

Synergist

SPRING 1977

Published by the
National Student Volunteer Program
One Part of **ACTION**



A SPECIAL SECTION

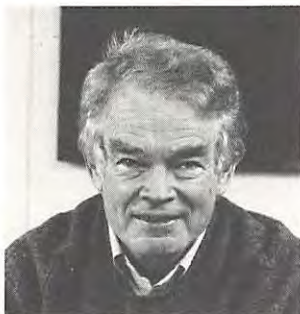
STUDY-SERVICE:

AN INTERNATIONAL FORCE FOR CHANGE

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GUEST SPEAKERS

SERVICE-LEARNING AND YOUTH UNEMPLOYMENT



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TWO POINTS OF VIEW



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SOMETHING IS WRONG if millions of young Americans want to work and cannot find jobs. Something is wrong if millions of them are not even sure they want to work. About 20 percent of our young people aged 16 through 19 are looking for work and cannot find it—some 1.7 million of them. For black or Spanish-speaking young people that percentage is almost doubled. At least as many are not sure they want to become useful members of society. I want to argue that, by revising our approach to work and service programs, we can not only provide more jobs for young people but can also help them learn the “oughts” of life—what one ought to do, what one ought to be, what one’s society ought to be. This “new approach” incorporates much of what has been learned from past successes and avoids the flaws of past failures.

My argument is that, to be successful, work experience and service-learning programs¹ must, to a greater degree than in the past, consider the ways many young

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¹Both work experience and service-learning programs can be sponsored by schools. Both involve skill training and may or may not give academic credit for what is learned or provide some kind of compensation for services performed. Work experience is usually in business; service-learning is in community programs, often for the poor or disadvantaged, frequently in education, health, or ecology.

TRADITIONALLY, VOLUNTEERS have been the response to manpower shortages, whether in wartime or in civil emergencies. These days, however, a chill wind blows through the corridors of agencies committed to “pure” volunteering—from Stuttgart, West Germany, to Seattle, Washington. In Sydney, Australia—which must have learned from the States how to fashion acronyms—talk is punctuated by references to YOU and SLUMP—Youth Organisations for the Unemployed and the School Leavers’ Unemployment Mobilisation Programme respectively. In Britain, the search for opportunities to serve has suddenly become marginal. Now the hunt is for a chance to work.

Does an excess of unemployed young people mean that the potential contribution of students as volunteers is now superfluous? Quite the contrary.

When our Government set up its Manpower Services Commission some 18 months ago, one of its main objectives was to sponsor job creation programmes for the thousands of young people coming out of secondary school who would be without work prospects in their area. It seemed as though many of these programmes would be limited to beach clearance projects, the restoration of narrow-gauge railroads, and other artificial undertakings. In our organisation, Community Service

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ACTION
WASHINGTON, D. C.

The Journal of ACTION'S National Student Volunteer Program

synergist

Spring 1977/Volume 6/Number 1

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Cover photos, counterclockwise: Botswana's Brigades, Indonesia's Community Health Care Program, Nepal's National Development Service, Canada's Frontier College, and Bangladesh Volunteer Service . . . **Special Section Cover photos**: (left) Botswana's Brigades, (right) Nepal's National Development Service.

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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. The Director of ACTION has determined that the publication of this periodical is necessary in the transaction of the public business required by law of this Agency. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through July, 1981. Articles and/or other materials prepared for ACTION, if accepted for publication, become the property of the U.S. Government.



Photo by Linda Sherman

School Volunteers: Links Between Community and Classroom

The National School Volunteer Program, Inc., was established over a decade ago by school volunteers and professional directors of school volunteer programs. Organized as a membership association and governed by a national board of directors, the National School Volunteer Program, Inc., has a national office in Alexandria, Virginia. Synergist interviewed John W. Alden, the Executive Director of the National School Volunteer Program, Inc., which should not be confused with ACTION's National Student Volunteer Program.

Q.: Dr. Alden, to begin with, who are your school volunteers and what are some of their services?

A.: School volunteers are citizens from every walk of life: parents, grandparents, representatives of business and industry, retired executives and other senior citizens, government employees, military personnel, and high school and college students. Students represent about 15 percent of all of our school volunteers.

They tutor in reading, mathematics, and English as a second language. They work with children who have learning disabilities, generally on a one-to-one basis. One new and essential volunteer activity is that of "listener," where an adult volunteer listens to children who need someone to talk to. Volunteers perform all kinds of screening activities—for medical and health requirements, gross and fine motor activities, and academic abilities.

Volunteers work with juvenile offenders, particularly those who are preparing for a high school equivalency diploma. They work as community resource people, bringing experience and educational materials into the classroom or providing an opportunity for students to go out and work in the community. Volunteers also teach mini-courses not available as a part of the regular curriculum, such as economics.

Q.: I understand that some private companies release some of their employees to serve as school volunteers, on company time. Is that correct?

A.: Yes, several examples of major employers come to mind. In Boston, the New England Telephone Company, the New England Life Insurance Company, and

a couple of governmental agencies are involved in a program that enables employees to spend some company time in the Boston school volunteer program. The Quaker Oats Company in Chicago releases some of its employees to work with young people in inner-city schools. Eastern Airlines in Miami releases some of its employees to serve as Dade County school volunteers. There are also work release programs in Los Angeles. Equitable Life and several large companies in New York City have similar programs.

Q.: What motivates people to volunteer within the school system?

A.: I think the essential motivating factor is commitment to education and to working with young people or with children. Parents make up the majority of school volunteers. Parents are motivated to participate in the process of their children's education, or just to be in the same school setting as their children.

Another motivating factor is a desire to participate in an important community activity. We encourage businessmen to think of education as an enterprise in which they should participate because they have a stake in the products of the educational system, the students, who may become their future employees. Business particularly provides a low-key method of career education and offers students access to people involved in principal community organizations. Today's students will be tomorrow's community members, who will participate in the solution of future community problems.

Senior citizens need to feel that they are still wanted, and I think of special significance for older volunteers

is to know that the warmth and love that they give to children is reciprocated. Frequently in our society young children don't know their grandparents, or any elderly people, and local school volunteer programs provide for an inter-generational exchange.

High school and college students, particularly those who serve as tutors, are motivated by a desire to help their community, to explore a teaching career, or to receive credit. Many student volunteers who themselves are not achieving have become more motivated in their own studies as a result of having helped a younger child.

Q.: How large is your membership?

A.: We now have approximately 800 members. They are mostly coordinators of local school volunteer programs. At the district level, each coordinator is responsible, depending upon the size of his or her budget, for a program that involves citizens in the schools or that helps students to go out into the community as volunteers. Our members are paid administrators.

Q.: What are some of your coordinators' tasks?

A.: Often our members have been part of the school system staff for some time. They are knowledgeable about the inner workings of the school system and often they are long-term residents of the area, so they also are well versed in community affairs.

One of their key jobs is to work closely with other members of the school system staff to assess the need for school volunteers and to design methods for finding community volunteers to meet the special needs of that particular school district. They work with administrators and encourage them to work with their staffs in training teachers to work with volunteers. Briefly, then, they work with the school staff to identify the need for volunteers, they train volunteers to fill those needs, and they train teachers to work with volunteers.

A second important function for school volunteer coordinators is to promote the benefits of the school volunteer program and to recruit volunteers through the media and organized community groups, such as parent teacher organizations, junior leagues, and businesses. This function also includes recognition of the many generous contributions that volunteers make.

A third job is to design educational materials. Sometimes this means modifying existing materials; in other cases it means starting from scratch. Many school volunteers work with learning games that they have designed themselves, with the help of the coordinator. An ethnic heritage program might need special materials.

A fourth job involves fund-raising and looking for opportunities for young people to serve the community. For example, if a coordinator calls on a local businessman, it might be to explore ways in which the firm can help the school volunteer program financially or, if it is a large firm, to develop a released time program for the employees. At the same time, the coordinator might

talk to company managers about possible career exploration activities for students within that company.

Our coordinators are also talking with employers about encouraging older employees, who are beginning to plan their retirement, to volunteer. The idea is to encourage them to consider volunteer work in the schools as one aspect of their retirement activities.

Q.: Looking to the future, what services could your coordinators introduce that do not now exist?

A.: It's hard to generalize for school volunteer programs in small communities, where parents are the primary volunteers, and big programs in large metropolitan areas, where a wide range of citizens participate. With this variety in mind, there are two things I would suggest.

One is to continue, expand, and rationalize the idea of having adult volunteers in the school setting as part of the ongoing educational program. The other is to help students, especially at the junior and senior high levels, to serve their communities as volunteers. We would like to see our coordinators go out into the community and work with various citizen groups and social service agencies to encourage them to use student volunteers. In my view, these student positions must provide an opportunity for learning.

Students are willing and eager to learn about how complex organizations work, what their legal and philosophical bases are. If they are placed in positions of responsibility, they learn quickly.

Q.: Do your coordinators receive any training?

A.: Our members can participate in three different kinds of training. One is to avail themselves of the training in the design of service-learning programs for secondary students, offered periodically by ACTION's National Student Volunteer Program. A second is to attend local workshops and institutes, often co-sponsored by a local college or university. A third, which is fairly new, is our own training, which gives coordinators the skills with which to set up their own workshops for school volunteers and also gives them specific skills for working with businesses and community groups. We offer national, regional, and state workshop and conference opportunities.

Q.: Do your coordinators provide orientation?

A.: Yes, orientation is essential. You have to make expectations clear from the outset. This is important both for the school volunteer and for the student volunteer. Host agencies need to understand what their roles are and what they should and should not expect of student volunteers. It is up to the coordinator to make those expectations clear.

Q.: In your opinion, can your volunteers help to lower

town/gown barriers? Can they help to draw school personnel and community residents closer together?

A.: Research evidence indicates that there is a better understanding of educational issues when parents and other citizens are involved as volunteers in the educational setting. We've also learned that there are noticeable declines in vandalism and other forms of disruption if adults are present in the schools. Another indicator of the success and understanding of school volunteer programs is that most of their budgets have survived during tough economic times.

The other side of the coin is that students who serve in the community learn about careers and about adults as people, which is part of growing up, part of the socialization process.

Q.: Do your coordinators seek placements for student volunteers in community agencies?

A.: Our coordinators will go to a local agency, be it the Red Cross, a hospital, or whatever, and talk with a staff member or the director of volunteers and ask for his or her cooperation in terms of using student volunteers. Then that agency takes over the responsibility for individual placements.

I noted from the results of our membership survey that, in beginning a community service program, there is often a doubling or tripling of the number of student volunteers within as little as one or two years of groundwork on the part of the person whose task it is to go out and find those openings in the community.

Of course, there is also the possibility that an individual teacher might be successful at arranging community placements. A speech or journalism teacher, for example, might have excellent contacts with the local media, contacts that a school volunteer coordinator doesn't have. The coordinator can encourage the teacher to use those contacts. The responsibility for identifying student volunteer placements in the community should be shared between the school volunteer coordinator and committed teachers.

Q.: Dr. Alden, in your opinion, what should be the role of the Federal government viz-a-viz citizen volunteer participation in the public schools?

A.: One role is service delivery and a second is leadership. First let me touch on the matter of leadership. In the past three years we have seen the phrase "citizen participation" enter Washington's rhetoric. But for some time, advisory committees have been part of the Federal education landscape, both for Federal agencies and as part of local and state requirements, such as Title I of the Elementary and Secondary Education Act. Recently we have seen the introduction of a process of citizen review of Federal regulations which requires schools to set up parent advisory committees. In my opinion, government at all levels should assume a catalytic role by saying to the public, "We think it is

important that you as a citizen participate in the processes of your government." Now it is time to rationalize the entire process, which is fragmented. This is a leadership role for the Federal government.

As to service delivery, it seems to me that those of us involved in service volunteerism must understand why the Federal government is involved in education in the first place. Once we answer that question, then we have a rationale for involving volunteers. For example, Title I of the Elementary and Secondary Education Act mandates that the Federal government must provide supplementary economic support for school districts with certain proportions of disadvantaged students.

As I mentioned, Title I legislation now requires parent involvement in education through local advisory committees. While the advisory committee role is one aspect of meaningful citizen participation, I believe that Title I should encourage school districts to involve parents and other citizen volunteers as givers of direct services.

California and Florida have taken the leadership in this area. The Early Childhood Education Act of 1973 in California mandated that any school district in that state that wished to receive supplementary funds had to have a plan for achieving a ten to one student/adult ratio. In Florida, the Education Act of 1975 requires volunteer supplements in reading and mathematics instruction in K-3. This particular legislation begins to recognize the essential economic return which accrues from volunteerism in education.

As a society, we desire to achieve more than we can with limited financial resources. To achieve many of our social goals, the voluntary sector provides us with the capacity to supplement our financial resources. The Federal budgets for a program that would deliver required compensatory services to every disadvantaged child in the country would be astronomical—at least four or five times its present level—and we simply do not have the resources at this time.

Another example is in the area of handicapped children. The aspirations on the part of Congress to make services available to all handicapped children far exceed the taxpayer's ability to fund them, at least in the short run. So the volunteer becomes a practical supplement of a school district's ability to deliver direct services. Consider, for example, the role of volunteers in the Head Start program, which never would have gotten off the ground without them. Day care is another area where volunteers render essential services.

To sum up, if we are going to establish social goals which heighten aspirations, then it is essential to match our financial resources with human resources, namely volunteers. □

For further information, contact The National School Volunteer Program, Inc., 300 N. Washington St., Alexandria, Va. 22314.

VPI'S RAFT HOTLINE SERVES BLACKSBURG

RAFT, Inc., the only 24-hour hotline in the Blacksburg, Va. area, draws many of its volunteer counselors from nearby Virginia Polytechnic Institute. Approximately half of its 40 volunteer counselors are VPI students, and each semester about 12 students combine classroom study with a two-semester commitment to the hotline as part of their field work in a VPI psychology course called, "Marriage and Family Planning."

All volunteers are given 40 hours of comprehensive training over a three-week period before they begin to man the hotline phones. The first session introduces them to empathic listening skills and nondirective counseling techniques. The second session is devoted to drug referral information. Calls range from drug abuse information to suicide prevention. Special emphasis is placed on the careful handling of crisis calls, and students and long-time volunteer counselors pair up on a one-to-one basis to role-play crisis calls.

Established as a drug abuse prevention center in 1971, RAFT has expanded its services to include outreach drug rehabilitation and counseling services. RAFT staff recruit student volunteer hotline counselors, who have worked on the hotline for at least two semesters, to aid them in delivery of drug abuse and crisis prevention information to the community.

Currently a RAFT outreach counselor and two VPI students are helping to facilitate an after-school women's group at Polaski High School. RAFT personnel act as group leaders and supportive listeners for the 12 young women who requested the service through their guidance counselor, who in turn, contacted RAFT. Topics covered in the weekly sessions include positive self-image, socialization skills, values clarification, and career ex-

On Campus

ploration. The results of the pilot project have been so successful, that RAFT hopes to establish similar groups for troubled teenagers at other high schools in the area.

RAFT volunteer coordinator Carla Fortunato recruits student volunteer counselors to run workshops and recruitment drives on the VPI campus, as well as to fulfill speaking engagements at local high schools. □

SAN LUIS OBISPO'S SCS HELPS MIGRANTS

In San Luis Obispo, California, where migrant workers, farmers, and small business and industrial workers constitute the population of under 27,000, Student Community Services (SCS) volunteers from California State University are trained in the art of delivering volunteer services in a rural setting.

Coordinator Robert V. Bonds, the only paid staff member of the student-run organization, holds semi-annual seminars and workshops for all SCS project coordinators to introduce them to the skills and techniques needed to work within a traditional, rural community, which is often unreceptive to young volunteers.

"We talk about the community," Bonds explained, "and how to gain credibility for a volunteer project by working with church leaders, Rotary club members, and union organizers." It is Bonds' philosophy that rural projects must be generated in a low-key fashion, and that student volunteers must be flexible enough to know when to take "no" for an answer.

"You can't talk into a small rural town and say, 'What can I do for you?' You've got to ap-

proach the people cautiously, through a well-respected member of their community."

Since its inception five years ago, SCS has been working closely with labor organizations, social welfare departments, and senior citizens clubs. SCS's short-term project coordinators are called upon to recruit student volunteers at a moment's notice for projects that may take from one day to three weeks to complete.

For example, the social welfare department of San Luis Obispo contacted SCS and requested student volunteers to repair and paint the home of an elderly woman who was not capable of doing so herself. The short-term volunteer project coordinator rapidly recruited 25 volunteers to work for a week in order to complete repairs and painting without causing hardship on their client.

Long-term projects, such as Casa De Vida, a home for the mentally and physically handicapped, counseling male patients at a state mental hospital, working with mentally retarded and handicapped adults through Functional Living, Inc., big brother and big sister programs, and elementary tutoring projects, utilize the talents of 500 to 1,000 student volunteers each semester.

It is the hope of Student Community Services to involve high school students. Future plans include sponsoring several on campus seminars for high school youth to introduce them to SCS projects and offer them an opportunity to volunteer. If the response warrants, SCS would then train small groups of high school students in project development techniques and help them coordinate their own school-based volunteer projects. □



Courtesy of the Bronx, New York, Board of Education

Taft High School students Miguel Claxton and Ruthlyn Williams help Bertha Rosenthal of the Mt. Eden Senior Citizens Center at a local supermarket.

William Howard Taft High Students

ELEANOR SHAPIRO HAS been a resident of Bronx, N. Y., for 60 years. She is 79 years old, widowed, and lives alone. Before students at William Howard Taft High School formed an escort service for the elderly, Mrs. Shapiro rarely ventured out of her apartment. Although she was a member of a senior citizens center, she was too frightened to take advantage of its daily activities because it meant having to walk unescorted through a densely populated low-income neighborhood, where the elderly are easy targets for robberies and muggings.

Today Eleanor Shapiro and the more than 20,000 elderly citizens like her who live in the Bronx have a service that offers them an opportunity to walk around the neighborhood unharmed. Through the local senior centers, elderly citizens are paired with a team of student volunteers who escort them from their homes to the center, from the center to the grocery store, the doctor, or the bank, and then back to their homes.

Students Can Help

In September 1976, Michael Mirakian, coordinator of student affairs at William Howard Taft High School in the Bronx, was angered by the incidents of crime perpetrated against the elderly during daylight hours. He spoke before a class of senior students and suggested that they—the students who were also residents of the neighborhood—could help. Since the seniors' classes ended at one o'clock, why couldn't they provide the

senior citizens with an escort service, one that would enable the elderly to walk unharmed from their homes to the places they needed to go? More than half of the class' 60 students signed up for the voluntary project.

Community Support

With the aid of Principal Lilian Popp, Mirakian began to work out the details for the volunteer program. He contacted the New York City Office of the Aging, which identified eight senior centers within a five mile radius of the high school that would welcome just such a service. The police department was then contacted and agreed to dispatch several officers to come to a preliminary orientation session and speak to the volunteers about emergency procedures.

A recruitment flyer was printed and distributed throughout the high school, which resulted in more than 400 students volunteering to participate in the project. In order to accommodate the enormous number of volunteers, the preliminary orientation session was held in the high school auditorium. During that first session, Mirakian explained the guidelines of the program to the students:

- Students must agree to a weekly commitment of no less than 90 minutes.
- Students must never escort a senior citizen alone. They would be assigned to senior centers in groups, where they would then form escort teams of two or three. All trips would be team efforts.

Escort Bronx Seniors

- Students must leave the senior citizens, either at the center or at their homes, early enough for the Taft student volunteers to return to their own homes before the sun sets.

- Students must never run errands for the senior citizens, e. g., grocery shopping or banking. Volunteer teams must escort the senior citizen on those errands.

Police Department Cooperates

Parental release forms were then handed out, which explained to parents that the team approach was a deterrent and did not involve the students in a high-risk situation. The Bronx Police Department informed the volunteers that if they witnessed a crime while walking with the elderly, they should not intervene, but should immediately inform the police.

Once the volunteers had been recruited, Mirakian and Ms. Popp personally visited the eight senior centers. With the help of the senior citizen center staff members, they were able to match the student teams to each center according to student availability and center activity. For example, one of the senior centers did not have activities on Friday afternoons. Students were therefore assigned to that center on a Monday through Thursday basis.

The centers not only welcomed the student escort service, but invited the students to participate in program activities. Several weeks after the project began, the 20 to 25 students who reported to each center over

the course of a day for escort duty were also involved in recreational and handicraft activities with senior citizens.

"The results were amazing," Mirakian stated. "For many high school students this was the first time they'd volunteered for anything in their lives. For the senior citizens, here were young people, whom they often feared, helping them to get around the neighborhood unharmed."

Increased Participation

Since each center in the Bronx services from 200 to 300 senior citizens daily, the need for volunteers continues to grow. Because of increased attendance on account of the escort service, many of the centers have expanded their daily activities for the senior citizens. In return for the students' cooperation, the centers now offer hot lunches to student volunteers, many of whom are themselves low-income. "It is not unusual," Mirakian commented, "to find a senior citizen sharing the history of the Bronx with a group of high school students who have just escorted him back to the center from the doctor."

Student enthusiasm for the project has prompted Ms. Popp to introduce a class on gerontology in the high school curriculum. Future plans include combining the volunteer component with a classroom course on aging, in an effort to help students integrate their experiences with classroom theory. □

TURNING OLD SCRAPS INTO



NEW TOYS

Photo by G. D. Eisman

How to Set Up a Campus Center for Day Care Materials

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IN A DAY CARE OR pre-school setting, furry fabric remnants can become puppets; lamb's wool can stuff or trim teddy bears; cardboard cores from rolls of adding machine tape, if painted bright colors, can be strung together and worn as jewelry during dress-up play. With the help of adult volunteers or counselors, imaginative children can make doll wigs out of rug samples or car wheels from cheese boxes. Discarded materials—if you are lucky enough to have them—are a thrifty answer to the problem of trying to replace worn out or broken toys.

Day care and pre-school personnel—volunteers and staff—are usually too busy to seek out and collect these items. Student volunteer groups can help by setting up a center for collecting and distributing discarded materials that can be “recycled” as toys and games. It's

easy, fun, and inexpensive, and it's a tremendous contribution to the children of your community.

Two years ago, the Maryland Committee for the Day Care of Children, Inc., in Baltimore, set up “reSTORE,” a nonprofit center stocked with industrial discards, surplus supplies, and irregular materials. For a nominal fee, anyone may purchase materials for creative learning activities and children's arts and crafts projects.

Currently reSTORE stocks: lamb's wool, buttons, cardboard, game boards, furry fabric, sample socks, plastic punch-outs, nuts, bolts, tin cans, canvas, vinyl, records, travel brochures, plexiglass, paint color chips, plastic spools, paper cups, rug samples, bent keys and much, much more.

reSTORE started without funding; it began with the idea of a Johns Hopkins student, and the enthusiastic,

dedicated support of volunteers who wished to establish a "recycling center" as an integral part of the day care and pre-school community. Today more than 250 companies and industries within Maryland, Delaware, and Pennsylvania supply reSTORE, and the Baltimore business community has shown not only interest, but active support of the project.

Getting Started

Before your student volunteers can become involved in setting up a recycling project of this type, either on campus or in the community, you must first find out whether or not there is definite need for this service in your area. A survey of key people, such as day care or pre-school staff, should give you a good idea of how acute the need is. Perhaps sociology students at your college or university can lend their expertise in designing a meaningful survey.

If the results of your survey indicate a community need, the next step is to stimulate interest on campus. Arrange a general meeting and invite all interested volunteers. A student consumer group or ecology club on your campus would be a logical place to begin to look for volunteers, but don't neglect fraternities, sororities, or other student organizations.

Work closely with the campus newspaper during your recruitment effort. Contact journalism students and arrange for a series of feature articles on turning discards into educational materials to appear as interest generators and recruiting devices. Follow up on the features with a press release announcing the first general meet of the campus project. If printing resources are available, print and distribute flyers announcing the date, time, and place of your first general meeting. Invite faculty members, administrators, local clubs, high school students, community leaders—anyone who expresses interest.

Meetings

Regularly scheduled meetings will play an important role in the skilled planning, growth, and maintenance of a student-run "recycling center." The first meeting might be a planning session, possibly restricted to "selling the idea" to faculty members, members of the community, or prospective volunteers. Use your survey results to support your project plan and to recruit student volunteers.

If the project is well received, and student volunteer interest is high, devote the first meeting to discussion of your project goals and objectives, and how much time students will have to spend to get it off the ground and keep it running. Form subcommittees by assigning students, according to their interests, to the following areas:

- Space finding
- Space approval
- Community liaison

- Industry liaison
- Publicity/public relations

A large number of volunteers is not necessary, but a dedicated, responsible group is a prerequisite!

Space Finders

Space finders are responsible for locating a suitable room or area for a "recycling center." ReSTORE began operating in a room approximately 9 ft. x 12 ft., so when you search for appropriate space, you can start small. But you should be concerned with the location and parking facilities. Also consider the noise factor. Will the noise of people coming and going interfere with nearby classes? It won't be easy to find the right space. In fact, this might be the most difficult aspect of setting up your campus center.

Getting Approval

Once the finders have identified an ideal spot, the next step is to secure administration approval. It is helpful if faculty members and community leaders join the student group in approaching the administration. You must make the administration aware of the community need for a recycling center and the educational benefits this project will offer to young children.

If no space is available on campus, or if the administration is not willing to sanction it, don't give up. Do some more investigation. Talk to local, nonprofit community organizations, clubs, and church groups. Perhaps one of these groups might have unused space for your project.

Community Liaison

The community liaison subcommittee performs two functions: (1) to aid in getting administration approval, and (2) to establish regular center hours. Community liaison volunteers can help the finders document their case before the administration by soliciting letters of support from local community leaders, faculty, teachers, and parents who intend to use a campus center.

In order to establish convenient days and hours for the center to be open, the liaison subcommittee must consult local day care and pre-school personnel because this is the target group your student volunteer project hopes to service. You will, of course, have to correlate the day care and pre-school personnel schedules with that of your own volunteers before finalizing your center's hours.

Whom Do You Contact?

Once you have found space, received administration approval, and have the interest and support of people in your community, the most difficult tasks are behind you. You can now concentrate on contacting companies and industry and gathering materials for your center.

If your college is not located in an industrial city such as Baltimore, do not be discouraged. Start small by contacting local shops. The list on the following page will give you a good starting point.

Contact

Fabric shops
Upholstery

Gourmet shops
Banks & large
companies

Printers
Stationery stores

Wallcovering stores
Paint stores
Lumber yard

Discards

fabric, trim remnants
fabric, foam, upholstery
samples
round cheese boxes
computer paper (used on
one side), cardboard
cores from adding ma-
chine tapes
misprinted envelopes
discontinued stationery,
card display books
wallpaper books
paint strip samples
scrap wood

What Next?

It's time for the industry liaison subcommittee to begin a telephone blitz. Phone each contact, giving a brief description of your project, and then arrange for a personal interview. During this meeting, talk briefly about your project, stressing the community's need. Don't be afraid to seek the support of company managers.

At this point, industrial management will probably refer you to the warehouse supervisor. If the supervisor has the time, fill him in on your project. Describe to him the types of materials most needed, and the size of the vehicle you'll be using to pick up the discards. He knows the company's surplus better than anyone, and can keep his eyes peeled for goodies such as circle punchouts and colorful scrap paper. Try to arrange a schedule of monthly pick-ups, unless, of course, materials are needed more frequently.

Production and sales personnel in factories and retail shops can save discards for your project. Although saving instead of disposing sounds easy, it actually requires additional time and labor on their part. You can instill an incentive for saving by explaining that the discarded materials will contribute directly to the educational needs of young children.

Student volunteers who pick up the articles will need a car or van to transport the materials from the store or warehouse to the campus center. If gasoline reimbursement is an issue, explain your difficulty to local businessmen who cannot donate materials. They might wish to contribute by funding your transportation expenses.

Remember too that correspondence, follow-up, and thank-you notes play an important role in establishing a friendly, lasting, and professional relationship with donors. After each transaction, let the industry know how much you appreciate their kindness.

In order to run your center smoothly, you need a system so that volunteers do not duplicate pick-ups. A cross-index file is the easiest and most efficient system

to record the date that collections were made, what materials were donated, from which industry, and whether or not thank-you letters have been sent. To set up your system you need:

- 100 three by five index cards
- 2 file boxes
- 2 sets alphabet tabs
- 2 labels

THEN: label one box "Companies" and the other "Materials"

Tab index cards A-Z for both boxes.

In the "Companies" box, file alphabetically all businesses and industries that have donated materials and will donate materials in the future. Each card should list pertinent information. The following card is a sample:

COMPANY

Saratoga Fabrics
25 East Street

Baltimore, Maryland 21218

889-5326

Contact: Mr. Nicholson

Pick-ups monthly

8/76 donated plush fabric; 9/76 thank-you note sent.

When a need arises for certain materials, consult the "Materials" file box to find out which company donated that material in the past. Then look in the "Companies" file box under the company name for all pertinent information concerning pick-ups. Each of the donated materials should have a corresponding card in the "Companies" file box. It is helpful to arrange the "Materials" cards alphabetically with the following information on each card.

MATERIALS**FOAM**

1. J & C Upholstery
2. Kan Foam Center

In the beginning, all volunteers should pick up as many materials from local shops and businesses as possible in an effort to set up your center quickly. This crash effort will launch your campus center.

Organizing Materials

Now that you have the materials, how do you store your stuff? Try to find wooden tea crates, shelves, banana boxes, large metal drums, large containers used by ice cream stores, and large plastic food containers. No matter what you use to store your materials, try to make the center both neat and attractive. Paint your containers bright colors. Remember many visitors will be young children, so shelve your containers safely.

Next, decide what visitors will use to take away their materials. Will you supply bags or boxes, or will they bring their own? Supermarket bags are terrific, but not

(Continued on page 55)

Special Section



STUDY-SERVICE: AN INTERNATIONAL FORCE FOR CHANGE

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TAKE YOUR PARTNERS!

Volunteer service + education = study-service → impact

DIANA FUSSELL AND ANDREW QUARMBY
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ORGANIZED VOLUNTEER service has impressive aims—to assault the massive problems of poverty, ill health, social injustice, and illiteracy that plague individuals, communities, and the world.

If the aims of volunteer service are impressive, the results, in terms of impact, are less so. While volunteers themselves may argue that their impact is small because the tasks are so great, the fact remains that volunteer service is just scratching the surface of the many problems in which it engages.

Is this situation inevitable? Is volunteer service doomed to a perpetual walk-on part on the world's stage, or can it play a leading role? We believe that, either by transforming itself into study-service or by encouraging study-service to grow as a parallel activity, volunteer service can have the impact on world problems that its supporters dream of.

Study-Service/Service-Learning

Study-service (known in the United States as “service-learning”), is the term applied to community service when it is an integral part of course work at an educational institution. Examples of study-service schemes in the United States are the Teacher Corps, University Year for ACTION, and thousands of university and secondary school courses in which enrolled students help community people—by giving direct service—for a certain number of hours per semester. Examples of study-service schemes in other countries include Nepal's National Development Service, Indonesia's *Kuliah Kerja Nyata* (KKN), Nigeria's National Youth Service



A BUTSI volunteer (second from right) helps to start a village industry of making hats. BUTSI, the Indonesian Board for Volunteer Service, is one volunteer scheme which played a key role in establishing a national study-service scheme.

Corps, and Ghana's National Service Scheme, all of which require students to spend up to one academic year in practical development work as part of their university courses.

The significance of study-service, and the role that volunteer service can and should play in its development, becomes clearer if one looks at the reasons for the discrepancy between the aims of volunteer service and its visible results. Volunteer service schemes seek to achieve results mainly in two ways: (1) directly, by the services rendered to clients, and (2) indirectly, through the educational effect that this experience has on the participants—and through the changed course of their future careers.

The impact of volunteer service through these channels is limited. First, volunteer service has so far failed to mobilise volunteers in anywhere near sufficient numbers to have a chance for direct impact on problems of the size that it confronts. Second, the experiential education of volunteer service is limited to those who volunteer, a very small proportion of the population and also in many cases not the people who may benefit the most from this experience.

While a few former participants in volunteer service schemes have gone on to influential careers, the number of such people is very small. The highly competitive nature of most modern societies encourages the ambitious people to keep firmly to the conventional education ladder and to step straight off the top of that ladder onto the bottom rung of the conventional career ladder. The intensity of the competition discourages

them from taking time out from their education to participate in a volunteer service scheme. If they do, it is rarely for a long enough period for the experience to have an appreciable effect on them.

The potential of volunteer service to have an indirect impact on society and its problems through the careers of former volunteers is as limited as the direct impact because former volunteers form such a small percentage of all the people in policy-making positions.

"They Do Not Know The Villages"

What is the solution to this dilemma? Is it to expand the volunteer service schemes so that the balance of numbers changes? The very nature of volunteer service precludes this. Volunteer service is for volunteers, and it appears that only a small percentage of a given population chooses to volunteer. In the words of a student participant in a national study-service scheme in an Asian country, "Many students are centered in the capital city. They do not know what the villages are like. That is why the country cannot develop. The students become officials but they do not know how to do their work because they do not know the villages."

The governments of countries like Nepal, Nigeria, and Indonesia have found their own answer to this problem. They acknowledge that the majority of people now and in the future who will assume policy-making positions in their societies will be university graduates. They recognise that it is very important that all future national leaders have a practical understanding of the realities of the development situation in their

own countries. They realise that a period of service to help meet some of these development needs is probably the best possible way, at least at present, to give them this understanding. Their answer, therefore, has been to make a period of service in practical development work a required part of university education.

As a result, they have in one stroke overcome the two biggest handicaps of volunteer service. Through study-service schemes involving *all* university students at one level of education, they are mobilising manpower on a scale large enough to have some chance of making an impact.

They are also ensuring that all university graduates will have had the experiential education of a period of development service, often in the remote, rural areas of their country. Because university graduates are securing most of the national leadership positions in these countries, this plan ensures that the educational value of the service experience has a chance to have an impact on society through the post-service careers of its participants.

The Role of Volunteer Service

If study-service is a more effective way to achieve the objectives of volunteer service, what should be the role of volunteer service schemes in relation to study-service? Most certainly they should not forsake the field of battle. Even where effective study-service is firmly established, there is a valuable role for volunteer service schemes to play. They can give organised opportunities for service to those who will always want to do more than they are required to do through study-service. Organisers of volunteer service schemes can play an important role in helping to plan and set up study-service schemes.

Because study-service is, by definition, a part of an educational curriculum, the planning of a study-service scheme is usually in the hands of educators, who rarely have practical experience handling the very difficult problems that arise when education is to be obtained through participation in community service.

The people with the necessary experience in organising large numbers of participants in effective community service have gained that experience through organising volunteer service schemes.

The logical answer, therefore, to the question of how to plan and effectively establish a study-service scheme is for a partnership to be formed between experienced organisers of volunteer service and people responsible for planning and implementing changes in education.

Each group can supply important contributions not usually available from the other. The volunteer service organisers can supply knowledge, based on experience, of such things as how to structure assignments for participants and how to provide adequate training for field support, supervision, and evaluation. On the other hand, planners and administrators in the educa-

tion field are in a position to provide the knowledge, influence, and authority necessary to facilitate both the introduction of study-service into educational institutions and its linkage to other parts of the curriculum.

Examples of Partnerships

If such partnerships seem logical in theory, what has been the case in practice? One of the best examples of the success of such a partnership has occurred, in Indonesia, where the creation of KKN, Indonesia's national study-service scheme, was greatly assisted by the Indonesian Board for Volunteer Service (BUTSI), which had considerable experience deploying graduate volunteers for two years of rural development service.

BUTSI's knowledge of what is involved in organising practical development service by university graduates was and is freely shared with national education planners and with the rectors and faculty members of the individual universities involved in developing KKN. This has given KKN a flying start, avoiding in the structuring of assignments and other similar tasks many mistakes that might have been made.

In Britain, the experience of Community Service Volunteers (CSV), one of Britain's domestic volunteer service schemes, is being channelled by CSV's Advisory Service to those schools and higher education institutions that are interested in developing study-service or voluntary co-curricular service activities. While the amount of study-service in Britain is still very small, it is slowly growing. Volunteer service schemes such as CSV are not only stimulating this growth, but they are also making available the practical experience that is needed to make study-service in Britain a reality.

The Teacher Corps, one of the United States' earliest approaches to study-service, featured among its founding administrators many people who had served in the Peace Corps. Many former Peace Corps and VISTA volunteers in the U.S. are sharing their field experiences with educational planners by serving on the staff of University Year for ACTION programs, which give academic credit for a year of community service.

The Majority are Still Deprived

While all these examples are encouraging, taken together they are still very limited. Organisers of volunteer service schemes can do much to change this situation, but they will have to employ new strategies because in many volunteer circles there is considerable resistance to the idea of study-service.

One source of resistance is a kind of elitism on the part of some people involved with volunteer service schemes. This takes the form of an insistence that "pure" volunteerism is either essential for effective service, or else an intrinsic quality that has to be preserved at all costs.

In fact, experience is showing that, if the scheme is well organised, there is often little or no difference in

the effectiveness of the service of participants in a "pure" volunteer scheme and the service of many people who are giving similar service as part of an educational requirement.

Another source of resistance arises from any suggestion of "compulsion." In our opinion, these feelings are misplaced because study-service is not based on compulsion. Study-service as a part of higher education is no more compulsory than higher education itself. No one is compelled to study at a college or university. By voluntarily enrolling for a certain course at an institution of higher education, students agree to accept certain requirements of that course which must be satisfied in order to pass.

The question of compulsory study-service is put in perspective by a Nepalese student participating in his country's national study-service scheme, the National Development Service (NDS). This student made a marked impact on the village to which he was assigned, despite his initial attitude to the NDS. "I thought the NDS would be a waste of one year, but I was wrong. I can see what the condition of the villagers is, what the condition of the forest is. Now I think that the 10-month period should be longer—one and a half to two years. It would take me two extra years to get my degree, but before getting a degree a person should know the conditions of his country."

An Initiative is Needed

Given the problems previously described, it is not surprising that the growth and spread of study-service has been slow, and that partnerships between educational planners and experienced organisers of volunteer service do not easily or automatically develop. Some initiative from one side or the other, or better still from both, is necessary if they are to occur.

In some cases, educators do not take this initiative to cooperate with volunteer service organisers, perhaps because they are only half-heartedly trying to introduce study-service. In other cases, where there is a real com-

A BUTSI volunteer with a simple incubator he made himself to help a poultry cooperative.



mitment, the educators may underestimate the problems involved and believe they know how to plan and administer study-service, feeling no need to use the experience of the volunteer service schemes. A third reason is that some educators do not think of volunteer service experience as being relevant to education. In our opinion, it is up to volunteer service organisers to point out the relevance.

Suggestions for Action

What should organisers of volunteer service who want to take the initiative in creating such working partnerships do?

- Consider and articulate the educational effects of service on participants. This needs to be more than a vague acknowledgement of the "benefits of new experience." It should be a detailed recognition of what the volunteers learn, of how they learn it, and of how these lessons can benefit not only the individual volunteers but also society in general through their post-service careers.

- Invite people involved in education and/or other aspects of national development to come and meet volunteers. Meeting them in a post-service seminar is better than nothing, but not nearly as good as meeting them at work in the field. A field trip, particularly if it involves a physical challenge for the visitors, such as walking to an otherwise inaccessible location where volunteers are working, or bumping around all day in a jeep over rough country, can make ideas grow faster and better than discussions, seminars, workshops, etc. A volunteer organiser who invites an educator or development planner to come along on a field trip should expect to receive some illuminating thoughts and new ideas for his or her own activities, in addition to showing the visitor what the volunteers are capable of doing.

International Support Gaining

Study-service is gaining international support and recognition, both as an important form of education in itself and as a tool to help bring about other changes in education. An example of this increasing support is that the recent General Conference of UNESCO in Nairobi decided to commit UNESCO to helping the development of study-service, thus adding to the efforts that UNICEF has made in this field for some time.

While such high-level interest and support is potentially very valuable, in the final analysis the success of any study-service scheme comes down to the skill and care with which it is planned and introduced on a local basis. That is where the accumulated experience of volunteer service schemes can play such a valuable role, especially if it can be made use of by educational planners and administrators who are trying to establish study-service schemes. Both sides should share the responsibility for ensuring that partnerships of this type are developed. □

A village "clean water" supply organised by NDS participants.



NDS participants receive practical training in fish-farming.



Nepal's National

THE NATIONAL Development Service (NDS) is an integral part of higher education in Nepal. In accordance with the rules and regulations relating to this programme, all students at the degree level are required to participate for one academic year, before their final year of academic study. During the year of service, NDS participants live in rural areas for ten months. They go into their villages with "empty hands", that is, they do not bring with them materials, money, or supplies. What they bring is themselves and their willingness and determination to work and to share ideas with the villagers.

Nepal has a great many problems of travel and of communication on account of its geography. An important factor in planning and administering the NDS is the accessibility of the areas to which the students are assigned. This year there are 361 students working in 155 villages in 33 of the Kingdom's 75 Districts. Next year, the number of National Development Service participants will increase to at least 500, and more Districts will be served.

Development Work

At present, NDS participants come from the five Institutes of Tribhuvan University that offer courses at the degree level. The experience of the NDS over the past two or three years has shown that it is possible for young university students to contribute to practical development work, even in remote areas. NDS's philosophy is "Know your country and expose yourself to its problems." The five weeks of training prepare NDS

participants for technical rural development activities, all of which require planning, organising, and managing local resources in rural areas.

In their work as teachers NDS participants bring changes from old methods of rote learning. They have been responsible for a substantial increase in the enrollment of girls in the schools where they teach, and they have been active in adult education and in developing libraries.

Working in the Villages

Pit latrines, often not found in villages, are becoming more accepted in the villages where NDS participants work. Many schools, libraries, roads, and mountain tracks have been constructed, and existing ones improved, in areas served by NDS.

NDS participants have made their contribution to the promotion of family planning, to organising campaigns against tuberculosis, typhoid, cholera, diphtheria, and whooping cough. They have organised the cleaning of wells and other water supplies. Their promotion of latrines is helping to check the spread of intestinal diseases and parasites.

Many NDS participants have been active in conservation and reforestation work, a vital task given Nepal's geography. They have also increased the cultivation of vegetables, which has improved nutrition. They have encouraged the use of improved wheat seeds and the cultivation of sunflowers for vegetable oil.

According to Tribhuvan University's regulations, an NDS participant must spend one academic year in



An NDS staff member crosses a river on his way to visit participants assigned near Nepal's northern border. Travel and communication are difficult because of geographical conditions and few roads and telephones.

An NDS participant teaches physical education at a remote school.

TULSI RAM VAIDYA
Director
National Development Service
Kathmandu, Nepal

Development Service

service. Five weeks of this year are spent in training before the participants leave for their Districts, and another week is spent in further training at the District level. It can take up to two or three weeks in some of the remoter areas for the participants to travel to and from the villages to which they have been assigned.

The training that NDS participants receive before they leave for their Districts consists of both theory and practice, and relates to national development priorities. It includes training in teaching, agriculture, health, construction, reforestation, physical education, and scouting. In addition, participants are instructed in the aims, guidelines, and methods of the National Development Service.

At the District level, local resource people are invited by the District Education Office to help with the training. Their role is to acquaint the NDS students with local customs, social norms, and values, and to update them on developments related to their specific assignments.

Placement

After a quota of NDS students has been allocated for each participating District, according to its needs and the total number of students available each year, individual students are matched to a specific District by a lottery system. Those students assigned to the same District travel in a group under the leadership of an NDS staff member or lecturer from Tribhuvan University. Often they must walk for many days. When they reach the District headquarters, the District Education

Office helps the group leader to assign the students to villages in which there are secondary or lower secondary schools. In the Far Western Region, where most male students are assigned, no more than three students work in any one village. In the Western and Central Regions, as many as four women students work in the same village.

Allowances

Each NDS participant receives an allowance of 500 rupees (\$40 U.S.) to meet personal requirements of clothing, etc., for the entire year. Each student is given a first aid kit and, if he or she requires medical treatment, the costs are met by the NDS. Each student also receives a living or subsistence allowance of 300 rupees (\$24 U.S.) per month, which meets his or her basic food and rent. In very remote areas north of the Himalayas, participants receive an extra 50 percent of the basic living allowance.

Although not all NDS participants can be equally active in all types of development work, they do have an opportunity to help determine priorities at the village level. They can encourage and organise local people to work according to these priorities. The reports of those who visit the students at work in their villages indicate that students are learning about the development planning process and what it involves.

Young educated men and women have to learn that planning for development is not a paper exercise but a human endeavour, in which planners work with people according to the country's needs. □

IT WAS WEDNESDAY. The fourth year class had spent the day visiting government agencies, factories, private social groups, and hospitals to examine their organizational and administrative structures. At seven there was to be a meeting in Blunyardjo, one of the field areas for the fifth year class, to set up the chicken raising project. This collaborative effort between the local women's club and one of the fifth year student groups was part of the students' nutrition development program. The program director had met that morning with the first year coordinator to discuss the series of lectures on rural development to be given by staff members from the Economics Faculty, the Population Institute, the Faculty of Social and Political Science, and various governmental agencies.

At the same time, the group leaders from the third year program met to discuss the results of the community survey analysis, and to plan the village health fair to be run in Karang Waru Lor and Jatimulyo next month. In Cangkringan, a rural area at the base of Mount Merapi, three sixth year class members living in the village were meeting with a local village head and his staff to plan the projects which they and their classmates would carry out there during successive two-month rotations over the next year.

Are these the activities of a school of social work? A training program for government workers? A field program in economics? An integrated rural development scheme? Yes, in a sense, all of these, because the community medicine teaching program at Gadjah Mada University, in Yogyakarta, Indonesia, encompasses all of these areas. This program, called the Comprehensive Community Health Care Education Program (CCHC-

EP), provides young doctors with the specific skills they will need as future directors of some 3,000 Indonesian health centers.

Team Approach

It is very likely that each of these young doctors will be the only physician available to the 50,000 persons served by each health center. In the United States and other developed countries, there is one physician for every 800 to 1,500 persons. Thus the role and activities of the Indonesian doctor *should* be quite different from those of his Western counterpart. Rather than spending the majority of his time examining and treating individual patients, he must become the leader and consultant to a team of 15 to 20 paramedical workers, including nurses, sanitarians, family planning motivators, malaria workers, and vaccinators. These team members, under a doctor's direction, can treat those who come to the center for medical treatment (passive-curative medicine). In addition, with effective use of this team, the doctor can identify those patients who, because of ignorance, limited financial resources, or other reasons, have not sought medical attention (active case finding) and can also take community-wide steps to prevent others from becoming ill (preventive medicine).

Traditionally, the systems of medical care in both the developed and the developing nations have consisted almost exclusively of the first of these roles: passive-curative medicine. Yet the doctor waiting in a clinic to see patients does not confront the problems which cause disease, such as malnutrition, poor sanitation, or inadequate housing. He rarely encounters patients in the early phases of their disease, when treatment would be easier

From Indonesia, Where the Community

and cheaper. Also, this type of curative medicine is too expensive for many, and tends to be concentrated in hospitals in cities, which are inaccessible to the vast majority of Indonesia's population.

To change this situation, Indonesia established a system of community health centers in rural areas. At these centers, doctors and their paramedical teams actively seek out and attempt to manage the many factors which influence the health of a defined population. Limited manpower and funds for health care require this approach, which attempts to deliver maximum benefits for minimum cost.

The CCHC program at Gadjah Mada University was established in an attempt to redistribute the time and activities of medical education in accordance with the new role of the doctor in the health center. The core of the CCHC program begins in the third year of a six and a half year medical curriculum. Just as a doctor who treats an individual patient must begin by asking questions and giving a physical exam to identify the patient's problems, so, too, community medicine must begin with problem identification.

Thus, for two weeks before the opening of classes, third year students plan, execute, and begin to analyse the results of a community survey designed to document various problems which influence health. During a series of brief lectures on survey design and techniques, students develop a comprehensive questionnaire, and test it among themselves. Then, they interview each family in a village within bicycling distance of the university. They also briefly survey the variety of local resources available to villagers—the local government and schools, the health center and other medical facilities, factories,

charitable organizations, and government health and social agencies.

Prior to the survey, extensive preparatory meetings have been held with village leaders to explain that the students will work in their villages for two and a half years, with each student taking responsibility for the five to 10 families that he initially surveys. Each year the third year class works in new villages, and 150 students serve an average of 1,000 families per year.

After classes begin, third and fourth year students spend one full day a week in CCHC. The third year students, working with a faculty leader, complete the statistical analysis of the survey information that they collected. They analyze demographic data, fertility determinants, age-specific disease patterns, environmental association with illness, and socio-economic factors. The results are prepared in booklet form for the students, who then explain graphs and charts summarizing the data at a village meeting. Later they present these materials for display at the village hall. A practical guide which explains how to use the resources identified in the survey is also given to the villagers. These activities take about half of the first semester.

Health Education Programs

Working from their analysis, the students rank community health problems in order of priority based on their severity, frequency, and the needs of the community itself. They use this information to plan and carry out a health education program, with evening lectures and a health fair. Subsequently, the students measure the impact of their education drive on a sample of villagers (Figure 1). They repeat an objective test of practical

is the Patient

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A third-year medical student at Gadjah Mada University (standing right) reports community survey results to village leaders.



knowledge about health, previously administered as part of the community survey, and compare the “before and after” results. This enables them to see the measurable impact of their health education program.

Health Resources

The second semester focuses on health resources at the national, provincial, regency, district, and local levels. Officials and workers at each level participate in class lectures, seminars, and small group interviews to help students explore the variety of available health services. Along with nursing and midwifery students, the curriculum and training of various health team members is discussed, and the strengths of each are identified. Field visits with a variety of auxiliaries (malaria workers, TB case finders, family planning motivators, vaccinators, sanitarians) provide an awareness of the specific activities of these health workers. Because the use of traditional medicines and mystic healers is common, students interview *dukuns* (traditional midwives) and other local practitioners.

During several visits to a health center (each group is assigned to its own center, all within 10 kilometers of Yogyakarta) the students are introduced to the health center concept and activities, and accompany the various staff members of the health centers on their rounds. As a result, the 10 student groups experience a wide range of activities in the centers visited. Later, during class, the groups compare their experiences and define the strengths, and weaknesses identified in the health center system as a whole.

The semester concludes with a thorough exploration of overall community development including agriculture, cooperatives, small industry, fish farming, and women’s

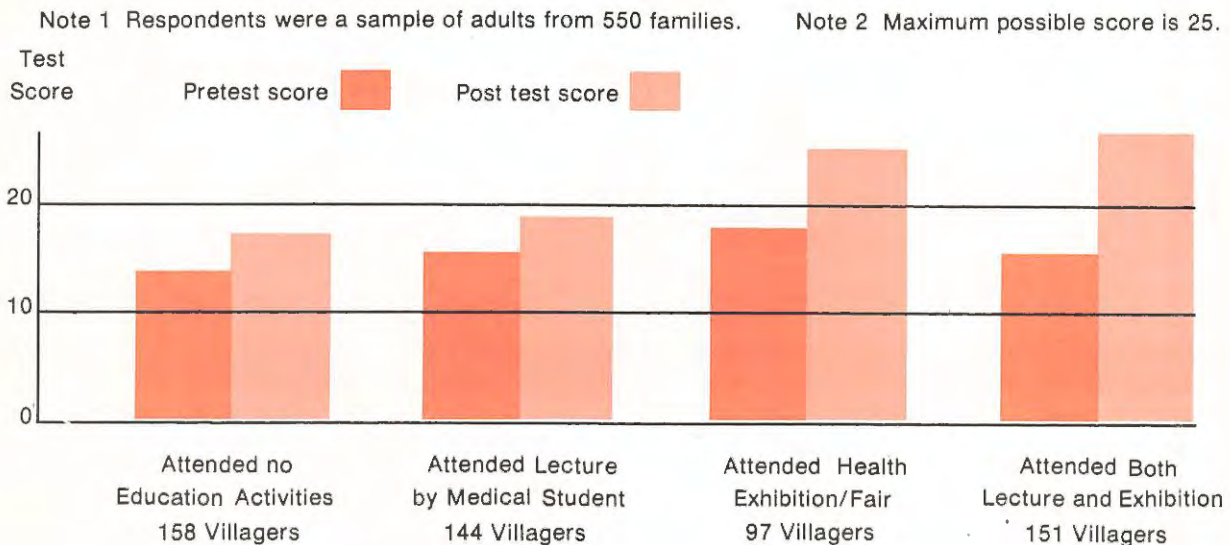


Fifth-year medical students weigh village children each month as part of a nutrition development project.

programs. Techniques of motivating and leading community residents are discussed in depth, along with field trips to communities that are actively pursuing their own development.

Fourth year students plan and execute community health projects in their villages. During this year they organize activities in eight teaching blocks or areas, each with its own specific goals (Table 1).

Figure 1
Mean score of test before and after village health education activities according to attendance by villagers



Each block, which consists of approximately four or five weekly sessions, begins with a discussion of the general problem area. Students use the data they gathered to focus on a specific aspect amenable to intervention. The students then survey existing programs and resources in this area, plan and execute a specific intervention activity, and evaluate the results, including cost effectiveness of the intervention. Blocks are interchangeable, and we constantly try out new ideas within this general framework.

The fifth year program, with only one semester at Gadjah Mada, enables the students to work independently, as they choose, plan, carry out, and evaluate individual projects in collaboration with the community and its leaders. These tasks depend heavily on their initiative and the good rapport they have developed with the villagers over the past two years. Focusing on health as the end result of multiple determinants, the students plan and execute a wide range of development activities.

Student-Initiated Projects

Working in pairs, students carry out a small local project, while intergroup committees undertake larger, village-wide activities. Agriculture Faculty members provide assistance to programs in chicken raising, fish culture, and gardening, and Economics Faculty members assist students working to improve small home businesses. CCHC staff supervise more traditional health projects, such as feeding programs, building communal latrines, deworming of children, and hypertension surveys. Weekly one-hour class meetings focus on protocol format, brain-storming, budgeting, or the detailed project proposals which are required. Most activities in the villages are carried out during afternoons, evenings, and weekends, when the villagers are available both as clients and as co-workers. Necessary funds are raised from local resources, providing a dramatic demonstration of how much can be done at low cost.

Programs may consist of a single drive (anemia survey, vaccination) or a continuing activity (monthly child weighing, mosquito control) that is eventually handed over to the villagers themselves. Students and staff evaluate all projects, using previously determined objective measures of success. The final exam consists of an oral examination on the project and its relevance to the development of the village.

At the end of the fifth year program, CCHC-EP leaves the village on its own. The first class to complete CCHC-EP left its village in mid-1976. Since then, the villagers have continued most of the programs initiated by students during the previous two years, an indication of the permanent impact of a program which meets real needs. One village has a health insurance scheme embracing all 520 families. For under five cents (U.S.) per month per family, minor illness is treated by a trained *kader*, a neighbor volunteer equipped with simple medicines. The insurance scheme provides medical

**TABLE I
TEACHING BLOCKS - FOURTH YEAR
PROGRAM**

AREA	ACTIVITY
Nutrition	Monthly weighing of all children under three years
Vector borne disease	Control of dengue through Aedes mosquito eradication
Intestinal disease	Well and latrine improvement or repair; water analysis; early diarrhea treatment in the home with oral glucose salt solutions
Respiratory disease	Tuberculosis case finding through sputum examination; TB skin testing; TB case treatment and regular follow-up
Family planning	Community-wide and individual family motivation: goal=50% eligible couples practicing birth control
Maternal child health	Registration, examination, and tetanus toxoid administration to pregnant women; DPT vaccinations to all children under 5
Home treatment	Training village volunteers to use simple and inexpensive drugs for minor illnesses and to recognize major illnesses
Health center	Analysis of health center regarding success in reaching government-set goals; preparing report with specific suggestions

care for more difficult cases at the local health center for about 50 cents (U.S.). Mosquitoes are now unusual, and each child has his or her own weight card at home. Family planning is freely discussed, and the trend seems to be toward higher acceptance rates. Nutritious meals for children is a common topic of conversation, and a recent evaluation showed that children in the feeding program administered by mothers had doubled in weight compared to village non-participants.

Medical education in Indonesia concludes with a two year period during which students rotate in one to three month assignments through the various clinical departments as junior interns, known as "clerks." CCHC-EP is initiating a required six to eight week internship, dur-

ing which the students will live at a rural health center, and take full responsibility as members of the health center team. All students who work in a given center over the course of a year will meet together at the outset and plan longitudinal development projects which will be carried out in segments by student groups who rotate successively. In addition to community work, the students will actively take the roles of the various members of the health care team for one to two week periods, in order to understand the duties and problems at every level. This will, of course, include the role of the doctor.

Meanwhile, CCHC has also been asked to work with the first year class, which numbers about 200 students. Plans to assign each student to a young family to follow for three years have not yet materialized, due to limited staff. However, an introductory lecture program including economics, government, sociology, behavioral sciences, and basic epidemiology was offered in 1976 to prepare students for the third year field program.

The impact of the program on the students is hard to assess at this time. We observed that that fifth year students spent considerable amounts of their own time working on projects in the villages. They also spoke enthusiastically about the program to students from other medical schools. Yet final assessment must await their placement at a rural health center after graduation. At this time they have not yet completed their two years as junior interns.

Community vs. Hospital Emphasis

Certain aspects of CCHC-EP should be noted. The program extends throughout the entire six and a half years of medical education. Community problems are introduced earlier than disease problems, and the student's first experience with real responsibility takes place in the community rather than in a hospital ward. Hopefully this early exposure to the community will help the students to become "community minded" rather than "hospital minded." The prolonged duration of activities in one village also allows time to see the community change as a result of student-led action programs. While the recovery of hospital patients takes days, community progress toward health takes months, and the student needs to see progress if he is to have the same kind of satisfaction that he gains from treating patients on a hospital ward.

CCHC-EP tries to give the student responsibility. While there are lectures and class exercises, time and emphasis are given to activities in the community. These activities are not determined by the student's needs, but rather by the needs of the community as defined by the surveys which the students themselves conduct. Thus, surveys are important tools rather than merely classroom exercises, which so often remain unused. As they progress through the fifth year individual projects and the final year community internships, the students eventually have full responsibility for meeting com-

munity needs by working with villagers and the health center medical team.

The program tries to convey a realistic view of the situation in the community. During the first year of the program, the student is based in a village rather than in a health center. In this way he learns the community's viewpoint, in which the health center is only one of a number of available resources. The health centers visited and evaluated by the students and those which will be used during the final internship are not luxurious "model" health centers. Thus, they resemble those he will work in after graduation. This is important because it avoids a dependence on facilities which will not later be available to the doctor, and it promotes an enthusiastic and creative approach to overcoming the problems produced by limited budgets and materials.

Broad Classroom Support

Members of over half the departments of the Medical Faculty of Gadjah Mada University teach the program, including those in basic or preclinical sciences. This stimulates all departments to maintain a community orientation, rather than "leaving it to Public Health." Large numbers of persons outside the Faculty participate as teachers, thus ensuring that the program is based on the real world rather than on idealistic academic theories. Program costs, consisting primarily of salary supplements to the faculty, have averaged about \$20 a year per student.

Through emphasis on the importance of overall community development, the student comes to realize that by working "outside" the field of health he may be more effective in combatting health problems. For example, he may improve irrigation to counter malnutrition, work with schools to provide vaccine drives, or help home industries to improve income levels. As such he learns that his role can be that of community leader and change agent rather than that of a dispenser of medical treatment. Provided with the facilities of the health center, his team of co-workers, and his skill in diagnosing and treating the whole community, the doctor can become a key person in improving the quality of life in his village. CCHC at Gadjah Mada University is one way to give the young doctor the skills and experience he needs to meet this challenge.

If CCHC is successful, graduating students should be prepared to assume the leadership of a rural health center and its team with a clear view of how to evaluate community needs and how to motivate and lead the villagers in meeting these needs, both in health and in the many related areas. The doctor will continue to supervise primary care to the population he serves, but this primary care will, in the majority of cases, be delivered by other team members. This will give the doctor the opportunity to lead and stimulate the whole range of development activities in the health center and in his community. □



A graduate volunteer based at a health center in Buriram province helps school children with personal hygiene.

Graduate Volunteers Serve Rural Thais

NIPUTH JITPRASONG, Administrative Committee, Graduate Volunteer Centre
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EIGHT UNIVERSITIES AND colleges participate in the Graduate Volunteer Centre (GVC) by giving a graduate certificate for one year of full-time volunteer service in rural areas. Initiated in 1969 within the Faculty of Economics of Thammasat University, the idea was conceived as part of the National Development Plan. Between 40 and 45 volunteers, ranging in age from 21 to 25, serve each year.

GVC objectives are: (1) to train university and college graduates to work for the public benefit, (2) to give them the opportunity to be involved in field work in rural areas and to promote their interest in this kind of work, and (3) to encourage them to use their own initiative and human relations skills for the benefit of the rural community in which they live.

During its first phase (1969-1971), the GVC emphasized sending graduates to teach in rural secondary

schools. The volunteers were trained and sent to rural schools selected by the Ministry of Education. Since 1972, the GVC has coordinated its activities with the Ministry of Public Health, and has sent volunteers to serve in health development, family planning, nutrition, hygiene, and health care for pre-school children. In 1973, graduate volunteers were assigned to teach in rural primary schools in coordination with the Department of Local Administration of the Ministry of the Interior. That same year, eight volunteers were assigned to teach both children and adults in the hill tribe villages. In addition to the teaching assignment they also assisted hill tribe people with nutrition, health and hygiene, and farming practices, under the auspices of the Department of Public Welfare and the Thai Hill Tribes Foundation. In 1976 the GVC sent volunteers to serve in children's and adults' welfare houses in rural

A GV teaching at a rural primary school in Chaiyaphum.



A graduate volunteer based at a health center in Nakorn Ratchasima teaches at a nearby school.



communities, under the auspices of the Department of Public Welfare.

Graduates of any university or college within Thailand may apply to serve as graduate volunteers, and a bachelor's degree is the only prerequisite, along with a willingness to live up-country and serve the rural community. The selection procedure involves group discussion by applicants of rural and other development problems, and personal interviews conducted by a selection committee. The selection committee is composed of a GVC Administrative Committee member, an advisor (usually a university lecturer), a GVC staff member, and a former graduate volunteer. The GVC Committee reserves the right to reject any applicant, and a volunteer who performs poorly can be withdrawn from the programme at any time.

Training Period

The total period of training is three months. Of this time, 10 weeks are spent in Bangkok on the following topics, presented by university lecturers: social and political philosophy, educational philosophy, rural and urban society, social anthropology, economic and community development, human relations, and social research methods. The remaining two weeks are spent in the countryside, usually in the central plain of Thailand. During this period volunteers receive instruction in technical field work from staff members of the Thai Rural Reconstruction Movement.

All training is coordinated by five GVC staff members who are themselves former volunteers. GVC staff assign the placements, which are selected by the government agencies cooperating in the program, and arrange for various university faculty members to lecture to trainees. GVC staff also visit volunteers during their year of service and offer support. On-the-job training and supervision are provided by local officials of the cooperating government agencies.

Reports and Seminars

While volunteers are serving in the rural areas, they are required to gather data for a "special problems report," which is submitted to the GVC Administrative Committee at the completion of their tour. These reports include facts on the social and economic conditions of the community in which the volunteers serve, and their recommendations for resolving specific development problems. The reports are used by development planners and might be considered as "Thai Studies."

After two or three months on site, volunteers attend a regional seminar to discuss problems they have encountered, to provide peer support, and to suggest new approaches to their work.

After nine months of service up-country, volunteers return to Bangkok for an end-of-service seminar. The exchange of information about their different field

experiences helps the volunteers to finalize their reports and also helps officials of cooperating agencies to learn about specific problems in specific villages. GVC staff members also attend the seminar to gain ideas for improving the programme. Following submission of their "special problems reports," volunteers take an oral examination. If their report is accepted and they pass the oral exam, they receive the Graduate Volunteer Certificate.

Support of the Volunteers

During training, each volunteer receives 600 Baht (\$30 U.S.) per month. During the nine months of service, each volunteer receives 1,000 Baht (\$50 U.S.) per month plus travel expenses for the regional and end-of-service seminars. The government also covers medical expenses and miscellaneous items, such as bicycles and lamps. Volunteers who re-enlist for a second or third year of service (re-enlistment is subject to the approval of the villagers and the cooperating government agency) are supported by donations from the Canadian University Service Overseas, the Ford Foundation, the British and Canadian Embassies, the T. Suwan Foundation, and other charitable groups. Local villagers supply housing for the volunteers, and universities and colleges lend faculty, on a part-time basis, for the training period. Essential to the success of the programme is the cooperation of local officials from cooperating government agencies, who supervise the volunteers.

Achievements and Future Plans

Statistics show that after seven years of operation, 60 percent of former GVC volunteers have chosen to work in rural areas, almost all as government employees. The Thai Civil Service recognizes the GVC certificate, and admits people who hold it at a higher entry level. The high rate of return to the rural areas is significant because Thai tradition has been for university and college graduates to seek employment in the cities. One of GVC's major objectives is to change attitudes of university graduates toward professional assignments in rural areas, and this has been largely achieved. Of those who choose to work in Bangkok, their understanding of the problems of rural development has been increased. Another achievement is improved cooperation between government agencies that participate in the GVC programme.

In the future, the GVC activities might be expanded to cover agriculture, vocational education, and mass communication projects in rural areas. Also, it might be possible to make this programme compulsory for all university and college graduates. A third, and complementary plan, would be to make the GVC a National Voluntary Institute attached to the State University Bureau or another government agency which has sufficient resources to administer it effectively. □

PROFILE OF POST-SECONDARY STUDY-SERVICES

IRENE PINKAU
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*Irene Pinkau, author of "Service for Development: An Evaluation of Development Services and Their Cooperative Relationships," evaluated more than 30 development services, including post-secondary study-services, in 14 countries.**

The Development Services Cooperation Project disseminates the evaluation to policy-makers, managers, and individual citizens concerned with volunteer and development services. Synergist invited Dr. Pinkau to summarize some of her findings about post-secondary study-services.

DURING THE 1950's and 1960's, four categories of development services emerged in most countries around the world. They were created to facilitate learning and to aid the disadvantaged and poor through community-oriented service activities and employment. Study-services is one category within this family of development services, which also includes training and employment schemes for early school leavers, social and technical development services, and overseas or "export" volunteer programs.

While service-learning is a feature of all four categories of development services, the term "study-service" suggests that the program is unique because it is an intentional educational effort, linked to educational institutions at various levels, and it is oriented to development and to service. Although the involvement of students in service activities is nothing new, study-service links the curricula of educational institutions with development services.

For the purpose of this discussion, development is

defined as "mobilization and advancement of people to achieve and maintain an adequate livelihood and self-reliance, in contrast to improvement of institutions and growth of profit." Service is defined as "work performed for the benefit of others, in response to causes and needs, that does not entail financial gain for those who serve."

The roles of study-service schemes, and of all development services, are determined by the conditions or problems which brought them into being. Three major problems can be identified. These are: (1) limitations of the higher education system, (2) lack of services for the poor, the underprivileged, the handicapped, etc. and (3) social, racial, and cultural gaps among people of one nation and the need to learn to cooperate for purposes of national development.

Post-secondary study-services usually define their objectives in general terms, such as "to provide experiential learning opportunities to students," "to train students to sacrifice and work for the public benefit," "to help communities in their development efforts." The Nigerian National Youth Service Corps adds to its objectives: "to encourage career employment all over the country for free movement of labor"

*The countries were Benin (formerly Dahomey), Canada, Costa Rica, Denmark, Germany (F.R.), Indonesia, Israel, Kenya, Malaysia, Nigeria, Panama, Thailand, the United Kingdom, and the United States. The United Nations Volunteers were also included.

and "to enable Nigerian youth to acquire self-reliance." Relating their objectives to the problems which brought about the creation of study-service, the Indonesian KKN, Nepal's National Development Service, and the U.S. University Year for ACTION emphasize changes in higher education itself.

Post-secondary study-service schemes involve students ranging in age from 18 to 25, primarily during or at the end of the undergraduate studies. The duration of service ranges from six months to a year, on a full-time basis. Part-time service for credit normally requires a long-term commitment on the part of the volunteers. Young women fill from 16 to 53 percent of the total study-service assignments, and women are not necessarily restricted to traditional "female roles."

Most post-secondary study-service schemes in Africa and Asia are governmental and obligatory. They are considered as compulsory credit courses. Those in Latin America, Thailand, and the Philippines are nongovernmental and voluntary. In industrialized countries, only ACTION's University Year for ACTION is a government-sponsored program, and all study-services are voluntary.

Organization and Management

There are three approaches to the organization and management of study-services. One is the government-centered approach, in which government agencies recruit volunteers and administer the program. A second is centered at a university or college, either under a national policy (Indonesia, U.S.A.) or as a locally-initiated service (Thailand). A third approach is centered around a development service. In this system, the development service assumes the role of a facilitator, making the services of students available to meet local community needs on behalf of educational institutions (Costa Rica, Panama, United Kingdom).

These three approaches differ with respect to the delegation of authority and degree of citizen participation, and therefore they result in different levels of effectiveness. Research has indicated that a study-service scheme that is university or college-centered, based on national educational policy, with governmental coordination, will embrace many or all universities in the country. This combination ensures decentralization of authority, leadership, and program management—by delegating it to the individual university—and at the same time it brings about changes in the entire system of higher education.

A study-service scheme that is university-centered but has no national coordination is a local effort, with limited impact. A scheme in which a development service facilitates study-service involves only the students, and not the faculty or the educational institution. As a result, this approach also has a limited impact.

Study-services are scheduled at different phases of the academic course of study, depending on the coun-

try.¹ One system, called "intervening," schedules the period of service between academic semesters. This system is used in Indonesia, Ethiopia, and the U.S. A second system, called "interwoven," schedules part or full-time service concurrently with course work. This system is used in the United Kingdom, and in large number of college-sponsored student volunteer projects. A third system, called "subsequent", schedules service after academic studies have been completed but prior to graduation. This system is used in Nigeria and Thailand.

Volunteer Training

Volunteer training and preparation for field work are arranged by the universities, and lack of trainers with practical field experience has frequently been reported. An exception is the University Year for ACTION program in the U.S., which distinguishes between pre-service training, on-the-job preparation, and in-service training as a continuous parallel to work programs. Community organizations or other technical institutions provide necessary skill training for the student volunteer to improve his job performance.

Work projects include formal and nonformal education, assistance to farmers, craftsmen, small industry, work with young offenders, handicapped, etc. With the exception of the Nigerian National Youth Service Corps, which assigns corpsmembers primarily to regional or district governmental development agencies, all other study-services are community centered, i.e., local citizens supervise the projects and work along with student volunteers.

Credit for service is a requirement of most study-services but is not easily achieved. There is usually no problem in awarding credit for training or the writing of papers—the academic part of study-service. More difficult, and not yet satisfactorily resolved, is the assessment and accreditation of education derived from field experience. The Nepal National Development Service has devised a comprehensive 10 point system of crediting performance during service, including grades for teaching school; conservation or construction work; attendance at training; presence in village; relationship with villagers; adaptation to village life; discipline, and moral behavior.²

Problems

Problem areas of post-secondary study-service operations include that of convincing administrators and educators that study-services can make a difference in higher education. A pilot study-service project is often the best way to change the thinking of university educators. Another problem is the training of student

¹D. Fussell and A. Quarmby, *Study-Service*, Ottawa, Canada: International Development Research Centre, 1974.

²"Study-Service in Nepal", *Study-Service Newsletter*, Singapore: International Development Research Centre, December, 1975.

STUDY-SERVICES AROUND THE WORLD

AFRICA	LATIN AMERICA
*Ethiopia	Bolivia
*Ghana	Brazil
*Nigeria	Colombia
*Tanzania	Costa Rica
	Mexico
ASIA	Panama
Indonesia	Peru
+Iran	
*Nepal	
*Pakistan	NORTH AMERICA
Philippines	Canada
Thailand	United States
EUROPE	
United Kingdom	

*Obligatory

+ Alternative to military service

volunteers, which requires bringing in professional people in lieu of faculty, who do not have the "how to" techniques needed in the field. A third problem is that of integrating field service and academic learning, and developing a standardized system for giving academic credit for both.

A fourth problem is that of setting up an administrative structure and procedure that will permit study-service to have a broader impact on both the educational system and the community. University-centered administration of a study-service scheme, with national policy coordination, appears to be the optimal solution. A fifth problem is that of gaining local community participation in a field project with an academic approach to work plans. Experience has shown that, when the skills and knowledge of the student volunteers are supportive of the villagers' interests, cooperation and a high level of satisfaction resulted.

Performance

Study-services are effective if they are able to bring about educational change and at the same time to help eliminate the problems which brought about their establishment. These problems are: (1) limitations of higher education in terms of experiential learning, employment, and development orientation; (2) need for skilled manpower, especially in rural and poverty areas; and (3) need to bridge cultural and societal gaps between tribes, the educated and uneducated, the urban and rural, and to develop a common identity as a self-reliant nation.

Research indicates that an effective study-service scheme has the following characteristics:

1. University-oriented management that facilitates linkages between academic and field work, thus changing the limits of higher education.

2. National policy that ensures participation of a large portion of that student population and outreach to all geographic areas.

3. Institutionalization of work/service as a learning program of higher education characterized by:

- Official educational policy
- Policy for faculty participation and allocation of adequate faculty time for involvement
- Citizen participation in the training of student volunteers
- Establishment of an administrative unit, within the educational institution, to manage the program
- Accreditation of both the training and the field work components
- Integration of study-service into the regular higher education budget.

Within Local Community

4. Institutionalization of study-service within the local community or provide skilled manpower and to mobilize citizens, indicated by:

- Citizen participation in all program areas in advisory and planning roles, as trainers, supervisors, or participants
- Provision of professional services, such as education, health, legal, community development
- Continuation of requests for student volunteer assignments.

5. Employment of former student volunteers in rural areas in jobs where skilled manpower is needed.

6. Linkage of study-services with other private and governmental institutions which ensure resources (financial, planning, program support) and use of the student volunteers in areas where they are needed.

7. Training and field program design that facilitate not only technical or social services but also cultural learning by integrating the student volunteer into the local community and providing him or her with a means to analyze his or her reactions to different ways of life, social patterns, and values.

The efficiency of study-services is indicated by the costs per volunteer year, months, or hours. To arrive at this figure, divide the total program costs by the number of volunteers who serve full-time for one year, one month, or per hour. The costs per volunteer year in study-service worldwide vary from U.S. \$650 to \$4,600 (including a portion of administrative overhead). High unit costs are usually the result of high allowances to volunteers, an unfavorable faculty/volunteer ratio, and high administrative costs of institutionalizing study-service in the university. □

Between Community and Classroom

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OUR FIRST DAY IN Canton was sultry and tropical. We had just climbed to the fifth-story balcony of the historical museum to view the panorama of the city below. Suddenly we found ourselves surrounded by numerous smiling faces, eager to serve us tea and seize this precious opportunity to practice their English. These faces, it turned out, belonged to students from the Canton Foreign Language Institute, and they were actively engaged in the practice of what is known in China as "open door schooling," a practice which breaks down barriers between the classroom and society. "Open door schooling" encourages students to expand the scope of their educational activity into the community, where they can apply classroom theory to, and learn from, "real-life" situations.

As we continued our journey, we had many other opportunities to observe students from language institutes working temporarily as hotel clerks, waiters, translators, or foreign trade officials. It is a rare American visitor to the Canton Trade Fair who manages to avoid hearing a strident lecture from one of these students on the progress of China's model agricultural brigade "Dazhai" in northern China, where adverse growing conditions were overcome by hard work and dedication to Mao Tse-tung's principles of "self-reliance" and "politics in command."

Education Serves Society

These incidents, which may appear comical to the unsuspecting American tourist or off putting to the harried businessman, are nonetheless symptomatic of something which is fundamental in Chinese society today. It is a prime tenet of the Chinese government that

学工学农学兵
为人民服务

Mao Tse-tung's maxims, "Serve the people."

"Learn to be a worker, peasant, and soldier."

A Two-Way Street in China

The People's Republic of China does not yet encourage general tourism because of limited facilities, and U.S. citizens who visit China represent specialized professional, academic, or technical interests. Only one out of every 400 applicants is granted a visa, and of that group 55 percent are Chinese-Americans.

A group of students at The Johns Hopkins School of Advanced International Studies (SAIS) in Washington, D.C., initiated the idea of a trip to China. They presented a proposal to the China International Travel Service and the PRC's Ministry of Foreign Affairs, and raised funds to support the trip from U.S. corporations.

In November 1976 the SAIS delegation, composed of 19 graduate students and two faculty members, visited industrial, agricultural, educational, social, and political institutions in four of China's major cities: Canton, Shanghai, Nanking, and Peking. One-third of the group was fluent in Chinese, and all but two were majoring in Asian Studies. Synergist invited the leaders of the group to share some of their impressions of study-service in China.

education should serve society, and every effort is made to ensure that educational units and the educational process are closely linked with the society as a whole. By practicing their English on the job, these students were serving the community, while at the same time gaining practical experience.

This system, which is applicable to all disciplines, means that students are constantly involved with the community and that the community has a very real role in shaping the upbringing of China's younger generation. In addition, adults are encouraged to take advantage of the opportunities for continuing education available to them through the May 7th cadre schools and the July 21st workers' colleges—both products of the Cultural Revolution (1966-1968) and designed to eliminate class distinctions based on job status as well as to gain new job-related skills.

In Hsuan-wu Park, just outside of Nanking, we came across a group of grade school children with brooms in their hands. One group was sweeping leaves into piles, and another was carrying baskets around to collect them. They were oblivious to our group, despite the fact that foreigners are rarely seen in China. From their smiling faces and the spirit with which they worked, it was evident that they were enjoying the outdoor activity and were taking great pride in it. This was their "*lao dong ke*" or manual labor class, which students at all educational levels must take. It involves doing manual labor either for the school or for the community.

High school students, for example, often do the routine maintenance work of cleaning, painting, and repairing the school buildings, and for the community they sweep streets and construct sidewalks and foot-

paths. The close links between school and society are further shown by the fact that in rural areas, during the harvest season, schools are closed as a matter of course so that the children can help out, although this is not considered *lao dong ke*.

Workers, Peasants, and Soldiers

As part of the educational process, the student is expected to gain an understanding of the life of the worker, the peasant, and the soldier, since these elements make up 95 percent of Chinese society today. At every factory we visited, we were first given an introduction by the factory administrators and then shown around the facilities. Much to our surprise, at each of these factories, whether textile, machinery, or petrochemical, we came across young students working under the guidance of seasoned workers. Naturally they were smaller than their co-workers, but they took pride in dressing exactly like other factory workers, and they expressed their pleasure at being able to participate in production.

In Shanghai we visited a middle school where we observed students engaged in "learning from workers, peasants, and soldiers." This school maintained a branch in the countryside for the purpose of familiarizing its urban students with agriculture, and it also had direct links with eight factories and four production brigades. As we toured the school we found students busy behind rows of test tubes and bunsen burners in the school's workshops, learning how to produce pesticides, repair radios, and design aircraft. The school even had an earthquake detection center manned by the students which was part of China's effort to mobilize earthquake research and information collection.

Included among the school's staff of 209 were 20 lecturers known as "*san-jie-he*" or "three-in-one" lecturers. "Three-in-one" has many connotations in modern China, but in this instance it referred to workers, peasants, and soldiers. These lecturers were brought into the school to share their practical experiences with the students.

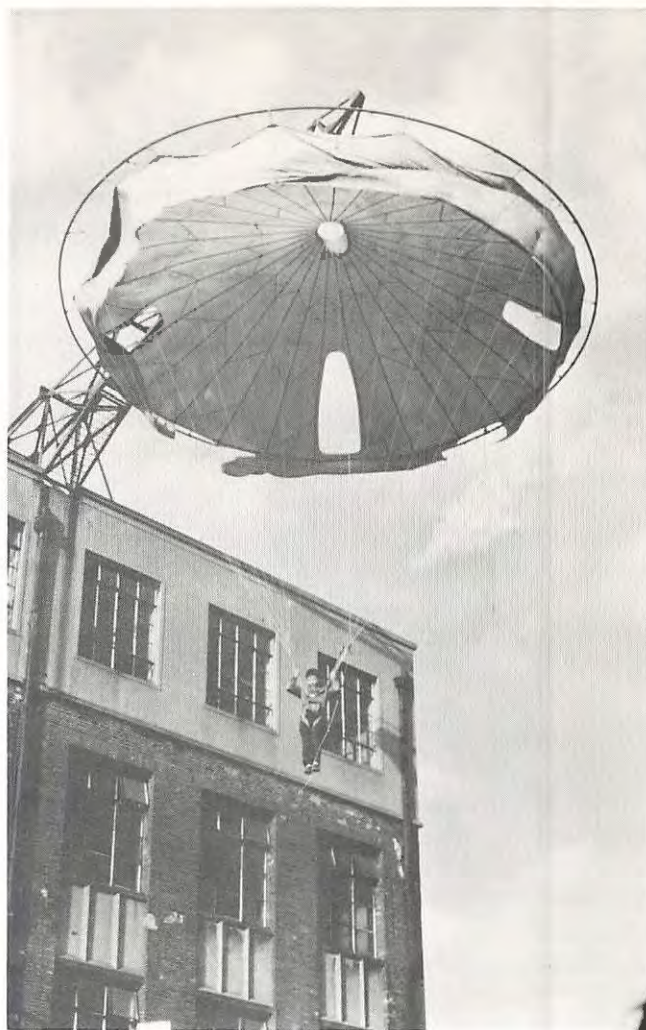
As we walked into the school playground, we saw a group of students practicing parachute jumping. Upon asking whether students trained as militia units, we were told that "students learn through experience about industry, agriculture, and the army. But their main task is to study. In addition to going to factories and communes, students also study with People's Liberation Army units. The idea is that every student should prepare to become a soldier."

In fact, the program called "learn from workers, peasants, and soldiers" requires students to spend about three weeks of every school term living with peasants, workers, and soldiers in order to learn about their lives. In Canton, for example, a fifth-grader was full of stories about the rural commune from which he had just returned where he had bathed in the river and slept on a hard soil bed. Finally, there are also travelling three-in-one lecture teams, whose function is to travel around visiting schools to explain their working experiences to students. For example, a mechanic might explain to a class how he solved a particular problem with a distributor in an internal combustion engine. In this way, students are better able to relate theoretical knowledge to the practical needs of society.

University-Affiliated Production

Higher educational units generally run their own factories and farms. Nanking University, which we visited, runs three small factories and a large farm. Chungshan University in Canton runs a tetracycline factory staffed by students and teachers. These school-affiliated factories and farms not only give the students experience in working, but also earn income which helps to finance the expansion of educational facilities.

Students working at a school-cum-factory in Hua-shan Commune, Canton province.



A Shanghai student practices parachute-jumping as part of his military preparedness.

In China, participation in community service and attitude toward the community are major criteria for admission to a university. Students do not go directly on to higher education after graduating from secondary school. Instead they are assigned to a work unit—a factory, farm, or army unit—for two years, after which time they are eligible to apply for admission to a university. They apply first to their work unit, and their application will be judged by co-workers, who pay particular attention to the motivation and attitude of the applicant towards the work that he has done for the past two years. Our guide in Peking was a perfect example of this system. Not only had she completed her two years of manual labor, but she had volunteered to do it as part of a work unit in Inner Mongolia.

Xia-fang

As we traveled throughout China, we noticed posters and billboards urging both high school and college graduates to volunteer to settle in rural areas. This is encouraged in the mass media, and often the *People's Daily* will feature an article congratulating the graduat-

ing class of a particular high school, technical school, or college on having a high percentage of volunteers for rural settlement. This national policy of encouraging educated youth to settle permanently in rural areas is called "*xia-fang*."

Xia-fang has been adopted to counteract the adverse effects of urbanization along a narrow strip of the east coast of China, and to mitigate the overcrowding of China's cities, which are among the largest in the world. When traveling along the populous east coast it is easy to forget that Tibet, Hsin-chiang, and Inner Mongolia are underpopulated, and an influx of manpower is crucial if these areas are to realize their development potential. Living in these rural areas, which are populated largely by Mongols, Uighur and Tibetan peoples, means that students are expected to use their skills to be active members of the community and in this way to help bring about the assimilation of minorities into the Chinese state.

Xia-fang, which requires young graduates to adjust to a new, very different environment, has not always been popular with urban youth, and has been the subject of a great deal of debate within China and gradual modification. Originally it was stipulated that all students who could not be absorbed by urban areas would take part, except for those who were necessary to their family's support. Later it was modified so that the eldest child would be allowed to stay near home; and, finally, it was modified so that every other child would be allowed to remain near home.

An oft-quoted thought of Mao Tse-tung is that education in the community continues throughout adult life. In rural areas, agricultural specialists and doctors travel around working side-by-side with local peasants while teaching them to become paraprofessionals in these fields. The May 7th Cadre Schools, established during the Cultural Revolution, are for managers and administrators—of factories, farms, and the army—and enable them to participate periodically in manual labor and political studies. The May 7th Cadre Schools are residential and although their duration varies from place to place, many are about three months.

Workers Colleges

Ordinary workers have the chance to attend what would be the equivalent of "adult enrichment" courses at night schools, and to pursue work-related education at the July 21st Workers Colleges. These colleges originated at the Shanghai Lathe Factory and first received national attention in July of 1968 when Mao commended them. They have now spread throughout China, and enable factory workers to learn job-related technical skills. At the Number 3 Cotton Mill in Peking, we were told that over 90 percent of workers attended the workers college, and that teachers and advanced students were often invited to give the evening lectures. At the Kwangchou Heavy Machinery Plant in Canton, 60



Students working at a factory in Shanghai.

workers attended July 21st colleges, and for this purpose were allowed to be released from their regular jobs for as much as two years with full pay. Moreover we observed that research institutes and industrial units that we visited had extra personnel (by Western standards) because new researchers and technicians are constantly being trained on the job.

Role of the State

It might seem that such close links between community and classroom in China would be at odds with the traditional role of the family. Yet, the role of the state is all-pervasive, and students are brought up to look to the state for identification. This is natural because the Chinese term for "state" (*guo jia*) is composed of the characters for "country" and "family." In the Chinese view, therefore, the idea of the state has carried with it a strong sense of paternalism. Community service and work-study follow naturally from this identification.

Almost every student we met in China said with pride that his or her career "should be determined by the needs of the state." Unofficially, however, there have been cases of educated youths participating in the *xia-fang* movement who have returned to urban areas without permission. This phenomenon indicates that at least a small minority of students are dissatisfied with their assigned career, and therefore poses questions as to how much freedom of career choice there is under this system.

China is a developing country with limited capital resources, and therefore it is vital that education yield results as rapidly as possible. For this reason, the curriculum is closely directed towards the needs of the society as a whole. It is the level of economic development which determines to a large extent the range of choices that an individual or a society has. Because Chinese students are the products of a social system that stresses duty to and participation in the community, the majority of students do not have personal aspirations that are far in excess of what they can hope to attain. □

ELEANOR DUDAR
President's Assistant
Frontier College
Toronto, Canada

Report From Toronto

FRONTIER COLLEGE IN Toronto, Canada has come a long way since 1899 when Presbyterian minister Alfred Fitzpatrick, appalled at the working and living conditions in mining and logging camps in northern Ontario, decided to do something about it. He quit the ministry, and began negotiating with the government and with camp bosses for library facilities and camp reading rooms for the men. Fitzpatrick invited young people, often university students, to spend a summer, or sometimes a whole year, supervising and teaching in the reading rooms.

One of the first volunteer teachers, impatient with waiting idly for the workers to finish their shift, donned a pair of overalls and joined them at their labours. Thus, in 1902, a new kind of educator was born—the labourer-teacher. Since then, thousands of labourer-teachers have served with the College, including two famous physicians, Benjamin Spock and the late Norman Bethune.

John O'Leary, however, is the first labourer-teacher from Frontier College who had to go to a prison camp to do his job. From the Bannock Point Rehabilitation Camp at Seven Sisters Falls in Manitoba, O'Leary wrote:

"There are nine people now involved with the educational program. Six of them are taking correspondence courses toward completion of high school; one is working on basic reading and writing skills; one is a Quebecois who is learning to speak English; and one is taking a business course for personal interest. Classes are conducted each evening and on weekends.

One of the best aspects of the program is the assistance I've received from two residents. Together we have formed a teaching team, and we meet regularly to discuss students and courses. Each resident works most days with one or more of the men, and their efforts will greatly increase the effectiveness of the program. We will recruit other residents to act as tutors when the present team returns to life outside the Bannock Point Rehabilitation Camp."

Labourer-Teacher Model

Frontier College continues to use the labourer-teacher model, wherever it is feasible, because the rapport established on the job between "teacher" and "student" enhances the free exchange of ideas after work. The "classroom" may be the quiet corner of a bar, an employees' recreation room, or the unused lounge in a minimum security rehabilitation camp.

The subjects of study and learning activities are determined by the community members themselves, and therefore relate directly to their needs. Teaching English to recent immigrants is often a top priority in mining and logging camps. Other programs include basic literacy, simple accounting, instruction in nutrition and hygiene, birth control counselling, organizing and running a community newspaper or a cooperative general store—virtually anything the community feels it needs, and the labourer-teacher is able to facilitate.

Frontier College's mandate is to send field-workers to remote communities where no other educational opportunities exist. The major disadvantage of many of these



Frontier College Volunteers Teach Rural Canadians

Courtesy of The Public Archives of Canada

Norman Bethune (center, arms akimbo), one of Frontier College's first labourer-teachers, with a group of loggers in northern Ontario in 1911. Bethune later served as a naval surgeon in the Spanish Civil War and in China, where he died in 1939.

remote communities is the lack of a secure economic base. The uncertainty of seasonal employment and the necessity of relying on some form of welfare play havoc with the lives of individuals and the life of the community as a whole. A regular labourer-teacher cannot be placed in such a community without depriving a local person of a job.

Out of this situation developed Frontier College's community education program, in which we send a field-worker who will work full-time as a community educator. The field-worker's salary and expenses are administered by the community group, though the source of funding is a public or private agency. The community group becomes, in effect, the boss, with full right to hire, fire, and direct the activities of its community educator. Initially, having this authority can come as a shock to the community group, as it did to the inhabitants of the small settlement of Native People at Kelly Lake in northern British Columbia. Having been required for so long to adhere to the regulations of outside advisors and agencies, they were baffled by suddenly having this authority.

Community Accomplishments

It has been three years since Marcel and Sheila Simard took up their jobs at Kelly Lake as community educators, and the fruits of their patient labours as organizers and *animateurs* are now beginning to emerge. They have helped to train Jean Claude, a local woman, who now assists them in their work. The casual Kelly Lake community has become incorporated as the Kelly

Lake Community Development Society, a well-organized and vocal body that is pressing government agencies for services in this neglected community—roads, sewers, telephones, decent housing—the conveniences that most of us take for granted. In addition, the Simards have helped organize and find funding for a small,

Frontier's Mike Denker with a Canadian Indian at Frobisher Bay.

Courtesy of Frontier College, Toronto



locally-owned fence-post business, which has provided employment for several people. "To help people gain effective control over their own lives" has become the motto of Frontier College field-workers, and it is happening at Kelly Lake.

Recruiting Field-Workers

Potential field-workers come to Frontier College via many routes. The regional co-ordinators recruit at university campuses across Canada once a year. In each region people who have learned about the College from an advertisement in a journal, from a Canada Manpower counsellor, or directly from a field-worker, ask our Life Members (former governors and labourer-teachers) for details. Some people just walk into our small head office in Toronto to volunteer. Careful interviewing and briefing precedes final selection.

Because so many of the jobs in which Frontier College places volunteers involve heavy labour, it is more difficult to place women. But our ratio of women to men in the field is steadily improving. We've also begun to look for, and attract, people who have been out of school for a long time—including one retired accountant who at age 68 is teaching small business management skills to Inuit people in settlements in the high Arctic, so that the Inuits will be able to operate and manage every facet of a crafts co-operative.

The labourer-teachers and community educators, together with the people in the communities they serve, are Frontier College. We have no formal educational institution, no set curriculum. The College has a small central office in Toronto where a staff of 12 recruits, interviews, and briefs potential labourer-teachers and community education workers. The staff also sends resource material out to the field and maintains a network of contacts with agencies, organizations, and individuals who are willing to volunteer field support to labourer-teachers and community educators. The Toronto office produces a monthly newsletter for field-workers, governors, and Life Members and develops new projects in areas where our contacts have identified a need and desire for Frontier College involvement.

The College has no guaranteed funding. Every year our very modest budget is supported entirely by an ongoing fund-raising drive. Six of the staff, the President, the National Co-ordinator, and the four Regional Co-ordinators, spend several months of each year in the field, supporting and advising field-workers, and investigating conditions in remote, underdeveloped communities with an eye to identifying new placements.

Bilingual Newsletter

Evaluation of a field-worker's "success" or "failure" is difficult except where the project has been specifically defined, as in the communications project in Beauval in the province of Saskatchewan. There, Frontier College was contracted by the Department of Northern Sas-

katchewan to produce a community newsletter to serve nine Native People's communities in the area. The newsletter was eventually to be produced by the local residents themselves.

Within five months of the project's inception, the first newsletter was produced in English and Cree, a Native People's language. Now, a year later, the Beauval Regional Communications Centre Newsletter has the standard and quality of a good community newspaper. The Frontier College program developer and his staff of four Native People are now studying the possible uses of community radio and television. The isolation of people who live in tiny, scattered settlements is reduced by the newsletter and the activity that goes into gathering news and publishing it. Native People are beginning to regard this newsletter as their own vehicle for expressing their shared concerns.

"Success" in a project such as Beauval can be measured by visible results. Less measurable is the difference made in the lives of men on a railroad repair gang to which a labourer-teacher is attached. This is one of the College's oldest programs, and a need still exists for volunteers to work in railroad gangs, which are often composed of recent immigrants who speak little English, as well as poorly educated Canadians. These placements, usually of four months' duration, are the shortest length of time for which we contract for a volunteer's service.

Future Plans

Most of our volunteers are Canadians, but participation is not restricted by citizenship. One of our newest ventures, still in the planning stage, is to establish a study-service program which would encourage Third World students in Canada to spend their summer months as Frontier College field-workers, gaining more experience of the country and sharing their expertise with Canadians in need. Theoretically, the College tries to set its educational and developmental work in a global perspective. We hope that this new program will begin to integrate that theory with actual practice.

Maintaining a low profile, responding to local needs, helping people to gain effective control over the circumstances of their own lives—that is what Frontier College workers set out to do by working with some of Canada's most disadvantaged citizens, in poor white and Native Peoples' communities, on railroad gangs, in lumber, mining, and fishing camps, and now in two provincial prison camps. Alfred Fitzpatrick could hardly have envisioned the labourer-teacher in prison camps, but the response of camp residents to John O'Leary's presence has already confirmed our hunch that we can fill a need there. Wherever people exist on the margins of Canadian society—there is our frontier. □

For further information about the College, write to: Jack Pearpoint, President, Frontier College, 31 Jackes Avenue, Toronto, M4T 1E2, Canada.



A BVS volunteer leads a crafts workshop at Demra.

Bangladesh Youth Aid the Homeless and the Displaced

MAMOON-AL-RASHID
Executive Director
Bangladesh Volunteer Service
Dacca, Bangladesh



Members of a Behari community work on irrigation for an agricultural cooperative organized by BVS.

THE HISTORY OF Bangladesh, the world's eighth most populous nation, is written in bloodshed, privation, and famine. In 1971 during a nine-month struggle for independence from Pakistan, 10 million Bengalis were forced to flee their homeland and seek refuge in temporary encampments within the Indian border. Crowded together, these displaced persons faced an uncertain future; yet it was out of a dream of independence and the hope of a better future that the Bangladesh Volunteer Service (BVS) was formed.

Under the guidance of exiled leaders of the emerging nation, young people in the refugee communities, who

were not involved in combat, were called upon to contribute their time and skills to improving the living conditions within the crowded, temporary shelters. This in itself was an innovation. Barely a year earlier young Bengalis, particularly those just out of high school, were active in politics, in organizing Muslim religious festivals, even in fighting to protect their country, but had never been asked to contribute their energy in this kind of capacity for their communities.

Thousands of young people were mobilized to help treat the injured and ill, to teach literacy skills to young refugees, to set up craft centers and industrial classes

for displaced adults, and to organize and lecture on family planning, health, and hygiene.

When the fighting ended, Bangladesh's displaced people were faced with returning to a homeland they hardly recognized. Cities had been devastated, farmers (75 percent of the Bengali people are engaged in farming) looked helplessly at their fields, unable to farm their restored lands for want of tools and livestock lost during the war. And to further compound the tragedy, within six months of independence, a devastating drought followed by a cyclone swept the country, leaving thousands more homeless. The Bangladesh Volunteer Service was never more needed.

Recognized by the newly formed government's Ministry of Relief and Rehabilitation as a social welfare organization, BVS became a formal, non-profit voluntary organization dedicated to the support, encouragement, and development of economic, social, and community programs to help alleviate the suffering of the Bangladesh people. Funding is provided by OXFAM (the Oxford Famine Relief Committee), an international development and relief agency based in London. Volunteers are recruited from the ranks of Bengali youth, aged 16 to 30.

"Bastu-haras"—The Landless People

Since independence, Bangladesh has been faced with the plight of the Bastu-haras—the "landless people"—thousands of homeless, displaced persons, who have migrated to cities in search of food and shelter. In 1975 in an effort to cope with the masses of the homeless, these displaced persons were placed in resettlement camps. One of the largest camps, "Demra," has more than 30,000 people on 80 acres on the banks of the Ganges River, 12 kilometers from the capital city of Dacca. During the rainy season, Demra becomes an island, and supplies and assistance must be ferried to the people.

Conditions within Demra and other resettlement camps worsened daily as more and more Bastu-haras poured into the camps, but the newly formed government, faced with a shortage of funds and the construction of a nation, could do little to alleviate the situation. In 1975 a British physician and nutritionist working in Demra published a report which revealed that malnutrition, particularly among children aged six to twelve, was so acute that immediate measures should be taken or thousands of young lives would be lost. This report brought forth an international outcry from a dozen international voluntary agencies, including CONCERN, (an Irish organization), and of course, BVS was there.

Once again BVS staff recruited young people, many of whom had helped to alleviate similar conditions in the refugee camps in India. The problem of malnutrition was the first challenge to be met, and while CONCERN staff planned and furnished 900-calorie meals

to supplement the children's diets, BVS volunteers were responsible for setting up and operating a school-related feeding program in which more than 5,000 children received daily meals. The meal was merely one component of a BVS project in which young Bastu-haras were taught literacy. For many children, these volunteer-taught schools were their first exposure to education.

Skill Workshops

BVS volunteers also helped to train older members of the Demra camp. With the help of BVS and CONCERN staff, special workshops were developed and young volunteers taught weaving, motorcycle mechanics, and blacksmithery to young people 13 years old and older in the hope of giving them skills that they could use after they leave the camp.

The resettlement process is a slow one, and Demra, like its counterparts across Bangladesh, still has many thousands of displaced persons. BVS volunteers continue their work in literacy and skill training, health, and nutrition.

Within Bangladesh are the Beharis, a group of non-Bengali Muslims who migrated from India thirty years ago and settled in small communities outside of the cities of Dacca, Mohammadpur, Mirpur, and Adamjee Nagra. After the war for independence, the Beharis, who speak Behari and make up less than one percent of the 80 million people who inhabit Bangladesh, were

A BVS volunteer teaches a child how to read at Demra.



unable to adapt to Bengali culture. In an effort to provide relief, education, and better living conditions for this minority, BVS, with the support of OXFAM and CONCERN, introduced educational and skill training programs in the Behari relief communities. BVS, particularly concerned over the welfare of the more than 8,000 children under the age of 12 who had been denied educational opportunities and a healthy environment, enlisted young volunteers to live among the Beharis and aid them in self-help projects.

Several of the projects the young volunteers are implementing include:

- Providing educational activities for Behari children in an effort to upgrade their schooling; preparing them to enter the Bengali schools.
- Helping young Behari children adapt to working and living among local Bengali children.
- Providing sympathetic, understanding volunteers and staff to work with Behari leaders.
- Providing vocational training in masonry, blacksmithery, and motorcycle maintenance to give the Beharis skills and to instill in them a feeling of pride in their adopted country.
- Upgrading agricultural development within the Behari communities and the surrounding Bengali community so that Behari and Bengali farmers can work side-by-side without prejudice.

The Role of Young People

The Bangladesh Volunteer Service shares the goals of the new country: to help communities throughout Bangladesh develop and grow and in turn care for their inhabitants. BVS volunteers aid communities in attaining these objectives, whether it is by rebuilding war-damaged school buildings, sinking tube wells for sanitation, or working among the displaced, the homeless, and the minorities.

BVS volunteers respond to the needs of a community group and are sent where they are needed by the executive director. Currently 200 young people between the ages of 16 and 30 are committed to one full year of service in a project, although volunteers may reenlist for another full year or remain with the project as long as they are needed. These young volunteers, who comprise 98 percent of the BVS volunteer force, receive a small stipend during their service. Eighty-five percent of them are high school age, and fifteen percent are university age.

Since BVS is a relatively new organization, there are no concrete procedures for selection of volunteers. However, the following criteria were established by the executive director and his associates as preliminary guidelines for selection:

- Any young person who was involved in the early days of the organization—during the encampment in India—is contacted and invited to participate in similar projects, such as Demra or the Behari settlements.

- In 1973 BVS held its first short-term formal training program for approximately 150 young people, aged 16 to 26, throughout the country. These trained young people are contacted when a specific project arises, and are invited to serve.

- Community leaders can nominate outstanding young people to participate in local projects. These candidates are then screened, interviewed, and selected to be BVS volunteers.

Orientation

After the volunteers are selected, an orientation program is held at the BVS headquarters in Dacca. Newly recruited volunteers are introduced to one another and are oriented to the goals of BVS. Volunteers are then assigned to community projects on a regional basis, depending upon interest and ability. BVS volunteers help to orient new recruits, both during the orientation session and after the new volunteers arrive at the community projects. BVS staff, along with staff members of other international voluntary agencies, are responsible for on-the-job training after a new BVS volunteer arrives at the project site.

Regional Meetings

Quarterly regional meetings are held for all BVS volunteers and staff members in an effort to share information about specific projects, identify existing needs, update techniques, and encourage follow-up activities. These meetings cover a variety of topics and reaffirm BVS goals, which include: promoting public interest in and recognition of voluntary service in the communities; exploring new areas where volunteers can make a major contribution to the communities; supporting and exchanging ideas with other volunteers, both BVS recruits and international organization volunteers, to help strengthen attitudes, and help to clarify goals and objectives.

Staff Support

BVS staff members, who serve side-by-side in the communities with the volunteers, as do other staff from international voluntary organizations such as OXFAM and CONCERN, help to train and support the young BVS volunteers while they are working in the communities. Staff members assist the volunteers in meeting the goals established by the communities, such as assisting villagers in Khoksha to irrigate and cultivate 300 acres of wasteland. In this way the BVS volunteer is part of the community, working toward a development goal that will help the village and the nation.

Since its beginnings in the relief camps of India, the Bangladesh Volunteer Service has relied on the support of young people to help carry out its goals. By involving young people in direct service, BVS has demonstrated, through its relief work, that young Bengalis are the hope for an emerging nation's future. □

IT'S TIME FOR people involved in the international volunteer movement to reassess their thinking about the role of the secondary school student. Too often the scope and value of community service for secondary students are ignored by the educational institution and the social service agency alike. Even in large metropolitan areas, where the need for volunteers of all ages is great, agency personnel are often unaware of available student manpower resources and, unfortunately, it works in the reverse—high school students are unfamiliar with agencies' structures and clients' needs. An information sharing system, which collects data about school-related service programmes, would benefit both students and agency staff members, regardless of whether or not the programmes are student-organised or directly related to the secondary school curriculum.

In the U.S., ACTION's National Student Volunteer Program collects information about school-related service, whether run by students or as a component of the curriculum. In the United Kingdom, the International Voluntary Service, a branch of the *Service Civil International*, made, in 1968, the first survey of social service in the schools. For a time, the Community Service Volunteers (CSV) kept an up-to-date list. At present, no single organisation keeps a comprehensive list of school-related service programmes. In other European countries, national organisations that coordinate voluntary service are rarely informed about school-related service. In the developing countries, few national organisations even exist for coordinating volunteer schemes. As for the international scene, information services should be expanded to cover fact-finding on school and university service programmes in the more than 20 countries where such programmes are now known to exist.

Exchanging Information

Throughout the world, new ways should be developed to show teachers and administrators the value of school-related schemes. Monographs or articles on particular schemes are valuable in spreading ideas and widening the debate as to the best way to bring secondary students into the life of their community. The international coordinating organisations for voluntary service, and the media of the international youth organisations, could well follow the example of various national coordinating bodies in making known case studies of community service provided by students in particular secondary schools. Organisations in other countries might follow the example of the British organisations in preparing guides for young volunteers in particular fields, such as hospital service or tutoring projects, or evaluations of projects with a particular group, such as the elderly.

Organisations of returned volunteers might gather information on the role of volunteers abroad in , information on the role of volunteers abroad in developing school-related service programmes. The Council

What

An International Perspective on the Future of Service Programs for Secondary Students

DOROTHEA E. WOODS
Geneva, Switzerland

of Europe should be encouraged to make known the benefits of study-service to European Ministers of Education. The United Nations' Food and Agriculture Organisation's Action for Development, in its fact-finding about basic groups, should be encouraged to keep an eye open for interesting school-related community service schemes for secondary students. So far, UNESCO has not given serious attention to the educational value of a service component in secondary education. In 1974 UNESCO's International Conference on Education considered the relationship between school and work; within the next decade, it might be worthwhile to include on the conference agenda the question of how to organise and evaluate study-service; or alternatively, Ministers of Education might put the question on the agendas of their conferences.

Returned Volunteers

New ways of channeling energy have been built up by means of organisations of returned volunteers, coalitions, and other mechanisms, so that criticism of "band-aid service" has been largely replaced by a thoughtful acceptance of the strengths and limitations of service and its links with other forms of education, service, and action. Service organisers and host institutions are learning to avoid giving young people assignments in which they do little more than plug the gaps in official welfare

Next?

Dorothea E. Woods, a noted consultant in international voluntarism, has written a comprehensive report on secondary students and voluntary service. In the excerpt below, Dr. Woods looks to the future needs of student volunteer community service programs in terms of country-to-country information exchange, training, and resource sharing.

services. With increased practice and knowledge, the grouping of service opportunities according to the age and experience of young participants has become more common than in the past.

The conference of the International Secretariat for Volunteer Service (ISVS) in 1974 on "New Patterns of Community Service" encouraged the holding of an international meeting of organisers of study-service. ISVS has had two such regional meetings; and the Indonesia Board for Volunteer Service (BUTSI), with UNICEF aid, has had an international meetings on university study-service schemes. Similar meetings and training and field trips will be needed in other parts of the world in order to give organisers of service for secondary students an opportunity to exchange ideas.

Training Student Volunteers

The quality of preparation of volunteers for service is improving gradually. Youth and student organisations are developing a more flexible approach which permits young volunteers to choose between comprehensive long-term preparation for a field of service or in-service training for a particular job at hand. When service is a component of secondary school courses, the learning which leads to better service is made possible through supervision, class discussion of problems, and observation of alternative solutions.

Training for the organisers of volunteers is, for the most part, at an experimental stage. Increasingly institutions such as hospitals and schools are appointing organisers of volunteers. These organisers are usually either experienced administrators who have to learn about volunteers, or experienced volunteers who have to learn administration. Schools of social work are beginning to include volunteer administration in their curriculums, and a few courses in hospital administration deal specifically with the volunteer.

By various means, the values of study-service are being made known to teacher trainees. The experiments of the Young Women's Christian Association (YWCA) in Ghana show the effectiveness of cooperation between youth movements and teacher training students in the development of new service programmes. The Boy Scouts of Costa Rica have been instrumental in introducing a scouting course into university education courses so that future teachers might also be future scout masters who are knowledgeable about community development.

Teacher Training

Some teachers colleges in the United Kingdom include the theory and practice of study-service in their teacher-training; and some student-teachers ask to be assigned to schools with community service programmes so that they can learn about service through observation or even participation in ongoing schemes. International associations of teachers, such as the World Federation of Organisers of the Teaching Profession, might be willing to explore in their meetings and periodicals the value of such teacher-training. Colleges that prepare students for youth and community work have been encouraged to accept this aspect of youth work as part of their professional training schemes.

The United Kingdom's National Youth Bureau has set up a Young Volunteer Resources Unit which has been working with about 250 organisers of young volunteers. These organisers are employed full or part-time by voluntary or statutory agencies as coordinators for volunteer work by young people in a particular locality. The Volunteer Resources Unit aims to reduce their isolation and lack of professional contact by holding regional quarterly meetings on such themes as common problems of volunteers in hospitals, working with schools which furnish volunteers, preventing the exploitation of young volunteers, and project planning. The staff of the Unit visits young volunteer organisers, keeps an up-to-date address list, produces a bulletin on experiences and resources, and works to increase the awareness of people in allied professions.

Professional associations and local authorities have been urged to recognise the professional status of young volunteer organisers and to provide resources for them.

Increasingly, secondary students have a role in the evaluation of their own service experiences. Project

Some International, National, and Local Organisations with Volunteer Opportunities for Secondary Students

Bangladesh—Bangladesh Voluntary Service Corps—teaching and rural development

Bolivia—Association of Peasants for Community Development—community development

Brazil—Movement of Voluntary Organisations for Improving Slum Conditions—slum improvement projects

Denmark—*Mellemfolkeligt Samvirke*—one department works with the mentally and physically handicapped; introduced the "Handicamp" into the European workcamp system.

France—*Le Quart Monde*—students and European professionals work in teams to organise slum dwellers for self-help projects; two years of residence in a slum area is required.

Germany—*Aktionsgemeinschaft Dienst für den Frieden*—15 affiliates work with the aged, slum dwellers, physically and mentally handicapped, and foreign laborers.

Hungary—National Council of Hungarian Youth—student brigades perform construction work in less developed areas of Hungary.

Italy—*Movimento Emmaus*—relief and rehabilitation for gypsies, vagrants, alcoholics

Switzerland—*Aktion 7*—coordinates youth service to residents of poor mountain villages.

United Kingdom—Community Service Volunteers—community organising, social welfare work
Conservation Corps—ecology and conservation projects

Yugoslavia—Institute of Health Education—students work in health education, hygiene, sanitation in less developed areas of Yugoslavia.

Zaire—Youth Section/Popular Movement for the Revolution (JMFR)—gardening, raising livestock to make Kinshasa self-sufficient in food production.

Based upon data from Helmut Weyers, United Nations Volunteers, and Dorothea Woods, Geneva, Switzerland.

Some Government-Sponsored Opportunities for Secondary Students

China—Students and Rural Production, Ministry of Education—improving farming and factory techniques

Cuba—Schools to the Countryside, Ministry of Education—literacy teaching

El Salvador—Diversified Student Service of the National Youth Movement—recruits volunteers from secondary and vocational schools for community development and work in social service agencies.

Ethiopia—Development through Cooperation, Ministry of Development Planning—hygiene; assist younger children with their school work.

Guinea—Literacy Teaching, Ministry of Education—literacy teaching

Panama—*Movimiento de la Juventud Panamena, Instituto de Cultura y Deportes*—community development camps

Philippines—Youth Civic Action Programme, Ministry of Education—environmental sanitation, intensive food production, literacy, recreation

Somalia—National Campaign for Developing Rural Areas, Ministry of Education—literacy teaching and health care

Based upon data from Dorothea Woods, Geneva, Switzerland.

Some Secondary Student Associations and School-Sponsored Programs

Panama—*Colegio Javer's Servicio Social Javeriano*—agriculture, education, and health

Philippines—Social Action Centers at St. Paul's School, La Concordia School, St. Scholastica School—hygiene and nutrition education, teaching

Tanzania—Tabora Girl's School—literacy teaching

United Kingdom—Warsted School—Aid for Disabled Project

Western Samoa—Channel College Volunteer Farm—village boys learn farming and encourage neighbors to improve their strains of livestock

Zambia—Kasama Girl's Secondary School (Practical Humanism course)—health, literacy

Based upon data from Dorothea Woods, Geneva, Switzerland.

supervisors are usually provided with a single evaluation form; and teacher-supervisors, through observation and interview, have a role in evaluating student achievement and agency aptness. The educators who recommend the awarding of credit do so in the belief that some of the basic objectives of academic learning in certain fields can be met through community service.

Research Undertaken

Several national studies reveal innovative volunteer service. Recent research undertaken for the United Kingdom's Community Service Volunteers reveals that for long-term, full-time volunteers, three weeks after starting an assignment is the best time for organisational support and for reviewing and modifying project proposals. In another study, the CSV sent a questionnaire to all volunteers working on projects with children. It was discovered that volunteers felt uncomfortable when placed in positions of authority similar to those of regular staff members. They preferred to work on specific projects in an extra-staff capacity. As an experiment, three children's homes have agreed to give volunteers special tasks, such as starting an adventure playground, caring for disturbed children, or enlisting community residents as volunteers.

Youth as Project Administrators

In many places young people are saying, "Give us the resources and let us get on with the job." In Britain, youth and their organisations have pressed the government to put less money into new buildings for youth clubs and more money into service projects administered by young people. They argue that it is better to acquire and convert existing large houses at specific places into service centers for community projects. They believe that it is better to contact youth on a local basis, rather than to attract them to a central place. They urge the government to support non-statutory groups as well as recognised organisations. In the United States, Federal funds have been found for Youth Organizations United (YOU), a coalition of youth groups in urban slum areas. YOU supports youth-inspired projects in community development. In Canada, national churches grant seed money for projects administered by young people. The funds of the United Nations Volunteers could be a source of support for developing projects administered by young people and school-related service in third world countries.

The main push for the expansion of service opportunities for youth is likely to come from youth organisations and former volunteers, from educators anxious to link theoretical and practical studies, and from governments striving to achieve social and economic development. The value of bringing young people into the social services and into community development has been so evident that some advocates insist that the real problem for the future of the voluntary service

movement is how to give hundreds of thousands of youth the opportunity to serve.

One of the characteristics of governmental expansion of service opportunities is the constant debate about whether service for so many should be optional or obligatory. In several countries of the developing world, all secondary students must serve in the rural areas. In most countries, the government cannot afford a compulsory scheme.

In industrialised countries, a few youth organisations—political and ecological and civic—have advocated service for all youth for at least one year, either in place of military service or in addition to military service. Most have been considering a post-school year of service rather than school-related service. In my opinion, they would do well to consider the merits of optional school-related service, which can go a long way to link school and society, school and work, school and meaningful learning.

The obstacles in the way of school-initiated services in the community are not primarily financial. Rather the obstacles are lack of trained personnel for organising and supervising service and the difficulty of introducing new ways of learning into examination-backed schedules. Service during school hours has the great advantage of attracting the skill and energy of students who otherwise would never think of volunteering and who cannot give up their after-school jobs in order to participate. Schools can more easily insure a sustained effort over the years, while the leaders of student service associations come and go in rapid succession.

International Support Needed

While new forms of cooperation between school-related service and other forms of voluntary service for youth are being developed locally and nationally, the international means for gathering and disseminating information, for exchanging experiences and expertise, and for a joint approach to the United Nations, does not as yet exist.

Since 1972, the Coordinating Committee for International Voluntary Service has had a mandate to promote cooperation among the organisers of school-related voluntary service; and some 20 organisers of volunteers under 18 years of age are among its affiliates. It would seem to be more effective to use this existing framework for developing school-related study-service than to set up a new organisation, although UNESCO itself, if pressed by the developing countries, might be willing to have a programme on school-related study-service comparable to the programme it has just started on university-related study-service. A full-time staff member, a budget for studies and meetings, and some seed money for pilot projects carried out by national and local groups could help the Coordinating Committee to give an impetus to the expansion of youth-propelled study-service in secondary schools around the world. □

Who is the volunteer and who are the school pupils? C.V. volunteer Jeannie Truell (far left), a recent graduate, works with Aranui High School pupils in devising theatrical movements.



NEW ZEALAND HAS a small relatively homogeneous population of under three million people, most of whom are of British descent. Consisting of two islands in the South Pacific, it has a small but important Polynesian population, most of whom now live on the North Island, which has the capital city of Wellington. New Zealand's educational system is a product of a small, colonial society. Geared to one mainstream culture, it has been a traditional system in which teaching and learning are regarded as classroom activities. School attendance is compulsory through the age of 15.

School Certificate Exams

New Zealand's school system revolves around national examinations, particularly the hurdle of the "school certificate" examination which is required for many jobs. Recently the school certificate exam has been modified, and it is increasingly being assessed by individual schools rather than central graders, but it remains a major hurdle which approximately 50 percent of 15-year-olds fail each year.

In recent years, teachers have challenged the worth of examinations, students have challenged the relevance of classroom lessons, and parents have challenged the relationships of schools with their communities. The previous Labour Government (1972-1975) launched a large programme of public involvement in the educational system, which resulted in a number of new ideas, some of which are now being put into practice. In this climate, the value of student and school community volunteerism has gained greater acceptance.

Community Volunteers, New Zealand's domestic volunteer organisation, is the product of a number of social reforms of the late 1960's and early 1970's. Legislators thought that community service could offer an alternative to compulsory military service. Activists against the Vietnam war or rugby tours to South Africa began to question the value of marching in the streets, and to look at community action projects as an area for expressing their convictions and social concerns. Returned volunteers from New Zealand's overseas volunteer service began to draw parallels between overseas development needs and social problems at home.

The New Zealand University Students Association commissioned a feasibility study of a domestic volunteer

scheme. As a result, a founding conference was held, and Community Volunteers incorporated in 1972. The government agreed to support Community Volunteers through its Social Welfare Department.

The new organisation was set up to help explore new approaches to welfare services and to see if volunteers could help provide services to people in the community, thereby reducing the need for costly institutions such as psychiatric hospitals and prisons. Community Volunteers began with the support and membership of a wide range of people already actively involved in different areas of community work. The new organisation developed gradually, and its successes and failures are beginning to be woven into an organisational philosophy.

The meaning of volunteerism and the role of the volunteer are issues which are fundamental to the philosophy of the organisation. Given the premise that every person has something worthwhile to contribute to his or her community, C.V. at first tried to set up work assignments for a wide range of people. In some cases this resulted in too much concern for the needs of the volunteers and not enough attention to the special needs of the communities.

C.V.'s philosophy of the role of the volunteer is that someone who is not paid to do a job, and whose career advancement is not at stake, is freer to relate to people as an individual, without playing a professional role. The basic philosophy is that a volunteer, who receives a low subsistence allowance (about \$30 per week), is someone without any financial interests who has a unique contribution to make to his or her community.

A third tenet of C.V.'s organisational philosophy is that all people have a right to share in making decisions that shape their lives. C.V.'s policy is to leave as many decisions as possible in the hands of working volunteers and to administer them through a decentralized, regional structure. The role of the national committee and staff is to coordinate and respond to decisions made in different parts of the country.

Despite the relatively homogeneous nature of the population, the unifying influence of a strong, central government, and a centralized educational system, New Zealand communities and schools have noticeable regional differences. The story of volunteer work in the educational field in New Zealand is a story of different

New Zealand's Community Volunteers Help Secondary Students to Meet Local Needs

RICHARD NORMAN
Wellington, New Zealand

regional initiatives. The New Zealand experience of volunteer work by school pupils in the community, and of community volunteers in the schools who help organise pupils for community projects, is scattered throughout the country. It is helped by particular teachers in some places, by strong C.V. branches in others, or by support from local communities.

Secondary schools throughout New Zealand, known as "colleges" or "high schools", reflect these regional differences. Schools in the more established urban areas, or in rapidly changing central city areas, are different from schools in new cities. The kind of volunteer work done by pupils at Porirua College in Porirua, for instance, is different from that done by pupils at high schools in Wellington and Lower Hutt, at Aranui High School in Christchurch, or at Hillary College in Auckland's Maori suburb of Otara.

One of the most struggling branches of Community Volunteers is in Porirua, about 15 miles north of Wellington. Porirua is the creation of the central government's housing programme, built in the 1950's and 1960's to take care of part of the politically embarrassing waiting list for housing. In the rush to build large numbers of houses, successive governments neglected community facilities, and Porirua grew out of farmland into a dormitory suburb for people who commuted to work in Wellington.

Media coverage and numerous sociological studies highlighted Porirua as a "problem area" in need of special help. While the government was considering what action to take, one of the local secondary schools decided to try its own form of community action. Clare Nolan, a C.V. volunteer and a graduate of Porirua College, worked with teachers to develop a programme to involve College pupils in the community.

Fourth form pupils, mainly fourteen-year-olds who are still a year away from the pressures of the school certificate examination, were encouraged to work in a number of different projects in the nearby community during school hours. These projects ranged from building an adventure playground in the middle of a new and particularly barren housing development, to helping children at primary schools learn to read, to helping to look after young children at neighbourhood *creches* (day care centers).

Other volunteers in the area helped the College project. One, who divided her time between a "pop-in" centre at a shopping mall and a newly opened health centre, enlisted College pupils to look after the children of mothers who attended classes at the health centre two mornings a week. While much of the initiative for the school programme came from committed teachers at Porirua College, C.V. helped to find community volunteers to organise and administer it.

Porirua College pupils also painted bright cheerful murals on vandalised bus shelters. They helped a C.V. volunteer who worked at the Porirua Youth House, a drop-in centre for young people, repair the building after it had been smashed up in late night brawls.

Teachers at Porirua College say that they have noticed shy children grow in confidence as they have worked on real projects outside the school. The project has enabled pupils who might otherwise be considered "slow" to develop and mature socially through responsible work outside the classroom.

Between 1974 and 1976, Wellington's Community Volunteers' organiser, Tina Reid, helped set up different volunteer projects in a number of different schools in Wellington city and Lower Hutt city. A former social worker, Tina started from scratch in the field of education, a field in which local residents and teachers had expressed a need for volunteers.

Work Experience Programs

One or two schools in the Wellington area had various work experience programmes in which students were scattered around the city at different work places during school hours in order to give them an idea of future employment opportunities. The administration of these out-of-school programmes was burdensome to the teachers, who expressed an interest in volunteer help. Tina Reid followed up on this request, and tried to match the teachers' needs with young people who volunteered. Because these young volunteers were very close in age to the pupils they worked with, the teachers felt that their rapport with the pupils would be good.

By the end of 1975, volunteers were working in a number of schools in Wellington and Lower Hutt on an experimental basis. The experiment clarified several needs if volunteers were to contribute to schools or to

help school pupils relate to their communities. First, there was a need for greater clarity on the part of school personnel as to what they expected from a volunteer. Second, a C.V. organiser would need to screen carefully, for skills and limitations, the young people who volunteered to work in the schools. Third, volunteers needed some form of training or orientation to the school situation. This orientation was provided by a teacher, whom C.V. called a "craftsperson", and additional on-the-job support was offered by the C.V. coordinator and other volunteers in the area. On the basis of the 1975 experiment, Community Volunteers in Wellington placed eight of its 27 volunteers in schools during the 1976 academic year.

Wellington High School has an experimental, three-year course for pupils with learning difficulties. The course has a number of community service projects. First-year pupils tend gardens or clean windows of elderly residents. Second-year pupils work with the blind or the mentally handicapped. The school hopes that this programme will serve as a model for other schools because it offers a special environment for children who might otherwise be classified as failures, and it offers opportunities to young volunteers, who can help to organise and administer the programme by placing and supervising pupils in the community.

Christchurch Gathering

So far, the most ambitious venture of Community Volunteers in the area of linking schools and volunteers has been the holding of a week-long "Gathering" at a Christchurch secondary school to highlight the work in other schools around the country and to point out some new directions for New Zealand youth. Community Volunteers' first director, Tim Dyce, wanted to find out if a one-week programme could illustrate the theory that children can both learn from and contribute to the community if they are freed from classroom learning.

Using links in the community of Aranui established by C.V. volunteer George Revelly, Tim Dyce approached the headmaster of the high school about the possibility of a week in which pupils would be released from classes to participate in a range of new experiences while at the same time volunteers from around New Zealand would have a training experience. Dyce said that the role of C.V. would be that of a resource—the initiative would have to come from the local community and from the school.

The headmaster liked the idea, and during 1975 members of the Christchurch branch of C.V. planned the programme with members of the Aranui community and teachers at the high school. The planning required a delicate balance between too much organisation, which might stifle the initiative of the children, and too little organisation, which might result in wasted time. Planning was needed to prepare social welfare agencies for visits from school children; to reserve the square in



In the central square of Christchurch, pupils of Aranui High School put on a mime show for community residents on the final day of the Gathering, a programme which released pupils from class to learn about their community.

the centre of Christchurch; and to arrange transportation for getting the children from the school to various points around the city.

The Gathering began with about 20 volunteers, the teachers, who left later to look after other classes, and 100 fourth form children who were not sure what to expect. This programme was new, and had never been attempted on this scale anywhere in New Zealand. Teachers stayed in the background while the children teamed up with volunteers who took them to visit a psychiatric hospital, a home for the mentally handicapped, a polluted river, the city rubbish dump, or to work on a contest to redesign a hazardous shopping centre.

Reactions Vary

The reactions of the children to these different experiences varied. Some were bemused by the lack of routine and the freedom from homework. Others thrived and developed from the change of pace. One teacher described to C.V. afterwards how "one youngster who was quiet and totally withdrawn for 18 months came bubbling out of his shell after having talked to 'different' people more shy than himself." Children discovered that, in talking to handicapped children or elderly people, they could achieve something by caring for them. The teachers said that a number of children who were underachievers in the classroom came to life on a conservation project or in conversation with mentally retarded children.

The final day of the Gathering was the climax of the entire week. In the central square of Christchurch the children, who were from a relatively deprived area of the city, exhibited a number of displays and put on dances and mime shows to explain to the people of

Christchurch what they had learned from a week out of the classroom. On this day, the children were the centre of attention, not as a "social problem" but as a group who had been working in the community all week. This boosted their confidence.

There were other achievements from the Gathering. The group that went to look at the polluted river found that a factory was pouring its waste products into the river and reported this to the local water board, which took immediate action. For volunteers, the week had been a unique training experience. They were involved with the school, with different welfare agencies, and with each other as they talked over experiences each evening. Students at the Teachers Training College who were involved in the Gathering were exposed to a new style of education—experiential learning in action. The Parent Teachers Association of Aranui High School has become more actively involved with the school, and projects similar to those of the Gathering have been continued on a smaller scale.

A Sense of Community

In the industrial city of Auckland, the greatest community need is the encouragement of a sense of community in the sprawling suburbs. Auckland has sprawled north, south, and west at a rate of growth which far exceeds any other part of New Zealand. Thousands of acres of what used to be rolling farmland are covered with housing tracts which have few community facilities and little to distinguish one housing development from another. Most volunteers in Auckland work with newly established community centres or citizens advice bureaus.

One such community centre originated in an unusual community studies programme at Hillary College, a local secondary school in the suburb of Otara in South Auckland, where vandalism and shoplifting by young people is not uncommon. Similar to Porirua, Otara has thousands of low-cost public housing developments for low-income families. The people of Otara are mainly Maoris or Pacific Islanders.

In 1973 a fourth form class (equivalent to ninth grade) at Hillary College in Otara began to look at the social needs of their suburb. Their teacher helped the class to devise a programme of surveys and a study of town planning and local government. The pupils developed the idea that what Otara needed most was a centrally situated recreation centre, which could serve as a place to hold indoor sports, a drop-in centre, and a focus for a wide range of community cultural activities. They promoted the idea in the local media and talked to a number of community groups.

The idea caught the imagination of a number of local people. It received nationwide media coverage and the support of central government legislators, who offered a generous subsidy if the community would raise some of the necessary funds. The community moved behind

the project and raised enough money so that the community centre, called "*Te Puke O Tara*", a Maori name, opened in 1976.

The centre's manager is Warren Lindberg, a former teacher at Hillary College and one of Auckland's Community Volunteers coordinators. His salary is paid by the Education Department, which recognises the value of a free, multi-purpose community centre in an area like Otara, where school pupils find classroom walls constricting and prefer to learn in the community.

Experimental Stage

In New Zealand, the use of community volunteers to help organise secondary students for community service projects is at an experimental stage, as is the role of school pupils as volunteers in the community. Community Volunteers is by no means the only organisation trying to develop community service as an integral part of the educational system. Teachers, Education Department officials, local communities, and voluntary agencies such as the Y.M.C.A. have all been trying to introduce community service as a school-related activity, on the theory that traditional schools isolate children from society, channel their learning in narrow academic ways, and cut them off from much valuable real life experience.

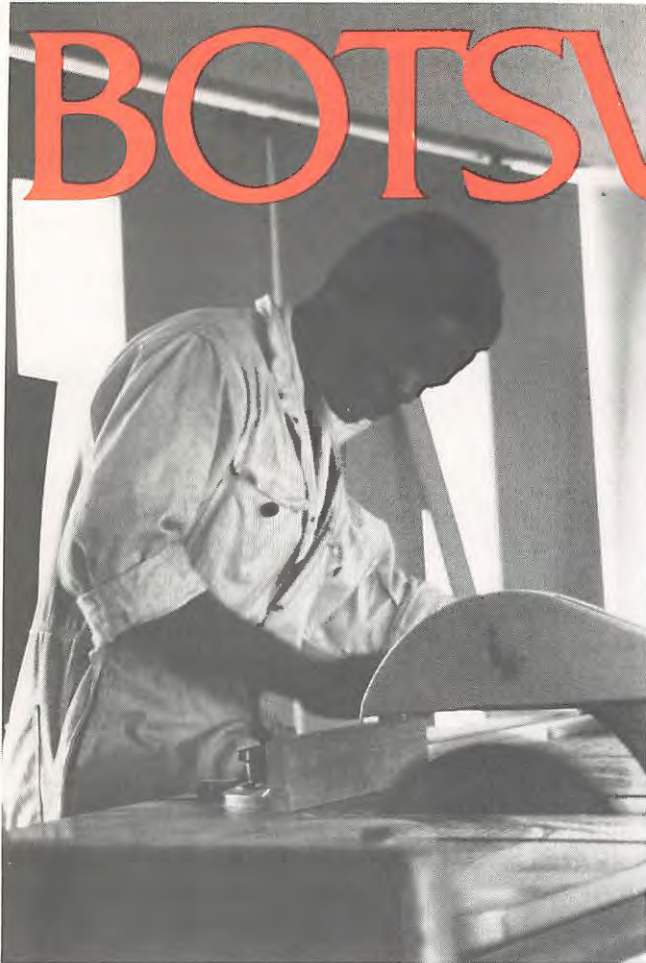
Community Volunteers has accepted the idea that working with schools is a vital effort needed to respond to the real needs of New Zealand communities. For pupils, the experience of volunteering at a community centre or at a hospital provides an educational experience, and many C.V. volunteers who help to organise out-of-class activities in social welfare agencies view their work first as an educational experience for the children and second as a contribution to the community.

Future Plans

In the future, it might be possible to build student volunteer service into formal training programmes, such as those offered in New Zealand's universities. In some fields, such as social work, a practicum or field experience is already required of master's degree candidates at universities.

Another key area that Community Volunteers hopes to open up in the future is that of deploying salaried people, such as teachers or business people, to work in the community to meet the needs of low-income New Zealanders. There is a great need for volunteers, and the number who can afford to live on \$30 per week—usually young and single—does not meet the demand. If the Education Department accepts the idea, a number of secondary school teachers would have the chance to step outside their school routine to experience life in the communities from which their pupils come. After they returned to the classroom, they would be better able to make their instructional activities more relevant to the special backgrounds of their pupils. □

BOTSWANA'S



Some carpentry brigades have modern machinery and workshops like this one in east Botswana.

RONALD H. KUKLER
Senior Technical Education Officer
Ministry of Education
Gaborone, Botswana

Trainees of a textiles brigade in Palapye learn how to operate a sewing machine.



SINCE ITS INCEPTION twelve years ago, Botswana's brigade movement has enabled large numbers of youth to acquire marketable skills, to find gainful employment upon completion of their training, and to contribute to the development goals of their country. The goals of Botswana's brigade movement are: (1) to provide vocational training for primary school leavers who are outside the formal education system; (2) to offer decentralized training opportunities responsive to the development needs of local areas; (3) to make vocational training for youth financially self-supporting by combining training and production-for-profit operations; and (4) to instill development-oriented values, attitudes, and skills in trainees.

A South African timber and cattle country approximately the size of Texas, Botswana gained its independence from Great Britain in 1966. Yet, even before then, people concerned with national development were examining ways in which the emerging nation could develop a reservoir of skilled manpower, especially bricklayers, carpenters, welders, electricians, and plumbers.

The first youth brigade was designed in 1965 by Patrick van Rensburg, then principal of Swaneng Hill Secondary School in Serowe. He and his staff agreed that traditional curricula did not offer the kind of skills needed for Botswana to modernize. To compound the problem, large numbers of unskilled youngsters were leaving the formal education system at ages 12 and 13 with no marketable skills.

The brigade movement, modeled after Ghana's Workers' Brigades, was based on the concept of inten-

A welders brigade in Mahalapye in east Botswana at work on a project.



BRIGADES

Alternative Education and Development

sive training of small groups of young people in a single building trade. It began in Serowe with the builders brigade. By the close of 1968 there were nine youth brigades throughout Botswana, including the Serowe textile workshop for girls, the Serowe farmers brigade, a leathercraft workshop at Mochudi, and a handicraft project specializing in sisal hemp weaving at Lobatse.

In 1969 a Presidential directive established the National Brigade Coordinating Committee, thereby demonstrating government commitment to the principle of on-the-job training for youth. Members of the Committee are representatives of brigade centers and government departments, and the Committee's Secretary is a full-time officer of the Ministry of Education. The Committee's role is that of liaison with the Ministry of Education, overall policy-making, and administrative support of the brigade centers, which are legally autonomous units. The Committee also helps to find funding from public and private sources, such as the World Bank, the Swedish International Development Agency, the British government, and church groups, for individual brigade centers.

Today there are 14 brigade centers, involving over 2,000 young people in various training programmes and production activities throughout Botswana. In a carpentry brigade, for example, production activities may range from building roofing trusses, outhouses, or coffins to construction of tables and cabinets. Although each brigade center has different objectives, they all share similar decision-making procedures and overall goals. Each center emphasizes training for employment

(where no employment opportunities exist, the brigades have created them), practical work by trainees to defray the cost of training, research and innovation, and the involvement of the local community in brigade center administration.

Local community leaders—tribal chiefs, district officers, ministers, and/or local secondary school headmasters—make up a board of trustees which is responsible for the financial administration, staffing, and future planning of "their" brigade center. The center itself, an autonomous, working/teaching unit, relies on the sale of its products to finance its activities.

The board of trustees appoints a full-time coordinator for the center, who directs both training and commercial activities. The coordinator is responsible for the welfare of his trainees. He hires instructors who teach trade theory several hours a week and supervise all production work done by trainees. Academic subjects, such as mathematics, English, and development studies, are usually taught by a volunteer teacher from a nearby secondary school.

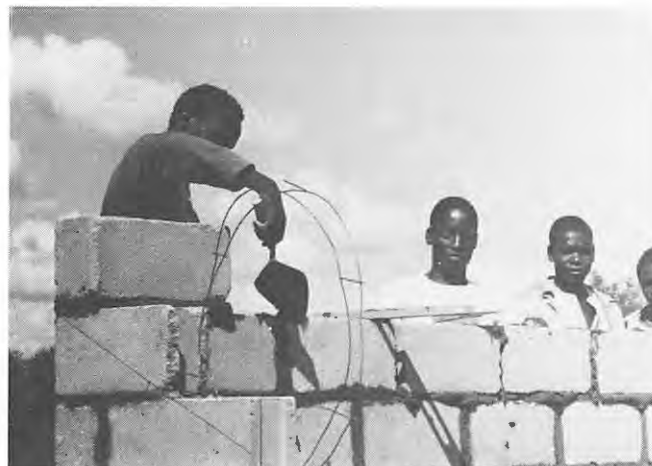
Brigade training for builders, carpenters, mechanic fitters, electricians, and plumbers lasts for three years and leads to a government proficiency exam and subsequent licensing. For textile workers and farmers, two years has proved sufficient.

The government of Botswana has supported the brigade movement by helping to find external sources of funding, providing subsidies of instructors' salaries, and developing suitable curriculum materials through the Ministry of Education. □

Members of the Tonota builders brigade construct their own warehouse.



On-the-job training for members of a builders brigade in Tonota, northeast Botswana.





English student volunteers help to build an adventure playground in London.

English Youth as Volunteers:

IN 1976 THE VOLUNTEER Centre of Great Britain commissioned Mog Ball, a former teacher, to investigate the reasons why young Britons volunteer to serve people less advantaged than themselves. What do they look for in a volunteer placement? What keeps them there? How do they view themselves during their experience? How can volunteer project organizers, teachers, and adults who are involved in placing young people in the community better support them?

For six months Mog Ball interviewed a variety of people: young volunteers from low-income families who ranged in age from 13 to 20, volunteer organizers (adult coordinators), agency staff members responsible for supervising young volunteers, school teachers, and the recipients of volunteer services—the institutionalized elderly, young children with learning disabilities, mentally handicapped children, ward patients in hospitals, and patients in psychiatric hospitals.

The published findings revealed that young English volunteers, who are still in school, complained of lack of support, of restrictive volunteer placements, of not enough responsibility and variety. Yet they expressed delight at being treated as adults, and at strengthened self-images and the rewards of forming friendships with people different from themselves. *Synergist* has excerpted below from the conclusion of Ms. Ball's 60-page survey of *Young People as Volunteers*.*

*To order, send \$2 to: The Volunteer Centre, 29 Lower King's Road, Berkhamsted, Herts HP4 2AB, England.

My investigation into why young Britons choose to participate in volunteer experiences began by an examination of the motives behind their participation. It soon became apparent that motivation was closely tied to the individual needs of the young person. All the young people indicated a need to be with friends who shared common interests; to make a visible contribution to a project; to be able to explore career opportunities; and to maintain a positive self-image.

Yet, during the course of my interviewing, a question arose: "Are these the needs which young people feel or are they defined by adult organisers?"

Some needs were articulated by the young volunteer, especially when questioned about what originally motivated him to volunteer, or why a particular type of recruiting appeal attracted him. Later the needs were created by circumstances surrounding the experience, the impact of it on him, and the support he required during the experience. So it would seem that, unless the needs of young people are known by those adults who place them in volunteer experiences, finding a satisfactory volunteer experience for young people will merely be a matter of chance. Yet in many instances, adults responsible for organising or placing volunteers paid little or no attention to these needs.

More Time Needed

Many organisers and teachers admitted that they simply did not have the time to devote to prospective young volunteers and subsequently found that large numbers of young people dropped out of volunteer projects because of a lack of satisfaction stemming from insensitive handling. In projects where staff members de-

"This young female volunteer went over to an old man in a pensioner's home and sat down opposite him. No words passed between them. A game of draughts was set out and the girl opened the box and they began to play. For five weeks I watched that pair play draughts without a word being exchanged. One week she was off, and that old man cried his eyes out."

The Results of a 1976 Survey

voted time to careful interviewing and placement, according to individual needs, the attrition rate declined dramatically. A simple rule emerged: "To each volunteer a job which best suits his or her needs." One of these groups was entirely organised and financed by the young volunteers themselves; others made intelligent use of young Britons by placing them in supporting and/or leadership roles.

Increased Resources

One conclusion that might be drawn from this is that greatly increased resources should be made available to volunteer projects in the United Kingdom—both school related and non-school related—in order for practi-

munity service teachers favour this approach—teachers because of the trend towards the development of school-community links; organisers because the movement in recent years has been away from the "Lady Bountiful" type of voluntarism to the encouragement of self-help in communities. Still others prefer the more traditional approach, that of placing volunteers where they are most needed.

One social worker, when questioned on this point, thought that in the matter of choosing a placement the decision should be made by the young person, which brings us once again to the individual needs of the young volunteer. And there is another consideration: small may be beautiful, but it is also apt to be parochial.

"When we were doing an environmental project over the weekend, I said to one of the volunteers, 'What made you give up your weekend to come?' And he said, 'Look at this town. I don't want to live in it like this. If I can spend a weekend cleaning it up a bit, it'll make me and the whole town feel better.'"

tioners working with young people to be able to devote the time necessary to carry out careful and sensitive interviewing and placement.

Because resources *are* scarce, some organisers chose to place young volunteers in a limited geographical area. On this subject opinions are particularly polarised. Should the work be carried out in a limited area, using young Britons who live there—known as the neighbourhood approach?

An alternative to the neighbourhood approach is the community-work approach, in which all the people in the neighbourhood help out. Many organisers and com-

Not every neighbourhood has an old people's home, a psychiatric hospital, or a school for mentally retarded children. The neighbourhood approach can also be limiting, as a young volunteer is not exposed to the needs of people outside of his or her neighbourhood, and this exposure helps to shape individual values.

Different Experiences

An answer to this dilemma slowly emerged during the course of this survey. Young volunteers can come from one area—though this might have to include those who go to school there—but they do not necessarily have to

do their volunteer work there. This suggestion is made not because some young Britons are motivated toward volunteer experience out of a need to get away from the familiar, nor is it made out of a personal disagreement with the community-work ethic. Community or neighbourhood self-reliance is fine, but it is best when it is in context. Young people need to see themselves in perspective; to look at themselves, their neighbours, and their communities not just from another angle, but from the vantage point offered by knowledge of people with different experiences and lifestyles.

What Makes an Experience Successful?

Successful volunteer experiences for youth seemed to depend upon attention to details: to job specifications, to relationships between the volunteers and the staff, to supervision and support. If the organiser had the time to find a placement for a young person which suited his personal needs, challenged his personal abilities,

“Community service only works if you have got a close personal relationship between the people who are organising it and the pupils who participate.”

and offered personal support, English youth viewed their experiences as successful. Inattention to these details aroused the usual consumer reaction—“If you don’t like the goods, you don’t buy them”—and dissatisfied young Britons dropped out.

This also seemed to hold true for students involved in community service as part of their school work. I found that compulsory community service was enjoyable and satisfying to the student when the teacher paid attention to details, was able to offer careful and sensitive placement, and was able to help the student understand his experience. Yet even in those schools where a teacher had full-time responsibility for organising community service work, problems arose. There were just too few resources, i.e., time and money, designated for the development of satisfactory community service commitments for young Britons.

Sense of Responsibility

The degree to which young people themselves are involved in running a volunteer project or in making decisions seems to have a direct bearing on the degree to which a volunteer experience is viewed as successful.

One organiser involved young people in the decision-making as well as in the service. Another successful group, which had no paid organiser, was run by a council of young people responsible for all decision-making, implementation, and direct service.

Where young people ran the organisation or worked closely with the organiser in making decisions that directly affected their service, they maintained a spirit of

commitment and a quality of steady, consistent volunteer effort, even though one generation of volunteers took over from another.

What About the Client?

If a young person is able to undertake a volunteer experience and perform a service which satisfies his needs, if the experience allows for personal growth, it seems to follow that his experience is of equal satisfaction and service to the client. Attention to the volunteer’s needs does not mean that the client suffers. Good job-matching will mean that both are satisfied.

There is no doubt that matching young people to volunteer experiences that meet their needs is hard work, and in many respects adult volunteers would be easier to field. So why use young people in volunteer projects at all?

During my survey I found that volunteer organisers needed a greater number of volunteers and actually en-

joyed working with young people. I also found that young people want to volunteer, and if more attention were paid to their needs, a greater number would become involved.

Above all, the opportunities which this experience offers for personal development, understanding and relating to others, taking risks, and surviving, are all desirable contributions to the maturing of young people. They need a chance to learn about themselves and the people they serve. These reasons justify the concentration on their needs that has been recommended. □

NEW INTERNATIONAL JOURNAL ON VOLUNTEERISM

Aspects, the international journal of volunteer service, is ACTION’s new quarterly designed “to promote the discussion of both philosophy and practice” of volunteer projects. Edited in London by Mog and Colin Ball, *Aspects* is published in three languages: English, French, and Spanish.

Contributors to the first issue include Tom Reed on “New Roles for Ex-Volunteers,” P.T. Kuriakose on “Development and Youth Work: An Indian Point of View,” Mamoon-al-Rasheed on “Cultural Exchange,” and Vartkes Yeghiayan on “Technical Assistance Cooperation.”

To be added to the mailing list write to: The Office of Special Affairs, ACTION, Washington, D.C. 20525. *Aspects* is available free of charge.

Guest Speaker

Richard Graham

(Continued from inside front)

people think about themselves and their society. It is based on research I conducted for the "Life Outcomes Project" funded by the Rockefeller Foundation and the National Institute of Education, and on human development research at the Center for Moral Development and Education of Harvard's School of Education. It looks also to the mass of data I studied in compiling "Youth and Experiential Learning," a chapter in *The Seventy-Fourth Yearbook of the National Society for the Study of Education*. This material included research and evaluation then available on vocational education and on programs of work, study, and service sponsored by the public, private, and voluntary sectors.

The bulk of this material suggests that the principal reason for past failures of job training and work experience programs for unemployed youth is that these programs were conceived or carried out according to the motivations of their designers or administrators, and not according to the quite different motivations of most of the participants. Because of this basic error:

- The programs were unsuccessful in establishing "authority" or in providing rewards of a persuasive kind, or in creating a "community of interest" or in reaching agreement on society's purposes and rules.
- The programs did not provide a good match between the available jobs and the abilities and educational needs of unemployed young people.
- The young people did not learn the skills or develop the kind of judgment that would give them a better chance of getting and keeping a job, and a better chance of directing their lives toward satisfying ends.

In programs where the intent was to increase the achievement motivation of the participants, nothing much happened until the participants' level of judgment—or of ego development—was such that they could understand that to make a place for themselves in the world was worth the effort and that they could do so without sacrificing the respect and affection of their friends. Many young people, probably the majority of unemployed young people, feel a necessity for choosing between society or their friends. They see stronger arguments for choosing their friends. Programs are successful if staff take this need for peer ties into account—if the view of the group in which the young person finds friends is to do well in the world. Group placement service-learning programs can provide young adults with the opportunity to explore options while maintaining strong ties with their friends.

The great majority of unemployed youth are at that stage of development where life is viewed as "I'll scratch your back if you'll scratch mine." Developmental theory about the ways people develop judgment and a mass of empirical evidence confirm that, in order for

SIX STAGES OF JUDGMENT

First Stage: Punishment and reward. Might makes right.

Second Stage: Reciprocity. You scratch my back, I'll scratch yours.

Third Stage: Belonging. Seek to maintain expectations and win approval of one's own group.

Fourth Stage: Societal maintenance. Orientation to law, authority, and maintenance of a fixed religious or social order.

Fifth Stage: Social contract. Principles of mutual obligation within a democratic system, e.g., Bill of Rights.

Sixth Stage. Universal ethical principles. Rights and obligations become the same for an individual.

These are ways that people make judgments. Individual development begins at the first stage and progresses sequentially. Progress may be halted at any stage. No stage may be skipped, and one cannot regress. Individual development is stimulated by consideration of issues of fairness, both hypothetical and real, with people who reason at a stage one level higher than one's own.

Adapted from the work of Lawrence Kohlberg, Center for Moral Development and Education, School of Education, Harvard University, Cambridge, Mass.

job training or work experience programs to help young people develop both the skills and the will to get a job and be proud of a day's work, the participant must first progress to that stage of judgment where he sees himself as a member of a community which has as its purpose helping the members acquire skills for the job and the will to use them.

Moreover, for a community of this kind to succeed in this dual purpose, there have to be some clearly perceived benefits for joining, agreed-upon conditions for being voted in—and out—, and a way for each member to see that his or her goals are achieved by helping others to reach theirs. A democratic, town meeting kind of governance and a community small enough to make this possible are crucial ingredients. But the creation of a learning community in which interests are shared and there is agreement to help one another is only part of what is needed to help young people develop judgment. For many of them it may at best stimulate a change in reasoning from "reciprocity," e.g., "Scratch my back and I'll scratch yours," to "belonging," e.g., sharing concerns with people "who are like me and whom I want to like me." The program must, for many, also

provide a means of transferring the friendships of the learning community to a comparable group of friends in a work community. Members of this new work community will, by in large, replace the members of the learning community in the affections of participants.

The best of service-learning and work experience programs have done this. Sharing experiences in a classroom meeting after students have returned from a service-learning experience can provide the feedback which fosters the students' feeling of "belonging." Another example is that of the Opportunities Industrial Center (OIC) programs, which have provided a sense of camaraderie and have helped many of their members not only to find jobs but also to develop friendship ties to members of a working community. OIC helps young people during the transition period when they still have ties to their training group and are just beginning to feel a part of an on-the-job community.

To fashion a community that has as its purpose the helping of its members toward a good life in society generally requires not only that some people on the staff have had experience with forming communities of this kind, but also that some of the participants have already reached the stage of "belonging," replacing "reciprocity" as the principal reason for deciding what they ought to do.

As simple as it sounds, I find ample evidence that whether a program has managed to create this sense of community has more to do with its success or failure than anything else. It is the peer arguments, more than the arguments of teachers or staff, that are effective in the changes in reasoning of the program participants.

There are still a lot of questions. Following are tentative and personal answers drawn from my own experience with inner-city programs and in prisons. They stem, also, from experience with the workings of regulatory agencies and of public programs in education and youth service.

• *Is there enough work to provide jobs for all of the presently unemployed youth?* My answer is a qualified yes. An analysis by the Rand Corporation of the potential for career education concludes that, under present circumstances, employer-based programs in the private sector can be offered to only a small fraction of American adolescents. On the other hand, a survey of service-learning opportunities in public service assignments, such as tutoring, hospital work, conservation, indicates that, in the public sector alone, about four million people between the ages of 15 and 22 could be employed full-time.² Employers who were questioned indicated that, with a modest subsidy from either the public or private sector to cover some of the costs of supervision and on-the-job training, the number of service learning opportunities could be increased substantially. Even in

the business sector, it appears that, if experiential learning can be shown to achieve its educational purposes, greater numbers of assignments—particularly those of a four-to-eight week, non-paid, role-exploratory nature will open up.³

• *Can the available work be made into educational jobs that young people will accept? Can supervision be provided, people trained, and room and board offered where needed?* Maybe. It probably can be done in programs that create a "community of interest" based on fairness and by more appropriate matching of job assignment to ability and educational needs, including a better match of program objectives to the motivations and values of young people and other aspects of the participants' judgment.

• *Is there enough money for such programs?* I think yes. It is probably not so much a question of *whether* the American people will support efforts to reduce youth unemployment as a question of *how much* they will cost, and how much harm accompanies them—by taking jobs away from unemployed adults or undercutting the pay of employed adults.

• *How should pay-offs be measured?* By the methods recommended in Ernst Stromsdorfer's "Review and Synthesis of Cost-Effectiveness Studies of Vocational and Technical Education" and by comparative cost-effectiveness studies conducted according to procedures that determine, in common terms, the costs, major benefits, and side-effects of programs which have comparable objectives.

• *What are the side-effects?* There has not yet been a comprehensive analysis of the effect that a substantial increase in subsidized youth employment in business sector jobs would have on adult unemployment. In connection with an examination of the pilot programs of the U.S. Department of Labor's Work Experience and Career Exploration Program (WECEP), Kelcher concluded that an influx of 600,000 additional 14 and 15-year-olds in the labor market would represent 2.1 percent of total blue-collar employment⁴ or 0.74 percent of the total 1970 employed labor force and that, depending on wage rigidities and unemployment levels, such an influx might adversely affect marginally employed adults. Representatives of the AFL/CIO have said that they would want more comprehensive studies before they would endorse programs of this kind.⁵

²See Eli Ginzberg, ed., *Jobs for Americans*, Englewood, N.J.: Prentice Hall, 1976, and the report of the American Assembly's 1976 Conference on Manpower Goals for American Democracy.

³See Ernst Stromsdorfer, et al., "An Economic Analysis of the Work Experience and Career Exploration Program: 1971-1972 School Year," Bloomington, Indiana: Indiana University Foundation (unpublished).

⁴John A. Sessions, "Unions, Education, and Employment," *American Youth in the Mid-Seventies: A Conference Report of the National Committee on Secondary Education of the National Association of Secondary School Principals*, November 30-December 1, 1972. Reston, Va.: NASSP, 1972, pp. 33-42.

²Robert J. Havighurst, et al., "American Youth in the Mid-Seventies," *National Association of Secondary School Principals Bulletin*, Vol. 56, No. 367, pp. 1-13.

• *Should administration be local or by a Federal agency?* In my opinion it should be as local as possible. Federal assistance may make things happen more quickly. Federal programs that, upon request, offer consultative help to schools and other local agencies probably do the most for the money. Next come programs that offer seed money for training and start-up on condition that the local agency can provide evidence of intent and ability to continue the effort with local funds. Last comes long-term Federal support for programs administered locally according to Federal criteria. These will tend to cost most because they serve young people whose needs cost more to meet than local agencies are willing to pay.

• *What can be done about the underlying causes of youth unemployment?* How realistic is it to think that if work experience and service-learning programs were to have a much greater place in American education, we could get at some of the underlying reasons for youth unemployment? The issue is wrapped up in youth attitudes towards work and towards authority. It is affected by personal aspirations, by sources of job satisfaction, and by the changing values and conventions of our adult society as all of these affect productivity and our capacity to create new jobs.

Youth unemployment, at what appears to be an unnecessarily high level and unnecessarily high cost to us all is only one indication that we are having trouble sorting out our national priorities. We seem to be increasingly doubtful that, as a society, our exercise of judgment is keeping pace with our knowledge. As Leonard Hobhouse put it some 60 years ago, "... the most measurable feature of human evolution . . . is always toward fuller, more accurate and more systematic knowledge and understanding affecting human life and its environment."

Richard A. Graham, former President of Goddard College in Plainfield, Vermont, was the first Director of the Teacher Corps. He has also served as Co-Director of the Harvard School of Education's Center for Moral Development and Education; a Federal Executive Fellow at The Brookings Institution; a Commissioner of the Equal Employment Opportunity Commission; Chief of Public Affairs of the Peace Corps and Director of the Peace Corps program in Tunisia. Before coming to government, he was an officer and director of several Wisconsin corporations. He received his Bachelor's degree in Engineering from Cornell, his Master's degree in Education and Administration from The Catholic University of America, and his PhD in Psychology from The Union Graduate School of the Union of Experimenting Colleges and Universities, a consortium administered at Antioch College in Yellow Springs, Ohio.

Hobhouse went on to ask the basic question before us today:

Does this intellectual enlargement involve upon the whole a profounder ethical understanding, a larger scope of the moral will, a firmer grip on the purpose of life? If we could answer that question, we should have a key not only to the historical movement of ethical conceptions but to the future evolution of the race, for man grows . . . more and more rapidly in power but whether he will use that power for the noble ends or, child-like, make of it a gigantic and dangerous toy is unhappily not so certain.⁶

At the risk of losing credibility by claiming too much for work experience and service-learning programs, I believe that the evidence clearly supports the argument that "manageable encounters with novel responsibility"⁷ throughout the school and early adult years, along with discussions of real and hypothetical problems that present modes of thought and behavior more advanced than one's own, will help young people develop the kind of judgment that improves their chances of becoming productive and responsible citizens.

Our "Life Outcomes" research indicates that one's ability, by the late teens or early twenties, to think for oneself—to reach what John Dewey called "autonomous judgment" and Lawrence Kohlberg calls "principled judgment"—is a better predictor of one's level of job responsibility in adult life than I.Q. or family background or, and this may be surprising, amount of schooling. Our research indicates that one's stage of judgment (see box) is more important than skills or knowledge, although judgment depends in a large part on knowledge. We found that principled judgment (stages 5 and 6) is almost always essential to positions of top responsibility in America. We found that conventional judgment, the third and fourth stages, which involves respect for the good opinion of others or for the laws and conventions of society, is almost essential to responsible citizenship, a satisfying job, and a stable family life—in short, to what is usually thought of as a "good life" in America.

My argument is not for less educational emphasis on knowledge and skills or less emphasis on a liberal arts education for a fullness of life. Rather it is for greater emphasis on developing work experience and service-learning programs that offer to all young people participation in the kind of learning community that will help them to reach a certain level of judgment. People who have reached this level of judgment reason that, "I ought to become a useful member of society" and the potential, though perhaps later on to reason that, "I ought to help make our society better." □

⁶Leonard T. Hobhouse, *Morals in Evolution: A Study in Comparative Ethics*, New York: Henry Holt & Co., 1916.

⁷See Richard A. Graham, "Youth and Experiential Learning," *The Seventy-Fourth Yearbook of the National Society for the Study of Education*, Chicago: University of Chicago Press, 1975, pp. 161-193.

Guest Speaker

Alec Dickson

(Continued from inside front)

Volunteers, some of us feared that social service needs—the one field which could absorb the energies of thousands of young people—might be left out. We felt that we should take a lead in this direction.

Our staff were divided on this point. Some colleagues argued that CSV was associated in the public mind with young people, generally 18 years old or older, who had come forward spontaneously, to serve as individuals, away from home, for virtually only their upkeep and pocket-money. They contended that this group was our specialty, and that we would jeopardise our good name and possibly damage the volunteer ethic if we got involved with 16-year-old school-leavers. This group generally lives at home, is unemployed, and—in accordance with conditions agreed upon by the Government and the trade unions—has to be paid wages. As a group, it is quite different from the youth that CSV had serviced in the past.

What persuaded our staff to the view that we should service this younger group—and what alone has made our job creation programmes administratively possible—has been our use of college graduates, who would otherwise themselves been out of work, to head teams of 16-year-olds recruited from unemployed school-leavers. Operating in a ratio of roughly one to 10, it is the 21-year-olds and over, just out of college, many of whom expect to be teachers, who have enabled these 16-year-olds to work responsibly across the whole spec-

Alec Dickson, Honorary Director of Great Britain's Community Service Volunteers, has been a contributor to *Synergist* since 1971. He is a recognized world-wide authority on volunteer programming and helped to found England's Volunteer Service Overseas in 1948 and the Community Service Volunteers in 1962. Dr. Dickson has been invited by the governments of India, Hong Kong, Nigeria, New Guinea, Nepal, and the Bahamas to participate in the planning of their domestic volunteer programs.

In 1967 Queen Elizabeth awarded him the title of Commander of the Order of the British Empire in appreciation of his outstanding service to youth. Dr. Dickson is a sought-after speaker, a prolific author on the subject of domestic and international volunteerism, and is the subject of a new book edited by his wife, Mora Dickson, called *A Chance to Serve*—a collection of impressions, memories, and experiences gathered over a lifetime of service to volunteer efforts. U.S. readers who wish to purchase a copy should send \$11.86 (which includes postage) in check or international money order directly to Dobson Books, Ltd., 80 Kensington Church Street, London W8, England.

trum of the social services—in homes for the elderly, in units for the mentally retarded, in institutions for the disabled, and in recreational programs. The college graduates have given the early-leavers insight into the implications of caring, and helped to iron out the inevitable differences between them and middle-aged professional staff members.

The number of unemployed young people continues to grow at an alarming rate. Due to the magnitude of this group a need has arisen for a variety of programmes in addition to those available in the traditional social service areas.

Self-help

Anticipating the need to think of what groups of youngsters here could do in the way of self-help, I wrote some 12 months ago to various friends in the States and asked them for grass-roots examples. Amongst the replies received were the following:

- One group—with a retired gardener or nurseryman as “adviser”—has contracted with the Highways Department to develop vest-pocket parks under highway overpasses.

- Teenagers with mechanical ability tune up automobiles in the driveway of the owner's home, saving him a trip to the garage and the inconvenience of being without the vehicle for several days. In view of the cost of gasoline, this is a service of real value.

- A group of 16-year-olds have hired themselves to the City Hall as a corps of skilled story-tellers. Advised by the supervisor of the children's book section of the public library, they travel to areas where younger children congregate after school and at weekends, keeping them enthralled with stories attuned to their age.

These examples may seem banal to Americans. Can one, however, envisage unemployed 16-year-olds in Britain displaying similar entrepreneurship? Nothing in their schooling encourages it. The barrow-boy in London's East End or the young pavement-salesman in Oxford Street or the pop group member anywhere in the United Kingdom is, in effect, thumbing his nose at what he endured in the classroom. However, the ability of the early-leaver to develop this initiative might yet be encouraged by older students or recent college graduates. If there are numbers of jobless teenagers who want to work as a team, then it behooves us to attract to them able young people with the necessary training to discern market needs and to organise accordingly.

Students of business management courses might be released for six months or longer to apply their professional skills to helping groups of unemployed youngsters to discover what labour-intensive requirements go unmet in their area—and then set them up in small co-operative endeavours to provide the wanted commodity or service. We have interested Brunel University—a new university near London where every student must participate in field work—in this approach.

Martin Trow, a sociology professor at the University of California, Berkeley, made an interesting recommendation in a paper he delivered in England last fall. He saw labelling as a danger. For example, a programme like the Job Corps or the Neighborhood Youth Corps came to be seen in the United States by the public at large, by potential participants, and by actual participants as designed for the disadvantaged, the incompetent, or the pre-delinquent. The presence of even a small number of unemployed young people from advantaged backgrounds could help avoid a programme of this kind being stigmatised as a "dumping ground." As Trow put it, "Such students not only raise the status of the institution or program just by being visibly there, but also increase the likelihood that it will be better treated by public authorities."

Some 16-year-olds participating in our job creation programmes conceal from their peer group that they are nursing the old or looking after handicapped children. They are afraid of being considered "sissy" by their peers. Therefore they reveal only the size of their pay check, an acknowledged symbol of adult status. One could smile at this, were it not that "machismo" and "the system" seem linked in the minds of government spokesmen, trade union leaders, and industrialists together with the conviction that, once the economy takes an upward turn, traditional work opportunities for youth will return. These beliefs should be subjected to scrutiny.

Closing the Gap

Closing the gap between education and employment sounds sensible and urgently necessary. In fact, it may not prove possible. Indeed, James Coleman in the United States and the late Sir Richard Livingstone in Britain have pleaded that there should be some way to mark the transition from youth to adulthood. Now that the gap between schooling and the world of work has expanded, how can we make the most of it? What adaptations of the Peace Corps, VISTA, of the Neighborhood Youth Corps, can extend this experience to hundreds of thousands of young people today? Are completely new models required?

The recommendations we make to the developing countries as to how they should approach their problems might contain a message or two for ourselves. These days we advise Third World governments to initiate labour-intensive rather than capital-intensive strategies; we warn against excessive dependence on industrialisation as a general panacea; we hint that youth can be regarded as a human expression of middle-level technology; we even applaud the statements of Julius Nyerere, President of Tanzania, on education for self-reliance. In 1977 the philosophy behind work projects for unemployed youth—be they new or revamped, public or private—needs to be seriously re-examined in the light of projected economic conditions, student motivations, and widespread human service needs. □

OLD SCRAPS INTO NEW TOYS

(Continued From page 10)

always readily available. You might want to be in touch with stores that are going out of business and ask them to donate their shopping bags.

How Much?

Volunteers should decide whether or not visitors should be charged a nominal fee for each bagfull of "recyclable materials." This donation can help cover gas, expenses, and supplies, such as scissors, paste, etc., and other incidentals, such as postage.

Then, based on your survey, available volunteer staff, and recommendations from the community liaison subcommittee, make your final decision about the hours for the center. After your center opens, at least one volunteer should be present at all times to help visitors and account for cash flow.

The publicity/public relations subcommittee should begin advertising the center as soon as the campus administration has granted permission to launch it. Here are some ways to go about it:

- Contact the public relations department at your college and ask for their assistance.
- Solicit the aid of journalism students in writing and distributing press releases announcing the center's opening to local newspapers, radio and tv stations, day care and pre-school organizations, and newsletters, such as those published by Headstart.
- Keep in touch with your campus newspaper reporters and editors.
- Contact the city and metropolitan papers and suggest that they run a feature article, such as "Tyson College and Local Industries Offer Recycled Materials for Day Care Centers."
- Brainstorm a promotional campaign, such as an open house at the center or tying the recycling center opening with another campus event.
- Involve as many people as possible in promoting the center by word-of-mouth—volunteers, administrators, faculty, neighboring college and high school student volunteer programs, day care and pre-school staff members, and community organization leaders.
- Design a flyer to mail to day care and pre-school programs.

An active publicity committee is essential. Don't be disappointed, however, if business is slow at first. Word-of-mouth advertising from satisfied customers takes time to gain momentum.

Once the recycling center begins to flourish, the selection of materials expands, and the center is open for longer hours, begin to think about writing a handbook of ideas about how to use the materials for educational activities. It won't be long before your volunteers will not only be stocking discards for day care centers, but helping your visitors turn old scraps into new toys. □



A VOLUNTEER'S GUIDE

RESOURCES

RESOURCES

INTERNATIONAL

Voluntarism: The Real and Emerging Power, ACTION, Office of Special Affairs, 806 Connecticut Avenue, N. W., Washington, D. C. 20525. Price: single copies free.

In July, 1976 ACTION sponsored the International Conference on Volunteer Service in Vienna, Austria. Over 235 participants from 108 countries shared their expertise on program development, support and coordination of volunteer efforts, and funding of volunteer programs. The conference proceedings, edited by Colin Ball, of the United Kingdom, Jeffrey M. Hammer and Vartkes Yeghiayan of ACTION's Special Affairs Office, document the major speeches, case study presentations, panel sessions, and small workshop discussion groups of the six-day meeting.

World-Wide Survey of Participant Organizations at the International Conference on Volunteer Service, ACTION, Office of Special Affairs, 806 Connecticut Avenue, N. W., Washington, D. C. 20525. Price: single copies free.

This compendium of organizations represented at ACTION's International Conference on Volunteer Service in July, 1976, is categorized by country. Gives brief descriptions in each listing of: the name of the organization, the address, telephone number, years in existence, type of activities carried out by volunteers, and type of training given to participants.

Study-Service: A Survey, International Development Research Centre, P. O. Box 8500, Ottawa, Canada K1G 3H9. Price: \$1.

Diana Fussell and Andrew Quarmy prepared this survey of study-service schemes in an attempt to outline the trends in developing nations utilizing study-service as national policy, particularly those in Asia and Africa. The report gives a broad interpretation as to why such schemes were created, describes the different methods used to introduce such schemes in the educational systems, and indicates areas in which research on study-service is needed.

Invest Yourself, Commission on Voluntary Service & Action, 475 Riverside Drive, Room 1700A, New York, N. Y. 10027. Price: \$2.

This is the largest available listing of domestic and overseas volunteer opportunities sponsored by North American voluntary organizations with over 26,000 specific openings. Gives brief descriptions of placements, what type of volunteer service is needed, whether or not the opportunity is stipended, and the length of service.

RESOURCES

RESOURCES

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TUTORING

Two-Way Tutoring: How to Improve Reading Skills, The Paperback Press, P. O. Box 1776, Westwood, Mass. 02090. Price: \$1.25.

Barbara Hoffman, program director of School Volunteers for Boston, has written a comprehensive guide to tutoring youngsters in elementary and middle schools. Used in the Boston public schools, this publication identifies common reading problems and describes games and activities to help improve reading skills.

How to Make Old-Time Radio Plays, Dead Pan Productions, 716 Garland Drive, Pala Alto, Ca. 94303. Price: one cassette, \$6.95.

Volunteers looking for new tutoring techniques should try this instructional cassette which describes in detail how to write and perform old fashioned radio plays in the tradition of "The Lone Ranger," and "The Shadow." The flipside of the tape comes complete with sound effects, including creaky doors, thunder, and footsteps.

LEADERSHIP TECHNIQUES

Group Leadership: A Manual for Group Counseling Leaders, Love Publishing Company, 6635 East Villanova Place, Denver, Colo. 80222. Price: \$7 (includes postage).

Marilyn Bates and Clarence Johnson of California State University at Fullerton have written a straightforward manual for group leaders concerned with small group facilitation. Some of the topics covered include: the use of videotape in small group counseling sessions, organizing groups in public schools, and measuring a member's progress.

Solving Problems in Meetings Through Meeting Leadership Skills, Training/Systems Design & Associates, Box 2024, Boulder, Colo. 80306. Price: \$5.

The firm of Training/Systems Design & Associates has produced training materials in leadership skills, organizational decision-making, analyzing needs, and offers the designs in kit form as how-to-do-it training packages for small groups.

The **Solving Problems** kit includes: achieving better understanding during meetings, conducting problem-solving sessions which result in specific plans of action, and evaluating after-session feedback. Each kit offers the trainer a complete set of designs which have been tested and implemented during one to three-day training seminars across the country. A descriptive brochure on all designs is available free of charge upon request.

HANDICAPPED

Education of the Handicapped, National Audio Visual Association, 3150 Spring Street, Fairfax, Va. 22030. Price: \$5.

The Federal government recently allocated over \$500 million to help state school systems design and implement individualized education for eight million handicapped children in the United States. This directory is a guide to funding sources to aid in the education of handicapped children. It includes special projects such as audio-visual materials and equipment for teaching and training handicapped youngsters, a complete description of all program areas, and a guide to grant contacts on a regional and state level. □

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. 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.

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