

# Synergist

Spring 1980

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Reflections on Service  
And Self-Development

***“Participation in service-learning activities can help young adults to form their dreams, choose their occupations, find mentors, and establish intimate relationships.”***

—Kenneth P. Saurman and Robert J. Nash in  
“An Antidote to Narcissism,” page 15

***“. . . the goal is not just winning on issues. It is building power for low- and moderate-income people. How campaigns are won is at least as important as what is won.”***

—Madeleine Adamson in  
“Door-Knocking for Boat-Rocking,” page 24

***“I am convinced that all of the learning that takes place at this University is useless unless it is somehow linked to a lifelong response of service to one’s neighbor.”***

—Rev. Theodore M. Hesburgh in  
“Views From the Top,” page 19

Synergist is a technical assistance journal for secondary and post-secondary educators, community agency personnel, and others involved in operating student volunteer and service-learning programs.

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Marian Wright Edelman

## WEDNESDAY'S CHILDREN

*By combating small injustices students can break the large patterns of neglect that bring woe to millions of children.*

by Marian Wright Edelman

**F**ourteen-year-old Sarah was a seventh grade student in good standing when she was suspended from her middle school after the principal learned she was pregnant. In order to continue her education during her pregnancy she had to go to a night program. After her child was born, Sarah tried to enroll in the day program at the high school for the next school year, but she was refused admittance by the principal and superintendent on the ground that existing school board policy forbids school attendance by unwed mothers.

Sarah never got a hearing and was never readmitted. She independently sought and later enrolled in an almost entirely adult night program that is plainly inferior to the regular day school program.

Ten-year-old B. J. was one of nine poor black children who were placed in a class for the mentally retarded by their school. Although their official school records showed that all nine children had low I.Q. scores, none had ever been given an I.Q. test. Parents and outside groups pressured the school into giving I.Q. tests to B. J. and the other children



labeled mentally retarded. B. J. and seven friends were found to be of normal intelligence and returned to their regular class.

Wilson, a frail 12-year-old boy, suffered from a choking cough. When he vomited blood in the night, his mother bundled him and his brothers and sisters up, waited for half an hour on a freezing street corner for a bus, and arrived at the

emergency room of the hospital by 8 a.m. Wilson waited there until 6:30 p.m. before a doctor saw him. Three and a half months later, Wilson was admitted to the hospital for further tests. The results indicated that he had tuberculosis and the possibility of leukemia.

Thirteen-year-old Mattie from Mississippi had never attended school. She was too crippled to walk to the bus stop and her parents had no other means of transportation. Local school officials refused to send a bus one-third mile off its regular route to pick her up.

### National Problems

Sarah, B. J., Wilson and Mattie are not isolated cases. Millions of children face the same or other problems.

- One in seven children (10 million) has no regular source of primary health care.
- One in three children (more than 18 million) under 17 has not seen a dentist.
- One in eight American children is

*Marian Wright Edelman is the director of the Children's Defense Fund in Washington, D.C. She has been director of the Center for Law and Education at Harvard University, Cambridge, and of the NAACP Legal Defense and Education Fund in Jackson, Mississippi.*

functionally illiterate—unable to do basic reading, writing, or counting.

- In 1977, almost one million children over six and under 18 were neither in school nor graduated from high school.

- 800,000 handicapped children are not getting the special education services they need.

- One in six children is poor (income for four-person family of \$6,195 or less) in any one year, and one in four is on Aid to Families with Dependent Children (AFDC) at some time in his or her lifetime.

- 500,000 children grow up without homes in a range of institutions, group care, or foster care.

- 600,000 babies are born annually to teenage mothers.

In case after case, children—and not just poor children—are without the services and support they need for both their physical and emotional development. Why do these statistics continue to exist as we enter the 1980's and why have so few people begun to systematically address the needs of children?

The reasons I see are varied, but I want to mention two principal ones.

First, American society is not child oriented. Too often services and institu-

tions, like schools, are designed to meet the convenience of adults and not the individual needs of children. While many of us love our own children or individual other children in our neighborhoods with whom we identify, we have failed to translate this individual love into meeting the needs of the nation's children as a whole. Idolizing youth or loving individual children is not the same thing as

***Too often services  
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placing societal priority on ensuring that all children get basic care and rights that will enable them to develop and function fully in American society.

Second, children suffer because of our outmoded notions about who American families are and what they alone can do for their children. While families must have primary responsibility for the care and nurture of children, child raising is affected by a range of other institutions—

for example, schools, health, and welfare departments. Too often our notion of the family has assumed two parents, at least one of whom is employed, who are healthy, reasonably well educated, and possess the stability and wherewithal to raise children in our increasingly complex society. Frequently ignored are all those families who are different from this image: for example, young teenage families, families with children who are physically handicapped, parents who are poorly educated, and families where both parents work.

While most people would agree in trusting the family to make wise decisions about the upbringing of its young, does that mean we must leave the family alone to make and try to carry out those decisions without support? What happens then to children of parents who want to see their children well fed but whose incomes allow only malnutrition? What happens to educationally or physically handicapped children whose parents want to see them develop as well as possible but who lack the skills, or money to buy the skills, needed to teach them? What happens to children in single-parent families when momma has to go out to work to support them?

## The Children's Defense Fund

The Children's Defense Fund (CDF) is a national nonprofit organization that emerged in 1973 from the Washington Research Project, which Marian Wright Edelman formed in 1968 to help poor and minority people monitor federal programs designed to serve them. By 1973 project staff had concluded that children's needs required all their attention and that "patterns of discrimination, lack of due process, poor quality programs and the inability of local communities and citizens to enforce accountability for services" affected all races and classes.

CDF strives to represent children's interests through conducting research on major issues, educating the public, monitoring federal agencies, and testifying on and recommending legislation. Currently the major program issues are education, health care, child care and development, child welfare, and juvenile justice.

Publications for child advocates are a major part of the CDF program. Those currently available include the following:

- *Children Out of School in America* (1974, 366 pp., \$5), an analysis of why some two million school-age children do not attend school;

- *School Suspensions: Are They Helping Children* (1975, 257 pp., \$5), a report that includes a list of each state's 20 worst local school districts in terms of figures on school suspension, interviews with educators, and descriptions of successful alternatives to suspension;

- *Doctors and Dollars Are Not Enough: How To Improve*

*Health Services for Children and Families* (1976, 119 pp., \$4), a summary of the obstacles to the delivery of basic preventive health services and examples of quality programs around the country;

- *Children in Adult Jails* (1976, 77 pp., \$4), a report on jails and police lockups in nine states with specific recommendations for reform and for actions advocates can take to make changes;

- *For the Welfare of Children* (1978, 40 pp., \$1.50), a look at how proposed changes in the welfare system may affect children.

Bulk discount rates are available on these publications. Purchasers should add 10 percent for postage and handling to their remittances.

A number of publications are now being prepared and will be available shortly. Titles include:

- *How Special Education Advocacy Can Work: A Mississippi Case Study;*

- *Health Care for Children: Policies and Principles for Child Advocates;*

- *Where Do You Look? Whom Do You Ask? How Do You Know? Resources for Child Advocates;*

- *A Brief Guide to Children Without Homes;*

- *Who Needs Child Care? Policy Options for the '80s.*

To order publications or to request additional information, write to the Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036.

We have at once praised the concept of family while making it difficult or impossible for many of the families who need help the most to survive as families. For example, our welfare system too often works to undercut rather than to support families.

## Why CDF Exists

The Children's Defense Fund (CDF) was formed in 1973 in order to educate the American public about the needs of children and their families and provide a focused and systematic voice for them when key policy decisions are made. One of our primary goals is to speed up the achievement of rights and services to children. Our staff consists of federal policy monitors, researchers, lawyers, data analysts, and community liaison people who are dedicated to identifying, publicizing, and correcting selected serious problems faced by large numbers of American children. Through our Public Policy Network, we provide a variety of information, technical assistance, and training to state and local advocates. (CDF's Network provides a toll-free number—800-424-9602—so local advocates can keep abreast of the latest developments in Washington.)

As a national child advocacy group, CDF recognizes that we cannot do the job alone. We work with voluntary organizations, churches, educators, and other helping professionals as well as local child advocacy groups. It is usually at the local level that individuals can be most effective in having influence on children's policies.

## What Students Can Do

Service-learning provides a unique opportunity for high school and college students to get involved in child advocacy. It enables students to begin to understand more about the advocacy process, which is a valuable tool for problem solving. Good advocacy involves learning to *focus* on specific issues, developing *program* responses, and keeping vigilant through careful monitoring, and persistence. Many of the problems faced have no quick solutions.

Child advocacy enables students to apply knowledge acquired in school to real problems. It is helpful to see a direct connection between how things appear in school and how they appear in the real world.

Working with child advocacy groups helps sensitize students to the needs of children and families. Concrete experi-

ence in advocacy can provide the impetus for youthful enthusiasm that can, as John F. Kennedy said, "Light the torch for all to see." Equally important, it can help to channel that enthusiasm in programmatic ways that improve the performance of child-serving institutions.

There are several steps individuals can take if they are interested in helping children.

*First: Never accept common rationalizations for doing nothing.*

- I'm just one person.
- Nobody in my community or school wants to get involved.
- It's all too much. Whatever I do won't make any difference anyway.
- It will just make everybody mad at me.
- This is not my responsibility. It's up to other agencies to solve these problems.

How much injustice has been tolerated under these and other can't-be-bothered or not-my-problem excuses we're all so familiar with. Each is an abnegation of personal responsibility for each other, for our children, and for our nation. If every

**Go into the  
jails and police lockups  
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black person and white person had adopted this attitude towards slavery and then segregation, we'd still have them. If every woman who wanted the vote gave in to the odds against her at the turn of the century, we'd still be disenfranchised. If Jane Addams, one person, had given in to despair in the face of the horrible conditions of child labor and immigrant poverty in Chicago in her day, how much more human suffering would have continued?

*Each of us and groups of us can do much to change our community's and the nation's response to children if we simply decide to become involved—to care and to act.*

*Second: Inform yourselves about the unmet needs of children.* Homework is a key to effective change and to a fair determination of your role and responsibility. Do community assessments of how children are faring in critical areas. Ask for and read some of the key state and national reports on children and their families. Hold study groups in your area to share what you have gathered on local

children's needs. See how those needs not only affect your immediate areas but also fit into national patterns that require remediation. Go into the jails and police lockups and training schools and institutions for retarded children unannounced and see the conditions for yourselves. Ask your sheriffs or police chiefs if they detain children. Ask what the children have done and think about whether there is not a better way to deal with the problems of runaways or truants and other youngsters than jailing them. Examine the conditions of the jails.

CDF visited 446 jails all over the country for our report, *Children In Adult Jails*, and we found children, many very young, in jail settings ranging from custodial to shocking. We saw child prisoners suffering the fear and loneliness of isolation from caring adults. We found other youngsters victimized and abused by adult prisoners. In two South Carolina counties we found youngsters—two of whom were young white truants—who had been sexually molested by adult criminals with whom they were housed.

*Third: Be specific.* After you've done your homework, take on one or two areas that are critical and follow through. So much of the malaise today, I think, stems from people's sense that they cannot change anything. But we can if we do not try to take on the whole world at once. If we take on too much, we simply get overwhelmed and fail. Break down the big problems of children into manageable pieces for action. Stop accepting little violations of the law you may be aware of which result in some child being mistreated—whether by an unfair suspension or a denial of needed services—because the person responsible couldn't or wouldn't take the time to provide them. Little injustices or denials often add up to large patterns of neglect that hurt many children. Pick out one issue that you can tackle and stick with it. Little victories can then be built on for bigger ones.

*Fourth: Engage in direct service activities yourself.*

Finally, there are direct service activities that are always in need; tutoring, working in a children's hospital or mental health facility, peer counseling, and volunteer work at a day care center all provide excellent opportunities for service-learners to address children's issues.

Service-learning provides the opportunity to help change the attitude of the next generation and to channel energy and empathy into efforts to make children's needs the high priority they should be. ■

# AMIGOS: MORE THAN FRIENDS

*American students master Spanish and basic health care skills in order to work in Latin American villages.*

As the summer sun burns away the morning mist in a tiny Honduran village, two American students rise from their beds. The floors on which they walk are earthen. If the morning is dark, they light lamps, for the house has no electricity. They eat a breakfast of rice and beans with the family that owns the house in which they are staying. Conversation shuttles back and forth over the table, much like mealtime conversation anywhere. In this conversation, however, not a word of English is spoken.

The students leave the table as a battered truck pulls up to the house. They climb into the truck, salute other sleepy faces, and brace themselves for the ride over rutted, dusty roads.

At a little cattle farm, the farmer has prepared for their arrival. He has corralled his stock into pens, from which they are singled out for the taking of blood samples. The students take the samples, label them, and prepare them to be shipped off to be tested for brucellosis, a tenacious and destructive disease that may be transmitted to humans who drink the milk or eat the flesh of cattle suffering from it.

When the students finish with the herd, it is time to get back in the truck for the



Eye examinations are an important part of the Amigos program.

ride back through the parched countryside. Every day will be spent that way—in the dust, the heat, and the noise. For more than a month the students will repeat the same routine until they have tested thousands of cattle—many of which, they will find out later, have brucellosis.

Although the experiences of the moment are worlds away from anything in their upbringing, the students are not shocked or disoriented. For eight months they studied the language and the culture of the country to which they have come.

While the students in Honduras are testing cattle, students in Ecuador are giving vaccinations. In other parts of Latin America they are giving dental or

eye examinations. Some are digging wells. The countries to which they have come have specified what they want the students to do. Amigos de las Americas has seen to it that the students are truly prepared to be of service.

In 15 years, 8,000 high school and college students participating in the Amigos de las Americas program have delivered almost 10 million separate health care services in Central and South America.

Through a national network of local chapters, the Houston-based nonprofit organization coordinates a recruit-

ment and training program that annually prepares about 700 students (60 percent high school, 40 percent college) to provide medical aid in remote and backward areas of Latin America. The students spend four to six weeks delivering the services each summer and most of the academic year preparing for the Amigos experience.

Although Amigos de las Americas has no formal connection with learning institutions, the program's importance as a service-learning experience has been recognized by a number of colleges and high schools. At least 15 colleges and a greater number of high schools grant credit for participation in the Amigos program. In

many cases, students receive credit for enrichment of their language skills. In other cases, they receive credit in Latin American studies or health studies. For example, Brown University, Providence, Rhode Island, incorporated Amigos participation into a seminar on public health care needs in Latin America.

## Recruitment and Training

In 35 communities across the country, local chapter officials and former Amigos participants go to the local schools to recruit students. Students in other communities who hear about Amigos and wish to participate can do so as mavericks, meaning that they do not have an official sponsoring chapter, and must make separate arrangements for training and financing.

Once chapters have recruited students, they must begin the dually strenuous process of training and fundraising. Between those two activities, Amigos participants can count on the program being a pervasive part of their lives for the better part of a year.

Training is extremely important because Amigos volunteers, usually operating in pairs, function in comparative isolation. Contact with the outside world might consist only of weekly visits from the project's field coordinator. Quite often, no one else in the area speaks English. The need for confidence and self-sufficiency necessitates serious orientation. Starting in the fall, local chapters provide at least 125 hours of training, a substantial portion of which is Spanish lessons. Students who slip behind in their Spanish have to get extra tutoring, since the attainment of fluency is a prerequisite for participation. The intensive language training has proved a boon for many students since it not only prepares them for Amigos but earns them a language credit in school.

In addition to Spanish, Amigos training includes lessons in geography and history, cultural orientation, and medical techniques. Vaccinations used to be the core of Amigos service, and all students still learn to do them. Because the countries asked for other health services, however, chapters now also teach students to do eye exams, dental exams, and brucellosis tests.

The content of the training varies to some degree from one chapter to the next, depending on the availability of experts who can add depth and detail. The Albuquerque chapter, for instance, adds a training segment on veterinary medicine

because some former Amigos in Albuquerque participated in a veterinary program in Honduras and are available to help. Albuquerque also has elected to show its students a film on childbirth because they might see—even assist with—a birth while in Latin America.

Some chapters include lectures on medically related topics of special importance to Latin American medicine, such as immunology and parasitology.

In each chapter, Amigos trainers—doctors, dentists, nurses, and veterinarians—are drawn from the local community. In the San Antonio chapter, a captain in the Army Medical Corps supplied the medical training. Certified Spanish teachers usually supply language instruction.

*In some cases Amigos participants are totally on their own, working in facilities that are makeshift or virtually nonexistent. At other times, they work in close association with local personnel . . .*

In addition to tapping the professional population, the chapters make extensive use of former Amigos volunteers to assist in the training. Amigos also relies heavily on its past participants to serve in Latin America as field coordinators. A former volunteer can serve first as an unpaid member of the field staff and then, the next year, as a paid member. Consequently, most of the field coordinators are students.

## Fundraising

The cost of sending an Amigos participant to Latin America is high—about \$1,700, almost half of which is transportation costs. Responsibility for raising the money falls on the local chapters—its officers (who are volunteers), the students, and their parents. In each chapter, the students are expected to raise a portion of the money (usually about \$500) themselves, independently of the chapter's fundraising apparatus. Some chapters discourage students from simply getting the money from their parents. Scholarships are available, although they are contingent on the amount of money that the chapter can raise. According to some chapter presidents, it is not uncommon for dedicated students to work long hours after school in order to raise their share of the money.

In addition to raising their own share of the costs, students work in the chapter's collective fundraising efforts. According to the president of the Albuquerque chapter, "Fundraising is an incredible lesson in human relations," and a good introduction to the constant coping that will be a part of their daily lives in Latin America. The students, with parents and chapter officers, work the concessions at college football games, sponsor garage sales, have Spanish dinners, deliver flowers, and even do door-to-door canvassing for contributions. In the Albuquerque chapter, students attend local churches and deliver brief addresses during the service. Afterward they stand at the door and accept contributions. Last year Albuquerque derived most of its required funds from the church visits.

## In the Field

In April, students receive assignments for the specific countries and types of projects to which they will be going. At that time, their training becomes specialized. For a month they study whatever procedures and background information they require for the service they will be providing. As stated earlier, the host countries specify what kind of services they want the Amigos participants to supply. The organization counts on being formally invited back to the host countries each year. The countries in which volunteers most often work are Bolivia, Dominican Republic, Ecuador, Guatemala, Honduras, Nicaragua, and Paraguay.

When the students arrive in Latin America, the field staff (all former volunteers) have already made connections in towns and villages, either through the country's national health service or independently. By contacting the village mayor or the local priest, the field coordinators make arrangements for the arrival of students, for the family with which they will live, and for the service they will provide.

Collaboration of local health officials with Amigos personnel varies tremendously in scope. In some cases Amigos participants are totally on their own, working in facilities that are makeshift or virtually nonexistent. At other times, they work in close association with local personnel and are monitored closely by health officials.

## Evaluation

Both high school and college students give positive evaluations of the Amigos



experience. Many cite an increased sensitivity to the needs of the disadvantaged at home. Others feel that participation has made them more confident and self-reliant. For many, the experience represents the first opportunity they have to exercise significant responsibility for themselves and others. It is undoubtedly the most dramatic experience that most have had in another culture.

In some cases, Amigos participation gives concrete direction to general notions that students have about their future. The president of the chapter in Kansas City, Kansas, observes, for instance, that an astonishingly large percentage of former Amigos in his chapter go on to study health care and medicine in college after having their initial exposure to the field through Amigos.

At the debriefing sessions that take place in every Amigos chapter when the students return, however, some express doubt and frustration. They do not contest the short-term benefits of the services they provide, but they have grown to understand from firsthand experience how entrenched and immovable are the roots of ignorance and poverty. In the face of that realization, they sometimes feel that their efforts barely scratch the surface of the misery that exists.

The president of the Kansas City chapter says, "Although we are the ones providing the service, we seem to be the ones reaping the greatest long-term benefit, in terms of coming back to our own country more mature and capable, with increased sensitivity to people's needs." The fact remains, however, that the program engenders a very intense kind of

dedication from many students. The percentage of students who come back to the program is high, with some returning as many as four or five times during their high school and college years.

A feeling of cultural empathy may be responsible for the fact that as many as half the participants from Southwestern chapters of Amigos are Hispanic. Last year, Hispanics constituted 25 percent of the field staff from the entire country.

The program has provided a sufficiently in-depth orientation to Latin America that some highly motivated students are able to identify other opportunities for service while participating in Amigos. Until recently, two former Amigos returned to Nicaragua every summer to work in a hospital under an arrangement that they set up themselves. A student who went to Honduras last year with Amigos will return on her own this year to work in an orphanage that she discovered while she was there.

### Amigos Opportunities

The strenuous and time-consuming nature of a commitment to the program seems not to have been a deterrent to its growth or to the enthusiasm of the participants. The solidity of the training program has made Amigos attractive to educational institutions; in schools where students are given credit for service-learning, Amigos could be an effective form of participation. Besides receiving language credits, students could have curricular tie-ins with social studies, science, or health.

For teachers or students in a community without a chapter, a neighboring chapter or the national headquarters in

Houston (see address below) could provide information on guidelines or assistance in participating as a maverick.

The national organization has attempted extensive expansion of the program this year. Amigos is hoping that close to 1,000 students will take part next summer.

Starting an Amigos chapter requires the dedication of energetic adults. The usual scenario for a new chapter is for an interested individual or individuals to receive assistance from the nearest flourishing chapter. Strong community support and sympathy are absolute necessities, given the importance of the local community in providing recruits, financial assistance, and volunteer instructors.

Chapter presidents from all over the country reflect an almost uniform dedication to the value of the experience. Since few of them go to Latin America (their job is on the home front), their enthusiasm comes through the students who return from an exhausting, eye-opening experience with a new perception of how a large part of the world lives. In the words of a student from Dallas, "I didn't grasp how important the whole thing was until we went to a funeral the first day out. It was the funeral of an 18-year-old who died of tetanus."

Not every Amigos participant encounters such dramatic testimony to the need for service. But most come home with a broader and deeper sense of the human experience. ■

*For detailed information, contact Amigos de las Americas, 5618 Star Lane, Houston, Texas 77057; (713) 782-5290.*

## Peace Corps Partnership Program

**E**ntire schools or small groups of students may provide assistance to citizens of other countries and learn about those countries through the Peace Corps Partnership Program. This program operates as follows.

A Peace Corps Volunteer in a developing country and community representatives write an informal proposal specifying the exact need for and cost of a community facility—school, clinic, bridge, well, etc.—and what the community can provide, which is usually manual labor, the land, and at least 25 percent of the materials.

The Partnership Office sends approved projects to any person or group wishing to sponsor (provide all funds) or cosponsor (provide a portion of the funds) a project. Most sponsors contribute \$1,000 to \$1,200; most cosponsors, \$350 to \$400.

The U.S. Partner chooses a project and pledges to provide a certain amount of money by a specified date. (A donor also may send any amount at any time for allocation to a project in most urgent need.)

The Partnership Office provides a kit with suggestions for fundraising and publicity and sends the U.S. Partner's name to the Peace Corps Volunteer, who will facilitate correspondence and other exchanges between the U.S. and overseas Partners. The Volunteer also reports on the project's progress until it is completed.

The U.S. Partner raises funds, all of which go directly for implementation of the project chosen.

*For more information, write to the Peace Corps Partnership Program, 806 Connecticut Avenue, N.W., Washington, D.C. 20525 or call (toll free) 800-424-8580, extension 2777. ■*

# STUDY PROVES HYPOTHESES AND MORE

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*A two-year study of 20 high school experiential education programs assesses their impact and identifies key characteristics of effective programs.*

*by Diane Hedin and Dan Conrad*

**I**n the 1970's, experiential education became an increasingly significant feature of the rhetoric and practice of American education. All of the major commissions and panels (see References) that studied secondary education and adolescence recommended that schools extend the depth and breadth of experience available to adolescents. For example, the most recent study of high schools by the Carnegie Council on Policy Studies in Higher Education recommends that juniors and seniors attend classes three days a week and devote the other two to education-related work or community service.

While strong endorsements of experience-based education by leading educators and social scientists abound, relatively little hard evidence of the impact of such programs on students appears. Little effort has been made to test systematically the assumptions underlying the endorsements or to investigate empirically which specific forms or formats of experiential programs may be the most effective in realizing the hypothesized benefits.

The Evaluation of Experiential Learning Project (EELP) was undertaken to do just that—to assess the impact of experiential education programs on the social, psychological, and intellectual development of secondary school students and to use this data to identify empirically the program variables that are most effective in facilitating such development.

Though the follow-up portion of the study will not be done until 1981 and some of the available data have not been

analyzed fully, EELP's findings show that experiential education increases students' social, psychological, and intellectual development more than traditional education does. Research also indicates that the most effective programs give students substantial autonomy, include a reflection component, last at least one semester, and involve students in the community four or five days a week. Furthermore, service-learning programs scored higher than the three other types of experiential programs studied in several important developmental aspects.

Initiated by the Commission on Educational Issues and cosponsored by the National Association of Secondary School Principals, National Association of Independent Schools, and the National Catholic Education Association, EELP evaluated 30 experiential learning programs in independent, public, and parochial schools around the country. The Center for Youth Development and Research, University of Minnesota, conducted the research.

Approximately 4,000 students ranging in age from 12 to 19 participated. They were urban and rural, poor and affluent.

For purposes of the study, experiential programs are defined as "educational programs offered as an integral part of the general school curriculum, but taking place outside of the conventional classroom, where students are in new roles featuring significant tasks with real consequences, and where the emphasis is on learning by doing with associated reflection." The kinds of program activities include volunteer service, political and

social action, outdoor adventure, internships in government and business, and research in the community. The study encompasses virtually all forms of what is termed experiential education in secondary education, with the notable exception of work-related or vocational programs and the Experience Based Career Education Program (EBCE), which have been extensively evaluated elsewhere.

At the heart of the project is its panel of practitioners, teachers, and administrators directing programs in 20 diverse school systems from Beverly Hills, California, to Newark, New Jersey. With the assistance of educational evaluators, the panel members were responsible for defining the issues to be studied, for helping select and develop instruments for implementing the design, for helping interpret the data collected—and for keeping the whole study practical, understandable, and applicable to everyday life in schools.

## **Selecting the Issues**

The first step of the research process was to survey the directors of the 30 experiential programs. The survey asked what they most confidently believed to be their programs' actual effects on students,

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# What Students Learn in Experiential and Service-Learning Programs

Composite Profile of 20 Experiential Programs in EELP Study (N=4,000) Compared to 13 Service-Learning Programs (N=321)

## PERCENTAGE OF RESPONSES

	Experiential Programs			Service-Learning Programs		
	Agree	Disagree	Don't Know	Agree	Disagree	Don't Know
1. Concern for fellow human beings	93%	4%	3%	99%		1%
2. Ability to get things done and to work smoothly with others	93	4	3	94	2	3
3. Realistic attitudes toward other people such as elderly, handicapped, or government officials	88	4	8	90		10
4. Self-motivation to learn, participate, achieve	88	7	5	86	9	5
5. Self-concept (sense of confidence, sense of competence, self-awareness)	88	7	5	90	6	4
6. Responsibility to the group or class	86	3	11	89	4	7
7. Risk-taking—openness to new experiences	86	7	8	95	2	3
8. Sense of usefulness in relation to community	86	8	6	90	5	5
9. Problem solving	86	9	5	76	13	11
10. Risk-taking—being assertive and independent	86	9	5	81	8	11
11. Accept consequences of my own actions	85	9	6	86	4	9
12. Gathering and analyzing information, observation, reflecting on experience	84	8	7	94		6
13. Knowledge of community organizations	82	7	11	86	11	13
14. Responsibility for my own life	80	10	9	81	6	13
15. Awareness of community problems	78	13	9	87	5	8
16. Assume new, important tasks in community and school	78	14	8	85	9	6
17. Communication skills (listening, speaking, presenting ideas through variety of media)	77	11	7	93	4	3
18. Awareness of community resources	71	13	16	69	13	18
19. Realistic ideas about the world of work	71	18	11	72	18	10
20. Learning about a variety of careers	77	22	8	64	24	12
21. Use of leisure time	60	26	14	71	18	11
22. Narrowing career choices	54	34	12	50	33	17
23. To become an effective parent	52	39	19	53	25	22
24. To become an effective consumer	46	32	22	48	23	29

### Knowledge gained compared to other classes:

	Much more	About the same	Much less
Experiential	77	11	14
Service	70	28	2

## Community Problem Inventory

Name one problem in your community that people should be concerned about.

If you wanted to obtain information and assistance about the above problem, which people and organizations in your community would you talk or write to? Be as specific as possible—list names of people and organizations if you know them. List as many as you can.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

what the directors each had directly experienced, seen, and heard.

The 24 effects that appeared with high regularity formed the basis of a questionnaire administered to all 4,000 students in May 1978. The students were asked which, if any, of the outcomes listed represented what they personally had learned from their program. The results of this survey appeared in the Winter 1979 *Synergist* and, along with additional data, accompany this article.

In summary, on 14 of the 24 items, all programs had an average agreement level of more than 80 percent. The most positively rated outcomes had to do with self-motivation and initiative, social and personal responsibility, problem solving, self-concept, knowledge of the community, and learning from experience. Each of the other items received from 80 to 100 percent agreement in the programs where they were a deliberate emphasis.

Two schools asked the students' field supervisors and parents to respond to the same list. The only differences between their ratings and those of the students were a slight variation in the order of agreement and a higher incidence of "strongly agree" responses. The high level of agreement elicited by these surveys made it reasonable to conclude that the items did represent the major hypothesized effects of experiential programs.

The report in *Synergist* invited directors of service-learning programs to administer this same questionnaire to their students. Thirteen high school programs completed the survey (see the accompanying table). In general, the results from the 13 service-learning programs were similar to those in the original ex-

periential education survey group, indicating that experience-based programs have certain generic effects. The only consistent difference was that the service-learning programs, in general, were rated more positively. Specifically, the service programs received substantially higher ratings on the following items: openness to new experiences (number 7), learning from direct experience (number 12), communication skills (number 17), and assuming new tasks in the community and the school (number 16). These differences are noteworthy because the experiential programs in this study were selected because of their exemplary features. That a self-selected group of community service programs turn out to be even stronger than some of the most established and most exemplary experiential programs in the country indicates the basic soundness of service-learning

education for helping young people learn about themselves, their community, and the basic intellectual skills of learning from direct experience.

With the key issues thus identified, the next task was to translate what were essentially self-reports into research questions suitable for more rigorous examination. The list of outcomes was trimmed to 20 items by including only those in which students and program directors had at least a 70 percent level of agreement. The findings of this preliminary work helped in creating the Experiential Education Questionnaire (EEP).

### Research Method

Three major considerations guided the selection of instruments for measuring these key outcomes. First, the methods must not rely solely on traditional paper and pencil tools. Second, multiple measures should assess each outcome since previous research offered little guidance regarding which instruments would prove efficacious. Third, whenever possible, standardized instruments should be used so that the outcomes of experiential learning programs could be compared to those of other programs.

Five data-gathering tools and/or approaches were used:

- The Experiential Education Questionnaire, a series of paper and pencil instruments administered at the beginning and end of courses to students in experiential education and to comparison groups in the traditional school program;
- Questionnaires to parents and community supervisors regarding the student's progress in his/her experiential program;
- The qualitative notebook in which the

## Participating Schools

*Independent:* Dana Hall School, Wellesley, Massachusetts; Francis W. Parker School, Chicago; Packer Collegiate Institute, New York; Duluth (Minnesota) Cathedral High School; St. Benedict's Preparatory School, Newark, New Jersey.

*Parochial:* Bellarmine High School, Tacoma, Washington; Ward High School, Kansas City, Kansas.

*Public:* Eisenhower High School, Hopkins, Minnesota; Mitchell High School, Colorado Springs; Minneapo-

lis Public Schools; Allegheny Intermediate Unit, Pittsburgh; Students Serving Students, St. Paul; South Brunswick High School, Monmouth Junction, New Jersey; Rochester (Minnesota) Public Schools; Bartram School of Human Services, Philadelphia; Beverly Hills High School; Ridgewood High School, Norridge, Illinois; Kirkwood (Missouri) High School; North Central High School, Indianapolis.

program coordinator or teacher systematically collected anecdotal and case study materials;

- Systematic observations and interviews with students and staff conducted by two members of the panel of practitioners;
- A follow-up study of participants in three schools three to four years after they have completed the off-campus program.

This article discusses only the data derived from the several instruments—some designed especially for this study—that form the Experiential Education Questionnaire. *Synergist* readers who wish to use these new instruments to conduct their own evaluations should write to the authors (c/o Center for Youth Development and Research, 48 McNeal Hall, 1985 Buford Avenue, St. Paul, Minnesota 55108) for copies and explanations of the scoring system.

The study was designed to answer two major questions: To what extent do experiential learning programs affect students' social, psychological, and intellectual development, and in what ways do different program forms and formats (length, intensity, program characteristics) affect student growth in these areas? The question of development was broken down into a number of specific questions and instruments were found, adapted, or designed to find the answers.

Experiential programs' impact on students' *level of personal and social responsibility* was measured by scores on the Personal and Social Responsibility Scale (PSRS), an instrument created for this study. The PSRS assesses the extent to which students have responsible attitudes, feel competent to act responsibly, feel a sense of efficacy so that they are willing to take responsibility, and perform responsible acts.

Semantic differential scales measured the students' *attitudes toward adults* in general and the kind of persons with whom they were in primary contact in their field placement, such as elderly or handicapped persons. *Attitudes toward active participation in the community* also were measured by semantic differential scales.

To measure *involvement in career planning and exploration*, EELP used an adaptation of the Career Exploration Scale developed by the Educational Work Program of the Northwest Regional Laboratory, Portland, Oregon. This instrument focuses on actual behaviors in planning and exploring careers.

To check psychological development EELP used two well tested instruments:

the Rosenberg Self-Esteem Scale to measure *general self-esteem* and 10 items from the Janis-Field Feelings of Inadequacy Scale to measure *self-esteem in social situations*.

EELP had two new instruments designed to measure intellectual development. The Community Problem Inventory (see accompanying box), included as part of the post-test only, examined *knowledge of community issues and resources*. The Problem Solving Inventory (see accompanying box) tested *ability to analyze and solve problems*. The Inventory was designed as a proximate measure of a person's inclination and ability to perform five tasks that John Dewey deemed central to the process of solving problems involving interpersonal and ethical conflict. The five tasks are: reacting instinctively to a newly perceived problem (approximated by a stimulus story), generating more alternatives, considering the consequences, choosing, and evaluating the outcome.

The second major area of investigation was the extent to which different types, forms, and structures of experiential programs affected student growth. The four specific program features selected for analysis were:

- Type of experience—adventure education (patterned after Outward Bound), community service, career internships, or community study (surveys and historical research)/political action;
- Length (four weeks to nine months) and intensity (an hour a day to full time);
- Existence of a reflective component—a regularly scheduled class or seminar;
- Characteristics of each student's individual experience.

To measure these dimensions, EELP gathered descriptive information on program features from both the students and staff. Students also rated the overall program on a four-point scale from excellent to terrible and explained their rating. Finally, they were given a list of characteristics of field experiences (see

## Problem Solving Inventory

### INSTRUCTIONS:

Following are three actual incidents encountered by students in their action learning program. Read each incident carefully and project yourself into the setting as if it is a situation that you must deal with personally. As you read the story, think about what things you would do or say in the situation. Then answer the questions below:

You are working at a nursing home. You've come to be really good friends with one lonely old man there and you visit him every time you come. One day he tells you the only thing he really hates about the nursing home is that the staff won't let him have a drink. He hands you a couple of bucks and asks you to sneak a pint of brandy to him the next time you come. You say you can't get any because you're under age, but he begs you. What do you do or say?

1. What's the first thing you would think of to do or say?  
a.
2. What other things could you do or say—try to list as many as you can.  
b.  
c.  
d.  
e.  
f.
3. Look back at what you wrote in No. 1 and 2 and list the letter of the one you think is best \_\_\_\_\_.  
Please explain why you chose it.
4. Choose one you rejected and list the letter of the item \_\_\_\_\_.  
Please explain why you chose it.
5. Explain what you think is the "real" problem involved in or lying behind the incident.
6. Have you ever had to handle a problem like this before? \_\_\_\_\_  
yes no

## Characteristics of Experience

1. What is your overall rating of this program as a learning experience?

Excellent  Good

Poor  Terrible

2. If you had an excellent or good learning experience, what made it good or excellent?

3. If you had a poor or terrible learning experience, what made it poor or terrible?

**INSTRUCTIONS: The following list describes some features of a community field experience. Please describe your particular experience by circling the appropriate number from 1 to 5.**

	Practically Never	Once in a Great While	Some- times	Fairly Often	Very Often
4. Had adult responsibilities	1	2	3	4	5
5. Had challenging tasks	1	2	3	4	5
6. Made important decisions	1	2	3	4	5
7. Discussed my experiences with teachers	1	2	3	4	5
8. My ideas were ignored	1	2	3	4	5
9. What I did was interesting	1	2	3	4	5
10. Did things myself instead of observing	1	2	3	4	5
11. Given enough training to do my tasks	1	2	3	4	5
12. I was given clear directions	1	2	3	4	5
13. Had freedom to develop and use my own ideas	1	2	3	4	5
14. Discussed my experiences with my family and friends	1	2	3	4	5
15. Adults at site took personal interest in me	1	2	3	4	5
16. Had freedom to explore my own interests	1	2	3	4	5
17. Had variety of tasks to do at the site	1	2	3	4	5
18. I never got help when I needed it	1	2	3	4	5
19. Was appreciated when I did a good job	1	2	3	4	5
20. Adults criticized me or my work	1	2	3	4	5
21. Felt I made a contribution	1	2	3	4	5
22. Applied things I've learned in school to my community placement	1	2	3	4	5
23. Applied things I've learned in my community placement to school	1	2	3	4	5

accompanying box) and asked how often each was a feature in their own situation. Items included such characteristics as "made important decisions," "talked about experience with friends and family," "felt I made a contribution."

In almost all programs, students' participation was voluntary—as is almost universally the case with experiential programs. Therefore, it was not possible

to use a true experimental design with random assignment of students to experimental and control groups. The approach taken was to use quasi-experimental designs. Six schools had comparison groups made up of students not involved in an experiential program and who were virtually identical in age, grade, sex, and socioeconomic status to the students in the experiential program. In the other

schools, the best obtainable design was the one-group pre- and post-test design. The major use of the results was comparison with other forms of experiential programs, not with more traditional classes.

### Psychological Development

An important research finding has been that the formal academic curriculum does not automatically lead to personal and

psychological growth. In fact, numerous studies have reported negative effects on such variables as self-esteem, interest in learning, and personal autonomy.

Proponents of experiential education have argued that psychological growth is more likely to be achieved through placing the student in direct experiential confrontation with practical problems.

This study corroborated this theory. Students in 24 of the 28 programs increased both *general self-esteem* and *self-esteem in social situations*. The results suggest that the increased interaction with a variety of people, new places, and novel responsibilities tended to give these young people more confidence in themselves in social situations—speaking in front of a class, meeting new people. General perception of self-worth, such as feeling more useful and more able to do things well, also increased.

### Social Development

A common view today is that young people are locked in an adolescent ghetto separated from meaningful interaction with adults. The implicit assumption is that separation breeds suspicion, if not hostility, and that greater contact with adults would promote more positive attitudes. The study confirmed this hypothesis. Students in the experiential programs, who were in more collegial relationships with adults, tended to show large, consistent changes on the semantic differential scale toward *more positive attitudes toward adults*. There was a positive change in 22 of the 28 experiential groups, with older students tending to show larger gains than the younger ones. Remaining in a classroom with an adult teacher appears not to raise adolescents' esteem for adults. Six of the seven control groups evaluated adults more negatively at the end of the test period.

The study hypothesized, therefore, that students would develop *more positive feelings toward the kind of persons* (government officials, the elderly, etc.) with whom they were in primary contact in their field placement. A strong rationale for experiential programs is that youth who become involved in responsible tasks on behalf of others in their community develop more positive attitudes toward a variety of people. The data very strongly indicate that the hypothesis is correct.

In the pre-test, students rated the elderly, business persons, and children considerably higher than junior high students, police, and government officials. On the post-test, the ratings of all except busi-

ness persons increased significantly. That exception is difficult to interpret. One factor could be that the students in business internships tended to be more observers than participators.

In the past decade, the public has shown great concern about teenagers'

***Students in 21 of the 28 experiential programs changed in a positive direction; in 14, changes were statistically significant. In contrast, students' level of personal and social responsibility in six of the seven comparison groups declined.***

level of *personal and social responsibility*. Social critics have pointed out the increased narcissism, privatism, hedonism, and aimlessness in society, and particularly among adolescents. This apathy becomes overwhelming in regard to social and civic participation, e.g., in 1975, 58 percent of those 18 to 24 did not vote in the presidential election, with percentages rising to 72 percent among black youth and 78 percent among Hispanic youth.

Proponents of action- and service-learning claim that by placing students in responsible roles in which their actions

affect others, more responsible attitudes and behaviors will develop.

The findings support these claims. Students in 21 of the 28 experiential programs changed in a positive direction; in 14, changes were statistically significant. In contrast, students' level of personal and social responsibility in six of the seven comparison groups declined.

The data also were analyzed by subscales that included a *sense of duty or obligation*, *social welfare orientation* (degree to which a person feels an obligation to other persons in the society), *sense of social efficacy*, *competence* (assessment of one's capacity to perform responsible acts), and *performance* (actual performance of responsible actions). The strongest gains were recorded on the subscale related to students' sense of competence, duty, and social efficacy, and the most highly significant differences between the two groups were the much greater sense of duty and social welfare orientation evidenced by those in experiential education programs.

Students in service-learning programs had the highest Social and Personal Responsibility Scale pre-test scores, followed by those in community study, career internships, and adventure education. This would indicate that those who volunteer for programs in which helping and serving others is the major task tend to be more responsible than students in other experiential programs.



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The other measure used to assess students' *interest in and reaction to community participation* was a semantic differential on "being active in the community." It was hypothesized that direct participation would lead students to value such activity more highly and increase the likelihood of their participation in the future. The results confirmed this hypothesis.

While both students in experiential programs and in the comparison groups started out valuing community participation about equally, by the end of the program the experimental groups had a higher evaluation of it and the comparison groups a lower one.

Perhaps the most commonly cited critique of adolescent socialization is the inability of many youth to make a smooth *transition from school to work*. This is thought to occur because youth lack opportunities to learn about and explore a variety of possible careers; to acquire the basic work habits of orderliness, punctuality, and attention to work; and to develop the desire to be productive in the workplace.

An oft-expressed goal of experiential learning is to increase a young person's knowledge about the myriad of career options. To learn whether this goal was achieved, EELP administered the Career Exploration Scale. Of all the measures of student growth and achievement, this scale showed the most consistent and positive increases, with 27 of the 28 programs increasing, 19 of them significantly so. The comparison groups also showed an increase, but a much smaller one. Analysis of the subscales revealed that greater increase for students in experiential programs was largely because of greater gains on items relating to exploratory activities and not on factual information gathered about careers.

It is also noteworthy that both the community service and community study programs—even though they had almost no organized and explicit focus on careers—produced approximately as much change (a substantial increase) as those whose major goal was career development.

### **Intellectual Development**

Theorists of learning and intellectual development from Aristotle through Dewey to James Coleman have stressed the necessary relation of experience and education. Experience serves both as the source of knowledge and as a process of knowing. Education is of, by, and for

experience. The study examined this relation by looking both at academic learning and intellectual development.

Because the programs' academic goals varied widely, it was not practical to test academic learning through any general test of facts or concepts. Instead, EELP asked students how much they felt they had learned in their experiential program compared to what they had learned in an average class in school. Nearly 80 percent of the students said they had learned more or much more in their experiential program. Only 9 percent reported learning less.

Student responses on the Problem Solving Inventory were scored according to the number of alternatives suggested, the degree to which they took responsibility for solving the dilemma, the degree to which they justified a decision according to its consequences, and the level

***Among the general program characteristics, the strongest factor influencing change, particularly on social attitudes and complexity of thought, was the existence of a seminar in which students reflected on their experience.***

of empathy and complexity of thought shown in the overall analysis of the problem. None of the programs showed significant changes except in the last category. The Complexity/Empathy scale, which combined several developmental frameworks into one in a seven-level scale, showed significant upward movement by students in most of the experiential programs and no change in the comparison groups. The movement was from the fourth level (stereotyped thinking, concern for rules, focus on physical needs) to the fifth (emphasis on friendship and belonging, on communication, and concern for emotional as well as physical needs).

The strongest increases were found in those programs where students were in a helping role that related closely to the dilemmas to be solved and were engaged in regular seminars in which they processed their experiences. Both of these elements were critical. Since these were common features of the service-learning programs, most consistent gains on this measure were found in this program type.

### **Program Variables**

The second major focus of the study was to identify the program variables that were most effective in facilitating development in students. The clearest finding is that no single factor or set of factors guarantees effectiveness. Within every program, some students gained a great deal and others did not. Though the analysis is not complete, preliminary conclusions are that the strongest predictor of change proved to be the degree to which students perceived themselves as having the freedom to develop and use their own ideas, make important decisions, explore their own interests, make an important contribution, and assume adult responsibility. In short, the most powerful experiences were those in which students participated with substantial autonomy in activities that made a difference.

A corollary finding was that the factors that most influenced growth were not the same as those that influenced how positively students rated a program. For students, the key issues were how interesting they found the experiences and whether they felt appreciated.

Taken together, these findings reflect Dewey's point that what is "satisfying" is not necessarily "satisfactory." While it is important that an experience be interesting enough to engage students, that is not sufficient. The experience must also challenge them and stretch their capacities.

Among the general program characteristics, the strongest factor influencing change, particularly on social attitudes and complexity of thought, was the existence of a seminar in which students reflected on their experiences.

The most effective programs were those lasting at least a full semester (18 weeks) and involving students in the community four or five days each week.

The overall conclusion of this study, then, is that experiential education programs can promote social, psychological, and intellectual development more effectively than classroom-based programs.

*The authors now anticipate the publication of three documents: a comprehensive report, a compilation of the instruments used, and a combination of anecdotal and statistical materials. These will be announced in Synergist. Those who wish to receive a notice of the availability of publications should send a stamped, self-addressed envelope to the authors at the Center for Youth Development and Research.* ■



# AN ANTIDOTE TO NARCISSISM

*When educators apply developmental principles, service-learning nurtures personal growth through the commitment of self to others.*

by *Kenneth P. Saurman and Robert J. Nash*

One of the major purposes of education in general and service-learning in particular is the development of the person—an expansion of potentialities, an enlargement and keener understanding of the intellect, emotions, will, and spirit. Because of this, the most effective service-learning educators do far more than check a list of available placements to find appropriate service-learning experiences for the inarticulate high school junior who wants to be a big brother or the eager college sophomore who wants to counsel alcoholics. The service-learning educator's repertoire should include the skills to assess what psychological state the student is in, what life task the student currently is working on, which learning style is dominant, the extent to which the student needs to be challenged or reassured, and the student's ability to make moral commitments.

In short, service-learning philosophy and practice ought to be grounded in sound developmental principles.

## **The Narcissistic Society**

According to Erik Erikson, a developmental psychologist, the most desirable moral development proceeds from an adolescent's "ideological experimentation" to a young adult's "ethical consolidation." This transition requires becoming less narcissistic about what is desirable and evolving a broader, more flexible moral perspective. The dilemma for educators attempting to arrange learning experiences that will provide this type of moral development, however, is that our culture is growing excessively adolescent in its obsession with the self.

Educators, along with others, have retreated from their beliefs in an open,

socially conscious education; many favor teaching the basics so that students are better prepared for careers and higher education. Even the nascent literature on service-learning is being reformulated to emphasize the need to inculcate "proper and realistic attitudes toward workable practices" and, in the name of student development, to promote "self-actualization and personal growth." While these objectives are plausible and worthwhile, by themselves they are incomplete. They are symptoms of the new narcissism.

Service-learning can be a powerful antidote to educational malaise, and to the antisocial mode of living. The tragedy of so much formal education today is that it is conformist, unimaginative, conservative, and safe. There is a glaring absence of any educational understanding that students must accomplish certain developmental tasks if they are to grow in appropriate ways. And these developmental tasks are grounded in the need that all young people have to transcend themselves, to commit themselves to causes, persons, and competencies greater than their individual egos. Ironically, personal identity is realized not through safe educational experiences but rather through risks that foster social commitments.

What follows is a brief overview of selected developmental principles at both the adolescent and young adult stages and their theoretical implications for service-learning.

Service-learning is not an end in itself. It is a means whereby the learner, by serving others, expands personal potential through intellectual and emotional growth. We believe that service-learning will be successful for students (and the people being served) when it:

- Helps to clarify and engender a morally

and socially tenable philosophy of life;

- Cultivates useful occupational, social, and intellectual skills;
- Encourages a taste for thoughtful analysis of a situation and an ability to evaluate an experience for its meaning both for the server and the served;
- Results in the broadening of a moral commitment to help others;
- Provides students with the opportunity to work on the developmental tasks that cry out for resolution.

This type of learning is dramatically antinarcissistic; it stresses wholeness, commitment, and service to others—qualities in sharp decline today.

## **Identity Development**

According to such developmental theorists as Erikson, George E. Vaillant, and Jean Piaget, an adolescent from 13 to 18 has one overarching task—to *achieve an identity*, to pull one's life together in a coherent unity. This unity must emerge out of a dialectic between the need for *continuity* and the need for *experimentation*.

This often stormy search for identity is helped along by a major virtue, *fidelity*, which is the adolescent's equally strong need for a commitment, a loyalty to something beyond the self. Fidelity carries with it the negative potential of commitment to false prophets and meretricious lifestyles and goals. Fortunately, though, fidelity often acts as a safety brake for the adolescent who may be caught up in a frenzy of experimentation and lose contact with root values.

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The opposite of identity, identity confusion, is the inability to feel that the self is whole and integrated. It is the painful feeling that one does not fit in, does not know what to do with one's life. Identity confusion also expresses itself in the continued frustration over bodily change and sensation, and over what often is perceived as an impossible-to-satisfy need for intimate relationships where affection, sex, and mutual respect are integrated.

The major lesson for service-learning educators is that a strong and enduring identity is best achieved through the making of choices, and *through commitments outside the self*. Theorists such as Viktor Frankl, Rollo May, and Daniel Offer write convincingly of the adolescent's need to reach out beyond the self to a cause and to persons greater than the individual ego.

Adolescents need opportunities to make choices from a wide variety of extraclassroom options, and service to others permits them to try out unexperienced facets of the self, test out competence, and matter to others.

Putting the adolescent in learning situations where commitment and caring can occur, unfortunately, is difficult. Not every adolescent is ready to serve an apprenticeship in a social service agency or to assist the poor to improve their lives. Most prefer activities that are fun to those that help them to learn more about themselves or their future job possibilities. Research has indicated that adolescents have little commitment to social change and lack concern for ideological issues, although many express glib opinions on the major sociopolitical issues. In general, adolescents convey a sense of disenchantment with large-scale social problems.

Service-learning educators must make an effort to identify service-learning experiences that meet a wide array of developmental needs. The most desirable service-learning experience is that which is matched to the learner's developmental stage, life task, and learning style. It should draw on the student's strengths while challenging the student to overcome weaknesses.

For example, take the case of an adolescent who is struggling to overcome a sense of doubt about personal worth, who learns best in a small, nonthreatening group with much give and take, and who desperately needs to cultivate some marketable skills. The most advantageous service-learning experience might be one providing an opportunity for some group

interaction, a chance to learn and try out some practical skills with generous feedback from competent elders, and a situation in which the student occasionally must take a position on a controversial issue. A youth service agency or a public interest research group might be a good placement.

### **Developmental Tasks**

From 18 to 22 young adults need to form and sustain mutually rewarding relationships and to grow in intellectually and morally autonomous ways. Two life-cycle theorists, Roger L. Gould and Daniel Levinson, believe that the young adult needs to separate from the family of origin, form a worthy dream of adult life, enter an occupation, develop a relationship with a mentor, and establish an intimate loving relationship. The young

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adult, then, is most concerned with finding *interpersonal* and *social* adequacy as an expression of an individual adequacy achieved during adolescence.

Unfortunately, formal education has done little in helping the young adult to form and live out the dream—to enlarge it, analyze it, test it through choices and experiences, and reformulate it often. Likewise, young adults need mentors, older persons who act as teachers, advisers, sponsors, and exemplars.

Young adults also need to transform their interests into remunerated work. They need to be wary of extremes: making a too-early intense occupational commitment and remaining undecided for too long. During the formative occupational phase young adults must see alternatives, try out various skills, and work where the recipient of the services prizes the novice's efforts. Finally, according to Levinson and Vaillant, perhaps the major young adult task is to become capable of having adult peer relationships with both men and women.

Any service-learning experience that expands and redirects the young adult's commitments will help complete these tasks. One major task is to remove the family from the center of life. Service-

learning experiences can expose young adults to careers and values different from those of the parents. The exposure to career options, community values, and philosophical differences can extend and enrich academic learning.

Participation in service-learning activities can help young adults to form their dreams, choose their occupations, find mentors, and establish intimate relationships. Service-learning settings can enable youth to take their share of responsibility and to be treated as worthy persons among other persons, provide ample opportunities to express mature levels of caring and concern, encourage the trying out of alternative lifestyles or the forming of political philosophies serious enough to warrant the taking of risks, and offer exposure to role models. All help prepare the student for the transformation from adolescence to adulthood and the concomitant discontinuity that exists between those two worlds.

### **Moral Development**

Moral/ethical developmentalists like William Perry and Lawrence Kohlberg have researched college students' progression from making simplistic and absolutistic moral judgments to becoming more flexible, autonomous, and integrated in their moral/ethical thinking. They underscore the necessity for young adults to make *commitments* to communities if mature moral awareness is ever to be gained.

Perry has a multistage theory of intellectual development that describes the interplay between intellectual, value, and identity structures for each individual. This model describes developmental processes as *forms* of thought and *styles* of establishing values, making choices, and affirming life commitments. Thus, levels of thinking progress in complexity toward a merger of both knowledge and values.

At the highest stage of intellectual development, the student develops a sense of identity and purpose through personal commitment. Perry's scheme defines three special categories of development: dualistic, relativistic, and committed. His model identifies nine stages of development, ranging from a basic right and wrong dualism to the development of personal commitment. Thus, the learner moves from a perception of the world in absolute terms to commitment and responsibility in a contextual, pluralistic, relativistic world.

Kohlberg identifies three basic stages

of moral development: preconventional, conventional, and postconventional. He calls his approach to moral education *cognitive-developmental*—cognitive because it recognizes that moral education (like intellectual education) has its basis in stimulating the active thinking of the person about moral issues and developmental because it sees the person developing as he or she moves through various stages of moral awareness.

At the *preconventional* level, the individual responds to societal labels (such as good and bad), and actions receive labels according to their consequences (rewards or punishment). At the *conventional* level, conformity and loyalty in actively maintaining and supporting the present social order result in an orientation towards established authority. At the *postconventional* level of morality, moral values are defined apart from the authority of other persons or groups, personal values are universalistic, and moral decisions are defined by a person's conscience according to higher ethical principles. Kohlberg sees the individual as acting autonomously at this level because behavior reflects a respect for the dignity of all human beings.

Much service-learning is rooted in moral choice and moral dilemmas. If developmentalists are correct in asserting that moral development can happen only if persons face moral issues in their everyday experiences, then service-learners are in the higher stages of Kohlberg's and Perry's moral reasoning and moral/ethical development.

In their constant interaction within various community projects, students can be provoked to examine previously unquestioned beliefs and, as a result, enlarge their consideration of moral issues. Interaction is one of the basic principles of moral development theory: Awareness and growth are a product of the interplay between person and environment.

Kohlberg's research on moral development tempts us to advance the hypothesis that service-learning students will progress in moral development more quickly than other students. Needless to add, this is more likely to occur if service-learning educators are aware of the moral component of all service-learning, and if they can serve as moral provocateurs able to question, nudge, and clarify with dispassion. A student who tends to see political or moral issues in a community in simple black and white terms should be pushed to understand the underlying complexity of such issues. For example, in the case

of a planned parenthood controversy, this might necessitate an understanding of community norms, religious beliefs, and political practices.

Since moral development is rooted in a sequence of cognitive-developmental processes, H. A. Witkin's research on cognitive styling can also be helpful. At the least it is highly suggestive. Witkin identifies learners as field-dependent or field-independent.

Field-dependent learners reflect a global view toward learning and are sensitive to, and dependent upon, others for their learning. They tend to come from cultural settings that are conformist, with an emphasis on social control, strict definitions of role, and obedience to parental authority. These field-dependent learners tend to be other-directed, exhibiting sensitivity in social situations and highly developed

***In their constant interaction within various community projects, students can be provoked to examine previously unquestioned beliefs and, as a result, enlarge their consideration of moral issues.***

social skills. They tend to major in counseling, teaching, and social service fields. They rely on clear instructional directions and well-defined structures, are timid about assuming responsibility for their learning, and enjoy external rewards, such as praise.

Witkin's field-independent learners take a more analytical approach to learning. They hail from family backgrounds that are more loosely structured, with emphasis on self-control and independence. Within the family, autonomy is encouraged, and violations of parental authority tend to be more highly tolerated. These field-independent learners most often major in engineering, sciences, and mathematics. As learners, they are self-sufficient, independent, and inner-directed. Compared to field-dependent learners, they are more willing to assume responsibility for their own learning, they learn independently, and they are less influenced by external rewards.

Our own experience with service-learners at a state university suggests that they favor concrete and active learning styles and have stronger *field-dependent* than *field-independent* orientations. They demand structure in their learning (even

while they seek out nontraditional learning settings), and they need explicit teaching direction and external rewards. This would suggest that, to the extent these typologies hold for service-learners, they are inclined to be less comfortable in formalistic classrooms than field-independent learners are; it also suggests that without strong supervision, firm support systems, and constant supervisory caring and feedback on their performance, service-learners will not be reaping the full benefits of their learnings.

However motivated and morally advanced service-learning students may be, their experience will not reach its full potential unless the hallmarks of successful experiential learning are present. These are:

- A clear definition of purpose (with strict guidelines for completion of learning goals);
- Quality supervision and followthrough;
- Time and space to reflect on what learning has occurred both during and after the service experience;
- Highly developed evaluation systems to provide post-learning analysis and personal summary responses for the individual.

For high school and college students, academic achievement and personal development can be enhanced by properly matching the instructional approach to be used both in the field and on campus to the level of the student's moral and intellectual development. Supervisors of service-learning must ensure that both the design and the structure of the student's learning experience are integrated into a consideration of the student's stage of intellectual development. Because individuals desire challenges throughout their educational experience, it is equally important that educators not only capitalize on the strengths and capacities students display but also provide students with the stimulation and inducements to continue their development.

The pioneering work of Perry, Kohlberg, and Witkin strongly suggests that success for service-learners will depend on educators' awareness of the stages of moral and intellectual growth students have achieved. It is also important to remember that the level of an individual's cognition will influence the level of moral reasoning. And if it is true that service-learners tend to reflect concrete and active styles of learning, then they must be nudged toward more abstraction and conceptualization in their doing and thinking. Kohlberg has insisted

that the transition to principled levels of thought is only possible when individuals can think reflectively and abstractly, skills necessary if they are to grasp the concept of a universal morality that transcends any personal authority.

### Some Developmental Caveats

Because the developmentalists are stronger on theory than practice, and because much of their theory is relatively new and untested, service-learning educators must be wary of too uncritical an acceptance of the theories and cautious about an oversimplified application of them. Some caveats follow.

The challenge is to identify service-learning situations and settings that will foster students' personal development but that will not degenerate into a preoccupation with their self-development. The goal of serving others well, and learning through this service, requires that those served be encouraged to develop themselves and to work in their communities to maximize options for themselves. When undertaking service activities, the server—after providing guidance and suggestions for program action—must be willing to allow those being served to plan and execute the program on their own terms, and must be willing to accept the risk of failure. Developmental growth for the server is most likely to occur when it is a spinoff of the service, not when it is a goal sought *sui generis*. Too intense a concern for developmental growth can lead to narcissism.

Developmental theories are just that; they have not yet achieved the status of *fact*. At this early stage they are flawed and require further refinement. One problem is a tendency to consider developmental stages as hierarchies, with move-

ment from one level to another seen as higher or better. Development systems are not meant to be evaluative, pejorative, or prescriptive. They are meant to be scientific descriptions of dominant growth tendencies in human beings. Another danger lies in the temptation to classify and categorize people. Classifications are meant only to be suggestive blueprints for understanding human behavior and for facilitating further human development. At best, they are to be used as rough guides, not cast-iron templates. The aim of education is to stretch the existing developmental structure to accommodate new ideas and to undergo new experiences. To stretch is not to force prematurely; each person works out his or her own developmental synthesis.

*Commitment* is the highest form of moral and intellectual development. If service-learning opportunities are to enable the student to realize commitment to autonomous, principled behavior, then the full integration of reason and emotion, intellect and morality should be encouraged. Service-learning educators must insist on *intellectual* development as the prerequisite that will shape, ensure, and provide the foundations for qualitative future service experiences for every individual.

The application of developmental theory requires a special kind of educator, one who understands the theory, who knows how to use the instruments for identifying the various stages of development, and who can encourage reflection on service-learning experience. This type of teaching provides a trenchant and systematic approach for helping students to develop themselves by urging them to talk about their educational problems and to analyze alternative solutions.

Developmental learning is educative when it results in increased personal-social growth, when it enables the learner to discover meaning outside the self. It is miseducative when it freezes a person at one level of development or when it reinforces atavistic beliefs and values. It is noneducative when it fails to result in new insights, or when it fails to motivate the learner to grapple with crucial life tasks. Some service-learning experiences have existed primarily on the level of sensation—exciting, satisfying, and maybe even challenging learners but not contributing to their developmental growth.

A true *developmental community* is one where reciprocity exists at all times between service provider and client. This reciprocity is characterized by active respect for others, a motivation to foster the development of others on their own terms, and a deep-felt understanding that vulnerability must replace superiority in every aspect of human relating. Developmental smugness can only lead to despotism.

Finally, one aspect of service that must necessarily be confrontive and disturbing: Too often professional helpers become shock absorbers for the dominant forces in the system. They assume stewardship for channeling people into measuring up to the demands of the economy or of educational, religious, or political megasystems. Service-learners, educators, and administrators always must push out in front one question: Whom is it that professionals are really helping, the powerful forces in society or their victims? And these forces have to be confronted in robust and honest ways. Such confrontation must enlighten, not lubricate; it must provoke, not smooth over. This is ultimately the moral mandate of service-learning. ■

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# VIEWS FROM THE TOP

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*Four college presidents explain why institutions cannot separate meeting the needs of the students and of the community.*

Recently *Synergist* invited the presidents of several colleges to "express their views on their institutions' obligation and capacity to improve the lot of the least privileged members of the surrounding community and to enable students to function as capable, caring citizens."

Though each of the colleges responding is in a different part of the country, attracts a different share of the student population, and plays a different role in its community, all the pres-

idents share the conviction that their institutions' obligation to the students and the community cannot be separated.

On the following pages are the views of Rev. Theodore M. Hesburgh, Notre Dame (Indiana) University; Seymour Eskow, Rockland Community College, Suffern, New York; W. Clyde Williams, Miles College, Birmingham; and John B. Davis, Jr., Macalester College, St. Paul.

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## *Rev. Theodore M. Hesburgh, president, Notre Dame (Indiana) University*

**W**hen I reflected upon Notre Dame's obligations to respond to the needs of our surrounding community, I thought of the statement of Dr. Albert Schweitzer that I often share with our students:

I do not know where you are going or what you will do in life, but I do know this: that you will never fulfill your potential or be really happy as human persons until you have learned how to serve others, especially in their human needs, wherever you go, whatever you do.

It is my conviction that the University of Notre Dame was founded with a similar vision for serving the world community. We believe that our Judeo-Christian heritage challenges us to remember that love of God and love of humankind cannot be separated.

I realize that the needs in South Bend-Mishawaka have changed radically since 1842 when Notre Dame was founded there, and especially during the past 27 years when I have been president of the University. We at Notre Dame try to instill in our students a sensitivity to the needs of their campus community, of the local community, of the national community, and throughout our interdependent

world. I am convinced that all of the learning that takes place at this University is useless unless it is somehow linked to a lifelong response of service to one's neighbor. I am very skeptical about students who want to postpone their service involvement until graduation. In no way can they be educated to be humane unless there is some continued contact with the voice and pain of those in need and poverty.

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We feel that our obligation and capacity to respond to the needs of the surrounding community must be seen in the overall context of our mission as a university. It is our moral responsibility to educate all levels of the university to these needs and to encourage creative

responses by faculty, administration, and students.

There are multiple ways by which we try to enable our students to function as capable and caring citizens. We stress in our literature to incoming students the importance of this aspect of our University. We attempt through the trained staff in the residence halls, the liturgical celebrations, and the opportunities for caring relationships both on and off the campus to challenge and facilitate the maturing process of students as they discover various aspects of caring.

We hope to provide a milieu at Notre Dame where undergraduate students can become competent and compassionate lifelong learners and citizens. Competence is critical to enable students to avoid the worst aspects of being naive dogooders. We hope all of the college programs for our undergraduates provide an education that enables students to analyze the structural causes and effects often leading to poverty, injustices, and the death of hope. We hope that the lifelong process of developing the competence of their minds might be integrated with their compassionate responses of the heart. Compassion means that the students have the capacity to suffer with

those who suffer whatever they suffer—physical pain, injustice, loneliness, spiritual desolation, ignorance, blindness, and all the rest.

The compassionate learner does not condemn, does not patronize, does not look down from on high. But compassion does not come naturally. Nor can the University give a Ph.D. in compassion. A Christian university has the obligation to point out that compassion is a gift from God, and that the suffering encountered by Jesus Christ in His attempt to serve helps to continually purify one's motives. All the social service in the world is sterile and antiseptic and inhumane without compassion. All the education and professional training in the world is less effective if compassion does not enable it to get beyond the problem directly to the person who is suffering. And if one can study all the subjects that our Christian colleges and universities offer and emerge without compassion for the personal suffering all around us in the world today, then we really have not lived up to the ideal that brought these institutions into being, the great dreams of their founders.

In the rest of this statement, I will concentrate on some of the specific ways we provide service-learning opportunities for our undergraduates to achieve this goal. (The programs in the Law School with prisoners, migrant workers, etc., and those of other faculty and graduate programs will not be considered here.)

During the 1960's, many student groups interested in providing service in the South Bend community developed on the campus. They developed programs serving the retarded, tutoring in the schools, and visiting some local nursing homes. Concurrently certain programs sent many students during the summer to Latin America as part of our desire to have more opportunities for intercultural service involvement.

During the 1970's, we have seen the

need to institutionalize our service-learning opportunities through an Office for Volunteer Services and a few specific programs in various colleges at the University. Now 18 different volunteer groups are coordinated out of the office. We estimate that about 1,000 of the 6,900 undergraduates have been involved in these service projects each year during the past 10 years.

During the past four years, the Office has been able to clarify with the persons on site the precise needs of the groups who have asked for service. The matching of community needs with students' desires and limited time to serve is a continual tension for us. Students are encouraged to take courses that complement their service involvement or that can respond to some of the questions emerging in their involvement. Recently we have discovered the need to provide more workshops and reflection groups that enable students to see the relationship of direct service (one to one) and social action (justice-related issues).

The University provides courses that directly relate to the service involvement of students in the local community. Since 1971, we have had a course in the Department of Theology called Theology and Community Service. This course enables students to reflect in an interdisciplinary way on the meaning of care and Christian compassion, suffering, death and dying, and the psychodynamics of senior citizens living in nursing homes. More than 400 students have participated in this course during this decade, and 800 senior citizens have been their teachers.

The Psychology Department has provided a variety of courses in the areas of aging and retardation, with opportunities for students to combine service interactions in the local community with theoretical and academic reflections in the classroom.

The Sociology and Anthropology De-

partment has provided courses related to criminal justice issues in student service projects in the Family and Children's Center, the county jail, the state prison, and Big Brothers/Big Sisters. Some pre-medical students work in the emergency room of the hospital. Government and economics majors take advantage of work-study and other programs coordinated by our Institute for Urban Studies. Seniors in accounting (CBA) help lower income groups fill out their tax forms as part of a course. We encourage these professors and others to collaborate with community persons so that the needs of both groups are met.

We have a real challenge in the 1980's. During the past three years, our Center for Experiential Learning has been exploring and evaluating innovative ways of reflecting on service relationships. New links with faculty, residence hall personnel, and community resource persons are being developed. With the increased academic pressures and gradual decrease in numbers of students in service projects, we look forward to learning other methods from *Synergist* and NCSL in the future. We must avoid the temptation to use the local community only for career exploration and learning for ourselves. We hope our local community continues to challenge us to share authentic responses of competence and compassion.

In summary, it is our hope to make the campus a caring place where students will reach out to one another. This needs to be extended beyond self-interest to the local community and to our national and international responsibilities. We hope that we will graduate students with a sincere commitment to work for social justice on both the local and global scale. If we lose touch with this mandate as a university, we will have lost our soul in the midst of striving for excellence in other areas of our responsibility as a Catholic university.

### *Seymour Eskow, president, Rockland Community College, Suffern, New York*

**A**lec Dickson, the creator of England's Voluntary Service Overseas and Community Service Volunteers, wrote recently:

Until now, 'service' has been seen as a separate entity, either quite distinct from study, or—if included in the curriculum—a special subject in its own right. . . . When helping is

viewed as a hobby, outside the mainstream of education on the one hand or of urgent human needs on the other, inevitably the concept of service itself and the nature of the tasks undertaken assumes only peripheral significance. And so the few who are drawn, by family background or personal inclination . . . to participate . . . remain a

small minority group. What they do lack, both intellectually and socially, is a cutting edge.

Many years earlier Arthur Morgan, who helped make the Tennessee Valley Authority a center for community education and Antioch College a center for community development, made a similar statement. He said that education, like a

pair of shears, must have *two blades*: the blade of *experience*, bringing students to the community to work and serve in ways that absorb and shape them, and the blade of *learning*, an organized and disciplined study of bodies of knowledge with careful observation and analysis of what they are experiencing. Most importantly, a connecting point must bring the two blades together to produce the cutting edge. The problem of pedagogy is devising ways to connect study and experience so that the disciplines illuminate and inform experience and experience lends meaning and energy to the disciplines.

The designs of our campuses and curricula suggest that we continue to isolate town from gown, study from action; on most campuses the wall between the students and the community is high. Prescriptions for curricular reform, such as Harvard's revival of the idea of general education, search for relevance in the relating of the disciplines to each other rather than to the common life. Unheard or ignored are voices like those of James Coleman and his associates in *Youth: Transition to Adulthood* declaring that we have created an environment for youth that is "knowledge rich and action poor," that young people have no opportunity to learn the skills of adulthood by engaging in meaningful work and service. Education remains one bladed.

Until recently such agencies as Peace Corps and VISTA, which have taught us all how much people learn when they serve, have resisted collaboration with higher education. The conventional wisdom had been that the contribution of self is diminished if the volunteer is also a student of that service.

Suppose, then, that academe and agencies were willing to bring the blades of service and learning together, to create a new social and intellectual instrument by uniting their commitments and skills. Can we invent together programs that fuse study and service for two, four, or six years? How much of the time of the student volunteer will be spent on the campus and how much in the community, or in places where the Peace Corps works? Can we imagine Peace Corps and VISTA staff and returned volunteers as adjunct faculty, and college faculty as recruiters and trainers for the Peace Corps and VISTA? And would all of this joining together forge a new instrument of power—or dull two sharp blades?

Old proposals and modest new initiatives suggest themselves quickly. For example, graduates of two-year college

programs in agriculture, technology, and nursing have the skills developing countries often want, but little incentive to use them in the Peace Corps. If the two-year volunteer service, along with an accompanying program of study, allowed the student volunteer to return with a bachelor's degree, the volunteer and the developing country might be the richer.

Suppose we created new two-year, four-year, and graduate curricula that began with intensive language and culture study and skill development, proceeded to a year or two of voluntary service and continuing study, and finished with a semester or a year of campus-based reflection, study, and action. Such opportunities to live the liberal arts, it seems to me, might bring to higher education and our service programs thousands of Amer-

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icans who now search elsewhere for the vigorous engagement in the world and opportunities to examine their lives that neither campus nor volunteer service now provide.

At the heart of the matter is pedagogy. We cannot in good conscience award academic credit and degrees for service and experience any more than we award them for reading *Hamlet*. Our present pedagogy is a Pedagogy of the Word: the lecture, the discussion, reading, and writing. It gives the student intellectual tools with which to read *Hamlet* and then asks for evidence of learning in the form of reports and examinations. It envisions the campus as a community of students and scholars who shut themselves away from the confusions of the world to read, talk, and contemplate.

What we need urgently is a Pedagogy of Experience, one that will allow students to learn in their neighborhoods and anywhere in the world, that is as shaped and as rigorous as the Pedagogy of the Word, that helps to design the experiences students will have and the work that they will do to turn that experience into evidence of learning.

Much of that pedagogy now exists, and research and development continues. Empire State College, Saratoga Springs, is among the many doing fundamental work on a learning contract between a mentor and student. They agree on what the student will read and write and do to develop and record knowledge and competence so that the student can leave the campus to live the academic program. The Council for the Advancement of Experiential Learning has developed an impressive body of techniques for assessing the learning a person has acquired through experience, and more and more colleges are offering students opportunities to have their experience translated into credits and degrees.

Meanwhile, as the pedagogy emerges, colleges throughout the country are exploring the possibilities of integrating service and learning. At Rockland Community College an imaginative faculty now has some 1,500 students with learning contracts. Art students are working with agency officials and political leaders to beautify public buildings; sociology and political science students are working with government agencies and citizen groups; recreation leadership students teach youngsters athletic skills; and psychology students work with the elderly, the handicapped, and slow learners.

Career programs, such as nursing and human services, have incorporated work and service into the curriculum for many years; our new College of Public Service, assisted by a development grant from the Fund for the Improvement of Postsecondary Education, is a two-year program in the arts and sciences that features a community service practicum giving students two years of service experience as they study.

In two programs, in Ghana and Israel, our students go abroad to work and serve and to build a program of study around the experience.

Mary Osborne, a student who served in a psychiatric center and a hospital, rated her service-learning experience as "the most valuable to the human growth (learning) process" and "the essence of education" because it enables students "to peek behind the image and look at the systems that govern our society and to meet the people that can't live within it and the ones that can . . . to have beside you in education caring and support while gaining experience and knowledge about yourself and others."

Education can have a cutting edge.

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## **W. Clyde Williams, president, Miles College, Birmingham**

**H**istorically, Miles College has been regarded as a community college in that its curricular offerings and supportive programs have been directed in large part by the communities that produce many of its clientele. Because Miles has systematically given attention to these needs, it has consistently contributed to the prosperity of the larger community of which it is a part.

Although it is not the design of this commentary to give a historical accounting of Miles College, it is pertinent that the reader is aware of circumstances that brought about the genesis of Miles.

Briefly, Miles College is a traditionally black, private, four-year liberal arts college located in Fairfield, Alabama, a suburb on the edge of the city of Birmingham and very much a part of the metropolitan Birmingham community. Miles was founded 75 years ago by the members of the Colored Methodist Episcopal Church (changed to Christian Methodist Episcopal Church in 1952). The purpose of the College at that time was to provide equal opportunity and growth for young black people who had been excluded from such opportunities as a result of discrimination and racial inequities.

As demonstrated through the forces of its inception, and in a more demonstrative manner that the needs of present day society demand, Miles still feels the pulse of the community and uses the varied resources of the College to introduce, support, and sponsor programs and activities that assist and build community potential.

For too long colleges and universities have been separated and isolated from the "real" world. Academic institutions can no longer afford to isolate themselves from other learning forces within the community. Inasmuch as education is a process through which all persons must engage themselves throughout their lifetime, all institutional forces must be used in educating all persons in the community. Additionally, widespread demands of public groups that educational institutions (as all other institutions) be held accountable for their results make it mandatory that colleges and universities analyze their traditional roles. An in-depth analysis of present status of the institution will provide documentation needed to design and implement pro-

grams that will address the problems, needs, and interests of the community. Accountable education cannot be separate from community.

If students within the institutions are to develop skills and competencies to equip them for living in the world beyond the institution, they must come face to face with the social, political, and economic problems that will confront their generation.

Colleges and universities oftentimes reflect themselves as sheltered communities. They are not very realistic when compared with the communities in which the students will spend the major portion of their lives. Steps must be taken to

***If students within the institutions are to develop skills and competencies to equip them for living in the world beyond the institution, they must come face to face with the social, political, and economic problems that will confront their generation.***

broaden the students' role in the type of community in which they will live. Students, as well as the staff within the institution, must understand the community service concept and be willing to serve people. Students gain self-confidence through the utilization of their natural talents and skills. Also, the use of staff abilities and skills can accelerate the institution's efforts to be responsive to community needs. Therefore, the student, the staff, and the community benefit when they engage in community-based experiences. Such a cooperative arrangement makes possible human interaction in solving problems of concern to all.

One of the first and most important steps in facilitating a service-learning program is that community needs are identified and that all planning fulfills these needs. The community's awareness, understanding, and support are most crucial to any service-learning program.

The many successes that Miles College has experienced with community programs can be attributed to its willingness to work with the community and to expand and refine programs over the years in response to changing social conditions and the nature of modern society.

In addition to its involvement in intra-institutional and interinstitutional programs, Miles College has received both moral and financial support for many tasks and services to the students and to the community.

Many programs that never existed in Birmingham are the result of the College's efforts toward community service and unity. These include: VISTA, Headstart, Manpower Training, Upward Bound, and Institutes for Teachers of English, history, and mathematics. The highly successful Miles College-Eutaw Program, a portable freshman-year program in the black belt of Greene County (Alabama), makes education available where it was, heretofore, virtually nonexistent.

Other programs that Miles has been responsible for introducing into the metropolitan Birmingham area are: Talent Search (The Educational Talent Search Project), an intensive effort to identify and encourage underprivileged young people, mainly dropouts, to go back to school and go on to college; the Emergency School Aid Act (ESAA), a program implemented for the study of language and culture, designed to ease problems of desegregation of schools; and the Liberty National-Miles College Internship, a joint venture to place business major students at Liberty National Life Insurance Company in order to give them firsthand experience.

Miles College offers invaluable assistance to the community through other programs and projects such as: Teacher Corps, Adult Basic Education Program, Comprehensive Employment and Training Act, University Year for Action sponsored by the National Conference of Black Mayors, Greene County Voter Education Project, Eutaw Community-Based Arts Education Program, West Alabama Folk Arts Festival, Rural Youth Work Program, and the Basic Skills Tutorial Program for Elementary Children.

A review and evaluation of the numer-



ous projects at Miles College support the contention that educational institutions can provide effective community service that will improve the lives of those around them. All have benefited from Miles College's service-learning programs. The institution's involvement has helped the

metropolitan Birmingham community to solve many of its pressing social problems. What is of most importance, however, is that Miles College has been instrumental in helping to improve the quality of life for many who might have been doomed to failure.

Miles College is committed to service-learning. It is one of the better means of reaching and teaching more people. Academicians must bridge the gap between the community and the academic institution. Community education is one effective mechanism for bridging that gap.

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### **John B. Davis, Jr., president, Macalester College, St. Paul**

**M**acalester College has had a commitment to community service throughout its history. From its founding in 1874 by a great Presbyterian humanist and educator, Edward Duffield Neill, to the present, the College has fostered in its students a sense of caring and responsibility that ensures an ongoing commitment to the betterment of the human condition.

Three underlying principles characterize the Macalester approach to its program in community involvement.

The first is the *long tradition of service* that derives from our Presbyterian heritage. The relationship of this tradition to liberal education is incorporated into the Macalester Long Range Plan:

. . . a liberal arts education should involve students in the life of our society . . . Macalester seeks to graduate men and women committed to serving their community in ways that are motivated and disciplined by intelligence and broad understanding. Believing such commitment to be a spirit that is caught, the College consciously encourages service to others by drawing students' attention to opportunities for volunteer work in the larger community.

The second is a *developmental model of student services* that provides opportunities for growth by placing students in learning experiences that require them to deal with ambiguity, diversity, and uncertainty, and therefore to grow, intellectually and personally.

The third is a *purposeful and highly structured approach to service-learning* that is controlled by the faculty. Volunteer and internship experiences are expected to promote cognitive, analytical, and evaluative skills as well as a sense of mastery and personal effectiveness.

These three principles led to the establishment of the Community Involvement Program (CIP) at Macalester. This program provides educational and supportive

services to enable Macalester students to effectively realize the learning and growth potential of service-learning opportunities.

Our college is well qualified for this mission. We have extraordinary diversity in our student body: Nearly every state and 40 foreign nations are represented, eight percent of the students are from the American minorities, and the students come from a broad socio-economic mix. Macalester students are thus brought to an understanding of cultural diversity very early in their college experience, and have a sensitivity for the environment where their service-learning takes place.

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Macalester students benefit from our location in a residential area convenient to the city centers of both St. Paul and Minneapolis. The metropolitan area has the added advantage of encompassing a state capital, a federal regional center, and home offices of such international corporations as 3M, Honeywell, and General Mills. Macalester students participate in volunteer and internship activities in a wide range of settings—state and national government agencies, nursing homes, fresh water biology stations, early childhood learning centers, consumer groups, and many others.

Service-learning at Macalester is sequential, starting with volunteer experi-

ences and moving into part-time and full-time internships. At each step vocational and avocational interests are identified, tested, and evaluated.

It is not enough for a college to make a verbal commitment to service-learning. The commitment of time and dollars, as well as organizational support, is essential.

At Macalester, our support staff is at the heart of the enterprise. These staff members are skilled in site identification, supervisor and student training, learning contracts, and evaluation. They provide individual counseling in vocational matters as well as conduct workshops in interviewing, site selection, management, assertiveness, resume preparation, and other skills that help the student integrate his or her classroom learning with the understanding of the world of work. CIP counselors also coordinate faculty sponsorship so that service-learning is clearly connected to the classroom.

Macalester also supports a transportation system that enables students to participate in learning opportunities not accessible by public transportation.

Finally, the strength and integrity of our service-learning unit, the Community Involvement Program, are assured by regular evaluation processes, both for involved students and for the program itself. Institutional reporting has been augmented by consultant evaluations of the program. Staff members are active in professional organizations, both locally and nationally, and continually are refining our process.

The goals of Macalester College and of the Community Involvement Program are the same: to educate capable, caring citizens. Service-learning is central to these goals; it instructs as well as encourages Macalester students to intelligent action. The thoughtful criticism that is the hallmark of responsible citizenship derives from these experiences beyond the classrooms. ■

# DOOR-KNOCKING FOR BOAT-ROCKING

*Community organizing brings neighbors together to pressure decisionmakers to solve a problem.*

*by Madeleine Adamson*

Luckily, the wind was blowing the right way when a fire broke out at the Drexel Chemical Company or most of the city of Memphis would have been forced to evacuate. As it was, some 3,000 people had to leave their homes to avoid being contaminated by the highly toxic smoke. Two days later, 45 members of the Mallory Heights Community Organization/ACORN met and formulated a list of demands to Drexel. The most important was that the company halt production of dangerous substances in residential areas. After a heated public meeting and the proliferation of "Evict Drexel Now" signs on neighbors' lawns, Drexel gave in.

Up in Syracuse, flooding has been a severe problem in the Skunk City area for decades. Five years of study and discussion didn't improve the situation; Skunk City residents who favored the development of a flood retention basin were always less organized than neighboring towns that didn't want to share the cost of building it. Enter Syracuse United Neighborhoods (SUN), and within two weeks 120 people had formed the Skunk City Neighborhood Organization and packed a county hearing on the issue. Wearing SUN buttons and carrying signs, they took up all the seats in the room. After three hours of testimony, mostly by SUN members, the County Legislature took the unusual step of going into special session to approve a \$2.6 million retention basin project.

Thousands of similar success stories prove the old adage that "Getting together gets things done." Community organizations espousing this philosophy are part of a growing movement across the country with the common agenda of empowering low- and moderate-income people to influence the decisions that affect their lives.



Neighbors gather to protest an increase in utility rates, a common community organizing issue.

"A lot of people told me we were wasting our time, that we couldn't beat City Hall and big money," recalled Harley Rudd, a member of Georgia Action in Atlanta, after his group foiled the mayor's attempt to increase the city sales tax. "We showed that if people get mad enough and concerned enough they can get together and do something!"

Community organizing is not a new phenomenon, but in the last 10 years the number of groups has grown dramatically. So has their ability to tackle complex issues. Some of the organizations operate independently in single neighborhoods; others are part of statewide federations like North Country People's Alliance in New Hampshire or Oregon Fair Share; still others belong to national organizations like the 19-state Association of Community Organizations for Reform Now (ACORN) or National People's Action. Students work with all of these.

No matter what the specific focus or affiliation, the groups share some common organizing principles.

First and foremost is a commitment to *democratic decisionmaking*. Nobody pulls the strings from the top. Neighborhood residents decide what issues to work on, elect representatives to the organization's own decisionmaking body, and constantly fight for greater democratic participation in city affairs and, more

recently, in corporate decisions.

Community organizations appeal to the *self-interest* of neighborhood residents, bringing people together to take action on the issues that concern them most, winning concrete improvements in their communities and lives.

The hallmark of contemporary community organizations is *direct action*—face-to-face confrontations with decisionmakers, public demonstrations to build pressure and force concessions, tactics that involve large numbers of people directly in solving their own problems.

## The Importance of Process

The issues community organizations address range from neighborhood improvements to utility rates to tax inequities, but the goal is not just winning on issues. It is *building power* for low- and moderate-income people. How campaigns are won is at least as important as what is won.

Two examples should help show how

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*Madeleine Adamson began working as a community organizer when she was a student and has never stopped. She is the editor of Just Economics in Washington, D.C. (see Resources), and the director of publications and public affairs for the Association of Community Organizations for Reform Now (ACORN) in New Orleans.*

these principles distinguish effective community organizing from other efforts. The issue is nuclear power. In one town, an environmental activist forms the No Nukes Coalition. He writes a call to action to environmental, civic, and church groups; prepares a detailed study on the economics and safety aspects of nuclear power; and holds a teach-in. Twenty groups agree to cosponsor the teach-in, but only 10 send any participants.

The organizer hustles a foundation grant to hire a lawyer to intervene in a case pending before the Public Utilities Commission on the construction of a nuclear plant. He urges people to write letters to their state legislators in support of a ban on nuclear power.

The legislature fails to respond but the Commission is persuaded by the lawyer's arguments and agrees to delay construction of the plant pending further study. The coalition claims an important victory, but hardly anyone is around to celebrate.

In a neighboring town, a community organizer's research uncovers the fact that nuclear wastes are transported through town on a highway running through two low-income neighborhoods. She finds out that there have been three serious truck accidents on the highway in the past year.

The organizer puts the information together in a simple one-page flier and begins knocking on doors in the neighborhoods, talking to people about the danger of trucks carrying nuclear waste right by their homes. She organizes a meeting of concerned residents and they plot a plan of action. The group decides to pressure the City Council to pass an ordinance banning the transportation of nuclear wastes through town.

The first action is a visit by 15 members to City Council presenting the demand. After two weeks of stalling by the City Council, the group stages a demonstration on the highway with big banners. The media covers it, the group keeps pushing individual council members, and in four weeks the ordinance is passed. The victory is clearly the result of group action and buoys the group's spirits for moving on to the next campaign.

The examples are oversimplified but the contrast in process and results is significant. While the environmental activist was more concerned with the issue itself and took the route of traditional civic involvement and the use of experts, the community organizer appealed to the self-interest of neighborhood residents, involved them directly, utilized direct action, and, above all, built the organiza-

tion. Both effected change but the community organization will continue to achieve more lasting results.

## How To Start

Winning campaigns and building successful community organizations is not as easy as the example above; there are no 10 sure steps to success. Community organizing is a combination of systematic hard work, creative strategizing, and flexibility in reacting to changing circumstances. So where does the organizer start?

The first task is *identifying and contacting potential members*. Most community organizations are turf based, structured along geographic lines. Initial

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contacts may include ministers, union leaders, or other influential members of the community who can, in turn, introduce the organizer to more neighborhood people.

The best method of recruiting members, though, is door-knocking, visiting every house in the neighborhood to acquaint people with the idea of community organizing and what it can do, and soliciting their views on what problems concern the neighborhood. One of the chief values of door-knocking is that it allows the organizer to identify a new core of potential leaders rather than relying on self-appointed neighborhood spokespersons who may not genuinely reflect the concerns of their neighbors. Like everything else in organizing, door-knocking should be done with a clear agenda—asking people to join or come to a first meeting—and in an orderly fashion—keeping records of every door knocked and the results.

Initial issues surface through door-knocking and by simply looking around and keeping eyes and ears open. In surveying the neighborhood, the organizer might find rundown vacant houses or traffic problems or inadequate garbage collection. But an issue is not a good organizing issue unless people in the neighborhood care about it. *Test the issue* on people; find out which ones are of most concern to the most people.

An issue also is not a good organizing

issue unless you can do something about it. The more specific, the better. You can't cure urban blight, but you can go after the city to board up abandoned buildings or challenge a bank to invest more mortgage money in the neighborhood.

In the beginning, most community organizations take on small issues that are winnable. The purpose is to build a track record for the organization and a feeling among the membership that collective action gets results. With a victory like getting a traffic light installed, the organization will have the confidence to tackle bigger issues.

With an issue in mind, the organizer's next job is *research*. Forget the academic-style research you learned in school; this time you need to think like a detective, searching out the bits of information that will inform your strategy and tactics. Who are the decisionmakers? What avenues are available for effecting change? What are the opposition's most vulnerable points? Who are your potential allies?

A critical piece of research is identifying the targets for your campaign—the individuals with authority to deliver what your group demands or to apply pressure to those who do. Specificity is in order. Both the bureaucracy and the corporations specialize in sending people through the never-ending revolving door. Understanding the decisionmaking process allows you to focus on specific individuals, concentrating the organization's attention and anger on a specific target. The rule of thumb is to personalize the target, make it real for people. It is difficult to direct a campaign at New England Telephone Company; it is easier to confront William Musier, the \$195,000-a-year president of the company.

Researching the target means knowing as much as you can about the individual. What corporate or charitable boards does he sit on? What country club and church does he go to? What has he said in the past about your issue? All of this information will help you determine what actions will exert the most pressure.

The other main research objective is looking for what organizers call handles—the *points of entry* into a campaign. Handles come in all shapes and sizes. Sometimes it is an obscure law that gives you a new point of access—such as the Arkansas statute that allowed cities, and thereby voters, to set utility rates. Sometimes it is your target's unkept promise that justifies your position. Sometimes it

is a contradiction between what the target says on one occasion and what he has said on another—such as the difference between how a corporation values its property for tax purposes and what it reports to its stockholders.

### Plan of Action

With the basic facts in hand, the group can develop a plan of action. The emphasis should, indeed, be on action. The kinds of actions used in community organizing are diverse to the point of being unlimited. The objectives are to build pressure, dramatize and polarize the issue, disrupt business as usual, force negotiations, and win concessions.

An example of an ACORN campaign in Denver illustrates some of the tried and true actions that often get results.

Jefferson Park is a low-income neighborhood bordering the city-owned Mile High Stadium, home of the Broncos football team and site of most major sporting and mass audience events in the city. With construction of the stadium came a sea of cars for every event and the encroachment of industrial and office complexes that threaten to destroy Jeff-Park as a residential neighborhood. For years, Jeff-Park residents complained about the

stadium, but their individual attempts to get action from the City Council consistently failed.

Preserving neighborhood streets for neighborhood people became the first organizing issue for the Jefferson Park ACORN Community Organization (JPACO). At the first home game of the season, 50 JPACO members dramatized the issue by passing out more than 13,000 fliers warning fans not to park in Jeff-Park. The message was, "If the city won't stop football fans from parking in our neighborhood, next week we will." The group hung "Don't Park in Jeff-Park" posters at every street leading into the neighborhood.

During the following week, 20 members took their preferential parking plan to the manager of safety, reminding him of his little used authority to enact experimental parking regulations in special situations.

When the bureaucrat tried to pass the buck, JPACO decided to carry out its warning to keep cars out of the neighborhood. They moved to reserve parking for neighborhood residents in a five-block area by putting chairs in the street with "Resident Parking Only" signs on them. As fans began driving up to park, JPACO

members handed them fliers showing where they could find free parking elsewhere. With 100 people in the streets, JPACO turned away all but six non-resident cars by kick-off time.

JPACO threatened to expand the blockade unless the mayor agreed to negotiate. He did and promised to increase police patrols and towing of illegally parked cars and to construct a footbridge between the University of Colorado parking lot and the stadium so fans could park there instead of on the street. The day after the bridge was completed, JPACO held a dedication ceremony christening it JPACO's Crossing.

The following week, JPACO handed out fliers thanking the 2,949 fans who used the footbridge but found that the parking situation in their neighborhood hadn't really improved. They met with the mayor again but he refused further negotiations. Angry at his response, JPACO decided to focus its next action on him.

"If the mayor won't get the cars out of our neighborhood, we'll put them in his," was the theme for the caravan to his house the following Sunday. With horns blaring and banners flying, 25 people descended on his block, knocking on his

## Community Organizing Resources

*The following organizations provide resources—including training, publications, internships, names of local groups—to community organizers. Educators and students may contact them directly.*

**Association of Community Organizations for Reform Now (ACORN)**, 628 Baronne Street, New Orleans, Louisiana 70113; (504) 523-1691.

ACORN, one of the two largest community organizations in the country, has 27,000 member families in 45 cities in 19 states. Short- and long-term internships are open to college students. (For additional information, see "Students as Community Organizers," *Synergist*, Spring 1978, pages 3-7; reprint 7.)

**Industrial Areas Foundation**, 675 Jericho Turnpike, Huntington, New York; (516) 549-1133.

Started by Saul Alinsky, the Foundation provides training and the names of local community groups.

**The Institute for Social Justice**, 628 Baronne Street, New Orleans, Louisiana 70113; (504) 524-5034 or 100 Massachusetts Avenue, Boston, Massachusetts 02115; (617) 266-7130.

The Institute, which works closely with ACORN, provides training, lists of local groups, and publications. The latter include:

• *Community Organizing: Handbook No. 2* (August, 1977, 40

pp., \$2.50), which includes an overview of ACORN and readings on energy, health care, electoral politics, and research skills;

• *Community Organizing: Handbook No. 3* (April 1979, 32 pp., \$2.50), which gives an overview of the elements of successful campaigns, five case studies of direct action campaigns, and an interview with ACORN's chief organizer on tactics for community organizations;

• *Just Economics: The Magazine for Organizers* (bimonthly magazine, \$12 a year except for low-income persons—\$6 a year—and for libraries, businesses, and agencies—\$20 a year), which reports on direct action organizing, discusses issues in organizing, provides how-to information, and keeps organizers informed of each other's activities.

**Midwest Academy**, 600 West Fullerton, Chicago, Illinois 60614; (312) 953-6525.

The Academy's primary function is training community organizers.

**National People's Action**, 1123 West Washington Boulevard, Chicago, Illinois 60607; (312) 243-3035.

One of the two largest community organizations in the country, National People's Action is a network of neighborhood groups in 75 cities. They work together on such issues as housing, banking, and insurance.

neighbors' doors to ask them to call the mayor and tell him to negotiate.

In the end, JPACO's preferential parking plan was adopted by the City Council.

Petitions, marches, honk-ins, sit-ins, taking targets on tours of neighborhood eyesores, dramatizing issues with props (e.g., taking garbage to the mayor's office to protest inadequate garbage collection), vigils, pickets, and call-ins are all part of community organizing's arsenal of tactics.

Part of the job of planning a campaign is determining which tactics are appropriate to the target and within the group's ability to carry out. As a rule, tactics escalate as the campaign progresses; if the initial actions don't produce results, people will be ready to increase the pressure.

### The Organizer's Role

Good issues, good research, and good campaigns are essential ingredients of community organizing, but the key, again, is people. The goal is to build the organization, develop the leadership, expand the membership, and stretch the limits of people's expectations.

Throughout this process, the organizer takes a backseat role. The organizer's job is to bring people together, help with

developing issues and strategy, provide the background research, and develop skills of the membership and leadership so they can effectively run their own organization.

Community organizers are skilled professionals with a long-term commitment to effecting change. They work long hours, often for low pay. While organizing is more than a full-time job, students can play a significant role in many ways. One is to be an intern for a summer or a semester with a community organization. Many groups offer internships in which students are trained as organizers and actually go through the complete process of starting a new neighborhood group from the initial door-knocking through a first campaign. Part-time help from student volunteers gives community organizations extra needed people-power and the student an opportunity to learn about community organizing firsthand. Volunteers might help out on tasks ranging from making phone calls to conducting research, preparing newsletters and press releases to setting up neighborhood meetings.

Students may decide to organize their own community groups, looking to existing groups for advice, but working with

an already established group has its advantages. First, students will have the opportunity to learn from experienced organizers. They might participate in much broader campaigns at the citywide, statewide, or national level. And they will have the confidence that their efforts are part of a long-range plan that will continue once they're gone.

While neighborhood issues are the bread and butter of community organizing—essential to bringing in new members and maintaining a solid base—over the past several years, community organizations have moved into much wider arenas and addressed more fundamental issues of economic and social justice. They have taken on corporations in struggles for lower utility rates and fair banking practices. Some have entered the political sphere, running members for local elected office. And they have made steady progress in building a broad-based movement dedicated to winning a fairer share and a greater voice for all low- and moderate-income people.

For students who aren't satisfied with the status quo, community organizing offers a career which is an unceasing challenge and holds the greatest potential for creating lasting change. ■

**National Training and Information Center**, 1123 West Washington Boulevard, Chicago, Illinois 60607; (312) 243-3035.

The Center offers short-term training at its home offices and long-term on-site training and consultation. Its publications include:

- *Dynamics of Organizing*, Shel Trapp (1976, 26 pp., \$2), a booklet featuring sections on power analysis, strategy and tactics, developing an issue group, coalition organizing, building power and victories, and the myth of the organizer;

- *Neighborhoods First: From the 70s Into the 80s* (1977, 27 pp., \$3), a review of community organizing drives throughout the country with a projection of targets in the next decade;

- *Disclosure* (nine issues a year, \$10), a newsletter covering neighborhood group activities throughout the country and research on current issues.

Add \$.50 for orders of \$5 or less and 10 percent of the order for those over \$5.

**New England Training Center for Community Organizers**, 620 Potters Avenue, Providence, Rhode Island 02907; (401) 941-4840.

Though its primary emphasis is training, the Center issues several publications, among them:



Homemade signs list the issues.

- *Building Blocks of Community Organization*, Mark Lindberg (1978, 46 pp., \$3), an in-depth guide to the basics of community organizing.

- *The Street Primer*, Rick Wise (1976, 28 pp., \$3), a brief introduction to organizing;

- *Up with the Ranks: How Community Organizers Develop Community Leadership*, Mark Lindberg (1977, 15 pp., \$3), a primer spelling out the seven principles of organizing and illustrating them through stories based on actual events.

**Organize, Inc.**, 1208 Market Street, San Francisco, California 94103; (415) 552-8990.

Organize emphasizes training and publications, which include:

- *The Ideology of the Community Organization Movement*, Mike Miller (30 pp., \$2.50), a statement of the values, strategy, and program of the community organization tradition;

- *The People Fight Back—Building a Tenant Union*, Mike Miller with Tony Fazio, Spence Limbocker, Karen Thomas (70 pp., \$4 plus \$.50 for mailing), the story of the successful effort to organize a 500-unit low- and moderate-income housing development;

- *Notes on Institutional Change*, Mike Miller (1979, 10 pp., \$1), comments on community control and community organizing with an emphasis on the organizational impact of administering government programs, such as Model Cities.

**Pacific Institute of Community Organizations**, 3914 East 14th Street, Oakland, California 94601; (415) 532-8466.

The Institute will help those making inquiries get in touch with community groups on the West Coast. It also provides training.

*Unseen by society,  
untouched by social service  
agencies, destitute women  
find shelter and support at  
the House of Ruth.*

# INVISIBLE WOMEN

**A**s the police car turned into the alley, a figure hunched down behind an open garbage can.

"Pull over, Susie," said the passenger to his partner. "I just saw one of the bag ladies at the back of that restaurant. She'll freeze if she stays out on a night like this."

"Let me handle it," said Susie as she stopped the police car. "She's more likely to listen to another woman." She stepped out and called, "Got a problem, lady?"

Clasping the garbage can for support, a woman on the far side of middle age pulled herself up. "Just out for a walk," she said with dignity. "Thought you were some hoodlums. That's why I hid."

"It's pretty cold tonight, almost zero with the wind factor. We'll give you a ride home."

"Thank you, but I need the exercise." She shivered.

"I can't leave you here," the officer said gently but firmly.

"I ain't breaking no law."

"It's got nothing to do with the law. You haven't got any place to go, have you?"

"I'm no vagrant. I've worked all my life," said the woman proudly. Her voice faltered. "I just don't see how this could happen to me."

The officer opened the back door. "Come on, we'll take you—"

"Not the crazy house!" cried the woman, shrinking back.

"Course not. It's a place where you'll be warm and welcome, but you'll have to work." She took the woman by the arm and propelled her to the car. "They'll

help you get back on your feet."

A few minutes later Susie drove up to an old brick school building.

"This is it, the Madison Center, part of the House of Ruth."

The night resident finished binding the young mother's two broken ribs. Glancing at the two preschool youngsters and baby asleep in one chair, he asked softly, "What do you plan to do now? Will you call the police?"

The woman shook her head. "It was just an accident. I fell downstairs."

"I suppose you got those bruises on your cheek from running into a door last week. Mrs. Smith, these beatings will get worse. You must do something to protect yourself—and your children."

She gulped. "What can I do? I have no family within 1,000 miles, no friends who live where

he couldn't find me, no money. I left the house in my gown after he fell asleep because I couldn't stand the pain any more." She wiped away tears. "You tell me where I can find food and shelter for me and my children with no money, no job, not even any work experience. I've barely got the cab fare to get back home."

"There's a place I know about. We refer someone like you to them two or three times a month. You get dressed while a nurse makes a phone call."

Half an hour later, the woman gave her last cent to the cab driver who had taken

her to a large, somewhat decrepit house on a side street in an inner-city neighborhood.

He didn't growl about the smallness of the tip. Instead he said, "Good luck, lady. You listen to them folks in there. This shelter is supposed to be secret, but you aren't the first woman and kids I brought here in the middle of the night. Lots of folks got trouble bad as yours, and the House of Ruth helps them—long as they are ready to help themselves."

Seven blocks from the Capitol, a car moved slowly down busy Massachusetts



A homeless woman rests by a White House gate because, she says,

# SIBBLE TEN



Photo by Mark Romanoff

All possessions fit into two shopping bags.



Photo by Mark Romanoff

Security is good here."

Avenue in the early morning rush hour. The driver pulled over, jumped out of the car, ran around it, and took two large suitcases from the back seat. He opened the front door. "Come on, Mother. Get out."

"I want to go home."

"You can't. We're leaving for Hawaii in three hours and we won't be back for two weeks. Now get out!"

"I can stay by myself."

"And start another fire? The whole house could have burned down without you waking up." He sighed. "It's not a nursing home or a hospital." He reached

around her thin shoulders and tugged her from the car. "Doris found out all about the House of Ruth when she gave them that bunch of old clothes. It's a nice place."

She clung to him. "It's for people who've got nobody."

He jerked away. "I'll check on you in a month."

She sank onto a suitcase as the car sped away. She didn't move until a young woman came out of a huge old brick house and approached her. The old woman stood up. "I have no son. I have nobody. But I can still knit."

The younger woman picked up a suitcase.

## The House of Ruth

Scenes like the preceding occur daily throughout the nation, but frequently penniless, battered, and unwanted women have no shelter to go to.

The House of Ruth grew out of the recognition of the unmet needs of a growing number (currently about 5,000) of homeless and destitute women in Washington, D.C. Founded four years ago by a former sociology professor, the House of Ruth is a nonprofit organization that provides shelter and sustenance, support and counseling, referral and information to women who have no other source of assistance. Its three sections are the headquarters and residence (capacity: 35), the Madison Center (capacity: 65), and the shelter for battered women and their children (capacity: 12). Reflecting the District's

population pattern, approximately 80 percent of those who come to the House of Ruth are black.

Students, from grade school to graduate school, have contributed significantly to the shelters' operation from the beginning.

A brief history of the House of Ruth illustrates the pragmatic philosophy underpinning its operation, the need and potential for replication by small but determined bands in other parts of the country, and the suitability of such shelters for service-learning experiences for students of all ages and interests.

It began in the early 1970's when Veronica Maz, a Georgetown University sociology professor, helped organize a soup kitchen called So Others Might Eat (SOME). She soon saw that homeless men had places to go at night, but such charitable institutions as the Salvation Army and gospel missions had few places for women. The women who came to the soup kitchen spent the night in the parks, the railroad station, the bus station, doorways, unlocked cars, wherever they could find a spot. To most of the population, and to virtually all the social service agencies, they were invisible. Caught in an increasingly vicious cycle of dirt and dissolution, most found it harder and harder to combat the causes that had started the downswing.

The women were of all ages, races, religions, and social classes. They had an infinite number of stories to tell—an expensive car repair while moving somewhere to take a new job, the death of a breadwinner after a bank-breaking illness, eviction leaving them with no place

to live, flight from an abusive relative or mate, release from a public hospital or from jail, computer or bureaucratic foul-ups delaying retirement, unemployment, or public assistance checks. For some women, the problem was short term, its solution awaiting the arrival of assistance from family or friends. They simply had to survive a few days. For others, the problem dominated the future as well as the present, its solution not even envisioned.

The women had in common immediate basic needs—food, shelter, friendship. In large part they were the victims of a changing society in which family and friends cannot be taken for granted, in which caring for the unfortunate is seen as a public rather than a personal concern.

Committing all her time, Dr. Maz organized Shalom House, which had a capacity of nine. She recalls, "That is where we learned from practical experience that we needed a larger place. You have to start with a small place to get the experience."

The next step was to search for a bigger house. Dr. Maz walked the streets of the inner city looking for something suitable. She saw "For Sale" on an old tourist home midway between the train station and the bus station (two favorite hangouts of the homeless) and knocked on the door. The owner told her she would rent her the house for \$440 a month. At the time Dr. Maz had \$1, but she raised the \$440 from individuals in less than two weeks. She moved in with 12 women who had been living in a nearby park—and had to find food for the next meal. And they did, by going to individuals, Catholic nuns who had some leftovers, and a Safeway manager with food that would have been thrown away.

### Gleaning for Survival

The former tourist home became the House of Ruth and remains its headquarters as well as a shelter. Its name is derived from the Biblical story of Ruth, a young widow who supported herself and her widowed mother-in-law by gathering the grain missed by harvesters. Dr. Maz is a gleaner *par excellence*; it is part of her philosophy and her mode of operation, and she believes that others can start shelters by adapting her techniques.

One of her basic tenets is: "You always deal with individuals, not with groups. You can deal with a group after you are organized and established. Groups deal with groups." Another is: "Start with what you have. You don't



Photo by Mark Romanoff

With a newspaper for a blanket, a destitute woman prepares to spend the night on a park bench.

need enough money for a year to open a shelter. After all, you don't wait until you've saved a year's rent to lease an apartment." Still another: "You start in their community. The ghetto has its own communication system. People tell people. If we started giving sandwiches out—which we wouldn't do—at 10:15, by noon we would have 200 people in line."

Giving things away is not part of the House of Ruth philosophy. Those who come to it share the responsibility for the shelter—cooking, cleaning, maintenance—and must take action, insofar as they are capable, to find a home, a job, a training program, or whatever assistance

***"Start with what you have. You don't need enough money for a year to open a shelter. After all, you don't wait until you've saved a year's rent to lease an apartment."***

they need. Those who do nothing because they are unwilling to exert any effort find themselves back in the park. Those who do nothing because they are unable to function are referred to the proper agency and receive assistance in getting that agency to take action. Everyone must obey certain basic rules, such as no drinking or drugs, no coming in after 11 p.m. curfew, and no violence. The police not

only bring women to the House of Ruth but also take them away.

Before the House of Ruth accepts a woman, a screener determines that she has no other alternatives—family or friends or public assistance. At headquarters and Madison Center, the women have three days to work out a plan of action with the social workers and counselors. This may mean applying for a training program, public assistance, or a job; contacting relatives or friends who could provide cash or a place to live; entering a drug abuse program; or anything else that may lead to self-sufficiency. While waiting for responses (which may require weeks rather than days) the women help operate the shelter and participate in its numerous activities—workshops, recreation, field trips with volunteers, physical examinations, counseling.

Improving personal hygiene and appearance frequently are first priorities for the homeless. Hot showers, delousing, and clean clothes—donated by the community or made to order by residents or volunteers—improve both the self-image and the reception given the women by social service agencies or potential employers.

The battered women with children have different priorities and problems. They face possible bodily harm and may be taking criminal or civil action against husbands. They also must support—emotionally and financially—others as well as themselves. Currently, the shelter



for these women permits them to stay up to a month, though the social worker in charge, Cookie Wheeler, hopes to extend the residential period to six weeks. She also attaches great importance to continuing assistance after they leave and advocates establishing second-stage housing for small groups of former shelter residents so that they may be mutually supportive.

All the shelters continue to be a resource for those who have come and gone, and the Madison Center is striving to become a genuine multiservice center for the women of the surrounding low-income community.

## People Helping People

The aim of all the assistance given—by staff composed mostly of social workers and former destitute women, by student and community volunteers, by the residents—is to enable the individual to meet her needs. Dr. Maz says, “Homeless and destitute women are people no one wants. They are lonely, so you have to deal with loneliness. If you don’t deal with this, you cannot do anything. Having dealt with the loneliness, our goal is to help her find some sort of economic security and comfortable housing.”

Wheeler makes a similar statement about the battered woman with children. “She needs someone to get irate with her, to be on her side, to unload to, to teach her to trust again, to go out to lunch with away from the kids, just to be there.”

Because of the necessity of one-to-one attention to emotional needs and only slightly less intensive attention to eco-

everything, such as going to the hospital with a woman on a bus. You talk to people as you do things with them. Immediately you get involved in service here because it’s all we are. It is our philosophy that it is a work-oriented program, people helping people. We need friends, not psychiatrists.”

Services are personal, not institutional. One graduate student began her service-learning experience by managing the laundry room and talking informally

***The aim of all the assistance given—by staff composed mostly of social workers and former destitute women, by student and community volunteers, by the residents—is to enable the individual to meet her needs.***

(mostly listening) to the women who came there. With this experience to lean on and to break down her own shyness, she became an official counselor to whom the women would be directed. And they still came to her informally.

The residents receive support from others in everything they do to put their lives in order. This ranges from having a high school student’s hand to hold at a free dental clinic to having a law student whisper encouragement at a hearing charging a husband with assault and battery.

Dr. Maz is enthusiastic about all students’ participation, but she feels children

from the homeless and destitute. Because they are educated, they think it could not happen to them, but the younger ones see the person as a totality.”

Generally students rather than teachers initiate the involvement. The former sociology professor says, “Professors still teach in a vacuum. The problem is that most professors don’t have any experience in this area at all, and few understand that students need a formalized structure for their learning experience.”

The House of Ruth provides some of this structure—a training and orientation program, supervision, introduction to all facets of the operation. For students and professors who request it, staff members also prepare evaluations, advise on and provide material for papers, give conference time and counseling.

The director of the shelter for battered women with children remembers the importance to her of her service-learning experience. “I was panting to get out of the classroom. What made it exciting for me was not the teacher, although she was encouraging and accommodating, but the social worker and the freedom she allowed me.”

Most of Wheeler’s supervisory experiences are positive, though students receive higher marks than the professors. Examples of student contributions to the shelter for battered women include:

- Students from Walt Whitman High School, Bethesda, Maryland, surveying rental agencies to determine who would accept women with children and women on public assistance;
- A senior majoring in government at Mt. Vernon College acting as advocate for women seeking Medicaid, trying to get their children into day care centers, applying for public assistance (Wheeler says, “She was aghast at seeing how the government operates. As the result of having been here, she knows much more about what she wants to do in government.”);
- A (Capuchin) seminarian from Washington Theological Union counseling children he termed “blatantly violent” and battered mothers who tended to be in turn seductive, motherly, and finally friendly;
- Antioch Law School second- and third-year students acting as victim advocates (Wheeler points out, “When the case goes to the grand jury, he comes in with an entourage, but she has not told a soul. She has not told her brothers because she is afraid they would kill him. She has not told her friends because she could not



Women with nowhere to go often spend the night exposed to the weather and the threat of violence.

conomic security, student and community volunteers’ involvement is essential. The volunteers function as part of the House, not as aloof angels of mercy or as detached observers.

In discussing two Georgetown University students who were spending the summer gathering statistics on the homeless and abused, Dr. Maz commented, “If they are going to do research, they have to be part of the woodwork. They do

have something special to offer—an unbiased view of the residents. When she first moved into the former tourist home, her gleanings included a class of seventh graders ready and willing to help with the clean-up and modest decorating. They worked alongside the residents, relating to them easily. “They dealt more with the women than the college students do because they are not afraid of them. The college students see themselves apart

face them. Without an advocate from here, she goes alone.'");

• Students in the Social Action Program of the Stone Ridge Country Day School of the Sacred Heart, Rockville, Maryland, caring for the children.

Wheeler would like to have students to assist in a multitude of other ways, including planning menus and buying or obtaining food; picking out the better dresses from those contributed for the thrift shop and setting up a designer thrift shop; advising on starting small businesses or cottage industry; setting up second-stage housing for residents who have left the shelter; repairing and maintaining the house; writing and designing publications explaining the program; fundraising or soliciting contributions of goods from businesses.

### Student Reactions

At any one time more than a dozen students from almost that many schools and colleges are likely to be working four to 20 hours a week for academic credit at the House of Ruth. Most seem to be attracted by the prospect of helping battered women rather than the homeless and destitute—the invisible (and less glamorous) people. Awareness changes attitudes, however, and few express regret that their experience is with a group for which, initially, they have little empathy. Even graduate students with some life experience to draw upon often express wonder at their own naivete in dealing with the women and the social service agencies ostensibly serving them. Students go through a form of culture shock, and many survive it determined to come back as seasoned volunteers when their formal obligation ends. Many speak with sadness of women who have lied to them, manipulated them, become their friends, and then disappeared. Happy endings cannot be taken for granted.

The experiences of two students illustrate the diversity of backgrounds of students who have served successfully at the House of Ruth and the depth of the learning experience both had.

Last spring Julia Pistor, a senior at the exclusive Georgetown Day High School, had to choose a project to which she would devote full time for six weeks. She considered using the time to write poetry, but she felt she needed to become acquainted with people she had not encountered in her sheltered life in the white, affluent part of the capital. She went to work at the Madison Center as a staff assistant.

A poised, quietly self-confident young woman, she recalls, "I found it very frightening that first day. I left wishing I wasn't there because I felt I was inept, that the women really resented me, did not like me. Now I realize they were just looking at me to see who I was. I went back because I wanted to do it, and I knew first days are often horrible. After my third day I really enjoyed it."

Among the women she remembers most clearly: a vendor who could not understand how it could happen that she would not have a place to stay; a woman who accused Dr. Maz of trying to murder her, threatened violence, and had to be sent to the public mental hospital; a woman who claimed (falsely) to have lost

***"I found it very frightening that first day. I left wishing I wasn't there because I felt I was inept, that the women really resented me, did not like me. Now I realize they were just looking at me to see who I was. I went back because I wanted to do it . . ."***

her Dutch passport and would speak to no one except Julia but left suddenly without saying goodbye; a woman who found both an apartment and a job so she could have her son with her; a 17-year-old girl who had nowhere to go.

Julia answered phones and the door (both screening processes), did intakes (filling out forms, calming the women down, orienting them), gave workshops on creative writing and hygiene, escorted women to social service agencies, offered ideas for job hunting, and listened. She says, "The House tried to let me do everything. I became part of the staff."

To her surprise and delight, she formed some strong friendships. She ended on a note of optimism: "I used to be cynical about being upper middle class. These women are not cynical or bitter, and I am less so."

A part-time graduate student in criminology at the University of Maryland, College Park, and a full-time credit counselor, Teresa Gilchrist grew up in the ghetto neighborhood where one of the three House of Ruth shelters now is located. She wanted to contribute to her old neighborhood and found the chance through a women's studies course with a service-learning component. She thought nothing could surprise her.

The first day there she saw a lot of

familiar faces, women that she had gone to school with as a child. It brought tears to her eyes to see what had happened in their lives, to see the "thin line between volunteers and residents."

Working as a counselor, she has found herself listening to women from all walks of life, from the very educated to those who never got out of elementary school. Many are simply "down on their luck." She found that each one had to be dealt with in a different way. A registered nurse whose mother was dying of cancer "needed a place to stay rather than counseling." She left when she received word of her mother's death. A 17-year-old woman who was five months pregnant rejected advice to go to a home for unwed mothers because she feared it would take her baby from her.

Counseling sometimes required her to expand her knowledge, as when a young mother just released from the public mental hospital asked her help in finding out how to get custody of her infant son again.

Gilchrist gives the House of Ruth high marks as both a service and learning experience, though she thinks that some of the volunteers get more from the homeless than they are able to give.

### Starting Similar Shelters

The staff members of the House of Ruth are quick to point out that the nation's capital is not the only place where shelters are needed. The problem affects urban and rural areas, prosperous and impoverished communities. Often government funds are not forthcoming, at least in the beginning. The House of Ruth has established sufficient community support that it now receives limited funding from the District's Department of Human Resources and rents the Madison Center, once an elementary school, from the city for \$1 a year.

Dr. Maz believes her tactics can be successful in many other places. She is working with groups in several cities and welcomes students (and others) who wish to come work with the House of Ruth—no one simply observes—to learn how it operates. As she says in describing how she learned to start a shelter for the homeless and destitute, "I had been a student and I had been a professor. I started applying all those things I had learned about basic psychology and sociology." ■

*Address inquiries to House of Ruth, 459 Massachusetts Avenue, N.W., Washington, D.C. 20001.*

# SPECIAL FRIENDS

*A companionship program prospers when a college consortium and agencies share resources and responsibilities.*

by Joyce M. Albin

**B**y coordinating resources and sharing responsibilities, a college consortium volunteer clearinghouse and community agencies in rural upstate New York have increased the effectiveness of a big brother/big sister-type program for the children, their families, and the student volunteers.

A clearinghouse sponsored by the Associated Colleges of the St. Lawrence Valley (St. Lawrence University, the State University of New York Agricultural and Technical College at Canton, Clarkson College, and the State University of New York College at Potsdam), the Consortium Youth Challenge Program operates the Special Friends Program to provide cultural enrichment, counseling, recreation, and companionship to needy children.

CYCP was well prepared to recruit, screen, and train students to work one-to-one with children. Difficulties arose, however, in identifying children needing Special Friends, in providing adequate information to families on the program, in matching the children with suitable volunteers, and in maintaining up-to-date records on the children.

To alleviate these problems and the discomfort they caused, CYCP sought assistance from cooperating agencies whose functions include outreach, counseling, and referral services. The county's Department of Social Services and the neighborhood centers in Canton and Potsdam agreed to assume partial responsibility by:

- Identifying children needing the service because of their home environments;
- Completing a home visit to each new family to provide program information and to obtain intake data and written parental permission;
- Screening CYCP volunteers and matching them with children;
- Contacting each family monthly once a volunteer is placed to determine how things are going from the family's point of view;
- Serving as an advocate for the child and family and as a resource for the volunteer.

CYCP continues to be responsible for recruiting students to become Special Friends. They are required to complete a self-study training workbook (see box) and have two interviews with CYCP staff

prior to referral to a cooperating agency for assignment. CYCP also holds regular group rap sessions and periodic training workshops. If problems come up, CYCP serves as a resource and advocate for the student.

Experienced student volunteers assist CYCP in supervising other Special Friends. Called student liaisons, these volunteers form a communication link between the CYCP office and the students. Each student liaison is assigned approximately 10 volunteers with whom to speak at least once a month about their children and upcoming events. The liaisons also collect journals or contact reports.

Reports from the student liaisons and the cooperating agencies become the basis for discussion of each volunteer-child pair at monthly review meetings. As a result, program leaders often can avert serious problems by early intervention.

The Special Friends Program is evaluated annually through written surveys distributed by CYCP to student volunteers and through family interviews carried out by the cooperating agencies.

The families, the students, and CYCP all have benefited from the active involvement of the cooperating agencies. Families know how the program will operate before it starts and continue to have input into it. Students feel more confident in meeting the children after receiving agency briefings on them. CYCP runs a better program that attracts more participants.

It is the children who are the real winners, however, for they are receiving attention from well-trained and supervised Special Friends. ■

## Self-Study Workbook

"Special Friends" is a 20-page self-study workbook designed to be used in training students for big brother/big sister-type programs. Through case studies and written exercises, the workbook gives suggestions for working with children from the first meeting through ending the relationship.

Because students need traits—such as patience—that are not easily taught, part of the workbook is a guide to help volunteers know themselves better, to understand why they wish to be a

Special Friend and what being one means. It serves as a self-screening tool, allowing students to decide for themselves whether they can fulfill the program's expectations. It also helps CYCP screen students and match them with children.

Copies of "Special Friends" (\$2.50 each) may be obtained from the Consortium Youth Challenge Program, Noble Center, St. Lawrence University, Canton, New York 13616; (315) 379-5753.

*Joyce M. Albin is the coordinator of the Consortium Youth Challenge Program of the Associated Colleges of the St. Lawrence Valley, Canton, New York.*

# GETTING GRANTS

*Using the resources listed, educators can find local and national private funding sources and write effective proposals.*

Every year, the nearly 30,000 private foundations in this country give away more than \$2 billion for projects that they have decided are worthy of financial support. In many cases, service-learning programs—and community service agencies or organizations with which students are working—may be eligible for some of this money. Although money for educational programs comes from other sources as well (i.e., grass-roots fundraising and state and federal sources), service-learning educators should not overlook the possibility of getting a grant from a private foundation. In seeking a grant, however, the service-learning educator or the committed student faces the dilemma of learning to succeed in the competitive world of grantsmanship.

The very fact that foundations give money away may make approaching them seem intimidating to the uninitiated. Fortunately, information is available to make the world of grants and foundations accessible to the newcomer and help compensate for lack of experience. Many foundations have a commitment to grass-roots community service. The prime ingredients for getting a grant are a good idea and dedication—two things the experts cannot monopolize.

Understanding a few basic concepts will help to clarify the world of grants.



A *grant* is a sum of money given for the purpose of realizing some goal that the grantor feels is worthwhile and that is in keeping with the goals of the grantor's foundation.

A *foundation* is a private organization, endowed with private funds, that seeks to support the efforts of individuals and other organizations by giving them money. Foundations give money for many purposes, but socially ameliorative action, of which service-learning is most definitely a part, ranks high on the list.

Other organizations, such as *corporate funds* and *community funds*, operate much as foundations do, and usually can be dealt with in the same manner. (Federal funding dwarfs the activities of private foundations, but it is a subject of such Byzantine complexity that it will not be covered in this article.)

Foundations range in size from the likes of the W. K. Kellogg Foundation, which has hundreds of millions of dollars and national impact, to local foundations whose total assets may be only a few thousand dollars. Although the big foundations grab the headlines, the little ones can be a valuable resource for the service-learning educator who needs modest financial support.

## Who Has the Money?

The first step in the process of applying for a grant is to find out who gives money away. Information about foundations used to be scarce because foundations were loathe to publicize themselves for fear of being inundated with requests for money. Most have come to realize the benefit of encouraging access by the public and have become freer with infor-

mation. More importantly, a usable body of material has evolved that deals with every aspect of the fundraising process. Numerous books and publications (see Resources) on the subject of grants keep abreast of current developments and deal with the basics and the special skills of fundraising.

Several nonprofit organizations also provide free information and assistance to those seeking grants. Two such organizations are The Grantsmanship Center in Los Angeles and The Foundation Center, which has offices in New York, Washington, D.C., Cleveland, and San Francisco (see Resources). Public and university libraries often have basic reference material on grants and foundations. Additionally, 76 libraries around the country cooperate with the Foundation Center in offering special collections on grants. A list of cooperating libraries can be obtained by writing to the Foundation Center (see Resources). Occasionally, even a newspaper or magazine will report

on a foundation or a grant and serve as a valuable lead. Grant seekers also should find out if there are individuals in their schools or school districts who are responsible for fundraising or development and might provide advice or expertise.

### Finding the Right Foundation

The critical part of the research process is selecting from the whole field of philanthropic organizations the particular ones

*Foundations give money for many purposes, but socially ameliorative action, of which service-learning is most definitely a part, ranks high on the list.*

that are likely to give a grant for a service-learning program or a service project in which students are assisting with fund-

raising. All foundations place limitations of some kind on their giving; they may give grants only for research, for one geographical area, or for one segment of the population. Some can be eliminated easily on that basis. All foundations place limits on the amount that they will give, and that may be another factor in the selection process.

Internal Revenue Service (IRS) reports for foundations are a matter of public record and can greatly facilitate the research process. Once a grant seeker has a vague idea about a group of foundations, IRS reports reveal which specific organizations have received money from a foundation in a given year, and thus give a clear idea of which foundations would or would not be receptive to a proposal. IRS reports are obtainable through local IRS offices, although it can take several weeks to obtain them. For the serious grant seeker, a visit to a Foundation Center collection is probably worth the effort even if it involves some travel, for

## A Sample Search of Local Foundations

Iowa is not one of the country's more industrialized states and hence does not have as much industrial wealth to convert to philanthropy as do many other states. Still, Iowa is prosperous in other ways. It is perhaps an average state as far as fundraising goes.

What follows is a theoretical search of Iowa's private funding sources as conducted at the Foundation Center in Washington, D.C. From it, the service-learning educator can gain some idea of what patterns to expect when searching for local financial support in other states.

Proceeding from the general to the specific, the grant seeker looks first in the *Foundation Grants Index*, an annual list of reported large grants, categorized by state. Under Iowa, only one foundation appears: The Gardner and Florence Cowles Foundation. Several grants are listed in the general area of education, most of them post-secondary. In *The Foundation Directory*, the grant seeker discovers that Iowa has at least 21 private foundations. A quick scan reveals that one of them (Cowles) has given away a million dollars that year, while five others each have given away several hundred thousand dollars. The brief profiles of each foundation in the *Directory* reveal that most list youth agencies and education as funding priorities. Both are areas into which service-learning might fall.

From the *Directory*, the grant seeker moves to the Foundation Center's microfiche file of IRS reports. Here the whole story is told. A quick check of the color-coded returns reveals that there are, in fact, more than 100 nonprofit entities in Iowa that could be called foundations. They range in size from the Cowles foundation to the A.E. and M.B.E. Fund of Princeton, Iowa, which gave away a grand total of \$319.75 in 1978, and

whose sole officers are August Erling (executive trustee) and Marilyn B. Erling (executive secretary).

Scanning the tax returns on the microfiche reader reveals the pattern of neighborhood giving. Both small foundations and large give to local universities and schools. Boys' Clubs, the Y.W.C.A., and churches appear with great frequency. A few hundred dollars or a few thousand go for building improvements, charities, or scholarships.

By making a rough profile of a foundation's record of giving, the grant seeker can decide which organizations would be most receptive to a proposal to fund a service-learning program or a community service project.

A small foundation that has given to youth camps and senior citizens' groups might be a likely candidate to contribute a modest sum to pay for transportation costs. A foundation that specifies in its *Directory* profile that it will support capital acquisitions might provide enough money to buy a movie projector.

A concerted search of the IRS reports reveals that the Hawley Foundation, which gave away \$50,911 in 1978, gave \$5,000 of that amount to the Young Women's Resource Center. The Lennox Foundation gave \$7,500 to Youth for Understanding. A phone call to those two organizations might ascertain whether they have anything in common with the grant seeker's institution. Representatives of the two organizations might even be willing to discuss their relationships with their funding sources, although it is also possible that they would not, since it would be aiding the competition. If the two organizations named above do have similar programs to the one being proposed, then either the Hawley Foundation or the Lennox Foundation could be considered as a potential donor.

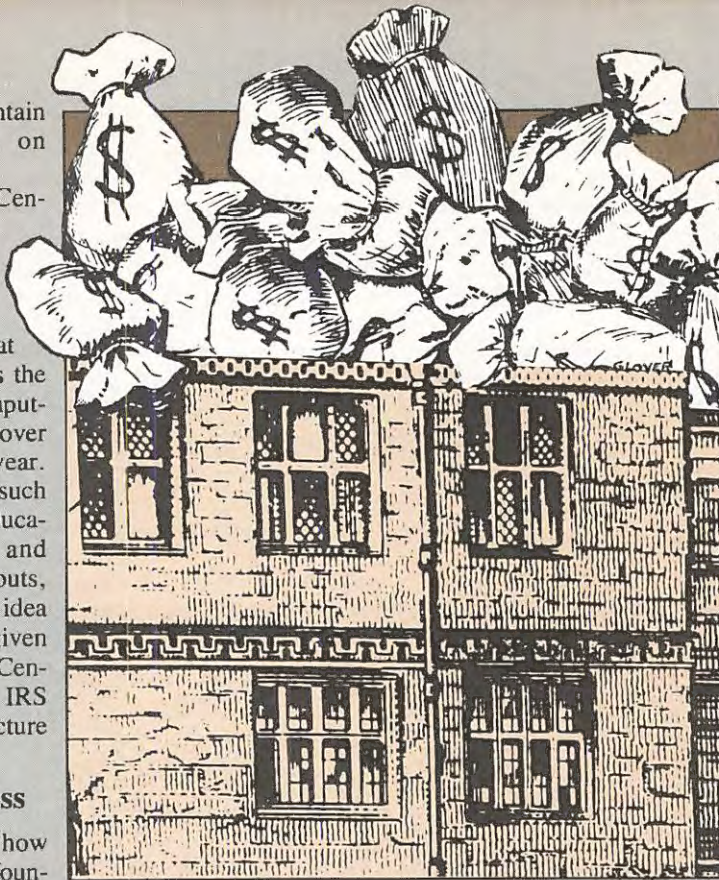


the Foundation Centers maintain foundation IRS reports on microfiche.

In addition, Foundation Centers have a variety of material that the grant seeker can use to cross-index available money sources. One information source that can be of great assistance is the Comsearch Printout, a computerized list of reported grants over \$5,000 made in a given year. The list is broken down into such categories as secondary education, health, alcoholism and drug abuse. From the printouts, the grant seeker can gain an idea of which foundations have given in those broad areas. Other Center publications, plus the IRS reports, will flesh out the picture of individual foundations.

### The Application Process

A basic protocol dictates how the grant seeker applies to foundations. Generally speaking, a grant seeker only applies to one foundation for a given sum of money, though it is advisable to develop a short list of possible sources. A broadcast appeal to foundations for unspecified amounts would be unsuccessful for a variety of reasons. Implicit in the process of seeking a grant is the understanding that the grant seeker is approaching one specific foundation because that foundation is the best possible one to answer a particular need.



This is not to say that a program could not receive support from a number of philanthropic organizations at the same time. Foundations often give on a matching basis or for one separate component of an overall program.

*The Abstract.* Once the target foundation has been selected, the first practical step in applying for a grant is to write a concise description of the program for which money is being sought. Sometimes

called an abstract, this document should summarize the entire project at a glance. The reader should be able to rapidly ascertain what the objective of the program is, what the process will be, and what the implementer of the project needs in order to make the proposed project a reality.

*The Parent Institution.* The next step in the process is a rather involved one. It consists of defining and clarifying every aspect of the relationship between the proposed program and the grant seeker's institution. Although it is usually an individual who creates a concept for a program, it is usually under the auspices of an institution that a program receives a grant. To a foundation, institutions are more permanent and more accountable than individuals. Not all of the questions listed below will be an issue for every prospective program and its parent institution.

Nor will all the questions involved require a great deal of energy to resolve. But the grant seeker should clarify as many as possible of the following before the fundraising process goes on.

- Is the project acceptable to the parent institution? Are the principles of the project in line with the policies of the school, college, or community organization with which it will be associated?
- Will there be any relationship between

## High School Students Write Grant Proposal

At the suggestion of an Office of Education official, three Minneapolis schools allowed 14 students to write a proposal for a project that they designed themselves.

The three high schools, Patrick Henry, Thomas A. Edison, and North Community, have been part of a voluntary desegregation program that has left a residue of racial tension among students of the three schools. Under the supervision of an English teacher, the students overcame the air of tension and spent one day a week for two months learning the process of proposal writing, formulating their own proposal, and writing an application for a grant from the Emergency School Aid Act, which is administered by the Office of Education.

With slight guidance from the teacher, the students developed a proposal for a Central Communications Center designed to bring together students, teachers, senior citizens, parents, and slow learners from the three high schools and their respective communities. The proposal team decided that the Center should provide classes and activities that are not available or have been discontinued in the school district due to

cutbacks. The team built into the proposal a provision for an advisory group made up of teachers and parents from all three neighborhoods. The students also specified that all activities sanctioned by the Center should be open to participation by all three neighborhoods and by both sexes.

Last summer, the proposal was approved by the Office of Education, and funding for the first year was set at \$300,000. The Minneapolis school district has promised to supply a suitable building for the Center.

Roger Mahn, the teacher in charge of the project, suggested three guidelines for teachers interested in initiating a student-written proposal. First, be sure that a real need exists. Second, obtain a workplace for the students where they can meet for long periods of time and where food is available. Third, and most important, stick with the students' ideas.

For additional information, see "Beginning Grantsmanship" by Pat Samples in the October 1979 issue of *American Education*.

the fundraising effort for this particular project and any development or fundraising activities on behalf of the parent institution?

- Will the parent institution supply everything necessary that is not coming from the foundation? This might include transportation, classroom or office space, and bookkeeping.

- Will the demands of the proposed program conflict with the needs of the parent institution in any way? This consideration needs to encompass potential scheduling conflicts for students, teachers, or classroom space, as well as financial obligations that the new program might have to the parent institution, such as payment for use of staff, facilities, or supplies.

- If the new program requires the purchase of valuable equipment, i.e., a car or movie projector, who ultimately will own the equipment? Is it to be shared? What will happen to any such equipment if the proposed project terminates?

Basically, the foundation looks to the parent institution to be ultimately accountable for the grant. The parent institution looks to the program director as being accountable to them, and ultimately for the grant itself. For those reasons, any potential ambiguities or sources of conflict should be resolved very early in the process.

## Approaching the Foundation

When all aspects of the relationship between program and institution are clear, it is time to contact the foundation. Initial contacts with the foundation are almost always made in writing. The first letter should include the abstract and should ask for any pertinent information, particularly deadlines for proposals. The letter should end with a request for a personal appointment. It is also wise to describe briefly the qualifications of key people who will be implementing the grant.

Not all foundations require or even want personal interviews. When they do, however, it is important to take maximum advantage of the opportunity. An appointment with a foundation officer can carry a great deal of weight either for or against a grant. For that reason, the grant seeker should be well prepared for the meeting. That means, be ready to answer some fairly searching questions. A foundation officer will want to know: why his or her foundation has been chosen for this proposal; precisely what will be needed to carry out the proposal; and why this proposal is important enough (good enough) to warrant a sizable investment

of the foundation's money. The interview is a time to be frank and businesslike. In addition to affording an opportunity to make a good impression, it is a time to ask questions—to add to the store of detailed knowledge about the foundation, its procedures and policies.

*Writing the Proposal.* Whether an interview takes place or not, the next step is the submission of the formal proposal. Since a proposal is the heart of the whole grant-seeking process, it behooves the grant seeker to approach it with great care.

A good proposal always begins with a good idea. It is senseless to go looking for financial support without an idea that generates enthusiasm and commitment. At every step of the proposal process, it is important to communicate enthusiasm for

*Implicit in the existence of organizations like the Foundation Center . . . is the fact that the chance of getting a grant is not restricted to professional fundraisers.*

and confidence in the project. Careful attention to all a foundation's deadlines and requirements demonstrates diligence, desire, and reliability.

The finished proposal should be succinct, without a lot of padding simply to give it an impressive heft. It should include:

- The idea, and a clear plan to do something important;
- A clear, concise program description, free of jargon;
- An explanation of the importance of the program and what it is supposed to achieve;
- Basic practical concerns, such as who is going to run the program (it may be necessary to attach resumes of key people) and where it will take place;
- An explanation of why the foundation should support the plan;
- Clear steps, if any, that have to be taken in order to implement the program;
- A detailed accounting of all costs and how the money will be spent.

*The Program Description.* The program description is the heart of the proposal because it contains the idea—the noteworthy or vital aspects of the proposal that make it stand out and seem more important to the foundation than all the competing proposals that have been presented. The description should contain

no weak points that invite foundation officers to attack it.

When writing a program description, it is important to understand a little of the psychology that governs the giving away of money. Although a foundation gets no intrinsic profit from making grants, foundation officers want to get the most for their money. No foundation wants to give grants to poorly conceived or marginally important programs. Grantors are looking for originality, significance, the meeting of the greatest need, and things to which they can give money that will make the greatest possible difference. Foundations are likely to find the following features attractive:

- Demonstrable benefit to the disadvantaged;
- Projects that will garner attention or publicity for the cause (and the foundation, presumably);
- Projects that will lead to some kind of article, monograph, book, or other document with lasting value;
- Pilot projects, particularly ones that stand a good chance of being replicated elsewhere and can have an effect long after the original project.

The grant seeker can do little after the formal proposal has been turned in. In some situations, the foundation may want to visit the site of the project if it is already under way.

*Grantsmanship.* In addition to understanding the technical process of applying for a grant, fundraisers need to be aware of the vague, amorphous area of grantsmanship that encompasses all the refinements of communication, contact, and public relations. It helps to have someone with an established reputation connected with the proposed project. It helps, also, to find someone who is sympathetic to the proposed project and can supply advice and contacts. History has proven that individuals or organizations who already have received foundation support have better credibility with other foundations. Grants beget more grants.

Implicit in the existence of organizations like the Foundation Center and publications devoted to fundraising is the fact that the chance of getting a grant is not restricted to professional fundraisers. Every day teachers, and even students working with community organizations, write successful proposals. A good idea, careful research, and conscientious communication with the parent institution and the foundation will sometimes accomplish as much as all the expertise in the world. ■

# RESOURCES

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

The National Center for Service-Learning 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.

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

## Organizations

**The Grantsmanship Center**, 1031 South Grand Avenue, Los Angeles, California 90015.

This is a nonprofit organization that provides information, publications, and training for fundraisers. The Grantsmanship Center conducts training sessions in 69 cities on program planning and proposal writing and on government, foundation, and corporate funding. *The Grantsmanship Center News* (six times a year; \$15) contains news and features about federal and private grants, special reports, advice on resources, and hints on where to get money, assistance, and materials. Reprints of articles are available. *Program Planning and Proposal Writing* (\$.95) is a short booklet dealing with some of the finer points of approaching foundations: how to establish credibility, how to correctly formulate a program, and how to write a proposal.

**The Foundation Center**, 888 Seventh Avenue, New York, New York 10019; 1001 Connecticut Avenue, N.W., Washington, D.C. 20036; Kent H. Smith Library, 739 National City Bank Building, Cleveland, Ohio 44114; 312 Sutter Street, San Francisco, California 94108.

This foundation-supported nonprofit organization provides research facilities, information, and an information search service. The last is available only to associates, who pay \$200 a year.

The Center has three major publications. *The Foundation News* (six times a year; \$20), a journal and forum for the grant-making community, contains a listing of recent grants in every issue. *The Foundation Grants Index* (\$20), an annual compilation of monthly listings from *Foundation News*, lists grants of more than \$5,000 made by the 400 largest foundations in the country. It also gives the name and location of the recipients and a description of grants. *The Foundation Directory* (\$35) lists 2,818 of the largest foundations, classified by state and areas of interest, and supplies information on how to apply to specific foundations. Foundation Center publications are available from the Columbia University Press, 136 South Broadway, Irvington, New York 10533.

The Center has cooperating collections

in 76 cities around the country. A list is available free from the four major centers.

**Taft Corporation**, 1000 Vermont Avenue, N.W., Washington, D.C. 20005.

Taft publishes a sizable list of books about fundraising and the management of nonprofit organizations. Descriptions of selected items appear below, but those interested in ordering from Taft should write for their free brochure.

*Prospecting: Searching Out the Philanthropic Dollar*, Elizabeth Koochoo (69 pp. plus Forms Kit; \$19.95). This book focuses on prospect research, which is the process of identifying the right organization to approach for money.

*Fundraising: The Guide to Raising Money From Private Sources*, Thomas E. Broce (304 pp., \$15.95). Providing a comprehensive view of the entire field, Broce's book discusses other techniques in addition to the grants process.

*The Proposal Writer's Swipe File II: 14 Professionally Written Grant Propos-*







als . . . *Prototypes of Approaches, Styles and Structures*, edited by Jean Brodsky (136 pp., \$9.95). This resource book for proposal writers gives models for organizing various aspects of proposals, from the title page to the budget.

### Publications

*Bootstrap Fundraising for Human Service Programs: An Adult Education Course and Basic Primer* (1977, 99 pp., \$5), National Center for Voluntary Action, 1214 16th St., N.W., Washington, D.C. 20036.

This nontechnical guide to fundraising is designed for programs that do not have the funds to hire a person specifically for preparing grant applications.

*A Budget Primer and Worksheets for*

*Proposal Writers*, Craig E. Daniels (1979, 44 pp., \$10.00), Federal Resources Advisory Service, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009.

This workbook on proposal writing and budget development is geared for teachers and program directors.

*Developing Skills in Proposal Writing*, Mary Hall (1977, 339 pp., \$12.50), Continuing Education Publications, 1491 S.W. Park, Portland, Oregon 97207.

Focusing on the proposal writing process, this book devotes separate chapters to various parts of the grant proposal and has specialized information on proposals for different kinds of programs.

*Grants: How to Find Out About Them and What to Do Next*, Virginia P. White (1975, 354 pp., \$19.50), Plenum Press,

227 West 17th St., New York, New York 10011.

This exhaustive introduction to the entire grant-making process provides historical background on the evolution of private foundations as well as comments on the current state of grants.

*Stalking the Large Green Grant: A Fundraising Manual for Youth Serving Agencies*, Ingrid Utech (1977, 72 pp., \$5), National Youth Alternatives Project, 1346 Connecticut Avenue, Washington, D.C. 20036.

This book combines strategies for fundraising with descriptions of specific funding programs for youth projects. Funding sources, both private and public, are divided by such categories as mental health, drug abuse, runaways, and education.

## A Sampling of Foundations

Below is a sampling of major national foundations that—because of either specific performance or espoused purpose—are likely prospects to support service-learning programs and community service projects. It is important to remember that **no general list is a substitute for individual research**. The list that follows is intended only to give readers an idea of the size and scope of some of the nation's leading philanthropic institutions.

**Edna McConnell Clark Foundation**, 250 Park Avenue, Room 900, New York, New York 10017. The Clark Foundation currently supports projects in four areas, two of which could be applicable to service-learning. One area is empowerment of the elderly by encouraging development of jobs, education, training, and volunteer opportunities. The second area is improvement of the legal system through the cooperation of the poor and the legal profession. Assets: \$191,816,000; grants: \$10,650,000.

**Charles E. Culpeper Foundation, Inc.**, 866 United Nations Plaza, Room 408, New York, New York 10017. In the past, the Culpeper Foundation has supported projects dealing with children's aid, the aged, the physically handicapped, and the American Indian. Assets: \$57,473,939; grants: \$2,101,720.

**Danforth Foundation**, 222 South Central Avenue, St. Louis, Missouri 63105. Danforth focuses on programs that improve teaching and learning. Assets: \$98,787,071; grants: \$5,067,034.

**Exxon Education Foundation**, 111 West 49th Street, New York, New York 10020. Exxon aids higher education by supporting innovative programs for teaching and learning. Assets: \$12,828,779; grants: \$4,067,934.

**W. K. Kellogg Foundation**, 400 North Avenue, Battle Creek, Michigan 49016. Kellogg contributes substantially in the areas of education, youth leadership, adult learning, and strengthening

of the family structure. Assets: \$284,500,744; grants: \$13,090,158.

**Lilly Endowment, Inc.**, 2801 North Meridian Street, P.O. Box 88068, Indianapolis, Indiana 46208. The Lilly Endowment maintains broad outlines for giving, putting some emphasis on human development and programs that work toward positive social change. Assets: \$524,345,394; grants: \$31,725,935.

**Charles Stewart Mott Foundation**, Flint, Michigan 48502. The Mott Foundation supports programs that strengthen the functioning of the individual in the community, including better access to services, leadership, and community education. Assets: \$420,189,968; grants: \$21,968,763.

**Union Oil Company of California Foundation**, 461 South Boylston Street, Los Angeles, California 90017. Union Oil gives to youth agencies and various types of higher education programs. Assets: \$821,434; grants: \$1,550,626. ■

# YALE'S SUMMER SERVICE PROGRAM

*Yale work-study students create and carry out projects focusing on acute community needs.*

*by Jean W. Cahoon*

Summer arrives in the middle of winter for the staff of Dwight Hall at Yale University. By January 15, they begin discussing the strengths and weaknesses in the previous year's undergraduate summer internship program. By early April they have recruited, interviewed, and hired a student coordinator. Meetings become more frequent and more frantic as arrangements for the summer start to conflict with graduation and end-of-term activities. Twelve years of successfully providing full-time service-learning opportunities for as many as 50 students, however, assure the staff that by August 15 they and students once again will be congratulating each other on "the best summer program ever!"

Dwight Hall, much modified from its origin as a campus-based YMCA, has functioned for more than 90 years as one of the main centers on campus through which student volunteers become active in New Haven. Out of many of these volunteer involvements come arrangements for more permanent and more structured relationships through the College Work-Study (CWS) program and the Dwight Hall Summer Internship Program.

In March and April work-study and other students present to Dwight Hall written proposals for innovative projects addressing the needs of the city or promoting interaction between Yale and New Haven. The focus is on assisting citizens



One of the participants in a student-run meal program relaxes with an extra cup of coffee.

to find solutions to deep-rooted social problems that directly affect their lives. The staff interviews each applicant (about 50 students usually apply for 25 to 30 positions) to judge how well the project would meet local needs, to explore students' personal and academic qualifications, to clarify budget requests, and to discuss ways to improve the proposed projects. If no community agency relates directly to the student's project, the staff of Dwight Hall provides consultation and supervision to help the student build a supportive structure for his or her efforts.

During the 10 weeks that the summer work-study interns are carrying out their projects, the summer program student coordinator and the director of Community Education Programs (CEP) make on-site visits. The interns prepare mid-term and final reports and attend regularly scheduled weekly meetings to hear speakers from community agencies and to share experiences, problems, and successes.

*Jean W. Cahoon is director of Community Education Programs at Yale University, New Haven.*

## Work-Study Projects

Even though students take considerable initiative in proposing projects, Dwight Hall and CEP staff find that developing full-time work-study positions for the summer and part-time ones for the rest of the year is extremely important, time consuming, and rewarding. (Often a student's summer work becomes the basis for year-round work-study and volunteer service.) New Haven has several community health clinics, feminist law firms, a shelter for battered women, environmental law firms, and a city administration that encourage students to work with them. In addition, the New Haven Arts Council now provides placements for students interested in projects serving the

elderly and the handicapped. Students have a greatly increased interest in environmental concerns and in educating the citizenry about energy conservation and alternative energy sources.

It is crucial to the work-study program that the Community Education Program keeps informed about possible service-centered positions and that it encourages appropriate contractual arrangements between the University and the community agency. For example, CEP helps organize the Dwight Hall Open House held each September and January. This brings representatives from more than 40 community agencies to recruit students as volunteers, work-study students, or interns. Agency participation increases greatly each year, and last fall student

response was the best since the late 1960's and early 1970's. Throughout the year staff (and students) discover some opportunities for work-study by attending social and professional gatherings, reading organizations' newsletters, following up on news items on new or expanding community service projects, and maintaining personal contact with all agency representatives.

The CEP office is in a unique position to coordinate service-centered work-study projects, for the director is sponsored by two offices within the University plus two independent agencies. The Office of Community Relations and the Career Advisory and Placement Service (CAPS) provide institutional affiliation, while Dwight Hall and the Yale Charities Drive

# Dwight Hall

by Henry B. Freeman

Founded in 1886 as the Yale University Christian Association, Dwight Hall was incorporated 12 years later as an independent nonprofit educational and religious organization. Although autonomous in terms of financial affairs and administration, Dwight Hall is located in the midst of the Yale campus and for more than nine decades has worked closely with the University on the development of student involvement in the surrounding community.

Sometimes characterized as a clearinghouse for volunteer programs, Dwight Hall has expanded its program in recent years to include 20 student-initiated projects and a diverse network of field placements in more than 50 area agencies.

On any particular day, Yale students can be found working in local schools, hospitals, day care centers, law offices, mental health centers, and untold other places in the New Haven community. By most estimates, such activities involve 900 to 1,000 undergraduates and account for 150,000 hours of volunteer work outside the ivied walls of Yale.

Volunteer and work-study placements are not, however, limited to already established organizations and programs. Student activity also includes the actual development of services that over the years become an integral part of the New Haven community. Several examples are presented below.

- *The Alcohol Hot-Line* is a seven-day-a-week phone counseling service for people with drinking problems and their families. Based on a year of research and planning by eight work-study students and started by participants in the summer project, the Hot-Line has become an independent organization that receives state funding and is administered by a consortium

of local alcohol treatment agencies. It has expanded to serve New Haven and 13 surrounding towns.

- *The Community Soup Kitchen* provides free meals, counseling, and companionship to the inner-city elderly and indigent population. Organized by Yale students (and their spouses) in November 1977 on the basis of a student study of needs, the Soup Kitchen now serves meals to 80 to 100 people a day. Staffed by 50 volunteers, it maintains its program through contributions of food, money, and space from local churches, individuals, and schools.

- *The New Haven Halfway House*, a residential program for people leaving psychiatric hospitals and correctional facilities, was organized by Yale undergraduates in 1967. The oldest facility of its kind in Connecticut, the halfway house continues to use Yale students in many parts of its program. *Marrakech*, a residence for mildly retarded women, is the product of a student initiative in 1971.

- *The Connecticut Fund for the Environment*, organized this past year by a recent Yale graduate, has 93 Yale undergraduates working on a variety of environmental issues and concerns. After several months of temporary quarters in Dwight Hall, the Fund maintains an office in New Haven, employs its own attorney, and has developed into a statewide organization.

The above programs represent the end result of creative and responsible learning outside the classroom. Often such programs reflect the cumulative endeavors of past student efforts. In many cases they also are nurtured with behind-the-scenes support from five sources: the Dwight Hall staff, the director of Volunteer Services, the Community Education Programs Office, and the Yale Office of Community Relations.



Dwight Hall is a building and a concept.

*Henry B. Freeman, director of Dwight Hall, began his affiliation there in 1973 as a work-study student pursuing a Master of Divinity degree.*

provide student and community-centered direction. The director spends two days each week in the CAPS office, where she is responsible primarily for organizing and disseminating internship information and for planning a career exploration series for nontraditional occupations. Because the functions of these four groups constantly overlap, it is possible for the coordinating aspect of CEP to expand and intensify the impact of each.

## Students' Talents

Keeping informed of community needs is not the only aspect of developing work-study service projects. It is equally important to attend to the special interests and talents of students so that they may be assigned to a suitable project quickly. The Dwight Hall summer program is a rich resource for helping students make mutually productive connections with the community.

A good example of this is a project proposed last spring by a Mexican-American student from Los Angeles. A philosophy major concentrating on the philosophical foundations of social theory, phenomenology, and the philosophy of education, he proposed as his summer work-study project a feasibility study for the implementation of a literacy program using the method developed by Paolo Freire, author of *Pedagogy of the Oppressed*. The adult education department of the New Haven public schools willingly became the supervisory agency, providing space for classes, materials, and the matching funds for a work-study position. This year Hispanic students, trained in the Freire method by this student, are teaching classes in community centers. The philosophy major's project qualified him to be named a Scholar of the House, which enables him to spend almost all of his time on the project this academic year.

In another instance, an American studies major whose academic program focused on the social and cultural changes brought about by industrialization revealed in student-staff discussions that she had been interested in law since junior high school. The fortuitous connection: placement in the Victim-Witness Advocacy Unit, a special project of the Chief State's Attorney's Office. Tasks included handling victim and witness inquiries and problems (including social service referrals and follow-up), pretrial briefing of victims and witnesses, public education, and special research projects.

As a result of the summer internship,

Dwight Hall hired the student with work-study funds for the 1979-80 academic year. She now coordinates the Undergraduate Legal Project, in which students volunteer six to eight hours a week with public interest lawyers, and has developed new leadership for the juvenile justice program, which places students as aides to probation officers in the Juvenile Court.

A final example is a student who had developed his awareness of local urban problems while living off-campus. Organizing with the New Haven Clamshell

*As a result of the experience, the student was even more persuaded that community organizing is his metier.*

Alliance had alerted him to the possibility of applying organizing techniques to the broader community.

A history major with a strong interest in government, the student perceived the immediate and long-term relationship between his studies and his off-campus experience. Through his own contacts, he met the director of Citizens United Against Hunger, an organization that

named Getting Action in Neighborhoods (GAIN), the organization now is committed to effecting change in all institutions controlling the lives of the poor, with special emphasis on the needs of black and Spanish-speaking communities.

As a result of the experience, the student was even more persuaded that community organizing is his metier. He took the fall term off to continue working full time in the field.

The Yale Charities Drive provided the 20 percent matching funds for two of these three internships. One of the unusual features of CWS at Yale is the role played by the Charities Drive, a student-run fundraising group with a long history. Early in the spring a review committee of students, faculty, staff, and community representatives distributes funds. Applicant groups, such as Dwight Hall, must present evidence of their constructive relationships with the citizens of New Haven, with the emphasis being on the extent of undergraduate involvement in the resolution of inner-city problems.

Community-based agencies (such as day care centers and halfway houses) and a limited number of individual students may apply each semester for funding for special projects and may receive matching work-study grants from Charities



Students discuss what is involved in working on a project that fits their special interests.

focused its efforts on citizen self-help in relation to the Food Stamp Act of 1977. During the summer of 1978 the membership began setting goals to deal with the broad ranges of causes of poverty. Re-

Drive monies. In this way a fledgling agency in the city is enabled to obtain the services of a student even though the fledgling's budget cannot quite meet the cost of employing that student.

Among those eligible are two well-established student volunteer programs that have incorporated and, for administrative purposes, are considered off-campus agencies. Founded by undergraduates on a strictly volunteer basis in 1952, the U. S. Grant Foundation sponsors small and lively classes in English and mathematics on an afterschool basis during the academic year. In the summer it also supports a seven-week, full-time program with classes in music, languages, drama, and recreation. Most of those teaching there now are work-study students.

The Urban Improvement Corps, started in 1968 and located in the Afro-American Cultural Center, provides 25 to 27 undergraduate tutors for 40 to 50 youngsters in an afterschool program. The tutors also receive stipends through CWS.

### Agencies and Internships

Supervisors and agency personnel generally have reacted quite favorably to student workers, with many requesting that students assist them all year round. (The positive interaction also has served to decrease some of the town-gown hostilities that occasionally erupt.)

More and more agencies are providing training programs for both volunteers and

the maximum payback from a service-learning program.

Work-study as internship, in fact, can be viewed today as the heart of the matter. Career service offices in colleges and universities are deluged with vast amounts of information about internships of one kind or another—in government, science, the arts, teaching, and, more recently, in business and industry. Each may be of value to a particular student, but unfortunately many are volunteer or provide only a minimum stipend. In those

***More and more agencies  
are providing training  
programs for both volunteers  
and work-study students  
and are assigning tasks  
with responsibility  
and autonomy.***

cases where academic credit for an internship can be arranged, a student may be able to afford the experience because of the long-term benefits of a reduced course load or an accelerated degree.

For those students whose greatest needs are for financial aid and for the value of the experience as related to their

offices; students interested in developing research skills related to problems of energy and the environment have contributed to and learned from local public and private groups concerned with these matters. Frequently, students find that work-study experience leads to summer employment or to a head start on finding that first job after graduation.

Yale does not give academic credit per se for community service. Course-related field experiences do exist, however, particularly in the psychology department and in other departments or seminars that relate to architecture, city planning, administrative science, or economics. Students frequently base their class discussions, senior papers, or directed studies projects on service-learning experiences. Interests and skills developed on the job often lead to a very satisfying term or year off, during which time these interests may be further pursued and after which they may play a definitive role in choice of career or major field of study.

The CEP office keeps professors and departments informed about unusually challenging or worthwhile work-study or internship opportunities, and students are encouraged to discuss the applicability of their community work with related departments.

### Tide Toward Service-Learning

Experience at Dwight Hall indicates that strong tides now running in the college, the city, and the country are reinforcing off-campus student work and community receptivity to that work.

Colleges and universities traditionally have been concerned about the well-being, both intellectual and social, of their students. It is never completely clear, of course, how institutions may best foster these qualities. Today it seems not only desirable but also imperative that post-secondary education develop satisfied customers. The student—a potential alumnus—must feel nurtured and valued as well as educated in order to be a citizen capable of making a maximum contribution to the world and, in turn, to the alma mater. The community, in the broadest sense of the word, must feel that graduates are of the highest caliber and capable of sustaining and developing the most positive elements in our society. Otherwise higher education itself, particularly in the liberal arts, may soon seem to be a luxury society will no longer support, and the back-to-basics mood may spread from grade to graduate schools. ■



Yale students come to an open house in Dwight Hall to learn about community service programs.

work-study students and are assigning tasks with responsibility and autonomy. From the agency's point of view, its investment can be a heavy one, and obviously it is in its best interest to obtain

field of study, however, CWS is an excellent resource. For example, many pre-law or premedical students have had their career choices confirmed or altered by work in clinics and legal assistance

# THE SEEDS OF THE SIXTIES

*A product of the 1960's, VISTA celebrates 15 years of service with its idealism still alive and active.*

*by Margery Tabankin*

**W**hatever happened to the widespread concern for social equality that characterized student activity in the 1960's? Social commentators harp on the narcissism that saps the energy and excitement of the country's youth. Yet, how many service-learning educators or youth workers can deny that they work with programs whose seeds were planted 15 years ago?

Volunteers In Service To America (VISTA), a program that grew directly out of the social upheaval of the sixties, is celebrating its fifteenth anniversary. Since 1965, more than 50,000 VISTA volunteers have lived and worked in low-income communities, learning about the problems of poverty as they serve to solve them. And the program is alive and well today: Nearly 4,000 volunteers currently are serving in communities all over the country.

As an individual whose own learning was largely an outcome of intense involvement in the fight for economic and social justice, I have always considered VISTA a service-learning program. When Congress first authorized VISTA in 1964, it was conceived as a way of channeling youthful energy and concern while exposing the VISTA volunteers to the needs of the low-income population. It was hoped that many would move into careers in the helping professions when they completed their volunteer work.

It was an idealistic time, as reflected in President Lyndon Johnson's words when he sent the first 20 VISTAs off into the

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field: "Your pay will be low; the conditions of your labor often will be difficult. But you will have the satisfaction of leading a great national effort and you will have the ultimate reward which comes to those who serve their fellow man."

During the early years of the program, many of the volunteers were young and recent graduates of high school or college. Ironically, the idealistic spirit led many of them back into school systems to work on such issues as integration or abuses of Title I funds for disadvantaged students.

The VISTAs, working only with whatever local resources they could mobilize, were some of the first people to recognize the vast potential of using students themselves as volunteers in the poverty community. In 1965, a VISTA in Pittsburgh started one of the first major projects designed to link underprivileged children to a wider world of culture and make them aware of life beyond the ghetto by involving local college students in tutoring and companionship projects with the children. VISTAs saw the wealth of resources in a local university or high school. In the words of one early VISTA: "I believe the most valuable thing a VISTA can do is create relationships between groups—to bring the college as an institution into contact with the community."

VISTAs, because of their own learning process, began to focus on the special value of service-learning. As a VISTA working with a locally organized education program on New York's Lower East Side put it, "You have to have people doing things with each other. That is education in itself."

In an effort to support the new service-learning programs that VISTAs and others around the country were developing, the Office of Economic Opportunity created the National Student Volunteer

Program in 1969. NSVP, now the National Center for Service-Learning, was placed under the authority of the VISTA program and has supported and promoted an increasing number of service-learning programs ever since.

In 1971 the University Year for ACTION program was created. UYA gives grants to universities to allow students to work in the community for a year while receiving academic credit for their service. Since 1971 UYA has fielded more than 11,000 volunteers at 122 institutions.

I've heard it said recently that idealism is dead in this country, but I disagree with that. Presently we have no major national moral crisis. Therefore, people tend to focus on their own personal lives and work where they can be effective—at the local level. Many people feel that although they can't control national public policy, they can effect change in their own neighborhoods. So, I don't think idealism is dead; instead it is being directed into approaches that make issues manageable and goals achievable.

I believe VISTA is one vehicle for this realistic idealism. Fifteen years have gone by and we still have poverty and high unemployment in this country. The notion that VISTA is going to alleviate poverty in the nation is not correct, and it wasn't correct when VISTA was founded. No single effort can change the whole national picture.

What we have seen is that students and VISTAs serving and learning at the local level can make a difference. We still need idealistic, energetic, committed people to serve as VISTA volunteers. I challenge any students already active in community service to consider becoming VISTA volunteers. Maybe 15 years from now idealism will be back in style, but the poor communities in this country can't wait that long for a helping hand.

# WRITING YOUR JOB DESCRIPTION

*If you need to organize your work better or explain it more clearly, prepare a job description.*

**M**any secondary and post-secondary service-learning educators' positions did not exist a few years ago, and almost all are evolving. Frequently educators are struggling to master a job that the school has not defined precisely and for which few role models exist. Consequently, teachers may find they also must function as program developers, fundraisers, and community organizers. Administrators discover that they must lead seminars, counsel students, and structure learning experiences.

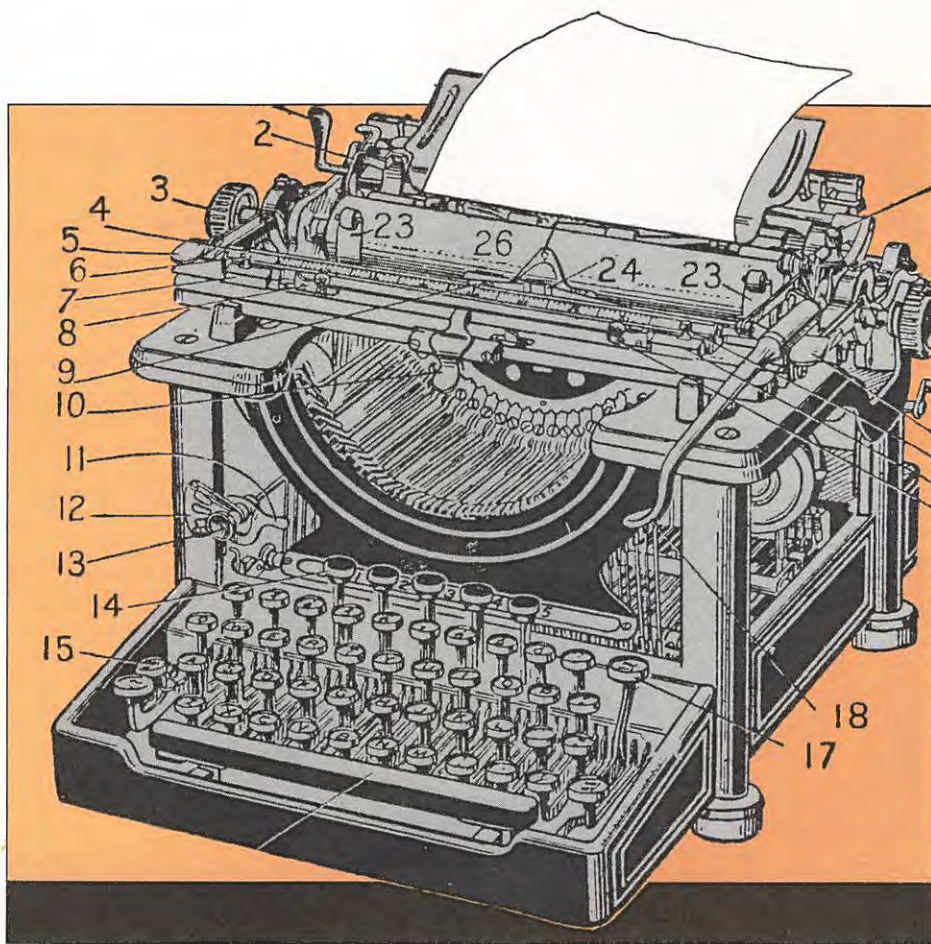
On the plus side, the work is stimulating, challenging, rewarding. On the minus side, the work is voluminous, disorganized, unrecognized. It's lovely but lonely on the educational frontier.

The problems of the service-learning pioneer—that's you—are many and complex, but two central ones are (1) bringing coherence to the multiplicity of minor and major tasks and relating them to overall goals and (2) making others—administrators, faculty members, agency supervisors—understand your functions.

One simple tool to use in dealing with these central problems is an accurate, up-to-date job or position description. Properly constructed and used, job descriptions can help you—part time or full time, secondary or post-secondary—organize your work and acquaint others with it.

## Identifying Duties

The basic function of a job description is to specify what the person in that position



does. Its preparation (the process of identifying and classifying duties) assists you—coordinator, director, facilitator, teacher, administrator—in clarifying and organizing your workload. This is particularly important if you are starting from scratch, but it is also useful if you are revising or updating an inadequate job description.

The first step is to list everything you do. Think back over what you have done in the last week, month, semester, or year. If you want to be completely accurate, keep a work diary in which you note how much time you spend on different facets of your work each day.

Once the list is complete, it must be

organized. Place each task under not more than 10 subject categories, which you later should combine into four to eight. The category headings will depend on whether you are primarily a teacher or an administrator, secondary or post-secondary, part time (even volunteer) or full time. They also will depend on what you wish to emphasize.

Among the categories might be:

- *Administration*—supervising secretarial, professional, and student personnel; preparing budgets and directing fundraising, including applying for grants; arranging insurance and waivers or parental consent forms;
- *Faculty liaison*—assisting teachers in

## Sample Format: Secondary

### POSITION DESCRIPTION

**Position:** Community Service Coordinator (half time)  
Notown Senior High School

**Major Duties:** Encouraging and assisting students, teachers, and service agency supervisors to take part in service-learning programs (those integrating classroom work with community service) by:

Administering the secondary school's service-learning program, i.e., preparing the budget and approving expenditures according to the guidelines established by the school board, supervising students who maintain files (e.g., waivers, insurance records, transportation, students' service schedules and work contracts), reporting annually to the school board and quarterly to the principal, developing and standardizing forms and procedures;

Recruiting students, teachers, and service agencies to take part in the service-learning program by preparing and distributing descriptive materials and by making presentations;

Counseling students in choosing community service projects that fit their interests and capabilities, in dealing with problems arising from their service experience, and in reflecting on their experience in order to increase their effectiveness and their learning;

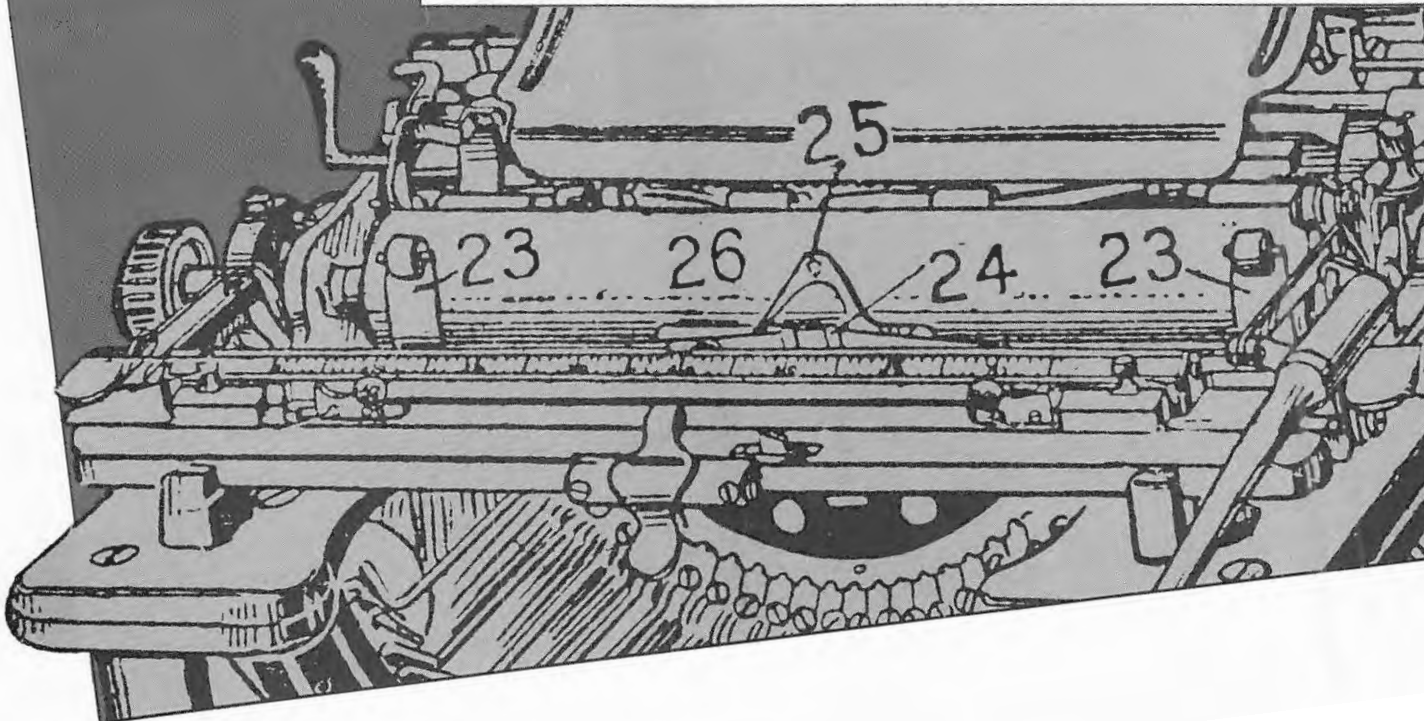
Negotiating with community supervisors all facets of student placement (training, supervision, scheduling, evaluation);

Developing, in cooperation with classroom teachers, new community service projects with classroom components;

Teaching a one-term, one-hour-a-week course on identifying and dealing with community problems and conducting a one-day workshop for teachers to orient them to the principles and procedures of coordinating classroom work and community service (the Community Service Coordinator also teaches three sections of Contemporary American History);

Publicizing the program by making or arranging presentations to community groups and by providing information to the media.

**Qualifications:** Teaching certificate in any field but with the equivalent of a minor in counseling; administrative training and/or experience, preferably in volunteerism, social services, or community education.





# Sample Format: Post-Secondary

## POSITION DESCRIPTION

Position: Director, Service-Learning Center  
 Department: Experiential Education  
 Supervisor: Dean, College of Arts and Sciences

Summary: The director of the Service-Learning Center sets goals and establishes policies and procedures for meeting them, supervises a three-person staff and 15 to 20 students in the initiation and coordination of service-centered experiential education programs, advises student and community groups on volunteer projects, conducts workshops for faculty members and agency supervisors, plans and directs seminars for service-learning students, and serves on the Interdisciplinary Curriculum Development Committee.

### MAJOR DUTIES AND RESPONSIBILITIES

(Time)	
20%	<p><b>PLANNING</b></p> <p>The director sets long-term (three years) and short-term (one semester) goals and develops policies and procedures to enable the Center to meet those goals. This involves analyzing community needs and university resources, determining student interests and requirements, judging faculty acceptance of old and new programs or policies, and writing budgets based on the availability of funds from the university and other sources (e.g., government grants, alumni).</p>
40%	<p><b>SUPERVISION</b></p> <p>The director supervises a staff consisting of a counselor (primary responsibility: assisting students in choosing placements and in coping with problems that arise at community sites), a community placement coordinator (primary responsibility: locating new placement sites, negotiating basic conditions of students' placement, monitoring performance of supervisors and students), and a secretary (primary responsibility: maintaining a complex record system). In addition the director trains and assists 12 to 15 student project coordinators (primary responsibility: coordinating student participation at community sites using at least 20 students) and three to five students operating the Center's public relations program (primary responsibility: preparation of media materials, presentations to civic groups, conducting recruitment campaigns).</p>
20%	<p><b>ADVISING ON VOLUNTEER PROJECTS</b></p> <p>The director, with the assistance of the staff, maintains a student-community clearinghouse for short-term volunteer assignments. The director advises campus service organizations and community groups on how to make the best use of volunteers in a variety of off-campus community projects.</p>
8%	<p><b>CONDUCTING WORKSHOPS</b></p> <p>The director conducts three workshops each semester for professors and community supervisors who are participating in service-learning programs for the first time. The first workshop covers policies and procedures; the second, common problems and the procedures for final evaluations; the third, reactions and recommendations. The director also leads a workshop for faculty members who are interested in incorporating a service-learning component and directs one to three workshops on topics of special interest to professors and community supervisors.</p>
7%	<p><b>DIRECTING SEMINARS</b></p> <p>Each semester the director devises a curriculum guide and recruits discussion leaders for a series of eight seminars for students participating in service-learning programs. The Center's staff, professors, community supervisors, and students lead the seminars, which consist of informal presentations to large interdisciplinary groups followed by discussions in small special interest groups.</p>
5%	<p><b>SERVING ON THE INTERDISCIPLINARY CURRICULUM DEVELOPMENT COMMITTEE</b></p> <p>The director advises committee members on the feasibility and methodology of incorporating service-learning into all parts of the curriculum.</p>

### QUALIFICATIONS

The director should have a master's degree, preferably in counseling, public administration, community education, or social work. The director also should have at least five years of experience in experiential education, administration of a community service program, or a combination of the two. Teaching experience is useful but not essential.

planning and evaluating service-learning projects and in dealing with community agencies;

- *Community liaison*—locating placement sites; negotiating with supervisors; evaluating service and learning elements through on-site visits and discussions with agency staff and students; working with agency supervisors as needed to assure accurate written evaluations;

- *Counseling*—recruiting students and matching them to appropriate projects; conducting weekly small-group sessions to discuss how to deal with problems arising at the agencies; working with individual teachers, students, or agency supervisors on problems arising from or affecting students' service-learning experience;

- *Teaching*—conducting workshops for teachers and agency supervisors; coordinating academic material with service projects; orienting students to the special problems of their client groups (the aged,

*With all the tasks  
 parceled into categories,  
 you are ready to establish  
 your priorities. Which task  
 or group of tasks takes  
 the most of your time?  
 Which do you consider  
 the most important?*

the unemployed, the handicapped) and coaching them in interpersonal skills;

- *Public relations*—informing key school personnel and the media of new projects, special events in which students play a major role, and awards received by the program or individuals participating in it; speaking to community groups and at professional meetings; preparing articles for professional journals or general circulation publications.

### Setting Priorities

With all the tasks parceled into categories, you are ready to establish your priorities. Which task or group of tasks takes the most of your time? Which do you consider the most important?

If the answers to both questions are not the same, you may want to do some serious thinking about restructuring your work. Perhaps you find that you are spending 40 percent of your time on administrative detail—scheduling rides, calling supervisors to remind them they haven't turned in their evaluations, running off forms—and only 10 percent

of your time on developing new projects. You cannot raise the latter without reducing the former. Creativity, persuasiveness, and determination will be needed if you are to delegate successfully some of those important and time-consuming but relatively undemanding tasks.

Who would like to do them? A student too shy to go into a community agency but with a penchant for organizing? A business student who wants something to put on an empty resume? A business class or club not involved in a community service activity? A work-study or vocational education or cooperative education student? Look for someone whose meat is your poison.

Maybe you are tired of speaking to community groups about your program. How about setting up a students' speaking bureau? Or calling occasionally on agency supervisors?

If you find that absolutely no one else is qualified to take over any part of your job, you are either in need of a training program or, more likely, of a careful reassessment of your own worth.

On the other hand, if the job description shows that your workload is inexorably askew, you may use it as a negotiation tool in seeking more staff or a lighter teaching load. (Dare one hope that it might be a factor in proving you deserve a higher salary?)

Once you have established the priorities (probably relying heavily but not entirely on the amount of time as the key determinant), little remains but to decide how to present your material effectively.

### Choosing a Format

If your school has established a format, you should use it. If not, you will need to develop or adapt one. No one format will work in every situation, but all should be as clear and as readable as possible. Brevity is usually a blessing.

The common elements are:

- *The job title*—social studies teacher, director of service-learning, community service coordinator, vice principal, volunteer coordinator, service-learning educator;
- *Qualifications*—bachelor's degree, master's degree, 15 hours in counseling techniques, major in community education or human services administration, experience in community service, administrative experience (no personal characteristics should be included);
- *Major duties*—summary statement and brief description of major tasks, probably broken down into categories;

- *Supervisor*—principal, dean of students, department head, superintendent of schools.

Two examples of formats, one for a high school teacher who acts as a part-time coordinator and one for a college administrator, accompany this article.

Other sources that service-learning educators may find helpful include *The Service-Learning Educator: A Guide to Program Management* (National Center for Service-Learning, 1979, 100 pages), "How to Write Position Descriptions, Under the Factor Evaluation System" (Office of Personnel Management, U.S. Government, June 1978, 32 pages, stock number 006-000-0154-7, \$1.40; order from Superintendent of Documents,

***If you find that absolutely no one else is qualified to take over any part of your job, you are either in need of a training program or, more likely, of a careful reassessment of your own worth.***

Washington, D.C. 20402), and "Job Descriptions: Matching Volunteer Skills with Agency Needs," by John H. Cauley (*Synergist*, Winter 1974, page 36; reprint 112).

### Using the Product

Once the job description is ready, what do you do with it? That depends on your situation, particularly how much others know about what you do and what you hope to gain for yourself and your service-learning program by increasing their knowledge.

In almost every situation, the first target group consists of those who decide what happens to you (promotion, tenure, salary, professional development) and your program (crediting, released time, budget). This could be one or all members of the educational hierarchy ranging from a department head to school board members or trustees.

If you already had a job description and the revision is minor, you may do no more than send a copy of it with a memo summarizing salient points to your immediate supervisor.

If you have never had a job description or the changes are major, you may need to plan strategy carefully. Perhaps you will write memos to all concerned asking for face-to-face discussions of any actions

you feel are called for—more staff, a bigger budget, major organizational changes. Perhaps you will bring up the subject informally at staff meetings or social events and get the right person to ask to see the job description. Or perhaps you will simply inform the astute decisionmakers of how your position is evolving.

The second target group—and one even more important to your daily operation—consists of those with whom you work most closely—faculty members or agency supervisors, depending on your position.

Educating other faculty members about your program and their participation in it is absolutely essential, and the job description can be extremely useful in explaining to them how you will work together. For example, you find the community placement, but they assign related readings. You run the feedback sessions, but they read the students' journals. You teach the orientation seminar on interpersonal skills, but they approve the topics of and grade the term papers related to the service experience. If any problems arise at the service site, you go together to talk to the agency supervisor. You each visit the site at least twice during the semester. They, too, need a job description, for they, too, are service-learning educators.

The same holds true in working with community supervisors, particularly the first time students work at a site. Your job description—along with the one the student draws up with the agency—can clarify the arrangement and prevent unpleasant confrontations.

If your service-learning program has other staff members, including students acting as project coordinators, all should have job descriptions. These can be compared to make sure duties are allocated properly and exchanged so that everyone knows other workers' functions. Anyone reading the job descriptions should have a clear picture of how the program operates.

The job description is an invaluable tool when a staff member has to be replaced, for it tells those in charge of hiring what to look for and those seeking jobs what to expect. It gives the new employee some general guidelines to follow, and old ones a resource to use in writing resumes.

Preparing and using an accurate, up-to-date job description will not solve all of the pioneer's problems, but it may prove a good way to start working on them. ■

# CLOSING THE GENERATION GAP

*Tutoring and health programs at the University of Maryland yield reciprocal benefits to retirees and students.*



Lasting relationships are a goal of AHDP.

## Adult Health and Development Program

**A**t 8 o'clock on a Saturday morning, seven students and faculty members at the University of Maryland, College Park, sit in the student union with their morning coffee to plan a training session for 40 students. The topic for discussion is the sexuality of the elderly.

"In the course of a semester it is inevitable that one of our staffers will have to deal with sexual overtures from an elderly member," says the discussion leader, a graduate student in gerontology and social work. The group agrees that tact is sometimes difficult for students who are ill at ease with old people in such

situations. Understanding the loneliness of old age, members point out, will help students be both relaxed and considerate.

Honesty and understanding are major ingredients in the University of Maryland's Adult Health and Development Program (AHDP), a seven-year-old program that pairs elderly people with stu-



On Saturday morning, group exercises help both retirees and students to limber up for a variety of recreational activities.



Gym equipment can be adapted for the elderly. Its use improves circulation and flexibility.

dents in a plan to promote physical well-being and close personal relationships between the generations. Every Saturday, elderly people come from their homes and from retirement homes to the university for a morning of organized exercise, casual recreation, and informal social activity with the students and faculty.

This service-learning program, initiated by Dr. Dan Leviton of the department of physical education, ties in academically with several disciplines, serving as a credit-bearing course for students majoring in psychology, social work, health, and physical education. About one-third of the students participate for credit at any one time (those who want credit first must participate for a semester as volunteers). The staff-leader group is a mix of volunteer faculty, graduate students, and undergraduates from the fields mentioned above and, occasionally, such other departments as nursing, law enforcement, and recreation.

Students who take the course to satisfy a requirement make arrangements with their departments for papers or projects on which their grade is based. Students who take the course as an elective can

receive no better than a B for participation in the Saturday sessions. To receive an A, the student must make an additional contribution, such as a research paper on a topic related to the elderly or an innovative procedure to use in the program. According to Leviton, students have devised ingenious games and exercises and adapted gym equipment for the elderly.

### Staff Training

Following the planning meeting, the staff leaders meet with small groups of students to prepare them for the day's discussions, which cover a variety of physical, social, and psychological problems, among them senility and physical impairment.

On the Saturday when sexuality was to be the topic, students discussed the fact that sexual interest and capability do not necessarily end in old age. They took turns role playing the situation in which a student is propositioned by an elderly person and must think of a kind but firm refusal.

Elderly participants (called members) arrive as the one-hour training session ends. Each member is paired with a stu-

dent in a relationship that is supposed to remain constant as long as both participate in the program. The emphasis in AHDP is on a relaxed, social environment for physical exercise and recreation. Students and members mingle casually before pairing off to partake of the various activities that the program makes available.

Members who are active and vigorous take part in aerobic exercises. For the frail, the program has developed a series of gentle, sedentary exercises to encourage circulation and flexibility. Under the guidance of Leviton, the staff sometimes make recommendations for exercises that members can do during the week for specific physical problems.

After the exercises, student-member pairs can bowl, swim, bicycle, play basketball or billiards, use trampolines and other gym equipment, or merely socialize at the restaurant concessions in the student union. At 11, most pairs drift back to the meeting room for group discussion.

This discussion is a more structured opportunity for communication. Most specifically, it is the time when elderly members communicate their feelings, both about aging in general and about the program in which they are participating, to the whole group. Topics for discussion might be loneliness, the loss of a loved one, crime and the elderly, relationships with other generations, or death and dying.

In a session on loneliness and bereavement, members talked about AHDP and the role it has played in their lives. One said, "I've been coming here for three years and I've had three staffers. Every one of them has been fantastic. I still get letters and phone calls from the two who have left the university. One moved away and one got married. I went to the wedding." Spontaneous testimonials from other members attested to the degree to which the program has enriched their lives. It also confirmed the cornerstone precept of the program: Physical and mental health are closely intertwined, and damage to one seriously taxes the other.

### Financial Problems

Despite AHDP's comparative longevity (seven years) and success, it has received little financial support either from the University of Maryland or from outside sources. As in many other service-learning programs, lack of money means that transportation is a major problem. Most elderly participants provide their own. The District of Columbia is sup-

posed to provide free transportation, but all too frequently leaves disappointed members stranded.

Leviton also would like to have funds to pay honorariums to the graduate students who take the bulk of the responsibility for training the student staff.

In spite of these problems, AHDP has developed a model that other area colleges—Chesapeake College in Wye, Maryland, the University of the District



Physical and emotional health go together.

of Columbia, and Montgomery College in Takoma Park, Maryland—are using.

Those who wish to learn more about AHDP may address queries to: Dr. Dan Leviton, College of Physical Education, Recreation and Health, University of Maryland, College Park, Maryland 20742. "Smiles," a 29-minute film about the program, may be purchased for \$350 or auditioned for a maximum of five days for \$50.

## Retired Volunteer Service Corps

**I**n a new twist on campus volunteerism, the University of Maryland, College Park, is utilizing the talents and experience of retired persons to augment resources always in short supply on large university campuses.

Members of the Retired Volunteer Service Corps (RVSC) act as tutors, as consultants, as administrators, or as academic, career, and personal advisers. In some instances, RVSC volunteers team up with faculty and student volunteers. Whatever services the retirees perform, RVSC offers them an opportunity to do constructive work on a flexible schedule in a challenging academic environment.

Now in the final year of a three-year model program financed by a \$132,000 grant from the Edna McConnell Clark Foundation, RVSC accepts any retired person who has applicable career or life experience skills. Most volunteers apply after reading about RVSC in the campus and community newspapers or hearing about it at senior centers RVSC director Renee Lewis has contacted.

To help facilitate communication with students and to orient volunteers to campus life, RVSC conducts four workshops in which volunteers learn to counsel students. One common topic is the different ways faculty, peer, and volunteer advisers and tutors meet student needs. Faculty advisers give the definitive word on policy; students are expert on what professors to avoid and how to arrange course schedules; and RVSC volunteers provide an off-campus, non-authoritarian perspective.

One of those enthusiastic about teamwork is RVSC volunteer Vivian Ware, 59, a student doing graduate work in art therapy. Her varied background, which includes directing the campus nursery school at Tuskegee (Alabama) Institute,

enables her to provide valuable help to young undergraduates designing their own curricula in Individual Studies programs. In one case, a young man requested help in planning for a career in child development and counseling. She advised on child development courses and they called upon a senior counseling major to help them work out a counseling curriculum.

In most cases the team approach is informal. When an RVSC or student volunteer cannot answer a question, he or

*In this and other University programs geared to disadvantaged minority students, RVSC volunteers often play special roles—surrogate grandparents and role models from a social class . . . with which some students have had little contact.*

she calls in a faculty member or another volunteer to help.

Fred Martin, director of the two-year Intensive Education Program (for students who ordinarily would not be admitted to college because of their poor academic qualifications), asked for RVSC volunteers to bolster his staff of student counselors and tutors but found he also could use the senior volunteers' talents in other ways. Martin has enlisted Louise Amodei, a former health and physical education teacher and guidance counselor, to coordinate the growing tutorial program. They schedule tutors for 700 students.

In this and other University programs geared to disadvantaged minority students, RVSC volunteers often play spe-

cial roles—surrogate grandparents and role models from a social class (and, often, race) with which some students have had little contact.

Sometimes the volunteers' work influences their life and career plans just as it does those of the students. Because of John Hoover's experience in the diplomatic service and as a professor of Latin American history, his first year he served as Study Abroad adviser in the International Education Services program. He became interested in professional counseling. His second year he enrolled in a doctoral program with a specialty in aging and advised students over 60.

The popularity of the program with RVSC volunteers is illustrated by the fact that 21 out of 26 volunteers from the first year signed up for the second year.

Part of the purpose of RVSC is to develop methods and materials that other colleges can use to initiate similar programs. Director Lewis points out that it is not an expensive program—after it is initially developed—and benefits significantly both the students and retirees. RVSC staff will provide technical assistance to those who request it.

*For additional information, write to Retired Volunteer Service Corps, 3155 Undergraduate Library, University of Maryland, College Park, Maryland 20742.*

For general information on RVSC and other campus-based programs using elderly volunteers, contact the American Association of Community and Junior Colleges Older Americans Programs, 1 Dupont Circle, N.W., Washington, D.C. 20036 or *Elderworks*, 680 Fifth Avenue, New York, New York 10019. *Elderworks* is a quarterly newsletter funded by the Clark Foundation. Subscription is \$6 per year. ■

# AN ENGLISH EDUCATOR'S OBSERVATIONS

*American education encourages the flowering of service-learning, but the roses have thorns.*

*by Norman Evans*

Any English educator trying to find out what opportunities are open in the United States for young people to relate volunteer work and service to their academic studies in post-secondary education is bound to be somewhat bemused. The educator knows in advance that the range of courses for baccalaureate degrees is far wider in the U.S. than in England and that the arrangements for attendance—with the facilities for accumulating credits, transferring credits to another institution, and changing majors—make for all kinds of flexibilities. The problem is to keep some sense of perspective when one sees what seem an almost limitless variety of arrangements for nonclassroom learning that can contribute to the award of a degree.

Apart from field placements that are course related and are required as part of preparation for one of the professions, the English educator has no experience of all the uses being made these days in so many American colleges and universities of all that goes under the label of experiential learning. The extent of these developments is underlined by the existence of such organizations as the National Society for Internships and Experiential Education and the Council for the Advancement of Experiential Learning

(CAEL) with its headquarters at Columbia, Maryland, and its 350 affiliated institutions across the country. The scale of operations of the National Center for Service-Learning and such educational groups as the Massachusetts Internship Office makes clear how volunteers are able—and helped—to benefit from those developments. And confronted with all this evidence of not only what can be done but what is being done in another country, one has to be careful, even cautious, in trying to assimilate what one sees, hears, and experiences. How has it come about?

## **Institutions Respond**

In some ways it seems simply a reflection of the responsiveness of one institution, the educational system, to communities and society. The variety of attendance patterns through which a baccalaureate degree can be attained illustrates this. Underlying this responsiveness, however, is the economic base for higher education. Since students pay fees institutions must have to survive, the students may be applicants, but they are also customers. If they don't like what they anticipate receiving, they will not apply.

This relationship between educational institution and potential student is epitomized by the acceptance of working



periodically to accumulate money to pay for periods of study. This creates a context for all manner of institutional responses to students.

Another factor that sets the scene for the development of service-learning is the system of accreditation for awarding degrees on the basis of approved courses. Since institutions are responsible for their own programs of study within the accreditation regulations, they can, if they choose, respond readily to local and national movements. Given the very extensive credit transfer opportunities that are part and parcel of the same set of assumptions, students move with relative ease from one university to another.

Service-learning, therefore, can find a fairly comfortable place within this system. Account can be taken of a very wide range of students, whatever their age and their social, economic, and personal circumstances.

For this to be the case, however, there has to be another assumption: that knowledge and skills acquired outside formal

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*Norman Evans is a research fellow at the Cambridge (England) Institute of Education. Recently he completed a study of service-learning in the United States for the Volunteer Centre in Berkhamsted, England.*

educational institutions may have the same validity as the knowledge and skills derived from formal instruction.

Allowing students to learn off campus implies a collaborative relationship between academic institutions and the workaday, liveaday world. Acceptance of a collaborative relationship means a highly significant shift in the posture of educational establishments. It implies that they cease to regard themselves as having a monopoly of knowledge and facilities for learning. Tacitly it accepts that they are facilitators of some kinds of learning, and that they offer a broad range of academic facilities that are complemented by those in society at large.

Putting together, then, students as customers and the recognition of non-classroom knowledge and skills as appropriate partners for classroom learning, to a greater or lesser extent the curriculum of a baccalaureate degree then becomes a negotiated matter between individual students and the institution.

From the institutions' point of view, this means that their recruitment net can be cast very wide over different sections of the population. From the students' point of view, there are so many ways in which, through study, they can be helped to meet requirements, whether for immediate post-secondary education, for training or retraining with an eye on career advancement, for continuing education, or for their own self-regard.

### Assessment Questions

At this point the visiting English educator has to stand back and think again. There are problems. Despite the impressive numbers of institutions that are trying to enable many students to turn their strong desires to be of some service to their communities to good academic account, many colleges and universities are not. And for obvious reasons. Any acceptance of experiential learning can be interpreted as potentially threatening for an institution. If students can learn without being taught, is the institution necessary? Why should academic faculty join in something that apparently could put them out of their posts?

For those who do accept the general thesis of experiential education, however, other problems are every bit as significant. The validity of service-learning rests upon the proven quality of what is learned. This raises all manner of assessment questions, which in turn introduce considerations about the academic and professional relationships between the

students, the institution responsible for making judgments about their academic attainment level, and the agencies where students serve.

Any solution to these problems must originate from the proposition that it is not the experience of service-learning itself that is the subject of assessment and scrutiny, but rather what is learned from that experience. Inevitably the two are inextricably entwined as part of the process of learning, but it does seem essential to separate them if there is any question of that learning being seen on equal terms with learning acquired through classroom

*The validity of service-learning rests upon the proven quality of what is learned. This raises all manner of assessment questions . . .*

teaching. But assuming that it is the learning outcomes that have to be assessed, a fascinating range of questions begins to crop up. How are those outcomes going to be demonstrated? Does the evidence have to be written? How far should those outcomes be specified as objectives, and how specific is specific? Ought there to be some form of learning contract to ensure that everyone concerned is clear about the purposes of the experience for the student? What kinds of supervision are appropriate? Should the academic institution provide any, or should this be left to the agency? Since it is well known that students frequently learn as much from one another as through any other means, should the academic institution provide a series of seminars under the skilled leadership of a faculty member, and so extract maximum value of learning from students' varied experience?

The workload that results from an institution replying in the affirmative rises considerably. For these reasons, though perhaps not expressed openly, in some cases the institution relies upon the agency for assessments and adopts a pass/fail approach so that "satisfactory performance" from the agency means passing the course and so receiving credits for it. Such a procedure can easily lead to suspicions of getting credits on the cheap, which does no one any good.

### Transfer of Credit

That kind of problem leads directly to another: Not all colleges and universities will transfer credit for service-learning. Even in institutions that accept it, all is not necessarily plain sailing through the registrar's offices. And this is where some of the matters just referred to become so very important. A transcript without adequate descriptions of what has constituted the knowledge for which credit has been given can be a great disservice to the student. But to pay close attention to all those details involves time, and so money. Thus, ultimately all these issues become matters of the overall disposition of the resources of an academic institution.

That can be no matter for complaint though. For just as it is possible to see how institutions over the years have responded to changes in society, and thereby to the changing interests and concerns of potential students, so the implications of change may not always be welcomed by the institutions, and the process of adaptation often is bound to be difficult.

Student interest in all forms of community work and service-learning has developed rapidly for reasons too numerous to discuss. Service-learning is merely one form of experiential education among many. But it is a highly significant form. A visiting English educator is likely to be envious of the way it can feature within post-secondary education for people of all ages and status. Its significance, however, seems to run beyond the provision for people who want it. For it appears to be part of a tentative beginning to redrawing the higher education map. When the American Red Cross finds itself applying for recognition for its own courses from the American Council on Education's program for evaluating noncollege sponsored programs of instruction, something very important is happening. Just as important—perhaps even more so—is Xerox becoming accredited as a degree-awarding body by the New York Regents.

If this is a fair interpretation, those concerned with service-learning are in the van of developments in higher education. That is what volunteers have always done in whatever sphere they have worked. Volunteering for anything has always been a hazardous business. Service-learning can be no exception. Seen through English eyes, however, if the difficulties are there, so are the opportunities. The question is, how can they best be used? ■

# SERVICE CALLS

## Art Students Paint Portraits of Nursing Home Residents

Livonia, Michigan—Companionship and better intergenerational understanding are by-products of a program that sends Stephenson High School students to a local nursing home to paint portraits of its residents. In some cases lasting friendships have formed between the young artists and their elderly subjects, according to Donna Glowacki, who directs the program for Stephenson High.

Last year students who participated in the credit-bearing course exhibited their paintings at a city arts festival, after which they gave them to the nursing home residents.

The art course is one part of a comprehensive pilot program at Stephenson High School to integrate service-learning into every part of the curriculum (see "Infiltrating the Secondary Curriculum," *Synergist*, Winter 1979, pp. 22-27; reprint 172). In the art course, students are graded on the quality of their paintings. Evaluation of the service components of the school curriculum is done by students, teachers, and representatives of agencies where the students are placed.

## Peer Leaders Curb Violence, Tension In Kansas High School

Wichita—On Halloween in 1974, the lights went out in East High School. The temporary power failure precipitated such a rash of muggings, thefts, and fights that the school administration went to the community for suggestions on how to alleviate the tension and hostility in the racially troubled school.

One of the results was the initiation of the Peer Leadership Program, a credit-bearing course supported in its first year by a \$50,000 grant from the Eli Lilly



High school art students prepare portraits of nursing home residents.

Foundation. Initially participants were identified from all segments of the school population by students, teachers, school security, and the police on the school beat. Two teams of language arts and social studies teachers taught the two sections of the course, which consisted of street law, values clarification, counseling techniques, and leadership training. Since the classes included students with a wide variety of skills and backgrounds (from student council members to chronic truants), the course de-emphasized conventional grading.

School records indicate a marked drop in violence and absenteeism after the course began. The classes have served both as a training ground and as a forum where teachers and counselors can learn about student problems and hear student grievances.

The students in the course use their new skills to mediate student disputes, promote a better understanding of school policies, and prevent escalation of small incidents into major problems. On one occasion, a group of black youths attacked a white youth at a fast-food franchise near the school. Distorted accounts of the incident circulated in the school, and students feared that hostile gangs were roaming the hallways. A

police officer came to the peer leadership class to report that outsiders were the ones who had attacked the youth. Teams of students spread out through the school, speaking in classes and meeting with other students, to clear up the situation.

The students also study such general issues as abortion and homosexuality and seek to solve specific problems of their fellow students. At one point class members recognized the need for a service to assist runaways. They set up a counseling and resource service for those who were contemplating leaving home and for those who already had. Some of the counselors were wards of the court who had run away from home.

Though the course is no longer team taught and has only one section, faculty and administration feel that the Peer Leadership Program continues to contribute to maintaining a steady keel at Wichita East.

## Graduate Students Serve As Resource Persons To Elderly Volunteer Advisers

Seattle—Each semester since fall 1977, a graduate student in social work and a law student from the University of Washing-



ton have served as resource persons to Senior Rights Assistance (SRA), a program that trains elderly volunteers to advise other elderly persons on such diverse matters as coping with Medicare and planning funerals.

The first two graduate students worked as interns with the program while it was in its formative stages. The social work student, Kathleen Kendziorski, helped organize and run meetings of the elderly volunteers in order that they might identify the areas in which old people are in greatest need of information and counseling. Following that, she served as a contact person with the community and organized training sessions for the advisers. She also persuaded the local Medicare and Social Security offices to develop pilot training courses. SRA recently chose this former intern to be the new director of Senior Rights Assistance.

The law student acts as a resource to the program in those instances when legal advice is necessary. Since SRA often has served as an advocacy group in such matters as tenancy rights and Social Security, the law students have been instrumental in interpreting relevant legislation.

SRA is the Seattle branch of a program called Volunteers Intervening for Equity, which was funded for a three-year demonstration period in nine cities by the Edna McConnell Clark Foundation in New York. In each city, the program is run under the auspices of the local Junior League. For more information on the program, contact Kathleen Kendziorski, Senior Rights Assistance, 208 Lowman Building, 107 Cherry Street, Seattle, Washington 98104.

## University Program Evaluates Impact on Tutors, Tutees

by Harry M. Behrman

Last year the Peer Education Seminar of the student-run Greater University Tutoring Service/Help At Student Housing (GUTS/HASH) at the University of Wisconsin-Madison designed a study to evaluate the educational impact of peer tutoring upon the 500 tutors and 3,000

*Harry M. Behrman is the director of GUTS/HASH, a part-time graduate student, and cofounder of Community Service Consultants.*

tutees who participate each year in the program. Its four major components are long-term individualized tutoring, short-term individual help given in the evenings in drop-in lounges, study groups in which students from the same class teach each other (usually with a tutor's support), and study skills workshops. Volunteers, generally undergraduates supported by a paid student staff, serve as tutors. A student/faculty board advises GUTS/HASH, which is funded by a consortium of colleges, student groups, and residence halls.

Both students giving and receiving assistance indicated significant improvement in several areas, with the tutors' greatest gains coming in personal development and the tutees' key improvements being in academic knowledge.

The typical tutor, a junior or senior, had been involved in 20 to 30 hours of tutoring and had a mean grade point average of 3.46. Three out of four tutors felt that they had improved their verbal communication, subject conceptualization, and self-confidence. Three out of five noted gains in listening ability and subject application. More than half indicated a better "sense of community" and improved "tolerance for individual differences."

The National Center for Service-Learning (formerly the National Student Volunteer Program) is part of ACTION, the federal agency for volunteer service.

The Center's purpose is to endorse, support, and promote 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, the Center 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.

*National  
Center  
for Service-  
Learning*

The typical tutee, a freshman or sophomore, had received 15 hours of tutoring over nine weeks. Nine out of 10 were in their first three semesters, indicating that they needed help to adjust to the University.

Tutees attributed great change to tutoring in several areas, including (for 64 percent) problem-solving abilities. Slightly more than half felt that their ability to cope with university life and their self-confidence increased. The key improvements came in content. Four out of five said that the ability to conceptualize the subject matter improved, with three out of 10 saying that it improved greatly. Almost nine out of 10 indicated improvement in the ability to apply the subject matter. Finally, more than three out of five said tutoring improved their grades.

The survey did not show that students make great changes in certain areas, notably test-taking and study skills. Because of this, GUTS/HASH staff members are making a concerted effort to better prepare tutors to share study skills.

*For more information about GUTS/HASH or its evaluation procedures, contact Harry Behrman, Director, GUTS/HASH Tutorial Program, 303 Union South, Madison, Wisconsin 53706; (608) 263-5666 weekday afternoons.* ■

The Center assists service-learning programs by developing and distributing technical assistance materials (including *Synergist*), by sponsoring training sessions for educators working with service-learning programs, by providing on-site consultation to programs or to groups sponsoring conferences or workshops, by conducting national studies to collect data on service-learning programs and to document the effectiveness of new approaches, and by administering University Year for Action, a federal grant program designed to give college students opportunities to work as full-time volunteers in their local communities while receiving academic credit.

Those who wish additional information may call toll free (800) 424-8580, extension 88 or 89, or write to: ACTION/NCSL, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525. ■

# Et Al.

This column is devoted primarily to news from associations, public interest groups, and organizations concerned with community service and experiential education. Members of such groups may submit information on meetings, publications, training, and any activities of importance to service-learning educators. Any reader may submit items on publications or events that might be of interest to other Synergist readers.

The Center for Study of Responsive Law (P.O. Box 19367, Washington, D.C. 20036) has published a report on a three-year research study of free classroom materials produced by industry. Entitled *Hucksters in the Classroom*, the 190-page report covers teaching aids produced by major corporations, trade associations, and electric utility companies. Through this comprehensive review the report provides educators with a resource for evaluating sponsored materials.

Separate chapters deal with the predominant subjects of corporate materi-

als—nutrition, energy, the environment, and economics. Other major chapters focus on the role of government agencies, educational administrators, and industry self-regulation. The author, Sheila Harty, states, "The educational community and the public are remiss in protecting the classroom from corporate propaganda and sales."

*Synergist* readers may purchase the report from the Center at \$10 a copy. The Center charges corporations \$20 a copy.

The Commission for the Advancement of Public Interest Organizations (Suite 1013, 1875 Connecticut Avenue, N.W., Washington, D.C. 20009) has published *Periodicals of Public Interest Organizations: A Citizen's Guide*. Each entry includes a description of content, the subscription price, and the address of the periodical.

Among the categories in which the 103 periodicals are listed are health, housing, energy, civil liberties, and community change.

Schools, libraries, government agencies, and individuals may purchase the 68-page guide from the Commission for \$5.

The Council for the Advancement of Experiential Learning (CAEL), the National Society for Internships and Experiential Education (NSIEE), and NCSL are cosponsoring several state and local professional development workshops for post-secondary experiential and service-learning educators.

The North Carolina Youth Involvement Office worked with these three on the first workshop, a statewide meeting held last October. Because of the response, other workshops were planned. The Experiential Learning Program of the University of Maryland, College Park, was the host of a one-day conference for faculty members from Maryland, Virginia, and the District of Columbia on February 28.

Other workshops may be held this spring at Glassboro (New Jersey) State College, Memphis State University, and Cornell University, Ithaca, New York.

For additional information, please contact Jane Kendall, NSIEE, 1735 Eye Street, N.W., Suite 601, Washington, D.C. 20006, (202) 331-1516, or Tom Little, CAEL, The Virginia Program, Virginia State University, Petersburg, Virginia 23803, (804) 520-6519.

The National Center for Voluntary Action and the National Information Center on Volunteerism have merged under the name **VOLUNTEER: The National Center for Citizen Involvement**. The organization continues to maintain offices in the nation's capital (1214 16th Street, N.W., Washington, D.C. 20036) and in Colorado (P.O. Box 4179, Boulder, Colorado 80306). The latter will be the address from which to order all publications. "Volunteer Readership," a free listing of publications, also may be ordered from the office in Boulder.

Among the new publications is *Self-Assessment System for High School Student Volunteer Programs*, a 158-page book written by Ivan Scheier, Norris Harms, and Bobette Reigel Host. This manual presents a step-by-step evaluation process for programs placing students in the community. Published in notebook form, the manual includes assessment checklists, detailed program profiles, and a profile transparency for use with overhead projectors.

The order number is C40; the cost, \$6.

## Subscription Order Form

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(Staff members of schools, agencies, or organizations may be added to the NCSL Mailing List by filling out the form in the center of the journal.)

*Synergist* is a technical assistance journal published as a service for student volunteer and service-learning programs. If you represent a profit-making organization or a library (including high school, college, and public libraries), we ask that you purchase subscriptions to the journal through the Government Printing Office.

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Spring 1980

# 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 Center for Service-Learning (NCSL) primarily for secondary and post-secondary service-learning educators, *Synergist* seeks articles that

- Share new ideas that service-learning programs may replicate or adapt;
- Recognize students' efforts in working with the poor and disadvantaged;
- Provide specific technical assistance in designing, managing, evaluating, and promoting service-learning programs;
- Show the relationship of service-learning to other education and social action programs;
- Stimulate consideration of the philosophical bases of service-learning.

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 the Center has approved the content and approach indicated in the outline.

Articles may range in length from 800 to 5,000 words, depending on the content. 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.

*Synergist* requests that readers assist in planning content by suggesting topics and authors.

Published three times a year (Fall, Winter, Spring), *Synergist* is distributed to almost 40,000 readers in the United States and 57 other countries.

**Send contributions to:**  
*Synergist*  
ACTION/National Center for  
Service-Learning  
Room 1106  
806 Connecticut Avenue,  
N.W.  
Washington, D.C. 20525.

## WANTED

*Synergist* requests readers' assistance in planning and preparing articles on the following:

- Problems agency staff members face in supervising students and how to solve them;
- Service-learning in junior high schools;
- Service-learning in elementary schools;
- Coping with the rising cost of transportation;
- Incentives to involve faculty members in service-learning programs;
- How guidance counselors and service-learning educators can work together to determine and provide appropriate service-learning activities for troubled students.

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