, and agency personnel to determine the interest in establishing a formal service-learning program for young people enrolled in the four institutions. The survey results indicated that there was not only interest on the part of the colleges and the community, but a tremendous need existed within the rural area for volunteer service. Consortium administrators then began to plan an on campus volunteer clearinghouse to coordinate the volunteer effort.

The program plans were submitted to ACTION's Youth Challenge Program (YCP) in the form of a proposal. To be eligible for YCP support, an organization must be interested in the placement of youth, aged 14-21, in service-learning opportunities that not only benefit the poverty community through volunteer commitment but also relate to a student's classroom or vocational learning.

YCP Program Begins

In October 1974, YCP granted the consortium operational funding, and headquarters for the consortium's Youth Challenge Program were established on the campus of St. Lawrence University.

Concerned with the special needs of the scattered Valley residents, students from the four colleges and Potsdam and Clarkson High Schools serve in volunteer projects throughout the area. Sharon Singh, YCP's coordinator, is responsible for the recruitment, coordination, placement, and evaluation of more than 100 student volunteers who are involved in YCP activities.

"Being innovative is the key to a successful rural program," Ms. Singh said. "It's often a good idea to plug into an existing community project and branch out from there." Ms. Singh suggests contacting existing service agencies within a rural area, including the Boy Scouts, Girl Scouts, elementary and junior high schools, neighborhood recreational centers, and church groups.

YCP volunteers serve in 14 area agencies which provide services ranging from child care to winterization maintenance. Many of the assignments are short-term, responding to immediate needs. For example, when the Community Development Center of Canton requested student manpower for a short-term winterization project for senior citizens' homes, the YCP Consortium recruited students to aid in insulating the homes with weather-stripping and plastering and painting the walls. During the course of their assignment, the students and the senior citizens came to know each other better, which resulted in another volunteer project—personal visits and letter writing.

To involve high school students in the volunteer consortium, Ms. Singh approached the principals of Canton and Potsdam High Schools with the suggestion that students with a free class period be released for volunteer assignments. The principals agreed and high school students are now integrated into the YCP Consortium, serving as nursing home aides, day care volunteers, peer and elementary tutors, and in special short-term projects, such as a handicrafts workshop for mentally retarded youngsters.

Photos by W. Frederick.

Canton High School student volunteers Kim Hoffman (back row left) and Steve English (seated right) demonstrate computer terminal as part of the Little Brother/Little Sister companionship project. Sharon Singh, YCP coordinator (back row right), observes.

Opposite page: Barbara Ward, volunteer from Clarkson College, entertains children at the Norwood Headstart Program.

Most assignments for high school students are within walking or biking distance of the high schools since there is no public transportation in either town. College students use carpools or the St. Lawrence University van, which is used to transport consortium volunteers to their assignments.

Job Clearinghouse

Another short-term project evolved out of a request from the director of the Potsdam Neighborhood Center who wanted to establish a job clearinghouse for low-income residents who otherwise would have to travel 30 miles to the state job bank. But she needed volunteer help to get started. Ms. Singh dispatched several Clarkson College students, who were interested in applying their academic training in statistics, to survey community businesses. The students prepared and conducted a detailed survey of Potsdam's business community which resulted in a listing of all available full and part-time job opportunities. □

Navigator Ernest Hopkins and driver Butch Hayes getting ready to clock out.

Student Volunteers aid blind campers in Braille Rally

AREA STUDENTS in Washington, D.C., aided staff members of the Columbia Lighthouse for the Blind in a sports car rally for blind and partially sighted children attending the Lighthouse summer day camp. The one-day affair, now an annual event, was made possible by the participation of a local sports car club. Sixteen club members drove their cars over a 24-mile course, following route instructions read to them by a blind or partially sighted navigator from braille or large print sheets.

"Having a blind navigator is a little unnerving at first," said Carol Dingley of Brookville, Maryland, the only woman driver. "But it's worthwhile because the kids get such a kick out of it." Ernest Hopkins, a 13-year-old navigator participating for the second year, was assigned to Butch Hayes, a management consultant. They shook hands and struck up a conversation. "What I like best," admitted Ernest to a by-stander, "is getting to know my driver." Stuart Abramowitz, 21, a student at the University of Maryland and a veteran navigator, said, "There are very few sports that a blind person can participate in. Golf and bowling require a certain

Route Instructions for Partially Sighted Navigators

1. Start.
2. Do not go right at "West Beach Drive." You are entering Maryland.
3. Straight at "Stoney-brook."
4. Left onto Hill Street.
5. Right at T.
6. Straight at "Laduke."
7. Right at "Capital View."
8. Go away from the Army Medical Center at "1964." (Unmarked)
9. Right at "Forsythe."
10. Right at "Forsythe."
11. Left onto Beach Drive. Stay on this road until it ends.
12. Right at "Rocking Horse."
13. Left onto Beach Drive.

amount of coordination. For this, all you have to be able to do is read braille." For younger campers who cannot read there is a "fun run" ride in the sports cars.

Drivers, navigators, Lighthouse staff, and student volunteers gathered at the starting point in Rock Creek Park, waiting for the contestants to be matched up. Some students passed out route instruction sheets to the campers. Other student volunteers were stationed at the three check points along the route. Their duties were to clock in the cars, record the penalty points for being early or late on the score sheets, and hand out route instructions for the next lap.

Finally Jim McHugh, an English major at the University of Wisconsin, called each camper's name. As his name was called, the child drew a slip of paper from a hat telling him the number of his car. Then student volunteers, parents, or friends, led the camper to his assigned car. Each car had a poster on the door announcing the rally and the car number, which was also in braille so that the navigator could check for himself that he was getting in the right car.

Burt Goldstein, the rally master, clocked each car out, one at a time, to the cheers of families and friends of the campers. "Everyone goes at the same speed," said Goldstein, "and it is a team effort between driver and navigator to try to accumulate the lowest number of penalty points." Goldstein, from past experience, is familiar with the braille reading ability of the children. He maps the course in advance and then discusses it with Lighthouse staff, who put it into braille and large print.

"I like the trophies that we win," said Valery Jackson, 16, a partially sighted camper. Each navigator receives a miniature toy racing car, and those who place are awarded plaques. Local businesses contributed free refreshments and prizes. Following the rally the club hosted a picnic and musical entertainment. □

In "Managing Agency Relationships" in the Winter 1976 Synergist, *Dr. Ramsay discussed how directors of student volunteer programs can initiate contacts with representatives of community service agencies. In this article he presents techniques for strengthening those relationships.*

Cultivating Agency Allies

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A WILLINGNESS TO DEAL with the imperfections of community service agencies is an important characteristic of effective directors of student volunteer programs. Regardless of the excellence of your agency relationships and of your students' performance, problems can arise. Knowing this, the best way to prepare is to establish clear procedures for handling them. For example, an understanding of the procedures needed to terminate a student volunteer relationship with a community service agency is necessary, whether initiated by the volunteer or by agency staff. These situations are often highly emotional; therefore it is important to handle them quickly and professionally, without having to improvise. It is well to deal with the situation and the perceptions as they are, looking for solutions rather than someone to blame.

Dealing openly and constructively with a problem can provide an opportunity to strengthen your agency relationships. Some problems may not be so serious as they appear. If you carefully question those involved to clarify the elements of a problem, you can sometimes help to resolve it before it becomes a crisis on campus. Many reports of problems from student volunteers to program directors may not have been called to the attention of the agency supervisor. The first step in a trouble-shooting procedure is to report the prob-

lem directly to the agency supervisor. Until a volunteer has done this, your intervention is generally unwise. A next step is to arrange a meeting with all parties concerned in as non-threatening a setting as possible. You should keep all parties informed and record key information. Make sure that this record is cleared with everyone present before it passes into your files, and give everyone present a copy of it.

Feelings of Exploitation

Concern about exploitation may be one of the issues about which your students are especially sensitive. Concern for individual rights and exploitation of the poor and powerless by the "system" has received considerable attention over the past 15 years. A volunteer's feeling that the agency is exploiting him or the population it serves may threaten your agency relationships.

Of course, it is important to avoid or to remedy situations where serious exploitation of any of the parties concerned is apparent. However, an interpretation of the relationships can often put what may be perceived as "exploitation" in better perspective. In the relationship between a volunteer and an agency, each hopes to gain from and to contribute to the other. This honest trade-off is important to understand and is not a form of exploitation.

Most often a volunteer's concern is about exploitation of an agency's constituent group. This feeling may come from an oversimplified view of the problems and a strong wish to do something significant in a short time. The realization that problems are not solved so simply and require more time than the volunteer has may result in a search for someone to blame. The agency is a convenient scapegoat because it is accessible and often somewhat vulnerable. Why was support withdrawn from a program that was proving successful? Why was staff reduced when more were needed? How can agency officials spend money on travel to a conference at a resort when they claim they do not have enough funds to meet program needs?

Artistic Statesmanship

Such questions may be valid. But unless they get beyond rhetoric, they will likely serve no purpose other than to sever the relationship between student and agency. These situations call for artistic statesmanship on the part of program directors as they try to foster and encourage high hopes, standards, and ideals at the same time that they grapple with priorities and standards of conduct and performance. Agency personnel can help by avoiding a defensive posture and exhibiting patience in discussing such concerns.

It is often at the border of frustration that the most learning can occur. An enthusiastic group of volunteers building a playground for children in a slum area may find it hard to sustain momentum if they are faced with delays caused by questions of zoning, security, safety, liability, supervision, and neighborhood feelings. The recreation agency with which the students work may have many other projects of higher priority that make immediate attention to the concerns of the students impossible. Volunteers can help in these situations (with leadership from program directors) by researching and pursuing answers to some of the important questions involved.

Once you have established a good relationship with an agency, you should endeavor to raise to the highest possible levels the service and learning dimensions of your students' assignments. One good way to do this is to raise expectations. Beyond your students' expectation of doing a good job in a volunteer assignment can be the expectation of contributing to the well-being of the student volunteer program as a whole and the effectiveness of its operating procedures. Beyond your student's expectations of learning a specific task in a specific agency is the expectation of broader learning about the agency itself and about the people working in it—volunteers, staff and clients—with backgrounds and values different from his own. From this exposure your student will learn more about himself and will develop a thinking approach to service.

Interpret Volunteer Experiences

You can enhance the learning dimension if you provide for interpretation of experience. You should encourage the agency to set aside time, beyond necessary orientation, for the volunteer to talk about his observations, to hear interpretations of experienced personnel, and to understand varying perspectives. This need not be done only in formal sessions but can become part of the volunteer's day-to-day activities. It takes an understanding of the learning goals and a willingness to give time and thought to the volunteer on the part of supervisors and other agency personnel.

Interpreting negative experiences can be especially meaningful and keeps a poor experience from being viewed as a total loss. A volunteer can perform very useful services and learn very little. Conversely he can be unsuccessful in performance but learn a great deal. If a volunteer serving in a hospital emergency room finds that he faints at the sight of blood, he at least has learned something about himself which should be useful in future choices. Helping a volunteer interpret a negative experience is usually best done by a counselor outside the agency or at least apart from the immediate staff. At a more general level, however, it is important to work with agency personnel in understanding the potential value of negative experience.

A student volunteer who has undertaken to tutor an adult in basic reading, for example, may find that, after initial progress, there is a loss of interest on the part of his tutee, who may have other concerns, such as getting a job, that interfere with his motivation to learn to read. Your volunteer may be frustrated in at-

tempts to help in these areas by lack of resources, especially if he finds no interest on the part of the agency. The tutee may want to continue with the volunteer because it provides some attention and sympathy, even though the original goal of literacy is not being served. Attempts by the volunteer to persuade the tutee that finding a job can depend on literacy may be met with agreement but no additional effort.

At some point a decision may be made to drop the tutee from the program. To see this simply as a failure on the part of the adult reading program or just to write off the tutee as "no good" would be simplistic. The potential for understanding more about the cycle of poverty, motivation, and limitations of programs is considerable, and such a seemingly negative experience can contribute to improvements even though they may not be personally satisfying to the volunteer.

Techniques to Improve Learning Experiences

A variety of techniques can be used to improve the learning experience. The establishment of learning expectations has been mentioned as important. At Berea College, we are developing a learning description of an assignment to parallel the job description. Where a job description outlines duties and responsibilities, qualifications, and work environment, a learning description outlines areas of understanding to be gained, types of situations to be encountered, skills to be learned and applied, and outcomes, in terms of abilities, arising from the experience. Using this kind of learning analysis of specific jobs, a paper entitled, *Developing Personal and Interpersonal Skills in Berea's Labor Program* was prepared by George B. Thomas for CAEL (Cooperative Assessment of Experiential Learning), a research project based at Princeton, N.J. This paper is available from the Work-Study Development Project, Berea College, Berea, Kentucky 40403.

Keeping journals and making reports are more widely recognized tools for learning from experience. Seminars, supplementary readings, and individual consultations are also frequently used. The critical point is to provide some system that reinforces the learning side of the experience. Otherwise it tends to be secondary to the service dimension.

Educational Debriefing

The Christian College of Georgia in Athens, Georgia, and Berea College in Kentucky are exploring a new technique called "educational debriefing." Students who have participated in a specific volunteer project are organized into groups of six or eight and debriefed. A facilitator and a recorder conduct a series of debriefing sessions, usually two or three sessions of a couple hours each. The facilitator's job is to question and foster discussion so that students bring their learning to a conscious level. The basic assumption is that, "You know more than you think you know." As students express what they have learned, what they can do now that they couldn't do previously, and what new questions they have, the recorder prepares a summary of learning for each which is later given to the student as a record of learning. Debriefed volunteers continuing in an experiential situation or preparing to undertake a new one are much more alert to its learning possibilities. A monograph prepared by William Laramee on *Educational Debriefing* is available from the Work-Study Development Project at Berea College.

Performance and Conduct Standards

It is generally assumed that a volunteer will meet performance and conduct standards of the agency assignment. However, program directors and volunteers also have, and should have, their own standards of performance and conduct. Program directors should be alert to potential differences in standards between agencies and the volunteer program and between agencies and volunteers. Standards of health and cleanliness are especially important in some situations. Personal appearance and dress may be important in others. Behavior off the job is also important in a culturally different area with more rigid social customs. Your students should identify and understand standards that they are expected to meet *before assignments.*

If a conflict arises between a volunteer and an agency over whose standards should apply, the program director is usually caught in the middle. Conflicts can occur in matters of personal appearance, techniques used, and, occasionally, in basic philosophy or integrity. The key to effective handling of these situations is the separation of matters of preference from matters of principle. Usually conflicts arise over preferences that are labeled principles by one or more of the parties. If a principle is truly at issue and cannot be compromised, a change in assignment is indicated, but this is rare, and most often the conflicts can be resolved. For example, a volunteer was working with a planning commission on a survey and found that the questionnaire to be used was not, in his opinion, sound. The student took the position that he could not be associated with the survey using that questionnaire. The commission took the position that it had spent a great deal of time and effort in developing the form and, in its opinion and the opinion of its trained staff, it was adequate. How should a program coordinator respond? The volunteer could, of course, quit, but is that necessary? Is the conflict more a matter of opinion that principle? In this case it would seem that the program director should encourage the volunteer to work with the agency on its own terms. Some assistance in interpreting the situation can also be helpful for the volunteer.

Just as standards vary, so do goals. Most situations involve quite a list of goals, each valid and all seen with different priorities by the various participants. You

(Continued on page 53)

Dayton's Volunteer Lab Benefits City Agencies

THREE HUNDRED students at five participating high schools in Dayton, Ohio, gain exposure to and experience in a variety of occupational areas through "volunteer lab," a service-learning program coordinated by the Office of Voluntarism of the city's Division of Youth & Manpower and the Dayton Public Schools. The students, many of whom come from disadvantaged homes, receive academic credit for volunteering at local hospitals, day care centers, nursing homes and recreation centers, elementary schools, and social service agencies. They also gain on-the-job training and references from agency supervisors for post-graduation employment.

The program began in the fall of 1973 when Anna Johnoff, Coordinator of Dayton's Office of Voluntarism, and her staff solicited over 100 agencies for job descriptions for student volunteer positions and enlisted the Board of Education's support for the program. The Office of Voluntarism also sponsored training workshops for agency personnel in "Utilization of Volunteers" and "Working With Volunteers." These workshops were designed to help agency staff members to organize training programs for volunteers, including students.

Dayton's Special Situation

Funded by an ACTION grant, that year of groundwork was predicated upon Dayton's special situation: the local Voluntary Action Center does not place as volunteers, to any appreciable degree, the disadvantaged, minorities, or youth; career education is not available to all Dayton high school students—one quarter of Dayton's secondary students are enrolled in a vocational program—and there are not enough stipended work experience programs to meet the needs of all who qualify financially, a fact that resulted in many high school graduates entering the local job market with little or no "hands on" work experience.

Volunteer lab was launched in September, 1974. In the fall, Anna Johnoff and her two assistants make presentations at each of the five high schools. This "awareness campaign" covers the city's need for volunteers, the responsibilities of a volunteer, how a student volunteer fits into agency structure and operations, and how student volunteers can earn academic credit.

Following the orientation, interested students submit an application to the Office of Voluntarism, which then refers them to agencies in their field of interest. Each student is responsible for making an appointment for an interview at the agency to which he or she is referred. If the interview is not mutually satisfactory, the Office of Voluntarism refers the student to another agency.

Host agencies train the students assigned to them. Each participating high school assigns a staff member to coordinate the program and to serve as a liaison person with the Office of Voluntarism. The Office of Voluntarism supplies the students with free bus tickets for transportation to and from the agencies, and personal support in the form of on-site and school visits. This gives students an opportunity to arrange a conference to iron out any problems connected with their volunteer assignment.

The Learning Dimension

The learning experience is processed in the classroom in one of several ways: by a written report, a cassette tape, an individual or small group conference with a teacher, or in rap sessions with classmates. A tenth grade student at the Alternative Learning Center South volunteered at the Miami Valley Literacy Council, which trained her in teaching reading. She shared some of the techniques that she used at the Council with her classmates, whose reading skills improved.

"Teachers are supportive of volunteer lab," said John Nealon, Principal of the Alternative Learning Center, "because they know that it helps to build a student's self-confidence." A junior at the Alternative Learning Center volunteered as a teacher's aide at an elementary school. After a while she gained enough self-confidence to organize, on her own initiative, an after school program in modern dance.

Credit is awarded on a pass/fail basis and the amount of credit is determined by the number of volunteer hours that the individual student elects to sign up for. Eighty hours of service yields one-half credit. The minimum effort is nine weeks and the maximim is three semesters.

Evaluation

Participating students, agency supervisors, teachers, and parents complete questionnaires at the end

of each semester, and feedback from tabulated questionnaires is incorporated into plans for the next semester. Students are asked questions about how well the awareness campaign prepared them for their volunteer assignment and how they were able to relate their volunteer assignment to classroom activities.

Agency supervisors are asked to rate student volunteers, at the beginning and end of their assignments, on attendance, punctuality, and professional appearance; attitudes toward service, the agency's clients, co-workers, and supervisors; and levels of skill development, performance, self-confidence, ability to work independently, and sense of responsibility. These "before and after" ratings make it possible to measure the growth steps of each individual student. Agency supervisors also comment on each student's strengths and weaknesses.

Teachers rate each student, at the beginning and end of the volunteer assignment, on level of skill development and performance, work-study habits, interest in academic success, sharing the volunteer experience with the class, and levels of self-image, interest, and enthusiasm. Teachers also comment on the student's growth and development in integrating his or her volunteer experience with classroom assignments.

Parent Involvement

Parents are asked questions about how their youngsters' volunteer assignments have affected academic motivation and grades, career plans, work-study habits, sense of responsibility, and degree of maturity. One evaluation showed that parents and students did not think that volunteer experiences were well integrated into classroom work. The program coordinators met with teachers at each of the five participating high schools to discuss ways to strengthen classroom sharing of volunteer experiences during the next semester.

Some students crystallize their career goals after working side-by-side with professionals in a particular field. "Early exposure is important," said Judith Curran, High School Supervisor of the Secondary Instruction Department of the Dayton Public Schools, who helps to coordinate the program. "Sometimes you don't really know what you're getting into until you're doing graduate work, and that's too late."

Parents must approve their children's participation in volunteer lab by signing an early dismissal permission slip and a memorandum of understanding, which outlines the goals of the program for all parties involved: the student, the school, and the Office of Voluntarism. Students already enrolled in a recognized vocational program are not eligible to receive credit for volunteer lab, which cannot be substituted for a required academic course. Students at four area colleges also participate. □

Computer punch card identifies available position for Dayton high school student volunteers.

Miami Valley Literacy Council, 125 N. Wilkinson Street
CONTACT: Mildred Kennedy or Mrs. Steele 274-1902 or 223-7285
Category: EDUCATION Position: TUTOR
I. KIND OF WORK--to assist adults and youth with reading and basic English skills.
II. RESPONSIBILITIES & DUTIES--must attend a 15 hour basic workshop for certification before being assigned a student, to meet with the student for at least two one-hour sessions a week at the Reading Center, to make a brief monthly report of the student's progress to the Director.
III. NECESSARY KNOWLEDGE & SKILLS--at least a Junior in high school, conscientious, have concern for others, and a mature sense of judgment and responsibility.
IV. NUMBER OF POSITIONS--Flexible

indecks ARLINGTON, VERMONT 1965 RESEARCH DECK

Volunteering Friendship

Practicum Leader Candace Simpson (extreme right) and peer counselors (from left to right) Dana Tanner, Dan Baum, Marian Goldeen, and Patty London demonstrate a role-play exercise to Barbara Varenhorst (standing).

A Peer Counseling Program For High Schools

BARBARA B. VARENHORST
Consulting Psychologist
Palo Alto Unified School District
Palo Alto, California

"I NEED HELP right now! I'm thinking of running away *tonight!*"

Sharon's emotional outburst convinced the group to choose her problem for a role-play in a session preparing high school students to serve as volunteer peer counselors. Students had been talking about common family problems . . . parents never home; divorced parents, neither of whom wants you; parents not listening to you when you state your feelings; problems with brothers and sisters. This sharing is followed by practicing how to counsel someone with problems, and students in the training groups volunteer to role-play. In this way Sharon asked for help.

Caroline "counseled" Sharon, asking questions to understand the problem. She asked questions, probing Sharon to explore possibilities and consequences, *before* deciding what to do—to help Sharon advise herself. Caroline worked at not telling Sharon what she *should* do. Have you tried talking with your mother? What about your father? What happens if you run away and your parents don't try to find you? Do you really want to cut off all relationships with your parents? Is it worth it? What will that accomplish?

Following the role-play, other students joined in suggesting other options, sharing similar experiences, and offering support. Sharon left the meeting saying she had a lot to think about. However, she said that she *would* go home that night.

The Palo Alto Peer Counseling Program

Peer counseling in the Palo Alto, California, Unified School District began in the fall of 1970, when the

idea of using high school students as peer counselors was very new . . . and threatening. Adult counselors continued to lament their heavy counseling loads, seeing only those students with behavioral and academic problems, or students sufficiently successful and aggressive to ask for help. Students continued to say in one way or another that they did not get personal help from adult counselors. There wasn't enough time; there was a desk between them; the counselors did not *know* students—how could they? A survey of one junior high revealed that one-third of the students felt the school had nothing to offer them because no one knew them and they didn't have any friends. Only a few teachers knew their names. If they didn't come to school no one would miss them. They felt lonely, unwanted, alienated. Many felt a need . . . many needed others to care.

Based on this experience Dr. Beatrix Hamburg, a child psychiatrist on the Stanford Medical School faculty, and I worked together to develop a voluntary counseling service for high school students. With the advice of an advisory group composed of students, parents, and school personnel, we arrived at the basic philosophy and design of the program.

All students between grades 7-12 would be invited to participate and no screening would be done of those who volunteered to take the training. The commitments of students would be tested by requiring them to attend all 12 training sessions, meet once a week, and make up those sessions that they missed. Sessions would be held every afternoon and several nights during the week at a centrally located school to accommodate the different schedules of the 150 students who had signed up for the training. Once assigned to a group on a particular day, a student was expected to continue with that group on a regular basis.

After trying various methods to recruit students, we now use a team approach in which an adult and several student counselors visit individual classes in the schools. The team explains what is involved in training and volunteering as a peer counselor, and students can ask questions of those with first-hand experience in the program.

The 18-hour training is done in small groups of eight to 12, usually a mixture of ages and sexes. Each session meets for one and one-half hours and concentrates on a different skill. The skills taught are grouped into three main areas: (1) communication and counseling skills, (2) application of these skills to specific problems, and (3) ethics and strategies of counseling. Approximately six hours are spent on each area.

During the sessions on communications and counseling skills, students learn how to meet a "stranger" and to develop a relationship where the student being counseled feels safe in sharing a problem and talking about his or her feelings. Although it is hard to learn how to talk about feelings, we stress that the ability to bring out another's feelings may be more important for a peer counselor than to develop factual solutions to a particular problem.

REFERENCES

Kranzow, Glenn. *Handbook for Peer Group Counseling.* The Special Education District of Lake County, 4440 Old Grant Avenue, Gurnee, Illinois 60031.

A thoroughly developed curriculum with exercises for teaching group peer counseling skills. Activities are also included to be used in working with counselees and evaluations of the Lake County program. The uniqueness of this handbook is the focus on group work.

Samuels, Mimi and Don. *The Complete Handbook of Peer Counseling.* Miami: Fiesta Publishing Corp., Educational Books Division, 1975.

Designed around a drug prevention program, the book outlines day-by-day sessions in peer counseling training.

Six single sessions in applying communication and counseling skills to help with what are thought to be normal, developmental problems constitute the second main area. These are: family relationships; peer relationships; teacher-student relationships and school-related problems; health problems, including drugs; sexuality and relating to someone of the opposite sex; and the death of a loved one or the termination of a close friendship.

Sessions on ethics and strategies of counseling concentrate on confidentiality, the difference between advice-giving and counseling, exploration of referral resources within the school and community, and how to begin a peer counseling assignment.

After completing the training, students decide if they want to continue in the program. Those who do are assigned to a practicum group of 10 or 12 students that meets once a week after school. The practicum provides both a referral system, through which to contact and match up students for counseling assignments, and a support system for supervision of those assignments. Practicums provide follow-up training in the form of new counseling techniques learned from the group leader, a trained adult.

Formal assignments come through referrals from school counselors or teachers who request the help of a peer counselor by filling out a referral form, stating specifically what they want the peer counselor to accomplish, i.e., help Mary relate to her classmates; teach Jane how to interact with other kids, instead of behaving aggressively; bring Peter out of his fantasy

world so that he starts to enjoy his classmates. By asking for specifics, practicum leaders can determine if an assignment is appropriate for a peer counselor.

Informal assignments come in various ways. Increasingly students are approaching peer counselors on their own initiative. Some peer counselors are sensitive to other students who could use their help and approach them in a natural, friendly way. When this happens, the program is achieving its ultimate goal.

Since 1970, over 900 students have completed training and continue to be involved in some way. Many of the new recruits are the brothers and sisters of peer counselors. Some had formerly received counseling.

Feedback

Both the school district administration and parents actively support the program. When Federal funding terminated in June of 1975, parents contacted the superintendent of the school district asking that the program be continued. They stressed how much it had meant to their children. The district which was facing the need to make severe cuts in the budget, voted to continue the program with district funds.

Parents, experiencing that it was easier to talk with their children after training, have asked that a similar course be offered to them. One mother came to the district offices asking if there were opportunities for her and her daughter to work as a team to help other mothers and daughters. She had observed how much more patient her daughter was, after her training, with her younger brothers and sisters—and with her. She wanted to pass this on to others.

Teachers have said they have seen peer counselors demonstrate group leadership and interpersonal skills that they do not see often in adults.

Administrators with student-related problems have sought help from peer counselors. One principal has asked that peer counselors be assigned to every faculty advisor as his high school moved to a school-wide advisory system.

Steps in Setting Up a Peer Counseling Program

It is neither difficult nor expensive to organize a peer counseling program. Certain preparatory steps are necessary to insure a quality program.

1. Identifying a Purpose or Goal

Based on the evidence of a need, the Palo Alto program began with the purpose of reaching out to normal, yet lonely, isolated, or handicapped students. The training curriculum was designed to prepare secondary students to do this. It was assumed that students needed training to be able to help their peers, and the training group was organized to assist in learning these skills. The length of training was based on the estimated time needed for students to master them.

Student peer counselors can meet other needs. With relevant and specific training, students can help drug abusers; work with pre-delinquent students; drop-outs; truants; and students who have been physically or mentally abused. The critical factor is to decide the purpose of your peer counseling project *before* you recruit students, develop a training curriculum, or train students. The purpose of your project should determine the type, content, and length of training, the procedure for recruiting, and kind of students recruited. A clearly defined purpose also assists in your public relations and the explanation you give to adults concerned about the program, such as parents, classroom teachers, and administrators. Their support is essential to success.

2. Enlisting Adult Support

Prior to developing the Palo Alto program, we contacted strategic individuals and groups. Starting with the superintendent, we also consulted principals, counselors, psychologists, and P.T.A. groups about their support, reactions, and ideas. Time spent on this effort was rewarded when, at the end of the first training session, a mother went to the superintendent to complain about information given to her daughter. Knowing both the program and the details of the training, the superintendent could speak to her criticism, and the program was saved by his support. Although this step is frequently overlooked, it is important to take time to inform all adult groups that are concerned or involved what your plans are.

3. Identifying Personnel

A project coordinator must take the responsibility to initiate the program and administer it. This need not be a full-time job, unless the program involves a great number of students, but even after students are recruited and trained, those to be counseled must be identified and students working on counseling assignments must be supervised.

A leadership training course is required for all adults who volunteer to serve as practicum leaders. The 12-hour course, which I coordinate, is held on Saturday or during evening hours so that all adult volunteers will have the opportunity to participate in the skill building exercises.

Teachers, counselors, and some parents have volunteered to serve as practicum leaders in the Palo Alto program. None of them are paid, although many claim they are highly rewarded by the personal satisfaction they gain from working with young people. The coordinator conducts the adult training course and decides who will serve as adult trainers. Some adults take the training for their own personal growth.

4. Developing the Training Curriculum

Choosing an appropriate curriculum or developing one's own requires careful analysis of the needs of the target population to be served and the skills to reach

that population. For example, if students are to serve as drug counselors, they require extensive training in drugs, skills in how to break down apathetic, resistant drug users, and skills in initiating a relationship with a drug user. Student drug counselors should be carefully selected, with full consent of their parents, to insure that the student is sufficiently stable to withstand the temptation of the drug culture while attempting to help another.

Excellent suggestions and materials may be found in many human relations and affective development curriculums. Some ideas can be adapted from these programs, such as assertiveness training and values clarification exercises. The Palo Alto curriculum, which is available for a small cost, could provide a beginning model for those looking for ideas.

5. Working Out the Details

Palo Alto students take training after school hours, and are not paid or given academic credit. This was originally done to test student commitment to the peer counseling program.

It may not be possible or convenient to do this. Some schools are now offering training in counseling as an elective. Some offer training every day; some three times a week. For the past two summers, peer counseling has been offered as an intensive summer school course for credit.

The size of the training group is important. A normal classroom size, between 25 and 30, is too large if everyone is to have the attention and practice that is needed. A group of six seems too small to provide enough variety of teenagers and personalities. We have found that a group of eight to 12 is ideal.

It is helpful if two adult leaders can be assigned to each training group, particularly if the group is over 15 in number. With two leaders, a group can divide up for smaller group work and, if one leader has to be absent, the other can continue the sessions. It is important that, once training has been scheduled, meetings are not cancelled. You should try to schedule training so that it is not interrupted by vacation breaks. Much momentum is lost when continuity is not maintained throughout the training.

Adult leaders of the groups supply the support system and are the first level of technical assistance for peer counselors. This is particularly true in practicum groups. It is vital that some provision be made for supervision of peer counseling assignments. Students are still young and immature and are legal minors. They need continuing guidance for their own protection and the protection of their clients.

During the final sessions of training, referral resources within the school and the community are reviewed. Each peer counselor is given a list of agencies and people available to provide help in certain areas, such as mental health centers, hospitals, planned parenthood, and legal advice sources. Each resource is carefully screened before including it on the list.

Trainees are taught when and how to use these resources. Time is devoted to reviewing the kinds of behaviors that might indicate that a student needs professional help. At such times, peer counselors are instructed to provide names and phone numbers for their clients, but not to make any contacts. If peer counselors feel uncertain about behaviors, or feel overwhelmed with what is happening during counseling, they are instructed to contact their practicum leader or school counselor. If a practicum leader is following closely the progress of assignments, he or she will be sensitive to instances when a student counselor needs to make a referral, rather than continue in a counseling relationship.

Each school is responsible for arranging the way in which counseling assignments are handled. In most instances, the counselor meets with the student to be counseled, either after school, during lunch, or during a free period.

6. Evaluation

Before beginning a program, methods and kinds of evaluations should be determined. There are two levels of evaluations that can be done. Evaluations of the success of training, i.e., the effect on trainees, and numbers who continue with assignments, is one level. The other is the relative success of helping those counseled to resolve their personal problems.

Palo Alto peer counselors are given a pre and post Coopersmith Self-Esteem Inventory to assess the effect of training on self-esteem. The trainer also makes pre and post assessments of skills taught in the course, using a scale developed by the coordinator. Students in training groups write an evaluation of their individual progress and of the training.

Evaluation forms have been prepared for assessment of success of counseling. Adults who have made requests for peer counselors are asked to evaluate the personality, manner, and skill of the peer counselor; the changes in the client; and to comment about the work of the peer counselor, the program, and ways to improve both. All of these records are kept in the district peer counseling office, along with parental consent forms.

We have used high school students as baby-sitters and tutors. Now we are including them on planning committees and even school boards. But frequently we overlook the need to teach them the skills to be successful in positions of increased responsibility. Many adults still do not have confidence in young people. They think that they cannot be trusted, are irresponsible, and do not care enough about their peers to want to help. We have not developed our youth, or tapped the vast human resources that exist among young people during their high school years. □

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Academic Internships: Can cash and credit coexist?

MICHAEL B. GOLDSTEIN, Associate Vice Chancellor, University of Illinois at Chicago Circle, Chicago, Ill.

NO LONGER DOES anyone seriously question the value and validity of internships as an integral component of an increasing variety of college and university curricula. Indeed, a good deal of competition has developed among institutions to arrive at the most effective (and attractive) internship program. Internship opportunities have become the subject of college newspaper advertisements, and conferences on internships now attract hundreds of faculty members and administrators across the country.

A Conflict Emerges

Yet, all is not peaceful in the world of academic internships. A conflict is emerging that pits professor against practitioner and forces the college student to decide whether to take part in an internship program on grounds that are unrelated to academic, intellectual, and personal needs.

The issue is whether students who take part in collegiate internship programs ought to receive both academic credit and monetary compensation for their activities. While this does not sound like a cataclysmic question, nonetheless it is one that has significant implications for higher education, for the concepts of learning and community service, and for the world of voluntarism and voluntary action.

For the sake of convenience, I shall use "internship" as a generic term to encompass all types and styles of off-campus learning programs.

Qualitatively, an internship can be defined as that component of an educational program that provides the student with the opportunity to enhance his intellectual development through the application of knowledge in a real world setting. The key element is application of knowledge. An internship, by this definition, cannot be purely observational. Thus, a student who spends several hours a week watching the proceedings of the city council from the vantage point of the public gallery is not serving an internship—even though he may be learning. On the other hand, a student who spends the same amount of time serving as an aide to a member of the council, as part of a structured academic program, is indeed engaged in an internship.

The amount of time that a student spends in the activity is often a factor in determining whether a specific involvement constitutes an internship, but attempting such quantitive measures causes one to lose sight of the purpose of the internship as a learning experience. The only truly useful measure is whether the commitment of time is sufficient to permit the student to obtain the necessary intellectual benefit.

Internship or Job?

This leads us directly to another definitional question. When is a work experience an internship and not a job? Here is the crux of the controversy. The simplest answer is that if the student receives a monetary reward—pay—it is a job. If he receives academic credit, it is an internship. By making such a distinction one is judging not on the basis of the quality of the experience but rather on the basis of two factors that imperfectly measure that experience.

We all know what pay is for. It is compensation for work performed for an employing organization. It reflects, to a certain degree, the value of the person's service to that organization; in classic economic terms it represents a portion of the value his labor adds to the product or service produced by the organization.

Academic credit, on the other hand, is neither compensation nor a substitute for compensation. It is a

measure of a student's learning, and the awarding of it (note the difference between *awarding* credit and *paying* compensation) is supposed to represent the acquisition by the student of a certain increment of knowledge and intellectual skill. It has nothing to do with the value of a student's service to an academic institution or, in an internship, to an outside agency or organization.

If these two elements are independent, measuring different accomplishments and rewarding them in different ways, then why all the hue and cry over providing both if the nature of the internship experience so merits? That is, why should not a student receive compensation, if his activities on behalf of an organization are of value, and, in addition receive academic credit if he has a valid learning experience related to his academic program? Is it logical to expect the awarding of academic credit to serve both purposes? One may argue that awarding academic credit for services rendered off-campus to an outside agency is a violation of the basis for the awarding of such credit and, indeed, cheapens and demeans its very concept. But we know that far too many students are awarded academic credit for on campus work experiences totally unrelated to their academic programs. It is just such a use of credit—not the providing of compensation—that violates the educational rationale for internships.

Pros and Cons of Cash and Credit

The most common argument against combining cash and credit is that compensation compromises the learning experience, that the remunerated internship suffers from qualitative deflation. According to this theory, the compensated student ceases to perceive the internship as a learning experience, and sees it rather as a job to be carried out according to the dictates of the agency or organization that is paying his or her way. The process of learning becomes subordinate to the performance of the requisite duties. Advocates of this approach argue that since the organization is paying the student, it can assign those activities that are most beneficial to the organization—even if they are unrelated to the student's academic program.

Such abuses can and do occur. A student is assigned to an internship and ends up emptying wastepaper baskets, filing papers, and running the mimeograph machine. But can one attribute this outcome to the paying of compensation by the agency? Experience indicates that there is virtually no difference in the frequency of such violations for paid or unpaid internships. The distinction is that in the unpaid, "volunteer" internship, a student may easily walk out, while compensation provides an incentive to remain and treat the assignment as a job, albeit an onerous one.

The solution to this problem is not to prohibit compensation but rather to deal with the underlying cause of the improper utilization of students. It is the obligation of the faculty member who supervises the academic component of an internship to assure that there is complete understanding and agreement among the receiving agency, the faculty members, and the student regarding the nature and content of the internship experience. If the faculty member is simply sending the student to any organization that agrees to accept an intern, without a clear agreement as to what is to be accomplished, then the likelihood of failure is considerable—whether or not the student is paid.

Agency-Intern Relations

The concept of organization/college/student contracts for internship experiences has been discussed many times in *Synergist*. There is an obligation to formulate such an agreement and then to expend the necessary effort to police it. Experience has shown that where the student is assigned to inappropriate activities, it is frequently because the receiving organization (and particularly the immediate supervisor) is not aware of the purposes of the internship. All he knows is that another person has been assigned to him. No wonder, then, the internship in such a situation may fail. But that failure is not the result of compensation; it is the result of a breakdown in communication among the three parties involved in the internship.

Another argument concerns the fear that compensation gives the agency too much control over the student. But it might equally be said that paying compensation gives the receiving agency or organization a stake in the outcome of the internship. If an agency commits its resources to support a student's involvement, it has a vested interest in his performance.

While some have argued that unpaid volunteers receive better treatment from and access to agency staff, experience is to the contrary. The unpaid intern often is seen as a burden that some well-intentioned superior in the organization has foisted on the department or division. If he or she keeps out of the way and out of trouble, fine, but if the intern seeks to make a claim upon the resources or the time of the staff, friction and conflict often result. The paid intern, on the other hand, has a certain degree of organizational status and is expected to contribute and to lay claim to the capacities of the unit—including the time of the supervisor.

Academic Credit as Compensation

Some will say that academic credit is a form of compensation, so that paying monetary compensation is redundant. However, academic credit and compensation relate to two independent elements of the internship: credit is a measure of intellectual growth on the part of the student; compensation is a measure of the student's services to the agency.

Another objection to the argument that academic credit is of itself sufficient compensation rests on the

fact that it is the student who pays for those credits. It seems specious to argue that a student is being compensated for internship activities by receiving that which the student himself has purchased through the payment of tuition. If an internship is academically valid, then the awarding of credit must be on the same basis as awarding credit for the successful completion of a classroom course.

Motivations and Money

The remaining objections are interrelated: (1) that compensation for internships violates the concept of voluntarism, and (2) that the opportunity to perform useful public service through an internship should be, of itself, a sufficient reward. There is no question that voluntarism is a deeply rooted component of American life, indeed one of the most humanitarian traditions of our citizenry. Certainly, if a student feels an altruistic or humanitarian urge to give of his time to an agency and can find an unremunerated placement, that is laudable. It serves both the public good and the student's academic interests. But is it reasonable to exact from each student who wishes to undertake an internship as part of his learning experience a commitment of this type? Social commitment is a personal act; it should not be extorted as the price for participating in an important component of one's education.

The second aspect of this argument is the most invidious. It is fine to say that public service should be its own reward, but we must take into account the fact that an increasing proportion of today's college students are financially strapped. These students cannot afford to give up twenty hours a week, or ten to fifteen weeks full-time, to take part in an internship that does not generate income. If academic credit and compensation are mutually exclusive, then we must ask these students to choose between slinging hash to earn the funds with which to continue their education—or having a meaningful, intellectually valuable internship. The absurdity of forcing such a decision is patent; by doing so we are saying that academic internships can only be open to those whose financial security enables them to donate their time. Tremendous strides have been made during the past decade to extend the benefits of higher education to virtually every person who has the motivation to seek it. Are we then to deprive these students of internship opportunities because of our unwillingness to allow them to use their limited time efficiently in terms of both learning and earning?

Enhancing the status and involvement of an intern in the workings of an agency and extending the benefits of internships to less affluent students are only two of the reasons for providing both cash and credit. The compensated internship also gives the student a realistic understanding of the value of work at a professional or pre-professional level and of the consequences of being a part of an organizational entity.

The Federal Government has recently recognized the inseparability of compensation and credit. The new U.S. Office of Education regulations governing the College Work-Study Program now permit schools to award academic credit for off-campus internships funded through this program. The consequences of this clarification of Federal policy are several. It makes possible the development of a whole realm of valuable internship opportunities with public agencies and private non-profit organizations that might otherwise be unable to support student interns. It also frees the financially needy student from the drudgery of low-skill jobs and enables him to receive a work-study financial assistance award for an internship that also offers academic credit.

However, not every academic internship must carry with it cash compensation. There are still many students who are willing and able to accept internships without pay, particularly if they have a social commitment to the goals and purposes of the organization to which they are assigned. Similarly, many agencies and organizations with outstanding internship opportunities simply cannot marshall the resources to provide for compensated internships, although the new College Work-Study regulations should help alleviate that problem. If a student and an agency or organization can agree on an academic internship, and compensation is not an issue, that is laudable. But such an agreement must derive from a student's personal desire for such an arrangement.

It also is important to recognize that compensation may be provided in forms other than stipend or salary. Some organizations, while unable to provide a full wage, may provide assistance for transportation or other expenses; others may compensate the intern retroactively by crediting his time spent with the agency as an intern in determining a graduate's entry level or applicant ranking for a regular position.

Determining Factors

Several factors will ultimately determine whether cash and credit can coexist in academic internships. First, internships are increasingly becoming a curriculum requirement in an ever-expanding number of disciplines and fields. Second, the cost of obtaining a higher education continues to spiral upwards, increasing the pressures on students to budget their time in the most economically efficient manner. Third, college students are becoming more career-oriented, and internships approximate a professional, real world environment. Finally, additional resources are becoming available to bring compensated internships within the reach of many agencies and organizations that have never before been able to pay even a modest stipend to a student intern. These factors will ultimately compel the acceptance of compensation as a necessary component of academic internships. □

EMERGENCY!

Crew members of the St. Michael's Rescue Squad remove an accident victim from a demolished automobile.

Students ease a victim onto a stretcher and transport him to the nearest hospital (above). After a 40-foot fall, a St. Michael coed is given first aid by the Rescue Squad and carried up the steep, rocky incline to the waiting ambulance (below).

St. Michael's Students to the Rescue of Rural Vermonters

IN A RURAL AREA, where an injured or acutely ill person may have to be transported a long distance to the nearest hospital, proper emegency care en route can mean the difference between life and death. Twenty-four students at St. Michael's College in Winooski, Vermont, are members of St. Michael's Rescue Squad, a volunteer group that provides free emergency ambulance care and rescue services to residents of rural Chittenden County, which lies between Lake Champlain and the Green Mountains. All Squad members have the training and equipment to handle most emergencies, providing vital life-support functions while transporting a patient to the nearest hospital.

During 1975 the Rescue Squad, licensed by the state of Vermont as the Emergency Medical Care Unit for a district covering most of Chittenden County, answered more than 900 emergency calls from residents

within a 70 square mile area. Included among the types of calls were household and automobile accidents, illnesses, drug overdoses, suicide attempts, and all types of injuries.

While walking near the Winooski River, a St. Michael coed slipped off a ledge and fell 40 feet. The Rescue Squad was immediately contacted. The accident occurred after midnight, and rescue operations were initially hampered by the darkness. It took Squad members 90 minutes to reach the victim, administer first aid, strap her to a backboard, and carry her up the steep, rocky incline. She was then taken to the Medical Center Hospital where her injuries were treated by a physician.

Intensive Training

All members of the Rescue Squad undergo intensive training. Prior to entry in the Squad, all applicants must participate in Advanced Red Cross training for which they receive a first aid and heart massage card. Instructions and training necessary to receive the cards are made available on campus by licensed student volunteers. Next, student volunteers attend classes and serve as probationers for one semester before final acceptance as full-fledged Squad members. During the probation period they are given the opportunity to ride on runs with all Squad members and to serve as the fourth crew member. Although they become familiar with Squad procedures and may hand equipment to other members, they are not allowed to touch the patient. At the end of this semester, all Squad members vote to determine whether or not the probationer will be admitted. The decision is based on the candidate's ability to react well under stress, to answer questions, and a willingness to participate.

In addition to this training, members are required to attend weekly three hour sessions in which emergency care procedures are taught and reviewed. First aid techniques, medical equipment, and the use of extrication equipment used in automobile and other accidents are some of the topics covered. Also there is an opportunity for discussion of specific problems that have been encountered on runs during the previous week.

Over half of the Squad members have successfully completed an intensive, 80-hour, paramedical course at the Medical Center in Burlington. These members are licensed Emergency Medical Technicians (EMT).

The rescue service, which operates 24 hours a day, is divided into 12 hour shifts during the week and 24 hour shifts on weekends. A full crew of four students is on call during each shift. "Students even stay over on holidays and summer vacation to keep the Squad in operation. Time and commitment are essential to a program of this type," said Donald Sutton, Dean of Students at St. Michael's College and founder and current Chief of the Rescue Squad.

To increase awareness of the program, student volunteers conducted a door-to-door campaign, distributing stickers with the Rescue Squad's telephone number to over 4,500 homes and businesses throughout the district. District residents who require emegency medical or rescue services telephone directly to the Rescue Squad's switchboard, which is staffed by a dispatcher at all times. Some calls are still made to the police, who immediately relay the call to the Squad.

Immediately after receiving a call the dispatcher notifies the crew on duty over one-way radios, which crew members wear on their belts, and records all pertinent information. Within three minutes the crew has departed in the ambulance.

Good organization is extremely important in this vital service. Complete and accurate records are kept of all calls, including information such as type of call, time it was received, and response time. A student Captain is responsible for ambulance maintenance, duty rosters, and making sure that all members meet the requirements of the Squad.

Premature Infants

A unique part of the Rescue Squad's services is its designation as an ambulance service for the Vermont infant high risk transport program. Under this program, critically ill, premature infants from all over the state are transported from local hospitals to the intensive care nursery at the Medical Center Hospital in Burlington, Vt., the only facility in the state capable of providing the specialized care vital to the lives of these critically ill infants.

Approximately 70 of these runs were made in 1975, each with a full crew of four student volunteers and a pediatric resident doctor. All squad members are familiar with the special equipment required for these runs and occasionally assist the doctor in the actual administration of care, in addition to handing him equipment as needed. Before transporting the infant they talk with the parents. "We reassure them by explaining what is being done and where the baby is being taken," said Sutton.

Meeting a Need

The impetus for St. Michael's Rescue Squad came in 1969 when a Committee of Campus Safety was set up to organize a badly needed rescue service. Operation of the Rescue Squad began in 1970 with a delivery van which had been converted into an ambulance. A new ambulance was purchased in 1973 with funds raised by a radio-thon on a local station. The cost of operating the service is approximately $7,000 a year, even though students are not paid for their work. The Squad supports its operation by soliciting donations, through fund-raising activities, such as bottle drives and raffles, and occasionally receives some Federal funds through the Department of Transportation. □

Encouraging Faculty to Invest Time in Service-Learning

One College's Experience with a Competence Curriculum

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THOSE OF US involved in experiential education, service-learning and competence curriculums are frequently asked if the effort is worth the time investment of the faculty. It is a fair question in view of the great number of hours involved in designing and directing internships and related experiences. A competence curriculum requires an even greater investment of time to formulate the competence statements, set the criteria for evaluation, and design or redesign sets of experiences through which students achieve competence.

Changing Workloads

Once this process is set in motion, academic policies, governance structures, and faculty workloads begin to change. This change increases committee work and raises the anxiety level of faculty. Only time will tell if the investment of faculty time is worth the effort, but at least for Mars Hill College, involvement with experiential education over the past eight years and with a competence curriculum over the past five years has shifted the use of faculty time from traditional workloads, such as teaching lecture courses, to new tasks related to nontraditional learning. As a result of our experience, we have redesigned our faculty workload system, changing it from a traditional course base to a new unit base. A unit is an arbitrary measure of faculty time spent in traditional and/or nontraditional educational tasks. The specifics of our new faculty workload system will be discussed in detail later in this article.

Mars Hill College, a private coeducational institution founded in 1856, is located in western North Carolina. The College was founded as an academy to serve poor Appalachian children, developed into a fully accredited junior college in 1922, and became a senior college in 1964. Over 45 percent of this year's freshman class are first generation college students.

Following the transition to senior college status, Mars Hill experienced a change in administration. A new president was mandated to lead the institution in its search for identity as a four-year college, and this search created an environment for experimentation with new approaches to teaching and learning. A core of faculty responded to the challenge by developing a proposal to establish a Community Development Institute for the sole purpose of facilitating service-learning experiences for students. The idea was funded in 1968 by the Z. Smith Reynolds Foundation, and the funding continued over the next three years. The efforts of the faculty, students, and administration resulted in numerous opportunities for students to blend classroom theory with practice in public and private agencies. This involvement in developing internships and other service-learning experiences led to the endorsement by the faculty of three basic assumptions about the nature of teaching and learning in higher education which have helped to shape the direction of Mars Hill.

First, learning is a total experience which extends beyond the classroom. From 1968 to 1975 over 4,000 students chose to involve themselves in these experiences which blended theory and practice. Furthermore, a team of faculty became personally involved in the extension of the classroom. With their students, the team broadened the service-learning concept to include active research projects, co-op education, participant-observer internships, and elementary education internships in which students spend a full year in the public school system.

Concept Broadened

The team of faculty involved and interested in service-learning grew larger as the experiential education concept was broadened. Seminars and workshops for faculty focused on questions being raised about this new approacb to teaching and learning. "How does one evaluate an internship experience?" "What are the criteria for evaluation of these projects?" "How does one build these experiences into the cur-

riculum?" "How much credit does the institution grant for field experiences?" The faculty, staff, and students had to deal with the emotional and intellectual issues posed by these questions and, in the process, work through their personal educational philosophies as well as a philosophy for the institution.

By 1972 every academic department offered 12-16 hours of internship credit toward the major, and any student could take a maximum of 32 internship credits toward graduation. Experiential education had become an integral part of the Mars Hill curriculum.

A second assumption about the nature of teaching and learning was rooted in the College's tradition but received new impetus from the service-learning experiences. This was that the student's individual development is at the center of the curriculum. This assumption became most apparent in curricular changes made in 1970. Essentially, the changes introduced more flexibility into the curriculum, gave greater responsibility for education to the students, and enhanced faculty opportunities to experiment with varied approaches to teaching and learning. Faculty were designated as facilitators of learning, and numerous workshops were held for both faculty and student assistants to help them deal specifically with questions related to experiential learning.

The discussion of and experience with the curricular changes in 1970-72 led to a third assumption about the nature of teaching and learning at Mars Hill College. Simply stated, students are characterized by multiple talents and differing levels of proficiency. To assist each student to realize his or her potential, the curriculum should be a means of identifying the student's various talents and of promoting his fullest possible development.

Figure I

MARS HILL COLLEGE COMPETENCE STATEMENTS

I. A graduate of Mars Hill College is competent in communication skills.

II. A graduate of Mars Hill College can use knowledge gained in self-assessment to further his own personal development.

III. A graduate of Mars Hill College comprehends the major values of his own and one foreign culture, can analyze relationships of values between the cultures, and can appraise the influence of those values on contemporary societal developments in the cultures.

IV. A graduate of Mars Hill College understands the nature of aesthetic perception and is aware of the significance of creative and aesthetic dimensions of his own experience.

V. A graduate of Mars Hill College understands the basic elements of the scientific method of inquiry, applies this understanding by acquiring and analyzing information which leads to scientific conclusions, and appraises those conclusions.

VI. A graduate of Mars Hill College has examined several attempts to achieve unified world-views and knows how such attempts are made. The graduate is aware of the broad questions that have been posed in the history, philosophy, and religion of western civilization and can assess the validity of answers given to these broad questions in terms of internal consistency, comparative analyses, and his own position.

VII. A graduate of Mars Hill College is competent in an area of specialization.

Overall Structure Needed

The faculty also felt that the educational relevance of the outcomes of wide-ranging or nontraditional curricular experiences was increasingly questionable without an adequate framework for diagnosis of student knowledge and ability at entry and without an overall structure to guide the design of these flexible learning experiences. In October, 1972, Mars Hill College adopted a proposal that moved the total educational program to a competence base.

What followed was total institutional involvement in the design of a competence-based curriculum, with financial support from the W. K. Kellogg Foundation and The Fund for the Improvement of Postsecondary Education. After nearly three years of study, the final proposal was adopted in May, 1974.

The competence curriculum model evolved from concerns about student outcomes in the context of open admissions policies. The new curriculum enabled the faculty to design an educational program that effectively responds to individual student needs without sacrificing the integrity of the Mars Hill College degree.

The seven years following the first service-learning program have clarified the Mars Hill College mission for the decades ahead. Institutional goals have been defined in terms of seven competence statements (Figure I), along with criteria for evaluation and sets of experiences through which the students will proceed to achieve competence. Also, the direction of fac-

ulty involvement has changed. Faculty began to devote significant amounts of time to the development of new learning experiences, redesign of courses, serving on assessment teams, directing service-learning and independent study, serving as mentors to incoming freshmen, and participation in professional and personal development seminars and workshops. Time spent on these and other faculty tasks, we felt, had to be recognized by the College in the overall context of the total faculty workload.

The immediate impetus for redefining the workload came from faculty members who had been heavily involved in the design and implementation of the competence curriculum. They saw that the traditional course approach to workload was creating an imbalance among faculty loads. A study of workloads supported this contention, and the Academic Dean was asked to design a new workload system.

New Workload Design

The new workload design had to confront several important questions: how do you equalize faculty workloads throughout the college? For example, is serving on an assessment team or directing eight internships equal to teaching a traditional course? The new Mars Hill workload design included only those conversions in faculty time from traditional to experiential education believed to be essential to the goals of the College at this time. However, the design was flexible enough to accommodate future conversions should the need for them arise.

The rationale also tries to protect the personal commitments of faculty to their work. A workload design that attempted to give credit for *every* involvement would, at best, be difficult to implement. Another factor taken into account in the workload design relates to the need to achieve a balance between career and general education. The competence curriculum design, in fact, enabled the college to integrate these two thrusts in the institutional competence statements (Figure I).

In 1975 the faculty workload system at Mars Hill was changed from a traditional course base to a new unit base (Figure II). Under the traditional workload system based on courses, those faculty who signed 12-month contracts offered nine courses and those who signed 10-month contracts offered seven courses. There was no formal recognition of faculty time spent directing internships or independent study, and there were no established criteria to assess variables such as size and level of class.

Unit System

Under our new unit system, each faculty member who signs a 12-month contract must fulfill 42 units (32 units for a 10-month contract). A unit is an arbitrary measure of faculty time spent on traditional and/or nontraditional educational tasks. As with the course-based system, no real time (hours) has been assigned to a unit. Faculty tasks for which units are assigned are shown in Figure II.

Other faculty functions may be added in the future if faculty time is needed to fulfill particular goals of a department or the College. The numbers of units assigned in the new workload design are flexible guides that can be renegotiated. For example, a research project in any given year might range beyond the four units shown in Figure II. However, it is the responsibility of the chairpersons and the Director of General Studies to see that the basic curricular offerings are available in sufficient numbers to enable students to meet their educational objectives as defined by the competence statements in Figure I.

Every faculty member contracts for two units for professional development. This requirement is fulfilled through workshops and seminars related to each of the competence areas, or the faculty member may contract for special development workshops either on or off the campus.

Units assigned for course experiences follow the criteria set forth in Figure II. Additional factors include the amount of student assistance involved in teaching and evaluating the course. Again, it is possible to renegotiate for additional units, beyond the five shown in Figure II, if it can be shown that the faculty member redesigned a course or that a new course requires an additional investment of faculty time.

If all of its units have not been contracted to meet the basic educational goals of the college, an individual department may assign units to achieve new departmental directions. For example, faculty may serve on county and regional boards to enhance particular programs. Faculty may work with the adults in the region through the Continuing Education Program or develop proposals to open new directions for a department.

A conscious effort is made to utilize the faculty's time in ways that enhance the goals of the institution as defined through the competence statements (Figure I).

Accounting Procedure

An individual faculty load that exceeds either 42 or 32 units may be compensated by released time for the January or the summer terms. This is negotiated between the faculty member, the Academic Dean, and the department chairperson to assure that a faculty member is not overextended during any one semester. Since the January term requires only 60 percent of the faculty and the summer term requires roughly 70 percent, it does not violate the effectiveness of these terms to reduce course experiences.

If units accrue to a faculty member for which released time cannot be negotiated in a given year, the units may be banked toward a self-renewal leave. Self-renewal leaves are granted for one semester at full salary and for a full year at two-thirds salary.

If a faculty member does not contract for the full number of units in a given year, then he must contract for additional units next year.

Workloads are assigned by February first of each academic year and all faculty contracts are issued in March. In May of each year, department chairpersons submit to the Academic Dean an accounting of all units contracted for the academic year June 1-May 31. If work is not completed, this is recorded and maintained as part of the record for negotiating the next year's contract.

The department chairpersons use the workload and accounting records as support data for their evaluations of each faculty member. Such data, along with other faculty evaluation instruments, enter into decisions related to promotions, tenure, and merit salary raises.

Significant Changes

At least three significant changes have resulted from the redefinition of the faculty workload at Mars Hill College. First, there has been a marked improvement in the overall balance of workloads. Those faculty who were tied closely to departmental courses are moving into the Division of General Studies or retooling through the professional development component to experiment with new approaches to teaching and learning.

Second, the increased demands on faculty time from the Division of General Studies have been met without augmenting the faculty. This was accomplished by reducing the number of courses offered each semester, by involving faculty who normally contracted only for courses in the major, and by making the General Studies Program as attractive as the major in terms of the reward system.

Third, the redefinition of workloads encouraged faculty to participate in faculty development programs and to seek more effective ways of assisting students to meet their educational objectives.

The major problems with the new workload plan center around the increase in faculty time devoted to the competence curriculum and experiential education. The process itself includes a large amount of paperwork and committee time for which the units assigned appear inadequate at this stage of our development. An educational experience approved by one of the assessment teams must include a design that shows how the student can achieve a particular competence, how he or she will be evaluated, and the resources to be used in the experience. If the assessment team disapproves a proposed course, then additional time on the part of faculty is required in order to refine it so that approval is granted. Also, involvement in experiential education is more time-consuming for most Mars Hill faculty members than teaching traditional courses.

A second problem relates to the assigning of units. It is difficult to obtain uniformity throughout the College for each category assigned. Chairpersons must make judgments, and most faculty often feel that what they are doing is more important and worth more than comparable activities in other departments.

Figure II **FACULTY WORKLOAD SYSTEM**

Faculty workload is figured annually as follows:
12-month contract—workload of 42 units
10-month contract—workload of 32 units

Each department will be awarded a total number of units for its total number of man-months of faculty time. For example:

	3 faculty at 12 months	= 126 units
	2 faculty at 10 months	= 64 units
Total:	5 faculty in department	190 units

TEACHING AND RESEARCH FUNCTIONS

Department chairpersons will assign 1 to 5 units to all courses, based on the following guidelines:

1. Course preparation
   a. A new design
   b. Difficulty in offering the course
   c. Lecture course
   d. Team teaching
2. Semester hours credit
3. Size of the class
4. Laboratories
5. Course evaluation

Note: Department chairpersons and the Academic Dean review annually the enrollment trends over the past two or three years in each course to maintain a perspective on course offerings, size of courses, multiple sections, possible offering of large sections, etc.

Courses with 9 students or less will be offered only with the approval of the department chairperson and the Academic Dean. Guidelines are:

1. Essential to the area of specialization.
2. Must be offered on alternate years unless otherwise approved.

It takes time to explain how units are assigned and how assignments compare across departments.

A third problem stems from the competing demands for faculty time between the Division of General Studies and the academic departments. The same faculty are often requested for heavy workloads in both areas. At this point negotiations are difficult because it is a test of who holds the ultimate authority for determining the use of faculty time—the academic departments or the Division of General Studies. By making some hard decisions, the Academic Dean must help maintain a college-wide balance between career and general education.

Periodic revisions will tighten the present design considerably. One such change might include the introduction of real time involved in teaching a course (in terms of hours) as a factor in assigning units. For example, if the average number of hours needed to offer an introductory course in political science is 135 hours for preparation and class time and 75 hours for assessment and academic counseling, then 210 hours might be assigned as a maximum number of hours for four units in the workload. However, if the faculty member had a teaching assistant and part-time evaluator for 100 of these 210 hours, then he would be assigned only two units. Obviously, the real time variable carries with it difficult problems, but it is a direction worth exploring.

AT MARS HILL COLLEGE

3. Assignment of units based on formula below:
   a. Internships, Independent Study, Directed Readings

1-2 students	1 unit
3-5 students	Up to 2 units
6-8 students	Up to 3 units
9 students or above	Up to 4 units
b. Research	Up to 4 units, to be coordinated with the Academic Dean. Publication of book, etc., for maximum number of units.

EXTRACURRICULAR FUNCTIONS

Tasks within a department, for which in some cases units are awarded, are negotiated between the department chairperson and the Academic Dean. These include: coaching women's athletics, drama productions, band, art shows, chorus, stage hand, supervising student-teachers, etc.

ADMINISTRATIVE FUNCTIONS

Faculty tasks for which units are assigned include participation in the following:

Assessment Team	Up to 2 units per year
Department Assessment Team	Up to 2 units per year
General Education Chairperson	Up to 6 units, worked out with Director of Faculty Development and General Studies, department chairperson, and Academic Dean
Department Chairpersons	Up to 6 units, worked out with Academic Dean
Mentor Faculty	1 unit
Professional Development	Up to 2 units

Evaluation Procedure

Another future step involves a faculty evaluation procedure that moves beyond an accounting for time spent to the quality of instruction or research. The competence-based curriculum and new workload design have already demanded of faculty various products and evidence. The quality of these materials could be reviewed for decisions related to tenure, promotion, and merit raises. For individual courses, evidence available for review might include the quality of student guides, materials and resources used, the consistency of the course design with institutional goals and a competence-base, the adequacy of assessment materials, the extent of the course, and self-evaluation efforts. For departments, the performance of students, variety and number of alternatives, and coordination of efforts with other departments offer criteria for evaluation. Special studies will be necessary to judge the quality of advising, the supervision of service-learning, and judgments rendered by assessment teams.

Thus, the change in workload makes possible a much closer coordination between the investment of faculty time and the goals of the institution. At Mars Hill College the competence curriculum was the catalyst for achieving this direction as a college. Each institution has to wrestle with its own unique purposes and redesign its faculty workload accordingly. Although the Mars Hill experience is not a transferable package, it might serve as a stimulus to those involved in experiential education for rethinking the traditional approach to faculty workloads. □

John Bartram students Eve Owens (left) and Barbara Vincent (center) counseling a runaway at Voyage House in Philadelphia.

Human Services Annex Offers Alternatives to High School Students

Philadelphia Program Combines Affective Teaching and Volunteer Jobs

Larry Vaughn, a social work student at the University of Pennsylvania, advises Annex seniors about post-graduation plans in "The College Corner."

INNER CITY HIGH school students in Philadelphia have an opportunity to acquire basic skills in human service careers, explore career options, and contribute to the community through an alternative curriculum that combines traditional academic subjects, affective teaching methods, and off-campus volunteer placements.

At John Bartram High School's Human Services "Annex," established in 1971 at the Church of Our Saviour at Chestnut and 37th Streets, a small, specially trained faculty of eight helps 200 students in grades 10 through 12 to prepare for their future. Fourteen social work students from area colleges, acting as part-time staff, arrange off-campus jobs for Annex students in human service agencies dedicated to education, day care, social work, medicine, law, architecture, and communications. The college students, who are supervised by a professional social worker on the Annex staff and receive academic credit, serve as role models for the high school students.

Prospective students for the human services program are recruited by Annex students who visit 9th grade classes at the parent high school and area junior highs. Admission criteria are: (1) interest in a human services career, (2) parents' permission, and (3) personal interview by a committee of students and social work staff. The purpose of the interview is to assess willingness to try out the Annex's cooperative approach to self-discipline and classroom discipline. In the collective opinion of teachers, social work staff, and students, it is this cooperative approach that stimulates motivation and improves classroom performance.

Family Groups Teach Cooperation

Each fall the students divide into "family groups" of 25 students from all three grades. Family groups meet for at least one hour weekly throughout the year. They are led by a faculty member trained by Philadelphia's Affective Education Development Program (AEDP).

The family group curriculum covers six social processes crucial to the delivery of human services:

- Getting to know your job, school, colleagues
- Giving and receiving feedback
- Planning—as a group and as an individual
- Initiating
- Cooperating
- Evaluating, including values clarification.

Students bring to family group meetings their personal concerns about peer and family relationships and classroom problems. In discussion with their peers and with the group leader, they learn how to develop action plans and to implement them.

All eight teachers on the Annex staff have received in-service training from AEDP in how to make traditional classroom material meaningful to inner-city students. Some of the affective methods used are role-play, focusing on student concerns, peer teaching, improving self-image, and the introduction of alternative role models. Equally important, the Annex faculty takes a personal interest in the students. "Our teachers treat us in a caring, warm way," said Joseph Bledsoe, a junior who works as a paralegal aide for Hardy Williams, a Philadelphia attorney. "The Annex is the only school I've ever been to where kids who have graduated come back later just to visit their teachers."

Photos by Claude Satterfield

Joseph Bledsoe, a paralegal aide for a Philadelphia attorney, briefs Gail Williams, John Bartram Annex staff member.

Volunteer Jobs

In addition to family group and two academic subjects, Annex students spend at least eight hours per week in a volunteer job for which they receive one credit. Over 300 possible jobs in human service agencies are available, either within walking distance of the Annex or by a short bus ride. The Annex provides students with extra bus tokens for transportation to and from their assignments.

Jobs range from teacher aides and tutors in local elementary schools to aides in day care centers, to tutoring handicapped children, to nurse's aide, to working with the elderly in nursing homes. Some agencies have as many as four Human Services students at one time. They receive on-the-job training from agency supervisors, who submit to the Annex written evaluations of each student's performance.

Barbara Vincent, 17, a senior at the Annex, counsels runaways at Voyage House, a nonprofit agency, and she receives on-the-job training from Stanley Earley, the agency's Director of Volunteers. Barbara urges young people who come to Voyage House to contact their parents through the national runaway switchboard; then she helps them with housing, educational, and job needs. She refers runaways with legal and medical problems to professionals in those areas.

Although Voyage House has serviced runaways from Connecticut to Florida, the majority are black women, under 18 years old, from metropolitan Philadelphia. Often they come from large, single-parent families and have an alcoholic parent who has locked them out of the house. Sometimes they are pregnant. "Teenage boys don't get it at home the way girls do," said Barbara. "A black male, no matter what his age, has a certain status at home that females simply don't have."

By working with other Voyage House staff—college students and professionals—Barbara Vincent is exposed to clinical psychologists in action. Her career goal is to be a psychologist, and her job at Voyage House has helped her to test, develop, and practice her own skills in this area.

Some other students, however, do not know what they want to do before taking a job at an agency, but since each job commitment is for one semester, students try out at least six different jobs during the course of their three years at the Annex. This helps them make a choice based on experience.

Workshops

Support for the job comes in the form of weekly workshops led by a teacher or social work staffer who also visits students at their sites, is available to counsel them individually, maintains attendance records, and evaluates their work.

Students attend job workshops related to that track of human services in which they work: medicine, education/day care, social work, and law/communications. The job workshops bring in outside speakers, give students an opportunity to work through job-related problems with peers who are in comparable placements, refer students to area resources, and teach a few basic skills. Workshop leaders award letter grades based on on-site observation, performance at workshops, and written agency evaluations. A student must maintain a passing grade in his or her job workshop to remain at the Annex.

The education/day care workshop, led by Art Burdett, a former social studies teacher, helps tenth graders who work with elementary school children in spelling and math. At a typical workshop session, each student is given an extra large piece of paper and colored pencils, produces a menu, complete with prices, as if he were a restauranteur. Then other students pretended to be customers at a particular restaurant. They ordered an imaginary meal from the menu and figured the bill with a 15 percent tip. Information about food service careers—chef, waitress, head waiter—was introduced by role plays.

Another workshop, designed for seniors, is the college workshop led by Larry Vaughn, a graduate social work student at the University of Pennsylvania. The purpose of the college workshop is to encourage seniors to focus on post-graduation plans and to provide them with information about a variety of options. Vaughn requires seniors who are considering applying to college to conduct research—with emphasis on admissions procedures, cost, academic departments in the human services field, and financial aid. Vaughn orients students to college catalogues, "the college language," college entrance exams, note taking, and stages a mock college registration. The workshop visits the University of Pennsylvania's School of Social Work on a field trip.

Those seniors in the college workshop who intend to apply for jobs after graduation learn how to write resumes and job application letters. The college workshop also brings in outside speakers and introduces alternative role models through discussion of contemporary black leaders. The theory behind the college workshop is that even those students who do not pursue further study immediately after graduation, such as those who enter the service, get married, or pump gas for a year to earn money, will one day resume their college or career plans and will benefit from knowing what to expect.

The success of the Annex's alternative program can be measured by: (1) a one percent per year student attrition rate, compared with a city-wide average of between five and ten percent, (2) the fact that a yearly average of 40 percent of the graduating class enters college, compared with 20 percent of the parent high school's graduating seniors, (3) a daily attendance record ten percent higher than the average of public high schools in the Philadelphia system. The corollary of this last indicator is that the attendance records of individual students improve after entering the Annex.

"The Annex does not give technical training per se," said Barry Freeman, M.S.W., who supervises the social work staff, but many Annex graduates elect to enroll at area technical institutes. Those who do capitalize on the exposure they have had to the world of work. For example, a local school for x-ray technicians, with ten applicants for every opening, generally accepts Annex graduates because they have had exposure to the field. "Often our students raise their career aspirations as a result of their volunteer job," said Paul Adorno, Director of the Annex. This is because Annex students have had an opportunity to observe while they are on the job. They know who performs what kinds of tasks and what level of training is required for each task. As a result, they are better able to set achievable career goals and objectives. □

Linking community service with the classroom

London Correspondent

School in the Round

DR. ALEC DICKSON, C.B.E., Honorary Director, Community Service Volunteers, London, England

AT AN INTERNATIONAL congress on the mentally handicapped, held in Dublin last September, the program listed one lecturer as Mr. W. Gunzburg. Hadn't they heard that name before, some of the delegates wondered, in connection with studies of institutionalized people in the community and methodologies of assessing personal development?

They were surprised when the Chairman announced, "Oh, by the way, the speaker is aged 16." Walter Gunzburg then held an audience, numbering nearly a thousand, spellbound with his description of what he and other students were doing as members of Solihull Young Volunteers.

The young volunteers had begun by working in a subnormality institution. First they donated a small shed, paid for out of funds they themselves had raised from other activities, and there, together with staff members, they taught the use of simple tools to a group of trainees classified as moderately retarded.

Next, they helped to introduce a social education program. Working in a one-to-one relationship—a teaching ratio seldom attainable by professional staff—they built up the trainees' ability to move into the community by telling time, handling money, coping with situations in a post office or shop, and recognising words such as "Danger," "Men" and "Women." To measure the improvements achieved, the young volunteers used a checklist which they had adapted from a progress assessment chart first devised by Dr. H.C. Gunzburg, consultant psychologist to a group of Birmingham hospitals. "And that," remarked Walter drily, "is the only reference you'll hear to my father."

Finally the young volunteers set up a community help project that brought together old age pensioners (none of whom had previously met a retarded person face-to-face), the trainees (who for the first time were giving help rather than receiving it), and the students themselves (ranging in age between 14 and 18). In this "circle of help"—the volunteers' phrase for the concept—the retarded trainees assisted the elderly with gardening, housework, and decorating, and learned about the problems of old age; the elderly welcomed the trainees as friends, and began to understand a little about mental retardation; and the students extended help to both parties, thereby acquiring experience of what is implied by "community involvement."

So many facets of this extraordinary program invite comment. For example, the students were not put through an elaborate screening procedure in the belief that the mentally retarded are members of the community and they should be entitled to meet anyone who wished to be friendly towards them. And by the same token, volunteers should be actively encouraged—not discouraged by a psychological obstacle course that must be successfully completed before they are permitted to establish a meaningful relationship with a retarded person.

What is so striking is the factor of growth—with the volunteers tackling progressively more demanding tasks. The project described by Walter Gunzburg made this possible on two fronts simultaneously, with the challenge both to the students and the retarded trainees mounting in accord with their own increasing experience of the skills of living. How can student programs

of community service, which may not be blessed with the same degree of inspiration as Solihull Young Volunteers, provide for this vital element of progression? The curricular approach, both philosophically and practically, may be one answer.

This educational philosophy holds that "service" is not a separate entity, still less a specialisation in its own right, but an extra dimension of virtually any activity or subject. The idea that knowledge should serve a higher aim may not be accepted by many university academics or ordinary teachers today. The one may argue that knowledge should be pursued for its own sake; the other that they are employed to get students through their grades. But, from our point of view, one immense practical advantage of the curricular approach is that students become involved in projects commensurate with their current level of understanding and maturity. As students progress in class, so the nature of their community service projects (if linked to the syllabus) can challenge them correspondingly.

Howard Moseley teaches classics at Eton. He also happens to be responsible for involving the students in community service. Recently he asked a senior class to contrast Greek and Roman attitudes to suicide, comparing what Socrates and Marcus Aurelius had to say about the sanctity of life. Why? Because he was aware of a group of 17/18 year-olds in the class who were volunteers for a crisis telephone service in the nearby town of Slough, in the course of which they might find themselves contacted by teenagers considering the possibility of self-destruction. Suddenly the great discussions of over two thousand years ago clicked into urgent perspective, their relevance giving support to the students' own convictions and arguments. At our request, Howard Moseley has made available his teaching notes:

GREEK AND ROMAN ATTITUDES TO SUICIDE

Aim: To give some depth to a consideration of current views on suicide by examining what the Greeks and Romans thought about it—and to aid students involved in helping troubled teenagers.

Age: 17/18 year-olds doing classics, social studies, or a course on ethics.

Method: Classicists to read some of the passages in the original; others in translation.

A. Greek Attitudes:

Suicide seems to have been rare in Ancient Greece, though there are examples in myth, e.g., Phaedra (Euripides' *Hippolytus*) and Ajax:

Passage 1: Sophocles' *Ajax* lines 815-65 (Penguin, pp. 45-7).

(Ajax is so angry that the arms of Achilles have been awarded to Odysseus instead of to himself that he decides to murder all the Greek leaders; but Athena deludes him so that he kills a vast herd of oxen instead. In remorse he decides to commit suicide).

Perhaps the general Greek attitude to suicide is best given by Plato (*Phaedo* 61d3 to 62c8; Penguin, pp. 104-5) and Aristotle (*Ethics* Book 3116a 12; Penguin, p. 97).

B. Roman Attitudes:

There are again examples in myth, notably Dido:

Passage 2: Virgil's *Aeneid* IV lines 584-705 (Day Lewis in Oxford Paperback, pp. 241-5). (Aeneas has been ordered by the gods to stop dallying with Dido in Carthage and to continue on his way to Italy. Dido, deserted, commits suicide).

Perhaps the ending of Purcell's *Dido and Aeneas* could be played; and Shakespeare's *Antony and Cleopatra* Act IV Scene 12 and Housman's "The Lad Came to the Door at Night" might be read.

At the end of the Republic and beginning of the Empire suicide for political reasons became common; indeed the Stoics considered brave suicide a creditable act. The most famous examples are Cato at Utica and Seneca:

Passage 3: Tacitus' *Annals* XV ch. 60-64 (Penguin, pp. 363-5).

(Nero forces Seneca, his former minister and a Stoic, who had been implicated, probably unjustly, in Piso's plot to overthrow Nero, to commit suicide).

Nero's own death was less brave:

Passage 4: Suetonius' *Life of Nero*, ch. 49 (Penguin, pp. 283-9).

Discussion points:

1. The motive for suicide in each case.
2. How justified does the act seem in each case?
3. Who else suffers? (Ajax's wife and son, Seneca's wife, etc.).
4. What should Society's attitude be? (e.g., should proper burial be allowed—see *Hamlet*, Act V, Scene 1).
5. How has Christianity been responsible for changes of attitude towards suicide?
6. What are our present day attitudes; what are the causes and how far do they resemble (1) above?
7. Can we do anything to prevent the causes?

Talking to 15-year-olds at a high school in Bombay recently, I discovered that the assigned book in English was *Oliver Twist*. Despite the fact that their command of English was excellent and although it seemed to me that they knew more about the works of Charles Dickens than many of their British counterparts, the unfamiliarity of the setting, London during the 1830's, made it hard for some of them to grasp the underlying message of the novel. I suggested that the book centered around the relationship between child poverty and delinquency. This relationship they could see for themselves at first hand by visiting the Juvenile Remand Centre, barely 1,000 yards away. For there, behind its crenelated walls, they would find on any day seldom less than 200 children, some of them already practised in stealing, but many dragged by the police the previous night from beneath some improvised shelter of cardboard packing or a piece of cloth. Within its vast courtyard these children would be just sitting, while hard-pressed staff prepared papers on them for the magistrates. The 15-year-olds jumped at the idea that they should go into the Remand Centre to organise games and tutoring for the children, to befriend them and, upon their discharge or release, to include a few of them at least in their extra-curricular school activities. A few months afterwards, the students sat for their annual examinations and encountered, in the English Literature paper, the question, "Assess the social significance of *Oliver Twist* and evaluate the influence of Dickens as a writer and reformer." Now suddenly they were expressing their conviction, born of personal experience at the Remand Centre, that the greatness of Charles Dickens lay in that what he wrote was relevant for all times and all places.

Oral History

Later, in Singapore, I was delighted when the major daily newspaper launched a competition which might well have been designed to support the thesis I was trying to present to the Ministry of Education—that along with other subjects, history could be linked to community service. The competition called for stories of what it had been like when Singapore fell to the Japanese shortly after Pearl Harbour. This required children to seek out citizens who had lived through those horrendous times and persuade them to recount their memories. In fact, they were giving to the middle-aged and elderly that peculiar pleasure they experience when they are questioned by children about hardships endured when they themselves were younger. Second, the children were collecting data of value to Singapore's National Archives regarding the city's momentous history. The children were helping to write history.

So far we have been taking the conventional classroom subjects and seeing how their humane application can meet community needs. In a series of kits prepared by my wife and me, called *School in the Round*—designed for teachers of students aged 11 to 18—we suggest learning activities to introduce students to major social issues such as the environment, mental health, immigration, and the physically handicapped. The material has been arranged so that it relates not only to the usual subjects in the curriculum (English, math, history, science) but also to age groups(junior, intermediate, senior), thereby allowing for growth and development as the student tries his hand at progressively more complicated learning activities.

For example, in the chart on page 44 learning activities in the mental health field are grouped both by subject matter and by age of student.

Understanding Immigrants

Strangers and New Britons—another one of our *School in the Round* kits—may appear to have much in common with U.S. racial problems, but closer inspection reveals that the U.K. experience is unique. The arrival in the United Kingdom over the last twenty-five years of tens of thousands from Asia, the West Indies and Cyprus—claiming Commonwealth citizenship—has been a new phenomenon for a nation traditionally accustomed more to exporting people to the far ends of the world. Now, with entry into the European Common Market and a rising consciousness of national identity in Scotland, Wales, and Northern Ireland, the concept of what is understood by being "British" becomes increasingly complex. What might happen to Prince Charles, heir to the throne—whose family origins include Greece, Germany, Russia, Scotland, England, and Denmark—if he had to get back where he came from, a policy advocated by some for those of West Indian or Asian parentage?

The curricular possibilities for introducing student awareness of immigration issues are rich. History classes can include the highland clearances at the beginning of the last century, when the avarice of great Scottish landowners for the profits to be derived from sheep farming drove thousands of crofters to Canada; the viewpoint of "the other side," e.g., the slave trade, the Indian Mutiny; Britain as a country of asylum (emigres from France, Huguenots, etc.) and Britain as a country of emigration (the Pilgrim Fathers, convicts shipped to Australia, the current "brain drain"). Math classes can include, at a junior level, counting games for non-English speaking children and an abacus competition with Chinese pupils from Hong Kong, and, at a senior level, students' statistical surveys of job opportunities in areas with many immigrants.

Social studies classes can encompass the attitude of local real estate agents to non-white and foreign-born home purchasers: collecting newspaper clippings of police incidents in which British-born people or immigrants have been involved and examining the differences in reporting them; considering the basis of recent race relations legislation and discovering how the

SCHOOL IN THE ROUND
MENTAL HEALTH KIT PROJECT SUGGESTIONS

	Science/Technology	History	Art/Music
Junior (11-13 years)	Construct simple aid to enable spastic or retarded children to do things for themselves, such as putting on their shoes.	(a) Great men who have been considered mad. (b) Salem—and the persecution of witches.	Painting for hospital wards. Sing songs with a group of young mentally retarded.
Intermediate (13-15 years)	Invent apparatus which might increase the range of jobs which can be undertaken in day centres for mentally handicapped.	(a) The story of Geel in Belgium, a town that for centuries has fostered the mentally handicapped. (b) The role of the village idiot and the court jester throughout the ages.	Painting club with patients. Study of pop songs in relation to loneliness. Posters for Mental Health Week.
Senior (15-18 years)	Design and construct a device to provide audio stimuli to aid investigation into autism.	(a) Reasons for revival of interest in the occult *(The Exorcist)*. (b) History of the treatment of mental illness. (c) History of brainwashing techniques.	Study the connection between art and madness, e.g., Van Gogh, Blake. Rudolph Steiner's philosophy and the use of eurhythmics.

Source: *School in the Round Kit, No. 1, Mental Health* (London: Ward Lock Educational Co., Ltd., 1968).

local situation compares with what the Act says; looking at Sikh religious objections to wearing safety helmets that are legally obligatory for motorcyclists or Pakistani parents' resistance to teenage daughters taking part in mixed swimming sessions.

The curricular approach should allow for exchange in both directions of ideas and action. Students may want to put the theory they are being taught in school to practical purpose in the service of the community. Teachers, on the other hand, may be seeking ways of illumining, through discussion back in the classroom, the concrete tasks undertaken by students in the neighborhood. Let us suppose that community service has taken the form of visiting patients or helping in some other way in a hospital. Cognitively, the students are aware that not all patients recover, but it is a curious symptom of our times that, while sex may be a commonplace of young people's discussion, death and the fear of death have become unmentionable.

As part of an English literature class it may be possible for the teacher to consider Alexander Solzhenitsyn's *Cancer Ward* and particularly the passage where Dr. Dontsova, the experienced specialist, herself becomes aware of breast pains. Rather than be examined at the hospital that possesses the most modern apparatus in the Soviet Union, she chooses to consult her old professor, now living in retirement. After protesting that he is very out-of-date and has no medical equipment, he examines her and then pauses before giving her his diagnosis. Solzhenitsyn writes:

> "How many times had patients sat there waiting for her to announce her decision after a similar moment of respite. Invariably the decision was based on science and statistics, cross-checked and attained by logic. What a cask of horrors—she now thought—lies concealed in this moment of respite."

This would seem to open up possibilities for discussion at a profound level. Why had Dr. Dontsova not taken advantage of her own hospital's excellent facilities? Can students envisage situations where they would not want to go to their family doctor? How is it that medical specialists do not realise how their patients see things until they themselves are afflicted? Is this parallelled in the students' own experience? Is Solzhenitsyn's insight due to his having been a patient

(Continued on page 53)

On Campus

Iowa Gleaners Raise Funds

On a cold and rainy fall day in Sioux City, Iowa, 10 student volunteers and several alumni and faculty members from Briar Cliff College set out for the rural community of Salix where they spent the day working in a corn field. The corn crop had already been harvested, and the volunteers gleaned what had been left behind by the picking machine. Ordinarily the 60 bushels of corn that they gathered would have been left to rot.

Jay Lenhart, a Briar Cliff alumnus and Youth Counselor for Woodbury County's Community Action Agency, contacted Sylvia Kuennen, faculty advisor to Briar Cliff's Student Volunteer Bureau. Lenhart was seeking funds for a low-income youth employment program, and the idea of gleaning to raise money was agreed upon.

A farmer in Salix agreed to donate the use of her fields as well as a tractor and wagon in which to collect the corn. Mark Bruggeman and Bruce Ewing, student coordinators of Briar Cliff's Student Volunteer Bureau, publicized the project by means of posters, personal contact, and an article in the college newspaper. Transportation for the 40 mile round trip was provided by the Student Volunteer Bureau. The Sociology Department of the college donated a free lunch.

The student volunteers sold the corn they gathered to a local farmer for $2.00 a bushel. The $120 was used to match Federal funds for the youth employment program.

Not only were the students able to help a worthwhile cause, but they "gained an acute awareness of how much America wastes," said Sylvia Kuennen. □

Darien High Volunteers Produce Nursing Home Newspaper

Twenty-five juniors and seniors at Darien High School in Darien, Conn. receive academic credit for a course called Community Action Program (CAP). "The major purpose of the course is to make students aware of the needs of the total community and to develop a sense of responsibility," said Dr. Donald Robbins, assistant principal and coordinator of the program. To make this possible the students volunteer in 12 different community agencies, including rehabilitation centers, hospitals, day care centers, schools, and centers for the retarded.

Three students are assigned to the Courtland Gardens Home, a residential facility for the elderly in Stanford, Conn., a seven minute drive from Darien High. Darien students work in the complex provided for residents in need of daily medical attention. Although they are only required to spend three hours a week in their placement, these students average over eight hours a week transporting residents to different floors for activities, assisting in handicrafts, writing letters, reading to patients, and visiting. In addition, students also work with staff members to produce the *Courtland Courier,* a monthly newspaper distributed to all residents of the complex. The *Courier* contains the names of residents celebrating birthdays during the month, a calendar of events in the complex, reports on activities, and short stories about the residents. Students interview residents, write articles, and help produce the Courtland Garden's newspaper.

After being placed, CAP students write learning objectives which they discuss with an in-school advisor. During the semester they meet weekly with their advisor on a one-to-one basis to discuss specific aspects of their placements.

CAP students also attend monthly meetings which provide an opportunity for students to exchange experiences as well as listen to speakers. Final evaluation is based on attendance, the field supervisor's evaluation, the student's objectives, understanding of required readings, and a final exam. □

Photo by Eric H. Herlow

David Cook (l.), a student at St. Vincent's school for the handicapped, with Sister Louise and Brad Fiske.

Santa Barbara City College Initiates Student Volunteer Program

Last fall Santa Barbara City College, a two-year institution in Santa Barbara, California, with an enrollment of 9,000, started its first student volunteer program, called Community Affairs Board. After six months, 55 student volunteers, ranging in age from 17 to 62, serve in 32 Santa Barbara agencies as Big Brothers, elementary school tutors, drug abuse counselors, nursing assistants, and other social service placements. The average placement is five hours per week and credit is an available option.

"We work closely with the College's Career Center in placing students in preprofessional jobs of their own choosing that will give them a realistic picture of what a career really involves," explained Brad Fiske, Coordinator of the Community Affairs Board and a sophomore at City College.

Fiske, who is majoring in counseling psychology, was himself volunteering at the Career Center when he decided to explore the possibility of starting a volunteer program on campus. Using the Junior League's local directory of welfare agencies and consulting with other counselors at the Career Center, he conducted a needs assessment survey. He found that the agencies he contacted were enthusiastic about the idea of having volunteers from City College. Prospective student volunteers were referred by Career Center counselors to the Community Affairs Board for specific placements beginning in November. The college supported the program by hiring Fiske to administer it.

"We have a lot of nontraditional students on this campus—Chicanos, veterans, and older Americans. Those who receive the A.A. degree will look for jobs after only two years. They need practical experience in their field of interest, and the agencies need manpower. It seemed ideal," said Fiske. □

Camp Wild Cat Offers Low-Income Youngsters Outdoor Recreation

Fifty University of Arizona at Tucson students are members of Camp Wild Cat, an 11-year-old student volunteer group that takes children aged 6 to 12 from socially and economically deprived families on camping and hiking trips. These trips are staffed and funded entirely by student volunteers.

Prospective campers are referred to Wild Cat by principals and teachers of their schools. They fill out an application and must obtain their parents' written permission before they are eligible to participate in a Wild Cat trip.

Wild Cat members plan each trip carefully. Student volunteers sign up to serve as counselors, cooking staff, bus drivers, or fundraisers on a rotating basis. The University of Arizona lends buses to transport campers and counselors to an area camp ground, which is usually rented from the Boy Scouts, the YMCA, or the Salvation Army. Wild Cat owns all the camping equipment—tents, sleeping bags, and cooking utensils. A typical weekend trip for 40 children, 10 counselors, and three cooking staff costs $650, the main expenses being food, site rental, and transportation costs.

Activities at a weekend camp include nature hikes, compass reading, arts and crafts, survival techniques, and team sports such as baseball and basketball. □

Drama Students Bring Bicentennial Musical to Rural Wisconsin

Drama students from the University of Wisconsin at Superior are bringing the festive spirit of the Bicentennial to Minnesota and Wisconsin's rural communities in a summer road show entitled, "The Great Lakes—Live and On Stage." The musical-variety show, written, produced, directed, and performed by students under the direction of the University's Chairman of Communication Arts, William Stock, tours the remote regions of the two states, playing two shows a day in communities where there is no live entertainment.

The Bicentennial musical, which is as educational as it is entertaining, relates the folklore of the region, explores the history of the two states, and celebrates the beauty of the Great Lakes, with a plea to conserve their natural resources and environment.

The student troupe, which numbers approximately 40, travels in two vans donated by the University of Wisconsin for the six-week tour. The larger van transports student-produced sets and heavy equipment, while the smaller van is reserved for student actors and musicians. Expenses for the tour are covered by money donated to the troupe by the University and grants from the National Endowment for the Arts and the American Revolution Bicentennial Commission.

"The summer theater is a welcome event in all the towns we play," William Stock said. "We're greeted by enthusiastic crowds who are eager for an opportunity to attend live theater." □

Tulane's Consumer Center Surveys Drug Prices

In an effort to help New Orleans' elderly citizens be better prepared to shop comparatively for prescription drugs, student volunteers at Tulane University's Consumer Center conducted a survey of 60 area pharmacies. The survey results were then published in the New Orleans' newspapers and distributed through the Mayor's Office to senior citizen clubs and community centers.

The project, which was prompted by a request from Louisiana's Center for Public Interest, took three weeks and involved 15 students who made personal visits to the head pharmacist at each store. The survey form was based on a similar study conducted by the San Francisco Consumer Action Group and listed drugs genercially, including those most frequently purchased by senior citizens, such as high blood pressure medicine and mild tranquilizers.

"Each student carried a letter of introduction from the center explaining the purpose of our survey," Patti Cammack, the Consumer Center's Chairperson related. "That way the pharmacists understood that we were trying to benefit the elderly and that by cooperating with us they were performing a service to the community."

Forty-three percent of the stores surveyed released their prices, and the results indicated that some pharmacies were charging up to 200 percent more for certain drugs than other stores.

If your volunteer group is interested in conducting a similar project, the center invites you to write for a copy of the survey form. Send requests to: Consumer Center, Box 5039, Tulane University Station, New Orleans 70118. □

Kirksville High School Students Serve Community

A two semester psychology course at Kirksville Senior High School in Kirksville, Mo., offers students an opportunity to learn the basic concepts of psychology and human development through direct practical experience.

The two credit course, Psychology in Action was introduced into the curriculum in September 1975, and is the first service-learning course to be offered by the school.

The first two weeks of the program are devoted to orientation. Students are introduced to the concepts of voluntarism and explore their interests as well as assess their community's needs.

"Students are responsible for their own placement selection," Beverly Fisher, instructor of Psychology in Action stated. "They must design their learning objectives and make arrangements with an agency for a learning experience.

Once the volunteer assignment begins, students spend six hours a week in the field and four in the classroom. Since the placements are diverse—ranging from students working with the police department on local traffic surveys to students aiding Missouri Conservation Commission Rangers in the construction of wild game preserves—classroom instruction is designed to be relevant to all placements. Topics discussed in class include motivation, perception, emotions and stress, and social problems.

Students may change assignments after the first semester. "We find that by giving a student the opportunity to volunteer in two different placements he is exposed to a wider range of experience," Ms. Fisher said. "It's often quite an awakening for a student to spend one semester in a nursing home and the next in a day care center."

Students are evaluated at the end of each semester by the supervisor at the volunteer site, Ms. Fisher, and a written self-evaluation. □

Kirksville Senior Julie Magruder plays Bingo with patients at the nearby Manor Care Nursing Home.

Community Legal Clinic Serves Low-Income Elderly

REQUEST FOR COUNSEL

I, ____________________

hereby request legal representation from the Community Legal Clinic of George Washington University. I do not have the financial means to hire an attorney and were it not for the free legal services of the Community Legal Clinic, I would be forced to forego legal counsel.

____

date

George Washington University Law Students Counsel District Residents

JOHN MARSHALL, 59, SUFFERED from arthritis, and when he found he could no longer drive his taxi cab eight hours a day, he applied for social security disability benefits. The Social Security Administration requested that Mr. Marshall be examined by a doctor. Although the doctor's findings revealed that he did indeed suffer from arthritis, the Administration denied his application. Under its interpretation of the law, Mr. Marshall's level of incapacity did not constitute a sufficient disability to make him eligible for Federal benefits.

Distressed by the decision and unable to earn a living, Mr. Marshall sought advice from Protection for Elderly Persons (PEP), a non-profit organization in Washington, D.C., concerned with the legal, social, and economic welfare of the elderly.

Within PEP's structure, which consists of a full-time student intern who answers the telephone, makes referrals, and offers advice on non-legal matters, a full-time social worker, and several volunteers, there is the Community Legal Clinic (CLC)—a public interest law office manned by George Washington University stu-

dents who offer legal counsel to D.C. residents 55 years or older whose income does not exceed $8,000 a year. Mr. Marshall was referred to a third year law student, who immediately began to research his case.

With the guidance of Robinwyn Lewis, CLC's Associate Director and supervising attorney, the student began to unravel her client's problems. In interviewing Mr. Marshall she discovered that not only had arthritis prevented him from earning his living, but his current mental state—his forgetfulness and confusion—inhibited his ability to drive a cab. She proceeded to document her findings and contacted a psychiatrist to examine her client, one who was willing to give testimony in court.

She requested that a date for a hearing before an administrative law judge of the Social Security Administration be set, and that Mr. Marshall's case be reopened in light of new evidence. She researched the Disability Benefits Law, and, when the hearing was held, she presented a solid, thorough case before the judge, who ruled in favor of her client.

PEP Services

The storefront office of Protection for Elderly Persons is located in the Adams Morgan area of Washington, D.C., where 70 percent of the population is over 55 years of age. The PEP office is supported by a grant from the Administration on Aging, and CLC shares that funding plus a matching grant from George Washington University.

Of the 700 telephone inquiries that student intern Sally Walther, from the University of Massachusetts at Amherst, handles each month, approximately 100 are related to legal matters, and 10 percent of those require litigation.

Because of the special target group, the techniques for handling a telephone or walk-in inquiry for both legal and non-legal problems are the same. "The client group is a special one," Ms. Walther stated. "The elderly are often confused when they contact us. They have probably been given the run-around at most of the large agencies, and the last thing they want to hear from us is, 'I'm afraid you'll have to try somewhere else.' No matter what the problem, we try to help."

Referral File

Mrs. Walther maintains a large referral file of agencies. She keeps extensive records on each telephone call and follows up on a client after initial contact. "Often the elderly feel that no one cares about them," she explained. "By keeping accurate records of their problems, and by getting back in touch with them as soon as we have concrete information on their case, they feel that we are personally concerned about them."

The CLC office handles legal procedures in much the same manner. The telephone or walk-in inquiries are documented by second year students on a "Community Legal Clinic Case Log" form which is used until the case has been closed. The form includes information such as the nature of the case, the action taken, the date of each contact with the client, and in the case of litigation, the name, address, and phone number of the opposing attorney, and the dates for hearings and pleadings in court.

Student Litigators

If litigation is necessary, the client's case is turned over to CLC's third year law students, who under a D.C. Superior Court ruling, are licensed to litigate civil cases in District courts or participate in hearings before Federal or District agencies. Student litigators are responsible for research, the preparation of briefs, testimony, and the pleading of cases before a judge, administrative law judge, or hearing examiner.

A client, whose case requires litigation, is asked to fill out a "request for Counsel" form (see box), a copy of which remains on file at the office. If the need for a hearing arises, the form is sent to the hearing agency. "There is a great deal of paperwork involved in providing legal counsel for a special target group such as the elderly," Ms. Lewis, CLC's supervising attorney said. "One of the student's tasks is to contact the agency and make certain that the client has filled out the necessary papers and forms."

Second year students perform intake work, research, and will writing. "Dealing with an elderly client takes a lot of patience," Susan McDonald, a second year law student stated. "Often we spend hours just trying to understand what it is that a client wants us to do. We find that if we are patient and guide the client toward a goal, we are able to help him."

Preparing Wills

The will services of the Community Legal Clinic are intended to assist those senior citizens in the D.C. community who need a will but are unable to afford the legal costs normally involved in having one drafted professionally. To aid second year students who prepare and execute wills, the staff members of the Community Legal Clinic prepared a manual. The topics covered in the manual include:

- The supervising attorney's statement of approval and the student's statement of execution.
- Executing the will
- Record keeping
- A check list of topics to cover with the client during an interview, such as expenses, debts, savings, stocks, bonds, assets, liabilities, and family relations.

The law student is responsible for all phases of executing a will, including the bringing together of witnesses, proper signature of the will, and submission of a copy to the G. W. Law School Office for permanent record. The will is then reviewed by a G.W. law professor, who approves the student's work by signing it.

Three years ago the George Washington University Law School introduced the concept of community legal clinics as a practicum in order to offer its students an opportunity to practice professional skills while providing legal services to low-income residents of the District of Columbia.

The course, which is open to all second and third year law students, consists of seminars on legal procedure, weekly meetings led by a staff member, where students discuss their cases and problems, and approximately 20 hours per week of volunteer service. A student may earn a maximum of eight credits for the course—two per semester.

Storefront Offices

There are three clinics located in storefront offices throughout the city. Each office handles the legal problems common in the area it services, or as in the case of PEP, the special interests of a specific target group. The clinics include:

• PEP—where students handle legal problems of the indigent elderly.

• The Southeast Neighborhood House Project—a unique program for the elderly funded through Title IV of the Older Americans Act. CLC students provide legal services for the elderly participants at five satellite centers in southeast Washington.

• Martin Luther King Center—located in a densely populated low-income area. Students handle legal problems that range from probate to small claims.

Academic Support

The George Washington University Law School offers students participating in Community Legal Clinics academic support through seminars and weekly meetings on topics relevant to the practical experience they receive during their volunteer commitment. Dr. Eric Sirulnik, Director of CLC, schedules seminars on topics of special interest such as negotiation techniques, consumer problems, tenant-landlord law, and social security law.

"Sudents often request that we cover a particular topic of pressing interest—such as negotiation techniques," Dr. Sirulnik explained. In that way all volunteers in the storefront offices, whether they are working with the elderly or the indigent, will benefit from the seminars.

In his seminar on negotiation skills, Dr. Sirulnik reminded the students that if they are negotiating for a client, as in the case of a small claims court suit, a tenant-landlord dispute, or an automobile accident claim, the student counsel should be cognizant of the following points:

• Be aware of your client's requirements at all times.

• Know your case—the facts and the law.

• Ninety percent of all such cases are settled through negotiation, even though litigation has begun.

• The party that appears most desirous of settlement is often at a disadvantage. Your strategy should be, "We'd like to settle this matter. However, if we cannot come to agreeable terms, we are going to court."

• Deal with the other party's lawyer on neutral territory. You are at a greater advantage if you can meet with the other party's attorney at the school law office or some mutually agreeable place. Avoid meeting him at his office where you might be on the defensive.

• Build up a continuance of negotiation. Time is often a factor in settlement. Generally attorneys are not paid at an hourly rate, and it is to your advantage to lengthen negotiation proceedings.

• Bring in experts to support your client's position. For example, in a landlord-tenant dispute over faulty plumbing, invite the landlord's attorney to your client's apartment so that he can see the faulty plumbing for himself. Invite a plumber to join you in support of your client's claim.

Weekly Meetings

In addition to the seminars held on campus, students meet weekly to share their experience at the clinics. The 12 second year law students and the seven third year law students who volunteer at PEP's Community Legal Clinic gather for one hour once a week at the G.W. Law School to discuss their problems and cases with Robinwyn Lewis.

"We usually spend the hour discussing a particular case," Ms. Lewis explained. "Because the students at PEP are concerned with the elderly, we find it advantageous to discuss one case at a time. That way, all students share in a particular problem and can benefit from each other's learning experiences."

Ms. Lewis accompanies a student litigator to court or to a hearing when a case arises. "I support the student and am always on call to answer questions or offer advice," she said. "But it is the student's responsibility to do the research, handle the client interviews, and present the case."

Points to Remember

The Community Legal Clinic at PEP offers legal services to a special target group in a particular community. To implement a similar service, Dr. Sirulnik believes a law school should be aware of several things:

• Assess the community's needs and resources to be certain that a public interest law clinic is not duplicating existing services.

• Contact your local bar association. Make it aware of your students' plans and the services they will offer.

• Make certain that your student body is interested in participating in a community legal clinic—without the students' support, you cannot implement a successful program.

• Be aware of the funding that is available to keep a clinic going—especially funding for specific target groups, such as the elderly. ☐

Chabot Tutors Help Indochinese Students

TEN CHABOT COMMUNITY College students in Hayward and Livermore, California, serve as school or home tutors in a District-sponsored program designed to help integrate Indochinese students in the Livermore Valley Unified School District into the Livermore community.

Chabot tutors working in the Livermore schools focus on classroom work and materials and have two options, depending upon the level of English language ability of the Indochinese tutees. Tutees with the least English ability are generally placed in a pull-out program, in which tutor and tutee meet at the school but outside the classroom. The main emphasis in these meetings is the development of basic skills in the English language. To meet this end English as a Second Language (ESL) techniques, such as vocabulary drill, are used.

Tutoring in the Classroom

The majority of tutees, who now have some ability in English, are tutored in their classrooms. As the teacher covers material and makes assignments, the tutor assists any student who needs individual help. Although any child may receive this assistance, special attention is paid to Indochinese students, for whom the tutor repeats information, breaking it down into simple English forms which they can understand. "We don't want to single out the refugee students, as this may cause embarrassment for them," said Tom Medeiros, past director of the Livermore Valley tutoring program for Indochinese students.

Home tutors meet with their tutees in their homes to help relieve cultural shock and to develop English language skills in a familiar setting. Being a friend to the tutee is paramount in the relationship between home tutor and tutee. "The development of trust is important in learning to speak English and in learning how to get around in the U.S.," said Medeiros.

While meeting at home other members of the tutee's family, both young and old, often join in discussions and activities. In this way the home tutoring session serves as a unifying factor for the whole family. Home tutors not only socialize with tutees in their homes, but also acquaint them with their new community by taking them to parks, fire stations, and other places in which they have shown interest.

At this time 39 of the 52 Indochinese students in nine Livermore schools, ranging from elementary to high school, have both home and classroom tutors.

After receiving a Federal grant, the District surveyed all principals and teachers with Indochinese students to determine how to design a program that would meet their needs. Options explored included peer tutoring, classroom aides, pull-out programs, home tutors, and materials. Following this needs assessment, the District hired two consultants, Tom Medeiros and Olive Greene, to organize and coordinate a tutoring program. Medeiros had previous experience administering Project SHARE for Spanish-speaking migrant children in the Bay Area, and Greene has a degree in Teaching English as a Foreign Language. They recruited tutors from area high schools, colleges, and the community by personal contact, radio spots, and newspaper articles.

Medeiros arranged an initial meeting with those interested in tutoring Indochinese students in the Livermore schools. During this meeting he explained the program and the commitment required of tutors. At a second meeting, prospective tutors filled out application forms and decided whether they wished to be home or classroom tutors. Referral cards on each Indochinese student are kept on file. The cards give the student's name, grade, sex, interests, language needs, etc., and from these cards prospective tutors choose the Indochinese student with whom they wish to work. Then arrangements are made for the tutor to meet the classroom teacher, and in the case of a home tutor, the Indochinese family.

Chabot Support

Ten Chabot students enrolled in Chabot's tutoring course fulfill the four hour a week field requirement by tutoring Indochinese students in the Livermore schools. They attend on campus lectures once a week on topics such as: methods for teaching reading, games tutors can use, hints for teaching math, as well as presentations on values and attitudes. Credit or no-credit is awarded on the basis of mid and end of quarter evalu-

ations of the field component. Classroom teachers in the Livermore schools and the Chabot students themselves evaluate the field work.

Training Workshops

In addition to the instruction Chabot students receive on their campus, they attend orientation and in-service training workshops required of all tutors in the Livermore program. District-wide workshops for all tutors and classroom teachers are held every other month. They last three hours and are conducted on weekends or after school. Topics include cross-cultural simulation games, a speaker on cultural differences, and ESL techniques.

Mini-workshops are also held every other month for teachers and tutors at each of the nine schools to discuss the problems and progress of individual tutees. with whom they are working. □

RESOURCES FOR INDOCHINESE RESETTLEMENT

PUBLICATIONS

Finding Your Way, a directory of public programs available to Indochinese refugees.

New Life, a monthly newsletter in Vietnamese, Cambodian, and English, which includes articles of interest for volunteers and refugees. These booklets and a publications list are available free upon request from the HEW Refugee Task Force, Publications Office, Donohoe Bldg., 330 Independence Ave. S.W., Washington, D.C. 20201.

HOTLINE—(toll free) **800-424-0212.** In the Washington, D.C., area call: 472-2481. Indochinese and English-speaking personnel in HEW's Information and Referral Office are available from 8:30 a.m. to 8:30 p.m. to answer questions and offer advice to volunteers and Indochinese. Volunteers may also contact the hotline for information on national voluntary organizations concerned with Indochinese resettlement such as Church World Service.

ORGANIZATIONS—(arranged alphabetically by state). The following is a brief list of local organizations assisting Indochinese refugees. If you need assistance or wish to volunteer, please contact:

Arizona Vietnamese-American Association, 5320 16th St., Phoenix, Az. 85016. Tel.: 602-264-0968.

Southeast Asian Inter-Agency Forum, 13091 Galway St., Garden Grove, Ca. 92644. Tel.: 714-537-0604 or 714-898-3066.

Los Angeles Inter-Agency Forum On Resettlement, 2468 West Pico Boulevard, Los Angeles, Ca. 90006. Tel.: 213-385-2191.

Southeast Asia Refugee Council, 2801 South Grand Ave., Los Angeles, Ca. 90007. Tel: 213-747-7623.

Northern California Resettlement Center, 5890 Newman Court, Sacramento, Ca. 95819. Tel.: 916-452-5421.

Human Relations Commission, 3730 Fourth Ave., San Diego, Ca. 92103. Tel.: 714-299-2840.

San Francisco Inter-Agency Forum On Resettlement, 2069 A Mission St., San Francisco, Ca. 94110. Tel.: 415-861-1985.

Catholic Vietnamese Resettlement Office, 244 Main St., Hartford, Ct. 06100. Tel.:203-522-8241.

Washington Area Refugee Committee, 1229 25th St., N.W., Washington, D.C. 20037. Tel.: 202-462-6660.

Christian Council of Metropolitan Atlanta, Inc., Vietnamese Resettlement Program, 848 Peachtree St., N.E., Atlanta, Ga. 30308. Tel.: 404-881-9891.

Vietnamese Immigrant Volunteer Assistance, 1145 Bishop St., Honolulu, Hi. 96813. Tel.: 808-531-1353.

Vietnamese Resource Center, 1017 Grove St., Evanston, Il. 60201. Tel.: 312-275-1200, ext. 212.

Indochinese Office, River Region Crisis Center, 600 S. Preston, Louisville, Ky. 40202. Tel.: 502-589-4313 or 502-634-4304.

Vietnamese Refugee Consortium, c/o Health and Welfare Council, 901 Court Square Bldg., 200 E. Lexington St., Baltimore, Md. 21202. Tel.: 301-752-4146.

Vietnamese and Cambodian Resettlement Committee, c/o United Community Planning Corporation, 14 Somerset St., Boston, Ma. 02108. Tel.: 617-742-2000.

International Institute of Minnesota, Summer Program for Vietnamese Youth, 1694 Como Ave., St. Paul, Mn. 55108. Tel.: 612-647-0191.

Indochina Refugee Resettlement Program, 110 Carlisle Ave., S.E., Albuquerque, N.M. 87106. Tel.: 505-266-5848.

Metropolitan Inter-Church Agency (MICA), Task Force for Vietnamese Refugee Resettlement, 3501 Campbell, Kansas City, Mo. 64109. Tel.: 816-756-1422.

International Institute of Metropolitan St. Louis, 4484 West Pine, St. Louis, Mo. 63108. Tel.: 314-535-4880.

Vietnam House, Inc., YMCA McBurney Branch, 214 W. 23rd St., New York, N.Y. 10011. Tel.: 212-675-5800.

Vietnamese Association of Philadelphia, Nationalities Service Center, 1300 Spruce St., Philadelphia, Pa. 19103. Tel.: 215-515-6800.

Vietnamese-American Association, 1608 E. Jefferson, Seattle, Wa. 98122. Tel.: 206-322-8438.

Cultivating Agency Allies

(Continued from page 20)

should resist the tendency to insist on one overriding goal applicable to all parties. You should list the various goals of volunteer, agency, and your program and try to understand how they interrelate. It is well to review these various goals from time to time because they change in priority. Which is most important? To do a job? To gain experience? To learn something? To give a young person an opportunity? To travel or live in a certain area? To serve your fellow man? To try out a career? To be a member of a group? Obviously there is no single answer unless it is, "It depends . . . "

Take the young hospital aide who volunteered because her friend had done so yet found great fulfillment in her service. The hospital's goals are to see that services are provided to patients. The program director's reason for encouraging this volunteer was to get her involved in a wholesome activity for personal development. During the course of the volunteer experience, the girl developed an interest in a career in medicine and sought to learn more about the medical field. The hospital in turn had an opportunity to identify a potential future employee.

All of these goals and motivations are legitimate, and the interplay among them can lend vitality and reality to the volunteer experience. Allowing the "provision of service" goals of the hospital to predominate would be simple exploitation of volunteers, and the program would not last long. Meeting social and personal needs of volunteers as the exclusive goal could result in deficiencies in services performed and also would kill a program. It is up to you, as the program director, with the help of cooperating agency personnel, to integrate various goals and motivations, to identify their limits, and to manage the choices of priorities.

Lasting Relationships

Relationships are among people rather than institutions, and the opportunities for finding enjoyable and meaningful relationships through work with agency personnel are almost unlimited. This is true of the volunteers as well as program staff. A working relationship with an agency should be seen as having potential beyond the time and program limitations of the specific reasons for initiating it. This broader view is rewarding personally and adds a human dimension to your volunteer program.

Relationships between programs and institutions do continue, however, beyond the tenure of any one person. Therefore, they must be seen beyond the short-term, person-to-person ones to include the creation of attitudes, environment, procedures, and a record that will foster and sustain institutional relationships. Lasting institutional relationships are built on successful personal relationships supported by procedures, communications, and a shared record of accomplishment that comes from deliberate effort and a sense of responsibility for those who follow. This sense of responsibility should be felt and expressed in action by volunteers as well as by program staff. □

London Correspondent

(Continued from page 44)

in a cancer ward? Such a discussion could bring understanding not only of Solzhenitsyn's power as a writer, but of the need on the part of the students for greater sensitivity in community service.

To summarise some of the advantages of the curricular approach to community service:

- Not one teacher alone is concerned with enabling students to undertake community service, but a cross-section of the whole staff. Furthermore, each teacher's own interest is more likely to be engaged because the project relates to—or emerges from—his or her field of specialisation.
- The vital element of growth—and an intellectual cutting edge—is imparted to community service programmes, with 17-year-old students tackling more challenging projects than they did at 15, and 15-year-olds undertaking more demanding tasks than they did at 13.
- Not just the socially concerned minority of students participate but the whole class—without their being labelled as "do-gooders."
- The old conflict—between time spent on community service and time devoted to studies—can be more easily resolved because they are inter-related.
- Service—what Herbert Thelen, Professor of Education at the University of Chicago, calls the "exercise of humaneness"—is seen not as something separate from life or contrasted with study, but as the "humane application of knowledge." □

All publications are listed in *Synergist* solely as an information service for volunteers. Inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included. NSVP does not stock publications listed. Orders must be sent directly to the source. The National Student Volunteer Program quotes prices of publications only as a service and is not responsible for changes which may occur without notice.

RESOURCES RESOURCES

A VOLUNTEER'S GUIDE

DIRECTORIES

Taking Off, Center for Alternatives In/To Higher Education, 1118 S. Harrison Road, East Lansing, Mich. 48823. Price: available upon request.

An organizational handbook and comprehensive worldwide resource guide for nontraditional higher education, this directory documents a three-year pilot project to provide resources on alternative educational opportunities to students at Michigan State University. The first section documents the origins and administration of the pilot project; the second is an annotated list of organizations which offer varied structured learning experiences for pre-career exploration or the acquisition of specific skills and competencies.

Directorio Chicano (SNP-003), Southwest Network, 1020 B Street, Suite 8, Hayward, Ca. 94541. Price: $1.

A resource directory of Chicano publishers, distributors/booksellers, magazines, newsletters, and newspapers throughout the United States.

Somewhere Else, Center for Curriculum Design, P.O. Box 1365, Evanston, Ill. 60204. Price: $4.25.

A catalog of places to learn for those interested in alternatives to traditional education. Organized by interest areas, this book includes an annotated listing of alternative future centers, artisan and skills organizations, outdoor and media centers, as well as overseas work/study networks.

To Find the Way to Opportunities and Services for Older Americans (S/N 017-062-0091-3), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: 70¢.

Directory of services and activities of special interest to older citizens. Includes tips on money, health care, housing, nutrition, and recreational activities. Lists the names and addresses of resource groups offering assistance to older Americans.

Law Enforcement Films, LEAA, National Criminal Justice Reference Service, Washington, D.C. 20531. Price: available upon request.

This directory of law enforcement films for use in criminal justice training, orientation and education includes audio-visuals dealing with crime prevention, police techniques and training, courts, community participation in rehabilitation and parole.

RESOURCES RESOURCES RESOURCES

MANUALS

From Rails to Trails (S/N 040-000-03304), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: $1.50.

Old railroad lines and canals offer recreational opportunities and healthy energy-efficient travel for hikers and bikers at relatively modest cost. This booklet describes how interested citizens can work together to convert abandoned railroad rights-of-way to recreation trails. Every step of this project is discussed—from locating sites for trails to laying a finished surface.

How to Set Up a Neighborhood Recycling Center for Environment and Profit, Houston American Revolution Bicentennial Commission, 2310 Dresser Tower, 601 Jefferson, Houston, Tex. 77002. Free.

Dr. Alfred C. Avenoso, Jr., Associate Professor of Biology at the University of St. Thomas, Houston, Tex., has written a comprehensive manual for citizens interested in establishing a neighborhood recycling center. Although this booklet discusses resources in the Houston area, procedures for designing and maintaining a center can be adapted to other parts of the country.

How to Build a House, Using Self-Help Housing Techniques (S/N 023-000-00276-1), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: $1.40.

Students involved in housing for low-income residents will find this 50-page manual a handy do-it-yourself guide. Included are plans for constructing and finishing walls and sections on plumbing and electrical systems.

In The Bank or Up the Chimney (S/N 023-000-00297-3), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: $1.70.

This booklet offers suggestions to low-income families on how to save money while conserving energy. Gives fuel-saving steps and ideas for simple home improvements, including how to insulate walls and attach weatherstripping to doors and windows.

AUDIO-VISUALS

The Shape of a Leaf, Campbell Films, Saxtons River, Vt. 05154. Rental price: $12 for 2 days.

Filmed on location at a school for the mentally retarted in Lancaster, Mass., this 26-minute, 16mm film explores the importance of creative expression as a learning tool for the mentally handicapped. Youngsters are taught to use puppetry, paint, and clay. The creative experience encourages them to see and understand shapes and patterns as well as to orient them to their environment.

Beginning Concepts, Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N. J. 07632. Complete set: $79.50.

This filmstrip program with accompanying sound cassettes helps pre-schoolers learn basic concepts, such as numbers, textures, color, size, shape, opposites, positions, and time, in an entertaining way. Each of the 12 sets is a single unit approximately 5 minutes long and can be purchased separately. An instructor's manual for each unit is included. Two of the filmstrips offered in the series are: *Short, Tall, Large, Small* (4809), Price: $19, and *Red, Blue, Yellow, Too* (4811), Price: $19.

CHILDREN & YOUTH

Cooking in the Classroom, Lear Siegler, Inc./Fearon Publishers, 6 Davis Drive, Belmont, Calif. 94002. Price: $2.75.

Janet Bruno and Peggy Dakan's attractively illustrated, easy-to-follow cookbook for young children offers simple recipes, step-by-step directions, safety tips, and nutrition information.

Lucky Little People, Reader's Choice, 904 Sylvan Avenue, Englewood Cliffs, N. J. 07632. Price: $1.95 per set. (Order sets by number).

On a rainy afternoon try amusing children at the day care center with this enchanting series of colorful cardboard finger puppets. Each set contains more than 65 puppets and includes an instructor's guide with role-play games and reading motivation exercises. Available sets: *Animals* (232), *Careers* (251), *Famous Americans* (2302), *Rumpelstiltskin* (2899), and *The Wizard of Oz* (1667).

Super Me/Super Yo: A Bilingual Activity Book for Young Children (S/N 017-024-00456-1), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: $2.45.

Geared to children aged four to six, this booklet, prepared by the National Institute on Drug Abuse, is one of the first to promote the prevention of drug abuse without mentioning drugs or their effects. *Super Me/Super Yo* is a colorful activity book written in Spanish and English and can be used in a day care or tutoring situation. Activities range from yoga to nutritious meals to ethnic awareness.

Program for English Experiences: English as a Second Language for Pre-School and Kindergarten, Institute of Modern Languages, 2622 Pittman Drive, Silver Spring, Md. 20910. Price: $9.95.

Janet Gonzalez-Mena's book is designed to help tutors elicit a natural flow of conversation about the self, school surroundings, foods, family, home and neighborhood from children whose native language is not English. The 50 lesson outlines include materials, activities, sample dialogues, and goals and objectives for cognitive, psychomotor, and affective areas as well as linguistic skills.

Choosing Toys for Children of All Ages, Toy Information Bureau, Toy Manufacturers of America, Inc., 200 Fifth Avenue, New York, N.Y. 10010. Single copy free. (Include a business-size, self-addressed stamped envelope when requesting the publication.)

Children's toys used as educational tools should be sturdy and safe. This booklet includes many tips on choosing a suitable and safe toy for the right age group.

Eating With A Spoon: How To Teach Your Multihandicapped Child, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210. Price: $3.00.

A practical, easy-to-understand guide that explains how to teach handicapped children to feed themselves with a spoon.

The Mother's Almanac, Doubleday & Co., Inc., 501 Franklin Avenue, Garden City, N. Y. 11530. Price: $4.95.

Although authors Marguerite Kelly and Elia Parsons wrote their book for mothers of small children aged two to six, many of the games, recipes, and learning activities can be adapted to a day care setting. □

GUEST SPEAKER

(Continued from inside front)

Decision-making can enter the volunteer process at several points. Young people should be allowed to choose the kind of volunteer experience they want. To do this they must have solid information about the options available. Sometimes a catalogue of placements is maintained by a teacher, school counselor, or youth worker. Even better is the idea that young people themselves compile information on projects needing volunteers. For example, at The Switching Yard, a California youth program which places 500 volunteers a year, teenagers maintain a file of about 100 possible placement sites. Three students "beat the bushes" to find these placements and help their peers to enlist in them. The files are kept well up-dated: when a student finishes a placement, he writes a description of the work to guide the next volunteer.

The richest opportunities for decision-making arise when young people themselves develop a project, without depending upon an agency to channel their efforts. Such projects are less common, but have a special air of excitement about them. For example, in New York City, a group of high school girls undertook to protect their peers from further experiences of unwed parenthood by initiating an information service on sexuality and birth control. These young women had to figure out how to get funding, how to win acceptance from the school system, and what to include in their program. Frequently, they called upon adults to help them. But it was the young people who determined what they needed and who would help.

Often adult help can be provided through a seminar, a setting where the young people evaluate their own response to what they are doing. Without a specific time for reflection, the experience may remain on the surface of the young person's life—one experience among many, without special meaning or relevance. If led by sensitive adults, seminars can help students to identify the students' own needs and interests, as well as to reflect and gain perspective on the larger implications of their work. Seminars allow the students to examine the experience, and supplement it with study of relevant subject matter. In addition, seminars which bring together young people from different volunteer projects can provide a forum where they can describe their own work and hear about the experiences of other people in other settings.

Since young people are interested in career choices and have few realistic sources of information, this interchange may result in more knowledgeable decision-making about jobs and education. Seminars may also provide training for particular on-the-job tasks. Young people are often assigned to menial work because they lack the skills that would qualify them for more interesting and challenging positions. The leader of a seminar may help students overcome these deficiencies before placement. For example, young people at an archaeological dig might request specific training on excavation techniques; volunteers at a nursing home would benefit from a seminar on the psychology of aging, and youth in a media center might spend a seminar learning to operate videotape equipment.

The quality of youth participation projects depends a lot upon the adult, who offers support to the students and provides a liaison to the work site. He or she must always be conscious of the quality of the experience from both the point of view of the student and of the community agency. Instead of organizing projects and assigning roles, the adult leader draws from the young people their own talents and helps them to assume the role of decision-maker. It is essential that adults in youth participation programs create an environment of trust where young people are not afraid to assert themselves, to take chances, and even to fail. Most of all these adults must communicate their faith that young people can act effectively.

Sometimes the adults who believe this most fervently are themselves young. College students, are able to help high school students organize programs that might, for example, benefit elementary school students. A wonderful example of this multi-level approach to volunteer work occurs in the Center for Educational Development at San Francisco State College. Here college students train and supervise high school students who work with younger children.

Finally, a youth participation program which is to have real benefit for young people must meet a genuine community need. Young people are justifiably impatient with made-up work whose ostensible purpose is to keep them out of mischief. Once there is acceptance of the fact that young people have the capabilities for responsible action, commitment, and concern, then the possibilities for volunteer work are limitless.

Volunteer work can be a good antidote for an epidemic of personal isolation and alienation which is spreading in our society. Emphasis on "individualized learning" and "getting one's own needs met" can be beneficial, but there should also be opportunity for work which benefits people other than oneself. In a recent essay in *Harper's* magazine, Peter Marin addressed these concerns. He argues that ". . . human fulfillment hinges on more than our usual notions of private pleasure or self-actualization. Both of these in their richest form are impossible without communion and community, an acknowledgment of liability, and a significant role in both the polis and the moral world."

It is this significant role, so necessary for human wholeness, that is noticeably missing in the lives of many American young people. Youth participation places young people in a setting where their caring matters and their contribution is valued. □

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