

# Synergist

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

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The Journal of ACTION's  
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Spring 1982/Volume 11/Number 1

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# Revitalizing Voluntarism

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*The President, his special assistant, the head of the President's Task Force on Private Sector Initiatives, and the director of ACTION urge educators to guide students in helping others.*

THE WHITE HOUSE  
WASHINGTON

Dear Synergist Readers:

I welcome the opportunity to address the subject of "revitalizing voluntarism" within the pages of this issue of Synergist.

As educators, you play a vital role in the development and support of our nation's young people. Through your efforts and gifts of time and special talents, you are in a unique position to provide hope, inspiration and guidance to students who seek your direction. Therefore, I encourage you to continue your efforts to cultivate among your students the interest and active participation in voluntarily helping others. In so doing, you imbue them with the spirit that has made our nation so great: a tradition of giving selflessly of ourselves by helping others to help themselves. By nurturing this tradition, our nation will always remain strong and vital.

With best wishes for success,

Sincerely,

*Ronald Reagan*

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# A Challenge for the 1980's

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by *Thelma Duggin*

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*"The challenge before us is to find ways once again to unleash the independent spirit of the people and their communities."*—President Ronald Reagan, October 1981

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**P**resident Reagan is committed to the concept that many of the problems of the 1980's can best be addressed by a renewal of the volunteer spirit. The 1980's then represent a challenging and demanding time for all of us: volunteers, would-be volunteers—the young and old alike; those who educate and manage volunteers; and those who identify the problems to be addressed by the volunteer movement.

## A Valuable Resource

The youth of this country have an unprecedented opportunity to participate in the revitalization of America—in shaping a country that will provide a meaningful quality of life for them, their children and their children's children. First, let us dispel the notion that young people should not be considered in efforts to renew America's volunteer movement. That would be a most serious mistake. How wrong are those who believe that young people are part of America's problems, but somehow cannot be part of the solutions. For the most part, the youth of this country are innovative, energetic, and have the willingness to serve if challenged.

Consider the following example of youth involvement that President Reagan recently cited in a national press conference: ". . . a few years ago, in Newport Beach, California there were

some lovely beachfront homes that were threatened by an abnormally high tide and storm-generated heavy surf—in danger of being totally undermined and destroyed. And all through the day and the cold winter night— . . . the volunteers worked filling and piling sandbags in an effort to save these homes. Local TV stations, aware of the drama of the situation, covered the struggle and went down there in the night to see what was happening, catch the damage being done and so forth.

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*. . . many have misjudged the capabilities of youth, underestimated their potential, underutilized their talents, and overlooked their contributions.*

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"And it was about 2 a.m. when one newscaster grabbed a young fellow in his teens, attired only in wet trunks, even at that hour. He'd been working all day and all that night—one of several hundred of his age group. And in answer to the questions—no, he didn't live in one of those homes they were trying to save; yes, he was cold and tired. And the newscaster finally wanted to know, well why were he and his friends doing this? And he stopped for a minute and then answered, and the answer was so poignant and tells us something so true about ourselves that it should be printed on a billboard. He said, 'Well, I guess it's the first time we ever felt like we were needed.'"

It is clear that many have misjudged the capabilities of youth, underestimated their potential, underutilized their talents, and overlooked their con-

tributions. This must change! But a warning note. Young people, like all volunteers, will be effective only to the extent that the tasks are properly designed, their participation taken seriously, and the impact of their efforts communicated back to them.

If the youth of this country are to be effective and satisfied volunteers, the right environment must be created for them. We must involve youth in the planning process. Too often adults are inclined to tell young people what we perceive the problems to be, what must be done to eliminate them, and what role they *must* play in the process. This is the wrong approach. If young people are to be an integral part of the volunteer movement, we cannot expect them to be satisfied to participate in predetermined programs addressing predetermined problems. They should be part of the process which identifies the problems to be addressed by volunteer efforts.

All experienced volunteers are aware that each and every problem does not necessarily lend itself to the same type of volunteer effort—if it lends itself to volunteer efforts at all. At times, the problems of drug abuse, crime, and unemployment cannot be addressed by volunteer programs. Young people can participate in their own communities in determining which of the problems can best utilize their volunteer resources.

## The Role of Educators

Effective volunteers and effective volunteer programs do not just happen. The volunteers must be properly prepared, and the programs properly designed. As educators and advisers it is critical that your expertise be available to those who will be designing the programs for youth volunteers.

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*Thelma Duggin is deputy special assistant to the President in the areas of youth, volunteers, and blacks. Before joining the White House staff she was a field coordinator with Wright/McNeill & Associates, Washington, D.C. Her other professional experience includes teaching second grade in Mobile, Alabama.*

What needs to be done? Several things. 1) Educators should use their good offices and their respect in the communities to convince those designing volunteer programs that young people represent an excellent, innovative resource for volunteer programs. 2) Educators should work to dispel the myth that youth are only part of the problem, never part of the solution. 3) Educators should provide motivation to youth, both in classroom settings and as examples. 4) Educators should teach those designing programs how to set realistic goals, how to maintain the interest of youth in volunteering, and how to build necessary rewards into volunteer programs.

The role of the educator in this process of reviving the volunteer spirit in America and instilling that spirit in our youth is not without its challenges. Many young people have established patterns in their lives that do not include volunteer activities—they go to school, they attend sports events, they watch

television, and they attend social events. This is not a criticism, but rather a recognition of what has happened in an environment where the volunteer spirit has been dormant. Further, many youths come from homes where volunteer activities are not part of the household lifestyle.

Educators, then, will have to introduce a new activity—volunteering. Also, the educator will have to prepare young people for the reality that volunteering may not, at the outset, be as enjoyable as some of their other activities and that the rewards may never be obvious. The energies and innocence of youth may result in their not being realistic about what they, as volunteers, can accomplish. Often they become disenchanted with the process because it is inevitable that their efforts will fall far short of their desired goals and anticipated impact. It will be up to the educators and the advisers to prepare young people for the many frustrations associated with volunteering.

## Voluntarism and Youth

In order for this country to meet the challenges facing it today, there must be a renewed interest in voluntarism. I am convinced of that, as is this Administration. I am also convinced that the youth of this country represent a most valuable resource for the volunteer movement. They are energetic. . .they are innovative. . .they can be a valuable part of the solution. They, however, must be challenged to participate. The leaders at the national level can initiate some interest in voluntarism, but the most effective challenge and direction will come from those who work directly with young people in their schools and in their communities. It will be the educators and the community volunteer leaders and the youths themselves who will ultimately make the difference. They will, I am convinced, make a difference. Voluntarism must work—we have so few options.

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# Community Partnerships

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by C. William Verity, Jr.

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*“Americans should never have to consider themselves wards of the state. They are members of their communities, and the answers to their problems can be found on the streets where they live.”—President Ronald Reagan*

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**C**ommunity partnerships for addressing social needs is not a twentieth century concept. It is part of the American voluntary heritage. Yet,

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*C. William Verity, Jr., is chairman of the President's Task Force on Private Sector Initiatives. He also is chairman of Armco, Inc.*

such coordinated activity where neighbors of all ages and walks of life join together to meet community needs shows promise as an “old” approach to economic and social development during modern times.

Last October, President Reagan established the President's Task Force on Private Sector Initiatives to assist in the creation of these partnerships in

communities all across the country. He believes that the concerted efforts of government, business, unions, religion, education, and civic enterprises can improve community life much more effectively than government alone.

The President's Task Force is comprised of 44 of the nation's most active and expert citizens in the field of private sector initiatives and includes the same

mix of leaders that is hoped will be the basis of local community partnerships.

One of the missions of the Task Force is the identification of successful examples of private sector initiatives and community partnerships in order to give these models national recognition and promote their broad use in other parts of the country. We also are recommending the removal of government obstacles that may inhibit such activities and exploring the use of incentives to encourage communities to undertake them.

The success of the Task Force in promoting the formation of community partnerships will depend a great deal on the support and innovation of local leaders, such as educators involved in student volunteer and service-learning programs.

Student volunteers play an important role in America's voluntary efforts, with more than 50 percent participating in some form of volunteer work. Additionally, according to the latest figures available, 14 percent of all high schools, public and private, have curriculum-related service programs that average 119 students per program—or approximately 336,000 students throughout the Nation. This total represents no small corps of volunteers.

High school students involved in service-learning programs also put in an impressive five hours a week in volunteer time in their communities. The figures for our higher education institutions are equally impressive.

Such records of voluntarism are the result in many cases of creative community partnerships.

With tremendous personal determination and support from the private sector, Sister Maryann Hedaa, Executive Director of Urban Adventures, a small nonprofit service agency that designs programs for urban adolescents and their teachers, founded Project Discovery in 1979 in South Bronx High School in New York City.

Project Discovery combines coursework and community service experience in a three-year curriculum program in an effort to stimulate students' interest and willingness to become effective and compassionate community leaders.

The program includes such experiences as a 24-hour tour of the city emphasizing different lifestyles. These experiences range from a meal at a private club to breakfast on a breadline. Community service projects include au

urban garden, work on a pediatric ward, painting wall murals, cleaning up trash, and assisting with neighborhood folk festivals.

Skills seminars, including life, communications, and economics, are often taught at places of work, introducing students to a range of human needs.

In the senior year, each student is placed in a community service project, job, or apprenticeship in a hospital, nursing home, day care center, church, or park. In many cases, these acquired skills not only benefit the community but also assist the student in finding

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***I call on the more than 25,000 educators who read this publication regularly to join us in creating . . . partnerships in your own communities.***



***Voluntarism at the local level is part of our heritage and the youth of today will be responsible for carrying that heritage forward.***

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employment after graduation. Each student also keeps a personal profile during the program that can be used as a resume after graduation for transition to higher education or employment.

The program has been highly successful, with a dropout rate of only one out of 90 taking the introductory phase of the program. Out of the 90, 30 were graduating seniors, 50 percent of whom went on to higher education.

The students involved in this year's program have been raising money for a two-week service project in Appalachia, where students voluntarily will help others in need and learn first-hand the experiences of the rural poor.

Project Discovery has received private sector funding from the Jessie Smith Noyes Foundation, the New York Community Trust, Ford Foundation, Astor Foundation, and Outward Bound.

Another successful model of leadership training is the American Youth

Foundation's National Leadership Conference. Established in 1978, the 10-day camp is held each year on the rugged sand dunes of Lake Michigan's eastern shore, and emphasizes leadership training and personal growth.

In 1981, more than 200 students and adults gathered from eight major cities to develop the skills and willingness of the campers to become more effective community leaders. The students were challenged to create in a demanding and—for many—an alien environment, a sense of community among people of different cities, ages, races, and personal backgrounds. Eleven major corporations and foundations, as well as many schools, provided funding for the students' participation in the Conference.

The ultimate goal of the Conference, according to James C. Kielsmeier, Director of the Projects Branch of the American Youth Foundation, is to sharpen the leadership skills of teenagers and teachers and to encourage their application to service-learning projects in their own communities. It is interesting to note that 12 of the Project Discovery students from the South Bronx attended the 1981 National Leadership Conference.

A much smaller scale but interesting example of students volunteering to help those less fortunate occurred in St. Stephen's, Minneapolis, where the suburban parish students of Anoka were "twinning" by local religious and educational leaders with the inner-city parish students. Working together the students sponsored an all-parish dance and used the proceeds for new basketball uniforms for the St. Stephens' inner-city team.

Obviously, there are many more outstanding examples of community partnerships where educators, school administrators, concerned citizens, parents, and business executives are working to revitalize the spirit of voluntarism in the young of this nation.

It is no easy task but I believe it can be done. I call on the more than 25,000 educators who read this publication regularly to join us in creating these partnerships in your own communities.

Voluntarism at the local level is part of our heritage and the youth of today will be responsible for carrying that heritage forward. We look to you to help us put America's future back in the hands of its people.

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# An Enduring Commitment

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by Tom Pauken

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Those who have made a quiet, enduring commitment to voluntary service are living in a time when a new recognition is being afforded to the value of that commitment at all levels of American life—from the White House to the parish hall, the union hall, and the halls of the nation's schools. We see many signs of this resurgence. The 1981 White House Conference on Aging passed a resolution to recognize volunteer service as part of the Gross National Product. A Gallup poll reports to us on our national habit of volunteering and finds it as strong as ever. The President has appointed a Task Force on Private Sector Initiatives, on which I serve, to seek out and tell Americans about the best among their private efforts at self-help and assistance to others. ACTION participated in the selection of outstanding volunteers for Presidential awards in conjunction with National Volunteer Week in April. Community and other voluntary associations throughout the nation are stepping up their recruitment efforts, improving management and fundraising techniques, and discovering creative and effective new forms of organizing for service.

But we must not take these signs of revitalization for granted. We need to understand the reasons for this resurgence of attention to what is, after all, simply a permanent feature of American life and of the American character. Some will say we are simply responding to the needs of our people in a time of economic constraint. This is obviously true. This is what we have always done, from the embracing circle of the wagon train, with all inside secure, to the more complex but essentially similar ethnic mutual assistance associations whenever immigration

rises, to the philanthropically supported shelters and centers of learning for those leaving the farm for the city in the early twentieth century, and now to community-based organizations for neighborhood economic self-development.

But response to necessity is only part of the story. There is, I believe, a deeper reason for the resurgence of excitement surrounding volunteer service. We are a traditional people, for all our youth. And when a traditional value of importance to our civic and spiritual culture threatens to succumb to change, we examine it anew, find its value again, and nurture it back to strength. We are now in a time when voluntary self-help and help for others—our vital independence, in other words—has been threatened by an increasing and excessive reliance on governmentally organized, bureaucratized, and therefore impersonal assistance. We were becoming a dependent people. We were losing a quality inseparable from our national self-definition. But we are now about the work of restoring this independence to full vigor. It is not that we are volunteering for service more, although I suspect we are. It is that we are valuing that service more, and more publicly, to teach ourselves anew about what might otherwise be lost. Because we know this is so, we are under a strong obligation to teach ourselves well and fully, and especially to teach the young, about this part of what it means to be American. Service-learning, of course, is only a way of saying this: Teach the young to serve; teach the young to help themselves, each other, their elders; teach the young, before we all forget, to conserve a large part of what is best in who we are.

As President Reagan said in a speech on voluntarism last October: "We have an unprecedented opportunity in America in the days ahead to build on our past traditions and the raw resources within our people. We can show the world how to construct a social system more humane, more compassionate and more effective in meeting its members' needs than any ever known."

In this context, ACTION's focus on youth, as the target of volunteer assistance and especially as volunteers

themselves, manifestly takes on a large significance. The new Young Volunteers in ACTION program, now in operation at 12 sites (with more to come), enlists the idealism and energy of young people aged 14 to 22 in direct, part-time service to their communities. Under an adult volunteer coordinator, approximately 200 young people at each site are learning how to identify and meet the needs of other young people and of their entire communities, in projects as various as tutoring, energy conservation, health and companionship services for the sick and frail elderly, and assistance to parks and recreation programs. These student volunteers are meeting some of the most vital needs of their neighborhoods, towns, and cities, with special attention to the needs of the poor. They also, in some cases, are directing their service particularly to their own generation, with its special problems of drug abuse, insufficient literacy levels, and homelessness. For their efforts, these energetic and committed volunteers receive in return the local and national recognition that accompanies membership in Young Volunteers and the opportunity to learn pre-vocational and vocational skills. These service-learning projects may be school or community based, and also may be sponsored by local chapters of national service organizations.

In addition to Young Volunteers, ACTION is supporting projects that encourage service and service-learning in many areas, including an extension of Big Brothers/Big Sisters to high school students as the "bigs" to elementary school "littles" who are at risk emotionally and academically; refugee assistance; a national veterans' assistance project; drug abuse, illiteracy, and homeless youth projects; our spectacular Older Americans programs; and technical assistance to local and state governments and nonprofit organizations in the use of volunteers. We are proud of these individual efforts, because they are good for those who make them and those who benefit from them. But more than that, we are proud to share in—and help to spur—a national rededication to the perduring American spirit of service. □

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*Tom Pauken has been director of ACTION since early 1981. From 1974 until 1980, he practiced law in Dallas. He has served on the National Advisory Council on Vocational Education, the Dallas Opportunities Industrialization Board, and the Budget Committee of the United Way.*



# Learning Unlimited

by James Ellsberry



*Students in an Indianapolis high school meet community needs, develop new skills, and explore career options.*

**T**o our kids, Jim Downey is about the greatest hero around.”—Mrs. Lolly Albert, supervisor of a high school student working with the disadvantaged

“I never knew anyone who died before, especially a child. It was very stressful for me, but I got through it.”—Leslie Skooglund, a high school senior working at a hospital

“Marianne seems more self-confident and assertive since she began working with the retarded.”—Mrs. Brown, parent of a high school senior who volunteers two hours each Saturday morning at the Indianapolis Art League

“It’s so nice to see her every week. It’s nice to know someone cares about me.”—Mrs. McDonald, a nursing home resident who looks forward to visits from Shelly Herman, a high school senior

Service to others is an expected, integral part of the comprehensive individualized curriculum in Learning Unlimited, a program administered

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*James Ellsberry is the director of Learning Unlimited, an alternative curriculum within the North Central High School, Indianapolis.*

through North Central High School, Indianapolis.

Developed originally as an alternative school for those who couldn’t or wouldn’t adapt to traditional schooling, Learning Unlimited received funding for its first five years (1974-79) from the Lilly Endowment and now operates on local funding. Service is one of the seven elements included under the program’s Challenge Education component, which was developed as a way to help students focus on acquiring a broad-based education that includes all the skills essential for lifelong learning. The other six elements are cognitive skills, practical skills, creativity, research, affective skills, and adventure.

Participation in one or more of these seven Challenge Education elements is required of those students who choose to take all, or part, of their courses in the Learning Unlimited program. Service to others has become one of the most powerful strands of the Challenge Education experience. It forces the integration of school and community. It can be tied directly (or indirectly) to course objectives. The use of learning contracts allows the entire process to be individualized and, at the same time, requires at least a minimal level of involvement by the parents.

The benefits to the students are numerous and varied. Most significant, perhaps, would be some of the changes



in their attitudes. Some find themselves thrust into situations of stress and trauma. When confronted with their own raw emotions—fear, love, anger, and joy—they grow. They learn to cope, adapt, adjust.

Students testify to the emotional commitment, personal fulfillment, friendships, and many satisfactions that emerge as a result of their service projects.

Senior Carol Beck said, “Seeing Ricky’s big smile when he sees me coming to take him bowling is enough thanks for me.” Ricky, a teenage cerebral palsy victim at the New Hope Foundation, is confined to a wheelchair.

“I haven’t really gotten many thank yous, but I know its because they can’t put their feelings into words,” states Leslie Skooglund, one of the students who worked with terminal and severely traumatized patients in the children’s ward at Methodist Hospital.

Shelly Herman, who works with the elderly and infirm at the Hooverwood Nursing Home, says, “I give so little and get back so much!”

“It makes you feel good when you see someone make progress,” says Jim Downey, who works with the disadvantaged. “One kid finally learned not to express herself by spitting and hitting. When she stopped doing it, and started talking more, I felt good because she was successful.”

These statements reflect the feelings of joy, of celebration, the students have about their experiences while caring for the aged, the young, and the handicapped.

At the same time, students are mastering traditional academic skills, and about 75 percent go on to college.

### **Academic Carryover**

Often service experiences appear to have carryover value in the classroom. Carol

Beck believes that insights gained from working with Ricky, and other handicapped young people at New Hope, have helped her reach a higher level of maturity. She reports that this year she made the academic honor roll for the first time. A greater degree of self-confidence is another valuable outcome she attributes to the learning and training acquired through her service project.

Although she has always been a strong student, Leslie Skooglund also believes her academic achievement has been positively influenced by her volunteer work at a hospital. “My school work took on new meaning. I could write about real people, actual events. What I read was more interesting because I could relate it to real life experiences.”

In discussing his work with the disadvantaged, Jim Downey says, “When my football career ended because of the knee injury, I’ll admit I was a little bitter. But now, I’ve had a chance to see how little some kids have to work with. It makes me want to work harder, to make good grades and stuff.”

Lolly Albert, who supervises Jim at the White River Community Center, enjoys telling how he “conned” one of his friends, Jeff Whitman, into coming to the center just once. Now Jeff also has become involved in working with the disadvantaged.

In some instances what students learn about themselves as a result of their volunteer experience influences their career choices. Having worked with children who are under great stress, Leslie states that her most immediate goal is to learn sign language and that music therapy and research have become her long-term interests. Shelly’s hours at the nursing home have led her to consider a career related to geriatrics. A student planning to become a special

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education teacher discovered through working with special education students that the job was not for her. How important to gain that insight before thousands of dollars were misappropriated on college courses that would have led in the wrong direction!

Law enforcement, occupational therapy, speech and hearing, and early childhood education are other career goals chosen by students as a direct result of community service. Use of leisure time also is affected, for teenagers who get involved in service projects through Learning Unlimited often continue to be volunteers after they’ve completed course requirements.

### **Changing Attitudes**

The various effects of students’ volunteer efforts need to be highlighted for three reasons. First of all, these efforts call attention to the definite need for volunteers in many of the community agencies. Second, as has been suggested, the personal growth and technical skills attained by the students through direct involvement cannot be accomplished within the four walls of the classroom. Third, acknowledging the achievements of these dedicated and sometimes courageous teenagers may help offset the unfortunate image that too often is created through the news media.



From *Creating Classroom Options: A Handbook for Teachers*

## LEARNING CONTRACT

NAME Lisa M.

GRADING PERIOD 1

SUBJECT Sociology

TEACHER J. Hill

### Personal Goals

1. To gain more knowledge in a field that interests me
2. To learn to get involved in the community
3. To get involved with people of different backgrounds

### Objectives

1. To gain a better understanding of people different from myself
2. To gain a better understanding of some social problems
3. To explore the problems of child abuse in Community Hospital, as compared to that in a state institution
4. To complete all objectives

### Activities

1. Create a research design on the problem of child abuse in Community Hospital as compared to that in a state institution concerning how many cases are reported, and the methods of treatment. Will submit data, write paper and make a class presentation.
2. Classroom studies
3. Paper: How the report of child abuse is handled
4. Paper: Religion in public schools

### Evaluation

1. Class presentation: quality, quantity of information, clarity, organization
2. Paper (#3) due September 11
3. Paper (#4) due September 18
4. Quality, content, grammar and usage

STUDENT \_\_\_\_\_

PARENT \_\_\_\_\_

TEACHER \_\_\_\_\_

Because teenagers tend to spend most of their time with their peers, few have contact with older adults, other than parents or teachers. Thus it isn't at all surprising when a student comments, "I went to the home as a personal challenge. I realized I was afraid of the elderly, particularly the senile."

In spite of the emphasis by the media on violence and vandalism perpetrated by the mindless, thoughtless, acts of the undisciplined, the community can't

afford to lose sight of the positive social behaviors of the great majority of teenagers. Even though some members of the older generations view teenagers as selfish, uncaring, unappreciative, and amoral, the communications gap and the generation gap can be bridged! Shelly Herman knows that when she grips the hand of an elderly stroke victim and hears the halting voice say, "I'm so glad you came to see me today!"

Public schools can begin to make a more positive statement about the role they play in community programs by encouraging and facilitating student voluntarism. Schools need to assess the needs and opportunities for voluntarism in the local community. This would identify those situations in which students could act on behalf of those less fortunate than they. Because most teenagers are naturally idealistic, they view society as a quite imperfect system. This attitude could be used to the benefit of all by providing a structured experience as an integral part of their schooling.

It is important for young adults to begin to see the direct relationship between school and real life. Those things most profound and provocative in our lives are usually tied to our personal experiences and relationships with others. As sophomore Joe Jacobs put it, "I've learned to respect Downs Syndrome kids. They're not freaks, and they're not dumb! If you show patience they can learn a lot. . .and they've taught me to try harder. I used to give up too easy."

Not all service projects involve the intense emotions experienced by Joe. That doesn't make them any less important or rewarding, however, and the learning is just as valuable to the participants. Beth Lickliter and Mary Pate were exploring activities with a group of gifted students in an elementary school. They

finally decided to reinforce some of their objectives from the high school drama class by producing and directing a play. They rewrote the script and modified the score from "Annie" to make it more suitable to the ability level of the elementary students. They conducted auditions, rehearsals, sent invitations to the parents, and put on the play as an all-school assembly.

When asked what she learned from the experience, Beth said, "I have a new respect for discipline. You can't get much done without it! Organizations and communication are really important. . .and I guess responsibility, because sometimes it was real pain, but we went anyway."

## A Model Curriculum

Although service to others is not Learning Unlimited's primary mission, it appears to be a model worthy of consideration by those interested in organizing service-learning programs. Learning Unlimited came into being in 1974 as an alternative program within the structure of a large suburban high school. The staff chose methods and procedures that would place heavy emphasis on individualized programs and extensive use of community resources. The negotiated learning contract developed through input by the student, parents, and teachers has become a most indispensable tool that ties content to community to challenge.

With respect to content, each course has carefully written objectives (these are usually reviewed and rewritten annually). Each course also has a required Challenge Education community experience component that allows the student to develop activities to enhance or reinforce the textbook. For example, students in the government classes are expected to participate in a political



## Additional Information

For additional information on Learning Unlimited, educators may order the following printed materials:

- *Living and Learning for Credit*, \$6.50;
- *Creating Classroom Options: A Handbook for Teachers*, \$5;
- *Footbook* (student handbook) \$2.50;
- "Program Design and Proposal," \$1;
- "Basic Philosophy: Alternative Program," \$.50.
- "Program Evaluation by Ball State University," \$1;
- "Outlines of Interdisciplinary Seminars," \$.50;
- "Basic Skills Pamphlet," \$.50;
- "Computer Based Instruction Pamphlet," \$.50.

Among other materials available are "Choice Not Chance," a 20-minute film giving an overview of the concept of community-based, individualized challenge education (\$15), and "Learning Unlimited," a 20-minute film showing how students and teachers plan and carry out extended field trips (\$15).

Please address orders to Learning Unlimited, North Central High School, 1801 East 86th Street, Indianapolis, Indiana 46240.

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*Community service  
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campaign or visit federal and/or state offices located in the City/County Building.

This design has great strength. The integration of the three areas—course content, community experience, and the challenges—ensures academic accountability. Teachers can easily analyze contracts to determine whether the content, community, and challenge have been properly included.

A community service project completed last spring by some of the students in the ecology class is an example of the linkage and overlap. Students learned specific course content (plant identification) in the community (at the New Hope Foundation) by meeting a service challenge (designing, planting, and maintaining flower beds).

Like other service projects, this one could have been done by an individual or group. Such flexibility in project design permits each individual to seek the level of participation that is appropriate to skills, interest, personal needs, and schedule. One may choose to pick up trash because the activity offers a respite from demanding academic work even as another student chooses the physical chore because it allows the mind to concentrate on writing Haiku. Some may volunteer in a trauma center, one to get experience that will lead to medical school and another because a physical disability has given that student an empathy for those in acute distress. In short, students who choose to do

service projects come from every range of academic, physical, and social ability. The majority, however, are either very bright or have some learning difficulty.

Students often receive released time from school to work on their service projects. Sometimes the quality of the experience is such that it is done in place of, not in addition to, the usual classwork.

### **Low-Cost Replication**

A volunteer service component similar to that within Learning Unlimited can be established with a minimal financial outlay. Although most students identify the community resource person for whom they will work, some do need the help of a teacher. One of the teachers in our program works two periods each day linking community and student resources. Furthermore, most students are able to arrange for their own transportation. For those who can't, we are fortunate to have two nine-passenger vans available to carry students to their destinations in the community.

Those districts without these advantages could consider parent volunteers to help with the implementation, supervision, and transportation related to volunteer service projects. Parents frequently are proud to share in this endeavor.

Community service has great potential as an integral part of the school experience. It can bridge the communication gap between generations, cause students to develop insights about themselves and others, influence career choice, create long-term commitments toward volunteer service, and demonstrate to those in need of help that someone does care.

As senior Carol Beck says, "It is so obvious they need to be loved, to be touched, to be hugged." □



# BASICS BEHIND BARS

*Working in prisons, alternative schools, and residential programs for teenagers, college students help offenders master basic academic skills.*

## Open-Book Cases

**A**t least three times each week Madeline Hayden, a part-time graduate student at the University of Southern Maine, Gorham, allows herself to be locked behind bars at the Maine Correctional Center so she can teach a 30-year-old prisoner how to read. For the first time in his life this man is receiving individualized reading instruction and positive rather than negative feedback.

Through diligent tutoring, the prisoner has advanced to the third grade reading level. Now Hayden helps him read independently. Before he reads, they discuss the difficult words and concepts in the material and study the title, subtitles, and key words to anticipate likely themes. Then, while reading silently, the prisoner looks for the major themes raised in the material. Afterward he and Hayden compare their overall assessments of the material and work on spelling, writing, and phonics. His supervisors and other prisoners have gone out of their way to tell Hayden that his reading skills and morale are noticeably better. When he is released, his literacy will be a major tool to help him get a job.

This prisoner's problem is all too common, and its solution all too rare. A recent study for the National Institute of Justice showed that, on a national average, at least 20 to 30 percent of prisoners in state penal institutions are functionally illiterate. This means that two to three out of 10 cannot read or compute on the sixth grade level; they face difficulties in completing job applications, driver's license exams, and numerous other papers required for survival in a literate society. Many court officials say that teenagers who are in trouble with the law often lack those same survival skills.

All across the country college students are working in prisons, jails, and alternative facilities to help teenage and adult offenders develop basic academic skills that will enable them to become productive rather than predatory members of society.

Diverse programs in Maine, Ohio, and Oregon show some of the many ways that students may help functionally illiterate lawbreakers master basic reading skills. Undergraduate and graduate students at the University of Southern Maine tutor one-on-one at

eight sites, including the Maine Correctional Center and the South Portland Youth Center. Prisoners and troubled teenagers whose reading skills range from nonexistent to the sixth grade level learn by using materials that match their individual interests. College students at Kent (Ohio) State University also reach out to troubled teens by tutoring one-on-one. Teenage girls living at the Residential Intervention Center go to Kent State once a week to sharpen their academic skills. At the Center Street Court School, Salem, Oregon, students from nearby colleges integrate their special talents and interests with the needs of this private school designed for troubled youths.

### The Reading Academy

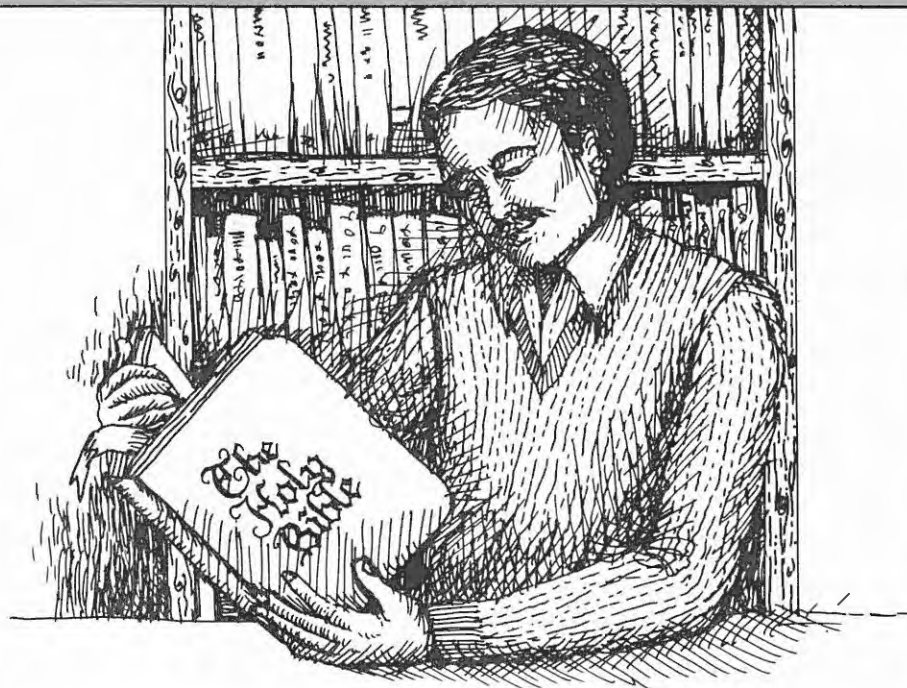
Michael O'Donald, the director of the University of Southern Maine Reading Academy, emphasizes to students that the key to success in teaching reading is understanding the reading acquisition process. This process involves beginning readers—of any age—going through definite stages, each calling for a different teaching approach. Once the

tutors understand this process, they can teach basic literacy without limiting themselves to particular programs or primers. For example, one man who came to the Academy with high hopes of reading the Bible began by learning to read from the Bible. (For more information on the Academy's methodology see *Teaching the Stages of Reading Progress*, by Michael O'Donald, University of Southern Maine Book Store, 37 College Avenue, Gorham, Maine 04038; 185 pages, \$16.50.)

The average tutee's progress indicates that the Academy's approach is right on target. Last year college students taught basic reading skills to about 150 illiterates, including 22 youth offenders and four prisoners. The average tutee made a three-year gain in reading, and only three of the 150 did not complete the training.

The Academy requires that students take the basic courses (Foundations of Reading for graduate students and Elementary Reading for undergraduates) before they take part in the Academy's basic literacy program. Any college student can enroll, but most have been graduate education majors who choose tutoring as an elective in their degree program. Usually students tutor a minimum of two hours a week for the full academic year and may earn credit or a stipend. Graduate education students who choose to earn credit enroll in the Supervised Practicum in Reading Disabilities. Other students may link their tutoring to a variety of courses.

Whether tutoring two or 30 hours a week, a student meets with each tutee two to three times each week for at least one hour per session and with the agency supervisor or the Academy's site coordinator as needed. Site coordinators, who are either graduate students at the Academy or reading specialists with advanced degrees, are assigned to each community or correctional center where Academy students



tutor. They advise the tutors and serve as liaison between the tutors and the Academy.

The Academy coordinators (and sometimes the tutors) test the functionally illiterate students to determine their reading ability and needs. They use the Adult Basic Learning Examination (ABLE) and the O'Donald Informal Assessment of Functional Literacy (a reading inventory available from the University of Southern Maine Book Store; \$3.15). This diagnostic work helps indicate what teaching techniques the tutors should use.

As mentioned earlier, at the Maine Correctional Center, South Windham, Madeline Hayden, a former junior high school teacher, works with an adult who tested at about the first grade level. Initially she used the language experience approach with him, i.e., he dictated sentences and watched Hayden write them exactly as he said them. (Correcting grammar at this stage may inhibit learning.) Then he practiced reading them aloud. Later, when he recognized sight words in other reading material, she introduced grammar.

At the South Portland Youth Center, the state co-educational reformatory,

the remedial reading teacher who serves as site coordinator selects the teenagers who are likely to cooperate with tutors and helps the tutors set up lessons that are complementary to the regular remedial reading curriculum.

Linda Hawkes, a graduate student tutoring at this Center, has worked with teenagers who read at the fourth to sixth grade level. At this level skills can develop rapidly, bringing the readers to the threshold of functional literacy. Hawkes systematically turns the teenagers' attention to vocabulary building, reading comprehension, and study skills. She selects materials that interest each student and encourages each to read independently. She also introduces them to technical materials that will enable them to develop job skills.

If the teenagers are high school dropouts, they usually focus on preparing for the General Equivalency Diploma (GED), but tutors also aim to enrich the teenagers' awareness of the world through reading. Hawkes tells of one tutor who shared a fresh coconut with a teenage boy while they discussed a tropical island story he had read.

*For further information on the Reading Academy, contact Margo*

*Wood, project coordinator, University of Southern Maine Reading Academy, 305 Bailey Hall, Gorham, Maine 04038.*

### **Residential Intervention**

For five years the Kent State University Office of Service-Learning (OSL) and the Residential Intervention Center (RIC) in Akron have worked together on campus tutoring programs to help the troubled girls who reside at the Center.

RIC is a halfway facility for teenage girls who have been referred by the Ohio Youth Commission, juvenile courts, or welfare departments from around the state. Most of the teenagers have committed minor crimes, and many are runaways or throwaways (those forced by their families to leave home). RIC staff members supervise and counsel the girls and monitor their academic progress in the Akron public schools. Because the residents are usually several years behind their normal grade level, the OSL tutors can make the critical difference in whether these girls decide to complete high school.

Once a week the residents take the 45-minute ride to Kent State. They are supposed to bring their textbooks, but the tutors have to be prepared to handle the ones who come just for the ride. Many of the girls have grown up early and are more street wise than the college students. Most of the troubled teenagers are proud to be going to a college and behave well, but the tutors need to be able to discern when the girls are not being constructive and to set clear limits. As a precaution, RIC counselors accompany the girls to the University and stay nearby while each girl and her tutor meet privately.

The OSL tutors can be from any academic department, but most are criminal justice or education majors. Each tutor usually instructs for two to five hours per week for one semester. If students opt to earn credit while tutor-

ing, they may take the service-learning course offered by OSL or make contractual arrangements with the teacher of another course. In the service-learning course students establish goals and objectives, record developments (e.g. in journals or case studies), and then make

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***. . . OSL tutors can make the critical difference in whether these girls decide to complete high school.***

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oral and written presentations to the OSL director. If students are tutoring as part of another course (such as those in the home economics, recreation, or social work departments), OSL places and supervises the tutors and their professors evaluate their work. Students who already have been tutors may be coordinators and leaders as part of OSL's courses.

Before meeting with the girls from the Center, Kent State students participate in a three-hour orientation workshop organized by the student coordinators. The students learn about program expectations, developing a good tutorial relationship, useful teaching techniques, and available resources.

The coordinators continue to assist them throughout their tutoring. Coordinators also communicate weekly with RIC personnel regarding problems and new program ideas.

Each tutor is free to use his or her own teaching techniques for the two-hour sessions. For example, a tutor may administer a vocabulary test or have the teenager read appropriate materials aloud and underline the difficult words for further study.

After each meeting the tutor prepares a written report for the RIC staff on what was done and how he or she felt about the session.

If the girls do well, they are rewarded by having guest speakers (such as a youth counselor or a cosmetologist) or by sharing recreational activities with their tutors, who also serve as role models.

Almost 60 percent of the girls at RIC demonstrate enough overall good behavior to complete the RIC program within five months. Two girls recently have gone on to college, another is studying cosmetology, and a fourth is preparing for a nursing program.

Tutors often receive part of the credit for the troubled teenagers' progress. One example of success is a 17-year-old girl who became very frustrated when she began being tutored at Kent State. Having quit school three years before, she found it difficult to adjust to studying again. Her tutor, a college student only a little older, worked patiently with her. Finally the teenage girl realized she is as bright and capable as the college students she saw and disciplined herself to prepare for the GED. She earned this diploma and now is an undergraduate at Kent State.

The tutors also learn from their experience. Those headed toward careers in education and criminal justice say that tutoring gives them an improved understanding of how to work with troubled teenagers.

*For more information about the RIC program contact Roger Henry, director, Office of Service-Learning, Student Life, Kent State University, Kent, Ohio 44242.*

### **Court School**

After talking with concerned citizens, County Court Judge Alvin Norblad decided Marion County, Oregon, needed a private alternative school for teenagers who might otherwise be incarcerated. The local community and public schools agreed to his proposal for an alternative school because it would permit disruptive teenagers to remain with their families yet receive the special





educational attention that they required. The local public schools provided most of the funding, with smaller amounts coming directly from the county and state. (The cost is approximately one-third less per pupil than it would be if the young offenders were in a state institution.)

The alternative school has had some success in terms of recidivism. Research indicates the teenagers who attended committed one-third fewer offenses six months after they left the school than they had prior to attending the school.

In January 1979 the Center Street Court School opened in Salem within the same building as the Marion County juvenile department, where counselors are accessible at all times. Another important aspect of the location of the Court School is its proximity to several colleges whose students provide valuable assistance in individualizing the school's program.

The 45 or so offenders at the Court School usually are taught in small groups, and college students may tutor one-on-one or help instruct an entire class. Initially prospective interns, who work at least 20 hours a week for one

semester, are screened by a volunteer coordinator from the Marion County Family Court and the supervisor of the Court School to determine mutual goals and objectives. After broad objectives are established, the college students observe the different classes to determine with which teacher they would prefer to work. Then each student and teacher agree on a specific plan, which becomes the basis for the college adviser's supervision and evaluation.

In order to give the students an overview of the juvenile department and the kinds of situations that those attending Court School face, orientation includes visits to other social agencies and court sessions.

Students have been quite imaginative in how they have tutored. One Willamette University student majoring in drama and psychology helped Court School students write and produce a play, an effort that assisted the students in basic communication and interpersonal skills.

A Shemeketa Community College student zeroed in on basic math via an economy system based on a financial point system in which tokens were the

currency. They had to pay bills for bad behavior, materials used, etc., and could earn credit and special privileges for good behavior. Their tutor worked with them in balancing their budgets and motivating them to turn a profit.

All the teachers and tutors work with the high school students in developing basic skills. Tutors receive step-by-step guidance from the teachers on how to teach reading. The Laubach method, which emphasizes phonics and decoding skills, has been popular, but tutors use a variety of methods in helping students with the fundamentals of reading. Usually tutors observe the reading instruction and then team teach. Later

### Additional Information

Among the materials recommended by those interviewed during the preparation of this article were the following.

Conrad, John. *Adult Offender Education Programs*. Washington, D.C.: U.S. Department of Justice, J-LEAA-013-78, March 1981.

Garry, Eileen. *Volunteers in the Criminal Justice System*. Washington, D.C.: U.S. Department of Justice, National Criminal Justice Reference Service, NCJ 65157, June 1980.

Schwartz, Ira, Donald Jensen, and Michael Mahoney. *Volunteers in Juvenile Justice*. Washington, D.C.: Government Printing Office, 027-000-00484-9, October 1977.

Among the publishers offering low-skill adult-level books are: Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210; Fearon/Pitman Publishers, Inc., 6 Davis Drive, Belmont, California 94002; and New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York 13210.

tutors may choose to teach some of the students on their own.

The Marion County Family Court volunteer coordinator, Thomas Edwards, points to two key advantages in having college students as tutors. These are that the students have large blocks of time in which to work and that they have immediate access to resources and feedback from the colleges. The supervision and ideas they receive from professors and seminars assure the quality of their service and professional development. An additional benefit is that student's experiences give professors a new awareness of what to include in their courses.

Court School superintendent Sandra Struven adds that the college students can make an especially constructive impact on the Court School students because they can develop positive peer relationships.

*For more information on the Court School, contact Thomas Edwards, volunteer coordinator, Marion County Family Court, 3030 Center Street NW, Salem, Oregon 97301.*

### Basics, Books, New Beginnings

These three programs highlight different ways students are helping criminals and troubled teenagers develop reading skills. In Maine, students from the Reading Academy offer hope to illiterates by beginning work immediately on the material that interests them most. In Ohio, Kent State students help troubled girls from the Residential Intervention Center increase their academic skills and raise their expectations of themselves by exposing them to a college campus. In Oregon, college students at the Center Street Court

School give teenage offenders intensive individual academic assistance that has lowered significantly the incidence of delinquent behavior. In all three programs college students have sharpened their professional skills by tutoring adult and teenage offenders.

Mastery of reading and other basic skills can open new personal and professional doors and, consequently, deter criminal behavior. The high percentage of prisoners who lack functional literacy skills prompted U.S. Supreme Court Justice Warren Burger to say, "The figures on illiteracy alone are enough to make one wish that every sentence imposed could include a provision that would grant release only when the prisoner had learned to read and write."

As the programs described above show, students can play an important part in releasing prisoners from the bonds of illiteracy. □



# Tutoring With Computers

by Antonia Stone

**A**t a correctional facility in New York City's South Bronx, a computerized tutorial program conceived by Playing To Win, Inc. (PTW), uses video games to entice teenagers into improving their reading and math skills. This program could serve as a model for college and, in some cases, high school service-learning programs across the country.



Tutors and students enjoy using the computer in a variety of learning activities.

Since August 1, 1981, teachers and counselors at the Spofford Juvenile Center have been learning ways to incorporate microcomputers into the classroom and dormitory. Their tutors have been students from the education program of the Manhattan-based Fortune Society, a nonresidential rehabilitation agency for ex-offenders.

The program at Spofford is a cooperative effort of the New York

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*Antonia Stone is president of Playing To Win, Inc., a nonprofit corporation providing comprehensive educational computer programs to correctional institutions and social agencies. She is a consultant on computer use for education to the Fortune Society and to the Spofford Juvenile Center, New York.*

City Department of Juvenile Justice (which funded the purchase of 24 microcomputers), Playing To Win (which is responsible for preparing materials and training staff), the Fortune Society (which has provided tutors), the Spofford Juvenile Center (which provides staff), and several private foundations (which have provided funding for training and software).

The Fortune Society tutors participated in PTW's two-hour training sessions twice a week for six weeks to become acquainted with about 100 games and how to revise them. Then they conducted demonstrations for Spofford teachers, counselors, and inmates to give them the hands-on experience needed to use computer hard-

ware and software in teaching basic skills. Students could play much the same role in introducing educational games to staff members or residents of correctional facilities in their own communities.

### **Mastering Basic Skills**

The purpose of the program is to provide educational means to mitigate the fact that most incarcerated persons, juvenile and adult, rarely have access to computers—yet eventually will be released into a world in which computer use is proliferating at an exponential rate. An important goal of the program is to make computers a familiar part of the inmates' existence through carefully chosen and prepared computer games. The intrinsic fascination of

machines and the lure of games provide motivation for drilling in the basic arithmetic and language skills, in problem-solving techniques, and in thinking skills.

The games are classified according to skill level (e.g., beginning and intermediate reading), and many can easily be edited to suit the needs of a particular institution or program.

Typically, the student selects a game, which is stored on a tape cartridge, and places it in a regular tape player that is hooked up to a microcomputer terminal. Then the game is presented on the terminal screen. For instance, in one game for developing arithmetic skills, the screen displays a ticktacktoe board, but within each square is a mathematical problem. The student must type in the correct answer in order to win a square.

In a reading game called Hurdles, a race track with six hurdles appears on the screen. The player clears each hurdle by correctly selecting one of three words different from the others, i.e., among isn't, wasn't, and can. This exercise improves sight recognition.

Teachers and students can modify the game to test for vocabulary, spelling, and other reading skills.

Because many teenage offenders have a low literacy level, verbal explanations of the games are generally more effective than written directions. At Spofford inmates tend to learn the games quickly and pass their knowledge on to other inmates. In fact, one exciting result is that the computers are a vehicle for cooperative interchange (rather than a mechanistic and isolating influence as some skeptics had predicted).

Results to date clearly indicate that computer games can provide both the incentive for learning and a possible career orientation. Hurtis Bell, the director of the Learning Center in Spofford, has said that he has never seen a more effective learning tool. Since the teachers' incorporation of computer use into the daily curriculum, students par-

ticipate in classes more willingly, Bell says, and the atmosphere in the Learning Center is quieter and more conducive to learning. Several students have expressed interest in preparing for careers in computer programming and have inquired how to pursue this study upon their release.

### Adapting the Model

Although residents have the use of 24 microcomputers, a similar program

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***“Working with Playing To Win opened me up to computers. At first I was afraid because of my poor education, but you never know until you try, and I tried it and made it.”***

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could be initiated with three or four microcomputers (requiring an investment of \$2,000 to \$3,000). If college students prepare software and train institution personnel, no additional expenses, other than routine maintenance, would be necessary.

The prerequisites for volunteer participation in such a program would be an interest in computer technology and its educational applications, and a commitment to service. The educational background required is minimal. Although college students majoring in education, social services, and computer science would be quite appropriate for this service, most motivated students could participate.

Some ex-offenders from the Fortune Society who trained to be Playing To Win staff had only rudimentary reading and writing skills, yet they were able to master the use of the machines and software sufficiently well to explain both the operation of the equipment and the application of the games to the teachers and students. As a result, several found their own literacy skills improving. One

Fortune member who had no previous computer experiences said, “Working with Playing To Win opened me up to computers. At first, I was afraid because of my poor education, but you never know until you try, and I tried and made it. Besides, just working with the computers, playing the games for myself, helped me with my own learning. I learned, and I believe I was able to help others learn.”

Students participating in any program at a correctional institution will need some specialized job orientation, which is, of course, a standard feature of service-learning programs. In addition to coursework or workshops, educators would do well to include special sessions with a group of ex-offenders who could share their firsthand knowledge of prison life and give the do's and don'ts of working inside a correctional institution.

Colleges have valuable expertise to give in initiating and operating computerized programs in correctional facilities. For example, educators could initiate participation by students from science, business education, social studies, and other departments in producing materials for creating vocationally oriented software. By developing these materials, students in computer programming would have the advantage of a real laboratory for testing and refining their work.

According to a study Playing To Win did for the Ford Foundation, inmates want computer training. The experience at Spofford demonstrates that microcomputer programs can fulfill that wish. The computerized tutorial program also presents a model that the educational community may adapt so that students may teach basic academic skills to inmates via computers.

*For further information, including a catalog of educational computer games (250 pp., \$10), contact Antonia Stone, Playing To Win, Inc., 106 East 85th Street, New York, New York 11028. □*



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# PREVENTING DRUG ABUSE

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No one knows better than teachers that drug abuse is a serious problem for many of their students. Absenteeism, nodding off in class, irritability, failure to complete homework, and a lack of interest in learning are just a few of the minor manifestations of drug abuse that

teachers see every day. All too often teachers also witness major effects—violence, dropping out of school, alienation from family and friends.

In the following articles, experts describe the depth of the problem nationally, and some of those working directly with students tell how they are

striving to prevent drug abuse among children and teenagers. The emphasis is on promoting cooperation among all segments of the community, and the conclusion is that much can be accomplished when students, educators, and parents combine forces. □

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## Guest Speakers:

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*Carlton E. Turner*

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### *Clear and Present Dangers*

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Drug abuse does not concern just one drug. Nor, does it create problems for just one group of people. Drug abuse involves a variety of drugs, afflicts people from all walks of life and knows no geographic nor political boundaries. The problems

*Carlton E. Turner is the senior drug policy adviser, Office of Policy Development, the White House. Prior to joining the White House staff he was the director of the Research Institute of Pharmaceutical Sciences, School of Pharmacy, University of Mississippi. His article is based upon testimony given before the U.S. Senate Permanent Subcommittee on Investigations on November 18, 1981, and before the House Select Committee on Narcotics Abuse and Control on November 19, 1981.*

created by drug abuse affect the vitality of our nation, our communities, our families and most of all, the users themselves—especially young people.

The number and amount of abusable drugs available today and the pervasiveness of drug abuse among broad segments of society is staggering. We have approximately 23 million youngsters between the ages of 12 and 17 in this country. In this age group, at least 37 percent are currently using drugs and alcohol.

Conservative estimates based on the 1979 National Survey on Drug Abuse and on census data indicate that 8.6 million young people consume alcohol monthly, 4 million use marijuana monthly, and 2.8 million consume tobacco on a monthly basis. Estimates for other current drug use by youth are: Cocaine 330,000; Other Stimulants—

270,000; Inhalants—480,000; Hallucinogens—500,000; Sedatives—260,000 and Tranquilizers—140,000. The number of youngsters in the 12 to 17 age group who use heroin are few.

While a drug abuser is likely to use several drugs rather than just one and therefore be included in more than one category, the total numbers should cause grave concern.

The use of drugs by all American youngsters between 12 and 17 creates at least 104,000 acute, drug-related visits to medical facilities each year. Of these 104,000 young people, 60,000 require treatment for problems related to marijuana or marijuana in combination with other drugs. Less than 1,000 youngsters under 18 seek treatment for heroin use each year.

According to the latest report from the Surgeon General on Health Promo-



tion and Disease Prevention, young people between the ages of 15 and 24 now have a higher death rate than 20 years ago. While health for all age groups is considerably better than 75 years ago, there is one startling difference: Adolescents and young adults, between 15 and 24, have not kept pace with the overall increase in national health.

The Surgeon General lists alcohol and drug abuse among the more common health-related problems for this age group.

The report based on the National Survey on Drug Abuse also indicates that among young adults between the ages of 18 and 25, over one-third or 11.2 million are current marijuana users. Almost 3 million currently use cocaine. The numbers of young adults who use heroin are so small that they are considered statistically insignificant by the report.

## Behavior Problems

Many young people have misconceptions about drugs. Part of this is our fault. Young people have been led to believe that there are "soft" drugs, "hard" drugs, and "dangerous" drugs. The notion is that "soft" drugs do little or no harm, that they do not cause dependence of any kind. Therefore, they can be used with impunity. On the other hand, young people have heard that "hard" drugs and "dangerous" drugs are extremely harmful and will cause physical and psychological dependence.

These beliefs have created a situation in which young people associate "soft" drugs with "soft" drinks. There is no basis for such an association. Our young people deserve a clearer message from us.

Perhaps this is the reason Dr. Mel J. Riddle expressed alarm at a hearing of the Senate Subcommittee on Alcoholism and Drug Abuse on October 21 of this year. Testifying as a representative of the National Association of Secondary School Principals, Dr. Riddle said, "Teachers, counselors and administrators must recognize and prevent drug use by students or face the prospects of a progressive deterioration of student behavior. The school staff

must deal effectively with the most negative student behavior or accept the fact that that behavior may become a standard by which all other behavior is compared."

Just as we are finding that school behavior problems are associated with drug use, crime has been associated with opiate use. Although the data do not permit us to directly link numbers of crimes to numbers of opiate addicts, we know that opiate users engage in more criminal activity than any other population of criminal offenders.

This is indeed something to be concerned about. It is also important to point out that crimes are committed by people who use all types of drugs and most of these people were involved in crime before their drug use began.

## Mobilizing Society

Just as serious diseases sometimes develop slowly and fester over many years, the drug problem in America has not happened overnight. It has been growing in spite of the efforts of recent administrations and the yeoman efforts of many Congressional committees.

One reason for the growth is that we have tended to view the drug problem too narrowly. What we need is a broader and more balanced perspective so that our prevention and control efforts can take full advantage of the vast federal, state, local and voluntary resources that can be brought to bear.

This administration intends to mobilize four major components of society to capitalize on the existing mechanisms and resources that Americans have traditionally used to solve national problems. These are the federal government, state and local governments, the business community and the force of voluntarism. Our objectives for these four areas are:

- To integrate and make use of *all federal resources* in the effort to prevent and control drug abuse;

- To provide national goals and information to assist *state and local governments* in making informed decisions about mobilizing their resources to address drug abuse prevention and control at the local level;

- To encourage the use of the resources of the *business community* to convey the drug prevention and control message and to encourage business to make their efforts consistent with our goals and with the voluntary efforts of our citizens;

- To capitalize on the tremendous potential of *voluntary citizen efforts* to prevent and control drug abuse.

By broadening the availability of existing federal resources which previously have not been focused on drug problems, we will be able to capitalize on existing resources and will integrate drug issues into the functions of many federal agencies.

To assist states and local governments in making informed decisions about how they can best address drug problems in their localities, the federal government will provide data and national goals. In this way, control should remain at the local level—the best place to address local problems.

The business community must make drug problems part of its concern. We will encourage the establishment of employment and rehabilitation programs that are useful both to business and to the victims of drug abuse. By using the financial resources of business to educate Americans about drug problems, we can reduce the demand for drugs and thereby improve productivity. We expect drug manufacturers, colleges and universities and the general health care establishment to play a major role in prevention activities.

By capitalizing on the tremendous potential of voluntary citizen efforts, of individuals and organized groups, including the religious community, we will tap the most important natural resource of this country—the citizens themselves.

We will rely heavily on the force of voluntarism for a significant part of our prevention program. I believe that many citizens, especially parents of school-aged children, stand ready to undertake such an effort. This administration will support their efforts by publicly taking



an unequivocal and united stand against drug use.

### Prevention and Education

Probably the greatest opportunity to reduce the demand for drugs and solve many of our drug problems lies in a comprehensive, long-term national drug abuse prevention campaign. Combined with a strong enforcement policy, a campaign that unequivocally states the clear and present dangers of drug abuse and alcoholism must be directed to our young people. It will also be of tremendous support to parents and school officials in making a united effort to prevent the spread of drugs and reduce the magnitude of the drug problem.

It is necessary that such a campaign be considered long term. An occasional

shot for three or four weeks on television and radio is just not enough.

The basis of this long-term effort is the mobilization of organized and individual voluntary citizen efforts. People will carry the message to their children, brothers, sisters, neighbors and public officials.

We must make every effort to prevent the spread of drug abuse among our people—especially among young people, for they are the future of our country. As a very great American has said, “A child is a person who is going to

carry on what you have started. He is going to sit where you are sitting and when you are gone, attend to those things you think are important. You may adopt all of the policies you please, but how they are carried out depends on him. He will assume control of your cities, states and nations. He is going to move in and take over your churches, schools, universities and corporations . . . the fate of humanity is in his hands.” The author of that comment was Abraham Lincoln. What he said is as true today as it was then; perhaps with more urgency.

We must make the fight against drug abuse of the highest priority in order to preserve the vitality of our people and ensure our nation’s future. □

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### *Robert L. DuPont, M.D.*

#### *Drugs and Kids: New Hope*

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**T**he confusion and controversy about drugs during the last two decades blinded many people to two simple and tragic facts, recently highlighted by the report of the U.S. Surgeon General:

- Thirty percent of *all Americans dying* each year die because of alcohol and tobacco use;
- The only age group in our population to show a rising death rate from one decade to another during the twentieth Century was the one aged 15 to 24, who were dying more than 10 percent more frequently in 1977 (the most recent figures) than in 1960.

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*Robert L. DuPont, M.D., is a practicing psychiatrist and president of the nonprofit Institute for Behavior and Health, Inc. He is also president of the American Council on Marijuana, Inc. He was the director of the National Institute on Drug Abuse for almost five years.*

To put these facts into perspective, you also should know that the epidemic rise of the use of illegal drugs since 1965—most notably marijuana and cocaine—has not caused a drop in the use of alcohol and tobacco. Further, these illegal drugs are at least as hazardous to health as are the more familiar alcohol and tobacco. Additionally, it should be recognized that virtually all initial nonmedical drug use—of legal and illegal drugs—occurs between the ages of 12 and 20.

This means that if we are to improve the health of our nation we must prevent drug use by helping American teenagers.

There is no constituency that favors kids using drugs. There is no controversy on that point. There is no controversy on one other key point: Drugs are harmful to health.

Starting with these principles, based on non-controversial facts, a new consensus is now building in the United States to overcome the earlier paralysis.

The goal is simple: to promote drug-free youth.

When we think about kids we must start with schools. For most of the last two decades schools have shunned the drug problem, hiding behind such ideas as “The drug problem is society’s problem, not the schools’ problem,” and “The schools should teach, not do social work.” The fact is that the major threat to kids and to schools today, including the schools’ capacity to teach, is the drug abuse epidemic. When 60 percent of high school seniors have used marijuana, when more than 40 percent have become regular users, and when nearly 10 percent are daily users of marijuana, then the educational environment itself is threatened. The most common years for initial marijuana use are now the eighth, ninth, and tenth grades. By the time most American teenagers have reached their junior and senior years in high school, they have already made most of their lifelong decisions about drug use—legal and illegal.



Far from being powerless, schools can do much to end the drug epidemic. This was shown at a recent national conference in Washington on the impact of marijuana use on education. The conference was sponsored by the American Council on Marijuana. The nation's first lady, Nancy Reagan, addressed the group, pledging herself to help in these efforts. Also attending this meeting were President Reagan's top drug adviser, Carlton Turner, and the director of ACTION, Mr. Thomas Pauken.

Schools, the conference attendees concluded, should start with hard-hitting factual education about the dangers of drugs. Children need to know the truth about the harm drugs do to people, especially young people. Schools should work closely with parents to support drug-free lives for all children. Schools also have to take the lead in setting standards and enforcing rules that strongly discourage drug use. Schools also can find out more about the nature of their specific drug problems by conducting simple, inexpensive surveys—most schools avoid knowing because to know is to face criticism. As with any problem, however, success in solving the problem begins by facing it directly. (Anyone interested in more information about the ACM conference on marijuana and the schools can write for a summary of the meeting.)

One last word for schools: all drug use is linked. Do not be confused by talk of marijuana versus alcohol, or for that matter exclusive focus on any other specific drug or class of drugs. Use of all drugs is linked to use of all others: it is not possible to succeed in reducing marijuana use without reducing alcohol use and vice versa. The goal, after all, is drug-free youth.

The leaders in this new movement to help children avoid drug dependence are not experts, in the usual sense of the word. The leaders are parents who, beginning in the 1970's, saw with their own eyes what the scientists and the policy makers could not see: drugs were killing their kids.

From all over the country came a growing chorus of parents' voices. The most compelling came from Atlanta, Georgia, where one mother, Marsha Manat, not only got concerned but went

on to develop a method for solving the teenage drug problem described in her revolutionary book, *"Parents, Peers and Pot."* This book tells in clear language what the drug problem is and what to do about it. Her prescription: parents need to educate themselves and unite in *parent peer groups* to help their children grow up strong and healthy.

***By the time most American teenagers have reached their junior and senior years in high school, they have already made most of their lifelong decisions about drug use—legal and illegal.***

Another Atlanta mother, Sue Rusche, zeroed in on the "head shops" which openly sold drug paraphernalia to children. She activated a successful national campaign to outlaw these drug-promoting stores.

More recently many other voices have been heard. The government—local, state and Federal—is getting into the act constructively. So are the medical and scientific communities. The media, long a megaphone for the pro-marijuana lobby, has begun to publicize the new evidence of health danger from drugs—especially marijuana—and what families and communities can do about halting the rising levels of drug use.

These new efforts are powerfully reinforced by four new mutually supportive national organizations. The American Council on Marijuana (ACM) has marshaled the growing body of scientific information about the disastrous health effects of marijuana and other drug use. A series of films, booklets and public presentations have brought the new knowledge to millions of people. The National Federation of Parents for a Drug-Free Youth (NFP) has become a clearinghouse for local groups seeking to solve neighborhood problems. NFP has also emerged as a strong national voice on federal drug abuse legislation.

From its base in Atlanta, Parent Resources and Information for Drug Education (PRIDE) has conducted seven annual training conferences which have spread the word about positive solutions to drug problems to communities in all parts of the nation. Founded and led by Dr. Thomas Gleaton of Georgia State University, PRIDE is the most important national training resource for the new prevention efforts. From St. Petersburg, Florida, has come a remarkable new development in the treatment of seriously drug-involved teenagers: Straight Inc. Without the use of even one cent of government money this program provides, at low cost, the most intensive and successful treatment in the country. Recently Straight, Inc., started branch programs in Sarasota, Atlanta and Cincinnati. The secret of Straight's success and its low cost is simple: Parent Power. These new national efforts are a strong antidote to the earlier pessimistic conclusion that nothing much could be done about drug abuse problems.

Is it working? *Yes!* Recent evidence makes clear that students are getting the message and reducing their drug use. In 1980, high school seniors reported growing concern over the health hazards of marijuana use and, most impressively, increased peer *rejection* of marijuana use.

When the awards are distributed, the first and greatest recognition must go to the nation's parents who began and still dominate these dynamic efforts. When we look for examples of voluntary, nongovernmental, community-based action that *is making a difference*, we must start with the good news about drug abuse prevention.

A final word: The battle has just begun. To take initial success in reducing teenage drug abuse as a sign that further efforts are not needed would be tragic. Drug use remains our nation's, and our youth's, number one health priority. Only by building on the new, positive foundations can we have real success. That will require decades of sustained effort. Can the nation's parents, schools and the communities stay the course? That will be the true test of this important new grassroots movement. □





# Idea Bank

*To prevent drug abuse, students assist with community projects and inform their peers.*

As the following sampling shows, all over the nation high school and college students are educating younger children, counseling their peers, and developing creative alternatives to drug abuse.

In Washington, selected high school students train to help other students with problems. In northern California, high school students are promoting drug-free social activities.

The nationwide Channel One program has a variety of local projects, including those in which teenagers team up with community leaders to develop a grocery story for the elderly (in southern California), a social center for young people (in Colorado), and a welcoming event for transfer students (in Ohio).

College students at Southern Illinois University inform other students about

chemical abuse prevention through workshops, media campaigns, and counseling. A new statewide program in Louisiana involves high school students in teaching junior high students about the harmful effects of drug and alcohol.

*Synergist* invites readers to send in reports of their own drug abuse prevention programs. □

## Training Students To Help Peers

In Sumner, Washington, high school students identified by their peers as being people to turn to when in trouble are taking part in a federally funded substance abuse prevention program that trains selected students to be Natural Helpers. Started in January 1981, the Sumner Tobacco and Alcohol Risk Reduction (STARR) Project offers a multifaceted strategy involving students, educators, parents, community leaders, and police working to curb the use of drugs, alcohol, and tobacco.

This program began with STARR staff members conducting an anonymous survey (see the accompanying form) of Sumner high school students to determine what their major problems are and to whom they look for help. The students indicated they were most concerned about drug and alcohol use/abuse, relationships with friends and family, achieving in school, and depression. The survey also asked students to name two students and two teachers whom they would ask for help with personal problems.

STARR invited the students and teachers frequently named in this survey to a weekend retreat for training as Natural Helpers, a group making up an informal helping network in the school. The training focused on reflective listen-

### Natural Helper Survey

Please take time to complete this survey carefully. What you write here is confidential and anonymous.

1. I am in grade:

- (A) 9 \_\_\_\_\_  
(B) 10 \_\_\_\_\_  
(C) 11 \_\_\_\_\_  
(D) 12 \_\_\_\_\_

2. I am a:

- (A) Female \_\_\_\_\_  
(B) Male \_\_\_\_\_

*If the response applies, check A.*

*If the response does not apply, check B.*

If I have a problem I seek others to:

3. Help me understand my problem better  
A \_\_\_\_\_ B \_\_\_\_\_
4. Give me suggestions about what to do  
A \_\_\_\_\_ B \_\_\_\_\_
5. Tell me what I should do  
A \_\_\_\_\_ B \_\_\_\_\_
6. Listen to my feelings in an understanding way  
A \_\_\_\_\_ B \_\_\_\_\_

*Circle your three choices.*

The three major problems students in this school are likely to want help on are:

7. Relationships with friends  
8. Family relationships  
9. Sexuality  
10. Drug and alcohol use/abuse  
11. Depression  
12. Weight Control  
13. Achieving in school  
14. Loneliness  
15. Making a career or college choice

*Names*

If I had a personal problem (for example, relationship with a friend or parent, drugs, loneliness) and wanted help, I would feel most comfortable talking with the following people at school:

*Student Names:*

Last Name First Name

*Staff Names:*

Last Name First Name



ing, trust building, decisionmaking, problem solving, communication skills, and how each Natural Helper wanted to work with students. Most of the 25 Natural Helpers opted to remain anonymous so students would continue to feel at ease in approaching them informally. Those who decided a high profile could be helpful posted their names with the vice principal and the school nurse for student referrals.

Natural Helpers meet twice a month to improve skills and share information and experiences. In order to spread understanding of this helping network, Natural Helpers can invite other students to attend these meetings, too.

Other components of the program include:

- A four-day accredited Alcohol/Drug Curriculum in Education course for teachers, offered through Seattle Pacific University;
- Education on prevention and intervention for parents, secondary school students, and liquor store personnel;
- Positive adult role models, Super-STARRS, who speak to students about making responsible health decisions;
- Police patrols that specialize in identifying and arresting drivers under the influence of alcohol or drugs;

- Analysis and updating of health-related school policies to insure early intervention in substance abuse problems.

STARR is one of 130 risk reduction pilot projects funded by the federal Centers for Disease Control, Atlanta.

For further information on the STARR Project contact Lyn Benaltabe, STARR Project, 1202 Wood Avenue, Sumner, Washington 98390. For information on other successful pilot projects, write to David Ramsey, Health Promotion and Education, Centers for Disease Control, 1600 Clifton Road NE, Atlanta, Georgia 30333. Health Education-Risk Reduction Grant Program, a 287-page report, is available free from the Center.

## Forming Community Teams

Students have joined agency directors, local business people, and other citizens in approximately 150 communities in creating local Channel One projects that motivate teenagers to stay away from drug abuse and other destructive behavior. (For more detailed information on how Channel One operates, see "Channeling Youth Into Community Service," by Allan Stein, page 27.)

The following Channel One projects show how students are getting involved in three very different communities.

### A Community Center

In rural Antonito, Colorado, students lacked a center for social and recreational activities. Recognizing the need, a Channel One team formed to take action. It found an old condemned building that, with considerable work, could be turned into a community resource center. To finance the work, the team obtained a Channel One grant, government funds, and local donations.

During the summer students each worked 30 hours a week, their salaries being paid through government funds. Art Atencio, a former teacher who coordinates Volunteers in the Valley for Action, supervised them daily as they

worked on plumbing, wiring, windows, etc. The students also landscaped a small park next to the center.

When the building opened as a community center, the students helped organize a boxing club, dance classes, and other athletic and social activities. The older teenagers have been teaching these recreational activities to the younger teenagers and children. The school soon may allow the older students to earn physical education credit for their leadership in these activities.

For further information contact Art Atencio, volunteer coordinator, Volunteers in the Valley for Action, P.O. Box 386, Antonito, Colorado 81120.

### A Pool and a Market

In San Bernardino, a southern California city, the first Channel One project was rebuilding an unused swimming pool in a minority neighborhood and operating it for the community. Secondary school students repaired the pool and help manage the operation.



Proud students pose by the mural they painted on a new community center.



The group expanded its efforts and recently opened a small grocery store for senior citizens in a downtown area where many elderly live and have had no grocery store nearby. A local YWCA donated the building for the market, where the elderly now buy groceries at cost. Fifteen students refurbished the building and are operating the store.

The students are supervised by the Channel One board of directors, which consists of citizens from the mayor's office, Prudential Life Insurance, the district attorney's office, and the probation department. In addition, a Los Angeles food supply company and staff members from local supermarkets give on-the-job training to the students on

such tasks as purchasing, stocking, money management, and facility management.

*For further information contact Al Twine, Channel One, 700 East Gilbert Street, San Bernardino, California 92415.*

### **Festivals**

In Hamilton, a small city in southwest Ohio, the Channel One team—10 high

school students and five adults—has sponsored two festivals to help new students integrate into the high school after budget cuts caused their former school to close. The festivals were so popular that Channel One plans to hold them annually.

The group also has raised \$7,000 for a new athletic fieldhouse. The fundraising effort was strengthened by assistance from local McDonald's Restaurants. The students worked with McDonald's in selling coupons for food and receiving 50 cents for each dollar coupon sold.

*For more information, contact Dan Shatzer, 1475 Pleasant Avenue, Hamilton, Ohio 45015.*

## **Fostering Pride in Being Drug Free**

**S**ince 1979 high school students in the San Francisco Bay area have been meeting with Parents Who Care, Inc. (PWC), to share ideas on how the students can influence their peers to pursue healthy alternatives to substance abuse. The aim of the students and of the parents' groups with which they work is to counteract the attitude among teenagers that drugs and alcohol provide harmless excitement.

A nonprofit corporation, Parents Who Care has organized chapters involving more than 180 area schools. Financed through parents' membership dues, PWC educates concerned parents regarding substance abuse, and then the parents and interested students meet to discuss concerns and plan social programs geared toward motivating other students to lead drug-free lives. Students working with PWC usually form their own clubs under such names as the Alternatives and the Options.

The students' programs can vary considerably, but most have focused on drug-free recreational and social activities. One of the most popular projects is conducting workshops in which students share ideas on how to give successful parties without drugs and alcohol.

In one project, 50 students from Gunn High School, Palo Alto, organized dinners in their homes that 150 other high school students attended. At each dinner students discussed how they can help solve the substance abuse problems in their high school. Some seniors agreed to talk to younger students, particularly freshman, about creative alternatives (e.g., progressive dinners and art projects) to drugs and alcohol. The seniors also promoted their drug-free preferences during a recreational festival, New Game Day, that they organized at the high school. This drug-free event was so successful that

the juniors decided to design one, too.

To further publicize their position, 13 students from Gunn High School, through a local grant, accompanied members of PWC to Washington, D.C., to testify before the Senate Subcommittee on Alcoholism and Drug Abuse and to describe their programs to representatives of the National Institute on Drug Abuse and the Department of Education. The students then went to the Seventh Annual Southeast Drug Conference in Atlanta to give a workshop. When they returned home, they reported to their home groups on what they had learned. Their success gave credence to their contention that teenagers can take pride in advocating drug-free lives.

*For more information on Parents Who Care, Inc., contact Joann Lundgren, Parents Who Care, Inc., P.O. Box 50663, Palo Alto, California 94303.*

## **Raising Awareness of Drug Problems**

**S**ince 1978 a small group of graduate and undergraduate students at Southern Illinois University (SIU), Carbondale, has been teaching

other college students about chemical abuse prevention. Last year the group, known as Peer Educators, reached more than 800 students through educational

workshops held in residence halls, classrooms, and the student center. They also assisted in counseling approximately 80 students on substance abuse



and referred numerous others to the appropriate community agencies.

In addition to their work on campus, Peer Educators help with media campaigns to raise community awareness of alcohol- and drug-related issues. The students have assisted with newspaper articles, radio talk shows, display windows, posters, and other publicity devices in campaigns focusing on such subjects as talking to friends with drinking or drug problems and the dangers of drinking and driving.

Students who are interested in becoming Peer Educators are screened, trained, and supervised by SIU's Alcohol and Drug Education Project (ADEP). Concentrated and continuous training (26 hours during the first week and then at least one hour per week throughout the students' service) covers alcohol and drug information, com-

munication skills, group facilitation, feedback, crisis intervention, and referral procedures.

Peer Educators have a variety of majors and can make individual arrangements with faculty members to earn credit for their work, which usually amounts to 10 to 18 hours each a week.

The students' major activity is conducting workshops designed to assist other students in examining their own alcohol and drug use and attitudes in a nonthreatening atmosphere. Workshop topics have included: Drug Use and the Family, Cheers to Your Health: The

Physiological Effects of Alcohol, and Fetal Alcohol Syndrome. A particularly popular workshop is the Alternative Bar, where bartenders mix and serve tasty, attractive, nonalcoholic drinks. The Inter-Greek Council and the School of Medicine are among the groups that have cosponsored the Alternative Bar.

Funded for three years through a grant from the Illinois Department of Mental Health and Developmental Disabilities, Division of Alcoholism, ADEP now receives its funding from student fees.

*For further information on Peer Educators, contact Patricia Eckert, coordinator, Alcohol and Drug Education Project, Southern Illinois University, 408 West Mill Street, Carbondale, Illinois 62901.*

## Leading Peers in Prevention

In Lake Charles, Louisiana, high school students are informing junior high students on substance abuse prevention. Because marijuana and alcohol are by far the drugs most commonly used by local teenagers, the students concentrate their prevention efforts on those two.

Supervised by the state's Bureau of Student Services, this pilot project began in 1980 and now is being duplicated statewide in communities that request it. This peer education project is part of the Substance Abuse Prevention Education (SAPE) Program, which the state legislature funds as a major educational approach to substance abuse prevention among teenagers.

SAPE addresses prevention and intervention, with peer educators being part of the prevention approach. At Lake Charles High School students who volunteer to be peer educators participate in two-day workshops run by the Bureau to learn about the adverse effects of chemical substances and alcohol and to develop public speaking and listening skills.

About 25 Lake Charles High School peer educators go to local junior high schools to give a series of three short

presentations followed by question-and-answer sessions. Faculty members accompany the students and monitor their talks.

During the first session peer educators introduce the younger students to the advantages of not abusing drugs and alcohol. In the next session peer educators teach the rational steps for decisionmaking (e.g., generate alternatives, secure data, evaluate data, make and carry out a plan) and discuss the harmful effects of substance abuse.

Peer educators use the third session to encourage the junior high students to apply the decisionmaking process to the information given to them. Although the peer educators do not explicitly impose their values, they try to be effective role models who oppose substance abuse.

*For further information on the SAPE Program, contact Bernard McArdle, Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804.* □



A peer educator talks to junior high school students about the advantages of living drug-free lives.



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# Channeling Youth Into Community Service

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by Allan W. Stein

**A**lthough the name may conjure up images of a new local television station, Channel One is actually a rapidly expanding, locally controlled youth and community action program aimed at preventing drug and alcohol abuse among young people.

By channeling the energy of young people into worthwhile activities, Channel One serves as a resource for local communities. By facilitating the leadership of young people, Channel One provides personal, educational, career, and creative opportunities for youth. By promoting positive human development and community partnership, Channel One inhibits the abuse of drugs and alcohol and ameliorates related problems.

Channel One is not so much a program as it is a process—a community organization process that joins local leadership with youth in assessing local problems and determining solutions, that pivots on the involvement of youth, their ideas, and action. The model assumes that the process of improving communications, increasing knowledge,

developing vocational skills, etc., is, at the least, as valuable as the products of community projects. Although the goal is substance abuse prevention, often drugs and alcohol are not mentioned.

What has resulted from Channel One's national replication is a system of more than 140 individualized local programs. Each site differs from the next, yet each is similar in motivating youth and initiating a learning process.

## Central Falls' Model

One of 10 test sites financed by the government and private funds, Central Falls began the Channel One process in February 1978 when young people, teachers, community members, business and government officials, guidance personnel, and agency representatives gathered to determine local needs and seek out local solutions. (For a summary of the seven-step process, see "Channel One: The Process" on page 29.) They reviewed the community's youth problems and resources, and from the resulting action grew Channel One-Central Falls.

Since then Channel One-Central Falls has evolved into a multiservice provider operating in conjunction with the Central Falls Community Center. Participants created this focus because of

their assessment of the needs of the city. Central Falls has a highly dense population of 17,000 in 1.2 square miles. It is an ethnically diverse population made up mostly of low-income working class families.

Even though the projects have been varied and the participants have been numerous, the primary goals for Channel One-Central Falls have remained constant:

- To provide constructive alternatives that are compelling to youth and inconsistent with negative behavior, such as drug and alcohol abuse, truancy, vandalism, and school misconduct;
- To provide a mechanism for youth development relative to youth needs and concerns;
- To provide a process of community organization and partnership to facilitate meaningful interdependence between youth and the community;
- To promote increased communication, sensitivity, and understanding regarding the mutual personal, social, and recreational needs of elderly citizens and young people.

While Channel One has a concern for high-risk youth, program membership is not targeted at problem groups. Students who exhibit poor grades, irregular attendance, and potential drop-out behavior work hand in hand with

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*Allan W. Stein is director of the Channel One program in Central Falls, Rhode Island. He also has taught in alternative schools.*



honor students. This heterogeneous make-up has motivated underachievers, established good role models, and avoided any stigma being attached to participation in the program.

The heterogeneity also has increased the number of participants, not only among teenagers but also among senior citizens, professional persons, other adults, and children. All view Channel One as their community program and youth as a resource.

The origins of project ideas are as diverse as the populations that carry them out. The major sources have been youth planning sessions, questionnaires in the schools, requests by city leaders and cooperating agencies and community groups. To facilitate the generation of ideas, Channel One has trained teenagers in the techniques of running a meeting, brainstorming, and group process.

Young volunteers also have learned to use questionnaires in the schools to assess needs, survey interests, and generate comments. They collect, com-

pile, and interpret data, often uncovering the ideas that result in the best projects. During the process the young people improve written and oral communication and develop organizational skills.

### Major Projects

Projects differ greatly from year to year. They include service to others, artistic endeavors, and just plain fun, but the following characteristics have emerged: high visibility in the community; benefits to youth, gained through their efforts, in terms of skill development, financial reward, social development, or vocational exposure; interdependence between youth and community—in the schools (as resources, service partners, or service receivers) and with different segments of the Central Falls popula-

tion; and project credibility, in that the activities are sufficiently difficult to challenge participants, engage them in the learning process, and allow them to provide a meaningful contribution.

For the most part, the projects generated by Channel One-Central Falls fall into five major categories: restoration and beautification, promotion of community causes, annual events, fundraising, and classes and workshops.

Perhaps the most common category is the improvement of community facilities through construction, restoration, and beautification. On several occasions the city has hired Channel One teenagers. Using graphic and layout skills learned through Channel One, for example, the teenagers have made attractive signs advertising some of the city's development programs, such as the Store Front Improvement Program. Other beautification projects have included doing the graphic design for the painting of several recreation sheds and creating murals for the library and Community Center. In each case teenagers were responsible for not only the design but also all the related tasks, including getting a local painter to serve as a technical adviser.

Soliciting local expertise for project assistance is an ongoing function for the teenagers. Working with professional and skilled workers provides structured learning experiences, and it also enlists adults' support.

The dual function of these adult mentors is further exemplified by some of Channel One's community action and education services. For example, students often make posters for various causes, such as the 1980 census, the Heart Fund Donation Drive, and community clean-up campaigns. Their skills were enhanced significantly when local printers and art teachers volunteered to train the youth. The impact of this training is clearly apparent in their products.

The participants' success in integrating their many projects into the community life resulted in the development of a third category of projects—annual events. As more people have become involved in Channel One as participants, volunteers, teachers, and recipients of service, Channel One-Central Falls has been woven into the fabric of



Designing, producing, and selling Central Falls T-shirts has been one of Channel One's most effective fundraising projects.



the city. The event that shows this most clearly is the annual Parkfair, a carnival-like event sponsored in cooperation with the Central Falls Recreation Department.

Teenagers, with assistance from adult volunteers, plan, advertise, and operate

this outdoor fair. The young people construct games, displays, and booths; solicit donations for equipment and prizes; operate booths and concession stands; and manage the finances for the affair, which attracts most of the community. The greatest value for the

## Channel One: The Process

The Channel One concept has its roots in a program begun by a sculptor, Al Duca, in Gloucester, Massachusetts, in 1970. Known as the Gloucester Experiment, the program focused on community partnership, alternative education, and career education.

The basic approach of the Gloucester Experiment was to alter the environment in which such dysfunctional behavior as substance abuse, truancy, and chronic unemployment abounds. The underlying assumption was that if youth were recognized as significant partners in the community, were involved in leadership and decisionmaking roles in carrying out important community projects, and were brought together in a cooperative working relationship with the diverse people and groups in the community, then positive changes would result in the teenagers' lifestyles and functioning. In essence, the Gloucester Experiment relied on an array of indirect prevention strategies rather than the more traditional direct strategies, such as drug education or counseling.

From very modest beginnings, the Gloucester Experiment became the Gloucester Human Development Corporation (GHDC). In addition to continuing to carry out such projects as restoring a historic cemetery, establishing an educational resource center, and developing alternative school programs, GHDC linked up with the Prudential Insurance Company of America to disseminate information about the project to other sites, where Prudential helped establish similar ventures.

In 1976 the Prevention Branch of the National Institute on Drug Abuse (NIDA) began to fund replications of

the project at 10 pilot sites in the northeastern United States in cooperation with GHDC and Prudential. As pilot projects succeeded, new private sector sponsors came forward, and the model spread to communities in 40 states and territories.

The national support system that has developed is coordinated by NIDA's Prevention Branch and Pyramid, a project of the Pacific Institute for Research and Evaluation, which serves as a monitor and clearinghouse. In addition, the seven process steps that serve as the foundation of the replication have been further developed and supplemented with related resource materials. Basically, the process steps provide a procedure for community organization. Briefly, they are as follows.

• **Step One** - The state prevention coordinator (or local prevention coordinator) and Prudential manager (or other local private sector facilitator) define Channel One tasks in an introductory workshop. Here the roles of all partners are outlined and clarified, and they initiate a working relationship.

• **Step Two** - The partners meet to develop a common understanding of the community. They consider existing facilities, including physical and human resources, and develop a general approach to Channel One planning.

• **Step Three** - Partners decide the general approach and begin to search for community leaders, to define objectives, to examine ways of involving community youth, and to analyze community needs and resources.

• **Step Four** - Key community people are invited to become part of a Steering Committee. This Steering Committee becomes the forum for all im-

portant decisions regarding Channel One until the completion of the process steps. The Steering Committee represents the broadest possible cross-section of the community and includes youth representatives.

• **Step Five** - The Steering Committee becomes a force in the community. It begins to establish a public identity for the Channel One program and to make the public increasingly aware of the program's purpose and objectives.

• **Step Six** - The Steering Committee designates one or more task forces to undertake planning and implementation of specific Channel One projects.

• **Step Seven** - The task force develops an action agenda and starts work on projects. At this point community ownership of Channel One has been established, the manager or local private sector facilitator has completed his or her principal task, and program funding has been obtained.

These process steps serve as the foundation of all the diverse local Channel One endeavors. Pyramid and NIDA have produced guides that spell out in detail the process steps, the role of the private sector, the role of the prevention coordinator, and sources of relevant resource information.

*For further information on how Channel One works and how a community may start a program, contact Pyramid, 3746 Mt. Diablo Boulevard, Suite 200, Lafayette, California 94549, or Prevention Branch, National Institute on Drug Abuse, Room 10 - 30, 5600 Fishers Lane, Rockville, Maryland 20857.*



youth, however, is what they learn planning and putting on the fair. The exposure to good work habits, productive group cooperation, and goal setting provides a valuable practical learning experience.

The fair also serves as a fundraiser, the fourth type of project. Of all the fundraising efforts to help support Channel One-Central Falls, none has been so popular as a youth-run T-shirt business. Each summer Channel One teenagers design, print, advertise, and sell T-shirts throughout the community. With adult leaders, teachers, college interns, and program staff serving as advisers and trainers, the teenagers operate a full-fledged business.

As different projects create the need for specific training and knowledge, skill-building classes and workshops are developed to meet those needs. Teenagers have learned painting, woodworking, graphics, silkscreening, photography, auto mechanics and other hands-on skills. In turn, many have taught some of these skills to others or coordinated projects requiring these skills.

## The School Component

Whatever the type of project, the theme is always youth development. Community partnership and youth leadership serve as a base for action, and it is the process of this action that yields primary gains for the youth.

Education occurs through activity and service and includes both structured and casual experiential learning. Channel One's role is to supplement rather than replace the school system. Channel One provides the opportunity to build upon classroom education, to have an alternative experience and extend the process of learning, to motivate and apply education in an immediate and relevant situation. That clearly has been the basis for Channel One-Central Falls link to our schools.

When the city's program began, several teachers and a guidance counselor were instrumental in its development. Yet the link with the school system was informal and, for the most part, schools served only as avenues for youth outreach and recruit-

ment. It was not long, however, before educators realized the potential of Channel One for coping with truancy, absenteeism, and dropping out. Channel One began operating in the junior/senior high school in the hope that the program's methods of alternative education would provide more meaning than the regular school program to some of the troubled youth. School social workers, teachers, and guidance counselors referred marginal youth to Channel One as part of their effort to change negative behavior patterns.

*. . . educators realized the potential of Channel One for coping with truancy, absenteeism, and dropping out.*

The program focused on both the affective and cognitive areas. Skills development, interpersonal growth, and remedial advancement were high priorities. The functional applications of writing, reading, and math were combined with communication and problem-solving skills.

As with the community-based element of Channel One, the school-based program took on many forms. The projects and activities were targeted at needs identified through an assessment carried out in the school system. Students were involved not only in the initial planning but also in setting the direction of a project. Where possible, projects produced a product, such as a learning packet to be used in teaching another group or in presenting a workshop.

The program created an affective education curriculum. Groups of youth met regularly and discussed issues involving anger, peer pressure, the family, and communications. The curriculum also was integrated into the other school activities to promote the social development of participating youth.

During study hall students could participate in alternative educational activities, including classes in photography, graphics, and woodworking. Throughout all classes ran the belief that the students should learn how to do things well and gain a sense of competence even if they never would use their skills professionally.

Students became involved in numerous projects. For example, a small group of students sought to work with youth with special needs and created a puppet theater as their vehicle. An English teacher helped one of the students write a script. In another instance a history teacher interested in photography teamed up with a group of junior high students and an aide of local government officials to produce a multimedia presentation on the government of Central Falls. The students learned photography, scripting, graphics, and production techniques as well as how the city government operates. Their product was a packaged educational presentation for use in the fourth and fifth grades.

In these examples as with others, the projects encouraged the application of basic academic skills to real-life experiences. The students developed positive work habits and an appreciation for the value and importance of education in their lives.

Another segment of Channel One services in the school relates to information on such issues as drugs, alcohol, child abuse, and youth suicide. Working with health educators and home economics teachers, Channel One sponsored speakers, films and discussion groups. Some teenagers have taken in-depth training and become peer educators on alcohol. In addition to factual content, students learned how to work with groups and to make oral presentations. The peer-level approach proved to have great credibility with the student audience.

Overall, the Channel One process promotes interpersonal growth, provides opportunity to sharpen skills in language and math, and teaches marketable skills. The methods have been validated by the success with both young people who had exhibited delinquent behavior and those who had no





special problems. Teenagers in both categories had opportunities to integrate their education with their personal and community lives.

### Integrating Age Groups

The principle of integration—the blending of the various players and the combination of education and action in the mainstream of community life—brings about the full range of program benefits. All too often youth programs operate in isolation from the rest of the community. Channel One is based on a premise of community involvement, thereby mainstreaming youth and their projects. The youth gain directly from their program experience and from their new associations with the community. Teenagers change their attitudes toward the community as they realize their potential ability to influence their environment. Conversely, adults' attitudes change as they recognize the teenagers' contributions.

A sense of renewal and pride becomes infectious as youth perform community improvement projects. New partnerships develop, joining business and industry with local government and public services. This mainstreaming of efforts brings about new leadership roles

for youth and mutual gains for all segments of the population.

No project better exemplifies the new community spirit than the Christmas in the Park display. Up until the Second World War, Central Falls was known throughout Southern New England for its holiday display. Two years ago, the mayor, one of Channel One's strongest supporters, revived the project. Youth and adults, particularly senior citizens, worked together on refurbishing the few remaining scenes and made new life-size hand-painted figures. Though the young people learned skills, the big gains from Christmas in the Park and similar projects were a sense of belonging, community identity, and enjoyment as people of all ages worked together to accomplish a common goal.

Different age groups work together on the great percentage of Central Falls' projects. Senior citizens often teach their skills to the teenagers. In one mutual business venture, a retired carpenter helped students construct a showcase

while other retirees taught teenagers various crafts with which to stock it. Young and old also worked together to compose, design, publish, and market an ethnic cookbook reflecting the town's heritage.

On the other end of the age continuum, teenagers provide many activities for youngsters. Serving as leaders and role models, Channel One participants teach classes in subjects ranging from crafts to photography and organize Easter egg hunts and Children's Games Day.

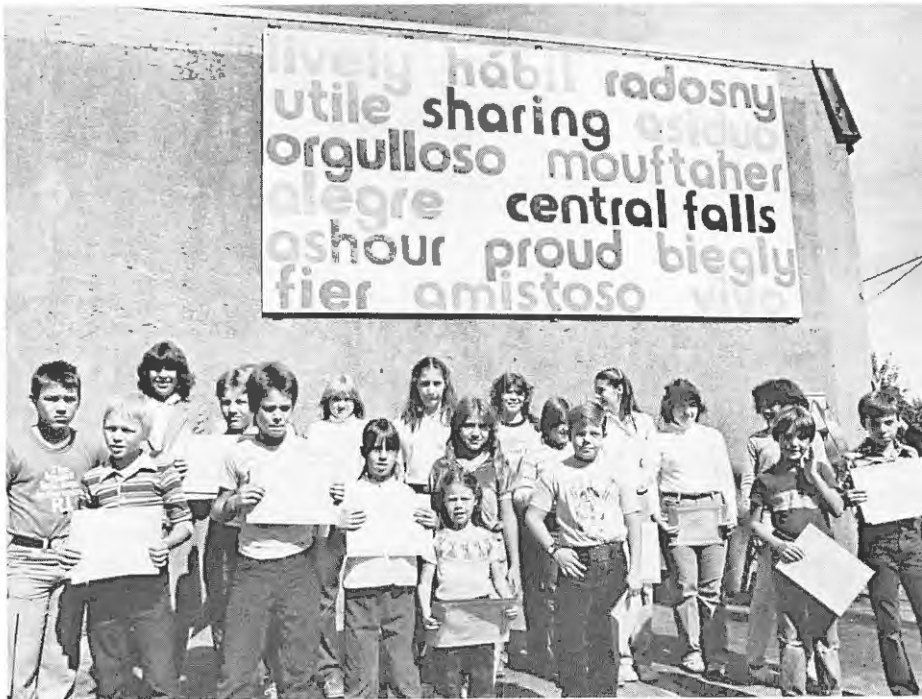
Recently Channel One teenagers created and distributed to nearly 900 youngsters a Game Book comprised of number games, vocabulary activities, word searches, puzzles, and information about Central Falls. Prudential Insurance Company, a local supporter and major partner in the national replication of Channel One, provided funds for publishing both this and the ethnic cookbook.

As the program strives to work with all ages, it also reaches out to the minority populations. Channel One teenagers have provided translation services to the Central Falls Planning Department and held bilingual story hours in the children's room of the local library. Last summer students unveiled a multilanguage mural on the wall of a local business on the city's main street.

That mural's theme, sharing Central Falls, says a lot not only about the city but also about the city's Channel One program, for Channel One-Central Falls is a vehicle to encourage youth to use the entire community as a learning environment and to enable them to influence that environment. All ages share in the process. All parts of the community join in the partnership.

### The Official Results

In 1980 the National Institute on Drug Abuse and the Rhode Island Division of Substance Abuse ended an eight-month evaluation of Channel One-Central Falls. Professional evaluators coordinated the effort. Consistent with Channel One practice, four teenagers also served as part-time evaluation staff. The evaluation consultant trained them in questionnaire design, survey and interview skills, and data tabulation and



The sign above represents one of the numerous Channel One activities celebrating the city's diverse ethnic heritage.



interpretation. The project involved schools, public services, and local businesses. Students, parents, community members, teachers, and government and school board officials all were involved in providing feedback and information.

Most notable among the findings was the young participants' self-reported increase in self-esteem. The majority of respondents indicated that the Channel One experience gave them a sense of pride in their work, made them feel that they were contributing something to the community, and showed them they could do things that they were not aware they could do. Students cited the development of specific hands-on skills and noted an increase in independence, responsibility, leadership, and skills in working with others and speaking before a group.

Parents report their teenagers' improvements in interpersonal areas, home life, and school. In some cases grades and attendance improved. A school social worker stated that the project had helped a student he had referred by "modifying her behavior, building her self-image, improving how she relates to other people, building her outright skills and teaching her to organize tasks as a skill that is useful in life."

The success of Channel One-Central Falls was validated by these and other findings. The chief reasons for that success seem to be the partnership formed between schools and various segments of the community, the exercise of youth leadership, and the emphasis on and sensitivity to the process of program action.

As a prevention program, Channel One has prospered by promoting the growth of its young and adult participants, mobilizing local resources, and becoming a service provider for the community.

For communities beyond Central Falls, the opportunity of replicating the model remains. So long as the need exists to provide prevention services, the Channel One process will apply as a tested viable option. The service-learning programs of Central Falls and 140 other communities have clearly illustrated the value and potential of tuning in to Channel One. □

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## Resources

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*All materials and organizations are listed in Synergist solely as an information service. Inclusion of a listing does not imply that ACTION or 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 that 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.*

*American Council on Marijuana and Other Psychoactive Drugs, 6193 Executive Boulevard, Rockville, Maryland 20852.*

Dedicated to trying to discourage people from abusing drugs, the Council publishes the most recent scientific information about drugs and how they affect health. A free list of publications is available. These publications include *Marijuana Today*, a simply worded compilation of medical findings on the harmful effects of marijuana (1982, 86 pp., \$3); *Marijuana Smoking and Its Effects on the Lungs*, a summary of the effects of marijuana and tobacco on respiratory disease (1981, 56 pp., \$2.50); *Marijuana and the Brain*, current research on the behavioral and physical effects marijuana has on the brain (1981, 21 pp., \$1.50); *The Marijuana*

*Controversy*, research on therapeutic claims (1981, 31 pp., \$1.99); "The Case Against Marijuana Smoking," by Peggy Mann, reprinted with permission from *The Washington Post*.

*ACM News*, a quarterly newsletter containing scientific updates, is available to those who join the Council (\$20 annual membership fee).

*Drug Enforcement Administration*, 1405 Eye Street, N.W., Washington, D.C. 20537.

This agency publishes *Drug Enforcement*, which is available free of charge. The March 1980 issue focuses on marijuana, with most articles written by high-level officials and doctors. Topics include "Proposal for the Control of Drug Paraphernalia," "The Marijuana Epidemic," and "Health Consequences of Marijuana Use."

*Families Anonymous*, P.O. Box 344 Torrance, California 90501.

As an offshoot of Nar-Anon Family Groups, Families Anonymous offers support to families whose members abuse drugs or exhibit other destructive behavior. More than 250 groups in approximately 30 states meet once or twice a week to develop coping and problem-solving capabilities similar to those taught in Alcoholics Anonymous. Members do not pay dues or fees but are encouraged to give financial donations.

Those interested in forming groups in their area may write for an information



packet that contains a directory, a pamphlet on how a group operates, information on do's and don'ts, and other background material (\$2).

*Narcotics Anonymous World Service Office*, P.O. Box 622, Sun Valley, California 91352.

Narcotics Anonymous is a nonprofit society designed to help people for whom drugs have become a major problem abstain from drug abuse. It is modeled after Alcoholics Anonymous in its focus on realizing one's chemical abuse, developing constructive friendships, fostering spiritual growth, and making amends for one's past. Anyone in need may join local groups without paying initiation fees or dues.

*Nar-Anon Family Groups* is a support group for family members of those attending Narcotics Anonymous. For information on this group contact Nar-Anon Family Groups, P.O. Box 2562, Palos Verdes Peninsula, California 90274-0119.

*National Clearinghouse for Drug Abuse Information*, National Institute on Drug Abuse, Room 10A-54, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20857.

The Clearinghouse offers resources and information on the issue of drug abuse among adolescents and what to do about it. A list of publications is available. Free publications include:

- *Parents, Peers and Pot*, by Marsha Manatt (1979, 98 pp.)—strategies for parents who want to prevent marijuana use by their children, particularly those aged nine to 14, with discussions of the experiences of parent groups as they worked to stop drug abuse among children;
- *For Kids Only: What You Should Know About Marijuana*, by Mary-Carol Kelly (1980, 12 pp.)—answers to questions about what marijuana is and its effects on a young person's behavior and body;
- *For Parents Only: What You Need To Know About Marijuana* (1981, 28 pp.)—facts, such as how marijuana affects the body, that parents need to know before talking about marijuana with their children; a film for parents also is available.

The Clearinghouse also can refer inquirers to their state-funded agencies for additional information and assistance on drug abuse prevention and treatment.

*National Federation of Parents for Drug Free Youth*, 9805 Dameron Drive, Silver Spring, Maryland 20902.

The Federation assists local parent groups in organizing to inform their families and communities about the harmful effects of drug abuse. Formed in May 1980, this nonprofit, privately funded Federation has educated parents with publications (e.g., booklets dealing with legislation, education, family support, treatment services, model codes of conduct for schools, and law enforcement) and has organized a communication network among parent groups.

One-year membership is \$10 per person or \$25 per parent group and includes receiving the *Parent Group Starter Kit*, newsletter, and resource list. The *Kit* (1981, 24 pp., \$2.00) is available separately.

*Parent Resources and Information for Drug Education (PRIDE)*, Georgia State University, University Plaza, Atlanta, Georgia 30303.

Developed to serve parents and other adults concerned about adolescent drug abuse, PRIDE is a nonprofit organization working in cooperation with Georgia State University. PRIDE aims to provide parents, educators, and other concerned citizens with current research information on drugs and to help organize parent peer groups, parent-school teams, and community action to eliminate teenage drug abuse.

Those interested in forming local groups with assistance from PRIDE can write for its national speakers list and arrange for a PRIDE representative to speak at a town meeting. In addition PRIDE has a free resource list, an information packet on drug research and effective organizational strategies for

prevention and early intervention (\$10), and a quarterly newsletter (\$4 annual subscription) available to any interested individual or group.

Additional printed and audiovisual materials are available to the general public free or at a minimal charge. These include *Keep Off the Grass*, by Dr. Gabriel Nahas, which covers various historical, political, and physiological aspects of marijuana (1979, 248 pp., \$6.95), and *Drug Abuse in the Modern World*, the proceedings of an international symposium at Columbia University (1981, 370 pp., \$9.95).

PRIDE sponsors the annual Southeast Drug Conference at Georgia State University. Anyone may attend. Community groups affiliated with PRIDE also offer workshops for local teams and interested educators, parents, and community leaders.

*Pyramid Project*, Pacific Institute for Research and Evaluation, 3746 Mount Diablo Boulevard, Suite 200, Lafayette, California 94549, (800) 227-0438, or 7101 Wisconsin Avenue, Suite 1006, Bethesda, Maryland 20814.

The Pyramid Project is a prevention resource network developed and funded by the National Institute on Drug Abuse to provide technical assistance and materials for the development of drug abuse prevention programs. Pyramid is also the agency to contact for information on the Channel One program, which seeks to provide teenagers with positive alternatives to drug abuse and other destructive behavior.

Since 1975 Pyramid has provided information and services related to innovative strategies, program planning and evaluation, networking, and developing community support. A national pool of more than 400 consultants who are experts in various facets of drug abuse prevention is available on a cost-sharing system based on the financial ability of the service group. *Prevention Resources*, a periodical that contains information about prevention concepts and programs, and *Films in Review*, a critique on audiovisual material related to prevention concerns, are available free at no service charge. □



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# Countering the Drug Culture

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by Sue Rusche

*Organized to counteract forces encouraging drug abuse, parent groups can provide resources essential to students' prevention efforts.*

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**A**ll across the country, parents, educators, and students are teaming up to challenge use-drugs messages in an effort to prevent drug use by children and adolescents.

By now, most of us have read the statistics: 60 percent of the nation's high school seniors have used marijuana; 93 percent have used alcohol; and 71 percent have used tobacco. The proportion of seniors who use some illicit drug other than marijuana is at an all-time high of 30 percent. In addition, 26 percent of seniors have used stimulants, 18 percent inhalants, 16 percent hallucinogens, 16 percent cocaine, 15 percent sedatives, 15 percent tranquilizers, 10 percent opiates other than heroin, and 1 percent heroin.

Nor is use confined to seniors: nearly one-third (31 percent) of the country's 12- to 17-year-old youngsters have used marijuana.

## The Messages

By 1978, parents began to feel that our society was saturated with use-drugs

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*Sue Rusche is the executive director of Families in Action, vice president of the National Federation of Parents for Drug Free Youth, and the author of How To Form a Families in Action Group in Your Community.*

messages aimed directly at children. Among these were:

- An estimated 30,000 head shops (called "little learning centers for drug abusers" by one expert in the field) selling such drug paraphernalia as pot pipes, inhalers converted into cocaine sniffers, primers telling children how to roll a joint, and Coca Cola stash cans with concealed chambers where drugs may be hidden from parents and police;
- *High Times Magazine*, sold at neighborhood bookstores and newsstands, with advertisements for drug paraphernalia and articles glorifying illicit drug use;
- National lobbies attempting to legalize marijuana behind the dual smokescreens of decriminalization and, more recently, medical use;
- An endless array of celebrity role models who made no secret of their own illicit drug use;
- Song lyrics glorifying drug use;
- An astonishing number of drug abuse professionals who felt the best way to deal with the problem was to teach people how to use illicit drugs "responsibly" and who produced drug abuse prevention pamphlets that recommend "responsible use" and that still find their way into even elementary school drug education programs; and
- An overall perception that marijuana

was harmless in spite of literally thousands of scientific studies to the contrary.

As 1970's parents, we still were operating on the assumption that society and its various segments—church, school, law enforcement, counseling, government, business, etc.—could be relied upon to reinforce values common to protecting and nurturing children. The drug culture, however, was mainstreaming itself into the primary culture under our collective noses, exposing youngsters without parents' being aware of it to values and attitudes that not only were foreign to ours but also invalidated our trusted assumptions. One could no longer assume, for example, that teenage parties at friends' homes automatically would be chaperoned by adults or would be free of alcohol and drugs. Nor could one any longer assume that a child—going off to summer camp, or on a scouting trip, or to a football game on the school band bus, or to a Sunday night youth fellowship meeting at church—would not be exposed to drug-using camp counselors, scout leaders, teachers, or youth ministers.

## Parents' Organizations

Once parents realized this, they rejected the conventional wisdom that a child



who turns to drugs comes from a troubled home, refused to feel guilty, and organized parent groups to educate themselves, their kids, and whoever else would listen. There are now some 2,000 parent groups throughout the country.

Parents realized early on that if adolescent drug use was not exclusively a family problem, then it was not exclusively a school problem either—nor exclusively a law enforcement problem, a moral problem, a political problem. Instead, parents saw it as a *community* problem, and the sooner everyone stopped blaming others and started working towards solutions together, the sooner adolescent drug use could be turned around and future use among younger children could be prevented outright.

Parents, and with increasing frequency educators, are seeing that the way to deal with use-drugs messages is turn them back on themselves, to analyze those messages, to look for the logic behind them, to help kids see them for what they are—appeals to adolescent spending power at the expense of adolescent health and well-being. And once this approach is introduced to youngsters, they themselves take up the challenge—analyzing, researching, questioning—gradually replacing myth with reality, rejecting not only the messages but also, more important, the behavior they induce.

### DeKalb's Alternative

An innovative formalization of this process is occurring in DeKalb County (Georgia) Schools in metropolitan Atlanta. DeKalb County is a suburban community of 500,000 people with a school population of some 70,000 students. Like most school systems in the 1970's, DeKalb County operated its schools without a formal discipline code; but, in the mid 1970's, two events took place that were to change that. In *Goss vs. Lopez*, the U.S. Supreme Court ruled that students facing expulsion were entitled to due process of law.

And in a DeKalb County high school a student brought a loaded gun to class one day. His teacher took him to the principal who took the gun away, emptied it, and temporarily suspended the

student from school. The student's parents filed suit against the principal for suspending their son. During a hearing of the case, the court asked if the school system had a discipline code that clearly stated guns could not be brought to school. School system officials replied there was no such code but that ordinary common sense would argue against students bringing guns to school. The court disagreed and found in favor of the parents. Within a very short time, DeKalb school administrators drafted a school discipline code that has since withstood constitutional challenges.

***. . . the sooner everyone stopped blaming others and started working towards solutions together, the sooner adolescent drug use could be turned around and future use among younger children could be prevented outright.***

Enforcement of the code evolved over time. When parent groups began organizing throughout the county in 1977, inviting school administrators to sit on their boards of directors, it became clear that the parent groups were committed to solving problems through communication rather than litigation. That year the school board established a student evidentiary hearing committee to administer the discipline code. The code stated limits and penalties for alcohol and drug involvement. The most severe penalty for the most serious or repeated offense was permanent expulsion from school. At the end of the first year after the committee was established, nearly 500 students had been sent before the committee for possible suspension or expulsion. About 65 percent of these students were charged with drug or alcohol violations.

The good thing about the code was that students very quickly learned there

were consequences to breaking school drug and alcohol rules, and that the school system, backed by the support of parent groups, was willing to enforce the rules. The bad thing about the code for expelled students was that their drug or alcohol using behavior tended to be reinforced by having a great deal of unstructured time on their hands.

In the midst of a fair amount of controversy about how best to deal with this, DeKalb's school board members and administrators developed the Hamilton Alternative School. Hamilton is an academic, rather than correctional, alternative school that suspended or expelled students may attend to keep up with their education while earning back the right to re-enter the school from which they had been removed.

"We felt from the beginning," says Hamilton school counselor John Monferdini, "that our students were not *bad* kids, but *good* kids who had made *bad* decisions based on inaccurate information. Our tasks as educators was to replace the 'use drugs' messages that they had fallen prey to with good, solid, accurate information." Principal Gene Johnson and his faculty and staff simultaneously confront and comfort students, helping them develop good communication skills and improved self-concepts. "We study value systems, goal setting, logic, and drug information—in that order," says Monferdini. "We spend three weeks studying logic, encouraging students to base their decisions on reality rather than belief. Then we introduce biomedical information about the health effects of marijuana, alcohol, and other drugs of abuse." Monferdini says one of the most useful biomedical texts is *Marijuana: Time For A Closer Look* by Curt Janeczek. (For more information, see the accompanying "Additional Information.")

"After students have studied approaches to logic and the health information," continues Monferdini, "they are ready to take a closer look at 'use drugs' messages. We read articles in *High Times*, view video tapes of legalization spokesmen, examine pamphlets that glorify drugs and that recommend 'responsible use.' Most of this material states a conclusion first and then tries to support that conclusion



with evidence that won't stand up to examination. It's exciting to watch students grasp this, to become motivated to challenge the material, and, in the process, to rediscover their interest in learning. The feedback we get from judges, probation officers, teachers, counselors, parents, and the students themselves is that they re-enter their home schools with strong academic interests, improved behavior, greater participation in school activities, and marked changes in drug-using behavior." (For additional information about the discipline code or Hamilton Alternative School, contact Andy Olsen, Department of Communications, DeKalb County Schools, 3700 N. Decatur Road, Decatur, Georgia 30032.)

### Students' Efforts

Hamilton Alternative School is not the only school in DeKalb County making special efforts to prevent drug abuse. Each of the parents' groups has a task force working with the junior/senior high school and feeder elementary schools in its region to involve students and staff in countering use-drugs messages.

Henderson Community Families in Action has been particularly successful in pulling together parents, educators, and students. Last year the parents' task force, which includes the principal, provided the impetus when it approached the student council to ascertain and encourage members' awareness of the drug abuse problem. After several meetings, the task force offered to send 10 students to a regional conference sponsored by Parent Resources and Information for Drug Education (see Resources).

When the students came back from the conference, they decided to form a special student committee on preventing drug abuse in both their high school and the elementary schools.

Parents and a school counselor trained students to work as peer counselors and arranged with the elementary schools for the high school students to visit and show a 30-minute film ("All My Tomorrows," based on

the life of drug victim Karen Ann Quinlan) that would prompt a discussion on drug abuse. Though the high school students had decided to target seventh graders (who faced the trauma of entering high school the following year), several schools requested that sixth graders also be allowed to participate. In every case, parents of the elementary pupils were asked to sign slips authorizing their children to take part.

After the film, the peer counselors called for questions so that the youngsters could guide the discussion. Well prepared with information on drug abuse and how to find out more about it, the peer counselors carefully avoided a holier-than-thou attitude, but their message was clear: We don't need drugs to be successful in high school, and neither do you.

This year the students' committee asked the principal to allow them to sponsor a drug awareness week. A committee of students, teachers, and parents collaborated in planning a series of grade-level assemblies, classroom presentations, bulletin board displays, and an all-school assembly featuring a television celebrity.

The students in each class could select a speaker to make a presentation and answer questions. Among those they could invite were a juvenile court judge, probation officers, narcotics officers, psychiatrists, and recovering teenage addicts.

A special task for the parents' group was finding ways to pay the expenses for those experts who came from other cities. Students took on the job of preparing six bulletin boards in the halls of the school, and a number of teachers gave special assignments or added material to their regular coursework.

If parents and students would team up in such programs around the country, perhaps the downward trend in adolescent drug and alcohol use would accelerate.

### Additional Information

Families in Action, Suite 300, 3845 North Druid Hills Road, Decatur, Georgia 30033; (404) 325-5799. Families in Action (FIA) links parents with leaders in education, government, law enforcement, mental health, and religion to identify problems and develop solutions related to drug abuse among youths. The FIA Drug Information Center contains 70,000 documents and is listed by the Library of Congress as a national referral center for drug abuse information. In addition, FIA's *How To Form a Families in Action Group in Your Community* (1979, 164 pp., \$10, reduced rates for multiple orders) and a quarterly newsletter that analyzes current drug-related issues (\$3 for 4 issues a year) are available.

*Drugs of Abuse: Package Program* (1980, 55 pp., single copies are free, available from the American Medical Association Auxiliary, 535 North Dearborn Street, Chicago, Illinois 60610). This publication is an overview of problems related to young people's illicit drug use and what parents are doing to solve these problems.

*Marijuana and Your Child*, by John Barbour (1981, 55 pp., \$3.95, available from the Associated Press, 50 Rockefeller Plaza, New York, New York 10020). This gives a science writer's views on what families can do to help their children avoid marijuana.

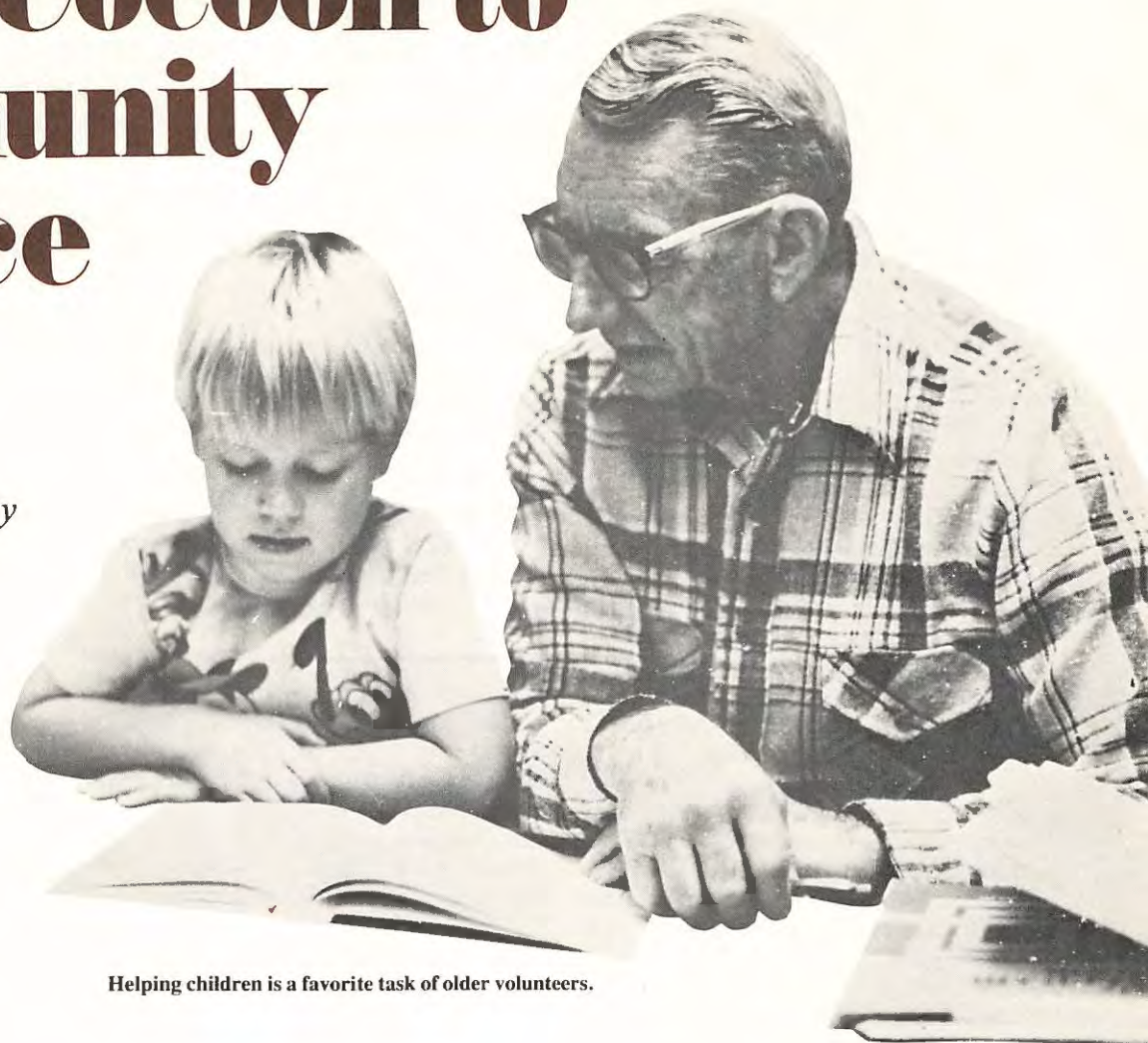
*Marijuana: Time for a Closer Look*, by Curtis Janeczek (1980, 136 pp., \$4.95, reduced rates for multiple orders, available from Healthstar Publications, P.O. Box 8426, Columbus, Ohio 43201). This book contains a detailed review of major medical studies that examine health hazards from marijuana use. A teacher's guide also is available.

"What You Should Know About Marijuana" (1980, one-page flyer, \$6 for 100 copies, available from American Academy of Pediatrics, Publication Department, P.O. Box 1034, Evanston, Illinois 60204). This flyer summarizes health hazards from marijuana. □

# From Cocoon to Community Service

by Jane Werneken

*An Arizona community college expands its community service course to include senior and handicapped citizens.*



Helping children is a favorite task of older volunteers.

Perhaps the greatest tragedy of being old or handicapped is the feeling of no longer being needed by others or of being of any real value to the community. This feeling causes people to go into a cocoon, to lose confidence and feel depressed, which aggravates physical problems. People age more rapidly and deteriorate mentally, physically, emotionally, and spiritually. The American Medical Association reaffirms this in saying, "The sudden cessation of productive work and earning power of an in-

dividual . . . often leads to physical and emotional illness and premature death."

The truth of the matter is that older people and physically handicapped adults can be of great value to their families and to the community because of their experience, talents, and perspective on life. The community needs them greatly at a time when the social services have been limited by the cutting of government budgets.

The cocoon can be broken, and the elderly and physically handicapped can be assisted in coming to life with great inner satisfaction and happiness. This is what the People Helping Development of the Community (PHD) program at Glendale Community College, Phoenix, seeks to accomplish.

PHD recruits, trains, and places senior and physically handicapped adults as volunteers in community service agencies and businesses. The participants can enroll in the course for col-

lege credit at a low fee or for no college credit at no charge.

Funded in its first three years (1978-81) through Title I, PHD now is continuing as a part of Glendale Community College's Projects in Community Service course, which gives college transfer elective credit for volunteer work under eleven departments: Art, Counseling, English, General Business, Home Economics, Journalism, Math, Physical Education, Political Science, Psychology, and Reading. I started the Projects in Community Service course 11 years ago in order to give students firsthand on-the-job experiences in community service agencies as both community service and career exploration.

## Piercing the Cocoon

Recruitment of senior and handicapped adults requires a great deal of effort.

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*Jane Werneken is director of Projects in Community Service, which incorporates the People Helping Development of the Community program, at Glendale Community College, Phoenix. She has taught at various levels in such areas as special education, reading, and television.*

Only powerful motivation stirs them from their cocoons. I contacted directors and site managers of senior centers and nutrition sites and a variety of service clubs where senior citizens and physically handicapped come together daily for noon meals and some activities. I asked them whether any of their people would be interested in volunteer work in the community. Many directors were enthusiastic about the idea, for they said that many of the people attending often seemed bored and wanted to mingle with people of all ages and be useful again.

Numerous centers and service clubs invited me to speak and to distribute my lists of agencies and publicity flyers. Early experience proved that these informal talks required follow-up in the form of individual conversations with group members. A great deal of shyness and lack of confidence develops when one lives in a cocoon! I invited those interested to visit one of my 16 classes at the college and arranged to have a college van take them to visit some of the community service agencies.

Transportation is a problem for many senior citizens. Title I monies provided a driver for the college van initially, and now a student volunteer from my Projects in Community Service course does the driving. The van is scheduled to pick up the participants at their homes and take them to their worksites, to the YWCA Nutrition Site Program for lunch, to my class at the college (one day a week), and then to their homes. We suggested car pooling for those who drive independently.

An indispensable recruitment tool is a comprehensive alphabetical list of community service agencies and businesses eager to have senior and handicapped volunteers. The list gives addresses, phone numbers, days and hours agencies are open, and the nature of volunteer work needed. The agencies listed on the Projects in Community Service Agency List provided a starting point, but for PHD volunteers it is important to ask additional questions, including the following.

- Is the work taxing physically?
- Can the volunteers work a few hours one or two days a week?
- Can the volunteers sit at their work?
- Does the work strain the eyes?
- Is there an empathetic supervisor who can train the volunteers?
- Will it be possible for the super-

visor to fill out two evaluation forms each semester?

- Will it be possible for the volunteers to begin work at any time during the year?

### **Weaving New Patterns**

Despite the limitations hinted at above, the PHD volunteers choose a wide range of work. Many find working with children extremely satisfying. They find that they are truly needed and valuable as kindergarten aides playing games, assisting in crafts, reading and telling stories, planning science experiments, listening to children who have little time

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***It is interesting to note that many of my original PHD volunteers, recruited more than three years ago, are now volunteering for their fourth year.***

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with their parents. In the elementary grades they tutor children in reading, math, and social studies, and give children with learning disabilities and emotional problems the individual time that they so greatly need. They help the school nurse, who is always overwhelmed with testing, record keeping, and giving children tender loving care.

At Boys Clubs the PHD volunteers play table games and serve as interested listeners to the boys with problems on their minds. In Child Development Centers they supervise art periods and serve as receptionists and story tellers.

At the Food Bank the volunteers receive, sort, shelve, and bag emergency food orders and give tax deduction receipts.

At city government offices the PHDs assist the city illustrator in making map transparencies for the city council meetings, posters, graphic designs; assist the public relations director in keeping the newspaper publicity files and serving as receptionists; and assist in the computer area in tape loading.

In a local mental health clinic a few have conducted recreational activities with patients.

It is interesting to note that many of my original PHD volunteers, recruited more than three years ago, are now volunteering for their fourth year. They always receive the option of choosing new agencies in which to volunteer, but most seem to enjoy continuing service in the agency originally chosen.

One of the outstanding PHD volunteers is an exception in this regard. He began by doing volunteer work in three agencies, Westside Food Bank, Aspen Nursing Home, and Glendale Boys Club. Now, four years later, he is tutoring gifted and learning disabled children at an elementary school for 40 hours a week and, in the evening, is working with adults learning English as a second language in the Laubach Evening Program. On Sunday he assists in driving for the Prime Time Bus Ministry. This man is in the habit of giving 60 or more hours of volunteer time a week, which he emphasizes he could never have done with the ill health he had when he first began his volunteer work!

Another senior, still employed in an accounting firm, gave hundreds of hours during his noon hour to take Meals on Wheels to those who could not attend nutrition site daily lunches.

### **Combining Forces**

Younger college students from my Projects in Community Service course have cooperated with seniors from the PHD program in creative and valuable ways. In one case a male student designed a series of exercises with musical accompaniment to be used by both ambulatory seniors and those in wheelchairs in senior centers throughout metropolitan Phoenix. The PHD volunteers performed the exercises during a videotaping in our college television studio. From the video tapes the studio made audio tapes to be used at the senior centers.

Another student led these same PHD volunteers in aerobics designed for seniors and physically handicapped. Two other students used these volunteers as models to illustrate clay building and ceramics. The volunteers did this modeling in our campus television studio after class every week for two whole semesters and seemed to thoroughly enjoy the exercises, new ideas, and companionship.

Three Projects in Community Service students led exercise groups in senior centers regularly each week using the audio tapes developed in our television studio. The students encouraged senior volunteers who had shown leadership ability to help them in leading the exercise groups. It was their objective to have these leaders carry on the exercise program after their volunteer semester





Older volunteers work with children as kindergarten aides, tutors, and simply listeners who have time to give to a troubled child.

was completed. Directors have indicated to me that this plan worked well, for now they have activities led by their own residents and do not have to bring in leaders.

Last semester a student initiated a drama group in the new City of Glendale Senior Center. She liked the challenge of her work and found that the older people enjoy the humor and fun of doing a melodrama. They have presented their play to various retirement centers and to our college students at our Recognition Day Assembly. At the Assembly, held twice a year (in December and May), the dean of the college presents service certificates to all and special medallions for long service to some of the senior and physically handicapped adults.

### Benefiting on Campus

In addition to the inner satisfaction that seniors and handicapped adults receive from their volunteer work, they also appreciate receiving 61 cards that entitle them to attend all campus events, plays, concerts, lectures, etc. free or at reduced prices. All PHD participants also have the opportunity to use the campus

library, Learning Assistance Center, and Performing Arts Theatre.

Since many of the volunteers are low-income people from housing projects, the *Projects in Community Service* textbook, *Guideline for Projects in Community Service*, is too expensive for them. Instead they use my *PHD Handbook*. This paperback discusses the history of voluntarism, its value to the individual and the community, and basic skills and attitudes that are necessary to be an effective volunteer. The handbook also provides weekly report blanks with accompanying questions regarding their agency work, evaluation sheets, and attendance forms.

This course has no generation gap because the seniors attend class with the college students of all ages. In my class all the participants develop listening, observation, interpersonal, and report writing skills in order to be valuable, effective volunteers.

The older volunteers also appreciate the opportunities to discuss their volunteer work in a variety of agencies. As they listen to younger students discuss their work in different agencies, the PHD volunteers become informed,

enthusiastic, and concerned about what is going on in their community. The cocoon is broken, and they are living again! They are interested in life around them, and they are an active part of that life again.

It is common for people of all ages to come to community colleges for courses, but it is uncommon for senior and physically handicapped adults to be trained to use their talents productively for their community. Perhaps educators, too, have woven some cocoons.

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*For further information about People Helping Development of the Community, or to request materials (for sale—PHD Handbook, \$4; free—Agency Alphabetical List, publicity flyers, fact sheets; for rent—colored slide presentation of seniors at work sites, \$10; 4 sets of exercise cassettes, \$4; 4 sets of aerobic cassettes, \$4; 1 clay building cassette, \$2; 1 ceramic cassette, \$2), write to Jane Werneken, Director, Glendale Community College, 6000 West Olive Avenue, Glendale, Arizona 85302. □*

# A Service-Learning Retrospective

*An international expert reviews the development of service-learning in the United Kingdom and assesses the current situations's possible impact on the future.*

*by Alec Dickson*

Let us start with a success story—if only to keep up our own spirits!—one that is both recent and ongoing. And as it has been filmed by the Japanese and written up in the last few months by *The Reader's Digest*, evidently others share our belief that it might have validity elsewhere.

The School Concern project, based in Salford—a not-so-lovely industrial city close to Manchester—has stemmed from a fairly simple idea. In most schools, students enrolled in woodwork, home economics, science, etc. make things with their hands. Then let them invent and develop equipment for the disabled.

Salford's students have not attempted to duplicate what commercial manufacturers of medical appliances or orthopedic experts in hospitals can produce infinitely more professionally. Such an approach would have meant turning their schools into a factory system. Rather they have been brought face to face with disabled adults (who have had the pleasure of becoming in a sense their mentors or instructors), with the aging

(thereby learning that the passage of years alone brings loss of ability to cope with many tasks), with children in special schools (some of them suffering from mental handicap as well as some physical infirmity) and so having to overcome that deep instinctual dread that affects most of us on first encountering those so afflicted.

Before going into action girls at Pendlebury High School set themselves an obstacle course, trying with one hand to cut and butter bread, attempting to paint pictures with their toes, and pouring out a cup of tea when blindfolded—videotaping their efforts so that they grasped the mental and physical frustrations involved and thought up solutions. Young people—ranging in age from nine to 19—have been helping at 21 establishments and, between them, have developed more than 200 innovatory items of equipment. Some have been relatively straight-forward, e.g., pressure cushions for the elderly chair-bound, to prevent sores; tins labeled with raised lettering so that the blind can know whether they are dealing with baked beans or peas; giant domino pieces and scrabble boards furnished with hooks so that those attending day centers for the disabled can join in; and “feely” mats for severely handicapped children, complete with bells, buttons, toggles, lengths of wool, coarse string, and raffia.

Experimentation and considerable ingenuity have been demanded by other tasks: a go-kart designed by twelfth graders for children who cannot use

their legs; a wheelchair table-top attachment to enable a disabled girl to drink her milk unaided; an apparatus to help those with severely arthritic hands to take up knitting again; a gadget to allow a one-armed man to play pool; and the hilarious wobble-boards pioneered by students of Cathedral High School to help handicapped children improve their balance and coordination.

But it has been elementary school children who have found a solution to a dilemma that has defeated experts for years—a game of Bingo that blind people can play with sighted people. In four weeks 10-year-olds developed a multi-purpose see-and-feel board for Bingo that—flash of lateral thinking!—means that the players remove the numbers as they are called, whereas everyone had been assuming that you add to a marker card when a number is called out. The children's insight results in an empty board making a full house.

Meanwhile Broadway Junior School students are making musical instruments that both mentally handicapped and physically disabled children can play. And pupils at another school have constructed a three-foot high lace-up figure of a child to enable handicapped youngsters to practice manipulation whilst lacing the pieces together and simultaneously to learn the names of parts of the body.

Why was Salford chosen? Because we managed to interest the Minister responsible for the disabled, in the central government's Department of Health; it was his Department that made money

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*Alec Dickson, founder and first director of Voluntary Service Overseas and founder and honorary president of Community Service Volunteers, London, launched the British counterparts (and predecessors) of the Peace Corps and VISTA. He has advised groups and governments in many parts of the world on setting up and operating service-learning programs.*

available to appoint a coordinator. The impetus, in short, came from those responsible for people in need who recognized the contribution that students might make—rather than educationalists seeking opportunities to nurture a capacity to care amongst their students.

There may be implications here that should be pondered over. When two 15-year-olds were asked by their principal what their feelings were on inventing marvelously effective boomerang-shaped trays, mounted on castor wheels, to enable spina bifida children to propel themselves in any direction just with their fingertips, one answered, “Because it is the first darned thing I’ve made here that I didn’t have to take home afterwards,” and the other replied, “Because no one said it was ‘good for us’: They said it was urgent—and for real.”

The Salford program does seem to suggest a model more conducive of hope than other approaches that have been tried—and one capable, with modifications, of being adopted or adapted elsewhere.

The basic equation is simple; disabled people want help that the medical and caring services do not seem able to satisfy at a personal, individually tailored level. Students at school make things. Then why not challenge them to solve some of the problems facing the disabled?

The mobility of the approach—downwards to nine- and ten-year-olds and upwards to the most outstandingly gifted 18-year-olds (and, indeed, higher still, to university students specializing in technology)—has seemed a further advantage.

It is this combination of service and learning that seems so important—for it demonstrates clearly that *intellectual challenge and the exercise of concern need not be regarded as rivals*, each striving for time in an already overcrowded syllabus. Creativity and compassion *can* be combined.

## How It Began

One has to go back some years to understand why things have developed as they have done. In the immediate post-1945 period, particularly in state schools, there was Civics. It was a classroom period, teacher dominated, devoid of any action, sterile in its consideration of such topics as local government or the structure of the United

Nations. Of longer ancestry—and more enduring—was voluntary service. This was undertaken outside the school’s orbit, in the framework of a church group or a youth organization such as the Boy Scouts. In what in the States would be known as private prep schools, voluntary service came to be permitted as an alternative to compulsory games or semi-obligatory participation in the Officers Training Corps.

The breakthrough came with the founding of Voluntary Service Overseas in 1958 and Community Service Volunteers in 1962—Britain’s predecessors (and current equivalents) of the Peace Corps and VISTA, but aimed particularly at the high school graduates of 18-19 years of age rather than University graduates. Gradually principals began to ask, in effect, why these opportunities of service should be confined to those few who, on graduating from high school, chose to postpone their university entrance for a year in order to plunge full time into situations of need. Surely, they said, we should be striving to involve a whole class of 15- or 16-year-olds in some experience of giving or caring.

So there flared up in the mid 1960’s all over Britain a readiness to involve high school students in help to their neighborhood. The question was not why but how, for some principals had already been rebuffed in their approach to hospital matrons and social workers.

My own organization went into action on several fronts. First we urged—and won the day—that this activity be called community service, arguing that, if it continued to be referred to as voluntary service, it would give uninterested or skeptical principals too easy a chance to say that of course, they were in favor, provided it took place out of school hours; this meant, naturally, that only the devoted few—in a sense those already converted, those already concerned for human needs—would be involved. That seemed to us to represent an abdication of the educational responsibility to nurture the sense of caring.

Since principals in Britain are no less sensitive than those in the States to what boards of education and parents have to say, it was necessary that there should be some official recognition of community service as a valid educational activity. We campaigned persistently and not without effect; eventually from Her Majesty’s Stationery Office came three separate publications, *Community Serv-*

*ice and the Curriculum, Community Service in Scottish Secondary Schools, and Community Service in Education*, all conferring pedagogic respectability on the concept, even if they were written in uninspiring prose.

Next we prevailed on boards of education to convene one-day conferences of teachers and advisers, where experiences could be shared, difficulties such as transportation and insurance could be discussed, and, above all, some imaginative stimulus be imparted to the whole concept and its practice. A problem we never really cracked was how to inject a community service activity that demanded three or four hours commitment into a school curriculum designed for a succession of 45-minute periods.

Simultaneously we applied persuasive pressure on hospital administrators, conservation authorities, social workers, superintendents of institutions for geriatrics and the handicapped to open their doors to young people and welcome what they had to offer. No easy task—but eventually accomplished.

## Good News, Bad News

Those were heady days back in the mid 1960’s and early 1970’s—and *Synergist* regularly published articles from “Our London Correspondent” summarizing the more exciting developments in British schools.

Now it seems that the movement is running out of steam. Why? First, no thought was given to the necessity of growth. In Math, in English, and in every other course students were faced with increasingly demanding aspects of the subject they were studying, commensurate with their academic development. But in community service many are likely to be visiting the elderly at the age of 13, some at 15, some at 17. In effect they are all stuck at Book One. Some students become immunized or inoculated against the possibility of being infected by a desire to probe deeper into human needs and community problems.

Next, whilst community service was being undertaken in hundreds, indeed thousands, of secondary schools—and still is today to some extent—no teacher training institution across the whole nation has ever prepared student teachers in the methodology of how to develop more effective and imaginative community service programs. (N.B.: London University’s Institute of Education

has just started to make such provision, on an optional basis, for less than a dozen postgraduate students.)

With hindsight, one sees now that perhaps the biggest deterrent has been the tendency to structure community service as a separate activity in its own right—instead of developing it as an extra dimension of existing subjects, from physical education to history. This may be unavoidable in many circumstances, but generally it means fighting for a place in an already overcrowded syllabus. The consequence has been that community service has come to be seen almost as a form of remedial treatment for the duller youngsters or the early leavers. Those aspiring to high markings, successful examination results, and subsequent places at prestigious universities have been exempted from this involvement, lest it damage their academic ambitions and career prospects.

And now that hundreds of thousands of school-leavers are jobless, if your academic record is distinctly unimpressive, you may be channeled to some form of community service. To coin a rather cruel phrase, whereas community service was seen 15 years ago as the prerogative of young mandarins, today it is the last resort of young coolies. Something of this rubs off onto the image of community service as it is perceived by students and staff in state schools: *It is something deemed suitable for those who have failed.*

### Consequences of Service

Does this depress us? Obviously yes. But there are other ways of looking at what is happening. Many of us have been brought up to believe that a sense of concern for others must be a precondition for engaging in some form of service; now we are seeing that, with quite a number of young people, their awareness of the needs of others may be the *consequence* of their having been brought face to face with those in manifestly worse trouble than themselves. The effect, for example, on young offenders specially released to work with paralyzed children is generally startling: "Poor little beggars, they'll never walk, why they're prisoners for life—what have I to complain about? I'll be 'out' in a few month's time." Placed (often to their obvious trepidation) in some project dealing with the mentally handicapped, they find themselves suddenly embraced—and the

human touch conveys something that words cannot communicate; within a matter of days they are hooked and giving service no less committed than the most spontaneous and pure volunteers. This is not service-learning as we originally envisaged it, but it is an indication of how some can learn to serve.

A few brief comments before we leave the school scene. Responsibility for getting a community service program going has been assigned in most schools to a single member of staff (in addition to his or her teaching duties)—when ideally a whole cross-section should be involved, applying their various subject specializations to community problems and human needs. And it is to hospitals that volunteer coordinators have been appointed principally—rather than to schools. Curriculum experts, at boards of education or university institutes of education, have not seen the expansion of community service as meriting their attention—and so the implications of the curriculum-related approach have been woefully neglected. Small wonder that many programs lack an intellectual cutting edge in that, whilst students do learn from the service they render, it is quite unconnected with their normal classroom studies. Special funding from official sources has been almost nonexistent; it has been left to royal patronage (notably trusts set up by the Prince of Wales, since Prince Charles is himself personally committed to young people's involvement in service, particularly in the field of conservation and Outward Bound activities) and private enterprise, with the National Westminster Bank providing encouragement throughout England by awards for the most imaginative school programs.

### Study-Service Internationally

When we turn to the university scene in Britain, it is certainly possible to be more precise—for we have recently completed two years of research, with financial support from the central government's Department of Education, into what is happening in the field of study-service. This phrase has been used by UNESCO to describe the need for institutions of higher education to involve their students (and teachers!) in practical service as an integral part of their courses.

Although a resolution in favor of this approach was passed unanimously at a

General Conference of UNESCO some five years ago, different governments have interpreted study-service in different ways. The U.S. representative cited the University Year for Action and the approach pioneered by Antioch College. Many developing countries (such as Tanzania and Nigeria)—disillusioned with their graduates' reluctance to work in rural areas—have introduced measures requiring them to serve for a year in developmental service, either in the middle of their courses or at the end of them.

The research that we undertook in Britain was in conformity with Herbert Thelen's felicitous phrase the humane application of knowledge: To what extent were existing courses enabling students to relate the knowledge and skills they were acquiring to human needs, preferably in a face-to-face relationship?

The University of Liverpool has provided almost a classic example. In response to a challenge by the director of Social Services for Cheshire to come out of their ivory tower and help him deal with the problem of juvenile delinquency in Widnes, a "bad" area fairly close to Liverpool, the University's Division of Social Work responded with a massive deployment of students and lecturers operating as fieldworkers. The task entailed the closest cooperation with the police and the local social workers—leading to each, no less than the students, revising the stereotypes they had of one another. The students followed up every single child under 14 notified by the police, making close contact with the whole family in every instance. Together with the police the students introduced an innovative use of local volunteers to deal individually with each delinquent child—and produced three films that now are used in police training schools throughout the country and are in demand abroad. By maximizing the youthfulness of their students the University feels that it made a breakthrough in social work education.

Amongst other examples were the murals undertaken jointly with local residents in bomb-shattered areas of Belfast by students of Ulster Polytechnic's School of Fine Arts, and the "muscle signals" equipment devised by students of another department of the same institution to help occupational therapists in dealing with victims of violence.

So, to the disappointments and difficulties. Firstly, in Britain at least, it is all happening in little bits and pieces, now and then, here and there, and no one knows what anyone else is doing. Secondly, potential users are remarkably unaware of the resources (not least the energies of students themselves) possessed by institutions of education, that could be and should be available to them. We are now thinking of suggesting to universities/polytechnics/colleges the idea of their establishing a "knowledge ship," on lines pioneered by the University in Amsterdam, to tell the outside community what their institution can offer and channel requests for help from the community to the appropriate academic quarter.

Next, there is the tendency to establish special departments of continuing education, extension services, extramural studies, and institutes of research—often existing in apparent detachment from the university as a whole and possessing separate budgets—to deal with the problems that beset the neighborhood, the region, or the nation generally, when what is really called for is an extra dimension of human relevance to every course of study and a determination on the part of the university or polytechnic as a whole to respond to these needs.

How are staff to be motivated to set up courses or programs that respond to genuine needs, and yet stimulate students intellectually so that their legitimate degree aspirations are not imperiled? This calls for immense expenditure of thought and trouble. If publish or perish is the trap in which so many academic staff find themselves caught, just how is this time to be found, and how are they to be compensated for devoting possibly many additional hours to this task in often uncomfortable conditions? How many lecturers have been appointed to chairs, how many professors chosen as presidents, on account of their endeavors to involve students in service to the community? Does this lead, as in North America, to the appointment of special staff to promote this development, who thereby step off the ladder of conventional academic progress? Might the community recognize in some way those who have enabled students' energies to help them?

There are other questions that worry me particularly. At a time when youth unemployment is such a burning problem, why do not more business man-

agement schools and departments of applied economics attach their students—instead of to the conventional placements with commercial companies—to groups of unemployed youth, exercising their skills in identifying tasks/articles/services that these young people could undertake and helping them to form themselves into cooperative enterprises?

### The Situation Tomorrow

Study-Service is not a phrase that has been taken on in British academic circles. Whilst experiential education is

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*... potential users are remarkably unaware of the resources (not least the energies of students themselves) possessed by institutions of education that could be and should be available to them.*

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now well established in the States, both organizationally and as a phrase, I prefer service-learning. In experiential education—however stimulating the element of practical action may be—the student remains the sole beneficiary: Discussion centers on whether he has learnt more from the experience of doing than he would have by conforming to traditional patterns of study—and whether/how the element of personal experience should be assessed and awarded academic credit. Service-learning, on the other hand, postulates that students, simultaneously as they learn, also contribute to the needs of someone else.

Crisis can mean opportunity and, by disrupting conventional routines of study, abruptly confront faculty members, students, and institutions themselves with the challenge, "What are we here for?" The gigantic influx of Vietnamese boat people into California has evoked a response from University of California, Los Angeles, students (see "Anchoring the Boat People," Spring 1981, pg. 15-18)—and examples can be quoted of how students of the Indian Institute of Technology in Bombay responded to earthquakes in their state. Rigidly autonomous faculties can be thrust by external emergencies into cooperating in interdisciplinary

responses, whereas generally the old quip still holds good: "Communities have problems—universities have departments."

Today in Britain it is educators' own existence, internally, that is threatened—by the budgetary cuts imposed by the government through the University Grants Committee. Whilst faculties compete amongst themselves for survival, lecturers have their contracts terminated and student rolls fall of themselves or are restricted by Senate decisions, this could mean the dismissal of service-learning as a peripheral luxury belonging to bygone halcyon days.

But it is still just possible that the crisis might lead to some fundamental rethinking. For help is no longer going to be forthcoming from the central government or the great foundations on the same scale as in the past. Recently the Borough of Tower Hamlets—comprising Whitechapel, the ghetto of London's East End, and possibly the poorest borough in all Britain—alarmed the Polytechnic of North London by asking why they should make any financial contribution when the Polytechnic had never done anything about the multiple problems facing their residents. This jerked the Polytechnic into recognizing both the fundamental justice of the implied accusation and their dependence on the goodwill of the neighboring communities. Their response was the establishment of a Local Projects Unit that has pioneered the application of their institution's resources to local problems.

The University of Salford, whose budgetary allocation from the University Grants Commission has just been drastically cut despite its specialization in technology, has turned to industry and found a surprisingly positive response. Now it may transform itself into a scientific resource center for manufacturing firms in that area. The canals that intersect Salford and contributed to our first Industrial Revolution may now see the emergence of the British equivalent to the United States' renowned Silicon Valley.

This may not be exactly synonymous with service-learning—but the preservation and creation of jobs is now a priority for every community. If it is recognized that companies and companionship derive from the same Latin root, then the contribution of the University to human welfare may also be significant. □



# Games To Grow On

*Students at five colleges have developed clubs in which families with handicapped children learn to use play for physical and social development.*

**T**ossing a ball, making a kite, or playing a kazoo can foster family unity, group support, and learning for handicapped children and their families. Such structured recreational activities are the heart of the Let's-Play-To-Grow (LPTG) demonstration clubs on five college campuses: the University of Hawaii, Manoa; University of California, Dominguez Hills; Duquesne University, Pittsburgh; Central Michigan University, Mt. Pleasant; and State University of New York College of Arts and Science, Geneseo.

Initially volunteers or community groups operated the LPTG clubs sponsored by the Joseph P. Kennedy Foundation, which also founded the Special Olympics. Last year the Foundation awarded five student Council on Exceptional Children (CEC) chapters training grants to develop LPTG clubs.

LPTG goals are: to help parents help their children learn the skills necessary to participate in family and community recreational activities; to enhance relationships among parents, siblings, and handicapped family members through shared activities; to improve the families' understanding and acceptance of their handicapped family member, to improve parents' confidence in their own ability to help their child grow through play; to stimulate physical and social development through building in-

dependent recreation skills; to mobilize community resources to provide essential physical education and recreation services for the handicapped; and to improve the attitudes and skills of professionals and volunteers who work with the handicapped.

The program was set up to help families use the LPTG kit, a set of materials developed by the Foundation with the assistance of experts in child development, special and physical education, therapeutic recreation, and the arts. The kit includes a manual for parents and 12 play guides with instructions for teaching stimulation activities, rhythm, movement and dance, walking, running, rope activities, and outdoor activities.

## Planning a Program

Each of the five CEC chapters chose two student coordinators and one faculty adviser to run the program with the \$1,000 grant that each chapter had received.

For three days the LPTG and the CEC national staff trained students and advisers at the CEC headquarters in Washington, D.C. They learned how to use the kits; build community resources, relationships, and support; lead club meetings; and train families to lead the clubs.

The students then returned to their campus to find families to participate in the program. Students generally contacted the parents identified by the CEC chapter, the special education department, and teachers at schools for the handicapped or regular schools with special education classrooms. Some students went to parent meetings to discuss the program or sent flyers home with the children.

Depending on the location, as many as 39 families came to the club meetings regularly in the first year. Some clubs meet once a month; others meet every week.

Once a regular meeting time is established, students begin to schedule themes and activities. For instance, last spring at Duquesne, students had the group make musical instruments, such as tambourines, drums, or kazoos, as one of the activities. First the group met as a unit and discussed what they were to accomplish. Then the group broke into family units to make the instruments. A student worked with each family to insure that all family members were participating and to help with any problems or questions. Once the project was complete, each family shared how they made their instrument and demonstrated its use to the rest of the group. Then the entire group played the instruments and sang.

After refreshments (provided by the parents) the children and their siblings met in one part of the room under a student's supervision while the parents met with the student coordinators. For 30 minutes after each group session students trained the parents to take over the club activities. Parents learned to plan and initiate activities, to use the kit, and to develop confidence and support within the parent group.

Group activities generally are planned by theme at least two weeks in advance. In Hawaii, up to 40 students volunteer to carry out activities planned by student coordinators. These have included a holiday theme (such as an Easter egg hunt or Chinese New Year's celebration), a cultural theme (such as a Hawaiian crafts day), or regular play themes (such as learning to make and fly a kite, play volleyball with a balloon, or bowl down milk cartons with a rubber ball—all activities that work on motor skills).

In California, special education students who are interns at residential homes for the handicapped serve as surrogate parents and take the children to LPTG club meetings.

The student coordinators send in quarterly reports on their progress to the LPTG staff members, who in turn mail information about what other clubs are doing or new play activities that might be used. LPTG staff members make at least one site visit to each of the programs.

Though Duquesne is the only college where students can earn one to three units of credit in special education for their work, the other colleges are trying to set up a similar process.

## Community Involvement

Training parents and agency staff members to replicate the LPTG program is an important function of the students on the five campuses. Last year, students in Hawaii found six agencies on three islands to start LPTG programs and trained military families and foster parent groups.

One place that students look for agencies willing to initiate LPTG programs is at state CEC conventions. Students also find agencies through school newsletters, the parents already involved in LPTG, and presentations to various groups and agencies within the community. Duquesne students offered a one-day training workshop last year

to community agencies interested in the program. As a result several agencies started LPTG programs. One student got a summer job with an agency as supervisor of the LPTG program, and another found a similar position with the park and recreation department in Pittsburgh. Often agencies show an interest in the program when students approach them looking for facilities to use for their LPTG group (students sometimes use the campus recreational facilities and some office space).

By enlisting community support, students have managed to keep costs to a minimum and, at the same time, to get the community more involved with handicapped people. By having activities that include children without handicaps at local parks, camping out in public campgrounds, going to a pumpkin patch at Halloween, and going on ski trips, both handicapped children and their families are able to feel more a part of the mainstream.

Building support within the community is second only to building support among immediate family members and other families. Group activities help develop a sense of belonging and provide support rarely available to families with handicapped children.

As part of college students' feedback, they request that parents and the adviser give them regular evaluations. At an evaluation session in Duquesne, one father stood up and said, "This program has really changed my life. I have time with my daughter now and she doesn't have to come up to my level. I go to her level and play with her and enjoy watching her grow."

Advisers report remarkable growth and maturity in their students. According to adviser Pearl Yamashita, the enthusiasm of the students at the Hawaii campus "is contagious. The students manage to draw the parents together so well that the group feels like a big family." LPTG director Gayle Kranz says that the program is not limited to special education students adding that any students willing to train and commit themselves to the program can benefit.

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*LPTG staff members offer technical assistance over the phone or, when needed, through consultants. Those interested in materials or training should contact Gayle Kranz, Let's-Play-To-Grow, Joseph P. Kennedy, Jr. Foundation, 1701 K Street, Washington, D.C. 20006; (202) 331-1731.* □

**Parents learn to play with their children in activities that develop motor and social skills.**



# Training Supervisors

by Howard T. Major

*Through certain simple steps, educators can help agency supervisors do a better job of working with students.*

**I**ncreasing the employability skills of students is an important educational goal, and service-learning is an excellent way to reach it. In order to be optimally effective, however, service-learning experiences must be designed with this specific objective in mind.

Last year in Kalamazoo County, Michigan, an experimental employment training project that included service activities increased students' effectiveness and employability by improving the supervision they received from agency personnel. The project offers a model that service-learning educators may adapt for their own programs.

Operated by the Interagency Collaborative Body (ICB), one of 30 such bodies in Michigan, the project's primary mission was to promote cooperation among schools, job training programs, service organizations, and the private sector so that they might better prepare young people to move more easily from school to jobs.

Developing skills that make each student more employable was an essential function of the project. Though students master some employability skills as a result of any job training, such skills occur much more consistently and are learned much more thoroughly when the supervisor is consciously working to foster them.

Unfortunately, few supervisors know how to do this, especially if they have had little or no experience in working with students. Obviously supervisory training is needed, but it is difficult to arrange. Supervisors may be unable (or unwilling) to take time to attend standard training courses. Also, many adults, especially bosses, are reluctant to

become trainees. What is required, then, is an unobtrusive form of training that takes little time and makes the supervisor a partner in rather than a recipient of the instruction.

The educator revises the training materials and duplicates enough copies to last the student, supervisor, and educator for the duration of the project. This enables the educator to check whether the supervisor shares the forms with the students soon after their arrival at the agency, whether the students receive periodic feedback, whether they have a chance to do different tasks, and finally whether they receive copies of all forms to take with them to show to potential employers.

ICB staff members saw the supervisory training procedure as an effective tool for helping young people make the school-to-work transition successfully. Supervisors appreciated the structure provided by the training materials that they helped develop, and students valued the clarification of goals, the continuous and specific feedback on their work, and the documentation of the skills they had learned.

Another factor to be considered is that supervisors must value their role as educators if they are to provide students effective learning experiences. One way to assure this is to give them some responsibility for designing these experiences. The supervisor must come to understand that it is critical to let students know what is expected of them and how well they are meeting expectations, to analyze jobs and assign tasks of increasing difficulty, and to record the skills that the students attain.

The ICB project developed the following steps for educators to use in giving supervisors the training they need to enable students to develop employability skills.

First the educator acquaints the potential supervisor with the dual goals of service and learning. The supervisor then makes a commitment to train the

students and describes the contribution that the student will make to the agency.

From this description the educator develops a preliminary job task analysis. National, state, and local guides are available as models. One source of these is the Vocational-Technical Education Consortium of States, which publishes task analyses. (For information on obtaining copies, write to V-Tecs, Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, 795 Peachtree Street, N.W., Atlanta, Georgia 30365.)

Next the educator develops an employability skills checklist, a job specific checklist, and a summary rating scale (see accompanying samples). The educator sends these to the supervisor with a request for an appointment for a planning session. During the session they work together in modifying these training materials to apply specifically to the job the student will be doing. When both are satisfied with the products, the educator explains how the supervisor can use them to train the students. For example, the educator may point out that the checklists are most effective if students study them as soon as they start work (thereby making clear what is expected of them) and then receive copies with the supervisor's evaluations periodically (thereby learning how well they are living up to expectations).

The importance of the planning meeting cannot be over-emphasized. It gives the supervisor the guidance and support needed to guarantee the quality of the learning experience for the student and the quality of the student's service for the agency. At the same time the educator gets a clear picture of the agency's specific needs.

The educator revises the training materials and duplicates enough copies to last the student, supervisor, and educator for the duration of the project. This enables the educator to check  
*(continued on page 56)*

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*Howard T. Major was the training specialist for the instructional division of the Kalamazoo (Michigan) Valley Intermediate School District. He is now industrial trades manager at Kellogg Community College, Battle Creek.*



# Agency Supervisor's Checklists: Child Care

## Employability Skills

	acceptable	unacceptable
1. Does the employee dress appropriately for the job?	_____	_____
2. Is the employee punctual?	_____	_____
3. Does the employee use appropriate language?	_____	_____
4. Does the employee work well with peers?	_____	_____
5. Does the employee comply with directives from the supervisors?	_____	_____
6. Does the employee keep busy on the job?	_____	_____
7. Does the employee perform quality work?	_____	_____
8. Does the employee clean up the work site?	_____	_____
9. Does the employee maintain a positive attendance pattern?	_____	_____
10. Is the employee flexible?	_____	_____
11. Does the employee possess the basic skills needed for the job?	_____	_____
Comments: _____		

## Competency Profile: Summary Rating Scale

**Rating Scale:**  
 1 - Awareness only  
 2 - Task accomplished with assistance  
 3 - Task accomplished by worker without assistance  
 4 - Worker is able to teach or demonstrate the task to others

	1	2	3	4
* Employability skills				
* Administration and management				
* Health and safety				
* Worker communication/interaction skills				
* Child development and behavior				
* Planning and implementation of activities				
Comments: _____				

## Job-Specific Skills

	acceptable	unacceptable
1. Did worker plan and implement activities designed to prepare a child for reading?	_____	_____
2. Did worker plan and implement activities designed to stimulate the creativity and imagination of children?	_____	_____
3. Did worker plan and implement language development activities?	_____	_____
4. Did worker plan and implement problem-solving activities?	_____	_____
5. Did worker plan and implement activities designed to enhance children's self-image?	_____	_____
6. Did worker plan and implement activities designed to increase children's motor coordination?	_____	_____
7. Did worker plan and implement activities designed to facilitate the cognitive development of children?	_____	_____
8. Did worker plan and implement activities designed to encourage children's independence?	_____	_____
9. Did worker plan and implement musical activities?	_____	_____
10. Did worker plan and implement art activities?	_____	_____
11. Did worker plan and implement field trips?	_____	_____
12. Did worker plan and implement activities which avoid ethnic or sex-role stereotyping?	_____	_____
Comments: _____		

# Writing With a Purpose

by Mary H. Jacobsen

English students learn skills and benefit the community by writing articles for community service publications.



"I liked the idea that what started out as my little scribbles in my notebook turned into that neat black type on that slick white paper. And now anybody who reads my article will learn about this program because of what I wrote."

The student who made this comment was one of those who participated in a Community Service Writing Project. As a part of the regular coursework for freshman English at Canisius College, Buffalo, students wrote articles for community publications and neighborhood newsletters. In consultation with editors or publication directors, students could choose to write articles on agency programs and services for such newsletters as those printed by the American Red Cross, the United Way, or the Mental Health Association. They also could opt to write feature stories for local weekly newspapers on local residents' activities or on how agencies recruit volunteers for health or youth programs.

The project met a number of needs for the students, the teacher, and the community groups.

Knowing that their efforts served a tangible purpose and would be read seriously by an entire community of readers, students took special interest in the assignment and were motivated to improve their writing and interviewing skills. Seeing their work in print (often with a byline) was a rich reward for their efforts.

From the teacher's perspective, the project provided an optimum blend of the goals of service to the community with the goals of a standard academic course. Researching, organizing, and constructing articles to meet community needs enabled the students to learn through contributing to others. Their writing skills assumed new importance because these skills clearly made them valuable resources for their community. While developing new writing skills, students also increased their own

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knowledge of local organizations and programs.

Finally, the community groups, which often rely on small staffs or volunteers to write their materials, gained the students' assistance in reaching the groups' usual audience and received new publicity about their publications and programs at the college because of students' involvement.

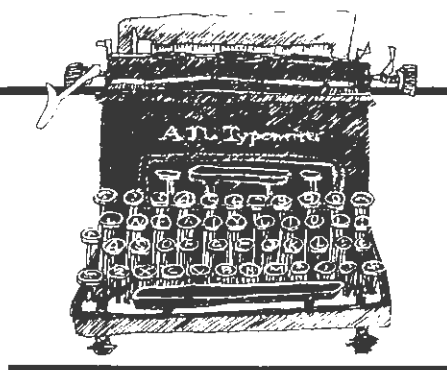
### Initiating the Project

The project began with query letters—sent before the semester began—inviting community organizations to participate in the Community Service Writing Project. The mailing list was developed from a variety of resources, including: United Way of Buffalo and Erie County Media Directory, which lists names and addresses of community organizations that have publications; the Voluntary Action Center's list of organizations requiring volunteers for writing assignments; and the Buffalo Department of Human Resources' list of community centers and neighborhood associations, many of which print their own newsletters.

The query letter briefly described the project, explained the skills of the students and the amount of time they would have to invest in the project, and requested that the recipient fill out and return an accompanying interest survey.

On the survey, the organization could indicate its interest in having a student or several students work on articles for its publication, either on assigned topics or on topics initiated by the students in collaboration with the publication's editor. The survey also requested: the name, address, and phone number of the editor or contact person; the name, circulation, and target audience of the publication; topics for articles; the contact person's willingness either to visit with students at the school or to have students meet with them at their offices; and a recent issue of the publication.

More than half of the 40 editors who received the survey responded favorably. The editor of a neighborhood weekly expressed confidence in the students' ability to contribute to the publication as long as they received



“editorial guidance” and performed “sufficient research.” A number of the editors of nonprofit agency newsletters commented on the difficulty of finding writers and welcomed the students' ideas for new topics and approaches. The editor of a community arts newsletter, a former teacher, volunteered “any assistance I could provide in steering interested students into the endlessly fascinating field [writing and editing].” Some editors directly requested that the students write their articles from a student's perspective.

While the surveys were coming in, the students worked not only on conventional writing assignments designed to improve their writing skills but also on interviewing, on varying style and tone for specific purposes and audiences, and on composing feature articles. Allowing adequate time for the students to attain basic competence as writers enabled them to pursue their projects independently, confidently, and capably.

### Preparing Articles

About mid semester the students passed around a folder with the completed survey forms, sample publications, and sign-up sheets. After choosing their topics, the students prepared to spend the next two weeks of class working independently on their projects. Although a few students were assigned topics (either because the topic itself was particularly challenging or because deadline pressures required that the student begin work early), most students selected their own topic and publication, which allowed them to pursue their own interests.

In many cases students took advantage of the chance to gain valuable knowledge about potential careers or

areas of personal interest. Two business majors, for example, interviewed neighborhood merchants in order to write articles for a weekly newspaper on how they had started their small businesses and the frustrations and pleasures of operating them. A religious studies major wrote an article on prayer and campus life for a Catholic regional paper. A music major wrote an article on classical music theory for a local music gazette. Two potential psychology majors wrote articles related to social services, one on fundraising for the United Way and the other on displaced homemakers for the Mental Health Association. Still others took the opportunity to explore their community, writing features on the history of Buffalo's train station, a well-known cemetery, and a day in the life of an ambulance driver.

Whatever the assignments chosen, all the students were responsible for contacting their editors; for determining the purpose, style, and length of their assignments; for scheduling interviews or acquiring information; and for consulting with their editors on drafts, revisions, and final copy. To assist them in this process, each student received an information sheet, a blank proposal/planning form, and a blank evaluation sheet.

The information sheet encouraged the students to clarify and record essential points with the editors of their publications. These points were covered in the proposal/planning forms that each student filled out. The form required students to list the following:

- Topic, article length, format, and target audience;
- Purpose and objectives;
- Plan—deciding who, what, when, and where to seek interviews, information, and resources (students map out all activities, from deciding on questions for interviews to composing rough and final drafts, as well as allotting specific amounts of time for each step);
- Method of evaluation (the students decided by whom and by what means they wanted their work evaluated,

whether by written or oral comments from the teacher, editor, interviewee, members of the community organization, or other students in the class).

Along with the proposal planning forms the students received a log sheet on which they recorded all their activities, from phone calls to revisions of copy. After each entry on this sheet, they were asked to respond, react to, or evaluate the activity.

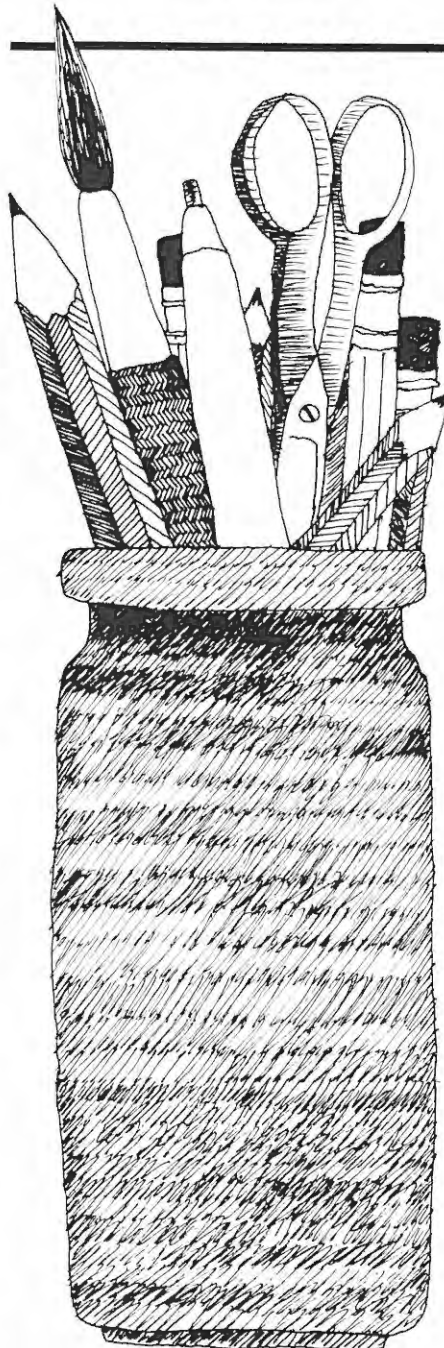
For the two weeks of the project, class meetings became informal workshops. Students pursued their individual projects, using class time to meet with editors, to conduct interviews, to visit program sites, to review proposals or drafts with the teacher or in small groups, or to visit the library for research. The teacher reviewed copy, gave suggestions and guidance, and acted as a resource person for the duration of the project.

Some projects took longer than others to complete, but after two weeks, regular classes resumed. Students were free, however, to report to the class on their organization and the work they had done with it, sharing what they had learned from the experience.

After finishing their articles, the students wrote evaluative summaries. In addition to summarizing oral or written comments they received on their work, they were asked to comment on: the academic or personal skills they had exercised or improved during the project; what they had learned about themselves, others, or their community; what changes they would make at any stage of the project if they were to repeat it; and whether (and why) they would recommend the editor and publication for a similar project to another student.

Almost all the editors found the students' work useful. Many editors valued the chance to receive students' fresh ideas and approaches. Still others enjoyed the process of encouraging and helping the students with their writing. Although in some cases the publication's staff would have covered a student's topic eventually, the student's contribution enabled the publication to reach its readers more quickly with more

***Community groups certainly can use the students' services as writers, and the students clearly benefit from the chance to apply and advance their writing skills by preparing materials to be printed by these groups.***



information than it could have without the student's help. In other cases, the students contributed completely new ideas for articles that would otherwise never have reached the publication or its readers.

### **Becoming Real Writers**

The Community Service Writing Project could be incorporated into various kinds of introductory and advanced writing classes, could be expanded to a semester-long course on its own, or could be incorporated into a variety of other courses in other departments, including journalism, business, health, education, and psychology.

Community groups certainly can use the students' services as writers, and the students clearly benefit from the chance to apply and advance their writing skills by preparing materials to be printed by these groups.

Students also gain other valuable personal and academic experiences. One student wrote that he "had to decide what questions to ask to get the most interesting responses, yet still ask them tactfully." At the interview, he found himself in the novel situation of "having to ask the questions and record what was said accurately. Then organizing it (the interview) afterwards was mind-boggling. . .but after a lot of work I had a fairly professional article. Overall, I thoroughly enjoyed the experience. It enabled me to get out and do something on my own. And of course, I didn't mind getting that byline, either."

Another student described her experience of having her editor "show me all the changes I had to make to get my article into publishable shape—fixing the lead, cutting out all the extra words, spicing it up and smoothing it out. I really learned a lot about writing. And about taking criticism and not feeling hurt."

Almost all the students said they enjoyed feeling that their writing served a purpose and would be read by large numbers of people in the community. As one student expressed it, "I guess this makes me a writer. I mean a *real* writer." □

# Helping Interns Learn from Experience

by *Richard A. Roughton and Kathleen Birt-Bisson*

*A weekly seminar helps students from various departments connect service to academics and each person's experience to issues faced by all.*

**I** never realized how many problems poor people have.”

“When I sit in groups with clients, I feel inadequate.”

“I’m real confused about what my responsibilities are and whom to go to with a problem.”

These statements reflect problems that students involved in service-learning programs bring to required seminars each semester in the University Year for Action (UYA) Student Internship Program at the University of Rhode Island, Kingston. (Originated in 1975 under a grant from ACTION, UYA became fully institutionalized in 1979.) The diversity of concerns reflects these service-learners’ wide range of academic backgrounds, various career goals, and work in the gamut of public and com-

munity service. Because students come from, are working in, and are going to many different places, the UYA seminar presents an extraordinary instructional challenge. Ways of meeting that challenge still are developing.

## **Common Threads**

The primary goals in the seminar are to guide students in their attempts to identify the common personal and social issues that run through their varied community service experiences and to encourage recognition that these common threads link directly to their academic work.

Required of all interns in the program and offered on a pass/fail basis, the UYA seminar also seeks to coordinate and integrate diverse intern experiences and to counteract the tendency of full-time internships to pull interns away from on-campus involvement. Working in community service agencies changes the students’ focus psychologically, intellectually, and geographically. Without regular reminders, interns may lose track of the fact that they are still students of the University and that the work they are doing at an agency is part

of their education. In order to assure that internships have academic components that link formal and field learning, we require students to participate in the seminar.

When we designed the seminar several semesters ago, we decided that an important aspect of the seminar’s ongoing development would be obtaining feedback and suggestions for change from all three parties involved in internships—the agency supervisors, the faculty advisers, and the students. We devised a form that requested comments on various aspects of the program, including the seminar.

One direct result of feedback from students and faculty advisers was the strengthening of the academic component, including the incorporation of three written assignments. One intern said, “I could have been more productive if more were expected of me (i.e., a paper, a researched speech, or a major project over and above our regular presentation).”

Working with an average of 30 students a semester at a time of restricted financial resources has led us to use three methods to achieve our seminar’s

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*Kathleen Birt-Bisson is the director of the University Year for Action at the University of Rhode Island, Kingston. Richard A. Roughton held that position before becoming staff assistant to the dean, University College, University of Rhode Island.*

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goals. First, we meet weekly for two hours with the entire group of interns to discuss assigned topics. Second, the interns divide into small groups of four or five that meet with both seminar coordinators to discuss a second group of issues. Third, students prepare a series of three writing assignments based on not only the seminar discussion topics but also reading, interviews, and introspection.

Each of these methods achieves part of our goal; we would be reluctant to attempt our seminar without all three. Each leads students toward specific objectives of the 15-week internship semester and contributes to enhancing the service they give and the education they receive.

### **The Weekly Seminar**

Because one of the goals is for service-learners to see the similarities in their service experiences, at the outset we divide students into small groups of four or five. This can be done in two very different ways, both of which prove useful. The most obvious way is to group four to five students working in similar settings, e.g., students working in mental health institutions or students working with dietary and nutritional problems.

The second but less obvious basis for grouping interns is to bring together students from seemingly unrelated placements. For example, one group included students learning one-to-one counseling techniques and other students learning group approaches to social and individual emotional problems.

Before the semester begins, agency supervisors and faculty advisers receive the syllabus and a request to comment on its content and suggest changes. At the first meeting of the seminar all small groups receive a syllabus of weekly assignments.

Each small group gets together each week before the seminar begins to develop a 10- to 15-minute report on the questions assigned that week for delivery during class. Each group has a spokesperson for the week, a role that rotates so that each member makes a presenta-

tion at least twice each term. The two seminar coordinators allow time for one or more members of each group to present a minority report. In addition, the coordinators encourage other small groups to question or challenge what is reported.

Once the first group's report is given, the presentation order is determined by which of the remaining groups can relate their prepared reports with what already

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*The final session of the segment encourages the service-learner to evaluate the field experience by looking back at the goals defined in the first session.*

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has been said. By proceeding in this manner, the interns weave together their conclusions on the questions being considered without becoming repetitious. This weaving process encourages awareness of similarities and differences while successfully cutting across the wide range of experiences students have as interns.

The seminar's 14 sessions are divided into four major segments. (See the accompanying "Summary List of Seminar Topics.") The first segment begins with a session that requires each small group to report specifically on its members' academic, career, and service goals and expectations. As the various reporters are challenged to define clearly their goals and expectations, the students gain their first insight into the common bonds that bind together service-learners.

From there the seminar moves to a discussion of the human service goals of the agencies represented. The small group meeting becomes a rehearsal that prepares each student for the differences and similarities that will emerge in the full seminar. As individual and agency goals are defined, students experience a bonding with their co-workers and with the agency itself. This discussion is

followed by a session that further clarifies goals and their individual and social implications. These initial three sessions serve as an introduction to the students' service-learning experience.

The second segment of the course leads students to focus on the ways the previously defined goals are or are not met. The segment begins with the presentation of student essays on how their agencies are structured and how this structure does or does not contribute to the realization of the defined goals. Students interview their supervisors and co-workers as they prepare this assignment.

In conducting the interviews the student takes the first explicit step toward drawing both the agency supervisor and faculty adviser into the learning process. Indeed, a majority of both faculty advisers and agency supervisors have attended, participated in, or co-led a seminar session over our seven semesters of experience. Each semester, however, the interns approach their supervisors and advisers anew to draw them into their seminar experience. It is unfortunate that distance and scheduling problems inhibit regular or frequent direct agency and faculty participation, but we have had enormously successful sessions with only one or two faculty advisers or supervisors present. Their presence often serves the important function of keeping the discussion from becoming too abstract. It also encourages faculty-agency rapport that does not occur when the intern is the sole liaison.

The third segment of the seminar focuses on supervision and communication, objectivity in service delivery, and problem-solving techniques at the agency level. Each of these topics encourages students to test their own and their agencies' ability to achieve their goals on specific nuts and bolts issues.

The fourth and final segment of the seminar leads the interns to look beyond both their own goals and the objectives of their agencies. Our purpose here is to raise a wide range of service-learning issues that transcend the immediate experience of the individual intern. As in the earlier segments, students are en-

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couraged to look for differences and similarities as they explore such issues as public funding of the human services, politics and community service, social service networking, and what public constituency the agency serves.

The final session of the segment encourages the service learner to evaluate the field experience by looking back at the goals defined in the first session. Here again, as throughout the seminar, the coordinators encourage students to identify with their peers' experiences.

The seminar ends with an evaluation session. Students take forms to fill out and return by mail after the semester is over. During the class students verbalize their own evaluation concerns and give and receive feedback from other interns.

The attendance of advisers and supervisors is usually good at the evaluation session. Their input is enormously useful in helping interns put their field experience in both personal and professional perspective. Agency personnel and faculty members also are helpful in encouraging the seminar members to evaluate both positively and negatively their accomplishments during the semester.

## The Small Group

The small groups serve several goals not previously mentioned. One of these is to assure that the size of the seminar does not make it ineffective. In fact, we devised the small groups partially to keep the coordinators and the students from feeling lost in the larger grouping of 30 or more interns.

After two semesters, we found that the small groups met some program needs we had been unaware of. In fact, we became aware of these needs only after setting up a schedule so that each small group could meet with us three times during the internship semester. In these meetings we learned that the rehearsal sessions served not only to improve the quality of seminar reports but also provided a basis for intense dialogue among small group members. Interns tried out their ideas, frustrations, joys, and sorrows on members of

their small group long before they were willing to share any of these in the full seminar or in individual conferences with the coordinators. Each of the three sessions clearly put us in better touch with what actually happened *to the student* during the internship.

Because of the support individual interns received in their small groups, each student was more willing to risk asserting needs and issues to the program

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***Because one of the goals is for service-learners to see the similarities in their service experiences, at the outset we divide students into small groups of four or five.***

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coordinators, to the full seminar, and to faculty and agency colleagues.

## Written Assignments

A recent addition to the seminar is the requirement to write two papers. These papers became part of the course because last summer four student interns felt they learned a great deal in writing several short papers assigned by their faculty adviser during the course of their internship.

At about the same time two faculty advisers suggested a textbook that we have found helpful in preparing students for writing assignments. *Delivering Human Services*, edited by Michael J. Austin, Alexis H. Skelding, and Philip L. Smith, became the basis for the first written assignment, which asks students to describe the internal structure of their agency. In this three- to five-page paper students examine their agency's organizational policies, structure, worker roles, and consumer population. The exercise has three purposes: to have students become well acquainted with the aforementioned aspects of their agencies; to inform other interns of similarities and differences among human service organizations by

presenting the papers in class (these papers then are submitted to the seminar leaders and graded on a pass/fail basis); and to involve the interns' supervisors in the seminar.

The second paper is intentionally less structured. We ask students to write a three- to five-page paper explaining how their academic background or major field of interest ties in with their field experience. The purpose of this is to encourage the students to reflect on the integration of their theoretical knowledge and the practice of their discipline and to demonstrate this knowledge to other interns in class presentations.

In preparing this paper, students rely heavily on the journals they are required to keep. Students make weekly entries in their journals on such topics as the training they are receiving at their placement sites, their responsibilities to their agencies, and the reading they are doing and discussing with their faculty advisers and/or agencies supervisors. Through the journals students document their learning experiences, examine their career goals, and synthesize their academic and service experiences.

## Evaluation

Each semester we request feedback concerning the strong points and weaknesses of the seminar from students, agency supervisors, and faculty advisers. The following written comments from former interns attest to the success of the model that we currently are using.

"One thing that was very helpful was the weekly colloquia. There I realized that I wasn't going to cure the world, but just do my best. I think that was my biggest accomplishment. By knowing and accepting this, I was able to perform my job better."

"I feel that the UYA seminars were invaluable, as I learned a great deal about many other services."

"I learned so much about my placement, and also other students' placements, through the seminars."

"There could never be a more involved class than the Wednesday afternoon seminars. Everyone was willing to

discuss ideas freely, offer constructive criticism, and ask thought-provoking questions. Cross sections of people and different internships contributed greatly to my education, especially seeing how other agencies operate.”

Feedback from agency personnel has demonstrated consistently that they are delighted to be asked to attend a student seminar presentation. They are pleased to be included in the academic component of the student’s internship, and usually participate eagerly in the seminar discussion.

One agency supervisor wrote, “The session where we met formally for the student presentations was most informative to me.” This response is reciprocal, for students are particularly pleased when their agency supervisors are interested enough to attend a seminar, symbolizing for the student a bridge between their service and learning roles.

Faculty members also enjoy attending their students’ seminar presentations. For some it confirms that the student is having a worthwhile experience, is sharing it with other student interns, and is making academic gains. For others it gives a chance to meet representatives from social service agencies. For many, particularly new participants in the UYA program, it is a learning experience.

Several students have requested that more faculty advisers become involved with the seminar. One student commented, “I felt more removed from the academic scene than I would have liked to be. This would have been prevented if I felt that there was more input from the faculty as to the academic validity of my experience as an intern.”

We believe that one key element in a field experience seminar is flexibility within its structure so that it continuously can change as participants offer valid suggestions for improvements. We have found it relatively easy to attempt to make changes without shattering the overall conceptual structure of the seminar.

The most recent suggestions indicate that two additional revisions may be fruitful. One is graded credit for the

seminar instead of the pass/fail arrangement. This may increase student motivation and allow us to include assigned readings. The second is to develop a plan for more organized involvement of faculty advisers and agency supervisors in seminars to clarify further the relationship between theory and practice.

Possibly short presentations by them could be scheduled.

Clearly the seminar is a product of its own evolution and continual evaluation. The format we presently use is workable and successful, yet we know that these and other changes will be considered for future seminars. □

## SUMMARY LIST OF SEMINAR TOPICS

### Segment I

- Session 1 - Definition of individual intern’s goals and expectations
- Session 2 - Definition of agency goals and expectations
- Session 3 - Matching the two sets of goals and expectations

### Segment II

- Session 4 - Presentation of papers and discussion: What Is the Organizational Structure of Your Agency and How Does/Does Not This Structure Contribute to Goal Realization
- Section 5 - Critique of How Well Agency Meets Its Goal

### Segment III

- Session 6 - Supervision Issues
- Session 7 - Objectivity in Social Service Work
- Session 8 - Problem Solving at the Agency Level  
- A “How-To” Session

### Segment IV

- Session 9 - Presentation of Papers and Discussion:  
What Relationships Exist Between my Major and my Field Experience
- Session 10 - Funding the Social Services
- Session 11 - Politics and the Social Services
- Session 12 - Social Services Networks
- Session 13 - Agency Constituencies and Target Populations
- Session 14 - Final Session - Evaluation Issues



# 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.

Inclusion of a listing does not imply that ACTION or the federal government endorses it or favors it over others not listed.

The tenth annual conference of the **Association for Experiential Education (AEE)** will take place at Humboldt State University, Arcata, California, September 9-12.

AEE makes many of its services available to nonmembers. Among these are: the Jobs Clearing House, a monthly listing of positions available and wanted (\$12 a year for nonmembers; \$6 for members); *The Journal of Experiential Education*, which is published three times a year (\$15 for nonmembers; free for members); and the annual *Membership Directory with Consulting Network* (\$3.50 plus \$1 for postage and handling for nonmembers; free to members).

For additional information, write to the Association for Experiential Education, Box 4652, Denver, Colorado 80204.

The **Association of Volunteer Bureaus, Inc. (AVB)** recently published the *Annotated Bibliography for the Field of Volunteerism (1981; 30 pp.)*. This is a selected reading list of materials available from volunteer bureaus in the United States and Canada. The *Bibliography* complements AVB's *Standards and Guidelines for the Field of Volunteerism*, with the 22-category subject index being compatible. Among the topics included are the role of the volunteer, volunteer program organization, recruitment, training, supervision, recognition and evaluation.

The price (which must be prepaid) of

the *Bibliography* is \$5 for AVB members, \$10 for nonmembers. Address orders to the Association of Volunteer Bureaus, Inc., 801 North Fairfax Street, Alexandria, Virginia 22314.

**Brown University** has announced the initiation of the National Service Scholarship Program for undergraduates who have worked full time for one year for no or subsistence-level pay in public or private agencies providing service to the disadvantaged, in similar agencies involved with conservation of natural resources, or in voluntary military service.

Service also will be taken into account in admitting students to Brown, and the University's Resource Center will assist in placing Brown students who wish to spend a year or more in national service work.

For information on how students may apply for the National Service Scholarship, please write to the College Admission Office, 45 Prospect Street, Brown University, Providence, Rhode Island 02912.

The **Commission on Voluntary Service & Action** has published the thirty-sixth annual edition of *Invest Yourself: A Catalog of Service Opportunities*. The 1982 edition lists 26,000 openings for full-time volunteers and the names and addresses of 175 private North American voluntary service agencies.

The single copy rate (prepaid) is \$4; add \$1 for first class mail. Rates for bulk orders are: 10 copies, \$30; 20 copies, \$50; 50 copies, \$100; and 100 copies, \$150. Please send checks (made payable to CVSA/*Invest Yourself*) to *Invest Yourself*, c/o Susan Angus, P.O. Box 17, New York, New York 10009.

The **Council for the Advancement of Experiential Learning (CAEL)** will hold its national assembly at the Shoreham Hotel, Washington, D.C., in mid November. Please request information on programs and registration from

CAEL, Lakefront North, Suite 300, Columbia, Maryland 21044.

The **National Commission on Resources for Youth, Inc. (NCRY)** offers a free complete listing of its books, guides, and case studies. Among these publications are a 56-page booklet entitled *New Roles for the Early Adolescent*, which includes detailed descriptions of some 18 programs involving adolescents in community service (\$5), and a 16-page issue of *Resources for Youth* (the Commission's newsletter) that describes 11 school- or community-based service programs involving adolescents from 10 to 14 (\$.75).

To order copies or receive additional information, write to the National Commission on Resources for Youth, Inc., 36 West 44th Street, Room 1314, New York, New York 10036.

The national conference of the **National Society for Internships and Experiential Education (NSIEE)** will be in Nashville October 21-23. Currently four new special interest groups—secondary school programs, research and evaluation, cross-cultural programs, and professional development—are forming. These groups will assist in planning the program for the national conference.

This winter NSIEE offered one-day workshops on legal issues in experiential education in Atlanta, San Francisco, Chicago, and Boston.

NSIEE also distributes publications on experiential learning. Among the publications available is *Integrating the Community and the Classroom: A Sampler of Postsecondary Courses*, by Carol Murphy and Lynn Jenks (1981, 256 pp., \$12.50 for members and \$15 for nonmembers). Developed by the Far West Laboratory for Educational Research and Development, this source book describes community-based learning activities used in social science and humanities courses.

For additional information, write NSIEE at 1735 I Street, N.W., Suite 601, Washington, D.C. 20006.

The **National Youth Work Alliance** will hold its sixth national conference in Washington, D.C., July 5-8. Some 5,000 youth workers from around the world are expected to attend the National Youth Workers Conference, which will include 75 workshops and panels.

For information on the conference and other training meetings, write to the National Youth Work Alliance, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

The **Peer Assistance Network in Experiential Learning (PANEL)** still is seeking individuals to form part of the network. No one will receive more than three requests for assistance each month. *Synergist* readers also are invited to request information.

To become part of the network or to make use of the network's services, educators are to list or request information related to 34 competencies. These are as follows:

- Training students to design their own field experiences;
- Setting learning objectives;
- Learning contracts;
- Preparing students for the experience;
- Monitoring the learning;
- Training faculty to support experiential learning;
- Evaluating learning outcomes;
- Assessment of prior learning;

- Experiential learning in particular field(s) of study (specify);
- Experiential learning in the liberal arts;
- Learning theories;
- Moral/ethical development;
- Personal growth and experiential learning;
- Career development and experiential learning;
- Strategies for outreach to employer/host agencies;
- Relations with agency/employer supervisors;
- Monitoring and evaluating the work/service performance;
- Using College Work-Study funds for off-campus experiences;
- Centralized programs (institution wide);
- Department-based programs;
- Work experience or career exploration programs;
- Community service programs;
- Cross-cultural programs;
- High school programs;
- Building experiential learning into the institution (administrative structures and curriculum);
- Faculty reward systems;
- Cost effectiveness in experiential learning programs;
- Funding of experiential learning programs;
- Evaluation of experiential learning programs;
- Research in experiential learning;

- Legal and legislative issues;
- Experiential learning for special client groups—adults, handicapped, minorities, underprepared, women;
- Experiential learning programs for professionals (professional exchanges, faculty internships, mid-career programs).

PANEL is operated by NSIEE in collaboration with AEE, CAEL, the Cooperative Education Association, and NCSL. For additional information, write to NSIEE or call toll free (800) 424-2933. □

### Training Supervisors

*(continued from page 46)*

whether the supervisor shares the forms with the students soon after their arrival at the agency, whether the students receive periodic feedback, whether they have a chance to do different tasks, and finally whether they receive copies of all forms to take with them to show to potential employers.

ICB staff members saw the supervisory training procedure as an effective tool for helping young people make the school-to-work transition successfully. Supervisors appreciated the structure provided by the training materials that they helped develop, and students valued the clarification of goals, the continuous and specific feedback on their work, and the documentation of the skills they had learned. □

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# Wanted

*Synergist* invites readers to suggest topics, authors, and specific projects or programs for articles. Topics on which articles are being sought include:

- Carrying out community service projects with the assistance of the youth components of religious organizations;
- Persuading local businesses to donate funds, supplies, and services to meet unbudgeted needs;
- Operating enriched afterschool programs for inner-city elementary school children;
- Combining the resources of college and high school volunteers;
- Incorporating community service into extracurricular activities;
- Providing teenagers with alternatives to running away;
- Helping refugees become self-sufficient.

Please send all correspondence to: Editor, *Synergist*, ACTION/NCSL, Room 1106, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.

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