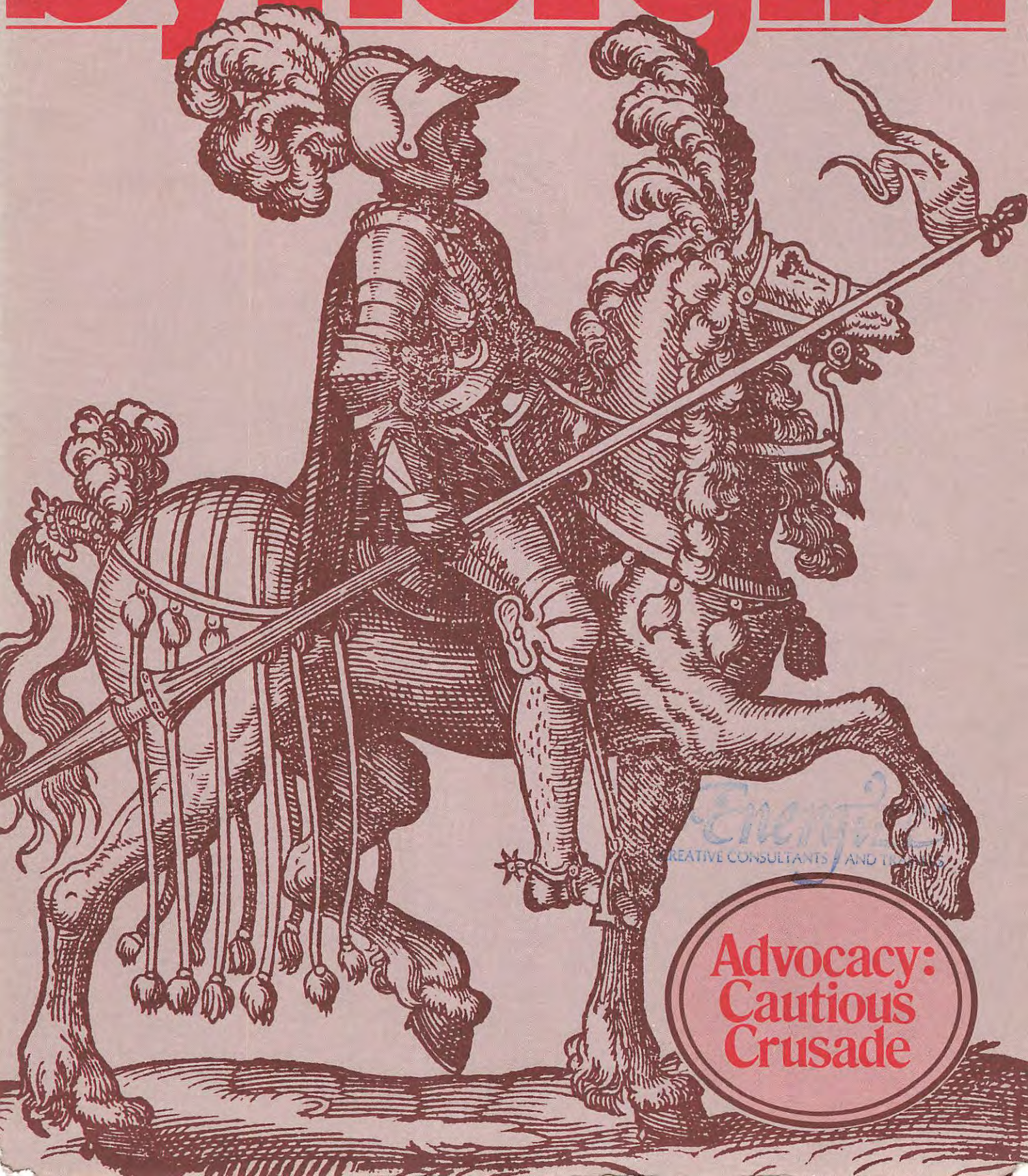


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Synergist



Energize
CREATIVE CONSULTANTS AND TRAINERS

**Advocacy:
Cautious
Crusade**



Guest Speaker

Ralph Nader On Citizen Action Education

It is often observed that the competition over grades is the key factor motivating students. But even with this spur, they do not learn very much. For apropos Mr. Dooley, a newspaper columnist who once said that "reading is not thinking," much of formal education is memorizing and believing, not inquiring and reflecting. Consequently, much of the reservoir for learning is untapped because students' values and interests are not engaged.

Our experience with both college and high school students who have worked on investigative projects in Washington illustrates one simple truth: Students whose analytical abilities and value systems are challenged by the research undertaken are likely to be yawning because they are overworked and not because they are bored. Boredom, alienation, indifference are jettisoned. Our student interns stretch their minds and imaginations well beyond their expectations because they are accorded considerable self-reliance, responsibility under deadlines, and standards of performance for their work.

Ralph Nader is the founder of Public Citizen, Inc. in Washington.

In school, by contrast, their classes are remote from developing the skills of citizen, taxpayer, or consumer, as distinguished from learning a trade or memorizing the rules of grammar, the facts of history, or the formulas of the physical sciences. Learning life skills by engaging the study of contemporary power and problems in our society does not impede the learning of educational basics. On the contrary, the pace is accelerated and the retention deepened if writing is improved or nature understood as a result of studying real life problems associated with city hall, taxation, pollution, nutrition, or energy.

But acquiring life skills can involve the school board or college administrators in controversy with those centers of community or national power that do not like to be examined—be it the local plant or politician.

Suppose, for example, teachers designed study projects on the practices of auto dealers, nursing homes, banks, finance companies, insurance agents, and supermarkets in their locality; students went to work studying the fundamentals of these retail businesses and designing surveys prior to the fieldwork; once in the field, their questions probed deeply and irritated some of the local businessmen, who contacted the local school board or college president or trustees. The latter may share the businessmen's testiness because they are businessmen themselves or because they do not want to jeopardize budgets or business contribu-

tions to the educational institution; the teachers are given the message to "cool it" or, safer yet, go back fully to the textbooks.

The above is just one of many possible ways to get the inhibiting word back to the classrooms. But such censorship should be seen as a challenge to be overcome rather than an ultimatum to withdraw. There is such a trait as modest courage which justifies the importance of good citizenship training along with precise scholarship. There is a case to be made against the turning out of human robots from our schools, untrained to cope with a complex world and deprived of an opportunity to apply ethical systems to daily behavior. There is a tragic loss of educational meaning when there is no continuing nexus between what students learn in class and what they experience outside of class—in the marketplace, at the job, and before the TV set.

Of course, many of these problems of educational freedom do not arise when students are on internship programs outside of school, or are working on projects during summer vacations or as part of extra-curricular activities. The following illustrative projects, however, are suggested for classroom credit work, apart from their adaptability to student efforts outside of formal course work.

1. A course in government, civics, or political science can provide students an opportunity to prepare profiles of their members of Congress and, thereby, learn more about

(continued on inside back cover)

Students as Community Organizers

By Seth Borgos

Volunteers work with low-income citizens to help them combat common problems.

Cought out of his element, the Memphis city traffic engineer was visibly uncomfortable. He was accustomed to working with traffic counts, master plans, engineering specifications—the tools of his profession—not with the people affected by his policies.

Yet here in his office folks from a down-on-the-heels neighborhood were telling him how hard it was to cross the streets, explaining how traffic flooded the streets when the shift broke at three nearby factories, pointing to a map on which they had marked their neighborhood's worst danger zones. They were telling him how to do his business.

Some sign of the engineer's feelings, a trace of condescension or indifference, must have shown on his face, because the people in that group detected it. And they resented it. They did not leave until they managed to extract a promise that a traffic survey would be conducted in the neighborhood within four weeks. They were pleased that they had accomplished something.

As they walked back to their cars, they plotted strategy for the next meeting with the engineer—just in case he welched on his promise.

Most of these folks had never been to City Hall before. They

Seth Borgos is Director of Research and Publications of the Association of Community Organizations for Reform Now (ACORN) in Little Rock, Arkansas. A native of New York, he joined the ACORN staff after graduating from college in 1975.

didn't think of themselves as neighborhood leaders, or activists, or protestors. Yet there they were, trying to exert some control over the policies which determine the fate of their community. Their lives had been transformed in a significant way. These Tennesseans were members of the newly formed College Park Community Organization, an affiliate of ACORN, the Association of Community Organizations for Reform Now.

ACORN is a grass-roots membership organization of low- and moderate-income people. Its purpose is to give people power over the institutions and forces which dominate their lives. Founded in Arkansas in 1970, ACORN has grown to membership of more than 10,000 families organized into some 150 local neighborhood groups in 11 states.

Organizations don't appear out of thin air. They are consciously organized. In the case of Memphis' College Park Community, the organizer was Cecilia McCartney, a Pennsylvania State University undergraduate in Community Development who worked as a volunteer for ACORN last spring and summer.

When she returned to Penn State last fall, she was the only student in her classes who had put theory into practice. At a professor's request, she made a presentation in which she led her fellow students through practical exercises based on her training and experience gained with ACORN.

Cecilia's experiences show how much a student volunteer can learn—and do—as a community organizer. She began on March 7 with six weeks of on-the-job training under the supervision of an experienced ACORN organizer, John Beam. John drew the boundaries of the College Park neighborhood on a city map.

For the most part, the residents of the College Park area are moderate-income homeowners. The west side of the neighborhood is predominantly white, with a large proportion of elderly people. As one moves east through the neighborhood, the proportion of black residents increases. Most of the blacks have moved into the neighborhood fairly recently, and the two groups

have been predictably suspicious of one another.

Cecilia began her first week by taking advantage of the few contacts ACORN already had in the neighborhood. The first person she contacted was Emily Anderson, who lived on the western edge of the College Park area. (With the exception of ACORN staff members, all names in this article have been changed.) John knew that this woman had run for political office, had campaigned for several Republican candidates, and always worked at the polls. He figured she would know the names of many "civic-minded" people in the area.

Emily Anderson knew plenty of names, but mostly of long-time white residents. Each of her contacts provided Cecilia with the names of more people. For two weeks she criss-crossed the central and western portions of the neighborhood, developing this network of contacts. Eventually the trail began to lead in circles, the names repeating themselves. In order to bring in new people, particularly the younger black families, Cecilia would have to "hit the doors."

Systematic door-knocking is the heart of an ACORN organizing drive. Door-knocking has a number of purposes: to familiarize the people of the neighborhood with ACORN, to encourage them to come to the opening meeting of the group, to identify potential leaders for the new group, to determine what people consider to be the community's major problems.

From a broader perspective, the significance of door-knocking is that the organizer establishes direct contact with almost everyone without going through intermediaries. It is all too easy to organize a community group dominated by a small clique of self-appointed neighborhood spokesmen. Door-knocking brings in new blood and democratizes the process. In a racially divided neighborhood like College Park this is particularly important because it helps to ensure participation by both groups.

Every organizer develops a standard "rap" which he or she uses on

the doors. Cecilia's went something like this:

"Hi, Mrs. Roberts, my name is Cecilia McCartney, and I work with ACORN. Mrs. Jones suggested that I talk to you about it. The letters in ACORN stand for Association of Community Organizations for Reform Now. There are ACORN groups in 11 states now, nine right here in Memphis. You may have heard how the ACORN group south of here in Binghampton prevented a bus barn from coming into the neighborhood. The Binghampton neighbors got together on that problem and decided that other problems too, like poor trash pick-up, could be better solved by an organized group instead of one or two people trying alone. Mrs. Roberts, what would you like to see a neighborhood group do?"

Cecilia jotted down the neighborhood problems "Mrs. Roberts" mentioned. After she had finished, Cecilia told her about other people in the neighborhood who felt the same way and asked her if she would like to become involved in an ACORN group. Some of the more enthusiastic people joined the organization right on the spot. Others promised to attend the first meeting. Generally Cecilia would end the conversation by thanking "Mrs. Roberts" for her time and leaving an article about ACORN from one of the local newspapers.

Reactions to the knocking ranged from deep suspicion to avid interest. Older residents in the western part of the neighborhood were the least receptive, but even here there were several exceptions.

An early ACORN enthusiast was Bill Rice. Bill, who had a union background, was anxious to convert his enthusiasm into action. Together, he and Cecilia signed up half his block as ACORN members.

Bill Rice was one of eight neighborhood residents whom Cecilia invited to attend the first meeting of the organizing committee, on March 28, just three weeks after she started making contacts. At the meeting, the group discussed neighborhood issues such as lack of places for children to play, rat-infested lots, and high utility bills.

Cecilia again described ACORN and the ACORN model of neighborhood organizing. The group decided to use it. They wrote a letter which would be sent out, under all their signatures, to the entire neighborhood. The letter invited neighborhood residents to attend a big meeting in one month, on April 25, at a local church.

The second and third organizing committee meetings were characterized by mounting enthusiasm and commitment. The folks were talking about "our group," "us"—in organizing parlance, they were beginning to "own the group."

At the third committee session, six weeks after Cecilia started the organizing drive and a week before the big meeting, she mentioned that there were still 200 doors in the neighborhood that hadn't been knocked on, and she doubted that she'd be able to hit all of them in time. Bill Rice assumed leadership and organized community members to complete the door-knocking.

Between 40 and 50 neighborhood people attended the April 25 meeting. Bill Rice moderated. The chairman of another local ACORN group described what his organization had already accomplished.

The content and tone of the meeting impressed Cecilia. People seemed ready to do something to improve their community, and they seemed to understand the advantages of being organized. The group decided to visit the traffic engineer's office to discuss the dangerous lack of stop and speed limit signs and to invite the local gas company to inspect some rat-infested vacant lots it owned in the College Park area.

With the completion of the College Park organizing drive Cecilia's formal training period was over. She had, with only limited guidance from her supervisor, organized a neighborhood group, the essential building block of ACORN. Despite this very substantial accomplishment, her organizing perspective was still rather limited. She had yet to test her skills outside the narrowly circumscribed model of the organizing drive.

Cecilia was transferred to Conway, Arkansas, a small city (popu-

lation approximately 15,000) 30 miles northwest of Little Rock. She was the only ACORN staff member in Conway. At times she felt lonely, but as she immersed herself in the challenges of the job she became more and more comfortable in her new home.

The toughest challenge initially was learning to manage her time. She was no longer following a neat, step-by-step model, and her supervisor was 30 miles away. She now had to work with four groups instead of one, and each group was in a different stage of development. She had to balance responsibilities to local campaigns already in progress and statewide campaigns to which Conway was expected to contribute.

Cecilia's work schedule reflected these multiple demands. Morning and early afternoon was a time to do paperwork, make fliers, scan the Conway and Little Rock newspapers, talk to city and state officials, do research, and contact ACORN members who were home during the day. Mid-afternoon to dusk was door-knocking time. (This is the period of the day when people are most likely to be home and receptive to a stranger knocking on their door.) Neighborhood group meetings were normally scheduled in the evening.

Other ACORN group activities, commonly lumped under the word "actions," might take place at any time of the day or night, depending on the target of the "action."

Cecilia chose to work particularly closely with the Pine Area Community Organization, the youngest of the existing Conway groups. The Pine Area community had suffered from the conspicuous neglect of the city government, and the members were ready to fight. For six weeks the group did an action a week. Several of the actions concerned vacant houses in the neighborhood. Three weeks after the initial action one of the worst of the houses was torn down by the city. These quick results spurred the group on, and by the beginning of August, three months after Cecilia arrived in Conway, the group had doubled its membership to some 50 families.

Working with the Pine Area Com-



An ACORN community group (top) had 75 members turn out to complain to city officials about a dangerous intersection. Groups from throughout Arkansas send representatives to the state capital to press for specific goals set at association board meetings.

munity Organization was similar to working with the College Park group in Memphis. The issues were fresh; the members of the group were inexperienced and enthusiastic. On the other hand, many of the other ACORN members in Conway had belonged to the organization for several years and their relationship to the organization was more complicated. They had suffered defeats as well as victories. Some of these long-time members had a highly sophisticated understanding of ACORN's role in the community and there was as much for them to teach Cecilia as there was for Cecilia to teach them.

"In Conway," Cecilia recalls, "my organizing skills were tested and expanded. My 'rap' became more con-

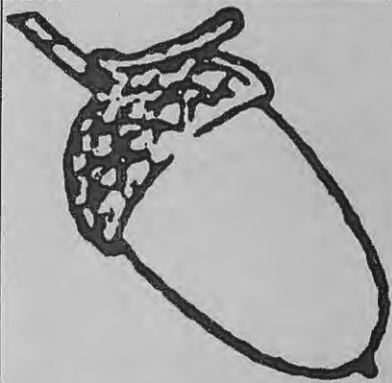
cise, my confidence in my own abilities grew. I learned to temper optimism with a realistic assessment of the target. Most important of all, I learned the importance of *making* and *keeping* an agenda. Being an organizer can be an overwhelming experience if you and your groups don't have a clear idea of where you're going. Daily, weekly, monthly plans that are adhered to—yet flexible—help create order out of what is often chaotic."

Cecilia's experience was characteristic of the most ambitious and committed volunteers who have worked with ACORN in the past seven years. The staff and membership of ACORN viewed her as a professional organizer. She could not be dismissed or condescended

to as a student dilettante because Cecilia did not think of herself in that way.

Not every volunteer is willing to make that kind of commitment, but there are plenty of other options available. Many community organizations offer special summer internships for student volunteers. A summer is just enough time to do a complete ACORN organizing drive, especially since those long summer days provide plenty of daylight hours in the evening for door-knocking.

Some students and other young people living in ACORN cities volunteer as "organizer aides." They help the organizer with tasks such as phone-calling, distributing flyers,



Founded in Arkansas in 1970, the Association of Community Organizations for Reform Now (ACORN) has a dues-paying membership of more than 10,000 low- and moderate-income families in 11 states. These are: Arkansas, Colorado, Florida, Iowa, Louisiana, Missouri, Nevada, Pennsylvania, South Dakota, Tennessee, and Texas.

Each member belongs to an affiliated community group which meets monthly to discuss issues, choose those to pursue, and plan strategy. Dues, \$16 per year per family, support the organization, including subsistence wages for organizers and other staff members. City, regional, and state policies are set by executive boards on which each local group has one vote. The multi-state Association is governed by an Association Board composed of two elected representatives from each ACORN state.

ACORN's successful campaigns have included blocking expressway projects through residential neighborhoods in Sioux Falls, South Dakota, lowering residential telephone rates in Texas, ending sales tax on food and medicine in Arkansas and Missouri, electing members to local government offices in Arkansas and South Dakota, and preventing pollution of neighborhoods from industrial sources in New Orleans.

ACORN welcomes student volunteers as part-time workers, summer interns, and full-time workers.

Those interested in assisting local groups part time should contact the ACORN office in

their state. The addresses are:

Arkansas:

523 West 15th
Little Rock 72202
(501) 376-7151

Colorado:

1724 Ogden
Denver 80218
(303) 831-1094

Florida:

561 NE 79th Street
Suite 220
Miami 33138
(305) 754-0342

Iowa:

412B East 5th
Des Moines 50309
(515) 288-2740

Louisiana:

818 Howard Ave.
Suite 302
New Orleans 70113
(504) 524-4474

Missouri:

3177 South Grand
St. Louis 63118
(314) 865-3833

Nevada:

195 North Arlington
Reno 89501
(702) 323-0781

Pennsylvania:

528 North 21st
Philadelphia 19130
(215) 567-2537

South Dakota:

611 South 2nd Ave.
Sioux Falls 57104
(605) 332-2328

Tennessee:

11th So. Cleveland
Memphis 38104
(901) 725-1956

Texas:

3814 Ross
Room 201
Dallas 75204
(214) 823-4580
2405 San Jacinto
Houston 77002
(713) 658-0945

Students interested in summer internships should contact: Meg Campbell, 3814 Ross, Dallas, Texas 75204, (214) 823-7490.

Students interested in long-term (at least three months) full-time volunteer work should contact: Carolyn Carr, 523 West 15th, Little Rock, Arkansas 72202, (501) 376-7151.

door-knocking, putting actions together, preparing leaflets, and setting up neighborhood meetings.

While organizing is the heart of ACORN's work, many other tasks help support an organizing operation. These include research, legal work, bookkeeping, photography, art work and design, newsletter production, printing, fundraising, office work, and recruiting. Volunteers with these skills are almost always welcome on the staff of a community organization.

Communities are being organized everywhere in the country. ACORN has offices in 11 states, and other community organizations include Fair Share in Massachusetts, Carolina Action in North Carolina, the Northern Plains Resource Council in Montana, the Vermont Alliance, and the Citizens' Action League (CAL) in California. Community organizations are chronically short of funds and staff, and in most cases they will greet serious-minded volunteers with open arms.

Nothing says that students must work with an existing community organization. In the 1960's it was very common for groups of students to go together into a community to organize it, and while that is no longer as common today, it is still an option that is available to student volunteers. Working with an existing organization, however, has certain advantages. Cecilia cites a number of them:

- On-the-job training from experienced organizers;
- Greater "credibility" in the community;
- A pool of resources to draw on even after the formal training period is completed;
- The opportunity to be part of a larger movement, to participate in statewide campaigns dealing with issues such as health care, utility rates, property taxes, and pollution;
- Less likelihood of ripping off the community. Many of the student organizers of the 1960's left the communities they'd been organizing after six months or a year to go back to school, and people in the community often felt that they'd been deceived and exploited. Community organizations like ACORN and Fair Share are committed to building

permanent organizations. The work that a student volunteer does with these organizations will be carried on by other organizers when the student goes back to school.

A student volunteer program benefits everyone involved: the community organization, the school, and the students. The organization gets a beefed-up staff, which is always desirable, and an infusion of youthful enthusiasm. Students often bring a fresh, critical perspective to their work which long-time organizers, engrossed in their work and set in their values, do not have. Students look at the organization with somewhat more detachment than the permanent staff, particularly after they've returned to school and analyzed their experience on paper.

The schools get an invigorating blast of fresh air from students returning from an organizing experience. This is particularly true of schools which have departments in community organizing or community development. When Cecilia returned to the classroom, her practical perspective balanced the theoretical perspective which tends to dominate academic environments.

On the subject of how students benefit from working with a community organization, Cecilia says:

"ACORN made me more sure of my abilities. I'm not afraid to deal with people; I'm not afraid of new situations.

"I never had a romantic view of the poor, but I now realize even more clearly that they're people like everyone else, neither better nor worse. I think schools tend to approach things from a social worker perspective—helping people as individuals. ACORN taught me the importance of group identity, group goals. Organizing attacks problems at their roots.

"Before going to ACORN, community organizing, power, and social change were abstract concepts which, as a Community Development major, I had read about, wrote about, and thought about. After ACORN, I finally understood what was involved in all these processes. Change is a slow process, but it is achievable. Without ACORN I would still be wondering." **S**

JOB DESCRIPTION

JOB TITLE:

Community Organizer

BASIC FUNCTION:

To work as an organizer with low to moderate income neighborhood groups affiliated with ACORN, the Association of Community Organizations for Reform Now. The self-governed local groups confront a broad scope of economic and political issues which affect their lives—utility rates, health care, taxes and neighborhood deterioration.

MAJOR DUTIES AND RESPONSIBILITIES:

A. To complete a two month in-house training program devoted entirely to direct organizing. The first week is an orientation period during which the trainee gains familiarity with office systems and research techniques, reads compiled organizing materials, and meets with staff members to discuss the basics of setting up an organizing drive. In the second phase of training, the trainee works under the direction of an experienced ACORN organizer in the actual organization of a community group in an urban or rural area. After the organization is formed, the third phase of training stresses maintenance of the group, development of strategies and tactics, and the mechanics of internal financing.

B. To assume the responsibility of coordinating the organizing activities of existing neighborhood groups in one of ACORN's regional offices. The organizer works with ACORN members in the planning, implementation and evaluation of group strategies.

Other responsibilities include research on local campaign issues, leadership development, participation in large-scale statewide campaigns, developing the financial self-sufficiency of ACORN at the neighborhood level by coordinating the membership dues system.

C. The organizer must attend project and statewide staff meetings and participate in ongoing training sessions.

SUPERVISION:

The Head Organizer of each state meets regularly with the field organizers to consult on organizing problems and offer guidance.

STIPEND:

Organizers are paid a living allowance of \$220 a month with increases determined by the length of time they work with ACORN. The stipend is sufficient for basic living expenses since the cost of living is relatively low in the areas where ACORN works. There is a mileage subsidy. You are paid while in training.

BENEFITS:

6 paid holidays, 1 week vacation for the first year, 5 sick leave days, moving expenses, Social Security, Unemployment Compensation, option to be included in ACORN's group major medical insurance policy.

REQUIREMENTS:

Applicants must demonstrate a concern for economic justice, a dedication to social change, a willingness to move according to the needs of the organization, and an ability to work well with people of varied backgrounds. Driver's license is a necessity. The applicant must be willing to work with ACORN for at least one year.

INQUIRIES:

Send résumé to Carolyn Carr, ACORN, 523 W. 15th St., Little Rock, Arkansas 72202 (501-376-7151).



NSVP Forum

Advocacy

Synergist invited six people of differing professional experience to discuss the issue of advocacy as it relates to student volunteer programs.

Advocacy projects proliferate within the student volunteer movement as students seek greater involvement with contemporary social issues. Commitments to community organizing and client rights increase as service-learning programs develop a more permanent position within high school and college curriculums. An advocacy objective now plays an increasingly important role in the program design in scores of new projects (see "Students as Community Organizers," pp. 3-7 in this issue). These efforts include activities such as a patient's rights project, where students help to articulate and implement better relationships between a mental hospital's staff and their clients. Welfare mothers, prisoners, and other client groups become the focus of a student's efforts, rather than the institution or social service agency.

Advocacy also becomes an issue when students are placed in programs or institutions that are insensitive to their clients' needs. Conflicts arise and loyalties are tested when volunteers seek to solve these problems on their own. Traditionally, students are responsible to a sponsoring agency's staff in the performance of a service project. Sometimes these relationships highlight discrepancies between youthful idealism and institutional pragmatism.

Andrea Kydd, the moderator and Assistant to the Director of VISTA, worked with the National Welfare Rights Organization as a local organizer, the director of several state campaigns and Program Director. She also directed the University

Year for ACTION (UYA) program at Queens College, New York.

Ira Arlook, Director of the Ohio Public Interest Campaign, Cleveland, and Associate Professor in the Social Services Department of Cleveland State University, functions both as a community sponsor and a faculty adviser for student volunteers assigned to advocacy projects.

Alec Dickson, founder and first Director of Voluntary Service Overseas and founder and currently Honorary Director of Community Service Volunteers, London, launched the British counterparts (and predecessors) of Peace Corps and VISTA. He has advised groups and governments in many parts of the world on setting up and operating student volunteer programs.

Karen Nussbaum, Director of the Working Women Organizing Project, Cleveland, heads an outreach program servicing working women's organizations. A founder of 9 to 5, Boston's Organization for Women Office Workers, she has been Director of Organizing for Local 925 of the Service Employees International Union, AFL-CIO, in Boston.

Robert Sigmon, Director of Continuing Education, School of Public Health, University of South Carolina, Columbia, has helped develop and manage service-centered educational models in South Carolina, North Carolina, Georgia and Tennessee.

Judy Sorum, Assistant Dean for Undergraduate Studies, University of Maryland, College Park, works with students who design their own majors. She helped to establish the University's Office of Experiential Learning Programs and was Assistant Director of the Office of Volunteer Programs at Michigan State University, East Lansing.

Kydd: What kind of advocacy projects are suitable for the participation of secondary and post-secondary students? Judy, having worked with college volunteers, how do you answer that question?

Sorum: I can't respond in terms of particular causes or issues as well

as I can in terms of the structure of the project and the volunteer's relationship to it.

Many students are still coming to grips with the issues of commitment in the midst of complexity. A great many of them, and of us as well, need role models, people to help us process some of the things we are going through. I suggest, then, a project structure which allows for a wide range of roles, beginning with direct service. Advocacy roles may be a natural outgrowth.

A project also might involve a team of people with a variety of skills, commitments, perspectives and experiences. This allows students to work with more sophisticated individuals who know the issues, have the philosophical grounding and possess the interpersonal skills needed to help volunteers deal with some of the complexities.

Without this team approach the potential exists for damaging the client, the project and the student.

"Advocacy projects based on the terms of the community group have a different dimension from those of a crusader out there cracking a whip on his or her own terms."

When students are faced with a greater complexity than they can handle, they are likely either to retreat from the whole situation or to leap in headfirst and do some real harm.

I am suggesting a ladder of involvement with rungs for direct service, structured interactions and limited outcomes. Ascending the ladder enables the student to grow within one setting with the aid and support of the team.

Sigmon: In terms of structuring projects, I make a distinction between who owns the service or work outcome and who owns the learning or educational outcome. If we are working on behalf of a group of people or a community agency, then we do the project on their terms.



ANDREA KYDD, ASSISTANT TO THE DIRECTOR OF VISTA, WASHINGTON, D.C.

The volunteer and the school may have their own separate learning agenda.

Advocacy projects based on the terms of the community group have a different dimension from those of a crusader out there cracking a whip on his or her own terms.

An old notion is that jobs break down into three types—working with ideas, with people or with things. Examples of advocacy projects involving working with ideas might be pushing for legislative action on ERA or against installation of nuclear plants. These have some legitimacy as volunteer projects.

I have difficulty thinking of advocacy projects in which volunteers are working with people because a dictionary definition of “advocate” is one who pleads the cause of another. I find it difficult to plead someone else’s cause unless they invite me to do it. If you ask me and I can work that into a service-learning program, fine. But I know it is on your terms, not mine. We have to get over our save-the-world approach in volunteer programs.

That leaves advocacy projects in which volunteers work with things. Well, students can develop new technologies on the behalf of other folks.

The question for any style advocacy activity is: What constitutes good service on behalf of people

and society, and what constitutes not good service?

Kydd: Karen, your organization has had students working with people and ideas and the need for change. What has been your experience?

Nussbaum: Coming from inside an advocacy organization, I find it very interesting to hear from university people—because Judy and Bob have outlined what I think are the most important problems.

Sigmon: May we go home now?

Nussbaum: So much of this whole idea of structure relates to how you involve someone in your organization as a member. You have to have work that is clearly defined, small enough to handle and not so demanding on the person coming in that it prevents development. If you don’t give people that chance to grow, you create confusion and breed trouble. They develop ideas that are not consistent with those of the organization.

The other idea that particularly struck me was how the role of the volunteer differs from that of a member of an organization. A member has rights to determine policy, tactics, strategy, all of that. The staff doesn’t have these rights; it is there to help the membership carry out policy. And volunteers have even fewer rights than the staff members do; volunteers should see themselves as having the oppor-

tunity to observe and contribute to the organization.

We have had difficulty with volunteers coming in with strong ideas, not speaking about them to the people they fear might confront or differ with them, and brewing trouble on the side. It is very destructive. It makes organizations reluctant to encourage more people to become involved, yet involving new people gives us the capacity to grow.

“We have changed from trying to make volunteers into organizers.”

We also have had good experiences. A union which grew out of one of our Working Women’s groups had an organizing drive on a university campus. We specifically stayed away from student involvement in the beginning, but once the fight to win a fair contract was well established and workers were well organized, we invited student participation. That was done with a clear understanding that the workers would make the policy.

The relationship was excellent.

Sorum: It is important not only that the workers said what they wanted but also that the students worked with them as a team. Students do well in research and reporting, educating and communicating. These are the kinds of skills which they have or are trying to learn. These skills are not linked to their having held the same views as the organization for a long time, but can enable them to explore those views and develop a commitment.

Yet often we say that the first requirement for volunteers in an advocacy project is that they share a complete and abiding commitment to that issue.

Nussbaum: We have changed from trying to make volunteers into organizers; instead we assign them to more specific and less explosive tasks, such as surveying members. Through performing such simple duties volunteers come to understand what the organization is about.

Dickson: Speaking from a quite different perspective, I find that much



ROBERT SIGMON, DIRECTOR OF CONTINUING EDUCATION, SCHOOL OF PUBLIC HEALTH, UNIVERSITY OF SOUTH CAROLINA

of my time back in Britain is spent on diminishing fears and lowering anxieties on the part of professionals. For example, we are promoting volunteering through television programs. If we are to show the public children in institutional care with a view to their being taken into ordinary families, we have to lower the matron's anxiety that this public display is unethical and vulgar, that her children are going to be put up for public sale.

If we put a volunteer into a correctional institution, his or her role is to involve the young offenders themselves in community service. We must lower the anxiety of the superintendent that some scandal will emerge, that offenders will get away.

I know the school of thought promoted by Saul Alinsky, his exhortation that we should rub raw the sores of discontent. But I think that this postulates highly intelligent, politically oriented, self-confident young men or women, certainly in their twenties. It might eliminate from participating in a basically humanistic movement those average people who don't possess the abrasive quality that is necessary for confrontation, those quieter people whose role may be to convince rather than confront the anxiety-

draped professionals. Asserting rights is not automatically more noble than responding to human needs. They are equally important.

Sigmon: I think we can understand the fear and anxiety stage from another perspective if we look at the designs of our programs. Volunteering has a built-in design dilemma: because there is a learning dimension that academic people want to sanction, they have trouble understanding that the agency—not the professor and not the student—has the right to set the work, service, or advocacy task and own it. We resolve the dilemma if we acknowledge that the ownership of the work and the service is with those people to whom it is going to make a difference.

We have set terrific precedents in our rhetoric about the local folks determining what volunteers do, but the espoused theory and the theory in use bear little resemblance in many instances.

Kydd: Based on what you and Judy have said, structuring the program is its key to success from the perspective of both the student placement component and the organization. Assigned tasks must be well defined within the needs of the organization and take into account

the capability and potential of the student.

One of the ways in which I, as an organizer, used the PIRG's (Public Interest Research Groups), for instance, was as an avenue to

“Then, of course, we face the problem of assessing whether taking volunteers is worth the additional administrative work, and the tension.”

get information which the organization could build on.

Ira, how does your organization use student volunteers?

Arlook: Our problem in using volunteers was to be sure that we could structure enough jobs so that we weren't just throwing students into situations they could not handle. Research became important simply because it was easier to train students to do that than other things.

As Judy said, there is a progression: Students get interested in the research, become committed to the organization, become more capable and then get involved in aspects other than research.

It is a rare student who can play

the role of a staff member because of the level of knowledge and experience with people needed. But the key has been structure, and the appropriate level of supervision.

Then, of course, we face the problem of assessing whether taking volunteers is worth the additional administrative work, and the tension.

My department at Cleveland State University, which has many students older than the average college age, has made the Ohio Public Interest Campaign one of its certified field placements. The faculty members have a lot of ideas about what type of learning experience students who work with the Campaign should have. I get double pressure because I am on both sides, which is not bad. It is very important to make clear what will be in the organization's interest to provide students. Otherwise the organization takes on the role of the educational institution.

Often it is a very seductive thing for an organization to think of the possibilities opened up by bringing in volunteers, but unrealistic expectations may mislead the organization, the students and the college or high school.

Kydd: What do you university people use as criteria to select students and to hook them to the available projects?

Sorum: When students are required to do a placement, screening is too often a matter of putting everybody of X group with X major at X point in their program in X placement. This doesn't work when a student in A or Z group comes in and volunteers. In either case, the possibility of understanding the important things about that student is slim. I am talking about the ability to handle structure and lack of structure, to be self-motivated; whether the student is dualistic or simplistic in terms of his commitment; whether the student can handle complexity.

Instead we end up asking, "What year are you? What is your major? Have you ever done this sort of thing before? How did it go? What do you think you would like to do?"

We assume that the agencies are

minding the store, that they have a clear idea of what they need, that a placement will end up being productive.

I don't think that is a good system. On the other hand, in-depth get-acquainted sessions are not a realistic possibility in an institution with 33,000 undergraduates.

Sigmon: Placement is a no-no word for me. I come at the volunteer as the one who has something at stake, who wants to do something useful and learn something. In the design we have drawn up, students may start from one of two bases. They can say, "I need to learn A, B and C, so I want to find a task or an organization or a set of circumstances that will enable me to learn A, B and C."

Or they may be interested in a specific task or issue; they can say, "I have a burning desire to get involved with hospital emergency-

"On whose behalf are you doing this project?"

room care because all the poor people seem to be coming there rather than to the health clinic. I want to understand that because I am a social worker."

Then certain standards have to be met. On whose behalf are you doing this project? Who is going to be helped? Who is going to be hurt? Who are the people involved? To whom do you make a report? What is their point of view? How do they fit into that organization?

We provide work sheets for sorting out project tasks and learning questions.

Dickson: I have the feeling that you are operating light years ahead of us in Britain and in an atmosphere infinitively more positive and affirmative.

Sigmon: If you only knew.

Dickson: In my position I am often confronting academics, saying to them that life is more than individual academic advancement, that meeting social problems requires the commitment of young people as well as professionals.

Today the whole of Britain is scared to death of unemployment, so community service is thrown out

the window as sentimental irrelevance. It's back to basics. You have to get a job straight away.

Sigmon: You think we don't face the same thing?

Nussbaum: Undeniably there is a need for massive programs that involve people in a small way every day. You can see it by the numbers of young people who flock to the various religious cults because they want to do something worthwhile, and find a secure place in society. This is a terrible shame, and it speaks to the lack of organizations that are useful and healthy and can absorb large numbers of people.

Kydd: What happens when a student walks through your door and says, "I want to help you out"?

Nussbaum: We look not so much at the volunteer's background or skills as at his or her general attitude, particularly whether he or she has respect for the organization and its members.

Respect includes several components. One is that the student is polite, and that is not always the case. Another is that the student must not be condescending toward the members, who often are economically disadvantaged or less well educated, or toward their banding together to promote their own interests. A third component is respect for the decision-making process of the organization.

Another thing we look for is the student's willingness to work hard, to be responsible to the organization. You agree on hours that the volunteer will work, and you expect to see the volunteer there. You agree on tasks and you expect the tasks to get done.

That shows respect for the organization and self-respect on the part of the volunteer. It is a serious effort. It is not fooling around.

Arlook: Which is often unlike the school experience. Deadlines can be postponed at school. Nothing except your own personal advancement depends on your completing an assignment. But inside an organization, your failure to meet a responsibility has real consequences for other people. It is very hard for students to make that shift, to understand the level of responsibility, however minimal.

Sigmon: That is one of the most difficult transitions that students have to make.

Kydd: From the standpoint of the organization, Ira, how does the student move from an entry-level position, where every activity is more or less circumscribed, to one in which he or she can demonstrate more independence? And how is that developmental plan assessed and implemented?

Arlook: The academic institution's assessment would not determine when a person is ready to take on additional responsibilities simply because I would never relinquish the right to make that judgment.

If the organization is at all efficient, the staff judges how capably students are performing tasks and knows what additional responsibilities volunteers can and want to take on.

It is in the organization's self-interest to see people develop, move from simple research tasks to new skills and responsibilities.

Speaking as a faculty member, I am not sure we academics have an alternative to accepting the organization's or the student's judgment. Sometimes they are at odds, but we can only make shrewd guesses or analyses based on evidence because we are not there to see. Also, the faculty generally does not know enough about an organization's activities to be able to make judgments very well.

Sorum: I'm not sure that we, as parts of academic institutions, assess what students get out of a service-learning experience. Assessments are often in terms of skills that are readily visible, such as the ability to observe carefully, to do research, to write.

The whole issue of whether the student has matured is not part of grading. One only notes, "Okay, it's happening."

For example, a student says, "Now I see the importance of using wholly objective data rather than slanting the facts to make a case for the client." This is not an intentional outcome, but it is one we bless—and do not evaluate.

Dickson: We have been talking about the student. I would like to feel that in five years we could be



KAREN NUSSBAUM, DIRECTOR OF THE WORKING WOMEN ORGANIZING PROJECT, CLEVELAND

talking about what the faculty, the university, is doing about a situation.

When an army goes into battle, the men don't go by themselves. They go with everything that makes the army effective—their officers, ammunition, the commissary, the whole training mechanism. In most programs the things that made the student—the teachers, the lab, the training—remain back at base. In effect we send the troops naked into battle.

Sorum: Yes, we see ourselves as supporters of volunteers and see the social changes as happening out there beyond the campus.

We are going through an interesting experiment at the University of Maryland now. We have a \$100,000 grant to see if we can bring in volunteers to change us. For example, retirees come in to work with and advocate on behalf of the students.

That and the totality of effort Alec was suggesting run counter to the traditional views of the institution. First, we export knowledge. We have it. You need it. You get it. Second, institutions of higher learning value the specialist. "Generalist" is a negative term, but the skills needed to tackle human problems are multiple skills, those of the generalist. So while we are sending out the troops naked, they are dragging the institution, kicking and screaming, behind them.

Arlook: It is not only generalist versus specialist. Much of the volunteer program came out of the student movement of the 60's when many universities had more to do with the aggravation than the solution of society's problems. I am thinking of research for the Vietnam war effort. We must consider humanistic values.

We have no lack of volunteers in my department, for example, but it is relatively unusual. I would bet that a survey of colleges and universities would find that volunteers are coming out of some departments and not others.

Sorum: Agreed. Generally, volunteers and interns are coming out of the health-related professions, a few out of psychology, some out of political science. You can pick the disciplines.

It seems to me that all of us, both inside and outside the institutions, have missed part of our responsibility of providing roles for people from other disciplines. We haven't had opportunities for physics or math majors to contribute, for example. We have limited the scope of roles, especially in advocacy situations, to those who are already totally committed to the effort and come at it from a social-change perspective. We bear some responsibility to have a variety of roles which would then sneakily enmesh people with differing skills in the issues so that they commit



JUDY SORUM, ASSISTANT DEAN FOR UNDERGRADUATE STUDIES, UNIVERSITY OF MARYLAND, COLLEGE PARK

themselves to utilizing their skills as, for instance, an astronomer, in the solution of problems.

Dickson: In Britain it is faculties involved in technology who are leading in what Herb Thelen of the University of Chicago calls "the humane application of knowledge," who are doing such things as de-

"We have limited the scope of roles, especially in advocacy situations, to those who are already totally committed to the effort . . ."

signing a wheelchair that can mount and descend a staircase.

Indeed I would be hard put to find those faculties ironically known as the "Humanities" which are as active as those dealing with science and technology.

Sigmon: The best question I know to ask the physicists and engineers as well as the social workers is: How are students served and how do they serve when they are performing any role, whether it is social service or technological in nature?

Kydd: Often a student is assigned to provide a service and, as a result of doing so, sees a need for advocacy. How is the contract which the agency made with the student modified, and how does an organization or school recognize that the student is growing and can provide services which go beyond the original plan?

Sigmon: I offer two axioms. First,

no matter how well you plan, something unexpected is going to come up. Second, understanding the problem might be better than fixing it at a student level. This means that if I am working with a student who comes up against a hard place—sees somebody cheating on an expense form, on clients, on food stamps, whatever—we try to map out who is involved, see what the givens and the interaction patterns are, try to understand. Then I ask: What can you do?

You always have the contract as a starting point with the potential of renegotiating. Those surprises, and even disappointments, can become important learnings. So understanding the situation, rather than fixing it, is vital to students. Fixing it is okay, of course, but be sure on whose behalf you are doing it.

Kydd: If I were a student, catching someone cheating could devastate me, could turn me against the volunteer activity if I could not find a way to do what I felt needed to be done. How is that dealt with?

Arlook: The likelihood of changing things depends on social movements outside of both the service institutions and the university. In years past it was sometimes possible for someone to have recourse to advocacy organizations, such as the National Welfare Rights Organization, that pertained to the service that was supposed to be delivered.

That isn't true nowadays, although I think the day is coming again when we will have strong community organizations—such as those coming from the environmental movement.

My department at Cleveland State seriously considered whether to deal with the correctional system. Faculty members were noticing a pattern in which students, as volunteers or as employees, went from a great deal of idealism to tremendous frustration and embitterment. The institution we were trying to change was much too strong for the university in combination with students to overcome.

The decision was not to take on that institution because of the feeling that the university was channel-

"Who is going to bear the repercussions of your going in to change all this when you go back to class next semester?"

ing students into a destructive situation no one could handle.

Sorum: One thing that takes the bitterness out is to make sure the student goes through a learning cycle. David Kolb has done some interesting work on this concept; learning is through concrete experience, reflective observation, development of theoretical perspectives (either your own or other people's) so that you come up with underlying rules and, finally, development of new alternatives or approaches to be tested out.

Often the student's tendency is to go from concrete experience to new approaches immediately—do not pass reflective observation, do not pass theoretical perspectives, just do something immediately.

Sometimes I, as an administrator, help a student look at a fuller kind of learning process, not saying you can't do anything about the situation but rather that you should spend some time reflecting on it and see what alternative approaches may come forth. This process gives potential for enrichment rather than a nonproductive experience.

Sometimes we make the alternatives seem to be either/or. That is, the volunteers can either leap in to make changes or declare it hopeless and back off. We lose the opportunity to make it a more workable situation for everyone.

Nussbaum: Often I can see no resolution except bitterness. If you see a problem and you are going to change it, you have to have power, to understand power and to have a sense of responsibility.

Who is going to bear the repercussions of your going in to change all this when you go back to class next semester?

Another distinction, do you want to be involved in social change or are you a crusader? Will you organize as a responsible person, or

do you just want to go in and say what is right and wrong? It's not useful to have a crusader unless that is a specific role that is assigned with an organized base.

If your base is organized, if it says we need someone to go out there and scream and holler, fine. But a screamer on his or her own can really accomplish nothing permanent. That makes for unhappiness, makes him or her feel, "Even though I gave it my all, nothing really lasting came of it."

This occurs because there is no real understanding of how you do make such changes.

Dickson: In my experience, the blockage is often three-quarters of the way down the organization. The person at the top is often intelligent, perceptive, progressive. A new director of a mental hospital, for example, recognizes that nursing techniques are old-fashioned and that the "old sweats" who have been working 20 to 30 years in the ward are resisting change. The director hopes that the injection of young, idealistic volunteers will engender a new atmosphere.

There will come an explosion because those called "middle-level manpower" have their way of sabotaging change. Again and again I have seen this. It is not enough to have vision at the top and idealism at the bottom. You have to attack at all stages.

Kydd: My UYA experience showed me that most students were naive. Their concept of what was possible did not relate to the real world. Contending with such problems as sabotage by middle-level employees could do a lot to move the student further in the direction in which he or she was going whether or not that particular experience was frustrating.

How the student handles such an experience has a lot to do with what the university does, and offers possibilities of moving the ivory tower and its resources into the community.

What avenues are open to students to work out whatever problems they encounter? What is the counseling system? Where does the responsibility lie in helping that student think through?



IRA ARLOOK, DIRECTOR OF THE OHIO PUBLIC INTEREST CAMPAIGN, CLEVELAND

Sorum: Often it lies with a faculty member. For example, the students I work with design their own majors and have a faculty mentor, a tutor, to shepherd them through four years of education. The tutor tries to help them understand what is happening in their education. When a problem arises, the students go right to the tutor and say, "You won't believe what happened to me today. I really need to talk to you about it."

The key is having someone whom they can count on who is not invested in that particular institution and who can stand back with them and help process.

Sometimes you can build this in by teaming the students. If you put two or three together, they will function as processors with each other—with more or less sophistication.

Kydd: The situation which Alec has set up seems to be fairly common. The call for volunteers comes from the person at the top, but that person does not take into account the structure with which he or she is dealing. At what point do Judy and Bob, the university staff, come to speak to Karen and Ira, the organization staff, in terms of helping the student work through the problem? Where is the responsibility?

Sorum: My sense would be that our responsibility is to teach the student to go to the organization. If a student reports to me what has happened and we process that, I would

not see my role to then go to the institution's director.

As Bob said: Who owns the learning and who owns the products of the placement? If the student in negotiating with the director needs to pull in university resources, great. But the negotiation is between the two of them, and I am not sure that it is functional, ethical or realistic for me to insert myself.

Part of the experience is learning how to cope with the institution. That may be a cop-out.

Dickson: I don't go all the way with you, Judy. I think that it is my job, pulling the artillery of my position with me, to go see the top person and say, as diplomatically as I can, "This is what one of our volunteers reports and we have confirmed it. It is now over to you."

Otherwise I would be failing myself and the organization where this

“Fundamental social problems cannot be solved by any technique of reflecting and problem-solving.”

inadequacy is occurring, and I would forfeit the respect of the student. I have to do a little crusading at my level, perhaps discreetly through an invitation to lunch. The answer may still be no, but I have made an endeavor. I can't just say to the student out there in the sticks or at the coal face, "Please don't rock the boat because this is a project to which we want to send others in future years."

Sorum: I am not suggesting that I would tell the student not to rock the boat. The quandary that the student faces is not something that I can solve but is part of the whole growing and developing relationship within an organization. It may well be that the student goes back to the agency director, discusses the problem and arrives at no solution which seem appropriate to the student.

I think it is dangerous for us to take over the students' problems and thereby truncate the students' potential to go in and have to ascertain, at least initially what the re-



ALEC DICKSON, HONORARY DIRECTOR OF COMMUNITY SERVICE VOLUNTEERS

sponse is going to be, what kinds of roles may be open.

Arlook: Some situations are just impossible. Many service agencies don't provide services or don't do so in ways we approve of. A student and faculty member may know that, may see it happen but, given

“Not every institution by any means gives volunteers the opportunity to grow, to make a contribution.”

their resources, simply may not be able to turn that thing around.

Fundamental social problems cannot be solved by any technique of reflecting and problem-solving. That means only a relatively small range of service agencies are suitable for universities to get involved with in helping create opportunities for students. But then the university isn't going to play a very significant role in transforming institutions, at least by virtue of making volunteers available. And if a university department gets the reputation for sending in volunteers who continually get shocked and upset,

whether or not they raise vocal criticism, the university-institution relationship is not going to last long.

The problem is clear with, for example, police departments. A lot depends on the nature of that particular police department and the people within it. Where is the university department going to come off telling the police department how to run itself, or thinking up a strategy whereby its volunteers are going in there to make changes?

Nussbaum: It could be that what the student learns is that social service is not being provided well in the society, that what he or she wants to do is find ways to help have that service provided better.

Dickson: Those sending out volunteers do face a dilemma. Not every institution by any means gives volunteers the opportunity to grow, to make a contribution. We send volunteers there over a period of five years and the institution doesn't make a single change as a result. So we say we will strike it off the list. But if we do, we withdraw the buffer zone of humanity the volunteers have provided and surrender the children or patients or prisoners to a sterile, rigid establishment.

Do we just back the lovely projects? It is not a *simple* question.

Kydd: Volunteers could learn that the only alternative left open to them is to turn away. One of the things service-learning should teach is that there are alternatives. How do we find alternatives?

An educational institution full of theory is open to volunteers. Let's find the right one and figure out if it can work. That is part of the learning experience. If the theory cannot work in this situation, the next question we must ask in order to complete the learning experience is: What other avenues are open?

If those questions are not asked, then I, for one, question the value of the service-learning experience.

Sorum: And the value of the education institution which does not raise these basic questions.

Sigmon: You diagnose problems and probe alternative solutions, then you judge those options on the basis of individual values. That is part of the learning we do. When is it my action? When am I part of the school? Part of the agency? Part of the body politic? Part of the family? You must know which you are part of at any given time.

There are no right answers as far as I can tell. You listen, you pose, you stretch, you push. You try to find some avenue that makes it acceptable to the individual.

Dickson: Another organizational problem that we face is the temptation to put a student who is articulate, intelligent, dynamic, into the project which calls for organizing, catalytic capacity. Then we place the much more ordinary, low-key student in dreary institutional settings where nothing ever happens.

I question that. Perhaps we have to put the highly intelligent into the grim, boring situation and say, "Friend, for a lot of people, life is dreary. You have half a year to enrich the lives of those bed-ridden patients." As beauty is said to lie in the eye of the beholder, perhaps it is the role of enterprising volunteers to inject some of their own imagination and vitality into apparently dull situations.

We have been suggesting that the worst that can happen is an explosion where the student comes march-

“Much more common is the student with quite a high degree of idealism who completes the project but never wants to touch anything with a social content again.”

ing into our office asking what we are going to do about something or telling us what he or she has already done. Those moments are relatively rare. Much more common is the student with quite a high degree of idealism who completes the project but never wants to touch anything with a social content again.

Kydd: If a student comes to you with a project which, based on your experience, is not going to work out as he or she thinks it will, do you ever say, “No, that isn’t going to make it”?

Sigmon: Yes. Sometimes we let it go. After all, we don’t really know. This is an art form for which we have no precise measures.

Dickson: And sometimes we plan with our eyes closed. Recently we

developed a one-to-one project at the University of York. A spastic who couldn’t feed or dress himself or take notes won a place at the University and appealed to us for one or two volunteers to look after him. We provided them and he got his degree.

I am now critical of my own staff because we failed to mobilize 10 or 15 different resources. First of all, it might have been the role of the volunteers to shame some of the 3,000 students at the University into assisting with the duties in relays.

York is the headquarters of the eastern region of British Railways. Young technical apprentices could have come from their workshops to the student’s room to develop engineering devices that would swing him into the bath, off the toilet seat, onto the bed. It would have been a marvelous challenge to their blossoming technological skills, and other handicapped students could have benefited from both devices and the designs for them.

York also is the headquarters of the great chocolate firm, Rowntrees, which also employs hundreds of workers. Its charitable foundation could have helped with finances.

And the high schools from which these two student volunteers originally came could surely have devised special equipment in their workshop labs. And local high schools in York could have extended personal hospitality to them at weekends and involved them, in their off-duty hours, in sport and recreational activities.

All sorts of human resources could have been mobilized. Instead of two student volunteers sacrificing a whole year to rather boring and disagreeable tasks, they could have acted as advocates for the student and mobilized dozens of different local organizations to provide more and better services.

It was the role of my staff to have given this multiplicity of ideas to the students. We missed our chance to convert a simple service project with little learning potential for the two volunteers into an advocacy situation involving many people in tasks that could aid not just one but many handicapped students.

Leaving it to the volunteers to go about their daily duties was a failing of the perceptions of our headquarters staff. **S**

Articles on Advocacy

Readers may wish to refer to the following *Synergist* articles related to advocacy. Reprints are available from NSVP, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.

“Students As Advocates for Nursing Home Residents,” by Elma Griesel. Winter 1978, Volume 6/Number 3.

“Advocates for Change: University of Maryland’s Public Interest Group Protects Consumers.” Fall 1977, Volume 6/Number 2.

“Georgetown Law Students Serve D.C. Prisoners.” Fall 1977, Volume 6/Number 2.

“Nutrition Students and Rural Community Outreach,” by Kathryn M. Kolasa. Fall 1977, Volume 6/Number 2.

“Civic Competence and Community Service,” by Fred Newman. Winter 1977, Volume 5/Number 3.

“Community Legal Clinic Serves Low-Income Elderly.” Spring 1976, Volume 5/Number 1.

“Using Student Volunteers in Anti-Rape Programs,” by Lynn Wehrli. Winter 1976, Volume 4/Number 3.

“The Legal Angle: Setting Up A Consumer Awareness Outreach Program,” by Hunter Hughes III. Winter 1976, Volume 4/Number 3.

“The Legal Angle: Students Can Help Claimants Get Full Unemployment Benefits Under Federal and State Laws,” by Hunter Hughes III. Fall 1975, Volume 4/Number 2.

“Pratt Institute’s Center for Community and Environmental Development: Art, Architecture and Design Students Serve as Brooklyn’s Advocates.” Fall 1974, Volume 3/Number 2.

“The Legal Angle: Student Volunteers Can Help Handicapped Get Supplemental Security Income,” by Hunter Hughes III. Fall 1974, Volume 3/Number 2.

“The Legal Angle: Helping Enforce the Open Housing Laws,” by Hunter Hughes III. Spring 1974, Volume 3/Number 1.

For additional references on advocacy, see “Resources” on page 53.



National Endowment for the Humanities Youthgrants

Funding is available for short-term projects in which young people apply the humanities to community concerns.

What are the characteristics shared by a music course for nursing home residents in Boston, an oral history of the Puerto Rican community in Philadelphia, a study of black and Mexican-American folk healing in Texas, and a video documentary of three generations of Japanese living in Los Angeles?

All were planned and carried out by students. All provided service-learning experiences. All received Youthgrants from the National Endowment for the Humanities (NEH) in Washington, D.C.

Through Youthgrants in the Humanities, NEH offers young people, particularly those of high school and college age, an opportunity to explore their own interests in the humanities and to enlarge their education and social experience.

Marion Blakey, Program Chief, Office of Youth Programs, says, "We're very interested in funding projects in which young people apply the humanities to community concerns."

During this fiscal year, which ends September 30, 1978, Youthgrants has up to \$350,000 available for approximately 60 grants to individuals, groups, or organizations acting for young people. Youthgrants for individual projects are usually for under \$2,500 to cover a period of less than six months. Grants for group projects may go up to \$10,000. Last year Youth-

grants approved roughly one out of five applications of the 200 plus they received.

For projects beginning after October 1, 1978, applications must be postmarked no later than April 15, 1978. For projects beginning after May 1, 1979, applications must be postmarked no later than November 15, 1978.

NEH encourages applicants associated with institutions as students, employees, or members to apply through those institutions. Among the eligible institutions are school districts, college libraries, museums, public agencies, youth organizations, and educational radio stations.

Applicants must apply through an institution if the project involves the granting of academic credit, extensive use of an institution's facilities or equipment, or designing a program for the institution.

The project director must be under 30 and should be the person who has developed the project and will be chiefly responsible for carrying it out.

At least a month before the deadline for submitting a formal application (see above), potential applicants should send Youthgrants a preliminary inquiry in which they give a concise description of their project proposal.

The description should include a summary of what will be done, how it relates to the humanities, who will be involved, any target group to be affected, length of time the project will run, approximate funding needed, and specific items and services for which the grant funds would be used.

If the staff judges that the project is eligible, NEH sends the potential applicant the necessary form and detailed instructions for making a formal application. Your formal application will include:

- A full description covering the project's purpose, a brief history of its conception and development, the expected result, the plan of work, and the proposed evaluation;
- An itemized budget;
- A short biography of the project director and principal co-workers;
- Supporting statements from advisers and institutional officials.

As indicated earlier, the projects approved by NEH for Youthgrants

vary considerably in terms of focus and final product.

In Boston, the Nursing Home Humanities Program in Music and Art served as a pilot program for the administering agency, the Learning Guild, Boston Center for the Arts, and resulted in the Guild's new and much larger Intergenerational Arts Program.

Graduate students did much of the work in developing and teaching two eight-week multi-media workshops in 30 nursing homes. One workshop, developed in conjunction with the Berklee College of Music, was on "Jazz and the American Heritage." The other, a joint effort of the Guild and the Museum School of the Museum of Fine Arts, was on "200 Years of American Art Forms."

In Philadelphia, 10 high school- and college-age second-generation Philadelphians of Puerto Rican descent recently completed a cross-generational oral-history project. Under a grant administered by a nonprofit organization called Taller Puertorriqueño, the young people interviewed members of the community about such topics as family life, childhood, education, occupation, folklore, migration, community life,

Youth Projects Planning Competition

NEH recently announced a new Youth Projects Planning Competition open to nonprofit organizations and institutions or individuals sponsored by an organization such as a university, club, or library. Applications for these planning awards (\$2,500 for up to 12 months) must be submitted by May 22, 1978. Awards will be announced in October. For further information, write to:

NEH Youth Projects Planning Competition
Office of Youth Programs,
M.S. 103
806 15th Street, N.W.
Washington, D.C. 20506.

and leisure. The results are appearing in popular publications and in a booklet relating the community oral-history experience.

In Dallas, 10 high school students, working under a 25-year-old director, have researched the origins of folk medicine in Texas, present-day practices, and the significance of folk healing.

They interviewed black and Mexican-American folk healers to gain a cross-cultural perspective.

The students are preparing a slide-tape presentation on folk healing and publishing the results of their research in a booklet which will be distributed by the West Dallas Community Center.

In Los Angeles, a group of young Japanese-Americans is producing a bilingual video documentary on the history of Sho Tokyo, the local Japanese community, as seen through the eyes of three generations. Oral history tapes and historical photographs of the neighborhoods will be deposited with the Japanese-American Research Project at the University of California, Los Angeles.

NEH awards Youthgrants twice a year, in September and March. To be considered for an award, a project must meet three basic conditions: It must relate in a clear way to the humanities; it must have a clear purpose, a carefully defined scope, an identifiable end product, and high promise of helping young people develop their critical facilities; young people must carry the major responsibility for initiation, development, and execution.

Three common types of projects are designing or operating an education program, a study of a specific problem, and activities aimed at disseminating or applying humanistic knowledge.

The Endowment encourages interdisciplinary proposals "for projects which address the values underlying American culture, or which attempt to put contemporary issues into a clear historical or philosophical context." Projects must be "bona fide intellectual endeavors."

An independent panel of young people (peers) evaluates each application on its merits and in comparison with other applications from

people who have similar background and experience.

In their reviews of the proposals, the panelists use the following general criteria: the value of the project as a learning experience for the participant, the contribution the project would make, clarity of purpose, the adequacy of the methodology in achieving goals, the extent to which results would be disseminated, the applicant's qualifications, a realistic budget, the project's originality and likely impact as a model, its suitability for being undertaken by young people.

Some activities are ineligible for consideration. These include original work in the arts, graduate theses and doctoral dissertations, sectarian religious projects, scientific research, political activity, and the broad area of social action.

NEH draws a careful distinction between social action and the humanities: "The humanities seek to understand; social action, to change. Endowment-supported projects, therefore, are directed at comprehension rather than change; at ob-

jective research and reflection rather than advocacy on behalf of social or political issues."

The Act establishing NEH states that the humanities include, but are not limited to, the following fields: history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing an historical or philosophical approach to problems.

As defined by NEH, the concerns of the humanities "encompass a host of social, ethical, and cultural questions which all human beings confront throughout the course of their lives. The humanities should, therefore, be regarded as the intellectual activities which help individuals deal with questions of self-knowledge and of the relationship between themselves and their society." **S**

For additional information, please send inquiries to: Youthgrants in the Humanities, National Endowment for the Humanities, Washington, D.C. 20506.



Young Philadelphians record an oral history of their Puerto Rican community.

Come to the Food Fairs

By John Vlcek

Subsistence farmers and low-income city dwellers profit from Vanderbilt's Agricultural Marketing Project.

It is only 7:30 a.m. on a Saturday, but hundreds already have come to buy fresh cucumbers, okra, corn, tomatoes, snap beans, apples, and greens from the 30 farmers whose trucks are lined up on the church parking lot. Though business is brisk, the farmers have time to greet customers, help them choose their vegetables, and let them know what produce will be coming in at the next market.

By early afternoon more than 3,000 consumers have come by to take advantage of prices up to 50 percent less than those prevailing in grocery stores. Most of the farmers have sold out. They return home pleased by the amounts they have been able to market and by the prices they have received.

Such farmers' markets, called Food Fairs, are now daily events throughout the summer in southeastern cities because of the efforts of student volunteers working with the Agricultural Marketing Project (AMP) organized through the Center for Health Services at Vanderbilt University in Nashville, Tennessee. The basic purpose of a Food Fair is to encourage the direct marketing of fresh farm produce from local farmers to urban consumers. Because Food Fairs are located in

John Vlcek, Co-Director of the Agricultural Marketing Project since 1975, is a third-year law student at Vanderbilt University, Nashville. A graduate of Yale University, John has been a paralegal counselor in rural West Tennessee and served as Student Co-Director of the Center for Health Services.

church parking lots in residential areas, the markets are easily accessible to low-income consumers.

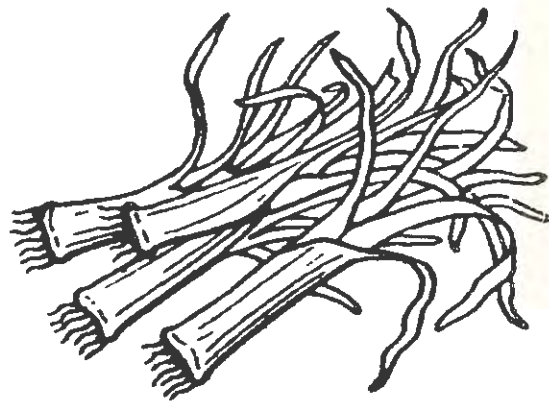
In each city, students and farmers organize enough Food Fairs that the farmers have a large weekly demand for produce and serve different residential areas. Memphis, for example, has five Fairs per week at five different sites, with each site assigned the same day each week.

Since the first Food Fair in Nashville during the summer of 1975, such markets have been organized in 24 cities in Tennessee, Alabama, and Mississippi, including Birmingham, Jackson, Knoxville, Montgomery, and Mobile. During this period, nearly 1,000 farmers have utilized this new marketing alternative and provided nutritious bargains to thousands of consumers.

AMP began in the fall of 1974 as a public interest research group meeting at the Center for Health Services, an unusual institution which combines the efforts of students, the University, and community residents in resolving pressing rural problems. The Center grew out of the efforts of Vanderbilt medical and nursing students to assist the medically underserved Appalachian communities in East Tennessee through providing such services as free screening and diagnosis. Their success spurred the creation of other community-based student projects working out of the Center, including health projects in rural West Tennessee and urban Nashville, a paralegal project in West Tennessee, and a legislative monitoring project. The Center for Health Services serves as a catalyst and resource base for students seeking to create their own projects.

When AMP originated, the students and community people were concerned with the increasing concentration of farmland in corporate hands. They then investigated the shortage of canning jar lids, skyrocketing fertilizer prices, and vegetable seed unavailability. The group organized evening forums on a wide range of agricultural topics.

The decision of the local National Farmers Organization (NFO) to sell beef and cheese directly to consumers provided the key initial link to area farmers. The students



worked with NFO members by monitoring the effect of the direct sales on Nashville grocery store prices. The success of the NFO sales demonstrated that consumers would support local farmers. As the end of the school year approached, two students made a commitment to form a summer project, wrote a proposal, and were funded by the Center for Health Services to organize Food Fairs in Nashville.

Why organize Food Fairs? In the Southeast, as well as in the rest of the nation, the number of farmers has declined dramatically. Those farmers who remain are relatively old; the average age of Tennessee farmers is 55 years. Small farm operators have found it most difficult to survive. They have been caught in a double squeeze: The cost of crucial seed, feed, fertilizer, and fuel has increased dramatically, while the prices paid farmers have remained stable or declined.

The organizers of AMP realized that farmers have no control over their markets. Alternative markets for farmers, they reasoned, would increase their income and economic viability. Direct marketing was chosen to decrease the take of middlemen and create badly needed urban-rural links.

It was discovered that existing farmers' markets no longer serve local farmers. Nashville's market, for example, now serves truckers, wholesalers, and retailers rather than farmers. Consumer usage has declined dramatically because the market is in an inaccessible industrial part of town.

Food Fairs are organized for use by farmers *only* to sell *only* the produce they raise themselves. Churches were chosen as Food Fair sites because many are conveniently situ-

ated in residential areas. Also, churches are often the center of community activities. Senior citizens feel good about traveling to a local church. The churches have seen the Food Fairs as a part of their social service activities, partly because of the recent concern with world and domestic hunger.

Usually two students organize Food Fairs in a large city or a cluster of smaller towns. The students begin work in May with market openings set for mid-July. To organize Food Fairs, three major tasks must be accomplished: consumer organizing, farmer organizing, and legal research.

The consumer organizer has two main tasks, finding suitable locations and publicizing the sales.

When the organizer begins, he or she goes to the Chamber of Commerce to get a city map, a list of social organizations, and a list of churches. A phone book is another basic tool. The student looks for the perfect church site, one which is located near low-income neighborhoods and/or housing for the elderly but is on the edge of a middle-income area where everyone owns a freezer and has lots of kids. It must have a parking lot with easy access and room to park at least 50 and preferably 100 cars. It should have some shade trees to keep farmers and their produce cool.

It may take up to six weeks for the church to make a decision, so the student must be sure to plan for plenty of lead time. Although as many as five or six churches may be approached at one time, the student should not plan to open all the Food Fairs during the first week. The final number of sites per week will be determined by the city's population. In towns of less than 50,000, start with one site; in towns of 50,000 to 150,000, start with one or two sites; in towns of 150,000 to 250,000, start with three sites. Larger cities can support from three up to six sites.

Good advertising is the key to the success of the Food Fairs. There are seven steps to take:

- Place about 100 posters in the windows of nearby stores, offices, factories and churches, directing



consumers to a single Food Fair site;

- Send announcements of the Food Fairs to all service and social clubs in the city;
- At least one week before the Food Fairs open, send public service announcements (carried free) to all TV and radio stations;
- Ask local ministers or church secretaries to include an announcement of the markets in their church bulletins;
- In low-income neighborhoods, have several thousand simple fliers printed and distribute them;
- Have several thousand calendars showing Food Fair dates printed to be placed in consumers' shopping bags by the farmers;
- Go to the local paper (the most important source of coverage) at least one week before the Food Fairs open, describe the work being done, suggest that an article be published the day before or the day of the first Food Fair, and provide a black and white glossy photo of the organizer and one of the farmers preparing to bring his produce to market.

The student who undertakes the organizing must find farmers who will listen and become sufficiently interested in the possibilities of a new market to show up at the first Food Fair. Remember that farmers tend to be a skeptical group (with good reason). AMP recommends that organizers locate farmers by taking the following eight steps:

- Visit the local county extension



Prices please farmers and shoppers at Food Fairs in Memphis and Knoxville.

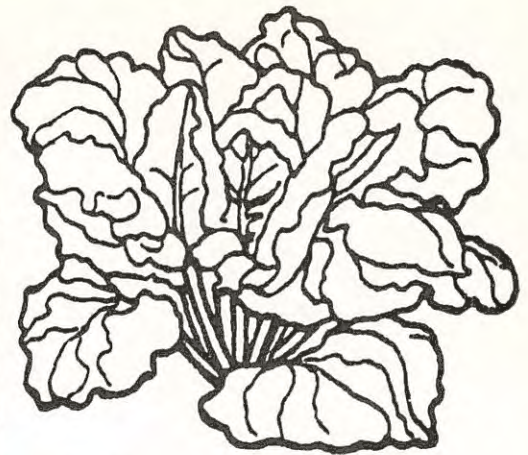
agents and ask them for the names of fruit and vegetable farmers in their county;

- Visit any existing farmers' markets in the area to assess their effectiveness and get the names of farmers who use the market;
- Ask the city clerk for the names of farmers who have registered to peddle in the city;
- Visit vocational agriculture teachers in the county and city schools;
- Visit the land grant college and talk with the marketing specialist;
- Drive around the countryside with eyes peeled for big gardens and truck patches;
- Stop at seed, hardware, and other country stores to talk with people about your work and to get permission to hang up a poster publicizing the new markets;
- Visit newspapers in the county seats and give them a press release, along with a black and white glossy photo, announcing the markets.

The students' approach to the



A student and West Tennessee farmers discuss selling crops at Food Fairs.



Working with Food Fairs may provide a student with practical political experience. During the summer of 1977 in Memphis, for example, the Health Department ruled that each farmer must have a \$7.50 permit good only for two weeks and that the Food Fair sites could operate for only four weeks.

AMP's student organizer worked with the farmers to coordinate a strategy. Negotiations were held with bureaucrats at all levels. After struggling with the many levels of decision-making, the AMP group took an appeal to the Memphis Board of Health. The student drafted and sent letters to 500 key people in the city asking for support. Petitions were drawn up and circulated at the Food Fair sites, in churches, and at senior citizens centers. Media attention was drawn to the dispute and an editorial in favor of the Food Fairs appeared in the *Memphis Commercial Appeal* the morning of the hearing. The organizer also coordinated the appearance of farmers, consumers, and church people at the hearing.

As a result, the Board of Health exempted the farmers from the law for 45 days pending action by the City Council. The City Council took favorable action 45 days later. The student gained invaluable experience in grass-roots pressure politics and government operations.

From a two-student Nashville project, AMP has grown to a regional operation with a year-round staff. During the summer of 1977, AMP employed 15 students to organize new Food Fairs and/or deliver technical assistance to farmers. AMP now has an office at the Wesley Foundation at the University of Alabama and provides a channel for student energies there.

farmers is relaxed and informative. The organizers begin by telling who they are, whom they work for, why they are doing what they're doing, how the markets might benefit the farmers, and when and where the local markets they might use will open. Organizers also ask farmers for their phone numbers and addresses so they can be contacted about the markets again.

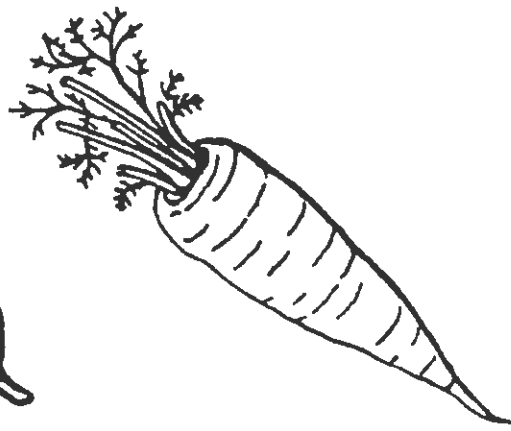
Two things AMP students never do are present themselves as someone who is setting up a marketing organization or attempt to get farmers to plant specifically to supply a Food Fair during the first summer.

Important legal research must be done before the Food Fairs open. The student with the most familiarity with law and politics draws this task. The most important city and/or county laws to research are health, zoning, and licensing. The relevant state laws to research are sales tax (to see if farmers selling

direct to consumers are exempt), business tax, marketing regulations, and personal injury liability. Relevant results are communicated to the churches and farmers, and students press for fair treatment from bureaucrats when problems affecting the Food Fairs come up.

The day before the first Food Fair is to open, student organizers contact all the interested farmers again. Only a few may show up the first day. Many Food Fairs have begun with five to 10 farmers and built up participation week by week.

During the Food Fairs, students circulate among the farmers and consumers making sure that those who have come to sell are farmers and watching traffic patterns and consumer movements to ensure that no accidents happen. As excitement builds, the organizer calls up the newspapers and television stations to come cover the market.



But AMP does not view its life as a project as long-term. On the contrary, emphasis is placed on community control and the phasing out of student participation. Students organize Food Fairs in a city the first summer, then work with the participating farmers to form a marketing organization to give the farmers control over future Food Fairs. The students hold meetings with the farmers and explain that students can't continue to be responsible for the markets. The student serves as a catalyst and does not make decisions for the farmers. The steps needed to incorporate under state law are explained.

The Nashville farmers were the first to incorporate; in October 1975, they formed the Farmers' Association for Retail Marketing (F.A.R.M.), a not-for-profit Tennessee corporation. In 1976 and 1977 F.A.R.M. hired its own manager to run the Food Fairs and since then has been financially self-sufficient.

This pattern has been followed elsewhere; three more F.A.R.M. organizations (East Tennessee, West Tennessee, and Northeast Alabama) were formed after the summer of 1976, and currently eight new groups have formed or are forming based on 1977 activity. The role of AMP staff and students is transformed to that of providing technical assistance to the organizations and strengthening their ability to be self-sufficient.

AMP has developed a consumer education role which requires staff and students to communicate with a wide variety of urban groups: church, community, social service, and governmental. Media materials dramatizing the predicament of the farmer and the successes of Food Fairs have been developed. Educa-

tional pamphlets discuss a series of topics, including the taste of tomatoes. Students gain extensive public speaking skills and the ability to serve as teachers in small group situations. Writing skills are developed as a result of AMP's monthly farmer (circulation 1,000) and consumer (circulation 4,000) newsletters.

Many special project possibilities for students have arisen out of AMP's work. During the spring 1977 semester, two Vanderbilt undergraduates volunteering for AMP drafted, as part of an independent course for credit, a feasibility study on the establishment of a community cannery in Nashville. As a result of their study and presentation before the local CAP agency, such a cannery will be in operation during the summer of 1978.

At the University of Alabama, AMP staff and students have designed an innovative course entitled "Who Owns the Future of the South?" The course combines investigative research with community organizing in 10 rural Alabama communities. The identification of University resources that can be made available to rural communities is also very important.

Finally, AMP has had positive interaction with other projects operating out of the Center for Health Services. The Urban Student Health Coalition has conducted hypertension screening at Food Fairs with good results. And farmers have been able to sell produce at short-term health screening projects, such as blood-pressure testing, sponsored at inner-city sites.

AMP has demonstrated that students can involve themselves in community organizing projects and achieve concrete results. The key is

commitment and follow-up. Students cannot hope to immerse themselves in a community problem and expect instant acceptance or success. Development of trust in the students by the affected community is essential, and substantial time commitments are needed to ensure that the students understand the problems involved and likelihood of success of the alternatives proposed. Students should not hold to preconceived notions of how problems will be solved, but rather should listen to the views of the community and weigh their experiences before taking action.

Any organizer looks for the time he or she can end the project and turn over responsibility for its continuance to the community. Student projects must be no different. Self-sufficiency must be the goal of any new program or strategy. If self-sufficiency is not provided for, the student's project will collapse soon after he or she leaves the community. The struggle is long and difficult, but the student will find that the results of creating a viable, independent group are very rewarding to the organizer and the community.

AMP is willing to assist groups interested in undertaking similar programs of assistance to small farmers and urban consumers. AMP has published an organizer's manual detailing the steps involved in creating Food Fairs and working toward the establishment of F.A.R.M. organizations. The manual costs \$5. Materials on other aspects of agricultural organizing are also available. For more information (including material on the Center for Health Services), contact John Vlcek, Agricultural Marketing Project, Station 17, Vanderbilt Medical Center, Nashville, Tennessee 37232. Phone: (615) 322-4773. **S**

Preparing Access Guides

By Fred Pollack

Student volunteer groups may assist disabled persons by collecting and publishing information on the accessibility of buildings.

When most of us want to go to class, a restaurant, a park, or a store, we simply go. A person with limited mobility, particularly one confined to a wheelchair, must determine first whether the destination is "accessible." This means different things to each disabled person, but in general it means the place is free of architectural barriers, any man-made or natural obstacles that make a facility difficult to enter or to use.

Common barriers are stairs, narrow doors, curbs, and high drinking fountains. These and other barriers make routine activities trying experiences for millions of disabled Americans because each visit to an unknown place must be carefully planned.

The need to know accessibility in advance has created a demand for access guides. These publications provide such specific information as the number and height of steps at entrances, the width of bathroom doors, and the location of special parking. Such facts enable a disabled person to decide whether a building is accessible and, if it is, to know which entrance, elevator,

Fred Pollack, a law school graduate currently living in Mineola, New York, served in 1971-72 as Chairman of the National Architectural Barriers Project sponsored by the Alpha Phi Omega National Service Fraternity. From 1974 to 1976 he was editor of the Project's newsletter, Access Now.

bathroom, dining facility, etc. to use. Often the way in is through the underground garage, and the way up is the freight elevator.

In spite of the obvious value of up-to-date guides, many communities lack them. Why? The work, the cost, and the time involved in producing them are the main reasons. Depending on the scope of the guide, it requires the input of many people performing dozens of time-consuming tasks, some simple and some complex.

Because of these multiple and diverse requirements, preparing access guides is often an excellent project for student volunteer groups. The project may take many forms, including making an accessibility map of a campus, updating a city guide in cooperation with a service organization, or producing the community's first access guide.

To find out if your community has an up-to-date access guide, check at the library, the Chamber of Commerce, or the office of any local group serving disabled persons, e.g. the Easter Seal Society, Disabled American Veterans, the Muscular Dystrophy Association, the United Fund. If a guide exists, the group which produced it should know whether a partial or total revision is needed. Because of new laws, tighter enforcement, and numerous special projects during the Bicentennial, any access guide more than two years old is likely to need updating.

Once the need for creating or updating an access guide is established, volunteers must decide whether to attempt the undertaking alone or seek assistance from a local agency.

Working with a group such as Easter Seals, which has published many access guides, has many advantages. An agency may have valuable expertise, including model survey forms and guides. It may provide funding, or at least an idea of where to get it. Nonprofit organizations usually have tax-exempt status, which helps attract tax-deductible contributions. An established public image also helps encourage support from the community at large. Even those agencies which cannot provide direct funding

may be able to provide transportation for surveyors, a central office with files and phone service, and other support services, such as assistance with publicity.

If no agency willing or able to work with student volunteers is available, a do-it-yourself project becomes a necessity. In planning a project from scratch, many questions have to be answered. What standards will be used to determine accessibility? What places will the guide cover? What format will be used for the presentation of information? How will the printing be financed? How many people are needed to complete each part of the project? It is best to determine answers and put the plan of operation in writing before starting preparation of the guide.

While it may be possible for a group to develop its own standards through testing and meetings with local disabled groups, use of established guidelines is preferable. An excellent set of guidelines may be found in the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped." This is available (single copy free) from the National Easter Seal Society, which publishes, or serves as a clearing house for, numerous other useful materials (see listing and address at end of article).

Those preparing campus guides would do well to refer to *Architectural Accessibility for the Disabled of College Campuses* by Stephen Cotler and Alfred H. DeGraff (single copy free from State University Construction Fund, 194 Washington Avenue, Albany, New York 12210).

City and regional access guides present good models for both standards and format, and most are available free or cost only \$1 or \$2. Ordering information for approximately 100 guides is found in "A List of Guidebooks for Handicapped Travelers," which is available free from the President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20210.

A group may attempt either to describe all buildings open to the



public or only selected major sites. The decision depends largely on financial resources, time, and the number of volunteers. Circumstances may decree guides ranging from a series of mimeographed sheets on campus facilities to printed paperbacks covering a large city. If the scope of the book must be limited, volunteers should delineate those buildings most commonly used. These are likely to be government offices, large shopping centers, medical facilities, restaurants, religious buildings, and entertainment centers (theaters, museums, stadiums, etc.). Among other categories to include if space, time, and funding permit are department stores, hotels, banking institutions, and parks.

While the format of the guide is closely linked to financing, several considerations need to be taken into account no matter how the booklet is put together and printed. Each description must be complete and concise. The fewer the words, the greater is the value of the guide as an everyday tool.

The survey should produce an objective inventory of each building included—without a statement as to whether the building is accessible or not. A factual presentation of all facilities is what the reader wants and needs. For a good example of this in a student-produced campus access guide, write to Alpha Phi Omega National Service Fraternity, Archbold Gym, Syracuse University, Syracuse, New York 13210, for a copy of "Syracuse University: A Guide for the Disabled."

No matter what type of publication a group selects, producing it will cost money. Funding may come from a number of sources. Some

groups sell advertising in the guide. Those who offer products used by the disabled may find the guide an attractive vehicle. It may be possible to limit advertising to a listing of sponsors with a note of commendation for their support.

A more desirable approach is to enlist the support of local businesses, service groups, organizations of the disabled, or other sponsors. A direct appeal to the community may gain some support, and traditional fundraising projects, from bake sales to casino nights, may be used to round out the budget. If the project is a large one, student volunteers working with a community agency may investigate the possibility of obtaining a few full-time employees through the Comprehensive Employment and Training Act (CETA), an approach which has been used in at least one city.

Community support is desirable for more than money. Public interest in the project will make it easier for students to obtain entry to the building they want to survey, create a constituency to press for reforms in local laws and enforcement of federal regulations, and generally aid in accomplishing a barrier-free environment.

Those conducting campus surveys may wish to refer to the comprehensive sample forms in *Planning for Accessibility: A Guide to Developing and Implementing Campus Transition Plans* by Margaret Milner. Copies (\$3 each if payment is enclosed) may be ordered from the Association of Physical Plan Administrators of Colleges and Universities, Suite 250, 11 Dupont Circle, Washington, D.C. 20036.

Obtaining that support requires a great deal of work. Basic steps to take include:

- Contacting the editor of the local newspaper, explaining the project, and seeking the paper's support both in giving news coverage and in writing editorials;
- Speaking at meetings of service organizations to stress the public service value of the project;
- Preparing public service announcements (carried free) for radio and television stations and

urging them to cover the project on the news or talk shows;

- Requesting the mayor or county executive to issue a proclamation for the week volunteers are conducting (or beginning to conduct) the survey.

Any gesture from local officials attracts news coverage, gives the volunteers a boost, and helps inform officials of the problem. Their support is crucial in changing laws and eradicating barriers.

Community organizations can help distribute the guide after it is printed. They also provide a forum for promoting the project through public appearances and news coverage.

With the plan of action ready and funds to implement it on hand or pledged, it's time to begin the survey. All the volunteers should have a good supply of the standardized form (see sample on page 25) and know exactly how it is to be filled out. The form provides the basic information necessary to write an accurate and helpful description, including specific measurements.

After selecting the buildings to be included, contact the owners for permission to survey them. It is a good idea to explain the project and to offer to come at a time convenient to them. If an owner seems reluctant to participate, point out the possibility of new business from users of the guide, for the disabled comprise a substantial percentage of our population.

The coordinator of this phase will find it helpful to have a master checklist with all buildings, addresses, owners' names, date to be surveyed, surveyors, and person to see at the building.

Volunteers should contact the proper person when they arrive at the building. This will reaffirm their right to do the survey, give them a chance to ask any necessary questions, and explain their presence to employees who wonder what those strange people are doing with clipboards and measuring tapes. And it gives the surveyors an opportunity to thank the owner for his or her cooperation.

In most cases, volunteer teams will need about 20 minutes to inspect and make accurate measure-

ments of all the building's facilities.

When the surveys are turned in, they must be checked to see that all information has been provided. Some buildings may need to be surveyed again.

A subcommittee should convert the data into written descriptions for editing by one person to make sure all information has been presented in a uniform style.

An example of an entry follows:

On-street parking in front of building; one 6" curb; sidewalk hard and smooth; slightly inclined. Entry door 39" wide, hard to open; steep ramp at door. Interior carpeted; aisles 36" wide or more. Restrooms on same level; doors 36" wide, no screen walls; one stall with grab bars and door 40", swings out. Mirror 29" from floor. Sink: faucets stay-on; no exposed pipes. Faucet 32" from floor.

When the guide comes from the printer, all that remains is getting it into the hands of the people who need it. Organizations of potential users, such as the National Paraplegia Foundation or Paralyzed Veterans, often help with this.

Before beginning the survey student volunteers should determine what laws govern the construction of buildings and exterior areas. Many communities and states have adopted regulations that require a certain degree of accessibility. Federal law requires that all public buildings built after 1968 with Federal funds be accessible to the disabled. If surveyors know the laws, they can identify violations and work with local groups to institute changes. Often pointing out to the owner the effect of an architectural barrier will result in the needed changes.

A guide merely identifies architectural barriers and tells how to avoid them. Eliminating barriers and their attendant problems is another project, one it could take years to complete. Simple measures volunteers may consider to speed the fall of barriers are: the erection of international access symbols on those buildings which meet standards, construction of ramps where necessary, and an awareness program to change community attitudes in favor of improvements.

Architectural Barriers Survey Form

Building Type of building
 Location Person to contact
 Phone

Parking Facilities

Parking area available none small adequate
 Any area reserved for the disabled? yes no
 Is parking area hard, level, smooth? yes no
 How far from suggested entrance?

Approach (area between parking area and suggested entrance)

Are parking area and entrance separated by a street? yes no
 Is approach hard, level, smooth? yes no
 If no, describe
 Curbs: How many Steps: How many
 How high How high each
 Is there a handrail
 Ramps: gradual steep Handrails at ramps? yes no
 If ramped, give rise

Entrance

Is the main entrance the most accessible one? yes no
 If no, which entrance is preferred?
 Width of preferred entrance Door easy to open? yes no
 Is door automatic? yes no Steps at entrance door? yes no
 If so, how many? How high?
 Is there a handrail? Is there a vestibule? yes no
 If so, give size

Interior Access

All areas of facility can be reached via:
 same-level travel ramps
 passenger elevator freight elevator
 other
 Are all necessary doors at least 36 inches wide? yes no
 Which doors are not?
 Width of aisles in classroom? Width of hallways
 Do ramps and stairs have handrails? yes no
 Height of stair riser Inclination of ramps

Rest Rooms

Are there rest rooms without steps or stairs at approach? yes no
 Are there "screen walls" just inside entrance? yes no
 Is entire room on one floor? yes no
 Height of mirrors from floor Type of sink
 Type of faucet Are hot water pipes covered? yes no
 Is there at least one stall 3' x 5'? yes no
 Is there a door 48" wide and swinging out to accommodate wheelchair users?
 yes no
 Grab bars on each side of stall? yes no
 Water closet seat 18" from floor? yes no

Public Telephones

Type: booth wall mount
 Height of dial from floor (If buttons, height of top row)
 If coin phone, height of coin slot from floor

Water Fountains

Are there fountains with spout no more than 30" from floor and hand operated?
 yes no

Auditoriums (if any)

Are sections available to wheelchairs? yes no
 Can seats be removed to accommodate wheelchairs? yes no
 Any provisions for hard of hearing? yes no
 Width of aisles

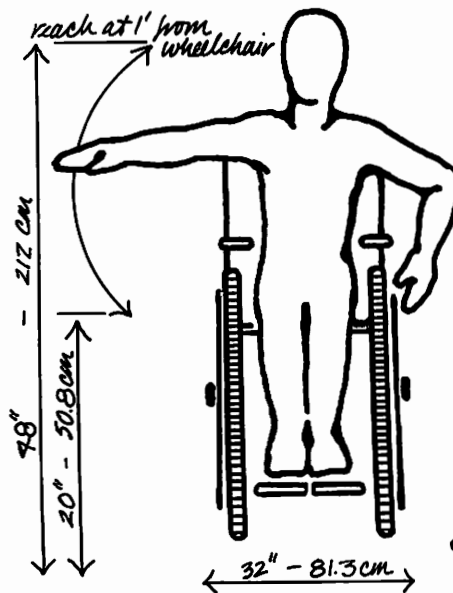
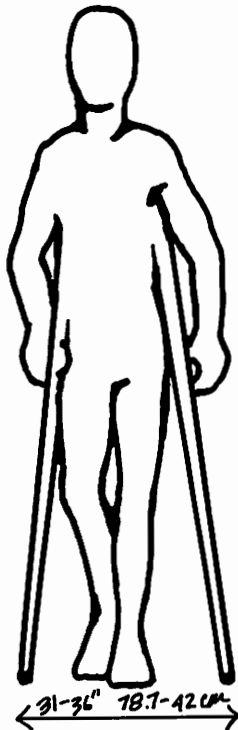
Cafeterias

Height and placement of tables
 Do chairs have arms? yes no Aisles at least 36" wide? yes no
 Is railing at least 36" from service counter? yes no

Surveyor's name
 Surveyor's phone
 Date surveyed

Guidelines for Preparing Access Guides

1. Set up a realistic schedule that takes into account the availability of volunteers and the time needed for each phase of the operation, including fundraising. Devise a record-keeping system so that progress can be checked.
 2. Decide the scope of the survey and mark the sites to be included on a map.
 3. Assign volunteers to each phase of the operation, including detailed planning and coordination, preparation of survey forms, surveying, compilation and editing, publicity, and distribution.
 4. Contact the owners of the buildings to be surveyed to get their cooperation.
 5. Bring survey teams together for an orientation; explain the survey procedures, give out survey forms and information on regulations related to architectural barriers, and answer any questions.
 6. Check all survey forms as they are turned in and send volunteers any places omitted or not properly covered.
 7. Put data collected into a uniform style in a pre-determined format for printing.
 8. Distribute the guide through local service organizations, city offices, hospitals, libraries, etc.
- continued on page 28*



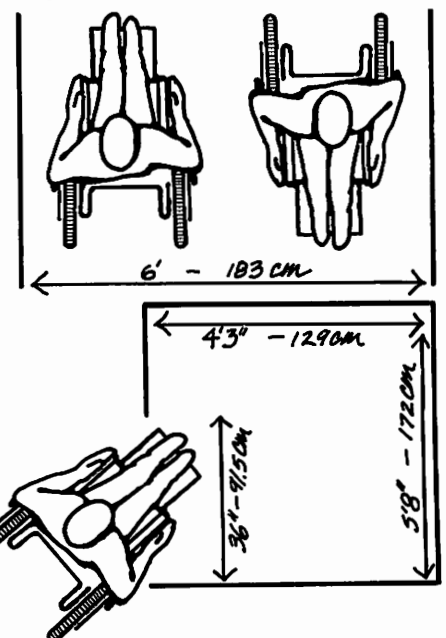
map. Note that under the new *Chronically Sick and Disabled Persons Act, 1970* the local authority *must* find out who the disabled are in the area, and tell them what services are provided for them. They must also provide the following services, where they think need necessitates them:

1. Practical assistance in the home.
2. Help in obtaining wireless, television, library or similar recreational facilities.
3. Help the disabled to take advantage of lectures, games and other recreations outside the home.
4. Facilities for travel to and from services provided.
5. Help to adapt facilities in the home for greater safety and comfort.
6. Facilitate taking of holidays.
7. Meals in the home or elsewhere.
8. Provide or help obtain a telephone or other special equipment.
9. Badges for disabled drivers for exemption from some parking and waiting restrictions.

Include this information in a prominent place in the guide so that the disabled *know their rights*.

Find out what social welfare organisations exist in the community that include helping the handicapped in their work and list these in the guide with a brief report on what they do. The Citizens' Advice Bureau, Council of Social Service and local branch of the Red Cross should help with this information.

List the places surveyed with the addresses, and details about parking, entrances, seating, etc.



Access Guides in the United Kingdom

Community Service Volunteers (CSV) provides basic instructions for students preparing access guides in the United Kingdom.

CSV suggests that student volunteers use a wheelchair as they investigate public buildings. If a disabled student is not working with the group, then volunteers may borrow a wheelchair for a day and take turns discovering the difficulties to be faced.

As the accompanying instruction sheet shows, CSV recommends that access guides include information on the services available to the disabled and on their rights.

Additional information is available from Community Service Volunteers, 237 Pentonville Road, London N1 9NJ, England.

How to make a simple guide to the community for the disabled

Make a map of the area marking the position of the places surveyed.

Find out from your local Social Services Department what services they provide for the handicapped and list these at the beginning of the guide. Mark the position of the Social Services Department on the

Survey in Swansea

In December 1969, Miss S. Secker, the Swansea Voluntary Service coordinator appealed for help in carrying out voluntary work in Swansea. The number of Llwyn-y-Bryn school-girls who responded to this appeal was so large that Mr. B. Glastonbury, the chairman of Swansea Voluntary Service, and Miss Secker felt that a project designed to find out the conditions which exist in Swansea for access for the disabled to various buildings could be undertaken.

During the first few months after Christmas the task of surveying the city of Swansea was carried out by eighty girls. An administrative centre was set up, first at the University at Swansea and later at Llwyn-y-Bryn school, to which the surveyors reported to receive survey forms, to obtain advice and to return completed forms. The whole of Swansea was subdivided into districts and, in some cases, into streets, and teams of girls were assigned to cover the various sections of the town. Each team of girls was required to cover one subsection of the survey, for example, shops in a certain district, or churches in a certain district, etc.

Making Plans

A map of each district was drawn and on it was entered all public buildings, theatres, shops, restaurants, etc. A detailed street map was used to provide the information and where necessary the information was checked by personal visits to the districts. To facilitate later presentation of the work, further maps of the city districts were drawn. Each map now showed only one subsection or category of the survey, for example, hotels. As each survey form was checked, the fact was entered on the relevant subsection map and on the comprehensive map of the district. One colour was always associated on each map with one particular subsection and the familiar geographical conventions of symbol use were observed. After some time it was possible to check the extent of the coverage obtained in the survey very quickly by referring to these maps. Any gaps were also quickly spotted.

It became apparent before long that while the suburbs were adequately covered, the centre of the city was not. Thus a second, supplementary survey of the centre of town was conducted. Sixth form girls were given permission by the Local Education Authority and by their headmistress to use their free time during school hours to undertake this supplementary survey and the information was added to the rest.

Problems Encountered

This is the broad outline of the actual work done on this project but no account is complete without an analysis of the efficiency of the methods used. One of the problems faced in the project is highlighted by the fact that coverage of the centre was not comparable with that of the suburbs. The girls were able to work quickly and easily in the familiar, personal, and friendlier atmosphere of the smaller suburban shops while the impersonal atmosphere of the city centre demanded forceful and resolute personalities. Timid surveyors were either easily discouraged by a suspicious or rather cool reception or allowed the interviewee to take over the filling in of the form—a procedure not to be relied upon. This should have been taken into account at the start.

Full Briefing Desirable

In order to make immediate use of the enthusiasm generated by the project the preliminary briefing was, to a certain extent, neglected. In retrospect, it is felt that too little time was spent on this important part of the work. In actual fact, a little more planning at the start would have been well recompensed in time saved later. The actual administration of the scheme was very carefully planned but the fact that the girls would need experienced help in obtaining the right kind of information was overlooked. Forms, supplied by "Access for the Disabled," 34 Eccleston Square, London, S.W.1. were used to obtain the information. These are very easy to use but in certain cases even these forms require an individual, personal interpretation of a particular situation. The girls should have been thoroughly briefed on the more difficult judgements they were required to make. Such questions as

the number of steps, the width of doors etc. were very competently answered and mistakes were astonishingly few but the more difficult questions about the attitudes of staff and managers were less reliably answered. A great deal of time was rather needlessly wasted in rechecking survey forms because of the original haste. To avoid such mistakes it is advisable that the organiser should obtain and digest the material provided by the London office of "Access for the Disabled" on the kind of briefing to be given to the surveyors. The rest of the administrative procedure worked very well and can be thoroughly recommended. The availability of a wheelchair in test cases was an advantage especially in the resurvey. Full use was made of the wheelchairs provided by the Director of the Swansea Council for Social Service.

Greater Awareness

Whether this survey will result in a greater awareness of the difficulties faced by disabled people, and in a general improvement in facilities remains to be seen but during the course of the survey no opportunity has been lost to bring these difficulties to the notice of the general public and interested parties. A publicity campaign is also being planned to coincide with the publication of the booklet. This is aimed at local retailers' organisations, local hoteliers, chamber of commerce members, charitable institutions and the local authority.

Reprinted from Community Service Volunteers instructional materials; article by Linda M. Thomas.



continued from page 26

Highlights of Current Standards

The following is reprinted from "Guilty Buildings," a brochure available in quantities from The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

A. Parking and approaches to building entrance.

Parking: Place near building. Identify for use by handicapped only. Make level. Minimum width: 12 feet. Clear step-free route from reserved space to building entrance.

Walkways: 5 feet minimum width, 1 foot in 20 maximum gradient. Non-slip surface. Curb cuts if road crossing required. No downspouts discharging onto walkway. Change in paving texture to alert visually impaired, especially where there are ramps or curb cuts.

Ramps: 1 foot in 12 maximum slope. Handrail on at least one side 32 inches above ramp surface and to extend 12 inches beyond top and bottom of ramp. Non-slip surface 6 feet of straight clearance at top and bottom. Level rest platform at 30-foot intervals and at turns.

Entrance: At least one primary entrance barrier free, with access to an elevator. 32 inches clear door opening. Door sill flush with floor. If vestibule, 6 feet 6 inches between doors. Adequate night illumination.

Stairs (Exterior): No protruding

nosings. Non-skid surface. Lit for night time use. Handrails 32 inches high, to extend 30 inches horizontally at top and bottom.

B. Movement within building.

Stairs: No protruding nosings, 7 inches maximum riser height. Handrails 32 inches above tread at face of riser, extend 12 inches beyond top and bottom parallel to floor. Handrails circular or oval, 1 3/4 inches to 2 inches thick.

Elevators: Install in all buildings of two or more stories. Minimum cab size: 5 feet deep by 5 feet 6 inches wide. Doors to have safety edge with sensing device. Control panel placed 4 feet from floor. Control buttons to have raised or notched information adjacent to buttons.

Corridors: 5 feet minimum.

Floors: Non-slip surface. Differences of level connected by ramps.

C. Services.

Toilets: Stall size 3 feet by 5 feet deep (minimum) with an outswinging door providing 32 inches clearance. Toilet, wall-mounted. Grab-bars (1 1/2 inches in diameter and 1 1/2 inches from walls) on both walls, 33 inches from floor.

Lavatory: Clearance to bottom of apron: 2 feet 6 inches (minimum). Faucet handles easy to operate. Shield hot water line and trap. Mirror and other accessories not over 40 inches above floor.

Urinal: At least one fixture 15 inches above floor.

Water fountains: Upper edge of basin not over 3 feet above floor. Controls and spouts at front. If recessed, recess not less than three feet wide.

Coin phones: Do not place phone in booths. Dial, coin slot and handset placed so that they can be reached from wheelchair. Provide amplification for persons with hearing disabilities.

Controls: Light and other switches placed within reach of persons in wheelchairs.

D. Hazards.

Obstructions: Low hanging door closers, signs, ceiling fixtures should be avoided.

Alarms: Visual signal to alert hearing impaired. Audible signal to alert visually impaired.

The preceding standards are geared to four relatively fixed design

conditions: the man or woman in a wheelchair; the person on crutches; the blind person; and the hearing impaired person.

For additional information on architectural barriers and related problems, readers may contact the following:

National Center for a Barrier Free Environment
8401 Connecticut Avenue, N.W.
Washington, D.C. 20015

The National Center for Law and the Handicapped, Inc.
1235 North Eddy Street
South Bend, Indiana 46617

The National Easter Seal Society
2023 West Ogden Avenue
Chicago, Illinois 60612

Among the useful publications available from Easter Seal are the following.

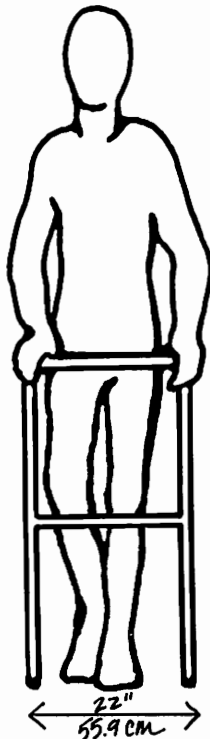
"Building Survey To Develop Guides for the Handicapped," 2 pp. Single copy, free; 25 copies, \$2.50; 100 copies, \$9; 250 copies, \$12.

"Instructions for Conducting a Survey," 1 p. Single copy, free; 25 copies, \$1.25; 100 copies, \$4.50; 250 copies, \$6.

In one set: "Architectural Barriers—The Problem and the Challenge," 1 p.; "Creating an Architectural Barriers Task Force Within Your Community," 3 pp.; "Guidelines for Establishing an Architectural Barriers Committee: A Basis for Community Action," 1 p.; "Community Survey and Guide," 6 pp.; "Carrying on a Program of Watchdog Activities," 2 pp. Single copy, free; 25 copies, \$18; 100 copies \$70; 250 copies, \$87.

"Current Materials On . . . Barrier-Free Design," 7 pp. Free.

"Analysis of Collected Data on Legislation and Standards of 50 States and the District of Columbia Concerning Laws Requiring that Buildings and Facilities Be Accessible to Handicapped Persons," 4 pp. Single copy only, free. (Quantities are available free from The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20210.) **S**



Raising Money and Morale

Fundraising events make more dollars and sense when they are fun for both the workers and those attending.

Adapted by *Synergist* from *The Grass Roots Fundraising Book*

You can create your own grass-roots fundraising plan using the members and resources you have. Grass-roots fundraising is primarily raising money from other individuals, although you also will learn how to get big donations from institutions, churches and corporations. Is it possible to raise a significant amount of money from individuals? Of course. In 1975 individuals gave more than \$21 billion to not-for-profit organizations. This was 80 per cent of *all* money given for philanthropy in the U.S.

Grass-roots fundraising includes all the ways to raise money using your own members and resources. Ad books and auctions, bake sales and barn dances, carnivals and cake walks, all are proven grass-roots fundraisers.

The dual goal of fundraising is to pay the bills and to build the organization. When you map out your strategy, consider all the non-monetary benefits that you can gain: self-sufficiency, independence, peace of mind, pride. You also prove that a lot of people support your work.

The Grass Roots Fundraising Book (all rights reserved) was written by Joan Flanagan for the Youth Project, a nonprofit organization. Those wishing to purchase copies (\$5.25 per copy; \$3.25 per copy for 50 or more) may send their checks or money orders to: The Youth Project, *The Grass Roots Fundraising Book*, Department NSI, P.O. Box 988, Hicksville, New York 18802.

Ironically, successful grass-roots fundraising makes it easier for you to raise money from institutions. Foundations and national church programs that hand out grants are interested in groups that show their own people will support them. Corporations and United Way executives need some way of judging your effectiveness, and your grass-roots fundraising is their only concrete evidence that the people in your community *want* your program.

Many foundations today make what they call a matching grant or a challenge grant. They will give you a set amount of money if you will raise a specified amount in a given time period.

You also should plan to use your fundraising to attract new members and publicize your program. The hoopla and fun of fundraising events gives new people a chance to learn who you are in the most pleasant surroundings. It deepens the commitment of the members who go out to "sell" their program. To do so, they must learn about their group, its structure, and its goals.

Your event gives you many chances to tell your story to new people. If you are selling your cookbook in the bank lobby or raffling chances at your club, you are an ambassador for the group. As you sell ads for the ad book to business executives, you are teaching the cor-

porations about the importance of your work.

Where do you start? Apply the physics of fundraising: Take your members' potential energy—all their ideas and talents—and turn it into kinetic energy—planning events and asking for money.

The fundraiser's goal is to use the members' energy most efficiently. Try to get the greatest dollar return for each member's hours of work.

To maximize the profit, consider which events will be most economical in terms of the volunteers' time. A detailed schedule with specific deadlines for each stage of the project will attract more workers and shorten the actual work time.

The most efficient way to boost your profits is to schedule your big fundraisers so they can become annual events. Then you don't have to start from scratch every blessed year. The first time you do an event is really training time. You should make more money each year.

Repeating events throughout the year also will boost profits. A thrift shop is a regularized rummage sale; house-to-house solicitation is a regularized membership drive.

It is essential to keep complete records of all transactions. You need to know exactly where you



stand today and to be able to predict how well you will do next month.

You need specific data to prepare budgets, plans and schedules. Members can cast sensible votes only when they have accurate information on the group's current income and expenses.

All fundraising is really selling. You have to figure out who your customers are and how to reach them most effectively.

Always sell the best parts of your program and brag about your accomplishments. Never assume that everyone knows you built the playground because the story was in the newspaper. Clip the story to show them what you've done, then tell them about your new idea to build two more playgrounds.

Break down the costs of the program and tell people exactly what their money will buy. Saying "\$9 provides a month's supplemental feeding for a child" is much more effective than something vague like "Help us relieve suffering."

Always ask for a specific amount. If you say, "Any donation will help," you will probably get contributions in the range of 25¢ to \$1.50. If you ask for \$10 to \$25, however, you are likely to average more than \$10 a donation.

Never ask anyone to pay off your deficit or make a donation because you "need" the money. Everyone wants to back a winner.

There are an infinite number of things you can do to raise money. The ideal event is one which raises money, conveys a message about your program and offers something for the spirit.

Beginners may prefer to start with small events which need few workers and little seed money. Among such events that have worked well for grass-roots organizations are:

- The book or plant sale, a good warm-weather fundraiser where everything is donated;
- The coffee, a get-together where the program is explained and those attending are asked for money;
- A membership canvass, an organized drive to get members and money in a short period of time;
- Movies, perhaps a series with a theme or in conjunction with a party;
- The pot luck supper, which may have a theme (e.g. international or vegetarian dishes);
- Raffles, which may be annual or on-going;
- Holiday favorites, such as the Haunted House.

The Haunted House is really amateur theatrics used to entertain and to deliver shoppers to a fall bazaar. The whole thing is tied to celebrating Halloween.

Obviously the first thing you need is an old, spooky-looking house. The ideal house has a scary exterior, lots of rooms inside, and a floor plan that will allow you to run people in one door and out another. It must be structurally sound.

You can also "haunt" basements, attics, barns, choir lofts, school-rooms, and even tents. You should have room to serve refreshments, and perhaps run a small sale.

Check to make sure you have adequate insurance for crowds going through. If not, you may have to get special short-term liability coverage.

Ask for the least expensive policy, and ask the company to donate it.

Get a committee to decorate the house. Find someone who is good with electricity to rig up scary lighting and sound effects. Plan a theme for each room: catacombs, mad scientist's lab, vampire's crypt, wolfman's lair, witches' kitchen, Dracula's den or outer space.

Ask for volunteers to play roles in each room, and have them obtain their own costumes and props and work out something to do when the tour comes by.

Have a few people who are good with children serve as tour guides. They lead the kids in groups of five or six through the house and introduce each act.

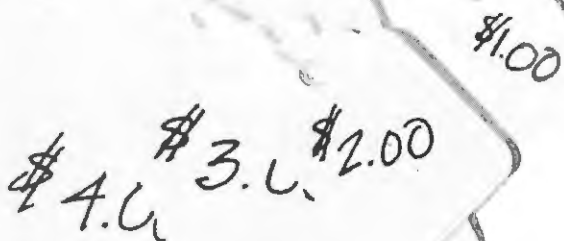
Teenagers love the Haunted House routines, too, and adults will go through just to see their friends perform. If you are open from 10 a.m. to 5 p.m., you can run several hundred people through the house. Charge about 25¢ to go through.

The profits from the Haunted House are relatively low, but the people involved will have a ball. The way to make money is to take the kids and their parents through the house and into a small harvest bazaar. Set up the fool-proof bake sale featuring autumn favorites like pumpkin pie.

A possible spin-off is a Halloween costume party for adults.

Many holidays lend themselves to fundraisers. Some that don't are: those reserved for family affairs, such as Mother's Day, Thanksgiving and Christmas; those often used by labor unions or corporations for special events, such as Memorial Day and Labor Day; and religious holidays, such as Ash Wednesday, Easter, and Yom Kippur.

Medium-sized events which require more time and money than



\$4.00
\$3.00
\$2.00
\$1.00



SALE PRICE
2 for \$5.
special price \$7.50

those just discussed include:

- Auctions, where virtually anything may be sold but everything should have been donated;
- Bazaars, modern-day versions of medieval fairs, with the best season being the fall during Christmas shopping;
- Celebrity lectures, where big names or interesting themes draw ticket buyers;
- Cocktail parties, with upper-income guests being asked for donations;
- Cookbooks, with recipes from outstanding cooks on a certain theme;
- Dances;
- House tours, either with a theme (e.g. historic homes or spring gardens) or satisfying curiosity;
- Luncheons, where food is not the main attraction;
- Theater parties, with comedies and musicals the easiest shows to make money on.

Auctions, which are simply entertaining sales, can work almost anywhere. The major part of the effort is soliciting the donation of goods or services to auction off. Rural groups have asked farmers for hay, sides of beef and even cattle. Ask artists to donate works for the publicity involved. Ask stores to give merchandise.

Best of all, ask people to donate their services and talents. Dinners, lessons and recreation donated by interesting people make the best auction items since they bring high prices but cost you nothing.

Or arrange for the highest bidder to play in the symphony, be a bat-boy/girl for the professional baseball team for a week, be an extra in a movie, or do the weather on the TV news.

As you collect your contributions, catalog each item very carefully so you know who gave it, the value, the recommended starting price. With the advice of an experienced auction producer or auctioneer, arrange the contributions in order so that you will have a variety of price and interest.

Next solicit celebrities to serve as guest auctioneer, and schedule them at intervals.

Obviously, for the auction to be a success you need an audience of

people who will buy the merchandise. While your own members may dig deep to make contributions, you still have to consider how to get people with bigger budgets to come to the auction.

So that members and rich people can both bid, auction a wide variety of items. Or take all the lower-priced items, like crafts, prints or plants, and set up a sale where you just mark things with a price and sell them.

Try to get lists of likely buyers for your art and services. This would include the lists of guests from any other auction held in town in the past year, lists of museum members (for an art auction), lists of supporters of local politicians, plus names from every person on the committee.

Try to sell as many tickets beforehand as possible. The ticket price should cover the room, printing, a professional auctioneer and refreshments. Get a tempting door prize and list it on the ticket with "Winner must be present." The drawing should be at the end of the evening.

Limit the auction to about two well-paced hours.

A variation that is less profitable but also less work is the Dutch auction. This can be tied onto any dinner, meeting, or rally if you have a group of 50 or fewer. Each guest brings an item to auction off.

If you have a big membership, at least \$1,000 seed money, at least six months of advance planning, and a huge publicity campaign, you are ready for a big event.

Sold By plants donated by Anderson House Date 19
 Name _____
 Address _____

REG. NO.	AMT. REC'D	ACCT. FWD.
1	hanging pot	
2	9"	
3	wandering jw \$10.00	
4		
5	Boston fern \$12.50	
6	10" pot	
7		
8	schefflera \$20.00	
9	5	
10		
11	REX BLYNNIA \$6.50	
12		
13		
14	TOTAL \$99.00	
15		
16	14302	

5A220 Redifprm **THANK YOU**

19
 ACCT. FWD
 \$10.00
 \$12.50
 \$20.00
 \$6.50
 TOTAL \$99.00
 YOU

It is best to run these as annual events with a committee that starts planning next year's activity the day after this year's.

Some of these can begin as smaller events and get bigger every year. For example, the first year you do an ad book (a publication consisting mostly or entirely of paid advertisements) you are really discovering the markets and training the salespeople. The profits should double the second year, and increase every year after that.

Ten fundraisers used most by big organizations, politicians, art groups, disease associations, hospital boards and universities are:

- Ad books, a profitable device containing nothing but paid ads and expressing support for your group;
- Antique or art shows, where dealers or artists pay for their space and donate a piece to your group's sales booth;
- Carnivals, with professional rides and concession booths run by amateurs in a good location;
- Concerts, with professional performers and a professional promoter;
- Dinners, an overgrown luncheon presenting a good opportunity to push another moneymaker, such as an ad book;
- Marathons, with large numbers of students walking, riding, swimming, dancing, or doing some other activity after collecting pledges, e.g. \$10 for each lap they swim;
- Movie premiers, bringing Hollywood to the hometown;
- Telethons, too expensive and too much work so don't try them;
- Tennis tournaments, fashionable fundraisers which bring together players, fans, celebrity watchers, and your members;
- Las Vegas nights, gambling for fun and your profit.

This last event, Las Vegas nights, is especially popular in states that do not have legalized gambling because it offers people a chance to gamble for fun. This casino night with gambling, entertainment, and refreshments à la Las Vegas appeals to organizations because they can raise a lot of money and provide so many different ways to volunteer that everyone can star at some part.

One format is to sell advance tickets which admit the players, give them a set amount of play money (\$20,000), and serve as door-prize tickets. The customers then get to gamble with their play money. Get the standard games and instructions from a carnival supplier and staff the games with your most vivacious members.

Each customer gets an instruction sheet that explains the games and a list of the prizes with "prices" listed in play money. Get some prizes from your carnival supplier and solicit others, like dinners at local restaurants and gift certificates to local stores.

Successful gamblers can trade in their play money for prizes if they want to leave early. Those who lose all their play money can get more at the "currency exchange" where you sell play money for real money.

The secret of success is getting the gamblers to stay and gamble all night. So keep the best prizes, like the stereo and the trip to Hawaii, for an auction at the end. Then the best gamblers will bid for the top prizes with their winnings. Hold the door-prize drawing late also.

In addition to the gambling, you can sell food and drinks. Have lots of waiters and waitresses to serve the customers drinks. Sell food in other rooms decorated as cafes.

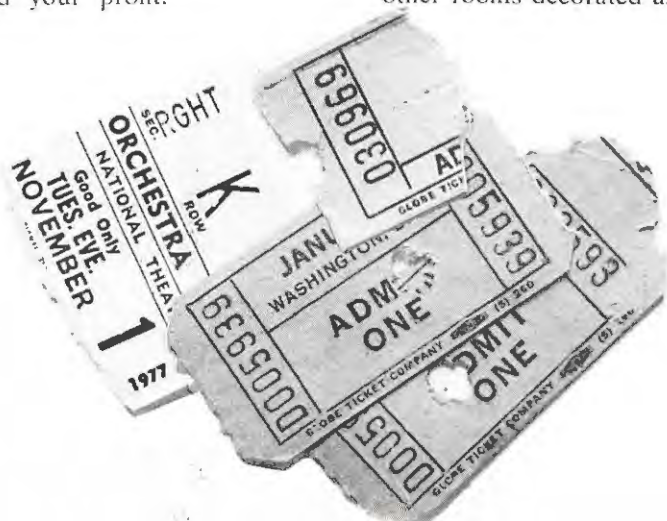
A school makes a great setting for a Las Vegas night because you can gamble in the gym and run different shows and restaurants in other rooms. Sometimes groups combine the food and entertainment, having the German band in the room with the beer and bratwurst and the Dixieland band in the room with the oyster bar. Or you can use the auditorium and put on a full-tilt musical production. Sell the refreshments separately and include the entertainment in the ticket price.

The goal of grass-roots fundraising is to make the most money in the least time, maximizing the dollar return per member-hour expended. Long-range plans will increase the profits because you can schedule your events when there will be the most help, the best weather, and the fewest conflicts with other events inside or outside the organization.

Plan your calendar when you make up your budget for the next year. Here's how.

1. Buy a large calendar with all twelve months on one sheet. It should have the secular and religious holidays printed on it.
2. Eliminate the times that would be worst for fundraising. These include holiday weekends, the first and last weeks of school, major sports events, and the weeks just before and after elections.
3. Write in all the scheduled organizational events and consider whether you want to combine your fundraising event with the organization event.
4. Now schedule your fundraising events. Mark off the total time to prepare, produce, and follow up. Start with the repeatable annual events, then the other fundraisers; next, one purely social break-even affair, and finally the quarterly finance committee meetings.

Last, but not least, decide to have a good time while you raise the budget. Sharing successes, singing songs, and planning parties build the friendship that are the glue of the organization. The fellowship of fundraising festivities is just as important as the income. So have a good time—for fun and profit.**S**



JET Takes Off

In 1973 a group of black high school students in Hurtsboro, Alabama, decided it was up to them to break the rural community's pattern of poverty and unemployment, frustration and apathy.

With no money but many ideas, 10 students, backed by two parents, organized the Junior Educators of Tomorrow (JET). In less than five years they have raised money and materials to build a community center, turned community indifference into support, become the local administering agency for Federal and state programs aiding the young and the elderly, and provided training and technical assistance to other community groups.

In addition to a core group of 40 students and 10 parents, the organization now has a membership of almost 400 in 12 surrounding counties.

Fundraising and program development have gone hand in hand, with both beginning on a simple level and becoming more and more sophisticated.

JET's first major undertaking was to build a youth center for recreational and educational activities. The members raised funds to buy materials by sponsoring such events as fish fries, barbecues, and raffles. Impressed by their efforts and seriousness of purpose, a citizen donated land on which to build the center. The Youth Project, a nonprofit organization in Washington, D.C.,

helped out with funds for interns to work in the project, and the interns donated their stipends. Members and supporters donated the labor to put up the building. When it was completed, JET made it into a youth/senior center.

In spite of the establishment of the center for the elderly as well as the young, many citizens, including local officials, still doubted that the students could and would aid the community. JET won recognition as a service organization with a community gardening project. A local nursery gave the volunteers plants for the center's vegetable garden. Instead of using the plants themselves the students distributed the seedlings to needy families, asking only that they keep records of what they grew and how much they saved on food bills as a result.

Since then JET has initiated numerous programs to meet the needs of both the young and the elderly for proper nutrition, education, and social services.

Often one program—and source of funding—leads to another. One of JET's first goals was to improve conditions for the elderly. Some 5,000 of Russell County's 47,000 citizens are over 60, and many suffered from poverty, lack of mobility, and a sense of uselessness.

In JET's early days students helped the elderly with such prob-

lems as filling out Medicaid forms. In return, some of the senior citizens taught the students carpentry skills they needed to build and furnish their center.

Good food was the next priority. By obtaining funding through the State Commission on Aging, granted through Project Evergreen with the support of the county, JET has been able to provide more than 11,000 hot meals to some 150 elderly area residents. The meals are prepared and served in churches.

Many of these elderly people wanted to learn to read. JET invited in a local official to see what the group was doing and to listen to what the people had to say. Largely as a result of that official's recommendations, funding for a literacy program was received from the state's Adult Basic Education Program.

Many of the older citizens helped JET in carrying out a children's summer recreation and feeding program funded through the Comprehensive Education and Training Act (CETA) and Alabama's Children's Nutritional Program.

All of these and many other programs are possible because, in five years of fundraising, JET has progressed from sponsoring such simple events as fish fries to obtaining government grants. **S**

*Founders
of the
Junior
Educators of
Tomorrow* →



The Legal Angle

As student volunteer programs grow they often face the decision of whether to incorporate. Small, initially informally organized groups may need to consider more formal structure in order to add volunteers and raise operating funds. Programs that operate within the structure of a school or other organization may reach junctures where they would function better with a separate identity.

Before making the decision on incorporation, both kinds of groups should weigh the advantages and the disadvantages in the light of their special circumstances.

Why incorporate? When a volunteer organization handles any significant amounts of money, or if it wants to own property or enter into contracts, incorporation is usually recommended. Incorporation establishes an organization as a *legal* entity permitted to do business on its own behalf. Without incorporation there is a real question of whether it exists in the eyes of the law. Generally, unincorporated groups have difficulty in buying and selling property, such as vehicles, and they may not be entitled to enter into contracts, even leases on office equipment. They will have complications in bringing or defending legal actions, which means that people who act on behalf of an unincorporated group may be *personally* liable for

legal problems resulting from actions and for debts of the group.

A corporation, by contrast, acts on its own behalf in owning property, making contracts, and going to court. In most cases, officers and employees acting on behalf of a nonprofit corporation are not personally liable for their actions; only the corporation is liable.

Tax laws give another incentive for incorporating. Nonprofit corporations organized for charitable purposes are exempt from federal income tax on most of their income, as well as from many state and local taxes. In addition, contributors to properly recognized charitable corporations are entitled to deduct the amount of those contributions from their taxable income. It is far easier for an incorporated group to establish its right to these privileges than for an unincorporated group with a vague legal identity. In addition, unincorporated groups almost always will be ineligible for grants from private foundations, which must defend their own tax-exempt status.

These are compelling reasons for an informal organization to take advantage of nonprofit incorporation.

Cutting the apron strings. Many volunteer activities start under the sponsorship and the administrative control of parent organizations. For student volunteer groups, the parent organization is likely to be the university, the local school system, or a community-based organization. The volunteer group operating under this kind of sponsorship may have to decide whether it would be better

off as an independent organization with its own corporate identity.

This decision should be based on a number of considerations, including control of the program and its image in the eyes of both those whom it serves and those on whom it depends for support.

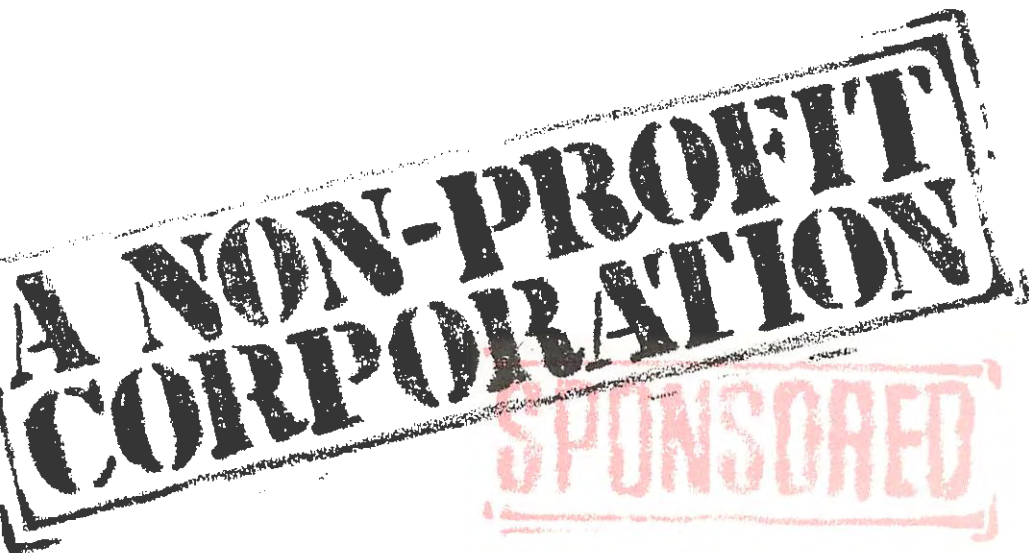
When a program is under the sponsorship of a parent organization, ultimate financial and hence programmatic control resides with the governing body of the parent organization. In practice the program's staff and the volunteers may have nearly total day-to-day control and be allowed considerable freedom of activity. But in a crisis, or



in case of internal disagreement on policy, the parent organization may be at odds with the people involved in the program. Separate incorporation brings with it a board of directors, and a structure that can make autonomous decisions.

In general things seem to work best when control of a nonprofit enterprise rests with a board of directors most interested and best qualified to meet the specific demands of the program. The act of becoming a separate corporation allows a program the opportunity to attract and utilize the board of directors it needs to best conduct its business.

Every organization has an image in the eyes of the public—or at least in the eyes of its own section of the general public. This image affects its ability to recruit volunteers, to reach the public it hopes to serve, and to raise funds from foundations,



JOINT ORGANIZATION

individuals, and government agencies.

Association with a parent organization may be helpful to a volunteer program. The parent organization's history of effectiveness and good management and its community standing may give the program essential credibility in the eyes of the public. Also, in many cases the parent organization can spread its legal status to cover the activities of the volunteer program for tax, purchasing, and other purposes. The parent organization's legal adviser can provide specific information on this question.

On the other hand, there may be disadvantages in association with the parent organization. For instance, it may have an establishment image that does not appeal to young volunteers or be regarded as a well-heeled organization that doesn't need contributions from the general public.

In some situations, incorporation may be a protective measure for the parent corporation. Its community programs could suffer from adverse publicity about a controversial program, even an excellent one. Prudence may dictate that the project be incorporated separately so that it is less likely to jeopardize established programs.

Questions of control and public image become even more important if a program is sponsored by a governmental agency, such as a tax-supported school. In such a case, the public may assume that the program is supported by tax dollars—even if the amount received is minimal—and it is therefore subject to a different kind of scrutiny than a project supported by voluntary contributions. Also, when there is a tie to government, the public may assume that the project has sufficient tax money to cover its needs,

and voluntary public contribution may be less readily available.

Another consideration in the decision to separate from a parent organization may be the services that the project receives from the parent, such as rent-free office space and supplies, administrative and accounting services. A change in legal structure need not cut off these kinds of support, but in many cases, separate incorporation paves the way for a gradual, or even rapid, financial and physical divergence of the two organizations. Ultimately, the parent organization may be unwilling to continue in-kind support to the new organization; this may be the price of independence for the smaller project.

If a project is incorporated separately while it is still receiving in-kind services from its parent, then the new relationship between the two should be spelled out explicitly and in writing.

It is possible, of course, to incorporate a program separately and still maintain the association between the two corporations in the eyes of the public. This can be done by presenting activities as joint projects of the two organizations, or by publicly noting that the smaller program operates with the endorsement and support of the parent.

If it is desirable that the activities

of the two corporations be completely coordinated, though with separate legal structure, this can be accomplished by assuring that boards of directors of the two organizations are composed of the same, or primarily the same, people.

How to incorporate. The process of incorporation itself is routine. The details vary from state to state, however, so the procedure should be handled by a lawyer familiar with the corporate laws of the state.

Some organizations have incorporated without consulting a lawyer, but this may require spending hours researching routine procedures and initial errors in incorporation may jeopardize the organization's tax status. Besides, any nonprofit organization should have access to legal advice (election of a lawyer to the board of directors is a common method of arranging this). The incorporation process is a logical place to begin that relationship.

Most organizations find that a volunteer or a staff member has a friend or relative who is a lawyer or law student and is willing to contribute his or her services. Many law schools operate public-interest legal clinics that can easily handle such matters. If the volunteer organization serves predominantly low-income persons or areas, the local government-funded Legal Services program may be willing to handle the incorporation process. Lawyers for parent organizations also may be available for the task, if no conflict of interest is present.

The normal procedure for establishing a nonprofit organization has

CONFLICT
OF
INTEREST

STATEMENT
OF PURPOSE

two steps: filing of articles of incorporation with the state government, which then acknowledges the legal existence of the organization, and adoption by the organization of by-laws that establish its precise purpose and internal operating procedures.

When a corporation is formed, the articles of incorporation (also called the certificate of incorporation or the charter) are filed with the designated state official, usually the Secretary of State. State incorporation filing fees vary, but are usually well under \$100.

If these are legally in order and if the name chosen for the new corporation is not misleadingly similar to that of any other corporation in the state, the official will accept the articles of incorporation, and the new corporation can begin operations.

Articles of incorporation give only the basic structure and purpose of the new corporation in a form that is largely dictated by the applicable state laws. To establish the procedures for internal operation, the new corporation needs to adopt bylaws that will establish the rights, responsibilities, and powers of the membership, the officers, and the directors of the corporation. The bylaws, which should be drawn up in consultation with a lawyer, are not routine. They should be carefully tailored to the nature of the program. The structure they lay out should be calculated to provide both continuity and flexibility in management and to place control of the

organization's various activities in appropriate hands.

Among the subjects that the by-laws should cover are:

- The purpose of the organization, in greater detail than given in the articles of incorporation;
- The qualifications for membership if the new corporation is a membership organization;
- The dues structure, if any;
- The procedure for calling meetings of the membership, and the number that constitutes a quorum;
- The method of election, titles, qualifications, terms of office, and duties of directors;
- The method of election, titles, terms of office, duties, and compensation of principal staff;
- Procedures for calling meetings of the directors;
- Procedure for amending the by-laws or the articles of incorporation;
- Records that are to be maintained by the organization.

The taxing question. Incorporation should not be confused with the procedures by which tax exemption is established. Incorporation only recognizes the organization as a legal entity. Then the federal, state, and local tax authorities determine the tax privileges of that organization on the basis of its activities.

Once an organization is incorporated and has adopted bylaws, it can apply for classification by the Internal Revenue Service as a tax-exempt charitable organization. The nonprofit nature of the corporation is written into the articles of incor-

poration. But its tax status will be determined by the Internal Revenue Service on the basis of the activities carried on by the organization or, in the case of a new organization, its stated purpose.

A volunteer organization incorporated for charitable, educational, or social-welfare purposes can expect to be classified under section 501(c)(3) of the Internal Revenue Code. This means that net income from its exempt activities is not subject to federal corporate taxes and that contributions to it qualify to be deducted as charitable contributions on individual income tax returns.

Again, on tax matters as in incorporation itself, the services of a competent attorney are crucial.

In determining the most advantageous structure for a volunteer program and its relationship to its parent organization, one of the most important resources is the experience of members and trustees who have dealt with such organizational matters before. In fact, one of the prime advantages of the nonprofit corporate structure is that it provides a formal way for people of judgment and experience to participate in the planning and management of volunteer programs.

Those wishing additional information on incorporating may refer to such publications as *Do or Die* by James C. Lee (102 pp., 1974. Price \$7.50 plus \$.50 for handling. Order from J. R. Taft Corporation, 1000 Vermont Avenue, N.W., Washington, D.C. 20005, or call 800 424-9477). **S**

**BY-LAWS
AND
PROCEDURES**

**SECTION
501-(c)-(3)**

**LEGAL
ADVICE**

OFFICIAL

Volunteerism and Service-Learning: The 20th Century

By Susan Ellis

Education and volunteerism evolved together under the pressures of wars and economic changes.

In "American Traditions of Volunteerism and Service-Learning: Colonial Days to 1900," Winter 1978, the author showed that "learning by doing" was the nation's first educational philosophy. In the colonial period, the entire family had to work in order to survive, so classrooms were few and the apprenticeship system of career education was common.

After Independence public education became important and one method of providing it to many at low cost was to have the older students teach the younger ones.

During the nineteenth century young volunteers took part (with their elders) in major movements, such as the campaign to abolish slavery, and in major events, such as the Civil War.

The Morrill Act of 1862 changed American education by establishing land-grant colleges which integrated practical subjects into the curricu-

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lum, but theory and practice did not begin to merge for another decade. Toward the end of the century the Student Christian Movement, women's clubs, the Grange, and Children's Leagues increased young people's involvement in community service.

In the twentieth century student volunteer and service-learning programs continued to evolve concurrently with education and the roles of young people in the society.

By 1900 young Americans played only secondary roles in their communities. Generally, they were expected to spend most of their days inside the schoolroom, emerging in their teen-age years to select one of a bewildering and ever-increasing number of career options.

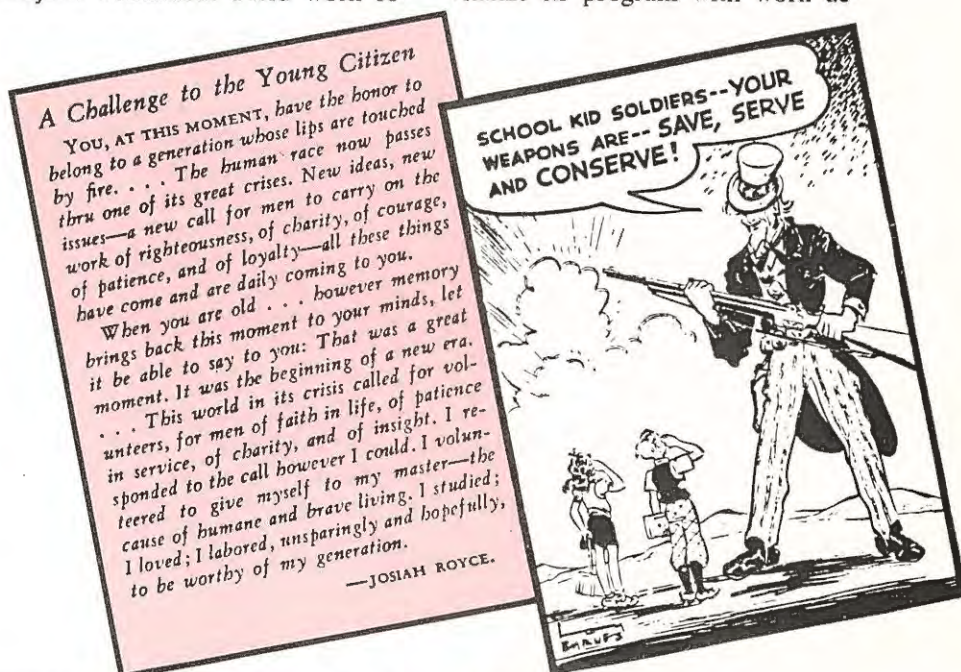
Only in time of war did adults see youth as a national resource, but the volunteer war work they willingly did on behalf of their country had little direct relevance to their classroom education. Up to the 1950's, high school students usually worked on projects assigned by their teachers and involving their peers. Only in the 1960's did students begin to seek ways to affect the community at large by working on assignments side by side with adults.

On the college level, the tension between academic and utilitarian subjects continued. Field work re-

quirements for a variety of majors gave students the chance to apply their classroom learning. As the century moved on, experiential learning options increased in scope and purpose. But it was not until well after World War II that student volunteer opportunities became institutionalized parts of the educational system.

In the early 1900's the United States was swept by Progressivism with its active reexamination of all aspects of society. Education received particular attention, with high schools being built on the average of one a day and the minimum school-leaving age being raised in state after state.

Demand for a utilitarian secondary education increased as industrialization changed the nature of work. Because of resistance by the regular schools, educators developed the concept of special vocational schools as a parallel system. Agriculture and home economics were the core courses, with work projects assigned in the home or on the farm. The Smith-Hughes Act of 1917 provided funding for this idea and entrenched it despite its problems. Therefore, as Milton J. Gold pointed out in *Working to Learn*, "The academic high school lost the opportunity it might have taken to vitalize its program with work ac-



Preface to *The American Citizens Handbook* published by the National Council for the Social Studies, 1941 edition.

tivities; the vocational school became an arena for learning skills and subjects without depth or intellectual content, without stress on social and scientific meaning of work performed."

Not surprisingly, the offerings of the vocational school were seen as second-best to the "real" education available in the academic high school. Though the work projects in the vocational schools may have had little educational value in the beginning, the Smith-Hughes Act did fund teachers to supervise the work experience of the students. Such supervision ultimately improved the educational merit of the work projects by integrating them into the classroom curriculum.

In rural areas, one of the concerns was how to keep the young interested in farming as a career. Beginning in 1898 and continuing strongly throughout the early 1900's, rural youth were the targets of Junior Naturalist campaigns, nature study clubs, and contests of all sorts. Students were urged through the schools to do soil testing, plant identification, and other projects on their farms. Such practical assignments were then incorporated into the classroom.

From 1902 to 1910, many teachers and school administrators launched boys' and girls' agriculture clubs. Activities included planting gardens, growing corn, canning fruit, and related contests.



The many separate clubs and events, often led by adult volunteers, eventually became the organization known as 4-H, still active today. When the Smith-Lever Act of 1914 established the Cooperative Extension Service, 4-H Clubs received structure and funding through the U.S. Department of Agriculture and the state land-grant colleges.

Because of the influence of local tuberculosis associations, public schools across the country became involved in the Modern Health Crusader program, an attempt—amazingly successful—to instill good hygiene and health habits. To accomplish this goal, an intricate scheme of feudal pageantry was de-

signed in which the new recruit, or Page, was enlisted by his school-teacher, or Crusade Master, and agreed to abide by a list of regulations under which he could hope to progress to Squire, Knight, Knight Banneret, and, if sufficiently sanitary, could achieve that highest of honors, a seat at the Round Table.¹

Students earned promotions by obeying long lists of hygiene rules, including taking 10 deep breaths a day, bathing twice a week, and getting up with a smile. The movement was active from 1910 to 1920, after which the schools automatically integrated the teaching of basic cleanliness.

On the college level, the move toward practicum requirements for professional education continued from the late 1800's. Medical schools took the lead with more and more structured internships, and other professions followed suit. Practice teaching became part of the education of future teachers; field experience was required of those studying social work.

The key to these and other service-learning requirements was supervision by professors. Such terms as practicum, field work, and moot court became an established part of academic life. Ironically, these "new" approaches to practical education were a rediscovery of the apprenticeship system by which colonial scholars learned their vocations.

Around 1906, an engineering professor at the University of Cincinnati began what became known as the Co-op Program. It met students' needs for both on-the-job experience and money to finance their education. Industrial establishments hired students under the Co-op plan, launching an innovative avenue to service-learning.²

When World War I broke out, "doing your bit" became a slogan for the organizers of innumerable war support activities, many involving youth. Elementary and high schools sponsored scrap drives, food conservation projects, and aid to soldiers' families. Because of the shortage of men at home, many schools gave academic credit to teen-age boys, among them Charles Lindbergh, who agreed to work in

the factories or do full-time farm work.

While the war disrupted the education of most college students and preoccupied the days of younger students, it did provide the opportunity for youth to play a welcomed part in the life of the community.



After World War I, the country experienced a certain euphoria. In the Roaring Twenties even educational activities tended to emphasize the superficial. Concerned educators felt compelled to inaugurate programs such as the National Honor Society to reward academic achievement as a balance to the stress put on athletic excellence.

One serious and important development in this period was accident prevention education. The numerous new gadgets in the home and factory created previously unknown hazards. The National Safety Council, its members being volunteers, coordinated a major safety awareness effort in the schools. Student Safety Committees were formed everywhere. Students were urged to study safety hazards and to assist in preventing accidents.

In 1922 an official of the National Safety Council summed up the emphasis of safety education this way, "Unless we perceive it to be a problem for the education of life itself, a training in citizenship in its broader sense, for a better participation in a democratic form of government, we have missed the fundamental character of this new type of education."³

In the late 1920's Junior Leagues were formed to enable "society" girls to learn their civic and social responsibilities. The young women developed leadership skills and soon molded the Junior League into an active national network of community charity workers.

The Great Depression abruptly ended the Roaring Twenties. Quickly, formal education became a luxury few could afford and life itself again became the best teacher. Public education and recreation alike focused on developing a sense of community responsibility in children—a response to the sudden

¹ Richard Carter, *The Gentle Legions* (New York: Doubleday and Co., 1961), p. 74.

² Frank C. Adams and Clarence W. Stephens, *College and University Student Work Programs* (Carbondale and Edwardsville: Southern Illinois Press, 1970), pp. 23-4.

awareness of adult Americans to social problems.

The early 1930's saw the rise of a remarkable variety of youth organizations channeling young people into community involvement. The government led the way with its Civilian Conservation Corps program, putting thousands of unemployed youth to work on civic and forestry projects.

The American Friends Service Committee organized work camps which continued even after World War II as work weekends. Groups such as the Catholic Youth Organization, which developed in Chicago, provided constructive outlets for urban youth. Farmers Alliances found projects for rural youth.

On college campuses, fraternities began to seek out civic projects. The Kiwanis Clubs and other business associations supported such collegiate service groups as forms of leadership training.

The problems of financing higher education were ever present in this decade. In 1935, the federal government established the National Youth Administration (N.Y.A.) Student

Work Program, the first federal financial assistance program to aid high school and college students directly. Each educational institution administered its own program, so great variations in application occurred. N.Y.A. guidelines stressed, however, that the work experience should relate to the student's major field of study and supplement regular school work. Because many educators still felt ambivalent about the academic value of work, job assignments tended toward the two extremes of highly research oriented or highly menial in nature.

Between 1935 and 1943, more than 600,000 students participated in the N.Y.A. program, financing their education while gaining work experience. They focused attention on the educational value of work experience and consequently the government program paved the way for innovation and experimentation in career-oriented work-study programs around the country.

The 1930's witnessed a rash of experimental education programs, notably John Dewey's Laboratory School in Chicago and the emphasis on learning by doing.

During the 1930's and 1940's, some juvenile courts, disturbed by the rise in juvenile crimes, looked for ways to involve youth themselves in combating delinquency. Among the techniques in vogue were juvenile juries and even units of boy sheriffs.

The outbreak of World War II again evoked a tremendous outpouring of civilian volunteer war work.

Children played a vital role in such things as buying bonds, saving tin cans, collecting old newspapers and hunting up scrap metal.

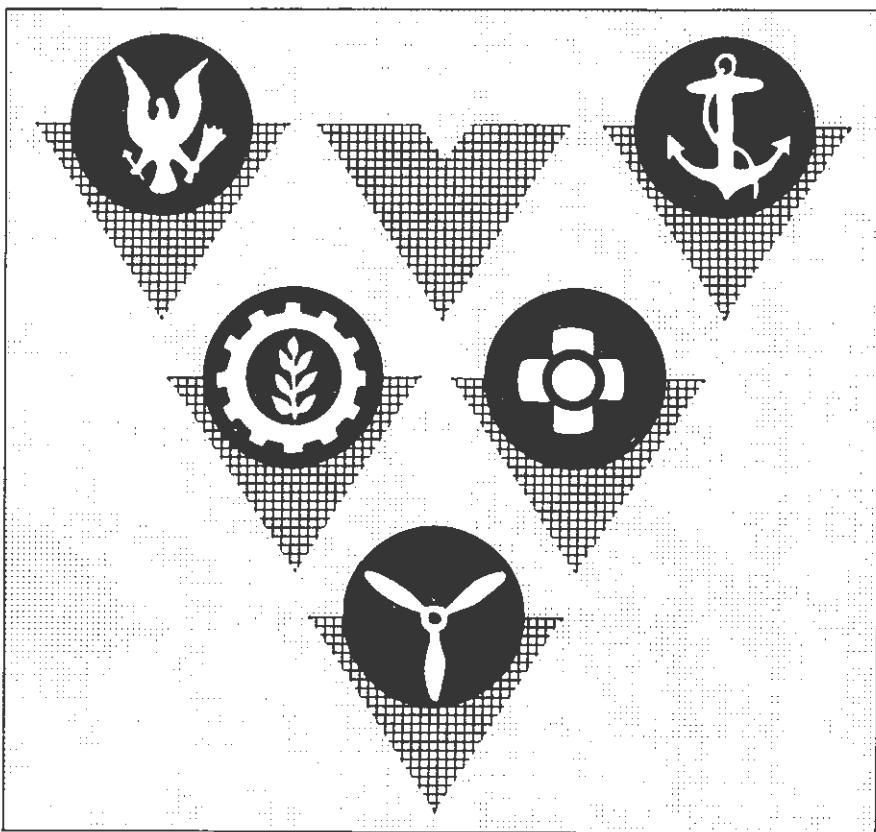
Aircraft spotting was encouraged by the federal government and more than half a million volunteers eventually registered in the Civilian Air Warning System. To help spotters, high school students constructed millions of model airplanes. A mania for first aid and civil defense classes was evident all over the country.

Two of the most important civilian efforts, both involving youth heavily, were scrap drives and Victory Gardens. Everything from tin foil to toothpaste tubes was collected to make up for shortages. When President Franklin D. Roosevelt made a special plea for donations of critically-needed rubber and announced that the rubber floor mats from the White House cars had been sacrificed, Boy Scouts gathered at service stations to ask motorists to surrender theirs.⁴

Young people were so enthusiastic about such activities that, to channel their work, a High School Victory Corps was created in the summer of 1942. Under the direction of the schools, and for academic credit, they prepared for war work or the services. Actually, most of their time went to parades, scrap drives, bond sales, and calisthenics.⁵

As the war wore on, volunteer activities became more meaningful, as in food production through Victory Gardens in towns and "An Acre for a Soldier" in rural areas. Young people assisted adults in hospitals, day-care centers, servicemen's canteens, and an incredible variety of war-supported projects.

When the war ended, students looked for new community projects.



Victory Corps Insignia. Top row: Land Service, General Membership, Sea Service. Center: Production Service, Community Service. Bottom: Air Service.

³ Proceedings of the National Safety Council (Eleventh Annual Safety Congress, Detroit, Michigan, August 28-September 1, 1922), p. 329.

⁴ Geoffrey Perrett, *Days of Sadness, Years of Triumph: The American People 1939-1945* (New York, Coward, McCann and Geoghegan, Inc., 1973), p. 234.

⁵ *Ibid.*, p. 368.

VICTORY GARDENS

GROWTH OF CHARACTER

Conservation of natural resources was becoming a national issue, and students joined in the struggle to create and protect parks and forests. Summer camps, such as the 1947 Conservation Camp for New Hampshire Young Leaders, trained students in forestry and preservation skills.

The concern for safety, especially for traffic safety, continued in this period. While the adults in thousands of communities formed Traffic Safety Councils, students were organized into the School Safety Patrol.

Many adults who had been out of school for several years sought advanced schooling. Public Law 346, or the G.I. Bill, gave an enormous number of veterans the opportunity to receive degrees they could not have afforded otherwise. Enrollment rocketed.

One resulting trend was for schools to grant some sort of academic credit for life experience. This generally began with business administration departments. Academic advisors were also pressed into adjusting course requirements according to individual students' special backgrounds. After all, if a student already spoke two or more languages, why insist on the language course requirement? Flexibility such as this was introduced in a variety of ways. By 1954 Brooklyn College had devised a system for granting life experience credits, and by 1957 the University of Oklahoma had created a B.A. degree earned without traditional credits.⁶

The N.Y.A. had been discontinued in 1943 when student employment was not a need. Though many campuses still had student work-study programs, they lacked

the coordinated leadership provided by N.Y.A. The decentralized work programs were often relegated to individual financial aid officers who had neither the time nor the training to continue the career-related thrust integral to the N.Y.A. concept. The student work programs which did flourish in the 1950's were those supported by college administrators, and they focused on helping qualified high school graduates to pay tuition.⁷ Paid student employment programs drifted away from connection with academic studies.

In the 1950's some subtle changes occurred in the field work experiences required of students. While previous practica had stressed observation of the problems that might be encountered while practicing the profession, now students were encouraged to study the normal conditions of life. For example, medical students were assigned to multi-generation families and told to handle or refer their health needs over a period of years. Other professions similarly found ways to train students to understand the real-life context of the various situations needing their professional attention.

Summer field trips, conducted tours, and structured terms abroad provided many young people with educational experiences designed more to broaden them as individuals than to provide specific on-the-job skills. Of course, for language majors or would-be archaeologists, such new opportunities were exceptional experiential learning.

In the two decades after World War II, student government was active on most campuses. Though this movement declined as students became disenchanted during the political unrest of the 1960's, self-govern-

ment affected the quality of student life. Campus events were usually determined by the student councils, and often discipline was enforced by them as well. Many future leaders developed organizational and management skills.

Universities began to move away from wholly prescribed curricula. New structures had to be found to make higher education work with greater flexibility. Majors, minors, electives, honor points, subject departments—all were developed in response to the need to meet individual educational requirements. Educators also attempted to quantify, in academic credit terms, the value of experiential learning. This was the period when rules such as two hours of laboratory work equals one hour of lecture came into being.⁸

The last two decades have seen far-reaching changes in education and in the ways students can blend community work with classroom learning. In some ways, more real innovations have occurred in this short time than in the entire history of American education up to this point. Most adults have only to examine their own formal education and compare it to what students have today to understand the magnitude of the differences. Remember the chairs bolted to the floor? Remember how the campus security officer warned against straying into the local neighborhood? School carefully protected students from the real world.

The 1960's and 1970's have witnessed social upheaval in many areas. Students—reacting to assassinations, a frustrating foreign war, the struggle for civil rights—became

⁶ Morris T. Keeton, ed., *Experiential Learning* (San Francisco: Jossey-Bass, Publishers, 1976), Cyril O. Houle, "Deep Traditions of Experiential Learning," p. 32.

⁷ Adams and Stephens, *op. cit.*, p. 35.

⁸ Keeton, *op. cit.*, p. 30.

vocal and even violent in protesting the lack of relevance and imagination in course work. The road had already been prepared for experimentation with academic requirements; the students, however, vocalized the problem with immediacy and succeeded in speeding up progress.

Among the innovations of recent years is the expansion of field work assignments to major fields of study not usually considered pre-professional education. Today students in subjects as diverse as geography, business administration, physical education, and psychology can receive credit or at least support for finding community work relevant to their field. The common denominator is teacher supervision. In some cases, volunteer work substitutes for one aspect of classroom work, such as a research paper; in other cases, the community assignment can be of such depth and duration that an entire semester's worth of credit is earned. The spectrum of field work covers every conceivable variation between these two extremes.

A parallel development of academic field work programs is the student volunteer program. In the last two decades, schools have found ways to channel student interest in community work through campus-based, organized volunteer projects. Often young people in any major can join in the activity, which can range from neighborhood improvement to tutoring children. The possibilities are limitless.

Recently some colleges have opened Volunteer Offices to assist individual students in finding satisfying volunteer work in the community. Concurrently, local agencies and organizations have begun to recognize the worth of student volunteers and have developed a range of service-learning assignments. Though a debate has formed over the differences—if any—between a student volunteer and a student doing field work, the fact remains that community directors of volunteers are increasingly prepared to welcome youth into their programs.

The diversity of programs can be sensed by browsing through *Synergist*, which itself represents a new



development. Since the creation of the National Student Volunteer Program (NSVP) in 1969, NSVP has provided information and training to thousands of educators, students, and agencies seeking to improve the quality of student volunteer service-learning programs. In 1971 NSVP became part of ACTION, the umbrella agency which coordinates the federal government's volunteer programs. ACTION has initiated special student volunteer programs: the University Year for Action (UYA), an intensive one-year service-learning option for college students, and the Youth Challenge Program, a part-time volunteer program for young people from 14 to 21.

Work-study and cooperative education have continued to play important roles in financial aid. Today, one trend is to find work—whenever possible—suited to the students' interests.

The field also has expanded to include community colleges, junior highs, and even elementary schools. Students of all ages and backgrounds now have the chance to learn by doing—and to help others while they learn.

Continuing education, growing explosively these last years, must find ways to integrate the extensive life experiences of its students into academic course work. This is the challenge whenever mature adults decide to return to school—and especially when current programs invite senior citizens to become students again.

While it is difficult to maintain perspective on today's programs, they clearly are rooted in the tradition of the past and are proliferating at an awesome pace with modern and creative twists.

Service-learning and student volunteer programs give young people a chance to be involved meaningfully in the life of their communities. In a world where new careers are created almost monthly and old careers undergo constant change, service-learning must be geared toward generic skills and personal development. The goal has become to train young people to adapt to progress rather than to learn the specifics of a very focused problem. Application of knowledge in a variety of situations is stressed.

While there is confusion about terminology—experiential learning, field work, service-learning, practicum—the intent of all the programs clearly is to provide a link between the classroom and the outside world. Perhaps in the future service-learning programs will be such an integral part of education that they will need less formalization. Then we will have come full circle from colonial days by again seeing the constant partnership of life, learning, and community involvement. **S**

The research for this two-part article was drawn in part from a forthcoming history of volunteers in the United States, By the People, by Susan J. Ellis and Katherine H. Noyes.

Violence and Vandalism

Secondary school students solve problems which educators alone could not in a new Student Involvement Program.

In eight secondary schools in California, an innovative nonprofit organization called Open Road has initiated Student Involvement projects in which groups of student volunteers help solve problems that teachers and administrators alone have not been able to handle.

In several of the schools, violence and vandalism had become major problems. The Student Involvement answer was—and is—for student volunteers to help keep the peace, to air grievances, to quash rumors, and to make the administration aware of students' points of view.

Open Road's Student Involvement began in 1976 when the organization's specially trained workers were invited into Fremont and Gardena High Schools in Los Angeles and into Fremont High School and Hamilton Junior High in Oakland. The workers, who were primarily organizers, had two main goals: to encourage students to find ways of solving conflicts in their schools and

to teach them the skills they needed for making those solutions work. The assumptions were that this activity would give students a greater stake in the school and that, consequently, learning would increase and conduct would improve.

The method of operation was simple. The worker—acting with the school administration's approval—brought student volunteers together and encouraged them to identify problems within the school. In consultation with the worker, the students developed practical solutions and proposed them to the administration. This process has now become the standard procedure for working with new schools that wish to initiate Student Involvement projects.

Some of the problems that students have grappled with are:

- Rumor control;
- Protection of students from assaults and intimidation within the school;
- Student codes of ethics and responsibilities;
- Upgrading student governments to make them more responsive;
- Crowd control at athletic and social events;
- Improvement in guidance and counseling;
- Development of leadership training courses;
- Improvement of race relations in schools preparing for integration.

Student Involvement gains much of its strength from involving the natural leaders in a student body, including those not usually taking part in school affairs.

To find the shapers of opinion, the workers interview students, faculty, administrators, and other school personnel, such as janitors. The students identified are asked to take part in the initial meetings, and many do. Student Involvement volunteers often are the very students that the administration had considered the most alienated and apathetic.

Turning concern into constructive action for change requires a new pattern of cooperation between students and school staff—a pattern in which the adults relinquish some of their tight control.

In the schools used as tests, the administrators found compelling reasons to give Student Involvement a try. For many, the first enticement was the possibility that turning students loose on persistent problems of vandalism and violence would yield more satisfactory results than the alternatives—extravagant security systems and police patrols in the halls.

The students who gathered for the first Student Involvement meetings were ready with their own lists of problems: hesitancy to go to the rest rooms for fear of being beaten up, the uselessness and apathy of student governments, incidents of fighting and group hostility, and poor food in the school cafeteria.

With the issues identified, the next steps were to convince faculty and administration to give students leeway to try solutions and, at the same time, to train students in the skills needed to solve the problems they had identified.

In many cases educators who professed convictions that students should have a chance to act on problems could not resist overriding student efforts. Similarly, students were so accustomed to having no voice in school affairs that they often did not protest adults' unwarranted interference.

An incident illustrating this occurred at a school the first time a rumor-control network had a chance to function. As had been agreed, the principal allowed a student group to investigate the act of violence and ascertain the facts. Rather than permitting the students to report results to each classroom and respond to questions, however, he announced their findings himself over the public address system, usurping their role to which he had originally agreed. Later he admitted freely that his reflex reaction to the potential crisis had been unjustified and destructive to the Student Involvement project.

The effects of Student Involvement are highlighted by contrasting the above incident with what happened at a statewide conference of students and educators at the end of the first year of the program. During an early session, students asked the educators to withdraw because they were taking too much control. The result was a double conference—one of students and one of adults. Open Road's Student Involvement staff ran an unforeseen training session for the displaced educators, helping them to develop skills in dealing with the assertive, responsible students whom they had succeeded in fostering.

If students are to solve problems, they must learn the skills needed to bring about institutional change. Student Involvement identifies several important skills:

- Communication and listening;
- Conflict management;
- Leading group discussions;
- Setting short-term goals as parts of long-term goals.

Volunteers in Student Involvement projects quickly learn the importance of stating coherently their views, of investigating issues objectively, of mediating differences.

Above all, students learn to manage the process of change, which they can do only when they have learned that change is a process rather than an instantaneous event.

Students who are given the chance to come up with their own answers to school problems suddenly find that planning and organization are their responsibilities. To a gratifying extent, they respond to this challenge. They begin to see the value of self-discipline and the importance of each volunteer fulfilling his or her part of the plan. They learn that to keep their responsible role, they must make promises and deliver on them.

Obviously these attitudes and skills may be used by students not only in improving their schools now but also in carrying out their functions as citizens later. Three schools have recognized the value of the Student Involvement learning experiences by incorporating them into credit-granting courses.

Educators who resist the idea of

releasing some power to students have been a major stumbling block in Student Involvement projects. Another difficulty has been teaching students their responsibilities and realistic restraints in working with others. A common problem, for example, is too frequent interruption of classes by rumor-control committees coming in to make announcements on controversial issues.

For the most part, the program has been successful. After the first year, incidents of vandalism and violence had gone down. Statistics could not be conclusive in so short a time, but California's Office of Criminal Justice Planning, which provided part of the funding, saw enough promise in the trend to renew its grants. Other funding came from private foundations.

As the sponsor of Student Involvement, Open Road would like to expand the project by sharing its experiences with other schools. The organization hopes to prepare a package of materials for other schools to use in setting up Student Involvement projects (watch for announcement of this in future *Synergist* "Resources" columns). Ideally this package would be augmented by model projects in several regions.

Open Road welcomes inquiries from schools anywhere in the country. Those interested should write to Melinda Moore, Open Road's Student Involvement Program Associate, 1226½ State Street, Santa Barbara, California 93101.

Open Road

Student Involvement is one of five projects of the Citizens Policy Center, a nonprofit organization operating under the name Open Road. A California-based group, its headquarters are in Santa Barbara.

Open Road is "concerned with *social adolescence*, that extended period in the lives of young people when they are suspended between the end of childhood and the assumption of relatively permanent, wage-earning roles. During this period they serve principally as consumers, objects and spectators. They are generally denied—or certainly not encouraged in—roles as doers, creators, and producers."

All five Open Road projects — Student Involvement, New Jobs, New Enterprises, Issues Research, and New Avenues— spring from the same basic goal: "to help young people 'open up space' in institutions which markedly influence their lives."

The New Jobs project is an attempt to revive the apprenticeship as a tool for getting young workers into the job market with needed skills. New Jobs expands the apprenticeship beyond crafts by placing paid apprentices with professional people, business establishments, public agencies, human service programs, and environmental protection programs. Projects are underway in Santa Barbara, San

Francisco, San Diego, and Sacramento.

New Enterprises is a program that goes one step beyond New Jobs, setting up small labor-intensive businesses (employing young apprentices) in markets where consumers are often exploited. The business enterprise serves as an experiment and an example in commercial ethics, producing high-quality goods at just prices. In some cases, the apprentices go beyond the business enterprise to offer consumer workshops. For example, apprentices in an auto repair shop are volunteering to conduct consumer classes on auto repair and maintenance.

Issues Research focuses on informing the general public about the social, economic, and educational issues that young people face today. One method is to issue "white papers" on such issues. In early 1977, Open Road's Issues Research issued a 40-page report on unemployment among young Californians. Student volunteers will soon complete collecting and analyzing information for a report on counseling and guidance services in California schools.

New Avenues, just going into operation, uses student volunteers to give job and career counseling to other young people who are out of school. The emphasis is on developing realistic career plans. **S**

What a Fellow Can Do

By Peter Dellinger

The Robert F. Kennedy Memorial provides information and contacts to help young people initiate and operate projects.

The Robert F. Kennedy Memorial, created by his family and friends in October 1968, is designed to help make the nation's youth better able to challenge the issues affecting them and to shape a better life for themselves and others. Located in Washington, D.C., the Memorial supports this goal by providing community service opportunities for those who are committed to proving that one person's efforts can bring about change.

In the first years the Memorial sought to fulfill these purposes primarily through a program of fellowships to assist young people who went out to work on Indian reservations and in ghettos, Chicano communities, or the rural South.

From this experience came the decision to focus on youth, principally those of high school age, in three project areas: inquiries highlighting problems previously ignored; demonstrations presenting possible solutions that can be adapted by other organizations; and the development of new organizations, usually national in scope and generally evolving from successful local demonstration projects.

Peter Dellinger works at the Robert F. Kennedy Memorial helping develop the Resource Center and researching youth-related issues. In 1976, he was an RFK Fellow at the National Center for Public Service Internship Programs, where he studied high school experiential-learning opportunities.

To undertake these types of projects, the Memorial supports individuals through the RFK Fellows Program and the RFK Intern Program. Fellows and Interns work with local, regional, or national organizations sharing the Memorial's concerns on projects initiated by themselves or by the organization.

Fellows range in age from 16 to 40, direct projects, and usually receive a modest salary for one year.

Interns are high school and college students who work with Fellows in the development of projects. They serve from three to 12 months and receive a subsistence stipend for their efforts. The Intern Program is designed to provide young people opportunities for experience, exposure, and participation by involving them in substantive decision-making, problem-solving roles.

Since 1969 more than 200 RFK Fellows and more than 100 RFK Interns have worked with 167 organizations across the country.

Fellows' projects may take many forms but must "meet unmet needs," impact directly on high school age youth, and have the potential to gain sufficient community and financial support to become independent of the Memorial, usually within one year.

Because the financial involvement of the Memorial is limited to the support of individuals, success is dependent upon the Fellow's ability to gain acceptance from the community and project funding from other sources. To assist Fellows and projects, the Memorial has established a Resource Center.

The Center assists in fundraising efforts, gives technical assistance on research questions and management problems, suggests contacts who may furnish aid, provides background information, conducts research into youth issues, and acts as a clearing house.

Much of the Center's work is done by high school and college Interns in Washington, D.C. In responding to Fellows' information requests, the Interns may look into proposed work-study regulations, new Federal drug abuse programs, significant developments in youth unemployment legislation, juvenile justice, or cur-

riculum reform. Providing technical assistance can mean researching the educational steps necessary to become a dental hygienist or identifying art galleries interested in a photo exposé of conditions for North Carolina farmworkers.

An important activity of the Resource Center is maintaining an overview of the issues affecting those of high school age. Much of this is statistical information, but the numbers highlight problems and pinpoint trends. For instance, the astronomical rate of youth unemployment in the older, industrial cities is evident from the following figures: One in five teenagers was employed last summer in New York; one in three in Chicago; one in four in Philadelphia, Washington, and Detroit. The fragile health of our secondary education system is shown by the fact that of the almost 16 million students attending high school, 1¼ million are absent every day, and another 4 million drop out. Runaways, alcohol abuse, crime, and school vandalism statistics are all rising. If we are to reverse these dangerous undercurrents, it becomes essential to comprehend the magnitude of the problems and develop solutions to meet them.

Many of the Resource Center's activities involve linking Fellows and their projects with people who assist them. In many cases these are former Fellows, organizations which have worked with the Memorial, or individuals who have donated their time and expertise in a specific area to assist in the development of an idea. Help can take many forms, and individuals who have a background or experience in youth issues and would like to assist Fellows in their projects are encouraged to contact the Memorial. Regretfully, the volume of work precludes assisting all groups who require help, and the Resource Center is presently restricted to serving Fellows and former Fellows in their efforts.

Currently, the Resource Center is assisting Fellows in six project areas: student rights and responsibilities, youth participation, communications, new learning opportunities, public policy, and community development. A few examples

of projects initiated and directed by Fellows follow.

The Student Press Law Center.

The Student Press Law Center was formed as a joint project of the Reporters Committee for Freedom of the Press to protect the First Amendment rights of high school and college journalists. The Center serves as a national legal aid agency, providing legal assistance to hundreds of students, teachers, and lawyers dealing with a wide range of legal problems. The Center is directed by a young attorney specializing in First Amendment rights and youth journalism, and the staff is comprised of high school, college, and law student interns. Together, they collect, analyze, and distribute information on legal developments important to student journalism.

Recently, the Center successfully defended the rights of two censored high school editors at Hayfield Secondary School in Fairfax, Virginia. In November 1976, the editors attempted to publish a story on the lack of birth control practices used by sexually active students, only to

Individuals or organizations interested in participating in the RFK Fellows or RFK Interns programs may send inquiries or the resume of the potential Fellow or Intern and a two-page preliminary proposal describing their proposed project. In reviewing the proposals, which may be submitted throughout the year, the Memorial Board considers the following factors:

- Does the project address an unmet need?
- Can the results be adapted by existing organizations or become the basis for the development of a new organization?
- Is there potential for the proposed inquiry, demonstration, or organization to gain sufficient financial support to become independent of Memorial support within one year?

Please address requests for information and preliminary proposals to: Robert F. Kennedy Memorial, 1035 30th Street, N.W., Washington, D.C. 20007.

have the article blocked by the school principal, superintendent of schools, and the school board.

The Student Press Law Center filed a suit on behalf of the editors, charging that they had been deprived of their rights of freedom of speech and freedom of the press. When the U.S. Circuit Court upheld the editors' right to publish, the school board appealed the case to the District Court in Richmond. The Court recently affirmed the lower court decision, stating that because the student newspaper was established as a public forum for student expression, it is subject to First Amendment protection.

The case is a landmark in entitling student publications to the same freedom of the press rights granted professional journalists. For the first time a court has ruled that because a school provides some money for a student publication, it does not mean that it can control the contents of the publication.

For further information about the Student Press Law Center, write to: Student Press Law Center, 1750 Pennsylvania Avenue, N.W., Suite 1112, Washington, D.C. 20006.

North Carolina Migrant Action Program. The *Charlotte Observer* recently carried the statement that, "After decades of liberal indignation, law-making and stories of bondage and desperation inconceivable even to the ordinary poor, the back roads of eastern North Carolina still harbor rickety camps of migrant farmworkers—one of the most abused segments of American society."

In attacking the problems of rural poverty and neglect, an RFK Fellow formed the Migrant Farmworkers Action Program to involve students and improve conditions for 18,000 workers in 500 North Carolina migrant camps. Conceived as a summer experiment in youth involvement by Duke University students in 1976, the program is being institutionalized by the establishment of a non-profit organization, the Center for Rural Studies, at Duke University. The Center will serve as a resource center on migrant farmworkers in the southeast, pooling articles, statistics, and other documents for so-



Children of migrant farmworkers in North Carolina may spend their days in the fields to earn a little more for their families. Photo by John Moses

cial action groups interested in researching and improving migrant farmworker conditions.

The organization has spent much of its time monitoring the health and safety conditions of the camps, and has been successful in improving these conditions by identifying and drawing attention to violations of the Federal Occupational Safety and Health Act and the Farm Labor Contract Act. Recently members of the project were able to solicit a pledge from the North Carolina Occupational Safety and Health Administration to inspect all the camps in the state. The North Carolina Employment and Security Administration has promised to review its involvement in migrant labor.

Interested individuals may contact the program by writing: The Migrant Farmworker Action Project, 4924 Duke Station, Durham, North Carolina 27706.

National High School Press Service. A major Resource Center activity has been support for the new National High School Press Service. In 1976 RFK high school Interns conducted research which found that nearly 3 million high school seniors graduate every June largely

ignorant of such important issues as how and where to get a job, how to apply for financial aid, and what their legal rights are. All this information exists, but more often than not, it is difficult to obtain.

To help students make informed decisions about the critical transition from school to work or higher education, a team of RFK Interns is developing a Student Press Service. Coordinated by an RFK Fellow, high school journalists from across the country are working in Washington, D.C., preparing monthly press releases designed to reach the nation's 16 million high school students through their school newspapers. The student-operated enterprise will provide editors with reprintable or background material dealing with careers, out-of-school learning opportunities, supportive services, financial aid, the world of work, students' rights, and issues affecting secondary and higher education.

While still in the developmental stages, the project aims to equip students to take advantage of the many programs designed to serve them, to make their studies more relevant to their needs, and to help



them participate in the formulation of policies that affect their lives. Anyone wishing further information, or students who are interested in contributing, should send inquiries to: The Student Press Service, 1015 20th Street, N.W., Washington, D.C. 20006.

National Intern Exchange Program. The Resource Center has also assisted in the coordination and development of an experience-based exchange program for those of high school age. Although thousands of Americans open their homes every year to foreign exchange students, the chance for young Americans to learn by living and working in another part of this country has been virtually nonexistent. In the past two years, RFK Fellows, working with 77 organizations, have exposed a cross section of young people to a different community and family as well as to a work or study experience.

One of the early assessments of the program showed that more young people could be effectively served if organizations developed independent programs based on the exchange model and the organizations' own interests and needs. A

number of groups have provided high school Interns with challenging exposure to and participation in their projects. Among these are the Institute for Cultural Affairs in Chicago, the Southwest Voter Education Project in San Antonio, the Martin Luther King, Jr. Center for Social Change in Atlanta, KBBF Radio in Santa Anna, California, Institute for Southern Studies in Chapel Hill, North Carolina, Aspira of New York in New York City, and the Center for Housing Partnership in New York City. In addition to exposure to a new environment, the program model provides Interns with leadership training, career development, or skills development.

The project demonstrated that a live/work program is a rewarding low-cost option available to organizations concerned with youth development. RFK Fellows are available to provide assistance to any organization interested in developing live/work intern exchange projects. For further information write to: Intern Exchange Program, 1035 30th Street, N.W., Washington, D.C. 20007.

San Francisco Community Boards. The Memorial and the Resource Center were instrumental in helping establish the Community Boards Program in San Francisco. In response to general dissatisfaction with the traditional criminal justice system, an RFK Fellow developed an alternative, neighborhood-based approach. The demonstration project uses neighborhood boards to resolve local misdemeanor cases and community disputes.

This community-based justice system encourages the use of peer pressure rather than law enforcement agencies to work out individual and neighborhood problems. The boards, which include youth members, do not determine guilt or innocence nor act as judge and jury. The purpose is to understand a situation and offer realistic and practical solutions. Board members are representative of the area where they live and accept referrals from police, schools, and local residents. Though participation in the process is voluntary, once the people involved agree to have a case heard by a community

board, they must abide by the panel's decision.

The Community Boards Program, the first of its kind, has generated great interest across the country. Local and national support for the Fellow's concept has been significant and, as a result, the demonstration project is now independent of Memorial support.

For further information contact: Community Boards Program, 149 Ninth Street, San Francisco, California 94103.

Los Angeles Minority Media Access Program. Working with the California Chicano News Media Association (CCMA), an RFK Fellow developed a model minority media access program for Chicano students in Los Angeles. A cooperative effort between community groups and the public schools, the main feature of the program was Saturday with the Media, a series of workshops combining instruction, participation, and production. Student participation was encouraged through seminars at newspapers and at television and radio stations plus actual assignments with reporters. At the end of the four-month course, students wrote and produced a 30-minute newscast.

In connection with the workshops, CCMA assisted in developing 30 internships for students at local newspapers and radio and TV stations. In addition, 10 young Chicanos entered college journalism programs aided by CCMA scholarships. Impressed by the model program, local funding sources have made the project self-sufficient for several years. Future plans include a newsletter, a directory of Chicano journalists, and efforts to initiate similar programs in other cities.

For further information contact: Los Angeles Minority Access Program, California Chicano News Media Association, Terminal Annex, P.O. Box 2706, Los Angeles, California 90054.

Youth Communication/National Center. The Youth Communication/National Center is developing a network of centers in the nation's urban areas to help give youth a voice in their communities.

Organized by an RFK Fellow and based in Chicago, the National Cen-



Poor housing is one of the many problems facing farmworkers who live in migrant camps in North Carolina. Photo by John Moses

ter opened in January 1977. It has already helped establish a successful urban model, the Chicago Center of Youth Communication. One of its major projects is *New Expression*, a monthly newspaper staffed entirely by high school students who volunteer their time to write, publish, and distribute the paper. After the first two issues, the paper developed sufficient community support to ensure its continuation. Its rapidly expanding circulation is now 40,000.

During the summer, Youth Communication publishes *CETA Insights*, a newspaper which examines the federally-supported employment program and its impact upon the youth of the city. To inform Chicago students of their rights and responsibilities as citizens, the Center has also developed a third newspaper, *The Right of Way*. All the papers are distributed free in the metropolitan area, and sample issues may be obtained by writing the National Center.

Another project of the National Center is the Career Intern Program which places young journalists in media-related jobs in different parts



of the country. In a pilot program supported by the Memorial, RFK Interns have been involved in such diversified assignments as developing a community newsletter in rural Appalachia and working in the studios of KBBF, a Chicano-owned and operated radio station in northern California. The Center also brings high school students from various parts of the country to work in Chicago on Youth Communication projects and publications.

For further information contact: Youth Communication / National Center, 207 South Wabash, Chicago, Illinois 60604.

None of the projects briefly described here could have been implemented without the help of concerned individuals and organizations who have provided funds, given technical assistance, or served on advisory panels or boards of these projects.

The Memorial's principal objective is to encourage the participation of young people in all aspects of our society. It cannot act as an underwriter of large-scale remedial programs, nor provide scholarships, financial aid, nor make grants to support existing organizations. Rather, through the RFK Fellows and RFK Intern Programs, with support from the Resource Center, the Memorial works with other organizations to provide a means for committed young people to initiate and develop solutions to problems faced by many of the 20 million young people 14-18 years old. **\$**

Beyond Community Involvement

By William A. Bryan

A follow-up survey of student volun- teers who took a service-learning course helps the university revise course content.

What are the long-term effects of a college service-learning course? That is what I have tried to determine through a survey of former students in a course called Community Involvement offered by the University of Texas at Austin.

This course was designed and conducted in much the same way as many other service-learning courses in colleges across the country. The students assume the responsibility for their own learning. There are only six class meetings, with little lecture material, and the instructor's primary role is that of facilitator rather than authority.

Community Involvement provides students with an opportunity for both service-learning and independent study. Students volunteer at a community organization, analyze the experience in light of personal goals and the goals of the agency in which they work, and compare their experiences with those of other students who are involved in similar volunteer activity.

The course itself is a strategy for student development. It allows students to seek new learning and to identify important experiences. The

William A. Bryan worked closely with Student Volunteer Services while Associate Dean of Students at the University of Texas, Austin. He is now Dean of Student Development, University of North Dakota, Fargo.

strategies identified for student development are basically implemented by the student.

As instructor, my efforts related largely to an assessment of student development.

At the beginning of the semester, students select community agencies in which to work as volunteers. The campus office of Student Volunteer Services is available to students as a referral resource. All arrangements with the agency are the student's responsibility, but it is important for the course instructor to encourage students to define goals that they want to accomplish prior to entering an agency. These are student goals, not the goals of the instructor or the agency supervisor. Students define not only their goals but also the strategies they plan to employ to accomplish them.

Periodically during the semester the instructor meets with individual students to assess the accomplishments of goals and to help identify new implementation strategies.

In their final reports, students offered general reflections on and suggestions for improving the course, the agency, and their volunteer experiences.

A review of student goals and reports from the students and agency supervisors gives a good general idea of student development throughout the semester, but in the past there was no way to determine how lasting this was or what effects the service-learning experience had on the student's future.

Therefore, during the spring 1975 semester, we conducted a follow-up survey of former students in Community Involvement. We developed a five-page questionnaire covering student demographic information, motivation for taking the course, agencies served, duration of commitment to the agency, and effect of the course on academic and career plans.

The population surveyed consisted of 99 former students in Community Involvement. Some were still in school, some were employed. Fifty-eight were reached by telephone (83 percent). Of this number 28 (48.3 percent) were male and 30 (51.7 percent) were female. The mean age

of the respondents was approximately 22 years.

As might be expected, the majority of the students surveyed were, or had been, enrolled in the College of Social and Behavioral Sciences. Students enrolled in other colleges generally had majors associated with the "helping fields."

Fifty-five percent of all students who completed the course continued to work in their volunteer agency after the one semester commitment, and 38 percent of the students continued to work in the agencies for one year or more. Students identified "lack of time" as the primary reason for leaving agencies.

The primary reasons given for taking the course were the desire to help people and to become involved in the community. However, a large number of students indicated course credits as a prime motivation.

Students felt that the course was helpful to them in their volunteer work and felt positively toward their volunteer experiences. All of the students in the sample surveyed stated that they would recommend the course to another student.

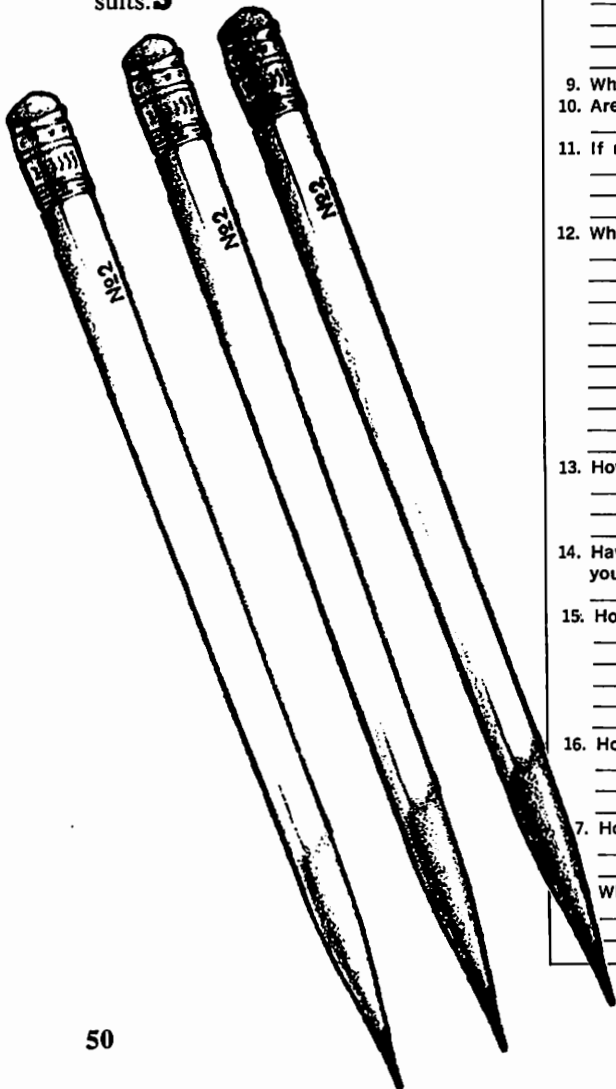
A slight majority of those surveyed (53 percent) reported that they felt more motivated as a result of their participation in Community Involvement. Half knew more clearly what they wanted from the university, and 86 percent reported that they had met other students with whom they shared a particular interest. A large percentage indicated that the course had affected their career plans. Those who felt that the course was helpful to them in gaining a job viewed both the experience and the employment leads gained as advantageous. Although a majority felt that the course did not help them to obtain their current jobs, 39 percent of these employed persons indicated that they were in jobs related to their volunteer experience.

The completion of the follow-up survey provided considerable information about students who had taken the course and their general reactions to the experience. The information acquired through the survey was helpful in revising the course and

in confirming the significance and effectiveness of the materials presented.

As a result of student feedback over a two-year period, an additional section of Community Involvement, one that emphasized career information and planning, was offered. This new section, first offered in the spring of 1976, provided students with the opportunity not only to complete all general course requirements, but also to gain information about careers that would help them in their life-long career development.

Many more surveys of this type are needed before we can determine, with any statistical accuracy, the long-term effects of Community Involvement courses. But careful analysis of isolated surveys such as ours is most helpful in revising course designs. When sufficient data are collected, we will be able to go much further and make true evaluations of service-learning techniques so that we can make full use of those that have lasting and positive results. **S**



Community Involvement Follow-up Questionnaire

1. Sex
 Male Female
 2. Present age
 19 or less 23
 20 24
 21 25 or more
 22
 3. Semester you took the course
 Fall 1972 Spring 1974
 Spring 1973 Fall 1974
 Fall 1973
 4. Age at the time of the course
 19 or less 23
 20 24
 21 25 or more
 22
 5. College at the time of the course
 College of Social and Behavioral Sciences
 College of Humanities
 College of Natural Sciences
 Division of General and Comparative Studies
 College of Business Administration
 College of Education
 College of Engineering
 College of Fine Arts
 Graduate School
 Nursing School
 6. Major at the time of the course _____
 7. Classification at the time of the course
 Freshman Graduate
 Sophomore Special Student
 Junior Other _____
 8. What is your present educational status?
 Freshman Senior
 Sophomore Graduate
 Junior Special Student
 Non-student graduated with bachelor's
 Non-student graduated with master's
 Non-student graduated with doctorate
 Non-student graduated with degree other than mentioned above
 Non-student not graduated
 9. What agency did you work for while taking Community Involvement? _____
 10. Are you still working for this agency?
 Yes (Go to 13) No (Continue)
 11. If not, how long did you work for this agency?
 One semester 1½ years
 Two semesters 2 years
 One year More than 2 years
 12. What was your reason for leaving? (Check as many as apply. Then go to 14.)
 Lack of time
 Lack of transportation
 Not a good choice of agency
 Uncomfortable working conditions
 Poor supervision in agency
 Assigned meaningless tasks
 Felt useless
 Inability to work with particular client group
 Other(s) _____
 13. How long have you worked for this agency?
 One semester 1½ years
 Two semesters 2 years
 One year More than 2 years
 14. Have you worked or are you now working for any volunteer agency other than the one you worked for in the course?
 Yes No
 15. How helpful did you find the course in your volunteer experience?
 Extremely helpful
 Very helpful
 Somewhat helpful
 Helpful to a small degree
 Not of any significant help
 16. How do you rate your volunteer experience?
 Generally positive
 Neutral
 Negative
 17. How did you hear about "Community Involvement"? (Choose only one answer.)
 Another student Campus newspaper
 Course catalog Other _____
- What motivated you to take the course? (Check as many as apply.)
 Course credit
 Desire to help people

Get experience in my career field
 Learn about career fields
 Curiosity
 Something to do with free time
 Desire for community involvement
 Other(s) _____

19. Do you feel that the course had any effect on the rest of your university experience? (Check as many as apply.)

No, it didn't change anything
 Change of major
 Felt more motivated
 Knew more clearly what you wanted from the university
 Met others who shared some particular interest of yours
 Other(s) _____

20. Do you think the course affected your career plans? (Check as many as apply.)

No or not to any significant extent
 Yes, I decided to go into something different
 Yes, it reassured me of my previous decision
 Yes, my plans were more specific

21. If you are working now or have worked since you took the course, was this course helpful in getting you a job placement?

Yes (Continue)
 I am working/did work, but it wasn't of any help (Go to 23)
 I haven't worked (Go to 24)

22. How was it helpful?

I had experience
 I made job contacts
 Other _____

23. Was the job in some way related to your volunteer experience?

Yes No

24. Did you use Student Volunteer Services to find your volunteer position?

Yes (Continue) No (Go to 25)

25. Were you satisfied?

Yes No

26. Would you recommend Community Involvement to other students?

Yes No

Other comments _____

Service Calls

Readers are invited to submit brief descriptions of student volunteer projects (use franked card provided in this issue), tips for coping with common student volunteer problems, cartoons or anecdotes depicting an amusing aspect of volunteer life, or outstanding black and white photographs of volunteers at work.

Older Students Become "Key Link" to Troubled Adolescents in Dallas

Dallas, Texas—High school student volunteers are helping younger students to overcome difficulties that may lead to delinquency or serious adjustment problems. The program is called Key Link and is run by the Dallas County Juvenile Department.

The first Key Link program was set up in 1971. Called the One-to-One program, it is a big brother/big sister program that matches high school volunteers with junior high

students identified by school officials, parents, or police as possibly headed for trouble. The volunteer's commitment is to spend at least one or two hours per week in shared activities with the younger student.

Participation by the younger students is voluntary, requiring parents' consent. Advisors in the junior high school introduce the youngster to the idea of the program and secure parents' permission. Then the County's One-to-One coordinator requests volunteers from the nearest participating high school. The older and younger students are carefully matched to provide as much common background and as many common interests as possible. After separate initial interviews, the two students are introduced.

The older student has no specific counseling agenda. His job is to be a companion and listener, to help in any way he can.

Local businesses have participated in the program by offering discounts to volunteers. A typical discount would admit the older student for half price to a movie, bowling alley, sports event, or other activity, while the younger student is admitted free.

Student volunteers receive no

academic credit for their work, but they do receive encouragement and assistance. Volunteers gather in monthly meetings to discuss their success or problems with their younger companions.

By the 1976-77 school year, the One-to-One program was bringing together more than 600 students in 35 schools in Dallas and four nearby school districts. A sixth school district has started its own One-to-One program with the assistance of the local police department.

In 1975, a second program was added, based on an idea in use in Austin. For junior high and elementary students with high absentee records who agree to participate, the program finds a high school volunteer to be a Mystery Caller. The caller agrees to phone early each morning to make sure the younger student is planning to go to school, and to be generally sympathetic and supportive about the younger student's problems. With weekly reports on the younger student's attendance, the caller has direct knowledge of the project's success.

If the relationship works and attendance improves, the younger student is invited to a party at the end of the term to meet the Mystery Caller.

The Mystery Caller program is still experimental in Dallas, with most of the younger students coming from one junior high school and two elementary schools. Each caller discusses his success or problems in weekly meetings with other volunteers, the Key Link coordinator, and a probation officer.

Dallas officials say that, based on this preliminary experience, the Mystery Caller program could be "one of the finest preventive programs we've been able to implement in the Dallas area."



Student Volunteers Get Awards From Governor In Connecticut Program

Hartford, Connecticut—When a severe winter was forecast in late 1976, Connecticut Governor Ella Grasso called a statewide conference of high school students. She urged them to apply their energy and talent to the needs of the elderly and the poor. Resource people, including representatives of ACTION, attended the conference to supply technical assistance on possible volunteer programs.

The response was so great that the Governor's Youth Action Program became a permanent statewide high school volunteer activity. Not only did the volunteers raise money for emergency fuel banks and collect and distribute clothing and food, but they also initiated dozens of long-term projects, such as visiting the homes of isolated senior citizens and providing emergency ambulance service.



Students in East Hartford, Connecticut, sponsor a party for exceptional children.

High school principals report their schools' volunteer projects to the Governor's Youth Action Program, which selects three schools to receive an award from Governor Grasso about once a month. This recognition has greatly increased interest in participating in community service programs. At statewide conferences the students from award-winning schools share their expertise—and publicize the effectiveness and desirability of student volunteer programs.

Those who wish information on how to establish a similar state rec-

ognition program for high school volunteers may contact Judy Halpern, Coordinator, Governor's Youth Action Program, Governor's Council on Voluntary Action, 1280 Asylum Avenue, Hartford, Connecticut 06105.

Honor Society Members Run "Meals on Wheels" In Milledgeville, Illinois

Milledgeville, Illinois—There's a knock on the door between noon and one, and a high school student delivers a hot meal to an elderly citizen. Fifteen members of the National Honor Society at Milledgeville High School are providing this "Meals on Wheels" service. The cost to the elderly recipients is only 85¢ per meal; this covers the actual cost of the food, which is prepared by the high school cafeteria.

The students, who provide their own transportation, launched the project by going into the red for the \$200 cost of an insulated oven to make sure the food arrives piping hot. After the program attracted some public attention, several individuals and groups donated funds to pay for the oven, and the program is currently on a firm financial footing.

Clients receive a menu on Thursday for the coming week and select meals for the days they need the service. They can add or cancel meals by calling the school before 11 a.m. on the day in question.

Student enthusiasm is strong. When snow and a broken water main closed the school for several weeks, students prepared the meals at home and continued the service. Under normal circumstances, however, the meals are served only while school is in session.

Communiversity Produces Manual for Volunteers at U. of Georgia

Athens, Georgia—Communiversity, the student-run volunteer program at the University of Georgia,

Athens, has published a manual for its volunteers. The manual shows potential volunteers what would be expected of them and provides guidance to those already on assignment.

The first section explains how Communiversity is organized and its procedures of operation. It covers such matters as how to make the initial contact with the agency to which the volunteer is assigned and the importance of automobile insurance if those being served will be riding with the volunteer.

The sections on the three project areas—big brother/big sister, tutoring, and outreach—contain job descriptions and listings of suggested activities.

The fifth section gives program and job descriptions for three supporting programs—special events, fund-raising, and public relations. Volunteers who take part in these are usually working in one of the three project areas. One of the special events this year was a trip to Plains for volunteers and children in the big brother/big sister and tutoring projects.

Another section gives answers to commonly asked questions, such as, "In tutoring, should I work with the child's teacher?" The answer is, "When possible, build a relationship with your tutee's teacher—outside of school hours."

The final sections are Communiversity's Constitution and job descriptions for its program coordinators.

Stockton Students Work Four Periods Per Week In Hospitals, Schools

Stockton, California—More than 100 students of St. Mary's High School are taking their religious course outside the school, doing volunteer work in nearby schools and hospitals. The goal is to practice the ideal of service to neighbors. Students serve as teachers' aides at several schools, assist with teaching and recreation centers for the blind and handicapped, care for the mentally retarded at a nearby state hospital, do secretarial work for the Cancer Society, and serve meals for the poor at the St. Mary's Kitchen.

Using their own transportation, students perform this service four times per week during the regular class period. On the fifth day, they meet in class to discuss their work.

The head of the program, Sr. Benet, begins the program each semester with a day of visits from representatives of each agency accepting volunteers. This session gives the students a view of the need for volunteer work in the community and the kind of work they can expect at each agency. Then the students are given the chance to choose the agency they want to work for, the choice being subject to transportation limitations and the availability of work assignments.

Because the volunteer works within the regular class schedule, work time is limited to only an hour or an hour and a half each day. This limits volunteers' usefulness in some situations, but St. Mary's has found all the recipient agencies willing to accommodate the volunteers' schedules and to give them training and supervision on the job.

Evaluation is monthly, with each volunteer's supervisor verifying attendance sheets daily and commenting briefly on the student's work. The course is fully credited.

Resources

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

Advocacy

Avenues to Change, National Association for Retarded Citizens, P.O. Box 6109, 2309 Avenue East Arlington, Texas 76011. 1976. Price: \$.50 each, \$1.75 for all four.

This series of four booklets provides an overview of both concepts and practices developed during the National Association for Retarded



Citizens' five-year Citizen Advocacy Project.

- *Citizen Advocacy for Mentally Retarded Children: An Introduction*, 32 pp., explains the concept of citizen advocacy for a general readership.
 - *Implementation of Citizen Advocacy Through State and Local ARCs*, 55 pp., gives guidelines for starting programs.
 - *Effective Advocacy*, 44 pp., is a how-to guide for the advocate.
 - *Youth as a Citizen Advocate*, 36 pp., is directed to teenagers interested in becoming youth advocates.
- Citizen Advocacy: A Coordinator's Handbook*, Institute for Research and Development in Retardation, 1500 North Second Street, Harrisburg, Pennsylvania 17102. 41 pp. 1974. Price: \$2.50.

Based on experience in eight programs, this handbook provides a guide for the development and operation of a citizen advocacy program for the handicapped.

Citizen's Involvement in Community Development: An Opportunity and a Challenge, Center for Community Change, 1000 Wisconsin Avenue, N.W., Washington, D.C. 20007. 28 pp. 1976. Price: \$1.50.

This instruction book on influencing local community development includes information on how to utilize Block Grant Programs.

Sharing Experiences in Thinking, Learning, Doing Advocacy, Collection of Process Papers from the National Advocacy Project of United Cerebral Palsy Association, Inc., United Cerebral Association, Inc., 66 East 34th Street, New York, New York 10016. 132 pp. 1977. Free.

These papers deal with such problems as effecting systems change, expanding the role of the case advocate, building a network of supporters, organizing groups, and disseminating legislative materials.

Successful Advocacy, A Practical Handbook, California Commission on the Status of Women, Equal Rights Amendment Project, 926 J Street, Suite 1014, Sacramento, California 95814. 15 pp. 1977. Price: \$1.

In reviewing strategies affecting equal rights legislation, this booklet touches on such areas as lobbying and working with the press.

The Advocate For Human Services, National Association of Social Workers, 1425 H Street, N.W., Washington, D.C. 20005. Published bi-weekly. Yearly subscription rate for NASW members: \$15; non-members, \$20; student members of NASW, \$10.

This periodical offers a round-up of federal legislative activities affecting social work.

Tool Catalogue: Techniques and Strategies for Successful Action Programs, American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037. 260 pp. Updated 1977. Price: \$7.

This book reviews the various techniques necessary for effective advocacy, including how to handle publicity, legal issues, organizing, and implementation.

Voluntary Action Leadership, National Center for Voluntary Action, 1214 16th Street, N.W., Washington, D.C. 20036. Price: \$8 per year.

This quarterly magazine has special articles involving advocacy programs, including an "Advocacy" column which deals with lobbying efforts involving volunteerism and other social issues.



Funding

Application for Grants Under Consumers' Education Program, Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education, Washington, D.C. 20202. 55 pp. Free.

In this packet of materials are the rules and regulations which describe the general nature and purposes of the Consumer's Education Program. Over half of the grant recipients are traditional educational agencies—local school systems, state departments of education, and institutions of higher education, including community colleges. The rest are public or private nonprofit agencies, many of which are community based.

Grants are available for projects to meet the needs of low-income people, to work with the elderly, to bring consumer education to groups whose first language is not English, to Native Americans on and off reservations, and to trade unionists. Some projects are designed for children in grades K-12.

Bootstrap Fundraising for Human Service Programs: An Adult Education Course and Basic Primer, National Center for Voluntary Action, 1214 16th Street, N.W., Washington, D.C. 20036. 99 pp. 1977. Price: \$5.

This non-technical guide can be used as a discussion tool for a course for volunteer coordinators or for local volunteer program fundraising. It is designed for programs that do not have the funds to hire a person specifically for preparing grant applications.

Education, Service and Work: The Multi-Funded Approach, Superintendent of Documents, the Government Printing Office Documents Department, Order Number 017-08801792-0, Washington, D.C. 20402. 99 pp. 1977. Price: \$2.

Prepared for the Sub-Committee on Education and Work of the Federal Interagency Committee on Education, this book is designed to acquaint administrators of service-learning projects at the local level with sources of funding on the federal, state, and local level. The focus is on 22 projects of various types in different parts of the country and how they use funding from public and private sources.

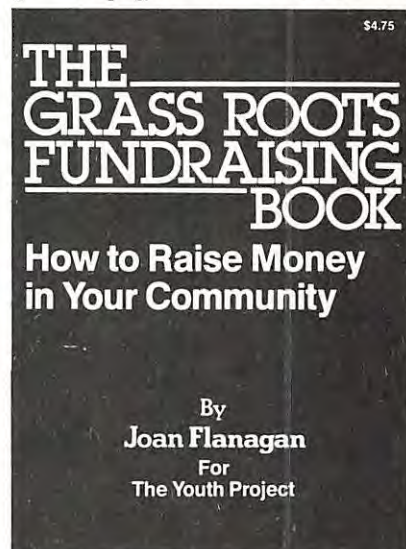
The Grass Roots Fundraising Book, by Joan Flanagan, The Youth Project, Department NSI, P.O. Box 988, Hicksville, New York 18802. 219 pp. 1977. Price: \$5.25; \$3.25 each for 50 or more.

The author gives specific details on the basics of fundraising for small and large organizations. The first section deals with problems met by almost all groups, such as shopping for supplies, pricing tickets, and estimating income. The major

sections focus on events suitable for beginners, intermediate groups, and big-time fundraisers.

Other subjects include dues, bingo, direct mail, promotion, book-keeping, and how to plan an annual fundraising calendar. The book also includes an extensive bibliography.

"Raising Money and Morale," an article adapted from this book, begins on page 29 of this issue.

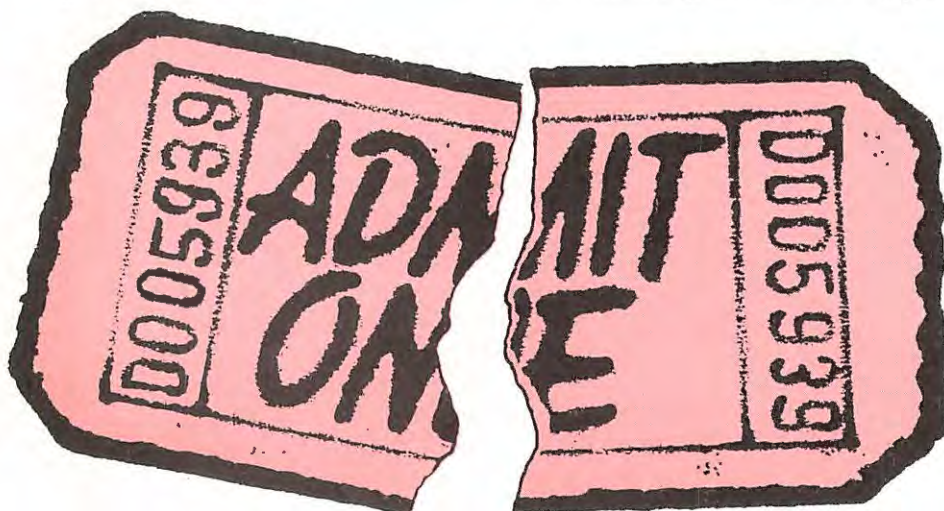


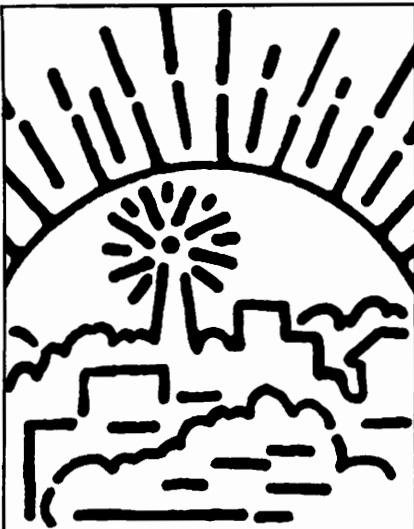
Handbook of Special Events for Nonprofit Organizations: Tested Ideas for Fund Raising and Public Relations, Taft Products, Inc., 1000 Vermont Avenue, N.W., Washington, D.C. 20005. 224 pp. 1975. Price: \$13.

This handbook outlines the necessary steps and strategies to organize a successful event, guides staff members in using volunteers, and discusses the role of public relations, communication, and advertising in staging a special event.

Where the Money Is, The National Center for Community Action, 1328 New York Avenue, N.W., 5th Floor, Washington, D.C. 20005. 106 pp. Revised 1978. Price: \$5.

This book describes federal programs that address the needs of the poor and are suitable for volunteer participation.





Under the Sun

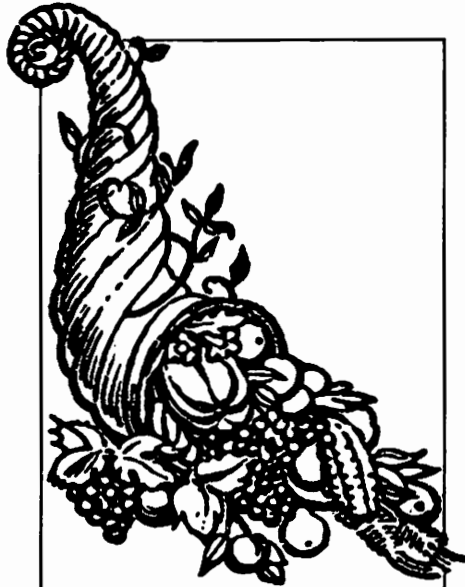
The Elements, Public Resource Center, 1747 Connecticut Avenue, N.W., Washington, D.C. 20009. Published monthly except August. Annual subscription: Class, free with payment of shipment and handling (\$7 to \$15 depending on postal zone); individuals, \$7; institutions, \$20.

The Davis Experiment: One City's Plan To Save Energy, by *The Elements*, Public Resource Center, 1747 Connecticut Avenue, N.W., Washington, D.C. 20009. 72 pp. 1977. Price: Individuals and public interest organizations, \$2; institutions, \$5; 10 percent reduction on orders of more than 10 copies.

Published by the nonprofit Public Resource Center, *The Elements* is a newspaper devoted to "analyzing corporate control over energy, food, and natural resources and reporting on alternative ways that resources are being made responsive to public needs."

Feature articles in recent issues have included "Guide to the Nuclear Power Controversy," "U.S. Soil: The Dustbowl Syndrome," "Zaire's Cobalt," "Manure Gas Experiment," "An Idea Whose Time Has Gone: The Decline of TVA," and "Urban Dilemma: Lead in the Garden."

Those interested in obtaining free subscriptions for a high school or college class may request a sample copy and infor-

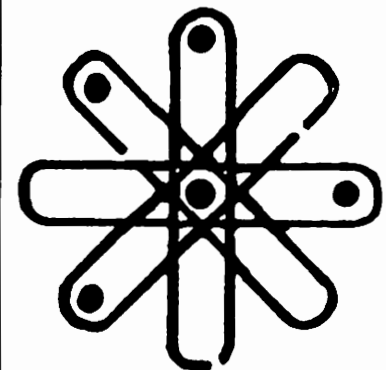
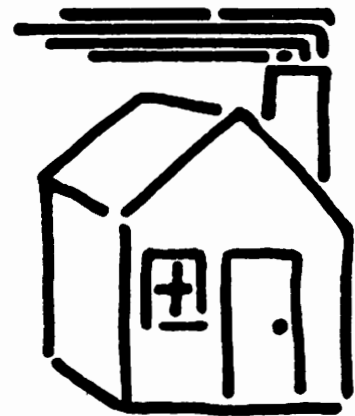
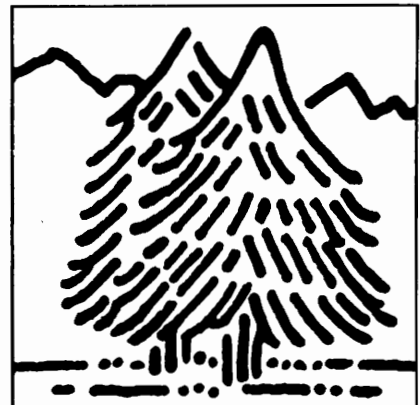


mation on postage and handling costs from *The Elements* (see address above).

As an extension of its coverage, *The Elements* has produced *The Davis Experiment: One City's Plan To Save Energy*. This summarizes what has happened in about 10 years of city planning for energy conservation in Davis, a city of 33,000 and home of the University of California, Davis. The city has taken such measures as building a model solar home to demonstrate the effectiveness of solar energy; reducing the width of streets to save space, asphalt, and (by slowing autos) gas; developing a bicycle path network to lessen the use of autos; and revising the building construction code to increase energy efficiency in new homes.

The book includes city codes, ordinances, and plans used to facilitate energy conservation.

The Public Resource Center also publishes reports of its major projects and "Public Resource," a periodic letter covering ongoing work. Membership benefits include receiving the Center's publications. Different types of membership are available at costs ranging from \$10 for students as Founding Members to \$100 for Sustaining Associates. Established in May 1977, the Center is concerned with "issues of economic justice, ecological responsibility, and cultural diversity in self-controlling communities."



Miscellaneous

Experience Based Learning: How to Make the Community Your Classroom, Office of Marketing, Department E, Northwest Regional Educational Laboratory, 710 S. W. Avenue, Portland, Oregon 97204. 260 pp. 1977. Price: \$9.45.

Directed at administrators, teachers, and curriculum planners concerned with career exploration programs, this book covers such topics as structuring experience-based learning, linking community resources with student projects, writing student projects, and managing programs. It also includes brief profiles of 25 projects.

How To Do It Kit: Aids for Volunteer Administrators, Volunteer, P.O. Box 1807, Boulder, Colorado 80306. 14 publications. 1976. Price: \$12.50.

This collection contains booklets, articles, brochures, and reference listings that address fundamental concerns of volunteer administration and programming. This package includes "Local Fund Development," "Recruiting Volunteers," "Ideas for Local Publicity," "Community Needs and Resources Assessment Guidebook," and "Self-Evaluation Handbook for Voluntary Action Centers."

Invest Yourself, Nancy Duryea, 418 Peltoma Road, Haddonfield, New Jersey 08033. 73 pp. Updated 1978. Price: \$2.

The largest available listing of domestic and overseas volunteer opportunities sponsored by North American voluntary organizations, this booklet contains more than 25,000 specific openings. It gives brief descriptions of placements, the type of volunteer service needed, availability of stipends, and the length of service.

Teaching All Children To Read, by Michael A. and Lise Wallach, The University of Chicago Press, 5801 South Langley Avenue, Chicago, Illinois 60628. 332 pp. 1976. Price: \$12.95. *Teaching All Children To Read Kit* (see above). Price: \$25.

The authors, Duke University psychologists, found that many disadvantaged children fail to learn to read in the first grade because they do not recognize sounds and cannot

blend them. Much of their book deals with a step-by-step method which they devised to teach children the different sounds and the relationship between sounds and letters. This method is suitable for use by trained tutors in conjunction with regular classroom material. A tutor's manual is part of the book.

The teaching kit includes a tutor's manual, alphabet cards, game picture cards, and letter drawing and tracing sheets. The last may be reproduced so that the kit can be used for more than one child.

Youth As Volunteers, National Cen-

ter for Voluntary Action, 1214 16th Street, N.W., Washington, D.C. 20036.49 pp. Revised 1977. Price: \$1.

This book describes a number of service-learning programs that were chosen as representative of a variety of youthful volunteer activities, ranging from running hotlines to supplying ambulance services, from teaching first aid and safety to young children to performing chores for the elderly. Also included are the names of program personnel that are willing to provide further details to those interested in developing similar programs.

COMING NEXT ISSUE: SPECIAL SECTION ON ~ ENERGY



The National Student Volunteer Program (NSVP) is part of ACTION, the federal agency for volunteer service. NSVP is a supportive program providing information and technical assistance; it does not grant operating funds and has no authority over local program activities.

NSVP's primary purpose is to endorse, support, and promote the concept of service-learning programs. Such programs enhance learning while enabling students to participate in responsible and productive community service efforts designed to eliminate poverty and poverty-related human, social, and environmental problems.

To accomplish its purpose, NSVP strives (1) to provide secondary and post-secondary educators with the skills and knowledge necessary to begin new or improve existing student service-learning programs and (2) to assist the officials of public and private educational and voluntary action organizations in developing their policies for and roles with student service-learning programs.

NSVP serves student volunteer programs by developing and distributing technical assistance materials, including *Synergist*, its journal; by sponsoring training sessions for teachers and administrators managing student volunteer programs, and by providing on-site consultation to programs or to groups sponsoring conferences or workshops.

Those who wish additional information may call toll free (800) 424-8580, extension 88 or 89, or write to: ACTION/NSVP, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525.



Synergist



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Spring 1978/Volume 7/Number 1



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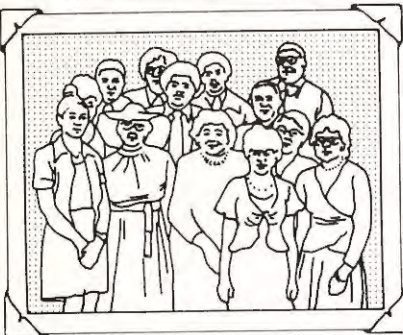
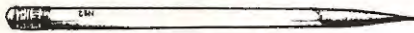
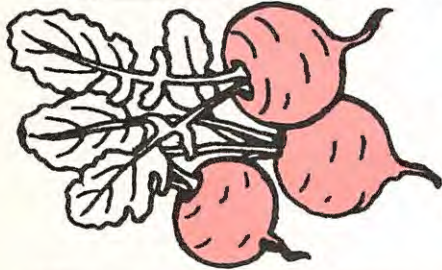
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Voluntary Responses

Readers are invited to send letters to *Voluntary Responses* with comments or questions on student volunteer and service-learning programs or other topics of special interest to Synergist readers.

Surmounting Architectural Barriers

Dear Synergist Readers:

As you read this, a problem unnecessarily confronts 35 million physically disabled Americans: architectural barriers. Long flights of steps and second-story entrances prevent physically disabled people from participating fully in the mainstream of American life.

Last April I participated in a Handicapped Awareness Day in St. Cloud, Minnesota, by spending half of the day in a wheelchair experiencing the kinds of problems, frustrations, and restrictions countless numbers of people with mobility problems confront in every-day life.



I could get up and walk away from that wheelchair, but I cannot walk away from what that experience showed me about the man-made barriers we ourselves place in the paths of the physically disabled.

The fact of the matter is that until we have public awareness, acceptance of responsibility and community commitment to accessibility in all communities across the nation, we will continue to deny to disabled Americans the rights the rest of us take for granted.

You can be very instrumental and effective in raising community awareness of the surmountable prob-

lems our architecture creates for disabled individuals. I am hopeful that consciousness-raising activities can be coordinated nationwide this spring through passage of my National Architectural Barriers Awareness Week legislation. Its two main purposes are to give organizations all over the nation a way to focus major attention on this problem and to publicize the fact that Congress has made a \$25,000 per-year tax deduction available in 1978 and 1979 for expenses private businesses incur in making their operations accessible to the handicapped.

In April of 1977 Secretary of Health, Education, and Welfare (HEW) Joseph Califano, signed the "504 regulations." Section 504 of the Rehabilitation Act of 1973 requires all federally funded buildings and programs to be accessible to the physically disabled. In Congress in January 1977, Representative Robert Roe (New Jersey) introduced a bill to continue the tax deduction for making buildings architecturally barrier free and to broaden the coverage to transportation barriers. In March, Representative Edward Roybal (California) introduced a bill to provide tax incentives for removing architectural and transportation barriers. Both bills are pending in Congress.

Positive change will only come about through public awareness of these problems, and all members of our society, not only the handicapped, stand to benefit from a barrier-free architecture.

—Richard Nolan, Member of Congress, 6th District, Minnesota

(For information on how student volunteers may produce access guides for disabled persons, see "Preparing Access Guides" on pages 23-28.)

Finding Volunteer Opportunities

Dear NSVP:

I am interested in doing some volunteer work in my neighborhood and would like to know what opportunities are available to me. I am 17, have graduated from high school, and plan to go to college. If at all possible, I would like to work with children or something related to ecology. Any information you could give me would be appreciated.

—T.M., Wilmington, Delaware

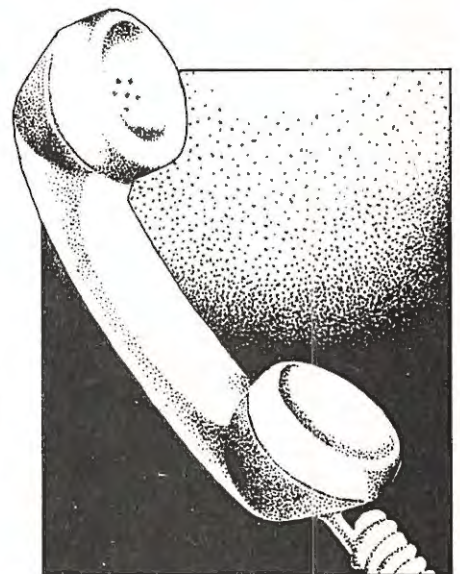
Dear T.M.:

Unlike some of the other programs under ACTION, the federal agency for volunteer service, NSVP neither sponsors volunteer programs nor places students in them. Instead, NSVP provides information and assistance to help many student groups to develop various types of volunteer programs in their own communities.

One way for individual students to get involved is to contact the nearest Voluntary Action Center (VAC). These centers match individuals who want to volunteer with community groups and agencies that need volunteers. Check your telephone directory to locate a VAC. If it lists none, check listings for a volunteer bureau, a volunteer clearing house, or your local United Fund agency. Any of these groups should be able to help you find a way to volunteer.

Another way to get involved is to find out if the college you plan to attend has a student volunteer or service-learning program. If it does not and you are interested in starting a student volunteer program, NSVP would be happy to help you by providing how-to materials, training workshops, and telephone and on-site consultation. We would be happy to talk with you or a faculty member and to send some of our technical assistance publications. You can reach NSVP long distance on extension 88 or 89 of ACTION's toll-free number, (800) 424-8580.

—NSVP Staff, Washington, D.C.



(Guest Speaker continued)

Congress as an institution. In addition, these profiles or political biographies can instruct students about how citizens can influence or hold Congress accountable. The community can benefit from distribution of these profiles at cost to libraries, civic groups, unions, businesses, and other interested people.

2. Students in chemistry, biology, or engineering courses can test samples of local drinking water for organic chemicals, heavy metals, and other contaminants. It is challenging work and requires approaches that unify many disciplines, from engineering to public health to economics to consumer involvement.

Again, the triple benefits of learning the science of drinking water analysis, understanding the strategies for citizen action to clean up the drinking water, and contributing needed information to the community in the resultant report are apparent.

3. Students in health science courses can survey the school's cafeteria and vending machines for nutrition, sanitation, and economic value.

4. Students in courses that relate to communications (news, drama, sports, advertising, etc.) can study television. Since the average student spends more than 20 hours a week watching it, these projects can provide that link between classroom and outside-of-school experiences to sharpen perceptions and awareness about a major form of mass communication in America.

Investigative and analytic projects such as the above will do much to show other students, through example, the potential they, too, can develop within themselves. The exercise of their civic spirit during their school years, when they are free to analyze, contemplate, challenge, and recommend, will have a lasting effect through their adult careers. And the cumulative effect of widespread profiles of legislators or reports on local drinking water systems, for instance, will be national, and a knowledge force that must be respected. It is also a way of paying back to the community some of the investment which the community is making in our schools.

Additional information or materials to be used in the projects suggested for classroom work may be obtained as follows:

1. For a teaching kit and two sample profiles of past members of Congress, send \$3 to the Center for Study of Responsive Law, P.O. Box 19367, Washington, D.C. 20036;

2. For information about drinking water conditions nationally and possibly locally, write to the Environmental Protection Agency, Washington, D.C. 20460;

3. For ideas on surveying a school's food services, write to Nutrition Action, 1757 S Street, N.W., Washington, D.C. 20009, or send \$1.50 for "A Student's Guide to Improving the Campus Food Service" to Public Citizen, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036;

4. For ideas and references for studying television, write to National Citizens Committee for Broadcasting, 1028 Connecticut Avenue, N.W., Washington, D.C. 20036.

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