

# Synergist

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—Glen L. Gish in “The Learning Cycle,” page 2

“Service-learning programs can—and should—offer great opportunities for students not only to use preferred learning styles but also to develop neglected styles, thereby enhancing both the service and learning functions of their experience.”

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—Robert Sigmon in “Service-Learning: Three Principles,” page 9

“Principle one: Those being served control the service(s) provided.

“Principle two: Those being served become better able to serve and be served by their own actions.

“Principle three: Those who serve also are learners and have significant control over what is expected to be learned.”

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—Virgil Peterson in “Measuring the Impact on the Volunteer,” page 14

“One of the peculiarities of a work or service assignment is that the learning is embedded in the total experience rather than being labeled ‘this is what you learned’ as it is in an academic course. If the student is to obtain the maximum educational benefit, he somehow must realize what he has learned.”

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—Tom Little in “Intellectual Passion,” page 45

“Proponents of experiential learning attribute importance to doing as a basis of knowledge and invariably testify to the truth of an old Chinese proverb: ‘I hear and I forget, I see and I remember, I do and I understand.’”

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# The Learning Cycle

By Glen L. Gish

**The author suggests ways educators may apply Kolb's experiential learning model to service-learning.**

**R**oger, a high school junior who practices the piano two or three hours a day and hopes to become a composer, volunteers to take part in a new after-school project to teach developmentally disabled children to play musical instruments. Roger is eager to share his love of music with a child, but he takes no interest in setting up the program and seeing that it functions properly.

Janet, a college senior majoring in library sciences, likes nothing better than to take long walks in the woods alone. When she must carry out an assignment on using the public library as a community resource, she elects to work with a bookmobile that travels to nursing homes and senior citizen centers. She believes the service is valuable and enjoys talking to the older people about books or their other interests, but when the city threatens to discontinue the service because of budget cuts, she is reluctant to advocate that the service be continued.

Anita, a college sophomore studying physics, enjoys working on complex problems. She takes part in a project to measure industrial pollution in a low-income residential area. She helps analyze the results and conceive a comprehensive solution. When it comes time to discuss the steps to be taken with those involved and test the proposed solution, Anita withdraws from the project.

Bob, a college senior, belongs to several clubs and likes to chair committees for such tasks as building pa-

rade floats and managing fundraisers. As a junior he became the chief organizer of a food co-op for students and low-income residents. He has been highly successful in getting people to participate. The bookkeeping, however, is becoming confused. Co-op

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*. . . learning can be seen as a process in which a person experiences something directly (not vicariously), reflects on the experience as something new or as related to other experiences, develops some concept by which to name the experience and connect it with other experiences, and uses the concept in subsequent actions as a guide for behavior.*

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members are beginning to complain about Bob's unwillingness to hold meetings or even to sit and talk about how they could have more control over the co-op and how it could be improved.

It appears that all of these students are well placed. They are doing valuable work, and they are using their preferred way of learning to put their abilities to use.

It also appears, though, that these students are having trouble performing some aspects of their assignments. They are each uneasy with some part of the service-learning experience and each avoids certain activities by intensive involvement in more comfortable ones.

Clearly each student (in fact, each person) prefers ways of learning that make it easier to perform certain tasks and obtain certain understandings. Each also avoids ways of learning that lessen effectiveness in doing and learning other things. Most people develop their preferred learning styles in school and use them throughout their life. Thus students' life-long learning

may be limited by an imbalance in learning styles.

Service-learning programs can—and should—offer great opportunities for students not only to use preferred learning styles but also to develop neglected styles, thereby enhancing both the service and learning functions of their experience.

David Kolb, a developmental psychologist on the faculty of the School of Management, Case Western Reserve University, Cleveland, has developed a way of looking at learning as a total experiential process. This model clearly portrays the different ways a person can learn in school, in the community, in a career, and in other facets of life. The experiential learning model provides some ideas for identifying how learning preferences impact on service-learning. The model provides a view of how service-learning can become a vehicle for carrying students through significant development and can have a major effect on their careers and lives.

**Experiential Learning.** Traditionally learning has been viewed as the accumulation of information and the development of concepts organizing that information into some coherent arrangement. This kind of learning is still to be valued. Learning, however, can be seen as a process that includes all human experience. Active participation in others' lives is important to learning. Reflection on and orderly observation of human activity and the ideas that can define it are equally a part of learning. Creating concepts that organize the world so it can be understood and effectively dealt with is another important element. Finally, acting and experimenting allow us to test our experiences, reflections, and concepts—and thereby gain additional learning.

To state it another way, learning can be seen as a process in which a person experiences something directly (not

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*Glen L. Gish is a management consultant specializing in action research and large organization change in urban transit systems. He is also a doctoral student at Case Western Reserve University, Cleveland. He wrote this article with the support and guidance of his adviser, David A. Kolb, the originator of the experiential learning theory.*

vicariously), reflects on the experience as something new or as related to other experiences, develops some concept by which to name the experience and connect it with other experiences, and uses the concept in subsequent actions as a guide for behavior. Out of these four steps the person derives a new set of experiences that lead to a repeat of the learning cycle (see accompanying chart).

**K**olb calls the four steps in the experiential learning process concrete experience, reflective observation, abstract conceptualization, and active experimentation.

*Concrete experience* involves direct, immediate (not past) experience, the stimulation of feelings and the senses as well as an awareness of the totality of one's environment. Someone who readily senses the mood of a group of people or responds kinesthetically to music appreciates and uses this mode of learning.

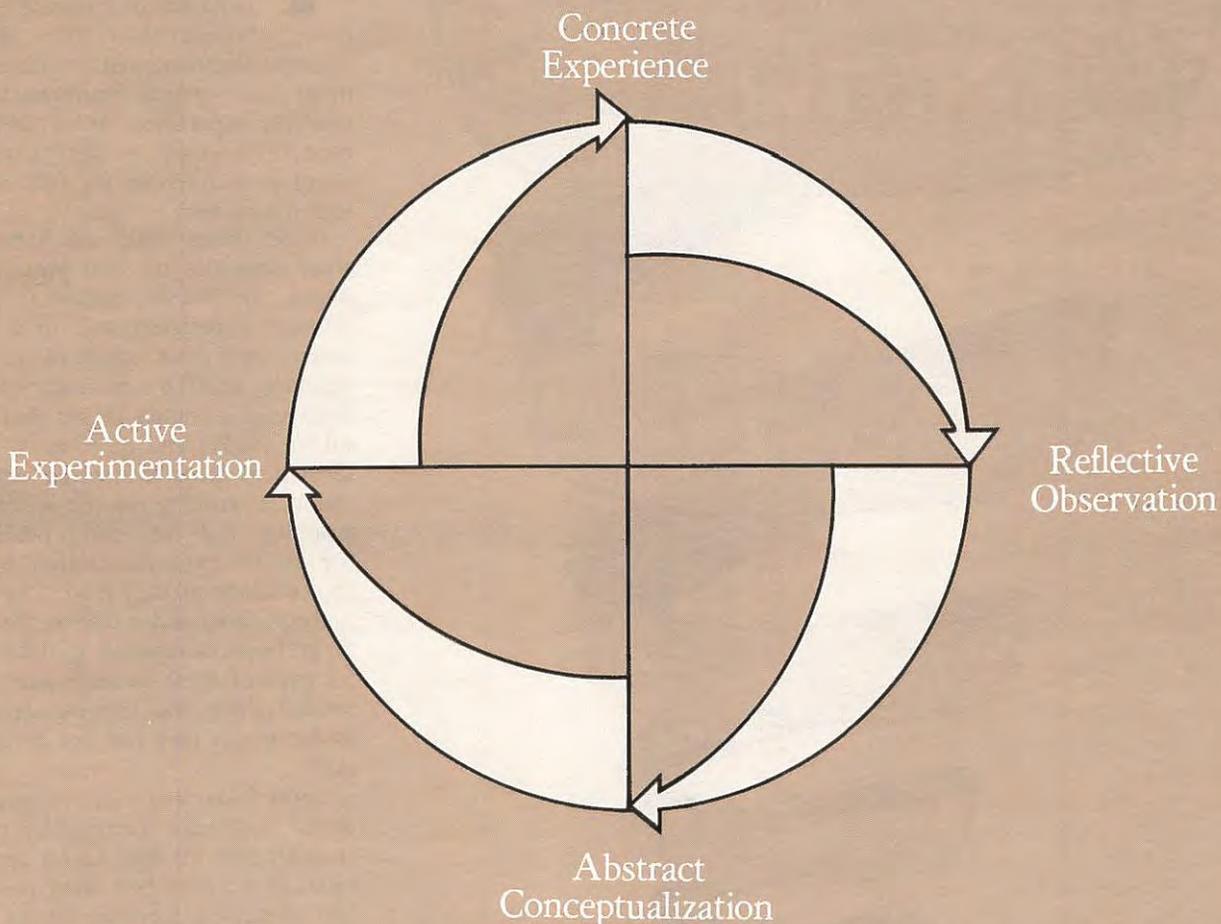
*Reflective observation* involves giving attention to certain experiences and thoughtfully comparing them or creating alternative meanings. Someone who sits back and absorbs experiences and begins to make sense of them—observing them intently and reflecting on their meaning—appreciates and

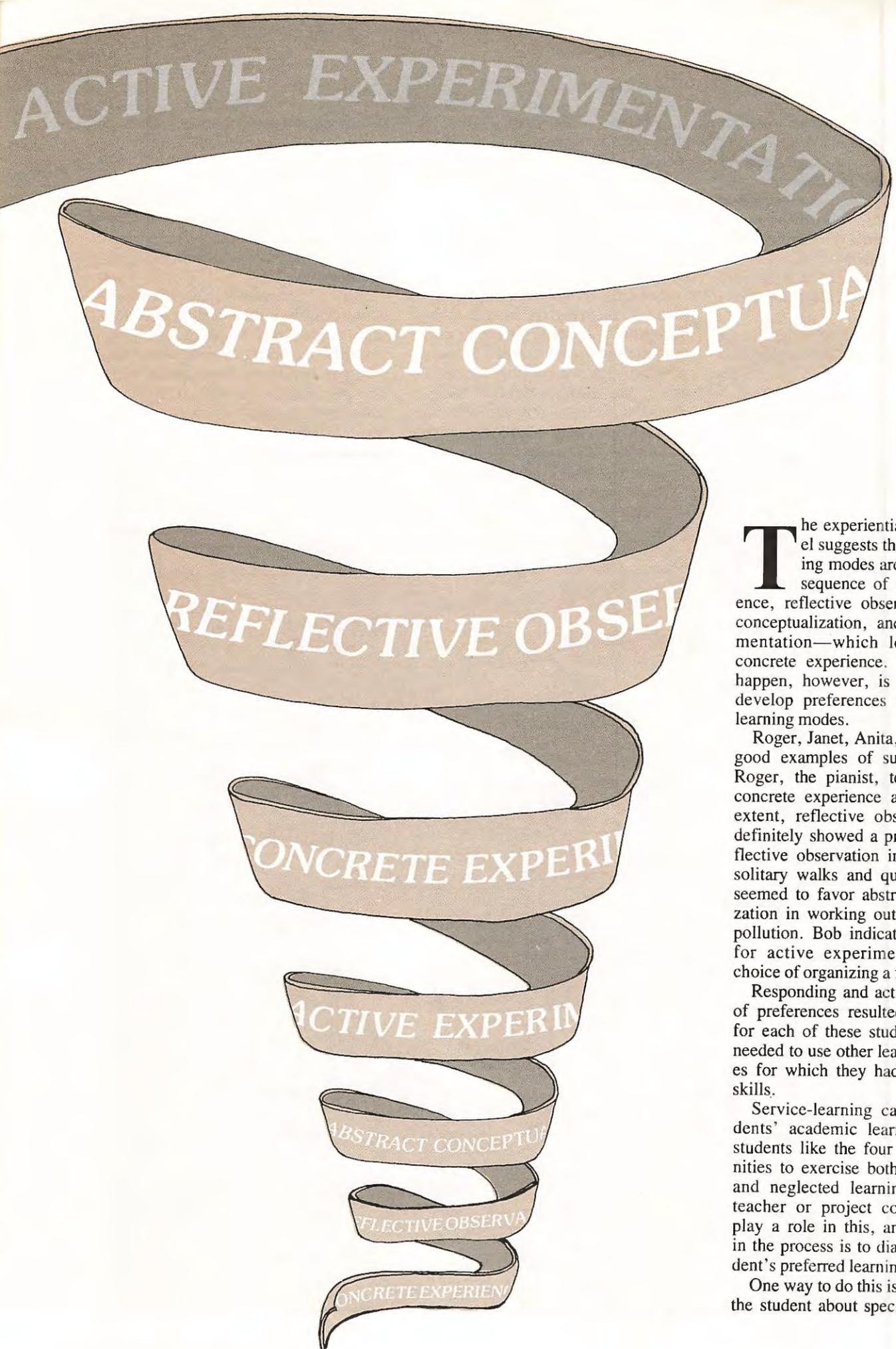
uses this mode of learning.

*Abstract conceptualization* involves creating ideas and concepts that organize experience, action, and observations. Someone who builds concepts and models to explain things and likes to learn about others' concepts and theories gets a lot out of this mode of learning.

*Active experimentation* involves acting out one's ideas and theories, or at least using them as guides for experimenting in the real world. Someone who gets involved with people or tries out new ideas even though they involve risk can take advantage of this mode of learning.

## Experiential Learning Process





**T**he experiential learning model suggests that the four learning modes are followed in the sequence of concrete experience, reflective observation, abstract conceptualization, and active experimentation—which leads back into concrete experience. What seems to happen, however, is that individuals develop preferences for one or two learning modes.

Roger, Janet, Anita, and Bob are all good examples of such preferences. Roger, the pianist, tended to prefer concrete experience and, to a lesser extent, reflective observation. Janet definitely showed a preference for reflective observation in her desire for solitary walks and quiet talks. Anita seemed to favor abstract conceptualization in working out the solution to pollution. Bob indicated a preference for active experimentation by his choice of organizing a food co-op.

Responding and acting on the basis of preferences resulted in difficulties for each of these students when they needed to use other learning approaches for which they had not developed skills.

Service-learning can enhance students' academic learning by giving students like the four above opportunities to exercise both their preferred and neglected learning modes. The teacher or project coordinator must play a role in this, and the first step in the process is to diagnose each student's preferred learning mode(s).

One way to do this is by talking with the student about specific experiences

that demonstrate a particular learning approach. Often two approaches will be combined. Another way is to use the self-profile instrument called the "Learning Style Inventory" developed by Kolb (see box for ordering information).

The following is an example of what happens when a faculty member works with a student in terms of completing the learning cycle.

Bob went to Mrs. Witki, the co-op project coordinator, complaining that the harder he worked for the co-op, the worse things got. People were leaving the project and showing no appreciation for all he had done for them. She listened carefully and then asked Bob to describe fully his experiences on the project.

After a long recital of events and his feelings about them, Bob said, "You know, I bet those people are getting tired just watching me run around."

The coordinator prodded Bob to consider how he might change his approach. After some thought he decided to relax and let some of the other co-op members take more responsibility. The coordinator agreed with this strategy and suggested that Bob could learn and accomplish more if he spent more time just enjoying the people and the activity. He also might be able to come up with new ways of lowering the members' food costs.

Bob recognized that he needed to change his strategy or risk the co-op's failure. He came to that realization by fully identifying the elements of his *concrete experience* and *reflectively observing* the impact of that experience. Mrs. Witki helped him develop a new way to *conceptualize* the situation and develop a scheme by which he could *experiment* with new actions. Bob's scheme focused on being more reflective and on sharing the action rather than sticking to his preferred approach of active experimentation.

Not every situation can turn out so well. One cannot often try out all four of the learning approaches in a given situation. What is important is that service-learning be a vehicle for

broadening each student's experience and skills in learning approaches other than the one each prefers and tends to use most in academic studies. If only one other learning approach can be tried out in a project, a student can gain much.

Really effective learning occurs most frequently when all four learning approaches come into play, with the mix depending on the requirements of the situation. In fact, if a person were to utilize thoroughly the four learning modes in the sequence suggested by the experiential learning cycle, the learning would be greatly enhanced. Such ideal conditions rarely occur, but those working with service-learning should be aware of the potential.

To make full use of the total learning cycle a person needs to practice each learning approach by itself and then in tandem with the others. Finally

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***Service-learning represents a unique opportunity for students to practice and develop learning approaches not being fully developed in the classroom.***

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all four learning approaches can be linked in a conscious application of the experiential learning cycle. Most people seldom achieve such complete learning on a regular basis, if at all.

Since academic learning usually focuses on only one or two approaches—which one(s) depending on the field of study—the service-learning setting offers a golden opportunity for students to try out the other approaches. One outcome could be a general broadening of the learning capacity of the student. Another could be the students' incorporation of additional learning approaches into their academic studies. This could result in students' more fully internalizing—and therefore retaining—the skills and knowledge learned.

If the experiential learning sequence is followed, each time the cycle is completed and begun again, the second cycle will represent learning at a higher level. That higher level will involve more complexity in the content being considered and in the process by which the content is dealt with at each stage of the cycle.

Anita, the physics major, provides an example. In high school she was curious about many things, including

why some objects sometimes would float on the surface of water and sometimes would sink. She thought of many possible explanations. When her physics teacher introduced the concept of surface tension, Anita tried out this concept in a laboratory experiment during which she discovered how strong surface tension could be. Her fascination with this phenomenon led her to begin considering what some of the factors might be that contribute to this characteristic of fluids.

Anita has completed one cycle of experiential learning and begun a second, more complex cycle. She began with a concrete experience—watching objects floating on the surface of water suddenly sink when the water was stirred. She wanted an explanation. She needed a concept to organize this experience. She needed, in short, a way to move from experience to concept. Reflective observation, in the form of guessing many possible explanations, prepared her for the moment when her teacher presented the concept.

Anita might have come to this on her own had she gone through several learning cycles, but she could jump several cycles based on the experience of others. Nevertheless, she had found a way—reflective observation—to bridge the gap between her experience and a concept. Anita needed to experience this new concept at a more complex level. An experiment in the laboratory provided the bridge between concept and experience.

Since then she has proceeded through literally millions of learning cycles involving not only physics but also all other elements of her life. Unfortunately, because of the "help" several very good physics and math teachers have given her, she has been able to dispense with the stages of active experimentation and concrete experience as she proceeded to higher levels of complexity in these subjects. To become a fully functioning scientist, she will need to reinstate those learning modes to create a complete learning process.

To have complete learning Anita needs to bridge the gap between experience and concepts that explain that experience. Experiences devoid of concepts become repetitious and empty. Concepts that have no real basis in experience become sterile and meaningless.

*Copies of The Learning Style Inventory (self-scoring booklet, \$2.50; technical manual, \$10) may be ordered from McBer and Company, 136 Newbury Street, Boston, Massachusetts 02116.*

In the project involving industrial pollution in a residential area, Anita's preference for conceptualization is obvious, as is her lack of preference for interpersonal contact and experience. For her to extract significant learning from the project, she—or the project coordinator—will need to find a way for her to use the complete learning cycle. Doing so will increase the chances for a successful project and greatly enhance the learning from it and, quite possibly, from classroom work in which she applies this newly acquired integrated approach to learning.

Service-learning represents a unique opportunity for students to practice and develop learning approaches not being fully developed in the classroom. As seen with Anita, the benefits may include not only a different set of experiences but also tangible flow-back to academic and even life work.

Roger and Janet need to have different kinds of experiences from those Anita and Bob had in order to complete their learning cycles. The pianist and the future librarian represent two

versions of a similar condition. Roger prefers to be quiet and uninvolved with others as he enjoys his music. Janet likes to be involved with the senior citizens on a one-to-one basis but dislikes the complexities of advocacy. Both favor concrete experience and reflective observation, with Roger leaning toward the former and Janet tending toward the latter. They need to practice their skills in active experimentation if their projects are going to succeed and if they are going to extract higher learnings from their work. If they do not, their service-learning experiences will be merely repeats of other experiences and their learning will be limited to a confirmation of what they already know.

Our four students represent four of the more common patterns of preference for particular learning approaches. All could enhance their learning by tapping the other approaches and eventually linking them into a comprehensive learning cycle.

The first step in achieving this goal of a complete experiential learning cycle is to find out what is the stu-

dent's preferred learning approach. This preference should be valued and not lost.

The next step is to identify the complementary or alternative learning approach, which may be done by referring to the accompanying illustration. For Anita, who favors abstract conceptualization, the primary complementary learning approach is concrete experience. For Bob, the active experimenter, it is reflective observation. For Janet, who prefers reflective observation, it is active experimentation. For Roger, who is highly involved in expressions of concrete experience, it is abstract conceptualization.

When the complementary learning approach is known, the students should be encouraged to practice and develop that approach through specific actions. Coordinators may make work assignments or design projects on the basis of the learning approaches that need to be accented. Both the student and the teacher or coordinator must make some creative effort, and the first tentative steps need to be carefully monitored.

When two complementary approaches are beginning to be used well, the student and coordinator can turn their attention to the other set of complementary learning approaches. A student who has worked on being more active while retaining the valuable skills of reflective observation can, at some point, focus more attention on either concrete experience or abstract conceptualization. Eventually the student completes the experiential learning cycle and has skills from all four approaches to use in repeating the cycle on a more complex level.

The educator's role can be instrumental in this process. Students are under pressure to learn so many things that they cannot always gain the perspective that enables them to take full advantage of their opportunities. The educator can use the experiential learning model as a diagnostic tool and then as a guide to improve the education process.

It is not easy to plan service-learning experiences so that students will use complementary as well as preferred learning approaches, but educators who take the time and trouble to do so will see better service and richer learning. □

<b>ALTERNATIVE LEARNING APPROACHES</b>	
<b>Current Preferred Learning Approach(es)</b>	<b>Learning Approach(es) To Be Facilitated</b>
concrete experience	→ abstract conceptualization
reflective observation	→ active experimentation
abstract conceptualization	→ concrete experience
active experimentation	→ reflective observation
concrete experience & reflective observation	→ abstract conceptualization & active experimentation
concrete experience & active experimentation	→ abstract conceptualization & reflective observation
abstract conceptualization & active experimentation	→ concrete experience & reflective observation
abstract conceptualization & reflective observation	→ concrete experience & active experimentation

# A Nose For Needs

**A simple exercise helps students pinpoint community problems and realize they can assist with solutions.**

Old newspapers may help in finding new ways of attacking such persistent problems as defining service roles for students in rural areas lacking social service agencies, familiarizing campus-bound college students with local needs, identifying possible resources, and making students aware that they can be community problem solvers.

Dan Conrad, a high school teacher and service-learning consultant in Hopkins, Minnesota, has developed a method for using yesterday's news to help his students generate project ideas and come to see themselves as capable of solving community problems. He believes the simple exercise may be used in urban or rural settings with high school or college students.

The basic procedure is as follows. The teacher (coordinator, leader)

collects several editions of the local newspaper and brings them to class (seminar, meeting). The class breaks up into small groups. Each group takes several newspapers and skims them for articles that illustrate either a community need or a resource for meeting a need. The members of the group then define the need indicated by the article, brainstorm possible ways of meeting it (someone should keep notes on all suggestions), go back over the suggestions to evaluate them for desirability and feasibility, and present specific proposals for action to the entire group.

From this process may come several ideas for projects that the students may initiate in the coming year. Even if few of the proposals come to fruition, the students should be more aware of the

needs and opportunities for service projects. The process is, of course, merely an opening gambit. Students will have a great deal of work to do to determine which needs are genuine, deserve a high priority, and can be met by students' efforts, either through direct service or as advocates.

Conrad found that high school students often do not perceive that they can become community problem solvers until they see several examples of how they can meet the needs they identify. With any group, the leader should run through two or three examples before setting small groups to work.

Below are examples of newspaper articles indicating needs or resources, a few ideas that brainstormers might suggest, and possible actions. □

Needs	Brainstorming	Action(s) Planned
<p><i>Bicycle safety- bike lanes</i></p> <p><b>Cyclist Hit By Car</b></p> <p>Tim Jones, 10, is in serious condition in County Hospital after being hit by a car driven by J. P. Lorgan, 520 Main Street, Friday at 8:25 a.m. Lorgan reported that the child swerved into the car's path while attempting to avoid a large dog.</p>	<p><i>Lower speed limit on school routes. Enforce leash law; impound loose dogs. Give bicycle safety lessons in elementary schools. Establish bike lanes on frequently traveled bike routes.</i></p>	<p><i>Get materials from Consumer Products Safety Commission to run bicycle safety week Study bicycle traffic patterns, width of roads; plan bike paths; campaign to get them instituted.</i></p>
<p><i>Recreation activities for the handicapped.</i></p> <p><b>Jaycees Sponsor Outing For Center's Disabled Children</b></p> <p>Ten children from the Regional Center for Developmentally Disabled Children paid their first visit to Forest Lake yesterday afternoon courtesy of the Jaycees. Five Jaycees put on a water show that included water skiing, kayaking, and underwater swimming.</p>	<p><i>Help the Jaycees with outings. Take the children bowling once a month. Give them swimming lessons at the lake. Arrange for them to come to local events (transportation, help with wheelchairs, free tickets) Throw a party for them every holiday.</i></p>	<p><i>Visit the director of the school to see what activities are appropriate.</i></p>

## Needs

## Brainstorming

## Action(s) Planned

### Crime prevention

#### Bessie Williams Hospitalized After Youth Snatches Purse

A 73-year-old woman was hospitalized late yesterday afternoon after a young purse snatcher knocked her down and fled with both her purse and her groceries.

Bessie Williams of 6022 Warsaw Avenue was returning from a grocery store less than a block from her home when the incident occurred.

Vigilante force to patrol  
Deliver groceries to elderly  
Ask Department of Human Resources to provide vans or cabs  
Use school bus to take elderly shopping once a week  
Go to stores with elderly shopper

Set up escort service for elderly citizens

### teen-age employment

#### Teen-age Unemployment Hits New High In Inner City

The Bureau of Labor Statistics released statistics showing that unemployment among black male teenagers jumped 5% in January to an all-time high of 42% in inner-city neighborhoods. A spokesperson for the Bureau stated that the situation may be even worse in March but should improve in April as low-skill construction jobs become available.

Join the Army  
Set up a business staffed by teenagers  
Give workshops on job hunting-- where to look, how to fill out applications, being interviewed  
Write letters to biggest employers asking them to hire teenagers

Setup a job bank for teen-agers; require all who register to take part in a workshop on job hunting

### Tax assistance

#### IRS Reports Many Fail To Apply for Federal Tax Refunds

The regional director of the Internal Revenue Service estimated that area taxpayers fail to apply for at least \$3 million in refunds each year.

Addressing a training session for Volunteers in Tax Assistance at State College, Ben Scrooge pointed out that the low-income citizens are least likely to realize that they are eligible for refunds. Students or senior citizens who work part time may not file returns because they have earned less than the minimum taxable amount and do not realize they have overpaid through payroll deductions.

Give course on filing for refunds  
Interview students who work to make sure they are filing  
Put up posters in schools and senior centers telling people to file  
Set up free tax advisory service

Write IRS to set up VITA training course

# Service-Learning: Three Principles

By Robert Sigmon

**A practitioner discusses three principles of service-learning and basic tools for putting them into practice.**

Service-learning terminology has emerged in the past 10 years, and—as in the case of many traditional Christmas carols—the authors are unknown. The great carols belong to the public, a product of folk traditions at their best. Service-learning represents the coming together of many hearts and minds seeking to express compassion for others and to enable a learning style to grow out of service.

The term service-learning is now used to describe numerous voluntary action and experiential education programs. Federal laws now use the phrase. Its diffusion suggests that several meanings now are attributed to service-learning. If we are to establish clear goals and work efficiently to meet them, we need to move toward a precise definition.

The following notes indicate three fundamental principles of service-learning and several tools for practitioners who are involved with service delivery and learning programs.

My first contact with service-learning was in the late 1960's when the Southern Regional Education Board (SREB)—using federal dollars—popularized a service-learning internship model. Service-learning at that time was defined as the integration of the accomplishment of a public task with conscious educational growth. A typical service-learning activity was a 10- to 15-week full-time experience in which students carried out work tasks in communities while also receiving academic credit and/or financial remuneration.

Voluntary action and experiential

*Robert Sigmon is assistant director of the Wake Area Health Education Center in Raleigh, North Carolina. He has helped develop and manage service-learning models in South Carolina, North Carolina, Georgia, and Tennessee.*

education programs have grown steadily in this country during the past decade. Service-learning rarely has been examined carefully as a style and has been much overshadowed by more popular program styles. These, in brief, are:

- *Classroom-based experiential education* in the form of simulations, games, programmed instruction, computerized learning packages, group process techniques, and library-based independent study;
- *Career exposure and life-style planning* programs, part of the massive career education movement that has been popularized by the writings of such people as Richard Bolles;
- *Outward Bound* programs and their counterparts using outdoor and wilderness settings for growth and learning;
- *Cooperative education*, an example

of the vocational programs placing students primarily in "for profit" settings;

- *Adult self-initiated learning exercises* sustained without the aid of educational institutions or professional teachers;
- *Programs rooted in public need settings*, including voluntary action programs, public service internships, academically based field practice, and some work-study programs.

All six styles have in common an emphasis on individual development. Programs based in public need settings add *service to others* as a major dimension. The service-learning style is best understood in this type of program, for it focuses on both those being served and those serving.

Based on my work designing, managing, and evaluating programs with

*Servant Leadership*, by Robert K. Greenleaf, Paulist Press, New York, 1977 (330 pages, \$10.95).

In the 1920's Greenleaf finished college and became a groundman—post-hole digger—for the American Telephone and Telegraph Company. In 1964 he retired as the company's director of management research. Since then he has been active as a management consultant to businesses, educational institutions, and social service groups.

His concept of the servant as leader was developed over the years and crystalized when he read Herman Hesse's *Journey to the East*, a story that shows how a group disintegrates with the disappearance of the servant who had sustained the members with his spirit as well as his menial labor. Greenleaf contends that great leaders are those who are servants first, *i.e.*, who lead because of a desire to serve rather than to gain power or personal gratification.

Greenleaf cites historical examples of servant leaders, including Thomas Jefferson, and predicts that in the next 30 years leaders will come from the "dark skinned and the deprived and the alienated of the world" rather than from elite groups who have not learned to listen and respond to the problems of those to be served.

In his chapter on "Servant Leadership in Education," Greenleaf returns to his theme of the need for secondary and post-secondary schools to prepare the poor "to return to their roots and become leaders among the disadvantaged." He states that the goal of a college education should be to "prepare students to serve, and be served by the current society."

Greenleaf also devotes chapters to "The Institution as Servant," "Trustees as Servants," "Servant Leadership in Business," "Servant Leadership in Foundations," "Servant Leadership in Churches," "Servant Leaders" (profiles of Abraham Joshua Heschel and Donald John Cowling), "Servant Responsibility in a Bureaucratic Society," and "America and World Leadership."

Greenleaf shows a way of putting together two overworked words (service and leadership) into a fresh perspective. In *Servant Leadership* he offers experiential learning managers a holistic framework for understanding the significance of service-centered learning for individuals and institutions.

service and learning dimensions, and with a spirit of inquiry about how any of us serve well and are served well by our actions, I suggest the following three principles for those in similar positions.

*Principle one:* Those being served control the service(s) provided.

*Principle two:* Those being served become better able to serve and be served by their own actions.

*Principle three:* Those who serve also are learners and have significant control over what is expected to be learned.

Robert Greenleaf, author of *Servant Leadership, A Journey into the Nature of Legitimate Power and Greatness* (see box), defines service as it is used in this service-learning formulation.

One who serves takes care to make sure that other peoples' highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?

Learning flows from the service task(s). To serve in the spirit of the Greenleaf definition requires attentive inquiry with those served and careful examination of what is needed in order to serve well. As a result, *learning objectives are formed in the context of what needs to be done to serve others.*

Unfortunately learning objectives may be superimposed upon rather than derived from the service task even in programs that strive to adopt the service-learning style. In the SREB service-learning internship model of the 1960's, for example, the hyphen between service and learning was highlighted because it illustrated the link between the two. Unfortunately, the nature of the service received limited attention; the focus was on the learning outcomes sought. The proper emphasis in service-learning, in my view, is not on the link between the two, but on the distinctiveness of a service situation as a learning setting.

Over the years I have been exposed to people who teach and develop tools that aid individuals and institutions in planning for and carrying out service-learning activities in accordance with these three principles.

An awareness-building exercise for prospective servers helps assure that principles one and two are taken into account. The exercise is a simple process of using guided questions based on a distinction between "acquirers" and "recipients" of services. To be an "acquirer" suggests active involvement in the request for and control of a service. As an "acquirer" an individual or institution is involved in some self-analysis of the situation and is active in selecting the type of service and provider. To be a "recipient" connotes limited, if any, active participation in seeking assistance, treatment, or help.

To understand the distinctions between "acquirers" and "recipients" and to plan activities, students can:

- Describe one or more situations in which each has been an "acquirer" of a service;
- Describe one or more situations in which each has been a "recipient" of a service;
- Describe one or more situations in which each has been a direct service provider to an individual, organization (Were those served viewed as "acquirers" or "recipients"?);
- Discuss these experiences with a partner or a small group;
- List the key themes noted in the descriptions of services;
- Examine these themes alongside the three service-learning principles, or the Greenleaf definition of service, or within the "acquirer"- "recipient" framework;
- Move into various phases of discussion and planning for a service-learning activity.

An analytical tool for looking at four basic constituencies in service delivery situations has been helpful to me. The first constituency is made up of those who acquire services; the second, service providers; the third, technology developers (those who budget, plan, manage, develop curricula, design, monitor and generally run things); and the fourth, those who provide resources, the policy makers.

Service-learning projects can have as the "acquirer" of service any of these four constituencies. The central question is: Does the service being provided make any sense to those expected to benefit from the services delivered? Will they be better able to serve themselves and others because of it? Closely related is the question

of who are the individuals who fill the roles in any service delivery activity. And how do they relate to one another?

The accompanying Service Task Check List is a practical tool for examining program elements and actors in most voluntary action or public service-oriented internships. Seven participants are listed along the horizontal axis, and 10 program functions associated with student projects are listed on the vertical axis.

The Check List can be used in several ways. The list across the top *introduces major categories of actors* in a service-learning activity and their distinctive expectations, roles, and relationship patterns. The questions down the left side relate to the development and implementation of a service project and can be *guides for planning an activity*. Participants should be required to be specific in the responses and encouraged to examine closely the implications of who controls the services to be rendered.

A faculty member, an agency supervisor, and the student involved can use the list to *examine a student's service-learning activity*. Two avenues of analysis are possible: What are the similarities and differences in perspective among the three participants, and who in fact is in control of the services being provided? As a planning tool for individual projects, the Check List can provide a similar overview of *who will be in charge* and how each participant views the control issues in a proposed activity.

In order to review a departmental or institution-wide service-oriented education program either being planned or in existence, different constituencies can complete the check list and then note and *discuss comparisons and contrasts*. These profiles also can be checked out against the Greenleaf service definition or the three principles outlined earlier.

A project or service plan work sheet is another tool for helping discover responses to "Who is to be served by this activity?" and "How are those to be served involved in stating the issue and carrying out the project?" Proposed categories for a model work-sheet are:

- Summary of situation to be influenced;
- Key individuals, organizations, and

Place a check in the appropriate box for each question. If more than one answer is valid, rank the answers in order of importance.

Service Task Check List		1. Citizens, the service acquirers	2. Direct care providers	3. Policy makers, resource sanctioners	4. Technical staff and technology developers	5. Individual faculty advisors	6. Program coordinator	7. The service-learner or volunteer	8. Other
	A. Who initiates the tasks to be addressed?								
	B. Who defines the tasks?								
	C. Who approves the tasks?								
	D. Who approves the methods used in doing the tasks?								
	E. Who monitors the daily/weekly task activities?								
	F. Who is the server responsible to in the community or agency?								
	G. Who determines when the task is completed satisfactorily?								
	H. Who benefits from the task being done well?								
	I. Who decides that a server doing a task should be withdrawn from the work?								
	J. Who owns the final product of a server's work with the community or agency?								
K. Other									

institutions involved in the situation (the direct providers, technology developers, and policy makers concerned about the dilemma);

- Proposed specific service objectives;
- Experiences (activities, resources, settings, methods, and the like) to be used in conducting activity;
- Criteria for assessing service outcomes;
- Specific citizens and/or institutions to be served.

Providing services in situations where "acquirers" speak in other tongues—or don't speak, or speak from cultural perspectives unfamiliar to us—is no easy task. There is a great need for the invention of tools and exercises that help potential servers engage those to be served. The chief tool for most of us will most likely be one we invent for the unique situations we face.

Principle three—those who serve are also learners and have significant control over what is expected to be learned—can have many varieties of expression.

Since SREB days, I have viewed *all* the active partners in a service-learning experience as learners. Not only the student, but also the faculty counselor, the agency or community supervisor, and those being served. This expectation strongly suggested that mutuality is an important dimension in learning.

In a service-learning activity, the service situation allows ample room for the coordinator to define some learning objectives (e.g., what skills and knowledge does the task require, what skills and knowledge does the

student possess, what still needs to be learned for the students to have some of their own learning expectations, for the program sponsoring the activity to have stated learning outcomes, and for the acquirers of services to have learning expectations. The critical task is making sure the services to be rendered are not overwhelmed by the learning tasks. It is my conviction that once an appropriate service activity is formulated and checked out, learning potential becomes apparent.

Even in well planned service-learning programs with clearly defined learning objectives, however, significant unplanned learning will occur. Often it will challenge value assumptions and will require thoughtful reflection and sharing with others.

A major need in service-learning is for educational researchers to examine the distinctive learning outcomes associated with service delivery. Where does service end and learning begin in a service-learning setting? How is service delivery aided or handicapped by learning expectations? Do the service-learning principles stated here make any difference to the quality of service and learning acquired?

Service-learning is called a utopian vision by some and too demanding and impractical by others. Service-learning, as discussed herein, is rooted in the belief that all persons are of unique worth, that all persons have gifts for sharing with others, that persons have the right to understand and act on their own situations, and that our mutual survival on the planet Earth depends on the more able and the less able serving one another.

Service-learning as formulated here is a partial corrective to the self-deception many of us service providers practice. We spread around our talents and knowledge because we have it to use and enjoy sharing. We do research in communities to justify our positions or test a promising methodology. We do group-oriented work because we are trained in group processes. We want clients to come to us. We advocate for the handicapped, poor, young, elderly, and minorities because we want to serve without realizing that they may not be impressed.

As providers, our degree of control over services and service systems is excessive in most instances. If we are to be measured by the Greenleaf criterion of those served growing as persons, becoming healthier, wiser, freer, more autonomous, more likely themselves to become servants, then we are called to invent ways to engage those to be served, and that primarily has to be on their turf and terms.

My hope for these notes is that they will stimulate dialogue on what service-learning principles say to those using major experiential education styles mentioned earlier.

A constant challenge those of us face who provide learning opportunities for people in service settings is to be what Greenleaf calls "servant leaders." "Servant leaders" are people who formulate visions, arrange the structures, and manage the action within the spirit of the service-learning principles. Greenleaf pushes me and, I hope, many others to invent the distinctive ways in which we all can better serve and be served. □

# The Die Is Cast

By John Criss Reagan

## Tutors can use dice to teach a variety of arithmetic skills.

Some tutors find themselves facing children who literally cannot add two and two, and many volunteers work with youngsters—or adults—who have not mastered one or more of the four basic mathematic processes: addition, subtraction, multiplication, and division. Obviously trained teachers have not been able to reach these individuals in spite of years of trying. How can a tutor hope to succeed?

Student tutors have two great advantages over classroom teachers: the opportunity to work one-to-one without interruption and the positive identification children tend to feel with older students. One way to capitalize on these advantages is to play simple games aimed at developing and improving the child's skills. These games should include an element of chance so that the child does not feel threatened by failure or humiliated by loss.

A series of games that tutors from junior high to graduate school level may use easily and effectively requires no more than dice (the bigger and brighter the better—nothing anyone might mistake for use in craps) and a pencil and paper.

To determine what games are suitable, the tutor should get the teacher's appraisal of the child's skills, test the child informally with a game he or she should play easily, and move up the scale of difficulty until reaching a trouble spot.

Below is a sequence of games that tutors may use as a supplement to materials classroom teachers ask them to cover or as the major part of their tutoring sessions. Since these are teaching tools rather than magic formulas, tutors must exercise judgment in when and how to use them with each child.

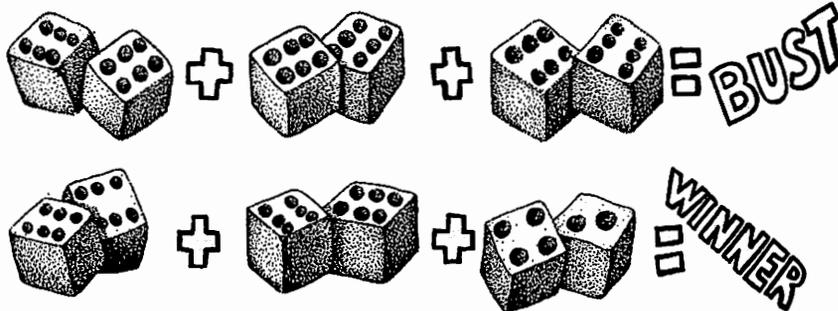
Tutors can make endless variations on dice games to fit the needs and hold the interest of the pupil. Such games

also fill the nervous tutor's need to have something definite—and not terribly complex—to do with the pupil,

make it possible to set specific goals for each session, and give everyone a chance to win.

**Addition.** In *50 or Bust* (children like games to have names), the tutor and pupil play against each other by taking turns rolling a die. After the player rolls, the number showing is added to the score until one player reaches 50. If a player exceeds 50—as by rolling a three when the score is 48—it's a bust and the player has to start all over again.

The tutor and pupil can make up



new rules or variations of this game as the pupil becomes more competent in addition skills. For example, two or more dice may be used and the winning number raised to 100. Encourage the use of mental addition, checked for accuracy with pencil and paper.

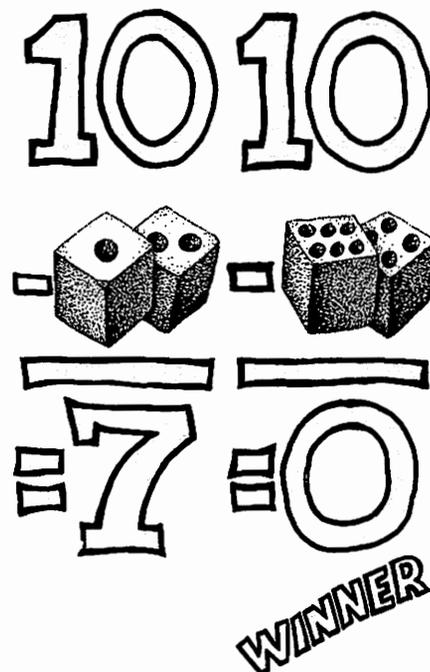
In this—and all games using dice—the players always check each other's scores for accuracy.

**Subtraction.** To improve subtraction skills, play *Take It Away*. First each player writes a number (start with a small one, such as 10) at the top of a sheet of paper. The players take turns rolling the die (or dice) and subtracting the number rolled. Write out the equation (e.g.,  $10 - 3 = 7$ ). The player who reaches 0 first wins.

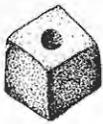
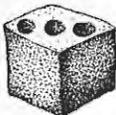
For the child at the  $2 + 2$  level, use dots instead of numbers. Players make an agreed number of dots in a line on the score sheet and, as they play, mark out the number of dots showing on the die rolled. Small objects, such as checkers, may be even more effective, for touching objects frequently makes the mathematical concept more meaningful.

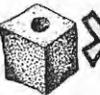
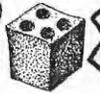
As the pupil becomes more skilled, encourage the use of several dice. Then the player must add up the total rolled before knowing what number to subtract. Suggest that pupils play this

game with friends and family and bring in the score sheet as homework.



John Criss Reagan has taught in inner-city elementary schools in Cleveland and Washington, D.C.

PLAYER#1   $\times 3 = 3$    $\times 3 = 9$

PLAYER#2   $\times 3 = 6$    $\times 3 = 3$    $\times 3 = 12$

PLAYER#1   $\times 3 = 6$    $\times 3 = 6$  **WRONG**

PLAYER#2 **WINNER**

**Multiplication. Winner Take All** has many variations. For all of them, the tutor should have a copy of the multiplication tables on hand to use in checking answers.

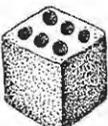
Begin by working with a specific set of multiplication facts—such as the threes. The first player rolls a die and

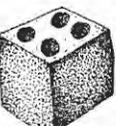
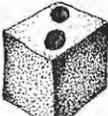
multiplies the number rolled by three. If the answer is right, the player gets another roll. The next player tries to get two correct answers, thereby challenging the other player to give three correct responses. Each round of correct responses requires an additional roll until one player makes a mistake

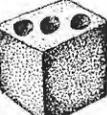
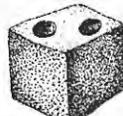
and the other wins.

Vary the game by multiplying the number rolled on two or more dice, e.g., 4, 5, and 3 becomes  $4 \times 5 = 20 \times 3 = 60$ . The player with the highest (or lowest) product score at the end of five rounds is the winner of the multiplication game.

**POINTS**

  $\div$    $= 3$  **1**

  $\div$    $= 2$  **1**

  $\div$    $= 1\frac{1}{2}$



**10**

**WINNER**

**Division. In No Remainders**, a player rolls two dice and tries to divide the larger number by the smaller one without a remainder in order to earn a point. The player who gets 10 points first wins.

When using three or more dice, multiply the two smallest numbers rolled and divide the total by the largest number, e.g., 3, 4, and 6 becomes  $3 \times 4 = 12 \div 6 = 2$ . If there is no remainder, the player wins a point.

If the pupil is having difficulty, use dots (or objects) as substitutes for the numbers. First the player makes the number of dots (or counts out the number of objects) corresponding to the larger number rolled. Then the player circles the dots (or places the objects) in sets equal to the smaller number rolled, e.g.,  $5 \div 2 = \text{oo oo} + 1$ . □

# Measuring the Impact on the Volunteer

By Virgil Peterson

**Citing the work of an array of theorists, a service-learning educator reviews approaches to assessing students' growth.**

*The following article has been adapted from the June 1978 issue of Aspects, a quarterly international journal of volunteer service. Those who wish to subscribe to this free periodical should send their requests to: Aspects, 30 Craven Street, London WC2, England.*

How can we measure impact on the volunteer? The question is clearly one of growing importance because of the expanding efforts to integrate service and learning, both in secondary and university education, throughout the world.

What follows is a listing of some approaches to the questions, some sources of information which might be

useful to those who face the problem or who simply are interested in recent thinking in America on the subject, and some analysis which should be useful in deciding which kind of evaluation or measurement is most appropriate to particular situations.

The American organization which has devoted the most thought and energy to resolving the measurement problem is the Council for the Advancement of Experiential Learning (CAEL). CAEL consists of a cooperating group of colleges and universities working closely with Educational Testing Service, which is based in Princeton. For the past four years they have energetically gathered information about measurement schemes, sur-

veyed existing programs which mix work (not exclusively service) and learning, and published their findings in a series of working papers available at the Educational Testing Service. Their first book, *Experiential Learning* (Jossey-Bass Publishers, San Francisco, 1976), summarizes their work to date.

Their thinking has led their president, Morris Keeton, to the conclusion

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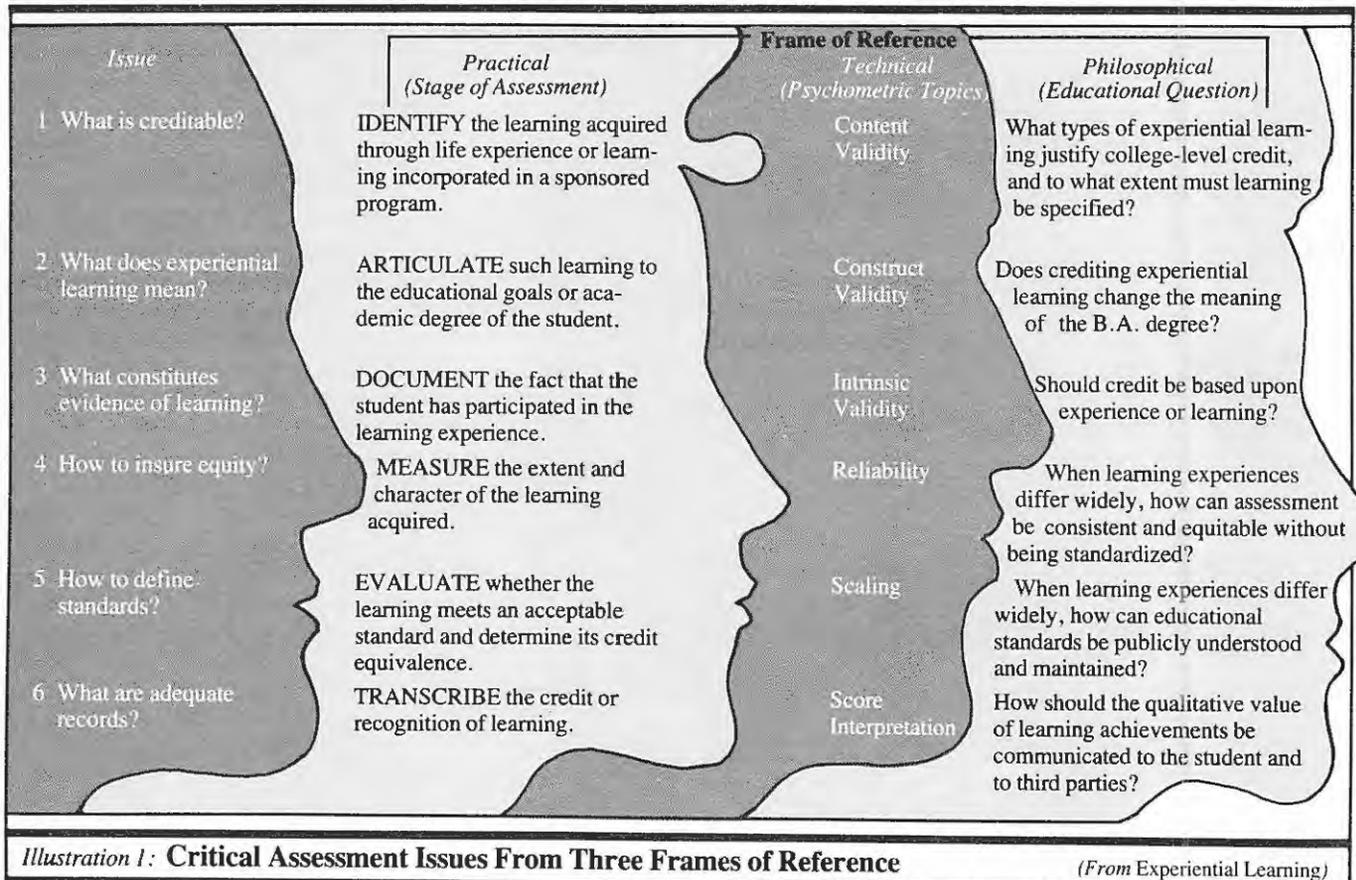


Illustration 1: Critical Assessment Issues From Three Frames of Reference

(From *Experiential Learning*)

that a new definition of education is needed. In the past, he believes, we have thought of education largely as an accumulation of knowledge. Now we must conceive of education as "the transformation of experience into ever more maturing insights and the development of self into an ever more responsive and responsible participant in a mutually fulfilling society."

A table in *Experiential Learning* (see Illustration 1) graphically represents the key issues which derive from Keeton's new definition of education.

Several measurement techniques are recommended in *Experiential Learning*: product assessment, performance tests, simulations, essay examinations, and interviews.

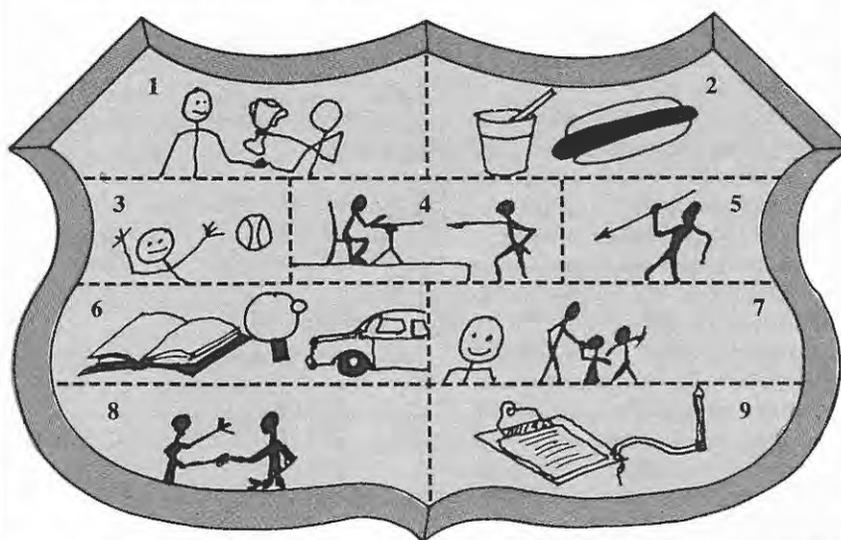
*Product assessment* consists of an expert examining something the volunteer has done. If, for instance, a volunteer has been working in the field of literacy, the expert might examine a person trained by the volunteer. *Performance tests* consist of observing what the volunteer does with an assigned problem. *Simulations* are similar except in that the problem is not real, and they have the advantage of permitting the observer to see how the student would react to a situation which is not immediately available. They can also be used to assess complex qualities such as analytical thinking, setting goals, making decisions, and planning. The last two techniques, *examination* and *interviews*, need no elaboration.

The results of the evaluation would, in this CAEL scheme, be part of a portfolio, a folder where the volunteer accumulates a record of his experiences. This record might be used to document a request from a student volunteer for academic credit or an application for a job. CAEL recommends that the portfolio contain the following sections, but it might be adapted to the needs of any institution or educational system:

- a resumé listing the student's education, employment, community or volunteer experience and other pertinent data; a narrative that is usually biographical in tone and contains the student's implicit or explicit claim to learning; a statement requesting credit in a specific subject area or recognition of one of several competencies; and a set of documents, such as letters of verification and job descriptions, that provide

Complete each of the following instructions by drawing a picture, design or symbol in the appropriate area on your coat of arms. The art work should be simple. The important thing is that you know what each symbol expresses. All drawings for a given area are discussed before proceeding to the next area.

1. Identify the personal accomplishment that you are proudest of in your volunteer assignment.
2. Identify your greatest failure in your assignment.
3. Identify your happiest moment in your assignment.
4. Identify your saddest moment in your assignment.
5. Identify your angriest moment in your assignment.
6. Identify three opportunities that your assignment offers to you and that you consider important.
7. Identify three ways that your assignment is important to others.
8. What would you change about yourself to make your volunteer experience more valuable to you?
9. What would you change about your assignment that would make the experience more valuable to you and/or others?



(From Synergist, Winter 1977; reprint 90)

Illustration 2: Coat of Arms Exercise

evidence that the experience emphasized by the student in the narrative did indeed take place.

**Educational Debriefing.** One of the peculiarities of a work or service assignment is that the learning is embedded in the total experience rather than being labeled "this is what you learned" as it is in an academic course. If the student is to obtain the maximum educational benefit, he must somehow realize what he has learned.

To help in his realization, some groups have been experimenting with *educational debriefing*, a concept originated by Roger Carstensen, president of Christian College of Georgia, Athens. Debriefing is a procedure which follows a work or service assignment. In that procedure, the volunteer or student participates in a pro-

cess designed to help him express and synthesize what he has learned and to organize the data which should be preserved about the experience.

Educational debriefing can take a number of different forms. It can be as informal as a chat with a knowledgeable mentor or as formal as the process developed at Berea (Kentucky) College. Sometimes it happens accidentally as it did when a friend of mine was involved in a research project that involved interviewing groups of young volunteers. Occasionally during the interviews, the attitude of the interviewee would suddenly shift as insights into the experience deepened. In one case, a young man who had become despondent about his volunteering and who had been on the verge of discontinuing, realized how much he had been learning and perceived new ways

that he could function in his volunteer role. The questions of the interviewer served the catalytic function of an effective debriefing session.

As developed at Berea College (see "Educational Debriefing: A Learning Tool," by William A. Laramée, *Synergist*, Volume 5, Number 3, Winter 1977; reprint 90), debriefing consists of three sessions held about a week apart at or near the end of the student's work experience. A debriefer conducts two small-group (six to 10 students) sessions and one final interview of about half an hour with each of the students. Originally the purpose of the group meetings was expediency—the debriefer saved time by meeting with groups rather than individuals. It soon became clear, however, that the group method was better: The students also learned from each other.

In the first session, most of the time is spent in what is known as the "Coat of Arms" exercise (see Illustration 2). Each student draws his own coat of arms by filling in the (nine) spaces with something representing an aspect of his work. Then each explains his coat of arms to the others.

The second session centers around examining the learning that has occurred in the following areas: 1) responsibility, knowledge, and skill development; 2) awareness and creativity; 3) understanding and commitment; and 4) leadership and autonomy. The students also complete a self-evaluation of certain attitudes towards their work such as initiative, use of time, concern for quality (see Illustrations 3 and 4).

The third session consists of an interview in which the purpose is to clarify the student's learning and to relate the material developed during the first two sessions to the student's portfolio.

Educational debriefing represents a radical departure from conventional means of measuring, but it has distinct advantages. First and most important, the process is a learning experience. The individual not only learns through articulating personal experiences, but learns from hearing the experiences of others. Secondly, debriefers need not be experts in the field in which the student worked. In fact some would argue that it is better if the debriefer is naive about the work experience because the student is then forced to explain in simple, straightforward lan-

**Responsibility, Knowledge and Skill Development**

- Relate personal skill, talents, knowledge, interests, and limitations to volunteer situations.
- Relate current volunteer assignment to ongoing procedures necessary to agency functioning.
- Initiate activities to learn additional specific content skills and information appropriate to this assignment.
- Initiate activities to increase knowledge and develop new skills.

**Awareness and Creativity**

- Independently identify needs and problems in volunteer assignment.
- Demonstrate analytical approach in effectively meeting needs and solving problems.
- Explain basic needs and procedures to others.
- Suggest or demonstrate new procedures to increase effectiveness or efficiency.

**Understanding and Commitment**

- Relate personal skills, knowledge, values and goals to goals, policies, and other realities of the agency situation.
- Articulate and interpret observations, experiences, and understandings to others as appropriate.
- Demonstrate commitment to serving others.
- Plan and organize volunteer assignments for others.
- Make constructive suggestions to others.

**Leadership and Autonomy**

- Define or modify program goals.
- Identify and acquire existing resources necessary to goal achievement.
- Initiate and maintain activities necessary to goal achievement.
- Periodically appraise goal achievement progress, and modify goal materials and/or activities as necessary.
- Communicate personal value commitments and interpret them to co-workers.
- Communicate confidence in self-knowledge and value commitments.
- Accomplish the above in ways that are consistent with own welfare and welfare of others.
- Accomplish the above with minimal supervision.

(From *Synergist*, Winter 1977; reprint 90)

Mark with a + sign the five items which you consider *most learned* in your current assignment. Mark with a - sign the five items that you consider *least learned*. When everyone has finished, tabulate responses on black board or newsprint, identify and analyze patterns (if any), and discuss reasons for individual choices.

**Illustration 3: Rank Order of Learning Objectives Exercise**

guage. The only special quality necessary to a debriefer is the ability to create an atmosphere that encourages honest sharing.

**Using the Dictionary of Occupational Titles.** Another procedure for measuring experiential learning involves using the *Dictionary of Occupational Titles*, a publication developed by the U.S. Department of Labor. This *Dictionary* lists more than 35,000 jobs and classifies them in an interesting way. It assumes that any job to be done requires one or more of three families of skills. Those families

are: skill in the handling of data, such as would be required for a researcher or a teacher; skill in working with people, such as would be necessary to a receptionist or a psychiatrist; or skill in working with things, such as would be necessary to drive a truck, build a wall, or perform surgery on the brain. Illustration 5 gives a one-word description for levels of skill within each family. Classifying a job consists of giving three digits which indicate the level of skill needed in each of the categories; for instance, assembly line inspector, 6-8-4, which indicates the

1 2 3 4 5 6 7 8 9  
 Little apparent interest in assigned tasks Eager to complete assigned tasks  
 Comments:

1 2 3 4 5 6 7 8 9  
 Little communication beyond minimum required Communicate openly and effectively  
 Comments:

1 2 3 4 5 6 7 8 9  
 Interested in just finishing the assignment or 'putting in time' Much concerned about quality of work  
 Comments:

1 2 3 4 5 6 7 8 9  
 Frequent laziness and/or tardiness Use time efficiently  
 Comments:

1 2 3 4 5 6 7 8 9  
 Resist supervision, uncooperative and unconcerned about others Willingly accept supervision, cooperative and concerned for others  
 Comments:

1 2 3 4 5 6 7 8 9  
 Usually a follower Frequently initiate leadership activities  
 Comments:

1 2 3 4 5 6 7 8 9  
 Do only what supervisor requires Eager to learn skills and knowledge  
 Comments:

1. For each item, rate yourself on a scale of 1 through 9. Justify your ratings by briefly describing *what you would see if you were observing yourself* in your off-campus assignment. Consider numbers 1 and 9 to represent extremes, 5 as average, and other numbers to represent gradations of the items identified. Feel free to add other items that would help to describe your performance.

2. Describe different behaviors that you would prefer to see if you were observing yourself in your off-campus assignment.

3. How could you make these behaviors possible.

Illustration 4: Self-Evaluation of Performance Exercise

need for high level skill in working with things, and lower level skills in working with data and people. Although the technique is used to classify jobs it can also be used to categorize the effectiveness of workers.

To assist in measuring skill in working with people, CAEL commissioned a study, "The Learning and Assessment of Interpersonal Skills: Guidelines for Administrators and Faculty" (CAEL Working Paper, Number 4, Educational Testing Service, Princeton), which describes behavior representing each level of skill that can be

applied to the measurement of students' experiences.

**Measuring personal growth.** The approach of two groups of psychologists, who have been labeled humanistic and developmental, is based on the hypothesis that education is a preparation for life. Thus they see learning within the context of total human experience rather than as acquisition of knowledge or skills. These psychologists, though they differ in emphases, share common views on several matters. First, they believe that development involves the *whole* being, includ-

ing both thought and logic processes as well as emotional and aesthetic attributes. Second, they believe that growth and development occur as the result of a favorable relationship between an individual and the environment. In an article called "Voluntary Action and Experiential Education" (*Journal of Voluntary Action Research*, Volume 2, Number 4, Fall 1973), Richard Graham describes these growth-producing situations as "manageable encounters with novel responsibility." The challenge of novelty is there, but the challenge is manageable. Finally, these psychologists are optimists about humanity. They believe that all of us instinctively prefer levels of existence that involve us in a fulfilling way with our surroundings. In the words of Abraham Maslow in *Toward a Psychology of Being*, it is an "empirical fact" that "self-actualizing people are altruistic, dedicated, self-transcending, social, etc."

Maslow is best known for his *hierarchy of human needs*. Maslow believes that needs are hierarchical in the sense that we cannot fully realize our "human-ness" until we have satisfied an ascending order of requirements. At the low end of his scale are physiological needs—air, food, shelter, water, sleep, sex—while at the highest levels are such values as richness, self-sufficiency, beauty, meaningfulness, playfulness (see illustration 6).

A psychologist with similar views is Carl Rogers, who holds the radical view that most of what is learned in school is insignificant. Rogers, author of *On Becoming a Person* (Houghton Mifflin, Boston, 1961), believes that if educators wish to have an impact on students, they should attempt to do those things which cause a person to:

- Accept himself and his feelings more fully;
- Become more self-confident and self-directing;
- Become more the person he wants to be;
- Become more flexible, less rigid in his perceptions;
- Become more accepting of others;
- Become more open to the evidence, both to what is going on outside himself and to what is going on inside himself.

To *measure growth* according to the values which Maslow and Rogers represent is more of a challenge than to *test knowledge*. But some measures,

DATA	PEOPLE	THINGS
0 Synthesizing	0 Mentoring	0 Setting Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating—Controlling
3 Compiling	3 Supervising	3 Driving—Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking—Signaling	6 Feeding—Offbearing
7) No significant	7 Serving	7 Handling
8) relationship	8 No significant relationship	8 No significant relationship

*Illustration 5: Occupational Codes* *Source: U.S. Department of Labor*

such as those developed by the California Psychological Inventory (Consulting Psychologists Press, Palo Alto) assess some of the values which Rogers and Maslow hold to be important. They include measures of self-assurance, self-acceptance, self-control, independence, and tolerance. If such tests are applied before and after a volunteer experience, they provide a measure of the impact of the experience, provided a control group is tested whose experiences are similar except for the volunteering.

In attempting to discover where student volunteers are on the Maslow scale, I have simply read what they have written in journals and field reports, and searched for statements that reflect Maslow's values. The student who wrote, for instance, that while working in a tutoring program "I got to know some beautiful kids and became more confident as a teacher and as a person" clearly experienced love and self-esteem, and this places him on Maslow's hierarchy.

The concerns of another of these psychologists are more precise than those of Rogers and Maslow. Lawrence Kohlberg has, for the past twenty years, been researching *moral development*. He has isolated six levels of moral development, and his research in the United Kingdom, Turkey, Taiwan, and Mexico suggests that these stages are universal. Further, they are sequential: To arrive at any stage it is necessary for a person to live through each of the previous stages. (Refer to "Stages of Moral Development as a Basis for Moral Education" in *Moral Education*, Toronto, 1971.)

Illustration 7 shows Kohlberg's stages, and an excellent discussion of the relationship between these stages and volunteer work can be found in Richard Graham's "*Voluntary Action and Experiential Education*."

Jane Loevinger concentrates her interest in ego development, which in *Measuring Ego Development* (Jossey-Bass, San Francisco, 1970) she de-

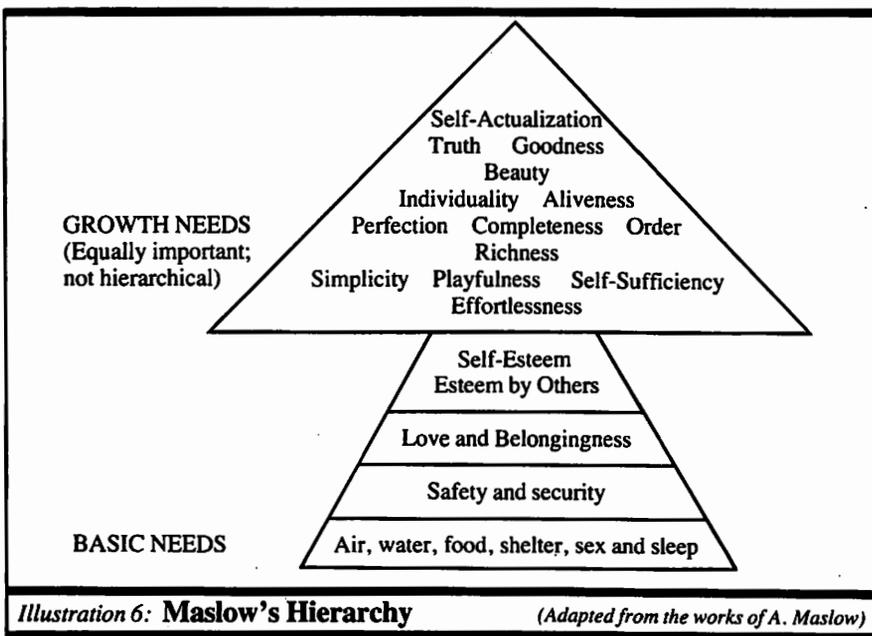
fines as "the unity of personality, individuality, the method of facing problems of life and the whole attitude toward life." For her, as for Kohlberg, human development consists of a sequence of stages (shown also in Illustration 7), each of which has certain qualities distinguishing it from the stages which precede and follow it and each of which must be experienced before going on to a subsequent one. As in travelling you must pass through the territory between to get from one place to another.

William Perry's *Intellectual and Ethical Development in the College Years* (Holt, Rinehart and Winston, New York, 1970) is based on research done mainly with Harvard undergraduate students during the 1950s and 1960s. He also observed stages (see Illustration 7), but he makes no claim to their universality. His work is probably culture bound, but to the degree that other institutions share the academic culture of an American elitist institution, the work will apply.

Perry is able to delineate nine positions which fall into three general patterns of thought. The beginning college student generally sees the world in polarized terms: right or wrong; good or bad; black or white (positions 1, 2, and 3). During the middle positions, students come to recognize that life has more diversity and ambiguity in it than they had previously realized. They see more complexity in moral issues and more tentativeness in scientific conclusions. They tend to become relativistic on issues where they had previously been absolutist (positions 4, 5, and 6). In their final stages, they develop the capacity for personal commitment despite the relativism and the ambiguity of the world around them (positions 7, 8, and 9).

Perry himself has not written about the educational applications of his ideas or developed the means of measurement, but others have. Lee Kneflekamp, at the University of Maryland, College Park, has a procedure which can be administered quickly. She also has trained students to score it.

Both Kohlberg and Perry have developed means to measure development on their scales, but the procedures are complex and require special training to become a competent scorer. The Center for Moral Education at Harvard provides a scoring service.



	(Kohlberg)	(Perry)	(Loevinger)
Amoral	Egocentric	Basic duality	Stereotypy, conceptual confusion
Fearful – dependent	Obedience – punishment oriented	Multiplicity prelegitimate	
Opportunistic	Instrumental egoism and exchange	Multiplicity subordinate	
Conforming to persons	Good-boy, approval oriented	Multiplicity correlate or relativism subordinate	Conceptual simplicity, stereotypes and cliches
Conforming to rule	Authority, rule, and social order oriented	Relativism correlate, competing or diffuse	Conceptual complexity, idea of patterning
Principled autonomous	Social contracts, legalistic oriented	Commitment foreseen	Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity.
	Moral principle orientation	Initial commitment, implications of commitments, developing commitments.	

Illustration 7: Stages of Ego, Moral, and Ethical Development

(From Experiential Learning)

Only a handful of individuals have been trained to score Loevinger's ego development. They could best be contacted by writing to her through her publisher.

Other schemes for measuring personal growth have been developed in other universities in the United States. Robert Sexton, University of Kentucky, Lexington, headed a study ("Exploring the Psycho-Political Development of Liberal Arts Interns," Educational Testing Service, Princeton, 1976) which explored the psychological and political development of students participating in internships. The study isolated seven dimensions of growth and measured them with interviews and tests. Among these dimensions were change from "the autonomous self to the social self; from the strict pursuit of technical expertise to the quest for a synthesis of competences; from belief in moral absolutism (or nihilism) to acceptance of moral complexity and the struggle to achieve synergy."

**Some further considerations.** The array of measurements above may seem confusing because it ignores a question which should come first: "What do you need to measure?" If you need to measure any of the values

related to the above, then the material may be useful to you. But if your concerns are other than those above, and they might well be, then what is needed is some very careful thinking about what is important to you, the students and volunteers you work with, or the system you work within—hopefully *all three*. Once you have determined the goals—what you need to measure—then you are ready to seek the means of measurement.

My final plea is that you measure only what is *important* to measure. This caution may seem paradoxical at the end of a discussion of measurement, but it is based on the belief that measurement is often abused. Too often it is used for negative rather than positive goals, to destroy rather than create, to impose categories and classifications which distort reality.

According to Bob Samples (*the Metaphoric Mind*, Addison-Wesley Publishing Company, Reading, Massachusetts, 1976) measurement is already the greatest industry in the world. "Humans spend as much as half of our resources keeping records about other humans." Unless measurement serves a good and positive purpose, the resources it requires are better spent in other ways, for no mat-

ter what you choose to measure, something else is happening to the human being you are measuring. Perhaps the "else" is more important than what you choose to examine. Perhaps your measuring interferes with the realization of more important values. It is useful to remember that if astronomers had continued to look only at the light in the sky, as they did for centuries, they never would have discovered neutron stars and black holes.

It may be that the most important impact of voluntarism is not on service delivered or the growth of the volunteer but that voluntarism helps humankind towards the next stage of its development, which is, in the words of Maslow, "a new philosophy of life, a new conception of man . . . not only for the person himself within his own psyche, but also for the same person as a social being, a member of society. As a matter of fact [humanistic psychology] helps us realize how interrelated these two aspects really are."

So it may be that the most important impact of voluntarism is that, by bringing men, women, and their society into mutually enhancing relationships, it speeds humankind toward the realization of a world community of creativity and compassion. □

# Co-op Bank To Open

**The National Consumer Cooperative Bank is to begin providing financing and technical assistance this summer.**

Consumer groups will soon find it easier to obtain financing and technical assistance to start co-ops or to improve existing ones. A new federal law establishes a National Consumer Cooperative Bank that will make loans—some at low interest rates—to democratically operated consumer cooperatives. To be eligible for loans, co-ops must meet community needs not being met otherwise, *i.e.*, by small businesses. The Bank is expected to start operating this summer.

The legislation authorizes \$300 million in seed money for the first five years and allows the Bank to borrow up to 10 times that amount. (Authorizations do not guarantee appropriations, which had not been made at press time.) The Bank eventually will become a self-supporting institution owned by its users.

Each year one-third of the Bank's loans are to go either to co-ops with a majority of low-income members or to co-ops using the loan to finance a facility, service, or activity to be used primarily by low-income persons.

The Bank will have a Self-Help Development Fund that will give low-interest loans to groups starting co-ops to benefit low-income citizens. Kathleen O'Reilly, Executive Director of the Consumer Federation of America, testified in Congressional hearings that the Fund will be especially useful in inner-city areas where new economic activity is critically needed. She pointed out that the flight of retail establishments from the inner-city often has left residents with limited choices and spiraling prices.

The Fund (\$75 million authorized over a three-year period) also will serve as an additional source of financing for co-ops needing more capital than they can borrow from the Bank or other sources.

The need for such a specialized lending institution was documented in Congressional hearings. The consensus

was that most commercial financial institutions have been uncertain and infrequent sources of funds for cooperative enterprises. Members of bank loan committees generally come from the profit-making sector and are not familiar with the cooperative structure. The representative of one student co-op testified that the co-op "at one time had a line of credit of \$200,000 from a

A member of a student co-op in California testified that all major banking institutions in the Berkeley/Oakland area turned down the co-op's requests for loans because the co-op was "unconventional."

An Austin, Texas, co-op reported that a bank refused to give the co-op a loan because it has student leadership. A well established student co-op in Ann Arbor was refused a loan on similar grounds.

The Bank will provide technical assistance through its Office of Self-Help Development and Technical Assistance. The Office will set up training programs for managers, boards of directors, and members; provide financial analysis of co-ops' capital structure and cost of operations; and help conduct market surveys. The Office is expected to enlist the services of other governmental agencies, organizations, and colleges to develop and disseminate information on organization, financing, and management.

A 13-member board of directors—seven from government agencies and departments and six from the private sector—will decide how the Bank will operate. To provide input into board decisions, at least initially, the Cooperative League of the U.S.A. (CLUSA) has established a Bank Implementation Commission representing a broad range of cooperatives. CLUSA also has set up a committee on the Self-Help Development Fund to channel input from low-income co-ops.

For information about the National Consumer Cooperative Bank or on starting a co-op, write: Bank Implementation Commission, Cooperative League of the U.S.A., Suite 1100, 1828 L Street, N.W., Washington, D.C. 20036.

*For additional information, see "Helping to Start a Co-op," by Robert Von Der Ohe, Winter 1974, page 13, reprint no. 41. □*

95TH CONGRESS } HOUSE OF REPRESENTATIVES { REPORT 1st Session } } No. 95-511	
<b>NATIONAL CONSUMER COOPERATIVE BANK ACT</b>	
<small>MAY 13, 1977.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed</small>	
<small>Mr. REUSS, from the Committee on Banking, Finance and Urban Affairs, submitted the following</small>	
<b>REPORT</b>	
together with	
ADDITIONAL, SUPPLEMENTAL, DISSENTING, AND MINORITY VIEWS	
<small>(Including cost estimate by the Congressional Budget Office) (To accompany H.R. 2777)</small>	
<small>The Committee on Banking, Finance and Urban Affairs, to whom was referred the bill (H.R. 2777) to provide for consumers a further means of minimizing the impact of inflation and economic depression by narrowing the price spread between costs to the producer and the consumer of needed goods, services, facilities, and commodities through the development and funding of specialized credit sources for, and technical assistance to, self-help, not-for-profit cooperatives, and for other purposes, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass. The amendment strikes out all after the enacting clause of the bill and inserts a new text which appears in italic type in the reported bill.</small>	

local bank in town. We had a very fine relationship, but one day a big conglomerate took over the bank. . . . The new man in charge couldn't understand our service orientation. . . . We were informed that while we had a good track record our type of loan did not meet the standards of their investment portfolio."

## A SPECIAL SECTION ON FOOD AND NUTRITION

# FOOD FOR THOUGHT

THOUGHT FOR FOOD

*Millions of Americans go hungry because they do not have enough money to buy food. Millions more suffer from malnutrition because they do not have access to nutritious foods, do not know that useless or harmful substances lie within the attractive packages in the supermarket, or simply do not have good eating habits. The individual and national costs of hunger and malnutrition are incalculable, for failure to fill this most basic of human needs leads to tragic physical and mental debilities that affect the entire society. In the following pages authors report on students' efforts and suggest additional steps they may take to help their neighbors and their nation put enough good food on every table.*

Poverty in our culture has many facets: hunger, poor housing, illness, lack of opportunity for education and employment, and little access to basic services. Furthermore, poverty grips the human spirit and strips away hope, leaving misery, despair, and a sense of failure and powerlessness.

About 25 million people fall at or below the federally defined poverty level (\$6,191 for a four-person family in 1977). If one uses more realistic figures, the Bureau of Labor Statistics Lower Budget Level (\$10,481 for a four-person family), 40 to 50 million Americans are probably in need of food, adequate housing, health care, and other essential goods and services. Only about 15 million, more than two-thirds of them children, received public assistance in 1978.

The majority of the poor cannot afford the necessities of life, including that most essential one of an adequate diet. Poor diet contributes to poor health. Such health indicators as chronic conditions, average disability days, and work loss days per person are inversely related to income. The average number of days that individuals cut down on their activities

## GUEST SPEAKER

### Mary T. Goodwin on How Hunger Hurts the Poor— How You Can Help



because of illness or injury and bed disability was almost three times as great (36.9 days) for families with less than \$3,000 a year income as for families with \$15,000 or more annual income. In fact, the differences are

probably understated since low-income persons more frequently hold jobs that do not have sick leave and therefore may be forced to work when ill rather than lose a day's pay.

Because of living conditions, infections are a common problem among the poor. The combination of infection and malnutrition often results in a severity greater than the sum of the

*Mary T. Goodwin, public health nutritionist, Montgomery County Health Department, Rockville, Maryland, has been a teacher and social worker. She is frequently a consultant to state and federal agencies and organizations concerned with nutrition problems and has written both articles and books on the topic. Her publications include Creative Food Experiences for Children (with Gerry Pollen, Center for Science in the Public Interest, Washington, D.C., 1974), Nutrition Education for Secondary School Teachers (Montgomery County Department of Health, 1973), and Food: Where Nutrition, Politics and Culture Meet (with D. Katz, Center for Science in the Public Interest, Washington, D.C., 1976).*

two individual diseases. Each worsens the other. Infection can precipitate acute deficiency disease in persons with borderline nutritional status, and malnutrition, if sufficiently severe, reduces resistance to infection.

The "Ten-State Nutrition Survey," conducted 1968-70 by the U.S. Department of Health, Education and Welfare, is among the best, most comprehensive official data currently available on the extent of malnutrition in the United States. Examinations of 40,000 poor people and demographic data on 24,000 low-income families in five low-income and five high-income states "showed that high percentages of the survey sample were either malnourished or else at high risk of developing nutritional problems."

Major findings were:

- Evidence of malnutrition was found most commonly among blacks and, to a lesser extent, Hispanic-Americans, with the rate of malnutrition increasing as the income level decreased;
- Adolescents and the elderly showed relatively frequent nutritional deficiencies;
- Obesity among women, subnormal weight and height among children and adolescents, poor dental health, anemia, and Vitamin C deficiencies were common nutritional problems.

Infant mortality during the first month of life is one and a half times greater among the poor than the middle class. More and more evidence is accumulating that the same conditions that cause death of infants before, during, or soon after birth also lead to chronic illness and handicaps for those who survive.

The greatest risk for death and illness is among infants with low birth weights. Adequate prenatal nutrition is one of the most important environmental factors affecting the health of pregnant women and their infants. Inadequate diets during pregnancy are associated with a higher incidence of complications in infants, low birth weights, and difficult deliveries; stillbirths, prematures, and infants with congenital defects are more frequent. Prenatal and postnatal malnutrition increases the risk of central nervous system damage, mental retardation, and lowered physical size.

Teen-agers have the highest nutritional requirement of any age group, yet their diets are notoriously poor. In 1975, 19 percent of all births were to

teen-agers, an increase of national concern. The nature and quality of school food service programs and nutrition education are of prime importance to those extremely vulnerable teen-agers.

A hungry child is an educational risk. A poorly fed child may lose learning potential and suffer from poor growth, hyperactivity, greater susceptibility to infection, and therefore, greater absenteeism from school. Children with iron-deficiency anemia are more easily distracted than those who consume adequate amounts of iron. This results in poorer performance in school and limited opportunities later.

Malnutrition may haunt the poor throughout life. The jobs of the working poor—manual labor and service-type jobs, for instance—often require much energy and, subsequently, large amounts of nutritious food. Some studies have shown that inadequate food intake among workers results in reduced productivity and that prolonged undernutrition creates feelings of social alienation.

Another factor linking poverty and malnutrition is that the poor frequently end up paying more for low quality food than the middle class does for better food. There are several reasons for this:

- Food prices are higher in ghetto and inner-city neighborhoods because few chain supermarkets locate in these areas and independent stores must charge higher prices because of lower volume and higher overhead;
- Inadequate housing and poor storage and refrigeration facilities often force the poor to purchase food on a daily basis and prevent them from taking advantage of bargains;
- Inflationary rises in food costs affect the poor more than other Americans because the poor spend a much greater percentage of their income on food, considerably more than half in some cases;
- Inadequate cooking facilities, limited space, and poor sanitation make food preparation, cooking, and serving difficult.

The selection of a nutritious diet on a tight budget is a difficult task. Nutrition confusion abounds because most food industry advertising glamorizes unwholesome food habits. These messages are unfair to all consumers, but

they place a special burden on the poor, who must spend limited food dollars very carefully to provide an adequate diet.

Despite the hardships that the poor must endure, a 1978 USDA Economics Research Service report showed that low-income families use their resources better—get more nutrients for each food dollar—than do higher-income families.

The U.S. government funds several food programs designed to supplement the diets of the needy. Although federal spending on food programs has increased greatly in recent years (from \$1.6 billion in fiscal year 1970 to about \$6.9 billion in fiscal year 1977, or about five percent of the budget), it is a relatively small amount and reaches only some of even the very needy. (See Resources, page 39, for brief descriptions of major federal food programs.)

Many needy persons, especially the working poor, have been excluded from federal food programs by restricted eligibility and complex procedures. Many of those eligible for programs do not participate. In 1977, only 17 million of the 32 million eligible for food stamps used them. About five million pregnant and lactating women and children four years and under were eligible for the Women, Infants and Children's feeding program (WIC); one million participated. About 20 million children are eligible for free or reduced price school meals; 2.2 million participate in the breakfast program and 10.5 million in the lunch program.

Why don't more people participate? The food stamp program may be cited as one example. Reasons for poor participation have included the high cost of food stamps (since January available without cost to the very poor), inadequate distribution outlets, inconvenient hours, transportation problems, inadequate outreach programs, complicated forms and procedures, and intimidating interrogation of applicants.

The food stamp program fails not only to reach many of the needy but also to supply adequate amounts of nutritious foods for many recipients.

One problem is that the average allotments of the U.S. Department of Agriculture's Economy Food Plan are based on the cost of food in the previous six to 12 months, with no allow-

## Lifeline Foods

### OBJECTIVE:

To identify inexpensive, nutritious foods. To promote policies which insure low prices for these foods.

### PROCEDURE:

1. **INTRODUCTORY COMMENTS:** In some parts of the country co-ops are offering an assortment of "lifeline foods" chosen from the four food groups. That is, stores make sure that "specials" cover a range of nutritious food broad enough to comprise a good diet. Mark-up is kept low on these foods; profits are made on other items. New foods are chosen weekly.
2. Have students form groups of six to eight. Have each group choose five to eight foods that should be lifeline foods, giving short explanations of why each was chosen. **SUGGESTED CRITERIA:** nutrition, wide use, appeal (including preferences of ethnic and age groups), ease of preparation, use of fruits and vegetables in season.
3. Have groups share lists and explanations. Develop a master list.
4. Have interested students contact shoppers, members of anti-poverty groups, store managers, local nutritionists, and the consumer advisors of local supermarkets. What are their views on lifeline foods? Do they agree with the class list of appropriate foods? Would consumers buy lifeline foods? Would such foods help to provide good nutrition? Why or why not? Would retail stores and co-ops be willing to cooperate in a lifeline foods program? Why or why not?
5. Have students write an article explaining the concept, listing possible foods, and disclosing views of community members and supermarket officials. Encourage students to work with community groups to urge stores to adopt a lifeline foods policy.

*Reprinted from Food: Where Nutrition, Politics and Culture Meet*

ances made for inflation or regional differences and very little made for waste, which often is greater because of inadequate storage facilities.

Students, in cooperation with other citizens and community action groups, can organize to implement major changes in food and welfare programs on the local, state, and federal levels. They also can monitor closely their own community to insure that existing laws are faithfully carried out and that widespread efforts are made to publicize programs. Below are some specific recommendations of activities related to federal programs in which students may become involved.

- *Advocate*, through citizen education and political action, that the federal government make current health and welfare programs more accessible to the working poor by measuring eligibility after taxes, not before. On the local level, work to assure that services are available at convenient hours and locations for the working poor.

- *Publicize* food programs so that the maximum number of needy persons receives the optimal benefits. Communities should consider establishing hunger task forces to work on outreach campaigns, assist those eligible in getting through the forms and complex procedures of various food assistance programs, and encourage public assistance recipients to use the check-off system to deduct food stamp payments from the welfare check if food stamps are not readily available (the stamps are then delivered with the welfare check).

- *Verify* that each school has a program for free and reduced price lunches and breakfasts.

- *Encourage* the elderly to participate in the Older Americans Act group feeding program (Title VII) by presenting a foods class at one of the meal sites, often a senior citizens center.

- *Teach* nutrition education to those in the WIC feeding program.

These important efforts can improve and expand food programs. But longer

range vision also is needed. Federal food programs have not solved the problem of malnutrition in the United States. Despite incremental improvements in present food and welfare programs, these programs will continue to be an inadequate response to hunger, poverty, and malnutrition, and to the underlying problem of maldistribution of wealth and power in this country. (The wealthiest one percent possesses more than eight times the wealth of the bottom 50 percent.)

Those concerned with eliminating hunger and malnutrition in the United States need to focus not only on the inadequacy of food and welfare programs but also on the basic inequalities of a system that allows poverty to continue in the midst of plenty. The thrust should be to empower participants with the knowledge and expertise to manage their personal lives rather than to inflict degradation on them as welfare programs do all too frequently.

Obviously empowerment requires years of effort. What can students do about hunger right now? Many things. In general terms, they can raise questions about hunger, offer assistance with data collection and analysis, promote outreach, and teach nutrition survival skills.

The entire student body and faculty can contribute. The social science department could investigate hunger in the community to pinpoint needs and resources. The home economics department could develop nutrition courses for teen-age mothers. The education department could assist in developing teaching materials and in conducting courses. Botany, horticulture, and agriculture classes could work on community gardens and backyard or rooftop food production. English, drama, art, and communications departments could help publicize programs through a media blitz—posters, leaflets, radio and TV public service announcements, information booths at shopping centers, and parking lot fairs. Economics and business departments could work with local food markets on lifeline foods (see box).

Hunger and malnutrition are beginning to strike harder now than in the past few years. Indications are that prevailing conditions will only worsen the already miserable lot of the poor and near poor. The time has come for students to become involved. □

# GARDENING

## ENTERPRISE TEAM

Imagine a place in the city that you've driven by for years, one right along the expressway, filled with high-rise apartments that don't look bad but then don't look nice either. How they strike you depends upon the season—bleak in winter, alive in the spring, steamy in summer, and dingy in the fall. They're there, always half familiar, but you never have a reason to take the turn-off.

The Gardening Enterprise Team project started in a place like this—the Robert Taylor Homes, a two-block-wide phalanx of public housing complexes that rise 20 stories and stretch some two miles down State Street on Chicago's south side. Students from Governors State University (GSU) in Park Forest South and people who live and work in the Homes helped shape a summer program that brought thousands of young people out of the steamy towers and down to Pembroke, a small agricultural center 70 miles south, where they could learn firsthand how food is grown, how blacks who migrated from the deep South a generation ago have preserved traditional knowledge of the land and its creatures, and what it's like to live in an economically marginal rural community.

Since the project began some 18 months ago, about 100 college students and more than 2,000 youngsters in the Gardening Enterprise Team have ventured beyond familiar kinds of classwork and play and have tried, with equal measures of frustration and determination, to get to know each other and to break down walls of misunderstanding and contempt that economics and irresponsible media

*By Elizabeth A. Hagens*

**College students, a poor rural community, ghetto youngsters, and community agencies work together to make gardens—and people—grow.**



have helped to create.

In the process, they have cultivated some 20 acres of land, brought fresh food home to their families, and assisted in the design and construction of a large solar greenhouse. In doing so they have provided valuable assistance to a community while learning from its members.

They also have eliminated certain misconceptions. The popular press has branded both communities. The mention of Robert Taylor Homes conjures

up images of people daily risking their lives in unlighted elevators, babies falling from unscreened terraces, gangs knifing and raping. And in tiny rural Pembroke (now installing its first sewer system), it's gambling, prostitution, hot tempers, mafioso, and typhoid. Both communities are black and poor, with rats, lice, and no public history but public aid. At least that's what sells newspapers.

What ultimately has been so satisfying for all of us working on the project is discovering the extent of our mutual stereotypes and taking a look at the people behind the exaggerations. Fortunately, Governors State—located between the two communities—is a university with enough flexibility in curricula that a project like the Gardening Enterprise Team can grow and flower into real advances in community-centered learning.

In September 1977 when the whole thing began, I was feeling little like a social change agent and a lot like a dog who had craftily bitten its own tail. I had scheduled a class called Contemporary Urban Ecology with the think-

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*Elizabeth A. Hagens is professor of anthropology, College of Environmental and Applied Sciences, Governors State University, Park Forest South, Illinois. Her areas of expertise include community development, local planning processes, and appropriate technology. She is co-director of the Acorn Access Center—a collection of regional materials related to the above topics—and co-editor of Acorn, a monthly publication on appropriate technology and related issues in the Midwest.*

ing that this title would leave me with enough rope to teach anything applicable. But when the time came to order books, I had other priorities and settled for a competent if unexciting new text by two Harvard sociologists.

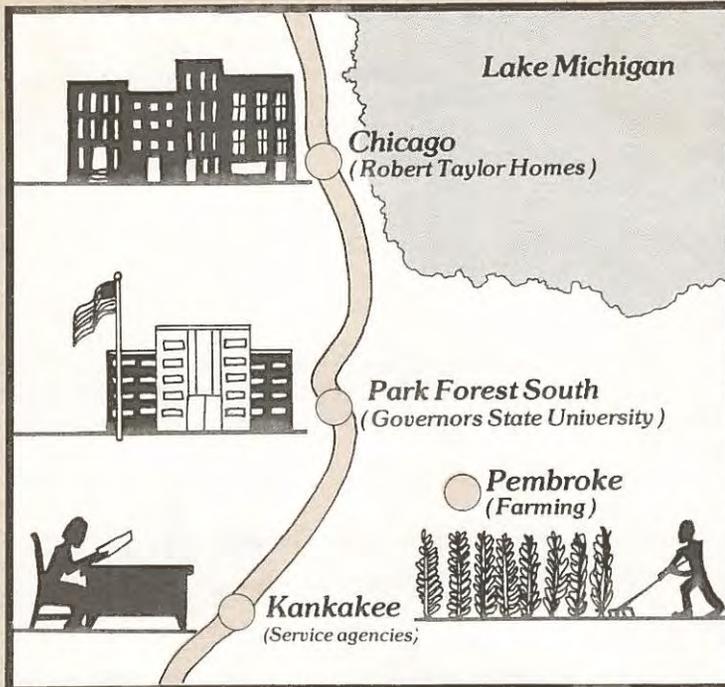
The students who enrolled that semester were, as it turned out, unprepared for such sophisticated theory, skeptical of its worth, and generally bored by the prospect of learning about cultural anthropology. This was not a unique situation, and not particularly threatening to me since my instructional goal was to introduce principles of applied anthropology in any way that would make sense to students already well along on their way to a career in some aspect of human environment planning.

At Governors State we've broadly interpreted human environment planning to mean everything from community program design and management to environmentally based zoning and subdivision work. The applied anthropology component of students' degree work gives them a limited opportunity to work with the ways people and technology relate in a given environment in order to induce beneficial social change.

Since Governors State has no technical or engineering departments, the most logical link to use in rounding out our program has been with the industrial design department at

with each others' specialities and create an enduring community laboratory for future experimentation.

At the outset, we didn't try to specify a particular project. Rather, we took a great deal of time making sure that our students understood very clearly what social change goals we were talking about. Very simply, we wanted to:



- Create a situation in which urban and rural low-income populations within the Chicago metropolitan region could begin to understand their interdependencies;
- Promote economic interdependence and benefits for both populations through the vehicle of a cooperative venture;
- Initiate one low-cost appropriate technology industry that could be undertaken by both populations;

- Create awareness of issues of energy and lifestyle by establishing a resource center managed by the community;
- Provide a project context that would allow the participation of state, federal, university, church, public action, and small business groups.

Once we had established these objectives, the first piece of the team was set in place rather easily. The University of Illinois students would work on the design of a solar greenhouse that could be built cheaply by relatively unskilled workers, that would lend itself

to prefabrication, and that could be placed on a roof, attached to the side of a home, or set freestanding in an appropriate sheltered area. This greenhouse, which stands next to Pembroke's community co-op, is an A-frame 24 feet square and 29 feet high. The co-op now owns it.

I sounded out my first class, a small core of Contemporary Urban Ecology students with diverse and seemingly uncomplementary talents. (GSU students are often older than the norm, so many were already established in careers.) Each had a different idea about what he or she wanted to learn. The most dynamic student, the supervisor of Robert Taylor Park, told us he had federally funded summer positions available for youth and wanted to design jobs for them that were both educational and fun. A young student wanted to explore the realities of so-called simple living. Others spoke of working with Community Action Programs, meeting

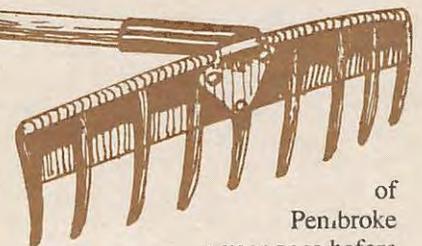
basic human needs, and measuring the energy involved in food production and processing.

The eight of us talked for two months, hammering out a mutually intelligible language of urban ecology, and then put down on paper a basic proposal to take around to the people we saw as leading characters in our Gardening Enterprise Team.

I had worked with residents



the Chicago Circle campus of the University of Illinois. Bill Becker, a colleague there who also serves on the Acorn Appropriate Technology Group's Advisory Committee (see box on page 26), and I had hoped for some time to mix our students in an action situation that would familiarize them



of Pembroke a year or so before while developing a class on grassroots community action and had been involved with their local farmers' cooperative.

Louise Howard, a community specialist and long-time resident of Pembroke, had been instrumental in setting

up the community canning facility. It enabled the townspeople to can some of the food that they grew over the summer in order to cut down on grocery bills in the winter. The co-op could be a much more vital community force, she had told me, if some market for crops could be guaranteed and if the older truck farmers could be assisted in planting, weeding, and picking, jobs still largely unmechanized. She was enthusiastic about the possibilities for cultural exchange if youth from the city came down to work with them. She also immediately responded to the opportunity to have a prototype solar greenhouse in the community.

Pembroke has salary and public aid money coming in, but most of that money leaves town as soon as it is received. The town has no bank and almost no industry, and the cycle of poverty tends to persist. The solar greenhouse, the community specialist felt, would give the co-op a chance to raise its own starter plants, not to mention fresh winter vegetables. In addition, its presence might attract buyers from outside the area to the local farmers' market.

The Community Action Program for which she works was enthusiastic about the idea and gave her the go-ahead to work with us on the project.

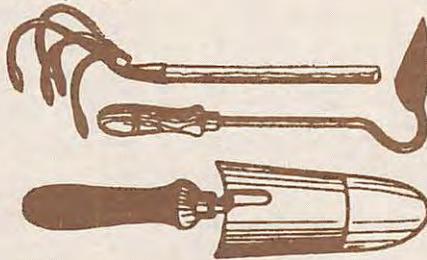
Another important team participant was the Chicago Park District. Its officials saw an opportunity to introduce youngsters not only to gardening skills but also to rural living. They immediately endorsed the concepts, though the political process of actually securing youth job-training positions and the buses to get them to Pembroke on a regular basis was more complicated than we could ever have imagined and ultimately demanded the full-time attention of several students for a number of months. Eventually funding for 50 recreational and gardening aids, most of them living in Robert Taylor Homes, came through the Park District and the Department of Human Services, courtesy of the Comprehensive Employment and Training Act (CETA). The Department of Human Services provided some of the buses; churches donated the rest.

I hesitate to admit the original grandiose scale of operations we dreamed of for the Team—the planting of 600 acres, with hand cultivators, to yield in excess of \$1 million in profit for the

co-op, not to mention all of the low-cost fresh vegetables for people in the Robert Taylor Homes! Financial profits from the 20 acres of gardens actually cultivated proved negligible last summer. If nothing else, though, the planning exercise showed us how many things we were ignorant of—all of them critical components of the bureaucracy that supports urban life.

Gradually, drawing upon each other's life experiences and skills, the youth exchange project was finalized in a series of meetings with the people involved, including not only GSU students but also

- Pembroke Township, which provided the time of CETA workers, the land, \$2,000 for materials, a well, and some of the construction labor for the greenhouse;
- The Cooperative Extension Service, which advised on such matters as seeds, fertilizer, and estimating costs and yields;



- The Kankakeeland Community Action Program, which sponsored the lunch nutrition program for the volunteers, donated the time of its community specialist, gave \$2,600 in materials for the greenhouse, and offered advice on obtaining money to continue the program;
- The Pembroke Growers' Co-op, which donated supervisory and training time for the CETA workers;
- The Robert Taylor Park (part of the Chicago Park District), which donated the time of a crafts instructor to help with the greenhouse and of a music and drama instructor to hold recreational activities in Pembroke;
- A business management consultant (an anthropologist), who assisted in establishing the system of teams of five and their reporting methods;
- The Chicago Department of Human Services, which provided CETA workers and buses;
- The National Center for Appropriate Technology, which provides partial funding for the Acorn Network (see box);

- The Church of God in Christ, which assisted in getting the message of the Team's needs to the proper city officials;
- Robert Taylor Homes, where the volunteer gardeners lived;
- The Chicago Circle industrial design students and professors, who designed the solar greenhouses;
- The CETA employees from Robert Taylor, who—with students and community members—participated in the management of the project by supervising teams of young workers.

Governors State students received credit on the basis of their journals, in which they critiqued the process of planning, as well as for the completion of tasks related to the project. As most students did specific tasks for the team and withdrew, the prime managerial/teaching task on my part was coping with the changing population of workers. Fortunately, a core of about 10 students have remained with us.

The common link throughout has been a class entitled Grassroots Concepts in Human Ecology, an experimental self-instructional class that I produced in 1976 in order that my students would have a common frame of reference in terms of local level community action, cooperatives, and management theory. It gives each of them an opportunity to grapple with primary source materials, anthropological methods, and self-directed learning. The major exercise is to do a detailed analysis of a videotape documentary that describes cooperative

### Acorn Appropriate Technology Group

The Acorn Appropriate Technology Group is another community project developed out of the planning curriculum at Governors State.

The Acorn Group publishes a monthly newspaper, *Acorn*, for people in the Midwest who are experimenting with appropriate technologies and maintains an information network to help them get in contact with each other. Sample copies of *Acorn*, as well as information about ongoing activities of the group, can be obtained by writing Acorn/GSU, Park Forest South, Illinois 60466; (312) 534-5000, ext. 2545.



ventures in the Chicago metropolitan region. The 60-minute documentary emphasizes avenues for individual initiative that will link the different efforts and enhance their effectiveness. (The videotape, "Cooperative Ventures," may be rented from Acorn at GSU for \$35 for five days. The renter also pays return postage and for \$50 insurance coverage.)

With this experience behind them, new students coming into the Team needed only the most general of briefings about the total project context and a group orientation before planning the specific direction of their own work.

The class in *Appropriate Technology: Fundamentals and Applications*, for example, spent nearly a semester researching and discussing the social and economic impact of different versions of the project upon the two communities. What if planting were done with large and expensive equipment? Would it be safe? What effect would the presence of 2,000 or so city children have upon a rural town whose total population was only slightly more than 1,000? Was the greenhouse "appropriate" given the amount of energy needed to manufacture some of the component parts?

Some of the endless and diverse questions probably could not have been discussed or even asked if the students had not had their own pet interests and motivations in working on the Team. As it worked out, though, we were able to feed back to the communities new ideas and criticisms as the planning on their ends continued.

From the managerial point of view, the class criticisms were extremely helpful in determining where to seek private and public funds for different components of the Team. Also, since most of the students already had work experience and tried to line up their participation with established career and study goals, the Team drew on them as consultants.

We had similar experiences in two other courses, *Methods of Urban Anthropology* and *Comprehensive Planning Studio*. In the former class, students got the traditional dose of theory and then were thrust into the role of program designers. If they came up with pie-in-the-sky solutions, we brought them down to earth in meetings with members of the communities or the Comprehensive Studio class, who were working on zoning, building codes, finance, and transportation.



During these lively sessions we learned such things as: We would need one toilet (composting privies were not appropriate according to the planning students) for each 20 children; five children in a work group would be a good crew, but more than that would cause communication problems; a small tractor would probably be sufficient; we shouldn't plant after June 15, and melons should be planted during the May moon; we were wasting more money on gas driving the children to Pembroke than we were saving in food produced by them; recreation (alias education) for ghetto youngsters is as precious as gasoline.

On and on came the suggestions and observations that could be applied to the situation. Disorganization and serendipitous discovery were certainly there. Somehow, though, we moved ahead. The Team provided continuity for the Governors State students, all of them commuters who had few if any other learning opportunities in which to develop friendships as well as ideas.

The problems we encountered were directly related to our successes. The inflated scale we envisioned enabled the Park District to secure transportation and youth employment. On the other hand, we did not have sufficient time to train the youth supervisors and wished we had had about a quarter of the number of children involved.

As far as the college students were concerned, dictatorial learning situations had made up most of their past experience. Teachers were expected to have answers, and this situation—where everyone, including themselves, had pieces of answers—was puzzling. But as soon as they got the hang of it, they liked the new self-reliance so much that it took a great deal of time and effort to keep them talking and working together and moving ahead on the same project.

Over the summer of 1978, 2,000 children were bused down to Pembroke from the Robert Taylor Homes at least once. Most of them did a little weeding or a little picking and got to see what the area was like. About a tenth came several times.

A core of four students from Governors State lived in Pembroke all summer to supervise the greenhouse construction and the 45 young people from the Taylor Homes who came

down twice a week to work through the cycle of planting, cultivating, harvesting, and canning.

We lost bushels of corn that were prematurely picked, and row upon row of bean plants that some of the youngsters yanked out of the ground with all the vigor and excitement that can be imagined in someone who has never seen food on the vine.

Even though some of the learning came through correcting (or not repeating) mistakes, we gained the confidence of people in both the urban and rural communities and even made a dent in the young people's stereotype of the plantation. This in itself was a major accomplishment. All along we had to keep in mind that the urban children had been led to believe that they were living in the city because their ancestors had escaped the South with its heritage of slave labor. Putting them back in the field, using hand cultivation methods, was not too appealing initially. The joy of gaining survival skills and actually harvesting and taking home crops for the table, however, was exciting for most of them.

The co-op members from Pembroke were doubly astonished at the behavior of the Taylor Park children. They were very polite and well behaved, a real testimony to the effectiveness of Homes discipline. Our mistake was in not remembering that these children—like many anywhere else—survive largely on a diet of soft drinks, sandwiches, potato chips, and candy. They refused to eat many of the lunches provided through the Community Action Program's summer nutrition program because they were unfamiliar with some of the food—tuna, brown wheat bread, corned beef, etc. They got a firm lesson from the co-op members that in rural areas, especially poor ones, things are precious and nothing is wasted. This was perhaps the most important lesson the children learned.

The young people, college students, and community members involved in the Team have retained their curiosity about each other. Many of the rural participants once lived in Chicago, some of them in Taylor Homes, and came to Pembroke 20 or 30 years ago in order to get back to the simplicity of rural living they had known in the South. They wanted to inject some of the excitement of Chicago culture back

into their lifestyle, in balanced measure, in order to keep the community vital and attractive to their young people.

The Chicago residents, on the other hand, developed a renewed interest in gardening and natural health remedies and seemed to feel they had a lot to learn from their Pembroke counterparts. The farmers' market has excellent chances for real success if this mutual interest can be nurtured, for coming to Pembroke to buy a supply of fresh vegetables would be a good weekend outing.

The youngsters involved were more eager to learn than we expected and caught us unprepared. Our goal over



this  
winter has been  
to involve some of

them in our planning Team and to design a program that will give them more detailed knowledge about plants and nutrition while at the same time continuing to educate them about the value of things which happen slowly and demand continued attention. There is an excellent analogy between the growth of plants, including weeds, and the learning process in general.

The Team will not attempt to work with such large numbers of children again. This year's summer program continues with far fewer children, and they will be completing more sophisticated tasks. With the help of a small grant from the National Endowment for the Humanities, a core of 15 young people from both Pembroke and the Taylor Homes is working out a plan for about 100 of their peers to do gardening work while talking with Pembroke residents about the history of the township. We hope in the process to reconstruct not only the cultural and economic history of the area but to begin to see how energy has figured into the ups and downs in the township's existence. This should help the children understand the relationship of resources and prices to lifestyle, while also giving them a chance to see how

these things have affected the lives and stories of the real people who have lived through these changes.

In addition, the Team members have submitted a proposal through the Village of Pembroke to establish a community appropriate technology center that will offer continuing advice and resources for the greenhouse as well as the farmers' market operated by the co-op.

As we expected, the solar greenhouse has captured almost everyone's fancy, and several Pembroke residents have built greenhouses at their homes. The large greenhouse is operating at a respectable efficiency, with the design problems glaringly—but not painfully—apparent. The design errors haven't really dampened anyone's spirits because we will iron out the bugs. We know how the thing is built, and we're learning firsthand how it works.

We're not afraid to cut holes in walls, to tear out flooring, climb up ladders, or move plant beds. It's ours.

This year we've had fresh greens to eat at Christmas, and in a few weeks our (free!) starters will be ready for the co-op members and young people to plant.

By the end of the summer, about 20 children and half as many adults will have completed a year's cycle of greenhouse growing; Governors State will have 25 new students from Pembroke enrolled in the planning curriculum, all of them centering their studies on improving their own community; and the children from the Robert Taylor Homes will have solid horticultural skills to take back to the city to be put to use in urban gardening programs taking shape there.

Programs like the Gardening Enterprise Team can be developed anywhere—and they need not be gardening programs. The trick seems to be finding a community group that can articulate its own needs. That's the essential component. The easy part is helping that community find and work with individuals and groups with needs that can be satisfied by the resources the community has to offer. It's a lot like making a patchwork quilt. Once you know you need a blanket, the rest is pure creativity and fun. Except for the basting. But that finally gets pulled out, and it sometimes makes for the best memories. □

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**Spring 1979**

# STARTERS

**Need an idea for starting a nutrition project? Here are a score from which to choose.**

One way to make a garden grow is to transplant starters, small plants tended through their fragile infancy in a nursery.

Some projects may need special nurturing in the school before being transplanted to the community. Other projects may take root in the community immediately and become the starters for additional projects.

In the following pages are starters for student projects. Three are profiles of simple but effective student community efforts. Three are ideas for projects that would begin with nutrition education in the school and move into the community. A dozen starter ideas come from a college student who has worked with nutrition projects in Ohio and as one of Nader's raiders in Washington, D.C.



## Improving Food Service

The American School Food Service Association (ASFSa) has granted an Award of Excellence to the Youth Advisory Council (YAC) at the Gilmer County High School in Glenville, West Virginia, for its work in nutrition education and food service reform.

The students who formed this YAC carried out a variety of projects. To improve the school's food service, YAC members wrote and administered a questionnaire on what students like and dislike about the food service,

checked students' eating habits and the suitability of food service menus by measuring plate waste, and served as a channel for students' suggestions and complaints. As a result of YAC's input, which included planning menus for two months, the plate waste decreased.

YAC members provided much nutrition education on a one-to-one basis. They also designed colorful posters containing nutrition information that they felt their fellow students needed.

Becky Coberly, a YAC member, reports, "The information I am able to pass on to my friends helps them understand better the type of lunches that are required. I can inform the cooks of the opinions I hear from kids . . . Several friends have expressed how much better they like our meals since the changes we YAC's have suggested. There are more kids eating and less food wasted than before."

ASFSa seeks to act as a catalyst for students who, like those at Gilmer, can enlist the cooperation of the faculty, administration, and cafeteria manager in forming a YAC. Each year ASFSa holds national and regional workshops to train participants in organizing a YAC, fundraising, and promoting good nutrition for teen-agers.

The Association also has prepared a packet of detailed guidelines for developing a successful YAC and suggestions for specific projects to improve school food service and students' knowledge of nutrition.

For information on organizing Youth Advisory Councils, write the American School Food Service Association, 4101 East Iliff Avenue, Denver, Colorado 80222, or call toll free (800) 525-8525.



## Increasing Food Stamp Use

In the summer of 1977 eight high school interns from Dayton's Neighborhood Youth Corps planned, carried out, and evaluated an effective food stamp outreach project.

The project, to be repeated this summer with private funding, was part of an anti-hunger campaign that included such activities as weekly comparison shopping in several stores, a clean-up campaign in an unhealthily dirty supermarket, distribution of food stamp information, and assistance in determining eligibility. Working an average of 20 hours a week, the students received hourly minimum wages through Comprehensive Employment and Training Act funds.

The American Friends Service Committee, the sponsoring agency, conducted an initial two-week training session where students learned food stamp certification regulations and procedures, role played canvassing, and studied nutrition.

After the training, an adult coordinator helped the interns organize their program activities and delineate a target area. From there on, they were in charge.

The students, working in teams, canvassed several blocks in a low-income neighborhood to determine if there appeared to be a need for food stamp information. After finding that the need existed, they went door-to-door for 108 blocks to talk with residents about food stamps and to distribute written information, including a flyer on food stamp eligibility that the students had developed. They handled additional requests for assistance by telephone or a second visit.

In their own evaluation of the project, the students underestimated their impact on the community. The Montgomery County Welfare Department notified the program in the fall that of

the 800 new applications for food stamps they received in July and August, 523 came from the project's target area.

Because of the effectiveness of the program, a supermarket chain has given the American Friends Service Committee a grant to finance a similar undertaking this summer.



### Developing a Cookbook

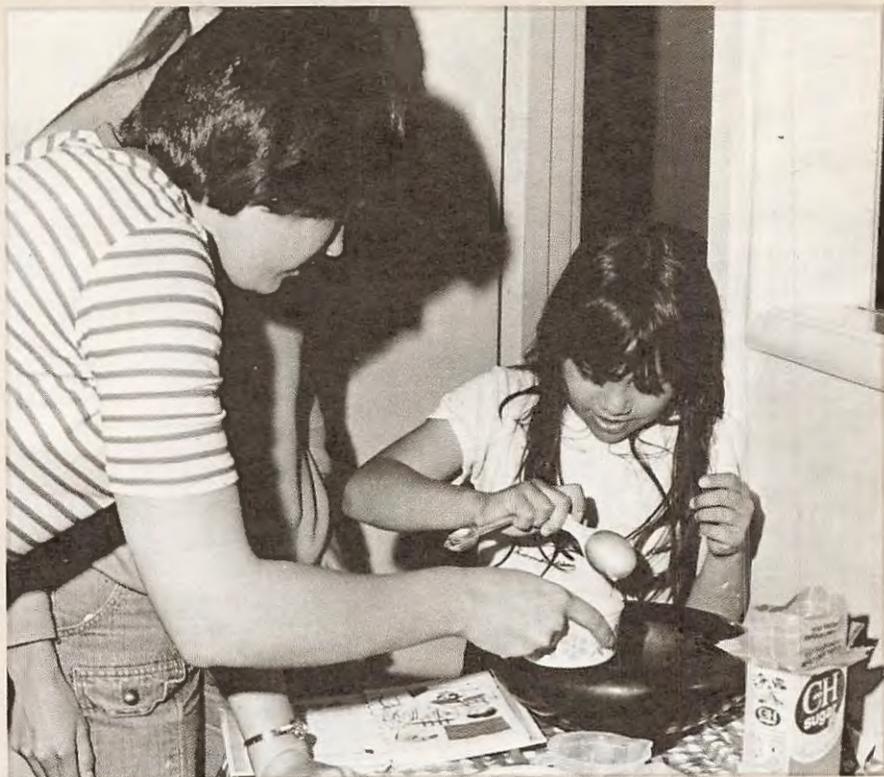
Student volunteers from Humboldt State University, Arcata, California, have helped American Indian children from two housing projects learn to prepare foods properly and to develop their own cookbook.

About five years ago Youth Education Services (the volunteer coordinating bureau at Humboldt State) joined forces with the University of California Cooperative Extension program to bring nutrition education to children living in the housing projects.

From six to two dozen children meet with Humboldt State students two afternoons a week in a community room, a nearby church, or a tenant's apartment. With the help of education materials supplied by Cooperative Extension, the volunteers incorporate lessons in basic nutrition into demonstrations in food preparation. In one session, for example, the volunteers helped the children make a pumpkin pie from scratch and then dry and season the seeds for snack food.

Humboldt State students may earn independent study credit from various departments for their work. Many students have stayed on after their credited semester and have trained the new recruits.

Because the housing projects have large concentrations of American Indians, the volunteers attempt to incorporate traditional foods into nutritious



A young cook carefully measures the ingredients as Humboldt State University students watch the creation take shape. (Photo by Charles Hilgeman)

combinations in recipes. The cooperatively produced cookbook stresses recipes easy enough for the children (many of whom are partially responsible for preparing meals) to fix themselves. Easy-to-understand nutrition information is scattered among the recipes. (See example in box.)

A food and nutrition education fund in the Humboldt County Department of Welfare provided the food for the program until last year's budget cut-backs. With a relatively small budget (\$350 per year), the program sponsors expect to have little trouble obtaining alternative funding.

**Pumpkin Bread**



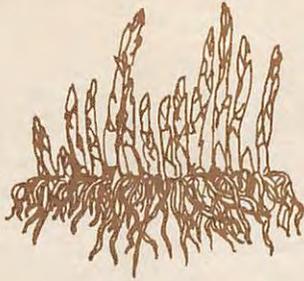
1 slice provides approximately 4 grams of usable protein—10-12% of average daily protein need

**Ingredients**

- 1/3 cup oil
- 2/3 cup molasses
- 2/3 cup pumpkin
- 2 eggs beaten
- 1/2 tsp. cinnamon
- 1/2 tsp. nutmeg
- 1/4 tsp. mace
- 1/4 tsp. cloves
- 1/4 tsp. salt
- 1 tsp. fresh ginger
- 2 tbs. brewer's yeast
- 1/4 cup. milk powder
- 1/4 cup. peanut meal
- 1 3/4 cups of whole wheat flour
- 1 +bsp. baking powder

**Procedure**

1. Blend the oil, molasses, eggs, pumpkin and all of the spices in a large bowl
2. Stir the remaining ingredients together and add to the first mixture
3. Bake in a well-oiled loaf pan at 325°F for about an hour.

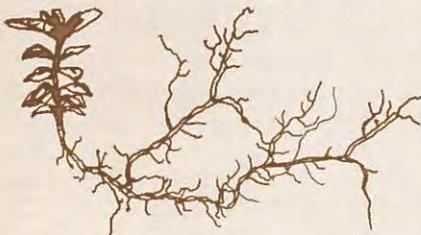


## The Joy of Nutritious Snacks

Teen-agers have more nutritional deficiencies than most other age groups. One reason for this is that many live on snacks with low nutritional value rather than on balanced meals. To increase awareness of food values and improve eating habits, a student group could sponsor a recipe contest for nutritious, tasty snacks. Students could enter original recipes in categories geared to food values, *e.g.*, low calorie, high energy, low fat, high protein, high iron, high Vitamin C, best all-round nutritional value.

Students sponsoring the contest should rate the recipes on a numerical scale of one to five for food value and invite judges from the community—perhaps the mayor, a food editor, an athlete or entertainer—to rate the foods entered according to taste. The highest combined scores would win. To meet expenses, the sponsors might auction off the winning snacks.

As a follow-up, the sponsors might arrange for the school cafeteria and local restaurants to use the recipes, publish them with an explanation of their food value in the school and local newspapers, conduct bake sales featuring the winners' creations, and help community groups, such as senior citizen centers, sponsor similar contests.



## Food Value Days

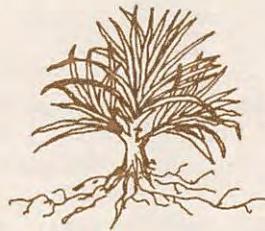
To make students, their families, and their friends aware of what eating habits they need to correct, initiate a series of Food Value Days.

The simplest way to begin is in one class or organized group. Students receive—or look up—information on the U.S. Recommended Daily Allowance

(RDA) for different age groups and resource materials for checking the nutritional values of numerous foods. For one week each student keeps a daily food diary (writing down everything eaten or drunk), figures the food values of each thing consumed, and totals the day's food values to see if the RDA has been met.

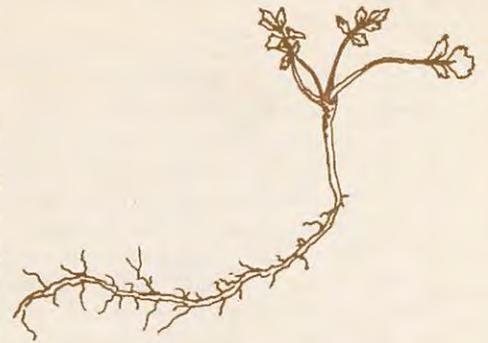
The second week each student keeps a daily food diary for a family member; the third week, for a friend; the fourth week, for himself or herself. Students then compare their RDA figures for the first and fourth weeks to see if they have improved their eating habits. If they have not, they should continue keeping a daily food diary until they consistently meet the RDA.

By this time the students should be ready to share their expertise in figuring food values with other students and members of the community. They might go into classrooms, set up booths at school or community events, or assist community groups in setting up their own Food Value Days.



## Mystery Recipes

Many shoppers buy convenience foods without reading the labels. Even those who read to determine the contents may be baffled by such ingredients as disodium inosinate. To draw shoppers' attention to the contents of packaged foods and to the lack of food value in many of them, students may begin a mystery recipe campaign. The first step is to enlist the cooperation of a newspaper or of places—such as senior citizen centers, free clinics, unemployment offices—that have public bulletin boards. Each week the students prepare for printing or posting a list of contents—the mystery recipe—of a convenience food. Readers try to guess what it is. Students provide the answer with an explanation of the product's chemical contents and a do-it-yourself recipe for preparing the dish with natural foods. The answer may be provided the next week or be printed or posted separately.



## Nutrition Project Potpourri

By D. A. Dobkowski

Did you know that pellagra once was considered a mental illness? That such a mistaken diagnosis can result from a simple nutrition deficiency shows how fundamental a role food plays in our health and well-being. People are becoming increasingly aware of the need for closer evaluation of the nutritional quality of the foods they eat. Students, a virtually untapped community resource, should be encouraged to take an active role in improving their own and others' nutrition.

Student interest may be generated through a combination nutrition quiz and survey. The quiz can teach facts about nutrition—like the cause of pellagra—while obtaining data on eating habits. A small group of students can administer the survey and quiz to the student body or select classes first, post or publish the results so students can assess their own eating habits (particularly as they relate to such special concerns as weight, acne, and athletic and academic performance), and then enlist help in conducting similar surveys in the community.

Other projects can be correlated with academic activities. For example, chemistry classes can test the drinking water in their communities and publish

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*A chemistry major at Oberlin (Ohio) College, D. A. Dobkowski has been active in food-related projects of the Ohio Public Interest Research Group (PIRG). Last semester she was an intern in Washington, D.C., with the Center for Study of Responsive Law, one of Ralph Nader's organizations. As an intern she assisted in evaluating industry-produced nutrition education materials.*

the results as a catalyst for community action.

A plethora of activities await student initiatives. One involves the many free, attractive, industry-produced educational materials received by teachers. These freebies, such as Campbell Soup Company's nutrition education kit, serve as vehicles to promote corporate products or brand names. Students could evaluate corporate materials for promotional bias and search out—or develop—a counterbalance of materials from other sources.

Student-produced materials need not remain in the school but can be posted throughout the community. For example, place a poster about the pros and cons of skim versus whole milk by the milk dispenser, about the ill effects of sugar by candy machines, about the research on saccharin as a cancer-causing agent by soft-drink machines.

Students can investigate and expose other ways in which corporations have infiltrated the schools. School-wide collection drives, sponsored by such major food companies as Post Cereal, donate athletic or audio-visual equipment to the schools in exchange for students collecting X number of labels or box tops, but the food products being promoted may contain excessive sugar, salt, or chemical additives and few nutrients.

Students concerned about the foods they eat can demand a role in the school food program. They can evaluate the existing menu, devise and submit menus they feel are more balanced, and encourage the head of the food program to buy more wholesome foods. If they meet with any substantial resistance to their requests, they can get a copy of the planned menus for each week and advertise the meals that are more nutritionally sound, indirectly encouraging the food system to offer better meal plans. Students also could estimate and publicize the calories and nutritional values of the food served in popular fast-food restaurants in their area.

How about a month devoted to the hazards of salt or the benefits of yogurt? Each month students can set up a display and distribute information (in schools, shopping centers, clinics, etc.) around a particular theme, such as the dangers of excessive sugar consumption. No Sugar Week might

evolve. During this week, a boycott of vending machines containing sugary junk foods might be recommended.

Vending machines in schools provide an excellent area for student involvement. Few offer such wholesome foods as raisins, oranges, or unsalted nuts. Students should find out what happens to the proceeds from school vending machine sales and demand that the profits are used to better the food system.

In Carroll County, Maryland, schools have worked successfully to replace the junk foods. They have banned soda machines in all the middle and elementary schools. When these vending machines are in high schools, dispensers of pure and unsweetened fruit juices also must be available. Use is limited to after-school hours only.

To further promote healthful foods, service clubs can raise money through a bake sale with such items as zucchini bread, bran muffins, granola, homemade bread, and even homemade yogurt with fresh fruit. At the bake sale, posters can be exhibited about the benefits of the foods being sold.

A bake sale could be held in conjunction with a nutrition or health fair for the whole community. Information booths on different issues, such as the relative virtues and hazards of food additives, could be set up. The fair might include a series of booths to discuss different food fads—*e.g.*, macrobiotic diets, liquid protein, vegetarianism.

A community nutrition fair would be a good joint project for high school and college students. Many college campuses have a Public Interest Research Group (PIRG) that probably could provide resources the high school students lack; the high school groups usually are more familiar with and accepted in the community.

For all of their activities, students should endeavor to get local media attention. The newspaper's food editor usually welcomes something as substantial as a week's menu and shopping tips for a family on a limited budget. The local radio station may report survey results on the news, and the television station may cover a health fair.

Students are our best community resource for innovation and change, and creative student initiatives can emerge as valuable educational experiences. □

**A**s the van heads down one of those famous San Francisco hills, the driver glances back anxiously at the crate of ripe tomatoes on the top of the stack he had arranged so carefully back at the warehouse. "These hills are murder on the produce," he says, "and on vans. I'm not in charge of keeping up the vans, but I like to do it myself anyway."

Driver Jack Diaz, an 18-year-old former alternative school dropout, works for the Food Advisory Service



*Driver Jack Diaz unloads produce at an FAS market site.*

(FAS), a six-year-old nonprofit organization that operates mobile markets supplying senior citizens with produce, meat, and eggs at cost. Getting the goods to three markets sites every morning is Jack's responsibility, and he takes it seriously.

FAS is pleased with his work and that of more than 20 alternative school work-experience students, juvenile offenders, and other troubled youth who work side by side with approximately 30 senior citizens and handicapped persons. Through Comprehensive Employment and Training Act (CETA) funds, nearly everyone receives an hourly minimum wage for working in most phases of the FAS operations, which include nutrition education and homebound meals programs for the elderly and a profit-making packaging operation, Gallery Faire Enterprises, that helps pay the overhead of the mobile markets.

FAS has some 81 sites located in

# MARKETS ON WHEELS

## Young and old work together to enable the elderly to buy food at low costs near their homes.

churches, housing projects, senior citizen community centers, or anywhere else accessible by wheelchair and large enough to accommodate tables for produce display. Many senior citizens find the convenience of being able to walk to the weekly market is as important as the 46 percent savings on food costs. They also like the noisy, bustling, cheerful atmosphere that encourages socializing and enables them to break out of the isolation of their homes.

Every morning an FAS representative (usually a senior citizen) purchases food from the central city market. FAS workers bring it to the warehouse and prepare it for delivery to that day's markets. FAS has begun to cut costs by dealing directly with area farmers for much of its produce. This also saves time because the ordering can be done by phone.

Jack and the other drivers not only get the goods to the sites but also are responsible for the cash box and, at certain sites, for running the market. (Most sites are staffed by senior citizen volunteers.) After the drivers have made their morning rounds, they return to the sites to pick up unsold produce and the cash box and to check the inventory. In the afternoon full-time drivers make deliveries for the packaging operations or work in the warehouse.

Before becoming a driver—a sought-after position—a young person works in the warehouse taking inventory, packaging meats and other items, and loading crates. This work experience—often the students' first—allows them to master basic skills, establish good work habits, and demonstrate reliability.

FAS has set up afternoon and week-

end shifts to accommodate the alternative school students who earn work-experience credit for working part time. Sandi Piccini, FAS co-founder and co-director, reports that FAS has developed an excellent rapport with several schools. "Usually a school will call us if they have a student who particularly needs help." The only FAS requirement (based on CETA regulations) is financial need.

Among the alternative school students are several from South San Francisco High School. They turn in a time card for their hours at FAS and complete a series of related workbook assignments, including filling out sample job applications and studying



*A student operates a packaging machine at the FAS warehouse.*

attitudes related to job behavior. Other local alternative schools have similar arrangements with FAS.

Piccini and co-director Pat Coates give their evaluation of the students' work in informal discussions with each

student and the work-experience teacher.

FAS also has a good working relationship with state and county authorities. The California Youth Authority, for example, sends dropouts and youths just coming out of jail to FAS. San Mateo County refers juvenile and adult offenders through its Volunteers in Probation program wherein sentenced offenders may choose to pay a fine, go to jail, or work for the FAS without pay.

Such cooperative arrangements exist because they work. Troubled students and other youths are proving they can accept responsibility when it is given to them. Piccini says, "Many have never had a job before and just don't know what job responsibility means. In many cases it's simply a matter of knowing somebody cares what they do. A little mothering doesn't hurt." Jack's case shows that this is true; he has taken it upon himself to go back to school and earn his high school diploma.

Of course, the picture is not always rosy. One student stole a van the first day on the job. But FAS has learned how to handle such problems. In that case, Piccini confronted the boy directly and, with a little careful prodding, got the van back to the FAS lot. Piccini explained, "You get street-wise, just like them. We started out with a staff consisting of nine offenders, so we learned fast."

Those who seem ready to take on additional responsibility are promoted to floor supervisors. The warehouse supervisor—one of the top positions—is a 19-year-old.

In more tangible terms, the youths learn to use and repair the equipment used in packaging operations, develop bookkeeping skills, take inventory, become familiar with produce and food handling problems, and learn general production line skills. Other employers have been impressed. Finding a permanent job is much easier after a student has worked at FAS.

Other less tangible benefits exist as well. By working side by side with the elderly, the youths become more socialized. They develop a common bond; friendships flower. One "tough" came to Piccini's office, with a mixture of embarrassment and pleasure on his face, to show her the Afghan



*Senior citizens patiently wait their turn to have a volunteer weigh and price their purchases at an FAS market site in San Francisco.*

and jam one of the seniors had made for him.

Alternative school work-experience students are not the only ones to get involved in FAS operations. Elementary, high school, and college volunteers assist in various ways.

At one site some 50 fourth and fifth graders from Boy's Cathedral School weigh produce, bag purchases, and visit with the senior shoppers for three hours one day each week.

**U**sing food furnished by FAS, a co-ed cooking class in a South San Francisco High School continuation program (for students with disciplinary problems) plans the menu, cooks, and serves dinner several times a year at a senior center. These events have been so well received by both students and senior citizens that the students are now bringing homebound citizens to the school for special luncheons.

With the help of neighborhood teenagers, FAS is expanding a homebound program that had used only retired volunteers. Young and old volunteers with duties similar to those of FAS drivers now deliver produce to senior citizens confined to their homes.

Home economics students from San Francisco State College supplement the work of VISTA volunteers in compiling nutrition information for distribution at the sites and giving nutrition

seminars and cooking demonstrations at senior citizen centers.

The Food Advisory Service is making an important contribution to the quality of life of some 8,000 senior citizens in the San Francisco area. Nevertheless, the service still needs to expand to meet local needs.

Many other communities have similar needs. Last year FAS opened a separate, smaller version in Los Angeles. Coates and Piccini believe an FAS-type operation could be an effective alternative to or extension of the federal hot meal program for the elderly, which provides only one meal per weekday. They also feel that any group could set up a similar service if funds are available. FAS has found it difficult to make Gallery Faire Enterprises profitable enough to take care of all administrative expenses. Gallery Faire has done everything from cleaning and packaging earphones for an airline to designing and producing a line of women's clothing.

**W**ith money always in short supply, community involvement is an important aspect of the Food Advisory Service's survival. Funds for FAS have come from foundations, private donations, the founders' personal savings, and local city grants. Area car rental dealers have been particularly helpful in lending vans.

Under new federal regulations,

money may become available for this kind of project from the U.S. Department of Health, Education and Welfare's Administration on Aging.

A crucial factor in the success of this kind of project is determination. Piccini claims that sheer determination to continue providing service has seen them through many crises.

But all of this would be for naught if FAS could not rely on the consistently good work and cooperative attitude of its workers—young and old. □

## Food Advisory Service

In 1972 Sandi Piccini and Pat Coates, two homemakers without previous financial, marketing, or community organization experience, started a neighborhood food co-op out of a garage in South San Francisco. When they read reports of senior citizens eating pet food, they became indignant. Coates said, "We decided to investigate and found it was worse than we thought. But we knew that if a food co-op worked for our families, it would work for seniors."

Using personal savings, the two women rented a warehouse and recruited some volunteer help. The Food Advisory Service was born. A newspaper story about their efforts prompted some calls, but the ball started really rolling when the City of San Francisco asked them to provide market service for all 21 housing authority buildings and—with no money or staff—they said yes.

They began writing proposals for grants. In 1975 FAS received a grant from San Mateo County revenue-sharing funds for purchase of the warehouse and for van rental. That same year they wrote a proposal for Comprehensive Employment and Training Act (CETA) funds and began employing senior citizens and youths.

They are trying to convince others of the need for such a service. In a trip to Washington, D.C., last year, Coates generated enough congressional interest in the FAS idea that federal funding for such programs was proposed. The measure failed but is likely to be reintroduced in this session.

# FOOD SYSTEM

## APPRENTICES

By Janet Ryan Libertoff

### Students in the New England Training Program work toward establishing a locally controlled regional food system.

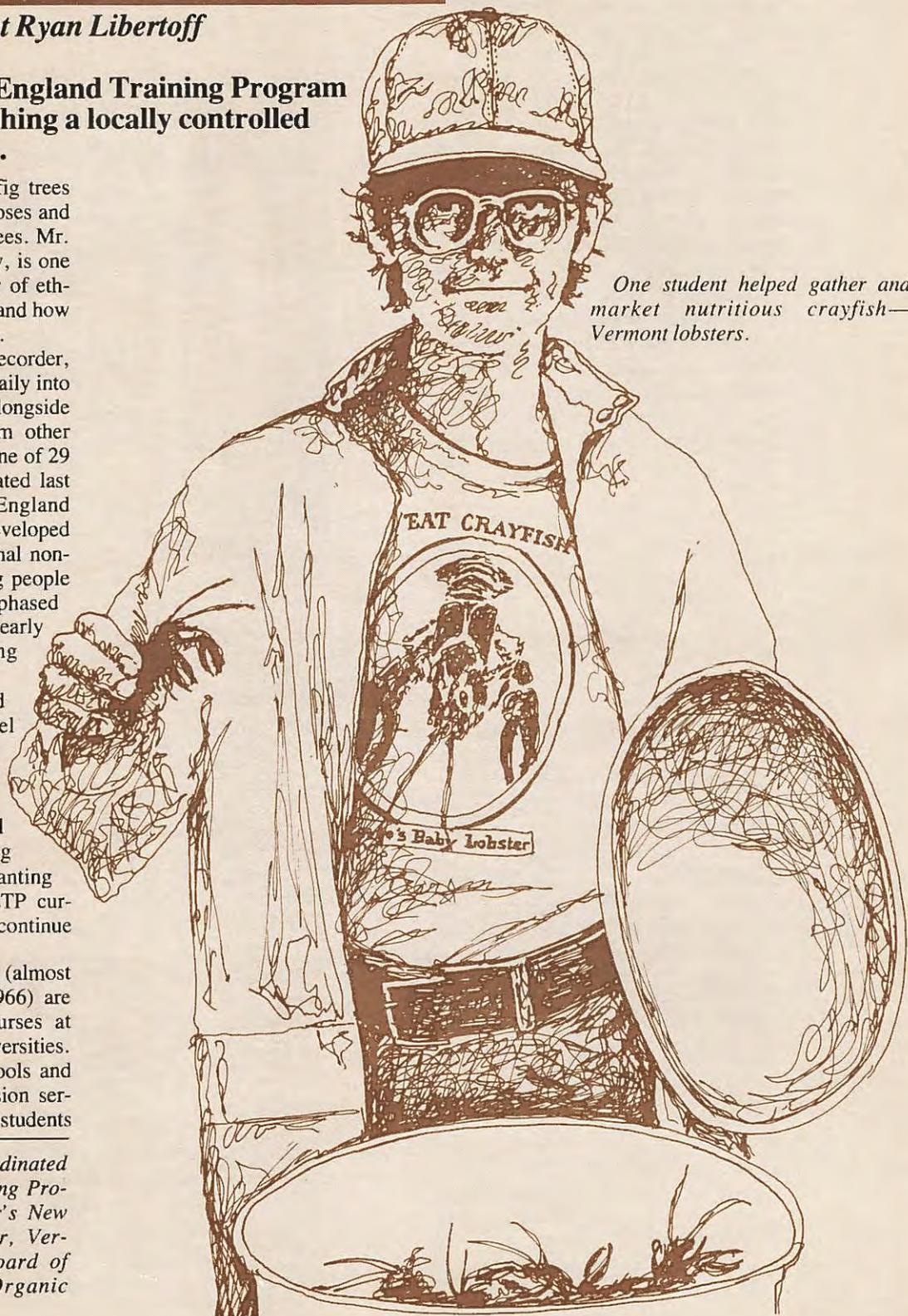
Each summer Mr. Ciampa's fig trees bear fruit amidst a garden of roses and vegetables, apple and peach trees. Mr. Ciampa, once a farmer in Italy, is one subject of Gary Zakon's study of ethnic urban gardeners in Boston and how they may learn from each other.

Packing his camera, tape recorder, and notebook, Gary bicycled daily into Boston's South End to work alongside gardeners using methods from other cultures and countries. He is one of 29 college students who participated last summer in the 1978 New England Training Program (NETP) developed by the Action Center, a national non-profit project started by young people in 1975. The Action Center phased itself out last December after nearly four years of youth training and education.

The Action Center initiated NETP as a low-budget model program for training young people in community food and agriculture. Another purpose was to demonstrate vocational opportunities to the growing number of young people wanting to do food-related work. NETP currently is seeking funding to continue under new sponsorship.

More than 11,000 students (almost three times as many as in 1966) are taking agriculture-related courses at New England's six state universities. Yet these state-supported schools and the related cooperative extension services offer little assistance to students

*Janet Ryan Libertoff coordinated the 1978 New England Training Program from the Action Center's New England office in Montpelier, Vermont. She serves on the board of directors of the Natural Organic Farmers Association.*



*One student helped gather and market nutritious crayfish—Vermont lobsters.*

interested in small-scale ecological farming or those who wish to establish community-based food industries that will meet local producer and consumer needs.

The New England Training Program is an apprenticeship program directed toward meeting student and community needs. It provides students with relevant work experience under local organizers and professionals working to revitalize local control of and participation in New England's food system. NETP apprentices provide new energy and commitment, as well as a mechanism for strengthening working relationships among innovative groups, particularly those that work directly with residents of low-income rural and urban communities.

A case in point is Gwen Pollack, who spent eight weeks working with the North Country People's Alliance (NCPA), a grassroots membership organization serving low-income residents of northwestern rural New Hampshire. She says, "I worked on



*Students show how their community gardens grew.*

organizing people living in housing projects and trailer parks to set up a community garden. It wasn't the garden itself, but having control of the garden that was the real lesson for us all."

In 1977 the Action Center put together the New England Training Program as a model for other areas of the country. The idea came from Michael Rozyne, an Action Center student intern from Bowdoin College, Brunswick, Maine. He says, "We wanted to provide students with an overview and analysis of food, nutrition, and agriculture, as well as to provide training for community action work."

To do this, NETP has placed students with sponsors, usually community agencies or organizations active in the food movement, for eight weeks. The students also attend training workshops before and after the work period.

The primary criteria used in selecting apprentices have been a potential for self-direction and a demonstrated commitment to participating in and learning about community food issues and regional economic development.

Stipends have been available for all apprentices. Many of the sponsoring organizations have been instrumental in providing in-kind services, such as room and board, or direct financial remuneration to NETP. Through such contributions and by using sources such as federal work-study funds, the Action Center was able to multiply \$8,000 of grant monies from private foundations to create approximately \$23,000 in summer jobs in 1977 and \$13,450 in grants to create \$29,850 in 1978.

Co-sponsored by the Action Center and Oxfam America, a Boston-based nonprofit development and education organization, the first NETP placed 38 apprentices with 22 different groups and established working relationships with 46 regional organizations.

Placements in 1977 included:

- The Sea Foundation, Inc., Swampscott, Massachusetts, a center researching the use of seaweed as a livestock feed and soil supplement;
- Women in Agriculture, Northampton, Massachusetts, a group which established the state's first community cannery;
- American Indians for Development,

Meriden, Connecticut, a community organization working with a diet and nutrition program;

- The Sunrise County Farmers Co-op, a producer cooperative in Washington County, Maine (one of the poorest counties in the U.S.);
- The Coalition for Alternative Agriculture and Self-Sufficiency, designed to support university production for university consumption through a garden and orchard project;
- The Massachusetts Department of Agriculture, Division of Agricultural Land Use, researching alternative agricultural land policies;
- Farms using organic farming methods.

Among the written results from the apprentices' projects were a handbook called "How to Organize a Farmers' Market," a guide to food cooperatives and food-related organizations in the Medford-Somerville (Massachusetts) area, a proposal for a demonstration appropriate technology center, a feasibility study for a community cannery, and a land-use plan for the state of Massachusetts.

Preparation for and reflection on the work experience has been an important part of NETP from the beginning, and much of the instruction has been provided free by community resource people.

The first NETP began with six days of training at the University of Massachusetts in Amherst. Topics ranged from community organizing to U.S. food policy. The apprentices visited farms, met with such local experts as the state commissioner of agriculture and a biological farmer, and used basic group process tools to encourage active participation and interaction.

In 1978 a similar workshop also met at the University of Massachusetts, partly because of the help provided by the campus-based Coalition for Alternative Agriculture and Self-Sufficiency in setting up the conference. The program concluded in Craftsbury Common, Vermont, at the Sterling Institute, which now offers a college-level experiential agriculture, forestry, and wildlife management program.

The final workshop was a time for apprentices to reflect on their summer work, to share information, and to discuss the how-to's of organizing communities and marketing locally

produced food. Many apprentices documented their summer experiences with slides and video presentations.

Standing back and viewing each project as part of a regional system helps to strengthen the apprentices' understanding of the vital part each person and project plays in developing a viable alternative to the international monopolistic food economy that now predominates. As Edith Wilson, past Action Center director, says, "The idea of acting locally but thinking globally has been basic to the training. We highlighted the connection between local self-reliance and global interdependence, especially with regard to the food system."

Last summer working groups made up of apprentices, sponsors, and occasionally resource people met twice during the eight weeks of on-site work to share experiences and information and to examine each apprentice's project in the broader context of a locally integrated food economy.

NETP co-sponsored two apprentices participating in a related education program called Student Internships in Economic Development (SIED), a project of the Education Development Center in Newton, Massachusetts. Last summer NETP and SIED jointly held a food and agriculture cluster workshop that drew together representatives of 10 different groups. Such meetings help to develop an informal coalition of similarly directed groups by bringing together organizations which often don't have the opportunity to exchange ideas.

The 1978 program targeted five key areas: the Central Connecticut Valley, Western Massachusetts, the greater Boston area, rural Vermont and New Hampshire, and southern Maine. Twenty-nine students worked under the supervision of 24 sponsoring agencies—marketing groups, organic farming associations, community garden projects, policy and land-use planning people, public interest and advocacy groups.

More than half of the 1978 apprentices were attending land grant universities; many were studying plant and soil science or agriculture. Many have been disappointed by the large-scale, petrochemical focus of their programs, and some tried to do something about it. For example, James Mansfield, an apprentice who worked with the farm-

ers' market in Hartford, Connecticut, returned to his agriculture program at the University of Vermont and spearheaded the formation of a campus action group, Students for Progressive Agricultural Development and Education (SPADE). "We petitioned the dean of agriculture for course changes. We want to see some course offerings such as cooperative development, marketing, and biological farming techniques."

The 1978 NETP program focused on organizing and education as tools for change, on community action projects that directly or indirectly impacted low-income consumers or small producers. Christine Haught, an apprentice sponsored by the Maine Organic Farmer and Gardener Association, worked on a farm on weekends in exchange for room and board while researching the feasibility of marketing locally produced foods to public institutions in Maine. She wrote a report, "Direct Marketing in Maine," for use in drafting legislation to promote the purchase of local rather than out-of-state food. After returning to school, she worked on starting a food co-op and laying the groundwork for a farmers' market.

The program attempts to match apprentices' past experience and future goals with the sponsoring agencies' needs. Paul Kuzaja, a biology major at Amherst College who has worked on a farm for several years, requested a farm or agricultural cooperative placement. He was matched with the Northern Vermont Growers Co-op, the first and only farmer operated root crop cooperative in New England.

Boston Urban Gardeners, Inc. (BUG), a community agriculture support and organizing project, sponsored apprentice Gary Zakon, one of the students receiving academic credit for their summer work. A biology student, he worked with two advisers in the Massachusetts Institute of Technology anthropology department to carry out his urban gardening study as part of a spring course called Food, People, and Cultures. BUG is using his slide/tape presentation for organizing and fundraising. (NETP encourages students to include their summer work in their academic program, but students usually must prearrange this with their school.)

Several apprentices worked under

the aegis of the Hartford (Connecticut) Food System, the concerted effort of several community programs to lower the cost and improve the quality of neighborhood food. Two apprentices worked on direct marketing options for small producers through institutional sales and the city's new farmers' market. Regina Adams, a horticulture graduate from the University of Connecticut, provided gardening help to 15 neighborhood community gardens; another student supervised a corps of 4-H urban garden workers.

An important indication of the program's success is what those involved do afterwards. One student helped organize a food co-op in the greater Boston area and is doing graduate work in nutrition and international affairs. Three former apprentices are working with the Center for Rural Communities in Amherst on state and local policies affecting rural options. Two others are teaching community courses on the politics of food in Vermont and Massachusetts, and another is pursuing graduate work in Natural Resource Planning. Many continue to work with agencies near their campuses on a volunteer basis.

The program often strengthens sponsoring agencies, many of which have limited resources. According to Judy Gillan of the New England Small Farm Institute, the program provided "person power, energy, and organizational skills. We gained much from the excellent training the interns received before coming to work with us." A typical example of a student's contribution is that at the Upper Valley Growers Association farmers' market in Norwich, Vermont; the Association was able to keep stall fees down because a competent apprentice managed the market for members.

The 1979 program is expected to include several changes. Many placements would be made within commuter distance of the trainee's home or campus to facilitate ongoing activities after the summer. The program hopes to extend on-the-job placements from eight to 11 weeks. Training, in the form of workshops and cluster meetings, will go on throughout the summer, with a special orientation at the beginning and a closing workshop at the end.

NETP wants to draw in more stu-

dents from community colleges and vocational schools—and young people not presently in school.

The anticipated theme of the 1979 program is the rural-urban connection: how urban consumer interests (cheaper food) and rural producer interests (higher prices for farmers) can both best be met.

In NETP young people serve as both students and teachers in the community, providing a vital link between school and community, city and country, producer and consumer. Although its emphasis is on involvement in community food and agriculture in New England, NETP is a model that can be adapted to any region interested in providing opportunities to young people and developing community self-reliance.

*Inquiries may be sent to the author at NETP, 5 State Street, Montpelier, Vermont 05602. □*

### Author's Reading Recommendations

*Food First* by Frances M. Lappe and Joseph Collins, New York: Ballantine Books, Inc., 1977

*Food for Nought: The Decline In Nutrition* by Ross Hall, New York: Random House, Inc., 1974

*Food on Campus: A Recipe for Action* by Susan Kinsella and The Action Center, Emmaus, Pennsylvania: Rodale Press, 1978

*Food: Where Nutrition, Politics, and Culture Meet* by Mary Goodwin and Deborah Katz, Washington, D.C.: Center for Science in the Public Interest, 1976 (see Resources, page 41)

*From the Ground Up: Building a Grass Roots Food Policy*, Washington, D.C.: Center for Science in the Public Interest, 1976 (see Resources, page 41)

*Infant Formula Action Packet*, Interfaith Center on Corporate Responsibility, 475 Riverside Drive, New York, New York 10027

*Radical Agriculture* by Richard Merrill, New York: Harper & Row, 1976

*The Unsettling of America: Culture and Agriculture* by Wendell Berry, New York: Avon Books, 1978

# RESOURCES

All materials and organizations are listed in Synergist solely as an information service for volunteers. Inclusion of a listing does not imply that ACTION or the federal government endorses it or favors it over others not included.

The National Student Volunteer Program quotes prices of items listed only as a service and is not responsible for changes which may occur without notice. If no price is listed, the publication is available free of charge.

NSVP does not stock the publications listed. Orders must be sent directly to the source.

(See the Winter 1979 issue of Synergist, pages 54-55, for additional Child Nutrition listings.)

## Federal Programs

Federally funded food and nutrition programs, operating in virtually all localities, offer opportunities for student volunteer involvement.

**Child Care Food Program.** Under this program, the U.S. Department of Agriculture (USDA) provides cash reimbursements or donates commodities to qualified, nonprofit, licensed child care agencies so that those agencies can provide nutritious meals to needy children below school age. The program is administered through the food services divisions of state departments of education and the Child Nutrition Division of USDA's Food and Nutrition Service Regional Offices.

**Food for Kids** (1977, 4 pp., Order No. FNS-163) explains how to participate in the Child Care Food Program. It is available from the Food and Nutrition Service, USDA, Washington, D.C. 20250 (202-447-6659).

**Food Stamp Program.** New regulations went into effect in January. These make several changes, among them the tightening of eligibility standards and the ending of the requirement that poor people buy their food stamps. Many more elderly poor and other persons are expected to be attracted to the streamlined program; as a result, more volunteers may be needed to work in outreach programs.

A publication that provides useful information on organizing local food stamp projects is *Food Stamp Handbook for Volunteers—You Can Help Fight Hunger in America* (28 pp., Order No. FNS-1; available from Food and Nutrition Service, USDA, Washington, D.C. 20250, 202-447-6659).

This handbook describes the program, gives suggestions for activities, and lists resource material available.

**Organizing a Nutrition Coalition in the Community** (1977, 14 pp.; available from Community Food and Nutrition Program, Community Services Administration, 1200 19th Street, N.W., Washington, D.C. 20506) provides step-by-step guidance for organizing a local food stamp coalition to increase food stamp participation and provide better services to food stamp participants.

**National Nutrition Program for Older Americans.** Administered and funded by the U.S. Department of Health, Education and Welfare through state offices on aging, this program provides support for local home-delivered meals to the aged. Currently, local federally funded projects provide one home-delivered meal five days a week for senior citizens unable to provide meals for themselves, or to get to a facility where meals are served through another federal program. New federal legislation is expected to increase funding to expand this meals program.

A fact sheet entitled *National Nutrition Program for Older Americans* (1976, 3 pp., DHEW Pub. No. 76-20230) explains the program and how it is administered. It is available from Administration on Aging, Office of Human Development, Washington, D.C. 20201.

**National School Lunch and Breakfast Program.** All public and nonprofit private schools through high school, including pre-school and Headstart programs operating within a school system, are eligible to participate and are reimbursed for the costs of preparing and serving meals. Once a school board applies to the state education department, the district automatically becomes eligible for

the state education department, the district automatically becomes eligible for



funds, but the school board must apply for the school lunch and the school breakfast programs separately.

**Nutrition Education and Training Program.** USDA has made \$26 million available to states to assess their current nutrition education efforts and to develop a comprehensive plan for a new nutrition education and training program for teachers and school food service personnel. The states also will develop nutrition education and training materials to which volunteer

groups could have access. For more information, contact Patricia Deitz, Nutrition and Technical Services Division, Food and Nutrition Service, USDA, Washington, D.C. 20250.

**Special Supplemental Food Program for Women, Infants, and Children (WIC).** WIC provides extra food for pregnant women, new mothers, and young children who cannot afford an adequate diet.

Administered by  
USDA and  
run



locally by public or nonprofit health facilities and organizations, WIC also provides simple medical examinations and nutrition education.

**Summer Food Service Program for Children.** Administered by USDA through state education departments or USDA regional offices, this program feeds children up to 19 years old during the summer months when school food services are not available. Any public or private nonprofit organization or institution may be a sponsor. Training and technical assistance to set up a program are available from USDA.

**Summer Food and Fun** (1978, 4 pp., Order No. FNS-174) answers questions about the Summer Food Service Program. It is available from the Food and Nutrition Service, USDA, Washington, D.C. 20250 (202-447-6659).

## Other Federal Publications

The five federal publications listed below may be of special interest to student volunteer groups.

**Dietary Goals for the United States** (1977, 79 pp.), Select Committee on Nutrition and Human Needs, U.S. Senate, Washington, D.C. 20510.

Written to promote action by government and industry, this report is a thorough, practical guide to good eating habits. Discussions include the latest findings on sugar, fat, salt, and cholesterol consumption.

**Food For the Family—A Cost Saving Plan** (1976, 22 pp.), Home and Garden Bulletin No. 209, U.S. Department of Agriculture, Office of Governmental and Public Affairs, Washington, D.C. 20250.

Designed especially for low-income families, this publication includes guides for planning well-balanced meals at low cost, information on food shopping, sample menus, and recipes.

**Food for the Teenager During Pregnancy** (1976, 24 pp.), U.S. Department of Health, Education and Welfare, Health Services Administration, Office of Maternal and Child Health, Rockville, Maryland 20852. DHEW No. 76-5611 (HSA).

Designed for adolescents from all income groups, this booklet discusses nutrient needs and food selection during pregnancy and offers sample menus.

**Nutrition and Aging** (1977, 27 pp.), National Institute on Aging, Public Health Service, 9000 Rockville Pike, Bldg. 31, Room 5C36, Bethesda, Maryland 20014. DHEW Pub. No. (NIH) 78-325.

Testifying before the Senate, Robert N. Butler, M.D., Director of the National Institute on Aging, discusses recent findings in the area of nutrition for the elderly.

**Nutrition Requirements in Adolescence** (1976, 15 pp.), U.S. Department of Health, Education and Welfare, National Institute on Child Health and Human Development, Office of Research Reporting—NIH, Bethesda, Maryland 20014. Pub. No. (NIH) 76-77.

This booklet answers questions regarding the nutrient needs of adolescents, Recommended Daily Allowances, and the implications of the results from the "Ten State Nutrition Survey."

USDA produces many other useful reference materials relating to federal food and nutrition programs. For a

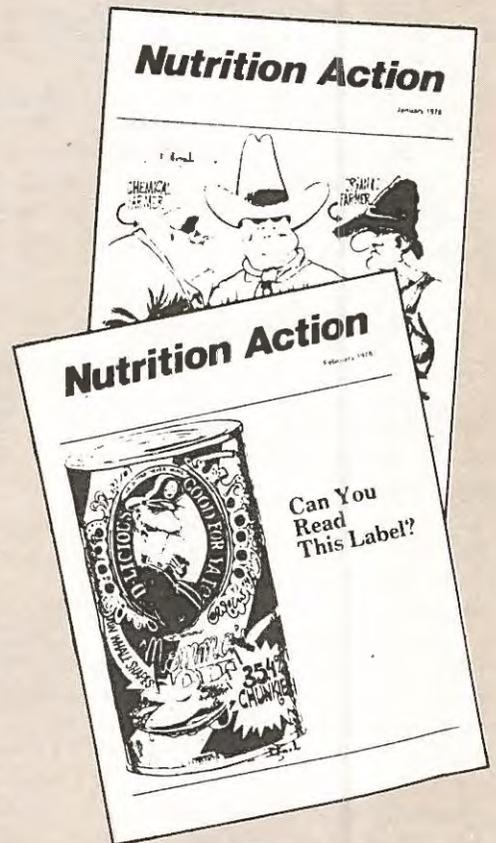
copy of the publications list, write Food and Nutrition Service, USDA, Washington, D.C. 20250 (202-447-6659).

Another good reference publication to have on hand is HEW's 1978 Publications Catalog, available from the Department of Health, Education and Welfare, Room 542-F2, 200 Independence Avenue, Washington, D.C. 20201.

## Public Interest Groups

**Center for Science in the Public Interest**, 1755 S Street, N.W., Washington, D.C. 20009 (202-332-9110).

One of the most active organizations in the nutrition field, the Center seeks to provide the public with reliable, understandable information about food, the food industry, and government regulations. The Center works with local citizen groups and publishes how-to manuals on improving school lunches, vended foods, and community food policies. Among its numerous publications are the following.



**Nutrition Action Magazine** (one-year subscription of 12 issues, \$10). This periodical features practical ideas for solving food problems in the community. Recent article topics have

## U.S. DIETARY GOALS

1. Increase carbohydrate consumption to account for 55 to 60 percent of the energy (caloric) intake.
2. Reduce overall fat consumption from approximately 40 to 30 percent of energy intake.
3. Reduce saturated fat consumption to account for about 10 percent of total energy intake, and balance that with poly-unsaturated and mono-unsaturated fats, which should account for about 10 percent of energy intake each.
4. Reduce cholesterol consumption to about 300 mg. a day.
5. Reduce sugar consumption by about 40 percent to account for about 15 percent of total energy intake.
6. Reduce salt consumption by about 50 to 85 percent to approximately 3 grams a day.

### *The Goals Suggest the Following Changes in Food Selection and Preparation*

1. Increase consumption of fruits and vegetables and whole grains.
2. Decrease consumption of meat and increase consumption of poultry and fish.
3. Decrease consumption of foods high in fat and partially substitute poly-unsaturated fat for saturated fat.
4. Substitute non-fat milk for whole milk.
5. Decrease consumption of butterfat, eggs and other high cholesterol sources.
6. Decrease consumption of sugar and foods high in sugar content.
7. Decrease consumption of salt and foods high in salt content.

—Dietary Goals for the United States, 1977

included corporate food advertising in the school and the quality of school lunch programs.

*Creative Food Experiences for Children*, by Mary Goodwin and Geraldine Pollen (1974, 191 pp., \$4.50). A comprehensive resource on activities, games, recipes, and facts designed to promote a child's nutrition awareness, the book suggests ways of blending nutrition education with the development of language and math skills and artistic creativity.

*From the Ground Up: Building a Grassroots Food Policy* (1976, 140 pp., \$2.50). This handbook for reform of food policies on a local and state level covers such issues as developing effective nutrition education programs, forming co-ops, and starting vending machine campaigns.

*Food: Where Nutrition, Politics and Culture Meet: An Activity Guide for Teachers*, by Deborah Katz and Mary Goodwin (1976, 214 pp., \$4.50). Based on the same principles used in *Creative Food Experiences for Children*, this guide is designed for use with high school and college students.

*School Food Action Packet* (1977, 26 pp., \$1.50). An action guide de-

signed for concerned citizen groups, teachers, and food service personnel, the packet includes information on improving school and child care center food programs, solving the inadequate breakfast problem, and organizing for nutritious vended food. Examples of successful efforts around the country are cited.

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*"It is likely that those most influenced by food advertising are low-income and elderly consumers who are least capable of comprehending written guidance on food selection and least able to make comparisons between foods based on the nutrition labelling and price."*

—Dietary Goals for the United States, 1977

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*Community Nutrition Institute*, 1910 K Street, N.W., Washington, D.C. 20006 (202-833-1730).

This nonprofit group provides information on legislative debate, action by government agencies, food technology, safety and health regulations, school food service, and child nutrition. The Institute conducts nutrition

research, and reports of its findings are available upon request. The following publications are also available.

*Handbook for Site Operations* (1975, 257 pp., \$6). A detailed description of problems that occur in the operation of community nutrition programs for the elderly, this manual covers the practical side of meeting the special needs of the elderly, managing a site operation, working with volunteers, doing outreach, and developing community relations.

*Home Delivered Meals Manual* (1977, 40 pp., \$2). This is a good guide for planning a home-delivered meals program, either as part of a community site program or as an independent effort by a community group. It is also useful in evaluating a meals program.

*Publicizing Food Stamps: A Guide For Local Food Stamp Campaigns* (1977, 58 pp.). The guide describes in detail how to organize various outreach projects. It includes sample ad campaigns and public service announcements and a section on using high school and college volunteers.

*Food Research and Action Center*, 2011 I Street, N.W., Washington, D.C. 20006 (202-452-8250).

A nonprofit public interest law firm and advocacy center, FRAC offers legal assistance, organizing aid, training, and information to poor people and groups working to improve and expand federal food programs. Among the organization's many publications about federal food programs are the following.

*FRAC's Guide to the National School Lunch and Breakfast Program* (1978, 14 pp., \$.75). This booklet describes the programs and outlines methods of organizing a school breakfast campaign.

*FRAC's Guide to the Food Stamp Program* (1978, 20 pp., \$1). Details of program operation are presented in an easily understood question-and-answer form.

*School's Out . . . Let's Eat: FRAC's Guide to Organizing a Summer Food Program* (1978, 15 pp., \$1). This guide is directed to community groups wanting to organize a program.

*The Hunger Project*, P.O. Box 789, San Francisco, California 94101 (415-391-9911).

Working through a nationwide network of local organizers, The Hunger

Project is dedicated to ending world hunger. It strives to keep hunger a priority issue on the local, state, national, and international levels. The Hunger Project sets up local committees to publicize world hunger issues.

*The Nutrition Foundation*, 888 17th Street, N.W., Washington, D.C. 20006 (202-872-0778).

The main work of the Foundation is the dissemination of nutrition information to schools, state agricultural extension services, and the public. The Foundation publishes a monthly journal, *Nutrition Review* (\$15 per year), and an extensive index of nutrition materials.

## Other Publications

*A Students' Guide To Improving the Campus Food Service* (1976, 84 pp., \$1.50), Public Citizen, 133 C Street, S.E., Washington, D.C. 20003 (202-546-4790).

Specifically designed for student projects, this publication discusses how to organize a "good vend" campaign and how to make a food service accountable to its customers.

*Audiovisuals for Nutrition Education, Nutrition Resource Series No. 9* (1975, 27 pp., \$2.50), National Nutrition Education Clearing House, 2140 Shattuck Avenue, Suite 1110, Berkeley, California 94704.

Indexed by subject, author, and title, the catalog contains reviews and ordering information on 170 audiovisual aids.

*Better Food for Public Places*, by Anne Moyer (1977, 320 pp., \$8.95), Rodale Press.

This book focuses on the poor quality of institutional foods and suggests ways of improving them.

*Environmental Nutrition* (one-year subscription, \$5; single issue, \$.95), 15 West 84th Street, Suite 1-E, New York, New York 10024.

This consumer-oriented newsletter, published every other month, has gained a national reputation for being a highly reliable source of nutrition information.

*Feeding Your Baby With Love* (1974, 27 pp.), St. Paul Division of Public Health, St. Paul Ramsey Hospital, 640 Jackson Street, St. Paul, Minnesota 55101.

This easy-to-read booklet discusses nutritional needs, food selection and preparation, and feeding practices for children from birth to three years and

includes a master plan for family feeding.

*Food Before Six* (1973, 7 pp., \$.10), National Dairy Council, Nutrition Education Division, 6300 North River Road, Rosemont, Illinois 60018.

This booklet contains a guide for feeding young children, including amounts and kinds of foods to serve, and suggestions for snack foods and for introducing new foods.

*Meal Time! Happy Time!* (1977, 7 pp.), American Dietetic Association, 620 North Michigan Avenue, Chicago, Illinois 60611.

This leaflet discusses ways of encouraging good eating habits, nutrient needs at various ages, and snack and breakfast ideas. It also includes a guide to the nutrients and their functions.

*Mothers Want to Help* (1970, 10 pp.), American Dental Association, Order Section, 211 East Chicago Avenue, Chicago, Illinois 60611.

Written on a fourth grade reading level, this booklet describes preventive measures an expectant mother should take to care for the teeth of her baby. It includes a section on diet and care of the mothers' teeth.

*Nutritional Awareness Instructional Series* (1973, \$3 per set), *Family Circle*, 488 Madison Avenue, New York, New York 10022.

This series of three teaching kits written for use in schools or with adults focuses on (a) soul foods, southern cooking, Puerto Rican foods; (b) Mexican-American, American Indian, and African foods; and (c) German, French, and Italian foods. Each kit contains three bilingual posters illustrating the basic four food groups within each culture and a teaching plan.

*Nutrition and Birth Defect Prevention* (8 pp.), National Foundation-March of Dimes, Professional Education Department, P.O. Box 2000, White Plains, New York 10602.

This leaflet illustrates in chart form the necessary components of the prenatal diet.

*Nutrition and the Later Years*, by Ruth B. Weg (1978, 222 pp., \$5.50), Publications Office, Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, California 90007.

Citing numerous sources, the author gives a comprehensive review of what is known about nutrition and older

people. She also points out what still needs to be learned. The major sections of the book are on changing nutrient requirements, nutritional adequacy, digestive and metabolic functional changes, diet and disease, behavioral changes, and theories of aging.

*Nutrition During Pregnancy and Lactation* (1975, 108 pp.), California State Department of Health, 714 P Street, Sacramento, California 95814.

This comprehensive booklet discusses breastfeeding, dietary counseling, nutrient requirements, and recommended daily allowances.

*The Food Co-op Handbook* (1976, 363 pp., \$8.95), Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02107.

Written by the five founders of the Boston Food Co-op Collective, the book includes information on organization, transportation, expenses, and co-op food buying plans for the elderly. An appendix lists food co-ops in all 50 states.

*Who's Involved with Hunger: An Organization Guide* (1977, 55 pp., \$1), American Freedom From Hunger Foundation, 1625 I Street, N.W., Washington, D.C. 20006.

This directory lists more than 200 anti-hunger organizations, and their principal officers, orientation, and publications.

Readers also may want to refer to the following *Synergist* articles from previous issues (available as reprints): *Come to the Food Fairs* by John Vlcek (Spring 1978, page 19, reprint no. 46); *Green Thumb and Strong Back: Small-Plot Gardening for Student Volunteers* by Carol Roush (Winter 1975, page 26, reprint no. 44); *Making the Most of Snack Time* by Elaine Blyler (Fall 1974, page 56, reprint no. 30); and *Nutrition Students and Rural Community Outreach* by Kathryn M. Kolasa (Fall 1977, page 32, reprint no. 45).

### For Additional Information

NSVP continues to gather resource materials related to establishing or strengthening food and nutrition projects. Anyone who wishes to ascertain the availability of reference materials not listed here should send an inquiry with a summary of specific needs to NSVP, Room 1106, 806 Connecticut Avenue, N.W., Washington, D.C. 20525. □

# VIA People

By Gladys Helm

## Students in Lincoln may choose from four options featuring classroom exercises, community service, and job-hunting procedures.

Like most high school service-learning programs, the VIA People course at the Lincoln (Nebraska) East Junior/Senior High School offers students a variety of ways to serve the community along with a cognitive learning component.

Unlike many secondary programs, VIA People gives students four options on how they balance the time spent in the classroom and in the community while training them in one of life's most basic skills—getting a job.

Students from eighth through twelfth grade may earn credit in one or more VIA People options:

- Attending class four days a week and volunteering six hours a week (two semester credits);
- Attending class four days a week and volunteering an hour and a half a week (one semester credit);
- Volunteering six hours a week and attending weekly teacher-student conferences (one semester credit);
- Halving the previous option (half a semester credit).

The majority elect the first option, favoring the evenly balanced combination of classroom and experiential learning.

The course content places heavy emphasis on self-awareness and interpersonal skills, including communication, active listening, helping relationships, group process, coping with stress, solving problems, and use of volunteer experience in getting a job. Classroom instruction is activity oriented so that the students gain some ease with the skills before putting them into practice in the community. The age range (13 to 18) in the class is advantageous because it gives students an opportunity to try out their interpersonal skills on individuals outside their peer group.

*Gladys Helm, a home economics teacher with the Lincoln, Nebraska, public schools, helped develop the VIA People course. She is now a teacher/coordinator for the course.*

The 18-week classroom sequence for those taking the popular balanced option is shown in the accompanying chart. From the third through the seventeenth weeks, each student in this option also spends six hours a week at the site. Subject to agency approval, students may work any time they are not in school—including weekends and evenings. (Students in the second classroom-weighted option are encouraged to do their volunteer portion on Fridays.)

The students serve in various capacities in a variety of placements. At

Classroom Sequence	
Week	Content
1	Orientation. Identification of personal skills, interests, and abilities.
2	Exploration of the role of the volunteer and of community service opportunities.
3	Placement selection and student interviews with selected agency. Work contract to be completed. Preparation for first experience in the field.
3½	Collecting and classifying job descriptions. Helping relationship skills.
4-5	Helping relationship skills.
6-7	Stress/coping skills.
8-9	Group process skills.
10	Group process skills. Plan group project.
11-12	Problem-solving skills.
13-16	Communication and active-listening skills.
17	Confidentiality skills.
18	Using volunteer experiences for jobs (job resume and application). Summary.

nursing homes, for example, they help with social and recreational activities, take care of plants and gardens, visit residents, and assist with food service. In day care centers serving low-income families, students plan and assist with activities. At the YMCA and YWCA, students help the handicapped who are taking swimming lessons.

Because the Veterans Administration Hospital is close to the school, many students choose to work there. To increase their usefulness, the Hospital provides specific training in such departments as medical photography, physical therapy, pharmacy, social services, food services, and recreation. Two students are disc jockeys for the in-hospital radio station, and another student helps write and prepare the monthly newsletters.

VIA People students also tutor foreign college students who need to improve their English.

For many students their volunteer experience is a career-testing opportunity. For all it provides training that prepares them to choose, get, and keep a job. (This portion of the course has gained much parental and community support for the program.)

VIA People gives this work-related training in six steps. The first is *identifying interests*, a necessary part of the volunteer placement process. Each student completes a VIA People Profile that requires them to do the following:

- List five to 10 of your most enjoyable and satisfying activities;
- Categorize each activity as to its major concern—using facts and ideas, using things, or using ways of relating to people;
- List special skills you have for each activity, such as musical or athletic ability;
- Give the main reason you enjoy the activity, such as self-expression, service, reward, or variety;
- Write a summary paragraph of the

profile you've given in the above information.

Once students have identified some basic facts about themselves, they can set definite goals for their volunteer or job experience. Each student starts a cumulative file with this activity and adds assignments and journal notes to it throughout the course.

The second step is *interviewing* for the volunteer position. Before facing the real thing, students compose a list of likely questions, brainstorm the answers, and role play the interviews.

*Collecting the job description* is the third step. In their journals students keep a list of all jobs performed during the early weeks of the placement. These become the basis for writing specific job descriptions spelling out the skills they are learning. For example, instead of saying they "take care

of children" at a day care center, students say that they "help lead outdoor free play" and "help prepare nutritious snacks."

The fourth step is *classifying the job description*. Working in groups of two or three, the students classify the tasks listed in their job descriptions according to the skills required to perform them. They compare their job descriptions to similar ones in the U.S. Department of Labor's *Dictionary of Occupational Titles*. This helps them see what others consider skills and which skills different jobs require.

Toward the end of the course comes the fifth step, *applying for a job*. Students look through the want ads in the local newspaper for a position that they think they would enjoy and could fill. They then fill out the job application form, listing any paid and volun-

teer experiences. For many students this becomes a genuine job search rather than a class exercise. (Local agencies gladly supply forms for students to use as practice.)

The final step is *writing a resume* that could be used in applying for jobs. The focus is on marketing the volunteer work experience so students include the specific details of what they have done from their job descriptions.

The resumes are evaluated in a teacher/student conference and, if class members do not feel threatened, by the class as a whole. Often the resume points up the need and direction for additional training.

The job-hunting component enriches both the classroom and community service components and may be integrated into a service-learning program quite easily. □

### VIA People Profile

Task: In column I list 5 to 10 of your most enjoyable and satisfying activities. In column II categorize the activities as to their major concern—a) facts and ideas, b) using things, or c) relating to people. In column III list special skills you may have for that activity, such as musical ability, craft skills, or athletic skills. In column IV identify the main reason or work value for enjoying the activity, such as interest, independence, self-expression, service, leadership, reward, achievement, recognition, variety, or security.

I. Favorite activities	II. Major concern	III. Skill	IV. Work value
1. Swimming	?	Athletic	Achievement
2. Photography	Things	Craft, art	Self-expression
3. Bowling	People	Athletic	Leadership (team)
4. Calligraphy	Things	Art	Self-expression
5. Reading	Facts and ideas	Intellectual	Interests
6. Caring for plants	Things	Green thumb	Achievement
7.			
8.			
9.			
10.			

Write a summary paragraph of the profile you've gotten of yourself from this survey.

Most of the things I like don't involve working with other people and do involve trying to improve my skills. I would be a better balanced person if I did more with and for other people.

# Intellectual Passion

By Tom Little

**Polanyi's philosophy of epistemology shows why doing is essential to knowing and how service-learning evokes a passionate search for answers.**

Synergist occasionally publishes articles dealing with the relationship of service-learning to the philosophies of leading educational and developmental theorists, including John Dewey, Jane Loevinger, and Abraham Maslow. (See bibliography on page 48, "The Learning Cycle" on page 2, and "Measuring the Impact on the Volunteer" on page 14.)

In the following article Tom Little uses the writings of Michael Polanyi (1891–1976), a scholar in many disciplines, to describe an epistemology for service-learning. Polanyi's major contribution to the field of epistemology is his book *Personal Knowledge: Towards a Post-Critical Philosophy*. Trained as a physical chemist, Polanyi pursued a career sequentially as a crystallographer, atomic physicist, labor economist, science historian, and philosopher. From his works in these diverse disciplines, each embracing a different method for knowing, Polanyi came to see that the paths to knowledge are diverse, and that life has greater possibility if this diversity is recognized.

In the last few years the terms experiential education and service-learning have gained some acceptance for denoting a variety of educational activities in which experience is the basis of knowledge. Many practitioners and proponents of service-learning embrace a number of assumptions about how learning is effected. These assumptions are not individually distinct; they blend into each other, some assumptions being corollaries of others.

Tom Little manages the Virginia Program, a state-wide effort to promote post-secondary experiential education in Virginia colleges. The Program office is at Virginia State College, Petersburg. Little's academic training is in chemistry, social ethics, higher education, and philosophy.

Among these assumptions are:

- Knowing requires that the individual interact with the environment;
- Useful knowledge derives from understanding the total relationship rather than the parts of a whole, *i.e.*, the whole is not just the sum of its parts;
- Real knowledge rests on the world as it is commonly perceived and not on intellectualizations of it;

***Useful knowledge derives from understanding the total relationship rather than the parts of a whole.***

- Knowledge of the whole comes prior to knowledge of its parts;
- Learning is bringing to consciousness something already known;
- Tacit knowledge is sufficient for the individual to function, but explicit knowledge is needed to understand the total relationship of the parts of the whole;
- Each person is unique, so knowledge is ultimately personal.

For eight years I have been an enthusiastic practitioner of experiential education and a proponent of these assumptions. The enthusiasm stems from a judgment that the learning that has been most valuable to me was experiential in nature. I have not asked for a philosophical or pedagogical basis as a precondition of my enthusiasm. This is just as well, for the judgment of Bernard Hennessee in one of the early works on experiential education, *Political Internships: Theory, Practice, Evaluation*, is still generally true:

If you ask American educators why—or how—learning by doing is better than, say, learning by not doing, they cannot tell you. . . . I have spent several hundred hours of the last four years reading the works of and talking with American educators, teachers of teachers, child psychologists, developmental psychologists, linguists, philosophers, and others in and around the learning business. I do not know—nor, so far as I can tell, do they know—the answer to the question why learning by doing is better than learning by not doing.

It is surprising how little attention those in the knowing business—be

## The Language of Epistemology

**Epistemology**—the study of how we know what we know

**Tacit knowledge**—recognition of the whole without identification of its parts

**Explicit knowledge**—identification of the parts without recognition of their purpose in the whole

**Focal awareness**—perception of an object as a distinct entity

**Subsidiary awareness**—perception of an object in terms of its purpose

**Certainty**—accuracy; something demonstrated by repeated occurrences; a criterion for significance

**Systematic relevancy**—judgment of the significance of the parts of the whole; a criterion for significance

**Intrinsic interest**—hierarchy of values influenced by a time and social order; the most important criterion for significance

they researchers or teachers—give to the processes through which knowledge is attained. Epistemology, defined as the study of the methods and grounds of knowledge, gets a quick brush in philosophy of education courses. College professors who teach by the Golden Rule (doing unto others what was done to them) focus their attention almost exclusively on the content of knowledge organized in their academic discipline and show practically no concern for how this knowledge comes to be.

This lack of interest in the knowing process is not indicative of a lack of concensus as to how knowing occurs. It is conventional wisdom that knowledge comes through the exercise of the scientific method, *i.e.*, cause-effect relationships of separate entities or events are established inductively.

The learner in the inductive process gradually eliminates factors that are not cause-effect related in order to develop a general theory so future predictions can be made about similar relationships. In the inductive process two conditions are seen as paramount: The knower participates only as a record keeper, with the factors themselves suggesting the direction of the investigative process. The factors and their characteristics are considered to have been identified only if they can be symbolically described in either words or mathematical notations.

This quick description of the scientific method does not describe how students in service-learning programs report how they learn. From his own life of scientific research and study of the history of scientific discoveries, Polanyi—an imminent British scientist—recognized that the scientific method explanation is not accurate. He suggests a number of alternative explanations which, when taken together, are a rich resource for developing an epistemology for experiential education and service-learning.

This is a beginning effort to construct an epistemology for experiential education from Polanyi's thought. Just as philosophy must be rooted in reality, an epistemology for experiential learning must explain the same common occurrences in experiential education.

- How can we know without being able to describe in detail what we know?
- Why is action critical to knowing?
- How can we act effectively without

being able to define the informational basis for our actions?

- Why is action critical to knowing?
- How can we act effectively without being able to define the informational basis for our action?
- Why are experiential education outcomes hard to generalize?
- Why is it that only experiential learners can direct their own learning?
- Why are experiential learners more motivated both to learn and apply what is learned?
- How can students have different learning outcomes from the same experience?

A brief look at elements of Polanyi's philosophy may help to provide a context for exploring these dilemmas.

***Proponents of experiential learning attribute importance to doing as a basis of knowledge and invariably testify to the truth of an old Chinese proverb: "I hear and I forget, I see and I remember, I do and I understand."***

*How can we know without being able to describe in detail what we know?* A common experience—and one most exasperating for academicians—is that experiential learners, while evaluating their learning most positively ("I learned more in 10 weeks than in all the courses I have taken."), are unable to describe with much specificity what has been learned. Educators question how something can be known if one cannot describe what is known.

Polanyi's explanation is in terms of tacit knowledge as opposed to explicit knowledge. Tacit knowledge, simply put, means knowing something without specifying the component elements of what is known. Polanyi gives numerous examples of this phenomenon. The recognition of another's face is an obvious example. We can recognize a face from among a thousand faces even after years of separation. Yet we have great difficulty saying how we know that face. We cannot, with any specificity, describe the parts which comprise the whole—the eye color,

the shape of the mouth, the angles that the nose and ears have with the head.

Similarly, students in service-learning programs in correctional institutions report the ability to detect changes in the atmosphere or mood from day to day. Yet they are unable to articulate the particulars or specify the conditions and the changes in those conditions that form the context of atmosphere or mood. Their understanding of changes in mood within the institution is derived from tacit knowledge (their understanding of the whole from their own direct experience of that whole) rather than from an inductive examination of the individual elements comprising that whole.

*Why is action critical to knowing?* Proponents of experiential learning attribute importance to doing as a basis of knowledge and invariably testify to the truth of an old Chinese proverb: "I hear and I forget, I see and I remember, I do and I understand."

Polanyi explains this phenomenon—the importance of doing or of being in an active relationship for learning to occur—by employing the concepts of focal and subsidiary awareness. Focal awareness is the awareness of an object separated from other objects, *e.g.*, we can be aware of a hammer and of a nail as distinct entities. Subsidiary awareness, on the other hand, is the awareness of an object in terms of its purposeful value to us, *e.g.*, the character of the hammer and the nail becomes known to us in a purposeful, active relationship. When we strike the nail with the hammer, the handle of the hammer is not only a piece of wood but also a means of directing our action, and in directing this action the important characteristics of both the hammer and nail are known—size of the head, length of the handle, the tensile strength of the handle.

*How can we act effectively without being able to define the informational basis for our action?* Subsidiary awareness, knowing something for its effect

***Additional Reading***

Personal Knowledge (*Harper Torchbooks paperback*) is Michael Polanyi's extended work in epistemology. Much shorter treatments of the main issues can be found in *The Tacit Dimension* (*Doubleday Anchor paperback*) and in *Knowing and Being* (*University of Chicago Press paperback*).

and relationship to us, is the basis for tacit knowledge. Our ability to know things and their relationships without being able to specify their component elements is a common occurrence in what we do. Subsidiary awareness helps explain why service-learners often know how to perform an action competently, yet do not know how they do it and are not able to tell another person how to do it. In this light, the actions involved in organizing a community and in swimming or riding a bicycle become comparable.

If I know how to ride a bicycle or swim, this does not mean that I can tell how I manage to keep my balance on a bicycle or keep afloat when swimming. I may not have the slightest idea of how I do this or even an entirely wrong or grossly imperfect idea of it, and yet go on cycling or swimming merrily.

—*Knowing and Being*, page 141

In an epistemology for experiential education it is important to explain the role of the individual in the knowing process. The ground of Polanyi's epistemology is his belief that there is an active concern by each individual to understand and control the environment. Polanyi names this concern intellectual passion, intellectual to denote distinction from and superiority to sensory activity and passion to stress an active and engrossing enterprise.

According to Polanyi, intellectual passion has selective, heuristic or empowering, and persuasive functions. Selectivity is necessary to establish the cognitive content of new knowledge. Selectivity is a necessity. Information about the world is plentiful but information is not informative. Information in itself does not signify. Significance is established by satisfaction of criteria independent of the fact content of information. These three criteria are certainty understood as accuracy, systematic relevancy, and intrinsic interest. Certainty is the measure or judgment made that "what is" is and can be demonstrated by repeated occurrences, occurrence to more than one person, or approximation to an independent standard of measurement.

Systematic relevancy is a judgment of the significance of particulars in the context of accepted understandings of the way things are. Just as certainty is a judgment that something is not false, systematic relevancy is a measure that "what is" is not trivial. Intrinsic inter-

est is the condition that some things are deemed of greater value than others, e.g., the living more than the non-living, animals more than plants, the land more than the sea, the present more than the past. These values are socially determined, can change, and can vary from society to society. Within a particular social order at a particular time they strongly influence what individuals accept as "what is."

These three criteria do not operate individually, nor are they of equal importance. They act summarily and in concert, with intrinsic interest being the most compelling and certainty having the least significance.

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***The ground of Polanyi's epistemology is his belief that there is an active concern by each individual to understand and control the environment. Polanyi names this concern intellectual passion, intellectual to denote distinction from and superiority to sensory activity and passion to stress an active and engrossing enterprise.***

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The quick acceptance of Freudianism is a good example of the relative importance of the individual criteria. Freudianism's claims to certainty are hardly convincing. It is now known that many occurrences on which Freudian psychology is based were not real events but were Freud's creations. The client subjects of many of Freud's cases, particularly those which demonstrated Oedipal behavior, were archetypal fabrications. Yet when this became known in the 1960's, there was no rush to deny Freudianism; the intrinsic interest in psychology was sufficiently compelling for Freudianism to retain its standing.

*Why are experiential learning outcomes hard to generalize?* The criteria of intrinsic interest for establishing the validity of knowledge has significant implications for experiential learning, particularly service-learning. Typically students in service-learning programs are involved in a highly inten-

sive way in a restricted environment for a short time. Operating in this environment without a broad perspective, a student can easily come to a knowledge position different from that more generally held. This situation is particularly likely when the student is in a service relationship to a client in a structured service delivery system. In such a situation, if the student is to make a case for a knowledge position contrary to the intrinsic interest of the greater society, he or she must do so by the criteria of accuracy and systematic relevancy. In a service-learning situation where human factors are dominant, these criteria are most difficult to satisfy.

*Why can only experiential learners direct their own learning?* Lest it be thought that the socially prescribed criterion of intrinsic interest places individuals in a position of being unable to exercise their own imagination and creativity in the knowing process, Polanyi stresses the personal dimension, and thereby brings into focus the empowering or heuristic functions implicit in intellectual passion. It is in his attention to the personal dimension that Polanyi makes a unique contribution to epistemology. It is this aspect of his thought that has the greatest significance for experiential learning.

Knowing has a personal and empowering dimension for Polanyi because each individual seeks knowledge in the context of an overarching "vision of reality." It is the individual, personal vision of what is real that determines both the direction in which the learner seeks knowledge and what he or she accepts as true.

The rejection of witchcraft as an explanation of causation in the sixteenth and seventeenth centuries is an example given by Polanyi for the power of a vision of reality. Witchcraft satisfied the criteria of certainty, systematic relevancy, and intrinsic interest better than any other explanation. Yet it was rejected, for it was in conflict with a vision of a capsulated world populated by human beings and not by spirits even though the factual basis of such a vision was not compelling.

The power and tasks of an overarching vision are obvious in this Polanyi statement.

Scientific discovery reveals new knowledge, but the new vision which accompanies it is not knowledge. It is less than knowledge, for

it is a guess; but it is more than knowledge, for it is a foreknowledge of things yet unknown and at present inconceivable. . . . Our vision of reality, to which our sense of scientific beauty responds, must suggest to us the kind of questions that it should be reasonable and interesting to explore. It should recommend the kind of conceptions and empirical relations that are intrinsically plausible and which should therefore be upheld, even when some evidence seems to contradict them, and tell us also, on the other hand, what empirical connections to reject as specious, even though there is evidence for them—evidence that we may as yet be unable to account for on any other assumptions.

—*Personal Knowledge*, page 135

A vision of reality not only exercises a selective function through suggesting appropriate questions and interpretative frameworks but also provides the emotional energy by which the vision is realized. To talk of emotional energy in the knowing process is to cross the Rubicon, epistemologically speaking. The focus is no longer on the rules which guide the search. The concern is with the emotional bases which empower the search. Rules are after-the-event abstractions put forth to explain the course of the search; they are not what empowered the search.

The vision of what might be has anticipatory and self-fulfilling powers. In discussing this phenomenon, Polanyi finds evidence in Johann Kepler's discovery of elliptical orbits.

When I prophesied two-and-twenty years ago, as soon as I discovered the five solids among the heavenly orbits—what I firmly believed long before I had seen Ptolemy's *Harmonics*—what I had promised my friends in the title of this fifth book, which I named before I was sure of my discovery—what sixteen years ago I urged to be sought—that for which I have devoted the best part of my life to astronomical contemplation, at last I have brought to light, and recognized its truth beyond all my hopes.

—*Personal Knowledge*, page 7

Kepler's vision was based on a false assumption. In essence, it was a false vision. There is not a simple relationship between the size of the planets and

their solar distances. Yet the vision was close enough to direct his search along a path that resulted in an understanding of planetary motion more comprehensive than he had ever dreamed. The dream more than fulfilled itself.

*Why are experiential learners more motivated both to learn and apply what is learned?* The ideas of Polanyi that knowledge comes from a vision of possibilities, however poorly seen, and that it is awareness of these that provides the persistent energy whereby the possibilities are actualized, explain two common conditions of those learning through direct experience. James

#### **Synergist Articles on Philosophy**

"Arguments for Educators: A Rationale for High School Service-Learning Programs," by Dan Conrad, Winter 1975, Page 9, reprint no. 137.

"Volunteering and Student Value Development: Is There a Correlation?" by Virgil Peterson, Winter 1975, page 44, reprint no. 138.

"Guest Speakers: Service-Learning and Youth Unemployment," by Richard A. Graham, Spring 1977, inside front cover, reprint no. 144.

"Career, Experiential, Liberal: Three Educations or One?," by Frank van Aalst, Fall 1977, page 13, reprint no. 93.

"Education As If People Mattered," by Virgil Peterson, Fall 1977, page 24, reprint no. 147.

Coleman, in an essay comparing the relative worth of classroom (symbolic) and experiential learning, says that experiential learners seem more motivated to learn and retain more of what is learned. From my observation other descriptions of the same phenomenon are that experiential learners are more enthusiastic to learn and more impelled to action from what they learn. In short, experiential learning is learning that makes a difference for the individual.

It is not mere coincidence that the rise of experiential learning coincided with the student movement of the 1960's. A very specific issue of the movement was the students' demand that learning be mixed with social action and that it be intentionally a base for social action. In many instances, students could not accurately describe

the world they wanted, but the vision of a better world did empower action that painfully and slowly brought a more just social order. Polanyi's conception of the power of an overarching vision in the knowing process could not be better demonstrated.

*How can students have different learning outcomes from the same experience?* The third function of intellectual passion is the persuasive function.

Persuasion is a strong word in epistemology. Typically knowledge is considered to be true if the rules of the knowing process have been followed. Validity is through rule-keeping. Polanyi does not agree. Validation for Polanyi, is, in the final analysis, persuading another of the rightness of one's position. The condition is not a lack of agreement on the facts of the case. On this there may be agreement. The difficulty is that of different interpretations of meaning. There is no common ground. Persuasion is by conversion (Polanyi's term) and not by logical demonstration.

The reason for different interpretations of the same facts is attributed by Polanyi to indwelling. This is the process whereby reference points unique for each individual place a particular interpretation on a given set of facts. In effect, in the final analysis it is what the knower brings to the knowing event that determines what is known. Indwelling whereby an interpretation provides the basis for a jump across a logical gap explains another condition of experiential learners, particularly in service-learning programs where value differences can be significant. Two students in a service-learning program walk through a prison. One from his history sees just another example of a racist society; the other from his history sees sick men whom society must incarcerate for its own safety.

The beauty of service-learning and its potential is that often it is exercised in a logical gap of conflicting interpretations. In this situation, Polanyi's epistemology is instructive. Polanyi says "not to wait until all the facts are in." This will never be, particularly when the question is one that matters. Instead, with a vision of what is desired empowering our effort, we act to realize the possibilities, letting our own values come into play in saying what the possibilities really are. □

# A Case of Collaboration

By Mary Ann Ganey-Wieder

## Orlando's school/community team conducts a successful secondary Community Volunteer Leadership course in NICOV's pilot program.

In 1976 the National Information Center on Volunteerism (NICOV) announced plans to develop community teams that would set up model high school student volunteer programs. One of the first communities to ask to take part was Orlando, Florida, where representatives of both the school system and volunteer organizations were eager to try NICOV's approach. Since then Orlando has built one of the most successful of NICOV's pilot programs, one that nearby communities are commending by imitating.

Principal Bill Spoons volunteered to try the experiment at Oak Ridge High School, which has a racially and economically diverse student population. Dolores Welborn, a social studies teacher who has been active in community affairs, agreed to develop the Community Volunteer Leadership course. The Volunteer Service Bureau (VSB), headed by Julie Washburn, and Youth Programs (a counseling service), directed by Eugene Miniotta, formed the community half of the collaboration.

In June 1977, the Orlando team met with six other school/community teams at NICOV's national training workshop in order to design a course structure, define the roles of team members, and develop an understanding of the project's goals. Though the NICOV staff was preparing curriculum materials, the responsibility for the success of each program rested with the school/community team.

The Orlando team divided the duties. Welborn would recruit the students, teach the class, and report to NICOV. Washburn, experienced in placing community volunteers, would develop placements and job descrip-

tions, help students select assignments, and serve as liaison between the class and community agencies. Miniotta, the original proponent of the program in Orlando, would serve as a resource and assist in gaining community support. The entire team would monitor and evaluate activities and meet regularly.

The team decided to limit the one-semester, five-hours-a-week course to seniors and, late that summer, sent out two notices announcing the Community Volunteer Leadership course. Twenty-nine students ended up in the class, some of them more by accident than design.

The plan was for the students to spend the first nine weeks in the classroom and the second nine weeks at their placements. To make going to placements easier, the class met during the last period of the day.

Changes began immediately. In teaching the first unit, Who Is a Volunteer, Welborn added several values clarification activities to the NICOV materials, which are intended to broaden students' awareness of the range of volunteer activities and to help students envision themselves as volunteers.

Washburn arranged for community volunteers to share their experiences with students during the second unit, Getting Involved and Understanding It. She discussed with the class types of placements available and what would be expected of the volunteers.

As the time for choosing placements grew closer, the students discussed Volunteering and Career Preparation. This proved a far more popular unit than the last two, the Economics and History of Volunteering.

Most students chose placements in nursing homes, day care centers, schools, and social service agencies. Their duties ranged from training a woman who had just become blind to use a cane to assisting with physical

therapy to coaching basketball for the handicapped to directing pre-school children in writing and presenting a play.

Once in the field, the class continued to meet frequently in reflection groups, using materials developed to help them review their volunteer experiences and connect these to other classes and activities. Entries in their journals, which all were required to keep, often served as the basis for class discussions.

During the second semester Oak Ridge's team made two major changes: Students who could not provide their own transportation were placed only in agencies within walking distance of the school, and students went to placements much earlier in the course.

During the first three weeks of the semester, the class met daily. The rest of the semester the class met two or three days a week and went to the agencies the other days. (Students and the agencies agree on a work schedule that may include evening or weekend hours.) This approach proved more successful because it gained the students' interest earlier and provided more time for reflection.

The Community Volunteer Leadership course generated much enthusiasm at the school. Other students and teachers began to ask Welborn for help in finding volunteer placements, some in conjunction with classwork. The art and media teachers worked with a group in producing an animated cartoon filmstrip on volunteering.

Other high schools in the area began to inquire how to go about forming school/community teams and operating a similar course. Welborn and Washburn have spoken at statewide meetings and conducted a one-day workshop on their program. Two other Orlando high schools have initiated courses, and several others in nearby

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*Mary Ann Ganey-Wieder is project manager of NICOV's Kellogg High School Project. She is a former secondary school social studies teacher.*

cities are planning to begin them next year.

Enrollment in the course is up at Oak Ridge, and faculty and administration share the students' enthusiasm.

So do the community agencies with which students have been working.

Teacher Dolores Welborn says, "This is the most rewarding and exciting program in my years of teaching.

Our students, many for the first time, are finding a place where their abilities are respected."

For Orlando the three-year project seems to be just the beginning.

## NICOV's Collaborative Model

The National Information Center on Volunteerism (NICOV) is a nonprofit organization in Boulder, Colorado. Its major goals are to increase the effectiveness of volunteer programs and to encourage and strengthen volunteer activity as a means of improving the quality of life.

In April 1977 NICOV received a three-year grant from the W. K. Kellogg Foundation of Battle Creek, Michigan, to develop a school/community collaborative model called Community Leadership and Participation Through the Educational System.

The project has three major goals:

- To increase high school students' awareness of and involvement in volunteering through a course on volunteering and community leadership, thus promoting and enhancing their volunteering as adults;
- To involve the community through participation in the course, provision of volunteer experience to students (who, in turn, provide service to the community), and contribution of material resources that will assure the continuance of the course after NICOV involvement ends;
- To have an immediate impact on the participating communities through enhancing the school system's involvement in volunteering.

During the first year, June 1977 to June 1978, NICOV organized and trained seven pilot community teams, wrote the curriculum for use in 10 schools in their communities, and planned the expansion of the project. The second year is being devoted to revising curriculum materials and developing several new units, adding seven new teams that represent a broader range of communities, and implementing a "networking" plan with major education and voluntary organizations. In the final year, NICOV will incorporate additional teams and complete for publication the curriculum and a guide.

Communities now participating in the project are: Oakland, California; Torrington, Connecticut; Orlando; Independence, Kansas; Worcester and Cambridge, Massachusetts; Portage, Vicksburg, and Kalamazoo, Michigan; New York City; St. Louis; Webster Groves, Missouri; Oklahoma City; Richmond, Virginia; and La Crosse, Wisconsin.

One model is not appropriate to all communities, so teachers are adapting course materials to suit their needs. The community agencies and organizations that are members of the teams vary, too. In several cities voluntary action centers or volunteer bureaus are assisting the teachers with interviewing and placing students. Other team members include the Junior League and the Kiwanis. These community volunteers share the responsibility in providing local resources for the teacher and in developing community support for the program. They all share in the project's goals of creating meaningful student volunteer experiences.

NICOV runs regional training workshops, monitors community teams, gives technical assistance, and puts out a quarterly newsletter for all participants.

Additional information and materials on how to become involved in the project are available from: Project Manager, Kellogg High School Project, National Information Center on Volunteerism, P.O. Box 4179, Boulder, Colorado 80306.

# Service-Learning Resource Directory

Although associations or organizations devoted exclusively to service-learning are as rare as whooping cranes, numerous groups that focus on experiential education or voluntarism provide resources useful in service-learning programs.

The groups listed in this directory consist primarily of professional associations of educators involved in secondary and post-secondary experiential education and of organizations or associations concerned with voluntary action. All offer services that may be relevant to service-learning educators. Some restrict certain offerings to members; others extend their resources to anyone interested.

The most common resources are: annual meetings and periodicals in which members and others may exchange ideas, discuss common problems, give results of research, and build morale; technical assistance materials; consulting services; training; clearing house and information retrieval systems; professional and political advocacy in influencing policies affecting experiential education and voluntarism.

This Directory is based partially on *Work and Service Experience for Youth* (see box). *Synergist* welcomes suggestions for additional listings, which will be printed in later issues.

## **Association for Administration of Volunteer Services**

P.O. Box 4584  
Boulder, Colorado 80306  
(303) 443-2100

The Association is a professional organization of volunteer coordinators; membership is open to administrators of volunteer programs in any area. Annual dues for coordinators are \$50; for students, \$15. To enhance the field of volunteer services administration, the Association conducts such activities as a professional certification program, conferences, research, and collaborative efforts with other organizations.

Members are entitled to reduced fees at conferences and receive the free monthly *AAVS Newsletter* and a quarterly journal, *Journal of Volunteer Administration* (\$7 per year for non-members).

## **Association for Experiential Education**

P.O. Box 4625  
Denver, Colorado 80204  
(303) 837-8633

Each year AEE holds a five-day conference on how experiential education relates to a broad range of topics, including corrections, teacher education, women's issues, and outdoor leadership programs. Throughout the year AEE functions as a clearing house of information for its members through the

publication of a semi-annual *Journal* (\$6 per year); a quarterly newsletter, *Voyageur* (free, available to members only); and Job Clearing House mailings, a monthly listing of positions offered by member organizations (\$12 per year).

Membership (\$25 per year) is open to institutions, agencies, or individuals. Members are entitled to reduced fees for the conference.

## **Association of Voluntary Action Scholars**

S-211 Henderson Human Development Building  
Pennsylvania State University  
University Park, Pennsylvania 16802  
(814) 865-1717

A professional and scholarly organization, AVAS combines in its membership scholars engaged in voluntary action research with leaders and participants in volunteer nonprofit organizations. Through this blend, AVAS attempts to relate research to action and enhance action through scholarship.

Annual membership dues for professionals are \$25; for students, \$15. Members receive four quarterly publications, two of which—the *AVAS Newsletter* and *Citizen Participation and Voluntary Action Abstracts* (abstracts of all books and articles published each year dealing with voluntary action)—are not available to non-members. The *Journal of Voluntary Action Research*, intended for researchers, is \$20 a year to non-members. *Volunteer Administration*, aimed toward practitioners, is \$8 a year for non-members.

Part of the material for the Service-Learning Resource Directory was derived from *Work and Service Experience for Youth*, one of a series of reports from the National Manpower Institute (NMI) on critical issues affecting young people's transition from school to work. This report includes sections on work and service experience from the perspectives of the educator, the employer, and the union; profiles of five representative secondary and post-secondary programs; and listings of resource organizations and federal programs related to work and service experience education.

A private nonprofit institution concerned with the development of integrated education, manpower, and economic policies, NMI prepared *Work and Service Experience for Youth* as part of its Work-Education Consortium Project. Copies of the report (\$3 each) may be ordered from the National Manpower Institute, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036.



### **Association of Volunteer Bureaus**

c/o United Way  
801 North Fairfax  
Alexandria, Virginia 22314  
(703) 836-7100

A membership organization (\$15 individual; \$20 group), AVB sponsors an annual conference and workshops on various aspects of volunteerism. Members may submit names of outstanding student volunteers for recognition in AVB's Model Volunteer Program.

Members receive a monthly newsletter, *Notebook*. AVB also publishes a directory of voluntary action centers and bureaus (\$2) and an index to workshop proceedings (\$4). Reprints of proceedings are available at 20 cents per page.

### **Coalition for Alternatives in Postsecondary Education**

Robert Sexton, General Secretary  
c/o Office for Experiential Education  
Administration Building, Room 303  
University of Kentucky  
Lexington, Kentucky 40506  
(606) 257-3632

An alliance of national organizations concerned with non-traditional higher education, the Coalition works to improve communication among members and to coordinate their efforts to influence federal policies on post-secondary education. Although only national groups may become members, the Coalition welcomes comments from individuals and will add interested persons or groups to its mailing list. (The Coalition has no publications but does issue information on events and activities sponsored by member organizations.) Individuals or organizations also may query the Coalition about the services provided by its member organizations.

In early 1979 the Coalition had 11 participating organizations: American Society for Training and Development, Association for Innovation in Higher Education, Clearinghouse of Community-Based Free-Standing Educational Institutions, Council for the Advancement of Experiential Learning, Free University Network, Interversitas, National Center for Educational Brokering, National Center for Public Service Internship Programs/Society for Field Experience Education, National Manpower Institute, Union for Experimenting Colleges and Universities, and Urban Corps National Association.

Associated organizations are: American Association for Higher Education, College Entrance Examination Board, Education Testing Service, National Commission for Cooperative Education, and Office on Educational Credit of the American Council on Education.

Currently members pay no dues. Guidelines for membership are being drafted, and the Coalition is interested in

receiving comments from individuals as well as representatives of national organizations that may be eligible for membership.

### **The Commission on Voluntary Service and Action**

J. Wilbur Patterson  
Secretary of the Executive Committee  
475 Riverside Drive, Room 1126  
New York, New York 10027  
(212) 870-2801

The Commission's major function is providing assistance in recruitment and placement of volunteers. It does this primarily through the publication of *Invest Yourself*, an annual catalog of full-time service opportunities in more than 150 North American private voluntary service agencies, including work camps and international exchange programs. The catalog has two listings: for volunteers under 18 and for those over 18. A single copy is \$2; bulk rates are available for 10 copies or more. To order, write to *Invest Yourself*, Circulation Department, 418 Peltoma Road, Haddonfield, New Jersey 08033.

### **Council for the Advancement of Experiential Learning (CAEL)**

Suite 208, American City Building  
Columbia, Maryland 21044  
(301) 997-3535

CAEL is a privately funded educational association formed to foster post-secondary experiential learning and to evaluate its effects. CAEL provides consultation, training, and on-campus workshops to institutions and associations. Its Institutional Development Program aids participating institutions in expanding experiential learning, validating assessment of its outcomes, and evaluating its cost effectiveness.

Because of the cost and limited availability of services, CAEL advises institutions and individuals wanting to use them regularly to become members. Annual dues for institutions are \$250. (Only post-secondary educational institutions exempt from federal income taxation are eligible.) Membership benefits include: reduced rates for publications and for attendance at national assembly meetings; preference over non-members in participating in various projects; and consultation services.

Annual dues for individuals are \$35. Benefits include a newsletter, reduced fees for assemblies and workshops, and some free literature.

The *CAEL Newsletter*, issued six times a year (subscription \$5 per year), carries notices of assembly meetings, workshops, new publications, and other services and events. CAEL also publishes numerous handbooks and guides; a free listing is available. Members receive a 10 percent discount when ordering 10 or more copies of a single title.



### **Executive High School Internships of America**

Sharlene P. Hirsch, National Director  
2150 Hyde Street  
San Francisco, California 94111  
(415) 421-6461

This nonprofit organization developed model programs now operating in 27 school districts in 17 states. High school juniors and seniors earn a semester's credit working as special assistants to senior officials in government, nonprofit agencies, civic organizations, educational and cultural institutions, the media, and the private sector. One day a week the interns meet for seminars on executive behavior and organizational analysis.

The organization has developed a step-by-step implementation kit (\$50) for those wishing to develop their own internship program.

### **Experience-Based Career Education Program**

Harold Henderson  
Appalachia Education Laboratory  
P.O. Box 1348  
Charleston, West Virginia 25325  
(304) 334-8371

Robert Peterson  
Far West Laboratory  
1855 Folsom Street  
San Francisco, California 94103  
(415) 565-3130

Rex Hagans  
Northwest Regional Educational Laboratory  
710 S.W. Second Avenue  
Portland, Oregon 97204  
(503) 248-6822

Michaelita Quinn  
Research for Better Schools  
Suite 1700, 1700 Market Street  
Philadelphia, Pennsylvania 19103  
(215) 561-4100

Funded by the Office of Education's National Institute of Education, the four regional educational laboratories listed above developed EBCE to help bridge the gap between the high school classroom and the community. EBCE combines learning activities outside and inside the school into a balanced, individualized career education program for high school students. More than 80 different educational agencies in 46 states now operate EBCE variations. Step-by-step implementation manuals, technical assistance, and staff training are available at cost from the four laboratories. While EBCE is not concerned with service-learning *per se*, some of its procedures and materials are relevant.

### **National Center for Research in Vocational Education**

The Ohio State University  
1960 Kenny Road  
Columbus, Ohio 43210  
(614) 486-3655

The Center attempts to increase the ability of diverse institutions and organizations to solve educational problems related to individual career planning and preparation.

An important function of the Center is that of host for the National Institute of Education's Educational Resources Information Center (ERIC) Clearinghouse on Career Education. The computerized Clearinghouse provides bibliographic information, copies of materials, and answers to inquiries related to career education for a nominal fee.

### **National Center for Public Service Internship Programs**

*See Society for Field Experience Education*

### **National Center for Voluntary Action (NCVA)**

1214 16th Street, N.W.  
Washington, D.C. 20036  
(202) 467-5560

*See also National Information Center on Volunteerism*

Created in 1970 to stimulate and strengthen volunteerism, NCVA offers supportive services to a growing network of more than 300 local voluntary action centers. These centers often are valuable resources in finding placements for students. NCVA also serves as an advocate for volunteers and voluntary organizations, monitoring legislation on the national and state levels and researching legal questions.

*Voluntary Action Leadership*, NCVA's quarterly journal (\$8 per year), serves as a communications link among volunteer leaders. NCVA also publishes a variety of booklets, information portfolios, reference lists, and case studies. A free brochure describing all NCVA publications is available from the above address.

NCVA and NICOV are merging certain facets of their operations this year, but each will keep its own offices and continue to offer the same services.

### **National Collaboration for Youth**

1666 Connecticut Avenue, N.W.  
Washington, D.C. 20009  
(202) 659-0516

An association of 12 youth-serving organizations formed in 1973, the National Collaboration studies and takes positions on issues critical to youth. One of its recent concerns has been youth employment.

The Collaboration—representing more than 5 million volunteers—is made up of the Boys' and Girls' Clubs of America, Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H Youth Programs, Future Homemakers of America, National



Federation of Settlements and Neighborhood Centers, National Jewish Welfare Board, Red Cross Youth Service Programs, and the National Boards of the YMCA and YWCA.

**National Commission on Resources for Youth, Inc.**

36 West 44th Street  
New York, New York 10036  
(212) 840-2844

Since 1967 NCRY has served as a national information-sharing and helping network on youth participation programs—where teenagers assume challenging, responsible roles in decision making and action that affect others. NCRY seeks out creative local programs and then shares their insights and experiences (through publications, films, workshops, technical assistance, and a free quarterly newsletter, *Resources for Youth*) with others around the country who may be able to adapt them. Write for further information and a list of publications.

**National Information Center on Volunteerism (NICOV)**

P.O. Box 4179  
Boulder, Colorado 80306  
(303) 447-0492

*See also National Center for Voluntary Action*

The primary objective of this nonprofit organization is to maximize the effectiveness of volunteer programs through assistance to program leadership. Leadership training, consultation, program evaluation, comprehensive research, and a large library on volunteerism are all available to volunteer groups.

A second objective is to develop new models for citizen involvement. Sponsored by the W.K. Kellogg Foundation, NICOV now is working with 20 communities around the country to develop a high school service-learning course. Teams of school personnel and representatives of volunteer and service organizations work together on the curriculum and experiential aspects of the course. A complete replicable model will be available by 1980.

Another NICOV project related to high school service-learning is being sponsored by the Charles Stewart Mott Foundation. The end product is a self-assessment manual especially for student volunteer programs. It includes easy-to-use check lists for assessing program management, commitment and satisfaction levels of volunteers, administration, and community agencies. Interested schools may inquire about administering the new self-assessment forms.

NICOV offers an annual service plan of \$35 for individuals and \$100 for organizations. Service plan participants receive reduced fees at conferences, free library and reference services, and a free subscription to *Voluntary Action Leadership*.

Presently, NICOV and NCVA collaborate in training, education, project demonstration, and distribution of publications. A catalog of 53 manuals and books related to volunteering and human services is available free from NICOV. The boards of NICOV and NCVA have agreed to develop a plan for merger.

**The National Youth Alternatives Project, Inc.**

1341 Connecticut Avenue, N.W., Room 502  
Washington, D.C. 20009  
(202) 785-0764

NYAP is a nonprofit organization concerned with the development of social services for youth, particularly those that involve youth participation in the delivery of services. NYAP provides training and technical assistance in developing runaway centers, hotlines, drug and alcohol counseling centers, and similar youth service programs.

NYAP has developed numerous technical assistance publications and maintains an information clearing house, with information available upon request. A free publications list is available. The monthly newsletter, *Youth Alternatives*, publicizes events, legislative issues, and activities affecting youth and youth workers. An annual subscription for organizations is \$30; for individuals, \$15.

**Society for Field Experience Education (SFEE)/  
National Center for Public Service Internship Programs**

1735 I Street, N.W., Suite 601  
Washington, D.C. 20006  
(202) 331-1516

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*Editor's note: These two well established organizations merged recently; such matters as the new name and costs of services had not been decided upon at press time.*

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These two membership-based organizations are pooling their resources to assist in the creation, improvement, and evaluation of field experience programs. Major services include technical assistance, an annual conference, and an information clearing house on experiential education and public service internship programs, including work-study, service-learning, fellowships, and apprenticeships. The new organization provides up-to-date information about available internships, model programs, funding sources, and related aspects of internship program development and design. Discounts are available to members for these services.

Publications include: special reports; a bi-monthly newsletter, *Experiential Education* (available to members only); and three comprehensive internship directories (\$7 each), *Directory of Undergraduate Internship Programs*, *Directory of Washington Internship Programs*, and *Directory of Public Service Internship Programs*. □



# NSVP Publications

Copies of the following National Student Volunteer Program technical assistance materials are available upon request. Write to ACTION/NSVP, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525, or call toll-free 800-424-8580 (ask for NSVP on extension 88 or 89). In the Washington, D.C., area, call 254-8370.

*It's Your Move* (1976, 51 pp.). A basic guide written to assist community groups and agencies that are working with student volunteer programs.

*Planning by Objectives* (1974, 70 pp.). A planning manual designed to help people who work with student volunteers learn a system for effectively planning and implementing service-learning programs.

*Training Student Volunteers* (1973, 103 pp.). A training manual developed to help student volunteer coordinators and others plan and conduct training activities for students involved in community service programs.

*Evaluating Service-Learning Programs* (1975, 65 pp.). A guide for program coordinators to use in designing and implementing evaluations which will provide information on program activities and effectiveness.

*High School Student Volunteers* (1972, 60 pp.). A basic manual written to help secondary school officials conceive and implement service-learning programs.

*High School Courses with Volunteer Components* (1974, 167 pp.). Twelve case studies prepared to help high school faculty design courses in which community service activities complement classroom work. □

## NSVP

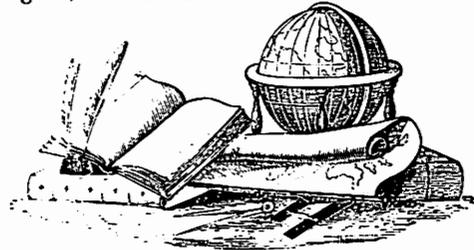
The National Student Volunteer Program (NSVP) is part of ACTION, the federal agency for volunteer service. NSVP is a supportive program providing information and technical assistance; it does not grant operating funds and has no authority over local program activities.

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. □



### Study Group Recommends National Service In Report; To Hold Conference in May

"Until the spirit of service is restored among American citizens, the most pressing human problems of our society will not be solved."

So begins a 160-page report, *Youth and the Needs of the Nation*, just published by the Potomac Institute, a nonprofit research organization in Washington, D.C. In the report the privately funded Committee for the Study of National Service argues for a voluntary system that would make a year of service—"in the home community, in national parks, in other parts of the country, and overseas"—the common expectation and obligation of every young person in the United States after leaving secondary or higher education.

Founded in 1977, the Committee is co-chaired by Jacqueline Grennan Wexler, president of Hunter College, New York City, and Harris Wofford, former president of Bryn Mawr (Pennsylvania) College and a Peace Corps executive from 1962 to 1966.

Among the Committee's other members are Willard Wirtz, Secretary of Labor under Presidents John F. Kennedy and Lyndon B. Johnson, and the Reverend Theodore M. Hesburgh, president of the University of Notre Dame, South Bend.

With publication of its 16 recommendations, the 13-member Committee has launched a nationwide debate that will be sharpened at a conference to be held in Washington, D.C., May 30-31. About 250 representatives of private service agencies, business, and government are expected to attend. The conference will be open to the public, subject to limitations of space.

*Anyone interested in attending the conference, commenting on the Committee's work, or receiving copies of the report (single copies available free to Synergist readers) should write to Roger Landrum, Study Director, Potomac Institute, 1501 18th Street, N.W., Washington, D.C. 20036. □*

# Guidelines for Synergist Contributors

*Synergist* welcomes contributions from faculty, administrators, students, agency staff members, or anyone else involved in student volunteer and service-learning programs. Contributions include articles, information for regular features, and suggestions of topics and authors.

As a technical assistance journal published by the National Student Volunteer Program (NSVP) primarily for coordinators of secondary and post-secondary student volunteer and service-learning programs, *Synergist* seeks articles which:

- Share new ideas in service-learning programming for application by other programs;
- Recognize the efforts of student volunteers in solving local poverty and poverty-related problems;
- Provide specific technical advice in designing, managing, and evaluating student volunteer programs.

Those who wish to submit articles should write one-page letters in which they summarize the topic they wish to cover, explain how readers could use the material, state their qualifications for writing the article, and tell what photos or other illustrative materials are available. Writers also should give their phone numbers and the best times to call them to discuss their articles.

If the proposed article fits *Synergist's* current needs, the editor may request additional information and a detailed outline. An article is assigned only after NSVP has approved the content and approach indicated in the outline.

Articles may range in length from 900 to 4,000 words, depending on the

content of the article. As most of the readers are educators with many professional publications competing for their attention, articles not only must offer new information and ideas but also capture their interest quickly and present points of view concisely and clearly. Charts, tables, or other illustrative materials should appeal to the eye as well as the intellect. Candid black and white photos (preferably 8×10 glossies) must be properly exposed and well printed.

In submitting an article, writers should use standard manuscript format: 25 double-spaced lines of approximately 50 characters typed on one side of white 8×11 paper. Place the author's last name in the upper left-hand corner of each page; the page number, in the upper right-hand corner. On a separate sheet should be a one-paragraph professional biography of the author.

As the content of each issue generally is planned at least eight months in advance of publication, writers should submit ideas for articles as early as possible.

Readers also are invited to submit short items for use in Service Calls. This regular feature contains brief descriptions of unusual service projects, tips on how to carry out some phase of a volunteer program, anecdotes showing the humorous side of volunteer life, cartoons or posters, and outstanding candid black and white photos of volunteers at work.

NSVP encourages readers to assist in planning *Synergist's* content by suggesting topics and authors.

Published three times a year (Fall,

Winter, Spring), *Synergist* is distributed to almost 45,000 readers in the United States and 57 other countries.

**Send contributions to:**

***Synergist***  
**ACTION/National Student**  
**Volunteer Program**  
**806 Connecticut Avenue, N.W.**  
**Room 1106**  
**Washington, D.C. 20525.**

## Wanted

*Synergist* is seeking contributions on the topics listed below. Those who wish to suggest a subject for an article should send a one-page letter summarizing the idea or program and suggesting a possible author to *Synergist*.

- Deinstitutionalization of the handicapped, elderly, mentally ill, and juvenile offenders
- Drawing the line between volunteerism and free labor
- Finding and creating jobs for out-of-school teen-agers
- Literacy programs for Spanish-speaking adults
- Delivering social services to migrant workers
- Turning unused school buildings into low-cost housing, community clinics, social service centers
- Preventing teen-age pregnancies and assisting teen-age parents
- Placing displaced housewives
- Coping with alcohol abuse



# **NEXT ISSUE:**

*Service-Learning:  
A Decade of Growth*



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