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Synergist

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Contributors

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DEPARTMENTS

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U. of Hawaii Volunteers Heal a Scar

The scarred hillside, once known as "Pao's Cut," no longer mars Manoa Valley, Hawaii. In its place there is a grassy, tree-covered slope — the result of a "plant-in" conducted by University of Hawaii student volunteers.

Recently, Dennis Kull, a UH student who led the Manoa Valley "plant-in," produced a half-hour television documentary about the student volunteers' restoration work. Kull estimates the job would have cost $20,000 if all volunteers had been paid a minimum wage.

The film, "To Heal A Scar," was broadcast on KGMB-TV in Honolulu. It traces the history of "Pao's Cut" from the early 1960's, when the slope was a symbol of development techniques that scraped away entire hillsides and covered the land with subdivisions. One such subdivision in Manoa Valley was built by land developer Joseph R. Pao.

The state government debated what to do about "Pao's Cut" for eight years before the students undertook what many skeptics thought was an impossible task.

The job of replanting the 56-degree hillside took more than 100 students and other community workers a year. The students obtained a $1,000 grant from the University to purchase fertilizer, and the U.S. Soil Conservation Service provided the grass. A local compost specialist helped the volunteers set out 1,700 bags of compost, and a professor from the University's Agronomy and Soil Science Department supervised the fertilization. Kull estimates that the volunteers donated 6,000 man-hours to haul 30 tons of mulch and compost material to the site.

The students' environmental project attracted the help of several hundred community workers. The Honolulu Fire Department and a local Marine Air Corps station sent men and equipment, including a helicopter, to haul the compost to the top of the steep slope. In addition, ecology-minded youngsters and members of various community organizations staged an Arbor Day campaign to plant 1,000 tree slips.

Unloading fertilizer from a cable lift in "Pao's Cut," University of Hawaii students work to make a Manoa Valley hillside green again. The job took a year to complete.

Seminarians Fight Poverty In S. Indiana

Student members of Cooperative Action for Community Development, Inc., the comprehensive volunteer program at St. Meinrad Seminary in St. Meinrad, Ind., are fighting poverty and its effects in a five-county area of the southern part of the state.

The nine-year old CACD program sponsors volunteer self-help projects. Project areas include neighborhood centers, Job Corps, big brother-big sister programs, tutoring and a Scouting advisory committee. In addition, the volunteers serve at institutions for the physically and mentally handicapped and assist more than 1,000 elderly people in the five-county area around the school.

Project Respond

Project Respond, one of CACD's most successful programs, has been working with the elderly since 1969. Forty-six students serve in the project, which provides organizational and direct services.

The students have helped develop Senior Citizens Clubs to encourage participation by the elderly in community development and provide a place for fellowship. The students also helped the elderly establish four County Councils on Aging that serve as a clearinghouse for information on problems that old people encounter.

Among the direct services that the students provide are regular visits to six nursing homes and two hospitals. In addition, the volunteers are compiling a list of shut-ins to visit.

All CACD volunteers participate in brief training sessions. Project Respond trainees learn about community organizations and their overall goals, and hear volunteers speak about their experiences with the elderly in homes and institutions. They then informally discuss what they have learned. An experienced volunteer supervises and assists the new volunteers on their assignments with the elderly.

Publicity

The CACD's public relations committee constitutes an important part of the overall program. The committee informs students about regular volunteer activities and special events. Through news releases, radio announcements, talks and lectures, the public relations committee also tries to keep the community aware of the poverty situation in southern Indiana.

The public relations committee works closely with the financial development committee, which is responsible for raising CACD project money.

On Campus

Florida College Program Develops Effective Leader-Recruiting Technique

Valencia Community College in Orlando, Fla. has developed an effective technique for recruiting qualified student volunteer leaders. Since fall, 1973, the two-year school has awarded two full-tuition scholarships to students who administer the college's volunteer program, Operation Student Concern.

The first time the scholarships were offered, the college volunteer office advertised the availability of the grants through community agencies where many Valencia students work. In addition, they publicized the scholarships through the school's financial aid office, where hundreds of students seek loans and scholarships each year.

Ten students applied for the volunteer scholarships. A committee from Operation Student Concern interviewed each candidate and evaluated him on the basis of volunteer experience, interest and references. The committee selected a freshman and a sophomore for the job.

The two students oversee OSC, which places some 500 volunteers annually at dozens of Orlando community agencies. In addition, the two coordinators must work at their own volunteer projects for at least two hours a week, act as Valencia's representatives at state and national volunteer conferences, handle public relations, and maintain contact with community agencies.

Manchester College Center Places Students in 15-Town Area

A community college volunteer office has become the central placement agency for a 15-town area of central Connecticut. Since the spring of 1973, Manchester Community College has placed 1,000 students and community volunteers at 100 agencies in and around Manchester, Connecticut.

Efforts Overlapped

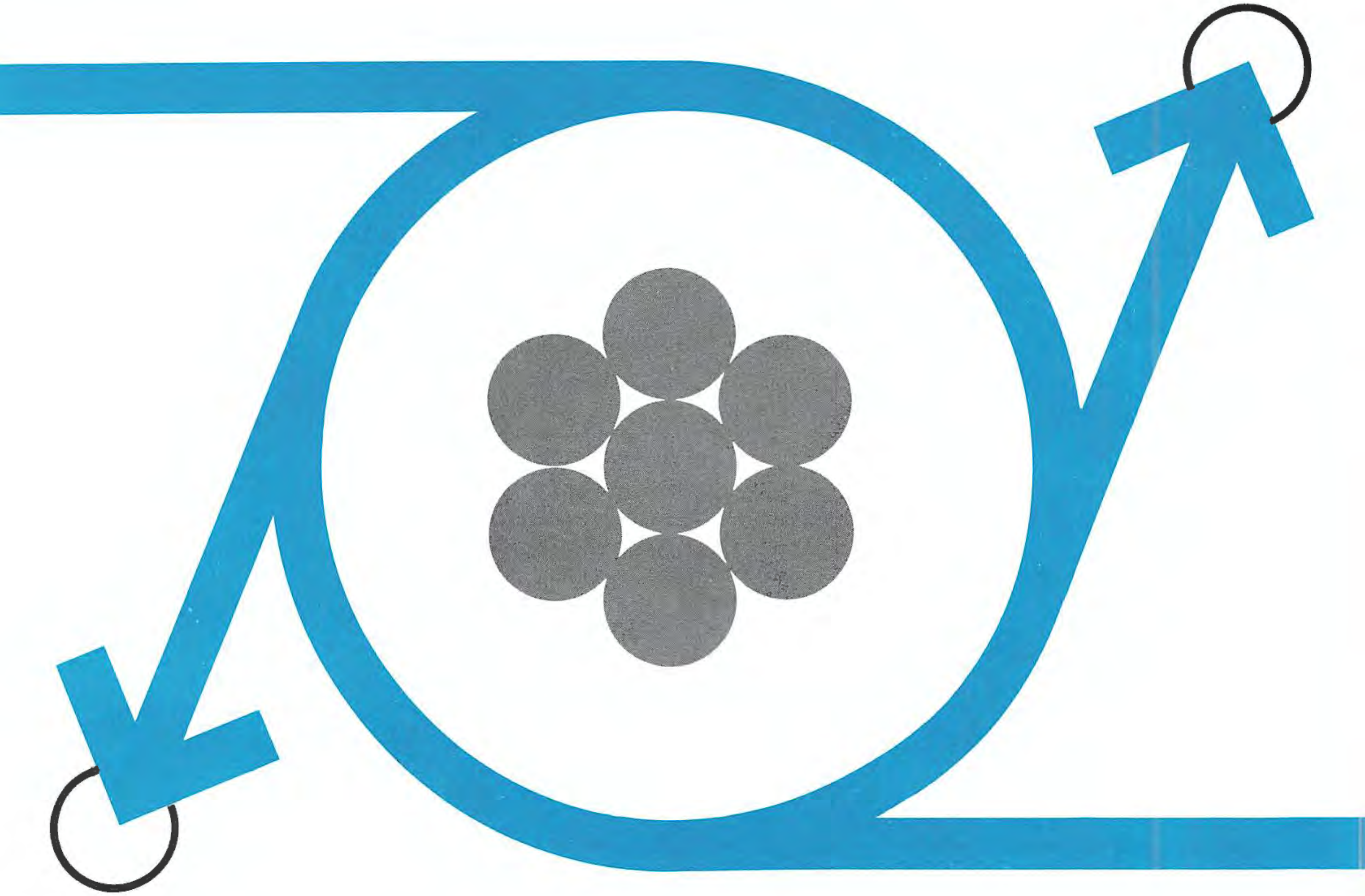
Prior to MCC's takeover of volunteer coordination for the area, several community organizations were handling agency requests for volunteers. But often their efforts overlapped.

"There were some hospitals with 50 volunteers while others had none," said Steve Cassano, MCC sociology instructor and volunteer adviser. So the school's volunteer office decided to provide a more efficient way to channel volunteers into the community.

The college gave the volunteer office a $12,000 annual budget that enabled it to hire three part-time staff members who recruit volunteers to meet agency requests. The office advertises in local newspapers for community volunteers. Most of the student recruitment takes place on campus, when agency representatives visit the student center and classrooms to describe their volunteer needs.

Helps Other Schools

In addition to placing its own students and community workers, MCC's volunteer bureau has located volunteer opportunities for University of Connecticut students from nearby Storrs, Connecticut.



Moderator Maurine Sampson: We are not here to come up with specific answers but to get a broad exchange of ideas on the topic of commuter schools and junior colleges and their volunteer programs. We want to see how the characteristics of those schools affect student volunteers and their programs.

Steve Cassano is from Manchester Community College in Manchester, Conn.; **Kimble Funk** is from Community Volunteer Projects, Southern Illinois University, Edwardsville; **Pete Raimondo** is from the University of Maryland, College Park, Md.; **Marilyn Grossmayer** is from the VIP Program at Loyola in Chicago, Ill.; **Cindy Romano** is with the Volunteer and Community Services Board at Triton College in River Grove, Ill., and **Pearl Teitelbaum** is with Queensborough Community College, N.Y. (**Maurine Sampson** is student coordinator of the Community Involvement Project at Southern Illinois University.)

Okay, let's decide exactly what makes a commuter student.

Raimondo: We have always looked at commuter schools homogeneously but I think that's a fallacy. Yes, their students commute and they live off-campus, but some live with their parents. Some students are married, others live with roommates, others live by themselves. Each has different needs, and we need to recognize them.

Sampson: Isn't that similar to the situtation on residential campuses?

Raimondo: No, I think the needs are a lot different and so are the ways that you go about attracting students to your volunteer program. In a dormitory or residence hall, you can call a meeting and everyone's there. You can outline a program and tell them what you want to do. With commuters you can't really do that. At Maryland, we can't go to 27,000 homes and ask people to join our program.

At a residential university you have more time to reach people. At a commuter college you have less time, so your communication methods have to be more effective. And the problem is not confined to two-year colleges. Some four-year schools are like laundromats. Students come in during the day and go back home at night.

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Special Problems of Commuter and Community College Programs

Sampson: We are getting into the subject of recruitment. Marilyn, how do you contact students who are not on campus?

Grossmayer: We have a radio station that can broadcast announcements. We have passed out leaflets and put up posters. But such measures don't seem as effective as going to the classroom and getting permission to talk for five minutes or sending a notice to professors asking them to announce projects.

On our applications we ask, "How did you hear about the organization?" Most students say it was either from the students already involved or from the teacher.

Cassano: I think communication is the biggest problem. We cannot use the same media on a regular basis. You need variety. You must always be looking for new ways to reach people.

You cannot expect to reach 50 or 60 people at one time. Maybe you can reach five people one week, eight people another. You cannot do it all in a short time.

We have used movies. We bring in volunteer agencies on a regular basis to sit in the student center. We arrange field trips for classes, trips that are relevant to particular areas. When the students go to those areas on a field trip, there is a lot of human feeling. They come back and ask what they can do there. This is a good way to recruit volunteers.

Funk: Steve, do you have a free-time period during the week—a two-hour block or a one-hour block when there are no classes?

Cassano: There are no classes on Monday, Wednesday, and Friday from two to four. That is activity time. If I have volunteers who want to work with disadvantaged children, we will bring in some of them. They are on the campus when people have nothing to do. They can make contacts. The arrangement is a real asset. I don't know where we would be without that period.

Grossmayer: At our school most classes are between 9 a.m. and 3 p.m., so we have to recruit people who are willing to stay after 3:30. The best time to hold a meeting is

(Continued on next page)

4:30, yet there are people who have to get to work, and it's almost impossible to get those people to stay.

Raimondo: We go from 8 a.m. until 9 p.m. We have classes going all day, five days a week. I think you have to attract students to come in between classes. Very few students have four consecutive hours open, but they usually have a gap. That is when we try to get them to come in for our recruitment activities.

Grossmayer: So you do not have mass recruiting, like one big meeting or volunteer day.

Raimondo: Last year and the year before we held something like a volunteer week. We featured a different area each day, and students came in any time. The project leader or area director is there all day, and students can come in and talk to them if they are interested. We have one day for mental health, another for education, and so on.

Sampson: It seems to me that all the recruiting methods we have talked about so far apply directly on-campus. If those methods are successful for us, what makes us different from the average residential campus?

Raimondo: We tried one approach that is different from the usual on-campus method. The university gave us a listing of students by Zip Code, and we sent out letters to them. We tried it in a very small community and sent out a letter saying, "Look, we would like you to volunteer. There are many agencies within your area. Why don't you stop in? We would like to talk to you about it. Maybe we can place you." We hope to enlarge the program next year.

Sampson: Does anyone try to reach students directly, in the community, at home? Can you think of methods that might be effective in reaching students in the community?

Raimondo: We have used local radio stations with good results.

Cassano: Manchester is in the process of coordinating all volunteer services in the surrounding area: blood mobile, Red Cross, etc. In doing this, we reach students that we don't reach on campus and townspeople as well. We place townspeople. We placed 15 in a week as a direct result of a television show and 17 as a direct result of a newspaper ad run by the service community. Four of those 17 were students.

Funk: An advertisement in the community newspaper?

Cassano: Right, a local paper. Many students read the community paper. They want to know what is going on in town.

Teitelbaum: Our newsletter goes out to everyone in the Bayside community of Long Island, and we usually announce events we have going. Also, at the beginning of each semester we have freshman orientation. It is held on Wednesday. We also have club hours every Wednesday between 1 and 2 p.m. and every club is in the campus center. We give pamphlets to at least 50 percent of the students entering the school for the first time.

Romano: At Triton we have made arrangements with one of the local high schools. We went there because many high schools have existing volunteer programs or teachers who are receptive to our ideas. We are recruiting volunteers at the high school level so that when they come to Triton in the fall, they know we are there, and they know what the programs are.

Sampson: I understand that Triton also has an interesting orientation program.

Romano: We're offering an adult education course. It is accredited and open to anybody who wants an insight into all the volunteer programs in the community. When people sign up, we ask them what areas they are interested in because the course only runs nine weeks, and the first week is usually orientation. The majority are interested in senior citizens, day care, and emotionally disturbed children. Maybe we'll try to build the course around those three areas. We can run two or three two-hour sessions and provide a good orientation so that when people start their volunteer work, they are ready.

Sampson: Do you require your volunteers to take the course?

Romano: No, but we stress it very strongly. If they cannot sign up for the course, we ask when they are available to go out for an interview, and instead of calling one agency and making 10 appointments for 10 interviews, we try to set up a combination interview-orientation-training session at the agency or the school.

Sampson: Would someone like to comment on orientation and training problems faced by commuter campus organizations?

Raimondo: In the past we always ran our orientation programs in the evening. We also have one big program in which we said this is what we do. We did not do that this year. We tried something new. We ran one in the afternoon and one in the evening, specifically to pick up commuter students. We timed it so most students would be out of class, (after 3 p.m.), and we will probably do that again next year because it was really successful.

Grossmayer: Are all the agencies represented at this meeting?

Raimondo: No. We give them the structure of the student group.

After that, each agency gives its own orientation to students on their first visit.

Grossmayer: We have two orientations. One gives students the structure of the volunteer program: the chairman, vice-chairman, and project leaders; where everything fits at the university; what my office does; what our office can offer them, and how we function. Then, the first night they go out, each agency gives its own orientation. These vary from group tours to individual briefings.

Funk: Are you able to insist on certain orientation procedures with agencies? Do you go to an agency and say, "We want certain things included in the orientation, or we want an orientation program that meets certain qualifications and if you do not do it we will not send volunteers?"

Raimondo: I've never had to tell an agency that I wanted something added to the orientation. The agencies we have placed people in have always come up with programs in which they show students the real nuts and bolts. I have been to most of the orientation programs. I think all of our 30 projects have a good program.

Cassano: One of the real problems you face with an orientation program is that a formal, announced meeting sounds like just another class. People are turned off by meetings and classes. The other thing, of course, is time. You are doing all you can with a limited staff to recruit and place volunteers. Developing your own orientation program is time consuming.

Occasionally we will tell an agency that we cannot place volunteers there if it cannot come up with an orientation program. If it needs volunteers, its staff should be showing an interest in us. Most do. Most are very willing. They work hard to establish a program.

Raimondo: I send a letter to every agency we work with saying, "If you don't have an orientation program and don't know where to go, I will be glad to come out and set one up." I do the same thing for training and evaluation. I see myself as serving that function.

Cassano: You have a salaried staff and you're able to do that. Most commuter colleges don't have that luxury. We do have faculty and career people. Our education department can help establish training programs for volunteer tutors. We work with established career programs on campus. We use juniors or seniors in a specific discipline to train students and help them make up their minds about going into particular service areas.

Teitelbaum: One problem is that

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orientation programs not only turn off students by association with the idea of additional classroom training, but they often give the impression of being long and drawn out. You have to give students something more than a talk. You have to show them a film or provide them with an experience. Bring in volunteers who have worked with you and are still working and let them give it straight to the people who want to volunteer. Let volunteers tell the students what is happening, what problems they will have to face. Everything isn't going to be happy all the time.

Romano: Role-playing was very instrumental in helping the students make up their minds. For instance, if they wanted to work at the center for retarded children, they never think about handling a situation where a child might turn them off with his language or by being physically abusive. Role-playing can give them some idea of what to expect.

Sampson: If you're not giving credit for your program, how do you attract students? How do you get them to come to it? They're busy with school. On commuter campuses a lot of them have jobs. They have a social life. Can they do volunteer work and then be expected to come to meetings and orientation programs?

Grossmayer: We found that the students really wanted orientation and training programs. If we say we are going to have recruitment and orientation, those sessions attract more people than if we say we are going to recruit for a particular program. Students are willing to come whenever we get the resource people to come and conduct workshops. In fact, some students come to us and ask for training sessions.

Romano: Another possibility is to get the faculty behind you and stress the importance of orientation. A lot of teachers encourage or actually require students to do volunteer work. If the faculty stresses the importance of orientation, you might find students more willing to come.

Sampson: I would like to assume that we have the students recruited and have them trained and placed in their agencies. Now, how do you get them to their volunteer work?

Funk: Do you provide transportation in the middle of the day? Do you have to provide transportation from campus?

Teitelbaum: That is one of the problems we do not have. We have subways and buses. We do provide transportation for a Saturday recreation program in Far Rockaway. We have a car pool. If we are really desperate for volunteers, we provide the transportation.

Romano: One of the assets of the commuter school is that the volun-

(Continued on next page)

teers live in the surrounding area. They transport themselves. They can arrange their own car pools to go to an agency.

Funk: One of the transportation problems we have is that of getting groups together to go places. Since we serve six major communities, we like to try involving people on an individual basis in the area in which they live. That way, the people provide their own transportation. Many students who do not own their own cars, live at home and can borrow a car. Since they do their volunteer work within a few miles of where they live, our transportation problem is minimal.

Teitelbaum: Every borough in New York has an institution—a prison, hospital, and so on. If we have a volunteer who lives in Manhattan, I get him something where he lives. No problem.

Cassano: Transportation is one of our problems. We are a suburban school. We cover a much greater area. We have a list of more than 200 agencies in 26 cities and towns of the capital region.

Some places use a large number of volunteers. Take the Mansfield Training School for example. They have a bus and arrange to pick up 10 or 15 students every Monday, bring them to the institution and then back to campus. If you have a large number of volunteers going to a particular area you can use this approach.

Raimondo: We have never run into a transportation problem, since we own two buses and a van. They really help the organization. We can send out any number of students on any assignment. Our programs tend to be large, and 48 percent of the volunteers are non-resident students.

Funk: Okay, do these students who go out on a bus in the evening have to get to a central collection point?

Raimondo: If they want to use our transportation, they do. We tell them that if they want to use our transportation they'll have to be picked up at a specified place. Otherwise, we'll help them set up a car pool.

Sampson: Are there any other comments on transportation?

Raimondo: Some bus companies will give discounts for students. Another way is to get a car from a dealer. If a dealer allows you to use a car, you agree to advertise for them. I have done it with a couple of schools, and it works.

Grossmayer: While mass transportation is readily available in Chicago, most of the students, even the commuters, want a project right around school so that if they have a break during classtime, they can reach it easily.

Romano: What about an agency's responsibility for supplying a vehicle? Most agencies do have two or three cars, and if you are willing to supply volunteers they are usually willing to provide vehicles.

Raimondo: One thing you might want to ask is whether your volunteers have a driver's license that allows them to drive a bus or a group of people. We ask that on the volunteer application so that if an agency does have the vehicles we can use them.

Teitelbaum: We have another problem. Our school won't let us have a car. It's a matter of insurance. The school will not be responsible and will not let us be responsible.

Sampson: It seems that a lot of solutions to our problems take money. Is there some kind of rapport between the commuter college and the community that allows you to do extra fund-raising.

Raimondo: Yes, one approach is to get volunteers who live in specific communities to go to the local merchants and chain stores for supplies when they are needed in a volunteer project.

Cassano: Often volunteer fund-raising is too time consuming. I think you have to look to one or two major fund-raising events each year. We have been able to raise a thousand dollars on two different occasions. One was a softball marathon that ran 30 hours. The other was an auction where we went to local merchants and asked them to donate items from their stores. The auction is successful because people look at it as a charitable event and enjoy the fun and excitement.

Raimondo: Another good project is a rummage sale. In that way you can get the community involved in cleaning out their basements to provide items for the sale.

Romano: You can also sit down with the student volunteer planning board and decide what you will need. Then to the community and the local merchants armed with facts and figures about how many people you are serving in the community and the number of man-hours your volunteers are working. Let the merchants know that the community is benefitting from your service and that donating their items to your fund-raising event will be good public relations for them.

If you receive items or money, you should follow up with publicity. A couple of years later, return to the business firm and say, "You helped us solve our funding problem, and look how your interest has enabled us to help the entire community.

Teitelbaum: To raise money, we try to fill a need that is lacking on campus. For instance, since you can't get pizzas on campus, we brought in some boxes of pizza and sold them to the students. It turned out to be a great way to generate interest in fund-raising and let students know about our volunteer activities.

Sampson: A lot of our organizations overlook the fact that you don't have to go out and get the money if you can get the services given to you directly.

Grossmayer: Sometimes if you don't have enough manpower to go out and raise funds, you can get others to do it. We find that fraternities and sororities on campus are willing to help.

Romano: Another thing we forget when we're seeking funds is the possibility of securing a no-interest loan from a bank. It's also a help to point out to other business organizations that a bank is backing the program.

Sampson: Thus far, we have been talking about basic areas complicated by the nature of commuter campuses and junior colleges. Now I think we ought to address ourselves to some of the assets these characteristics lend to volunteer programs.

Romano: One definite asset that commuter schools have is that students live in the area and they are familiar with the community.

Funk: That brings up the relationship between community schools and Voluntary Action Centers or volunteer bureaus. I wonder if they are the kinds of facilities that are more available to community schools?

Grossmayer: We have Voluntary Action Centers in Chicago, but I don't consider Loyola a community school. As Mr. Cassano said, living in a community is an asset. Most of our kids are from the outskirts of the community, like the north and south sides, not from the immediate area.

Sampson: Why don't you relate your experience with the VAC being set up in Alton? I think that is something that could be very healthy for commuter schools.

Funk: I think one of the advantages we have is the VAC being set up in one of the communities around the Edwardsville campus. I'm looking forward to having the Voluntary Action Center provide some of the services that we do not.

Raimondo: Among the assets we've got are two VAC centers, one for the district and one for the county the university is in. Whenever I can't place a volunteer, and I don't know what agency can use him, I give the VAC a call. They have helped us out quite a bit. I don't see that we are competing with VAC's. I see them as supplemental to our needs.

Funk: Yes, but I know that in some places like the University of Illinois, Champaign-Urbana, there's a competition problem—not only in recruiting but in fund-raising.

Sampson: I think one of the reasons we don't have problems with the VAC is that community people are working with community people. They are from the community and we're from the community, and they realize that we are all working together.

Cassano: Another commuter school asset is the fact that faculty and most of the students who live in or near a particular community are familiar with its agencies. Agencies are willing to work with them. That makes a big difference.

I think that all colleges say they are working to stimulate growth of the community and to be a part of it, but our college isn't just saying it, it's doing it.

Sampson: I think we have to look at the basic reason for commuter campuses and junior colleges. They are there to serve the community. They are built so that the students in the area can have access to them. They do not usually attract students from far away.

Romano: Another asset lies in being aware of problems. If volunteers want to see changes made in an agency, they know the people to contact in the community for help. They also know whether the changes can be made or not.

Cassano: Another major asset is that when a community school works with the community, community funds become available. These funds contribute to community growth. This is important.

Sampson: Are there any transportation assets that you can see?

Cassano: One definitely. Most of the commuters have some way of getting to class. If they have a means of getting to class, they can use that same facility to get to the place where they volunteer. They can volunteer near home.

Sampson: Where do you see volunteer programs on commuter campuses going in the future?

Raimondo: I think there's only one way for them to go. They are going to grow and help the community help itself.

Romano: A lot of commuter schools are going to establish themselves as volunteer information centers, not just for the students but for the community. We're going to act as middlemen because they know we have been there, that we're part of the community.

CIP: WASHINGTON'S STATEWIDE COMMUNITY SERVICE LEARNING PROGRAM

Larry Worswick, left, and Mike Banariol, Shoreline Community College students in the Community Involvement Program, sun themselves happily in front of their assigned agency, the Seattle Veterans Action Center.

COMMUNITY COLLEGES have proliferated rapidly during the past decade in an effort to make education more accessible to local communities. Most such institutions focus specifically on meeting a community's educational needs. But many community college students have widened that focus to include a broader spectrum of needs. For several thousand students in the state of Washington, community service has become a real commitment and an academically-relevant concept.

In February, 1972, the Washington State Board of Community College Education created the Community Involvement Program (CIP) to develop a statewide program of community-based learning and to establish a system of awarding credit for community service work. CIP's primary goal was to change Washington's community college educational system by allowing students to serve the community while learning. The state legislature financed the CIP program for two years, and a state coordinating office opened in Tacoma. By the time rebudgeting closed the central office, it had helped establish autonomous and effective community involvement programs, linked directly to academic curriculums in most of Washington's 26 community colleges.

Currently, more than 4,000 students, working in the statewide CIP program, serve at 521 agencies and receive credit for their community service experience. Under the direction of CIP State Coordinator Tom Hulst and Assistant Coordinator Kathie Werner, the central office not only helped set up CIP programs at most state community college campuses, but also devised an extensive evaluation process and recommended guidelines to facilitate further development of community-based learning throughout the state's community college system.

During its first two years, CIP received a $162,000 state appropriation to operate the central office and programs on individual community college campuses. If it could meet minimal criteria, each college was eligible to receive $2,000 for the 1972-73 fiscal year. The CIP coordinating office required that each school appoint a student-faculty team to oversee the operation of a campus center funded by the state CIP Office. The center served as a clearinghouse to match community agency requests with student volunteers.

CIP emphasized the importance of student-faculty participation in college decision-making. During the first year, more than 75 students participated in Community Involvement Program forums at the state and local level. They discussed curricular guidelines for community-based learning with faculty and administrators. Instructional councils at the individual schools and the Washington State Board for Community College Education later accepted the guidelines drawn up by the students, faculty and administrators. The forums enabled students to help formulate a system-wide, community-based learning plan and simultaneously learn about community college administration.

In order to receive money from the state CIP coordinating office, each school was also required to write a job description, hire a student CIP coordinator and submit a proposed budget.

During the first six months of CIP's operation, community colleges in the Puget Sound area initiated pilot projects to test the community-based learning concept. After the pilot project period, CIP invited schools outside the area to participate and submit proposals for funding. By July, 1972, 13 community college districts were funded and by February, 1973, all of the state's 22 community college districts had received money and established CIP programs. (Each community college comprises its own district except in two cases where two schools are grouped into a single district.)

Some colleges experienced problems in setting up CIP programs. Occasionally a school president did not think the $2,000 grant was large enough. Some schools already had effective volunteer programs and did not feel that state assistance was necessary. CIP also encountered a few administrators who rejected the concept of community-based learning. But on the whole, the program was successful, and by June, 1973, there was a quarterly average of 1,161 students throughout the state participating in academically-accredited community service work.

Pilot Projects

Seattle Central Community College was one of CIP's pilot projects in early 1972. Located in the heart of Seattle, SCCC is housed in a converted elementary school in a predominantly black neighborhood. Seattle Central had offered a few community service courses before the CIP program began there, but the CIP grant enabled the school to add more courses, and the number of students enrolled in these classes jumped from 15 to 120.

Seattle Central and many other community colleges used their CIP grants to hire part-time faculty members to supervise community service courses and conduct related seminars. SCCC students enrolling in community service courses first talk with the professors who teach them. They then sign a contract for a specified number of credit hours. A student must work three hours for each credit. In addition, he must attend a weekly seminar to discuss his community service work and evaluate the experience.

Although the students can cover any topic or problem area during the weekly seminars, some professors urge them to examine specific subjects. Ken Uhrich, a social science instructor at Seattle Central, frequently discusses agency structure and asks his students to examine staff roles and functions. In addition, students observe how their agency works with funding sources and other community agencies. They candidly evaluate community agencies' effectiveness. Community service students also study recent legislation and court decisions pertinent to social agency work.

The students also use the seminars as information exchange sessions. One student working at the Seattle Mental Health Institute had taken some of the patients bowling, but the activity had become too expensive. Another seminar participant quickly recommended cheaper bowling lanes where she had taken patients from another institution.

Seminar Requirements

Seattle Central initially grouped seminar students according to the type of agencies in which they worked, but the sessions were later mixed. The result has been a better exchange of ideas and information. Students receive a grade for each community service course, and must meet basic requirements including seminar attendance, a daily log, a final written evaluative report and most important, the necessary number of hours at the agency. SCCC students work at hospitals, mental health clinics, a veterans center, a public assistance office and big brother-big sister programs. Uhrich believes that SCCC students have a definite advantage in community service work:

"The average age of SCCC community service students is 27, and they have often identified their goals better than younger students," Uhrich said. He also pointed out that agency personnel often feel more comfortable with older students. Many CIP participants at SCCC are minority students. Fifteen percent of the school's enrollment is black, and the student body has the highest proportion of Chicanos at any Washington State community college.

The CIP student coordinator at Seattle Central receives a small salary and is responsible for publicizing community service courses and recruiting students during registration. At Seattle Central, the courses are listed in the registration materials, but at some schools the availability of community services courses is not so well known. CIP coordinators are urging their school officials to describe each community service course in the school catalogue.

Community service courses at Seattle Central and at most of the community colleges are part of the social science division. But a few CIP schools have incorporated community service classes into almost every area of the curriculum. Shoreline Community College, a modern suburban Seattle school, enrolls 7,000 students and is one of the state's largest community colleges. More than 300 Shoreline students work with the CIP program and receive credit in a wide range of subjects. Randy Jones, a Shoreline pre-med student, works four days a week at Seattle's Swedish Hospital and earns credit in a biology course. Randy's duties at

(Continued on next page)

the hospital are both instructive for him and helpful to the hospital where he helps prepare patients for surgery.

Shoreline students serve at children's institutions, mental health clinics and in nursing homes, but they also earn credit for more unusual volunteer activities. Some students teach ham radio operation at a state correctional institution for young boys. The school's electronics division awards academic credit for their work. Several physical education students coach YMCA teams and direct elementary school recreational programs. Drama and humanities students enrolled in CIP courses present plays at nursing homes and hospitals.

Several Vietnam veterans at Shoreline work with the Seattle Veteran Action Center (SEA-VAC) that helps locate jobs for Vietnam veterans or enrolls them in college. These students also counsel imprisoned Vietnam veterans. They receive credit for their work with veterans in the school's social service department.

Shoreline has 24 instructors who work as CIP supervisors and seminar leaders. The seminars and grading system are similar to those at Seattle Central.

Program Evaluation

During the spring of 1973, the state CIP coordinating office conducted a general program evaluation. CIP tried to evaluate the program's educational effects on the student and its service impact on the community. CIP divided its study of the program's educational effectiveness into three components. In the first component, CIP selected a random sample of 15 Seattle community college students who responded to in-depth interviews about the community service experience. The second evaluation component measured and compared learning by two groups of students. Students in Group A participated in field study accompanied by a loose seminar with little course content. Students in Group B enrolled in field experience with a more organized seminar and developed course materials.

The third part of the evaluation measured student attitudes about their community service experience. The CIP evaluators developed a four-step process for this part of the evaluation:

(1) Evaluators asked 15 former CIP students to respond in essay form to an open-ended questionnaire that was drawn up from questions suggested by other students, CIP staff members and project consultants. Before responding, the 15 students listened to a tape-recorded orientation. When they finished the questionnaire, their responses were categorized and trends were identified.

(2) After reviewing these first responses, CIP evaluators developed a second informal questionnaire that listed optional responses. They also provided space for open-ended responses. This questionnaire was sent to CIP staff members around the state for their suggestions on how to make the questionnaire more relevant to individual campus situations.

(3) After reviewing the responses and trends indicated by the second questionnaire, CIP evaluators developed a more formal questionnaire and presented it to 10 former CIP students at in-depth interviews.

(4) After reviewing responses to the in-depth interviews, a final version of the questionnaire was developed and sent to 913 former CIP students at 16 community colleges. Respondents were asked questions in four broad areas about community-based learning.

The following table shows how students compared community-based and classroom learning:

	Number of Respondents	Yes %	No %	Not Certain %
a. The theories presented in the classroom were of more value to me than were the experiences of CIP	248	10.1	70.6	19.4
b. I felt the need for more traditional classroom type "activities"	245	10.6	80.4	9.0
c. The CIP experience helped me realize that I needed more traditional classroom instruction	246	24.8	62.6	12.6
d. Helped me to better understand what I had learned in the traditional classroom	248	73.3	17.7	8.9
e. The facts and theories presented in the traditional classroom provided me with an adequate background for my CIP experience	258	51.6	33	15.6

This set of responses clearly suggests that students felt that off-campus learning experiences were valuable to them educationally.

CIP's impact on community agencies has been indicated by an overwhelming positive response from agency personnel. But the statistics reveal the true extent of CIP students' service in the state of Washington. Community service courses accounted for 6,009 credit hours during the 1972-73 school year. Assuming that each student worked the required 20-30 hours for each credit earned, the overall CIP program provided 150,255 hours of community service during 1972-73. Stated another way, about 3,450 students worked more than 150,000 hours (an average of 43 hours per student) at 521 different community agencies.

Students in the state of Washington have demonstrated their interest in a sound, community-based learning program that provides meaningful services to the community. There is every indication that a similar interest is growing among students in other areas of the country. In the future, community agencies' need for student involvement and a growing trend toward community-based learning will require more college administrators to examine closely how community service can be integrated into the college's instructional effort.

Helping to start a Co-op

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A COOPERATIVE IS DEFINED as "a business voluntarily organized, operating at cost, that is owned, capitalized, and controlled by member-patrons, sharing risks and benefits that are proportional to their direct participation."

Put more simply, a co-op is different from an ordinary business in that it is set up to benefit several consumers rather than a single owner. But cooperativism exhibits an even more important aspect. Cooperativism is as much an attitude to be learned as an activity to be done. In a sense, educating people about co-ops can be just as important as selling them goods and services through one.

Co-ops take many forms and are created to solve several types of problems. For the moment, let us assume that student volunteers will be dealing primarily with food, credit, or marketing (handicraft) groups whose membership is composed of low income area residents.

Without being pessimistic, it is important to recognize: first, that forming a cooperative will not solve all

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of a group's problems; and second, that cooperatives have a high failure rate. But basically, we should understand certain factors about co-ops:

- As with any form of organization, they can only succeed if their members patronize them fully.
- Co-ops may replace the "middleman" and thereby save money, but the jobs and services provided by middlemen must still be done.
- Co-ops cannot always sell products to members at the lowest cost or market products to outsiders at the highest price.
- They can offer savings only when they cut overhead and eliminate unnecessary services.

It is also a fact that 95 percent of all cooperatives fail within a few years. The primary causes for failure are:

Inadequate advance planning
Inadequately informed membership
Incompetent management
Inadequate capital

You must recognize and deal with these problem areas as they arise during the organization and operating phases of co-op groups.

ORGANIZATION

When a community group has a problem—inability to obtain credit, no marketing outlet for its products, or high food prices—one of the first solutions suggested is usually the formation of a co-op. Thus, the primary question becomes, "Should a co-op be formed or shouldn't it?" A volunteer working with a group at this stage has a special problem. He must understand that his role is not to start the cooperative, but rather to assist interested people within the group to make a realistic decision. It may be obvious to you that such an organization is needed. However, unless the decision to proceed arises from a felt need within the community, chances for success are nil.

The Organization Committee

Assuming a felt need within the community, the first step in the planning process is for the group to form an organization committee to determine:

- Potential membership
- Plant and equipment needs
- Financial plans and policies

Once you have obtained this information, the next step is to prepare an economic feasibility study. The committee is likely to need help in developing this study and the student volunteer often can give significant aid in designing the appropriate survey instruments and developing a meaningful interpretation of the data that is obtained.

The nature and depth of the study will vary, depending upon the type of organization to be formed. However, certain points are basic to any co-op survey:

- A survey of potential members
- Budget projections for capital needs
- Assessment of available management skill and volunteer help.

To determine the feasibility of starting a cooperative, potential members should first be surveyed to get answers to these questions:

1. Are they informed about the co-op method of doing business? If not, are they willing to attend educational meetings?
2. What special skills do they have that might be useful to the co-op? How much time would they be willing and able to volunteer?
3. How much money will they be willing and able to invest in the co-op?
4. What goods and services do they desire, and what level of patronage might be expected from them?
5. Are they willing to sacrifice some individuality for group benefit and not let personalities interfere with organizational progress?

Begin membership education during the survey period. Members of the organization committee should be well grounded in co-op principles and have a clear understanding of the proposed co-op's goals. Since the co-op's early days are likely to be difficult, potential members must be given a realistic estimate of the length of time it will take to make various services available.

Having surveyed the membership, the organization committee should prepare budget projections. These include an operating budget (revenue and expenses) and a capital expenditure budget. The membership survey will indicate the types of services that the members desire and form the basis for a rough estimate of potential sales volume. If, for example, you are starting a food cooperative, you would also determine the wholesale price at which merchandise can be obtained. At the same time, you would prepare an estimated expense budget including cost of supplies, labor, overhead, and reserves.

By comparing expected revenues with expected expenses the organization committee will be able to determine the mark-up (a percentage of merchandise cost) necessary to cover projected expenses. The group could then compare these prices with those available in supermarkets in order to determine members' expected savings.

If the group finds that expenses will be greater than revenue, the following alternative courses of action are available:

- Increase sales volume by increasing membership or members' spending.
- Increase markup; a move that decreases the advantages of membership and is likely to be self-defeating.
- Decrease expenses; a goal that is generally attained by replacing paid management and labor with volunteer workers.

By that time it should be apparent that most of the group with which you will be working cannot survive without their members' volunteer help. You can use your survey to help show whether a sufficient number of volunteers and potential leaders are available.

The capital expenditure budget should list the various items of equipment that the organization is going to need. You can determine how much money is available for these items by totaling the membership investment and fees that the group hopes to collect.

The data you obtain must be interpreted. Here, the student volunteer can play a vital role if he is able to help the group evaluate the data realistically. Given the high failure rate for co-ops, you should recognize that planning will often tell you that a co-op is not likely to succeed for a particular group. Perhaps projected membership is not sufficient (a credit union that cannot project 300 members in a relatively short period of time is not likely to succeed), sufficient capital cannot be raised to purchase essential equipment, or potential members are not willing to volunteer sufficient time and skills. If these situations cannot be rectified the endeavor should not be undertaken.

The General Meeting

If your feasibility study indicates a reasonable chance of success, the organization committee should call a general meeting for all interested persons, giving plenty of advance notice and making a series of follow-up announcements. To encourage attendance, invite a speaker who knows cooperatives and has the respect of the members. At the meeting the committee should present the survey data, using visual aids whenever possible; lay out the advantages and disadvantages of a cooperative, and list specific proposals for organizing, operating, and financing the organization. After the presentation, the chairman should ask the meeting for a motion to organize, postpone, or terminate action.

Passage of a motion to organize leads to appointing committees for specific jobs:

Financing—Sell stock to members or collect membership fees on the basis of commitments made during the survey period.

Membership—Expand the organization to increase patronage, making sure to acquaint potential members with the duties of membership, such as volunteer time requirements and financial commitments.

Charter—Prepare the articles of incorporation and by-laws for the organization (See list of information sources on page 16). At this stage you will need legal help to insure compliance with state laws.

Election of the Board of Directors

After obtaining a charter from the appropriate government agency, the membership should meet to elect a board of directors. The board should then:

1. Select a bank and complete fund-raising.
2. Select a manager, stating job qualifications and working conditions.
3. Secure bookkeeping services and set up an accounting system.
4. Decide on a location and determine credit, pricing, purchasing, marketing, and service policies.
5. Develop an educational and training program for board members, employees, and co-op members.

OPERATING

Obviously, the board of directors will try to select a well-qualified manager. However, a co-op that must rely upon volunteer management often finds its chief executive ill-prepared to handle the task. Here again, the student volunteer can play an important role in training the manager or managers.

The manager has a dual function. He must (1) solve technical business problems that include the formulation of such external operating policies as sales promotion, preparation of products for market, and physical distribution and pricing of commodities and services; and (2) manage accounting, financing, personnel, and other internal functions in line with policies established by the board.

In fact, most of the training program would benefit the board as well as the manager, since most new boards need a clear definition of their role and responsibilities. Primary areas that should be covered in the program include co-op principles, financing, membership relations, public relations, and management principles.

Management principles can be divided into four broad categories: planning, organizing, directing, and controlling.

The planning aspect involves establishing objectives, searching for alternative decisions, decision making, and formulating plans to reach the objectives.

The organizing process includes setting up an administrative structure and a system of personnel supervision to direct the interaction of various work groups and complete tasks efficiently.

Directing involves job delegation to execute day-to-day plans and projects. In most instances this may be best achieved through the use of written job descriptions and organizational policies.

The controlling process sets up procedures that show when the organization is not achieving its objectives and creates the mechanism for remedial action. This process requires the ability to understand the organization's financial reports.

One of the most important aspects of successful co-op management is a sound accounting system. It should be similar to that used by any comparable profit-oriented organization—with the exception of the co-op's need to keep a record of each member's patronage (purchases, interest payments, etc.) for the purpose of calculating the annual patronage refund.

Whoever is chosen as accountant must be able to work with basic double-entry bookkeeping. In many instances training will be required; again a possible role for the student volunteer. Special emphasis should be

(Continued on next page)

placed on an understanding of inventory control and preparation of monthly and annual statements.

The accounting system's primary goal should be to provide usable financial reports in the most elementary form possible, taking care that the language used in the reports is understandable to most members. This will lessen the chance that the board or general membership will misinterpret them and help minimize conflict over financial affairs—a problem that besets many groups. *A basic principle to be remembered is that co-ops should go to great lengths to guarantee the integrity of money taken from people for co-op services.*

The accountant should prepare a monthly balance sheet and operating statement and present them to the board of directors before their meeting. This will give the board a chance to study and reflect on the statement. Also, an audited annual statement should be presented to the general membership. The audit should be conducted by an audit committee selected from the membership or by an outside auditor, depending on state legal requirements.

Someone within the organization, usually the manager or accountant, should also maintain other vital records for the co-op. These include:

- An updated membership list.
- Accurate records of stock ownership and membership equity.
- Patronage records for computing refunds if the co-ops end-of-the-year position warrants it.
- An accurate record of volunteer time contributions by each member.

At this point, the scope of a successful co-op operation should be fairly apparent. But most cooperative movements start with a spirit of idealism. It is important that this spirit be maintained because success depends upon its combination with sound business practices. One cannot succeed without the other.

The Student Volunteer

It has been pointed out that student volunteers can help develop co-ops by participating in membership surveys, survey data interpretation, membership education, organization and promotion of general meetings, and provision of training for the board of directors, manager, and accountant.

Do not feel that only students with expertise in business or economics can work at co-op development. Volunteers with such specialized training are badly needed, but do not downgrade the role that volunteers with other academic backgrounds can play.

The areas of potential contribution are broad, and include:

Law students, who can help with chartering, contract preparation, and tax problems;

Nutrition and home economics majors, who can provide information to members on how to obtain the most for their food dollars;

Speech/sociology/psychology students who can cope with group dynamics and intergroup relations problems and contribute information on how to communicate effectively and run efficient meetings;

Journalism/public relations majors, who can prepare educational material for members and publish newsletters;

Engineering students, who can help solve practical structural and mechanical problems posed by the co-op's equipment.

A commitment to the concept and a willingness to help with such time-consuming jobs as information-gathering and data compilation or perhaps being available as an emergency worker, are just as important.

All groups or individuals interested in working with cooperatives can increase their effectiveness in several important ways:

First, find out more about the various aspects of co-operativism, co-op development, and co-op operation. (A list of relatively inexpensive sources of information accompanies this article.)

Second, visit existing co-ops in your area to see how they handle their day-to-day operations.

Third, since your group may not have members who are expert in all areas of co-op development and operation, you should prepare a community resource file, listing skilled members and non-members whom you can call upon as needed. Such a list is valuable not only for co-op groups but for all volunteer organizations.

GOALS AND REWARDS

One of your major goals as a co-op volunteer is to work yourself out of a job—leaving the group in a position where it can function on its own. The more prepared you are, the more likely you are to succeed.

Working with co-op groups is potentially rewarding but the work will not be easy and the chances for success not always assured. The result for the members of an ethically run business, however, is worth the effort.

CO-OP INFORMATION SOURCES

The Cooperative League of the United States (CLUSA), 1828 L Street. N.W., Washington, D.C. 20036.

The North American Student Cooperative Organization (NASCO), Box 1301, Ann Arbor, Mich. 48106.

Bureau of Labor Statistics, Bulletin 1024, available from the U.S. Department of Labor, is a guide to consumer co-ops and buying clubs.

Farmers Cooperative Service, Circular 19, available from the U.S. Department of Agriculture, is a guide to marketing co-ops.

2 Weeks of Discovery

In Which University of California Volunteers and Children Leave School and Find Each other at Summer Camp.

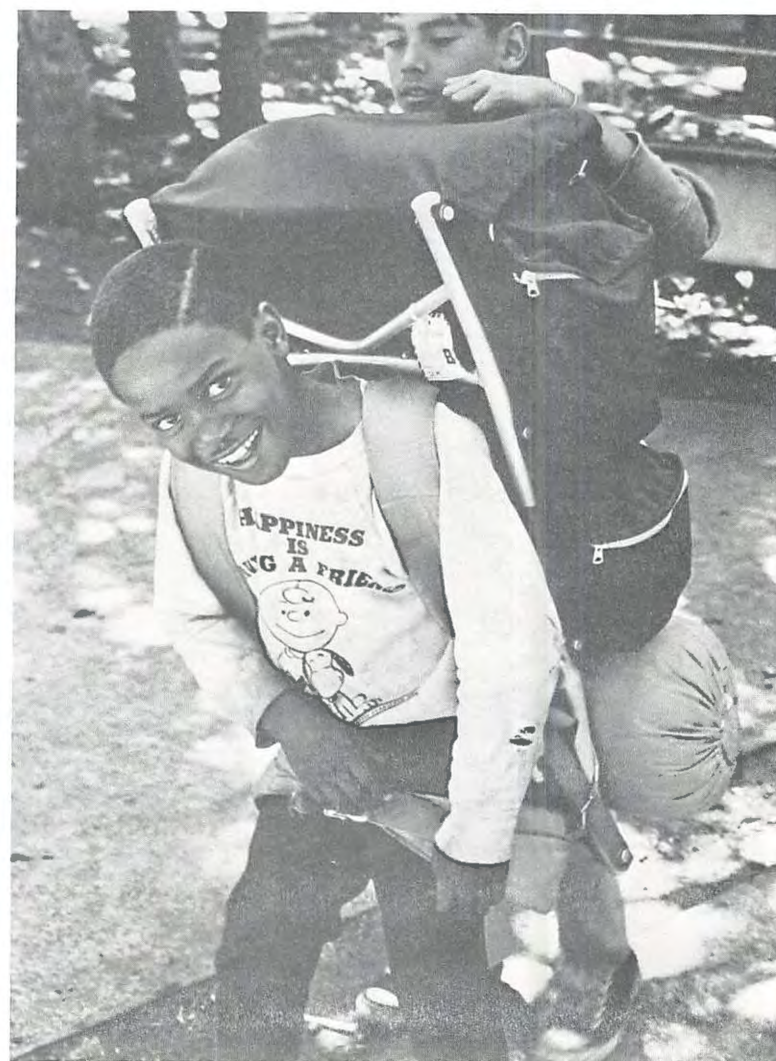
Photographs by RONALD L. BASKETT

EACH SUMMER volunteers from the University of California at Davis take some 50 underprivileged children to Camp Discovery in the Sierra Mountains. The UC volunteers operate two one-week camp sessions, and the school's volunteer program, Community Service Council, established in 1963, finances the entire venture. The CSC rents the camp site from a YMCA chapter and buys food for the sessions. The children, ranging in age from 8 to 12, enjoy swimming, hiking, boating, and arts and crafts. Some of the 25 student volunteers are instructors, while others serve as counselors for three or four youngsters. The Camp Discovery program is one of 30 volunteer projects sponsored by the CSC. It is also one of six active recreational programs at the school. Currently, there are more than 800 student volunteers involved in the school's varied programs.

Checking in. Camp Director Peter Keats keeps records straight.

The morning glum—Some don't wake up until after breakfast.

Camper Johnny Nelum (below) is about to feel how packs grow.

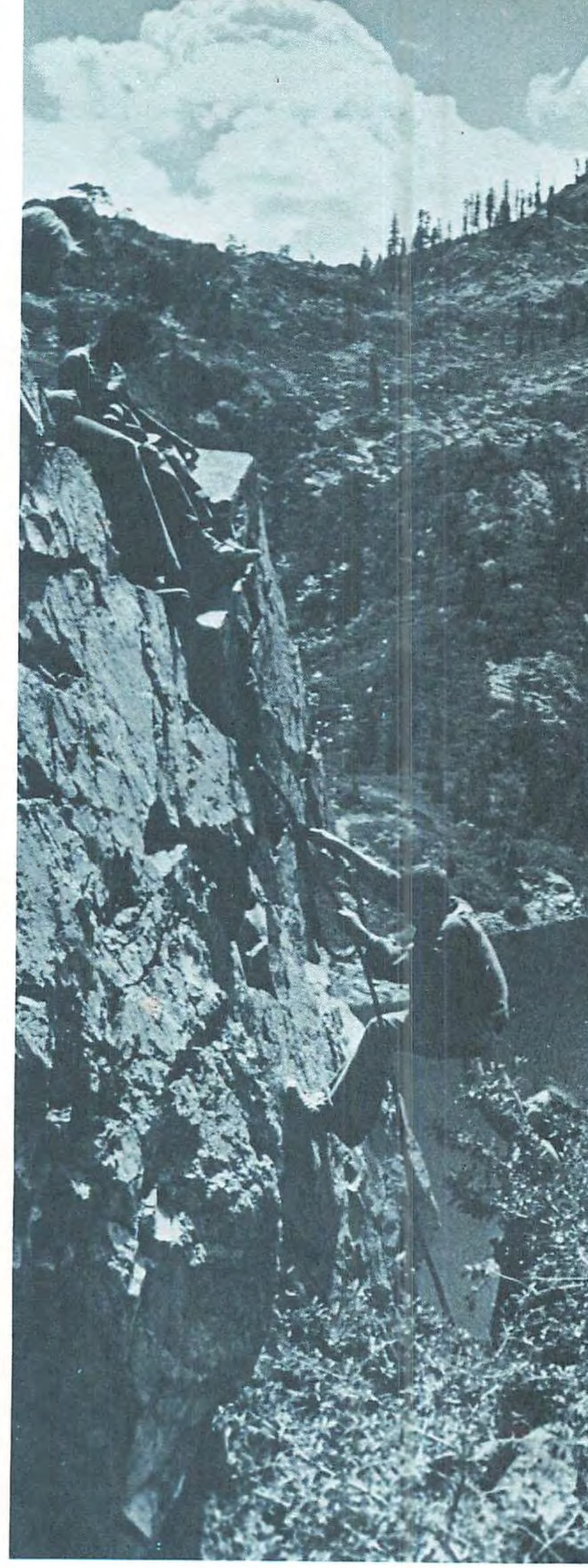


Overcoming one's fear of water is often a matter of learning tbe basics. When finished, the bridge (below) will hold a horse.

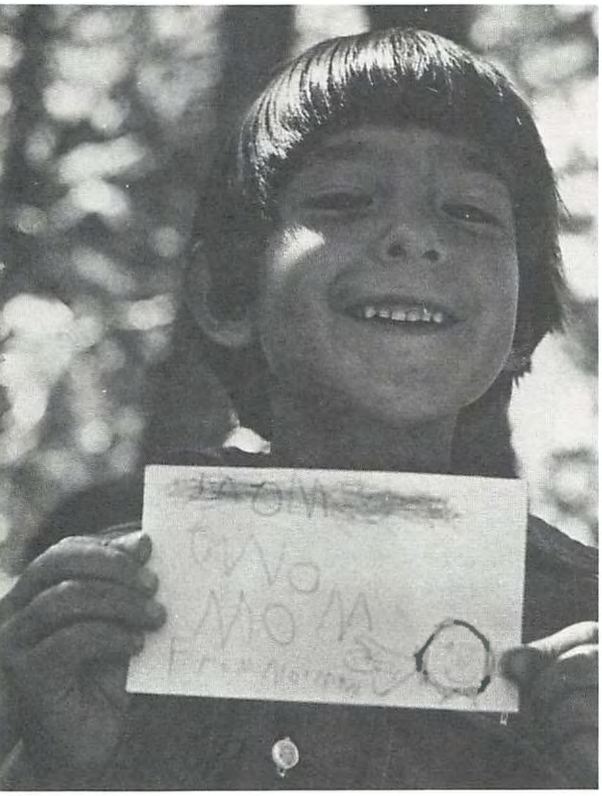
One last chance to skip rocks before bedtime.

Jean Ketcham, director of UC's Community Services Council, quickly discovered that the slightest injury attracted swarms of would-be healers.

The mere appearance of a camera often generated a crowd of enthusiastic muggers (above). Below, Peter Keats and Assistant Camp Director Tom Plumb pause after lunch to plan new activities.



In the anchor position at the bottom of the cliff, instructor Thomas Kugler directs novice rock climbers.



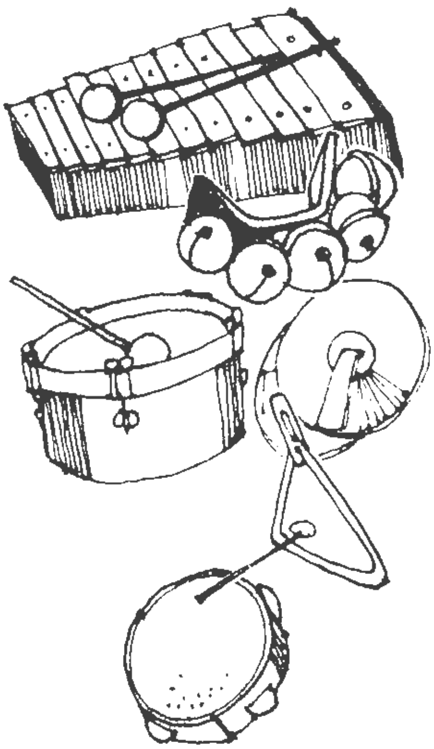
A little homesick – Camper Norman Raubach.

Music Director Judi Zukerman shows a young guitarist the basic C-chord.

Just enough light to wash the supper dishes before campfire time.

Music & Rhythm

Diagnostic and Learning Tools for Tutors



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LEARNING PROCESS specialists are using music and rhythm as aides in analyzing reading disorders, as well as in teaching children the basic concepts of reading, mathematics and aesthetics.

In the early 1920's, Carl Orff, one of Germany's most innovative composers, began using music to evoke personal and creative expression in children. Orff had been associated with the Guntherschule, a school for music and dance in Munich, where he directed dancers in experimental improvisation of music on primitive instruments. World War II delayed the development of Orff's innovations, but in 1948 he produced a children's radio series based on his theories. The response was enthusiastic, and Orff collaborated with music teacher Gunild Keetman on a series of books called *Orff Schulwerk—Musik fur Kinder.* Based on the radio programs, the books showed the kinds of learning activities that could be developed for and with children. Orff-Schulwerk has evolved into a teaching-learning philosophy embodying melodic and rhythmic procedures that can help a teacher guide development of a child's reading and math skills.

Orff-Schulwerk procedures deliberately focus on perceptual development; building the ability to respond to differences in pitch, duration, simultaneity, form, timbre, tempo, dynamics, and style.

Such an exploration of rhythms, articulations, meters, patterns, and forms of words and word groupings can be a boon to mathematics and language study. Social studies gain from an excursion into folklore that is not only verbal, but also rhythmic, melodic, and dramatic. Learning in other curricular areas also can be reinforced by the use of counting-out rhymes and folk ditties about seasons, months, and days.

Much of the most valuable carry-over is related to building a teaching-learning environment that encourages improvisation. This environment fosters personal expressiveness through the creative manipulation of musical elements that can contribute much to an individual's self-awareness.

Active participation in elemental music-making and improvisation

Characteristic procedural devices

The following types of procedural devices are characteristic of a beginning Orff-Schulwerk program:

Echo: Initiates and develops sensitivities to many kinds of rhythmic and melodic relationships and patterns.

Ostinato: The repetition of a single rhythmic or melodic pattern used singly or simultaneously to develop a background for a set or improvised piece.

Canon: Analagous to the kind of alternation of entrances used in singing a round. The canon may be applied in speech, instruments, and movement as well as in song. This fosters not only independence on one expressive line, but interdependence among parts.

Drone-fifth: Musical instruments are generally used to play first and fifth notes of the scale to produce a low-pitched, quasi-harmonic drone. But the voice can be used similarly to produce chanted tones and patterns. This device builds and reinforces a feeling for tonality and tonal center.

Rondo: A small structural form in which a basic theme regularly recurs in the same format, alternated with contrasting expressions. A codification of one small form would be ABACA. Longer; it might be ABACADAEA. Notice that the basic, simple alternating pattern remains the same. This form clearly illustrates the basic principles of repetition and contrast, and provides a very useful structure for improvisation.

Question and Answer: One of the valuable early devices to encourage improvisation. In using it, the teacher presents a short musical idea as the "question," to which the student responds with an improvised "answer."

Heterophony: Orff-Schulwerk encourages simultaneous use of a number of ostinatos as well as longer set or improvised expressions. This can produce fully satisfying ensemble expression, and further reinforces sensitivities to sound and pattern relationships.

are key aspects of the Orff-Schulwerk philosophy. The basic sensitivities to music are nurtured through participation in a series of activities, including singing, playing, drama, movement, dance, speech, clapping, and stamping.

The use of street chants, counting-out rhymes, skipping-rope jingles, riddles and auguries, singing games, folk dances, folk songs, and fiddle tunes, all of which embody participative activities, are characteristic of Orff-Schulwerk methods.

Using these source materials and associated activities, children can be guided into exploring and manipulating all of the basic elements of music and developing perceptual sensitivity to:

- Duration and rhythm
- Pitch and melody
- Simultaneity of expressive sounds or groupings
- Structure or form of expression
- The expressive modifiers of dynamics, tempo, style, timbre.

Reading Competency Development

Many Orff-Schulwerk activities, procedures, and experiences can be used to reinforce the "language experience" approaches to reading. (See Lee, Dorris M. and R.V. Allen, *Learning to Read Through Experiences*, Appleton-Century-Croft, New York, 1963). Some are obvious ploys, like choosing songs that have the same content as the reading lessons, or songs that present the same kinds of word articulation problems, or using the lyrics of songs as reading lessons.

Orff-Schulwerk techniques help develop listening skills that contribute to reading. Making students aware of sound relationships is a fundamental aim of the system. The "echo" technique, used largely with beginning classes, develops essential listening skills.

Building an oral vocabulary is part of the word perception skill required for reading. The use of Mother Goose rhymes, chanting songs and games, and improvised

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Developing an awareness of the relationship between time and rhythm

Pulse: Have the tutee walk to a regular drum-beat, one step per beat. To develop a feeling for regularity, first speed up and slow down, then maintain a steady beat. Have the tutee explore other kinds of rhythmic movement (arm, head, etc.) Have him discover and speak a series of repeated or different one-syllable names regularly (e.g., "Tom, Tom, Bill, Bill") Alternate this with the steps or body movements. Add a third alternative with hand-claps. Have him clap while the tutor sings or plays a tune on recorder.

Basic Durational Relationships: You can use familiar, regularly-recurring speech patterns to develop a sensitivity to basic two-to-one durational relationships. First echo such phrases as the following:

A. "Two, four, six, eight
B. Meet me at the garden gate (and)
C. Swing—wide—."

Echo-clap each phrase to further show the two-to-one durational relationships involved. To reinforce the concept, student and tutor can each perform a different phrase simultaneously, repeating it a number of times. Switch phrases. Recite the whole thing as a canon twice through with the student beginning and the the tutor entering at (A). When the student gets to (B), try a three-part canon with three different entrances. Explore other word and phrase groups that show a two-to-one durational relationship. Try word lists and categories such as animals: horse, dog, cat, tiger, pony, cougar. Also explore words, phrases, and sounds manifesting three-to-one relationships. With hand drums or other percussion instruments, tutor and student can play "follow the leader," with the tutor choosing various pulses, changing from one to another, and observing how quickly the student can change along with him. After the student shows some sensitivity and skill, let him be the leader.

Rhythm patterns: Explore rhythmic patterns innate in ordinary word categories, nursery rhymes and folk sayings. Ostinatic repetition often establishes the rhythm better. For example, trees:

"Peach tree, cherry tree,* peach tree, cherry tree:

or

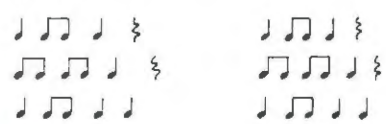
Eucalyptus, oak; eucalyptus, oak."

Then juxtapose one line against another. Perform as a two-part canon, with the second entering at the asterisk. Use clapping and percussion instruments to further articulate the changing rhythm patterns. Use 3-to-1 pulse subdivisions too, like:

"Hickory, dickory, dock, the mouse ran up the clock."

Have the student echo-clap rhythm patterns such as the following:

Teacher | Student



And make them longer:

Tutor:  (Student echoes)

Tutor:  (Student echoes)

Then have the student improvise a clapped rhythmic "answer" to the tutor's "question." For example:

Tutor | Student's possible answer

Add other bodily-produced percussion sounds. For example, add "patschen" (upper leg slapping), stamping, and finger-snapping. Also use the percussion instruments, especially hand drums and claves, for these kinds of activities. Use spoken and percussive rhythmic patterns as recurring ostinato backgrounds for chanted rhymes, songs, instrumental pieces, or dances.

Accent and Meter: Chant two and three-syllable words accented on the first syllable. Reinforce the accent with percussive sounds. Develop students' sensitivity to the difference between duple and triple meter by using stamps and claps, speech exercises all help. A child who does not perceive sounds clearly cannot form strong visual-auditory associations, which are of prime importance in reading.

Auditory discrimination is considered one of the basic factors governing the development of reading skills. This emerging ability in a child grows out of the development of sensitivity to similarities and differences in pitch, duration, dynamics, timbre, and patterning. The concept of initial sounds in reading and speaking words can be reinforced by requiring the student to improvise a rhythmic or melodic "answer" to the tutor's "question" phrase. This activity also builds fluency in creative production. The concept of ending sounds can be reinforced by "leader-and-response" patterns in rhythms or songs, wherein the first part (leader) always changes, and the ending (response) always remains the same. The concept of antithesis, which is important in the language arts, can be developed by exploring the soft-loud, fast-slow, smooth-rough, mellow-harsh aspects of musical and other non-verbal communication.

Games and Dances

Orff-Schulwerk's plentiful use of children's games and dances develops good listening habits, since the children must listen in order to participate successfully in the games and dance patterns. The use of word lists in Schulwerk's speech activities (trees, birds, etc.) contributes to an understanding of classifying and categorizing, which are skills useful in reading. Hearing the juxtapositions of sounds in the heterophonic activities of Schulwerk (simultaneous use of a number of repetitious rhythmic or melodic patterns) is related to hearing blends in verbal language. Developing understanding of the arrangement of sounds in musical form focuses on sequential order. In reading, this helps the beginner understand phonic analysis, word sequence, sentence structure and paragraph arrangement.

Developing an awareness of the relationship between pitch and melody

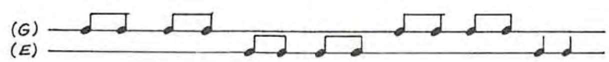
In using folksongs, choose many with echo devices, leader-response sections, and recurring refrains. Sensitivity to pitch and melody can best be developed through singing and the playing of melody instruments.

From Speech to Chant: Speech, without definite or measured pitch, can still be pitched high or low, according to such factors as urgency, emotion, and functional use ("Look out!" would probably be high and rising. "Be very quiet!" low and falling.) Explore other pitch relationships in natural speech.

Pitch and Interval—the Two-Tone-Chant: This characteristic chant of childhood is basically an outgrowth of rhythmic speech, with the tones becoming more musically definite. The falling minor third, with a pitch placement of G and E, begins the exploration of pitch relationships in Orff-Schulwerk. Have the student echo calls like the following.

Johnny, where are you?
Programs!
Read all about it!

Find street chants to use with this pitch interval. Improvise chant-songs with these two tones. Use antiphonally alternating phrases to develop skill in improvising with these pitches. Try procedures like the following:



Tutor sings: "Jack and Jill went up the hill to fetch a pail of water." Student improvises a response to "Jack fell down. . .etc." using these pitches.

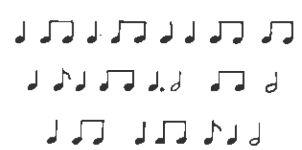
The Three-tone Chant of Childhood: The familiar "teasing chant" adds a new tone, A to G and E. Echo melodic motives and phrases using these three tones now, such as:

Specialists have found that well-developed spatial orientation is important in building reading ability. A number of Schulwerk activities help develop this ability. Among them are the deliberately strong focus on movement and dance and the playing of Orff instruments. Schulwerk's emphasis on developing sensitivities to phrases and sectional forms in sound, gesture, and movement assists in building concepts of time and space relationships. The playing of various kinds of instruments contributes to motor control and eye-hand coordination, important abilities related to reading readiness.

Musical phrase-building can be related to sentence concept in language. Caesurae, or perceived pauses where ideas come to a temporary end, are evident in both music and language. Exercises in both music and language can help develop different phrase lengths:

"Here I come!"
"Here I come with Terry!"
"Here I come with Terry, two cats, and nine kittens which we found in the alley!"

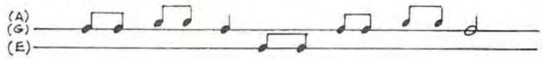
Or in music:



The general ability areas outlined above—auditory perception, auditory discrimination, and motor orientation—are all basic to another reading skill of primary importance: visual discrimination. Together, these abilities are necessary to form strong visual-auditory associations. Symbol recognition, the basis of reading, involves the ability to discriminate and to recognize the concepts of similarity and contrast.

"It's raining, it's pouring, the old man is snoring."

Develop improvisation ability with three-tone melodies. One way would be the following: (but use tutor-student-tutor-student antiphonal speaking first.)

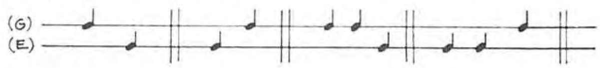


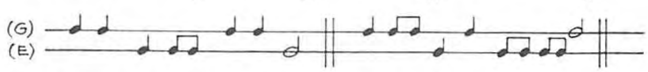
Tutor sings: "Sing a song of sixpence, a pocket full of rye." Student improvises upon: "Four and twenty blackbirds baked in a pie."

Tutor continues: "When the pie was opened the birds began to sing." And student sings the last line, improvising the melody.

Extension to the pentatonic scale: The addition of the tones D and C complete the basic five tones of a pentatonic scale, very useful in Orff-Schulwerk, and common in our folk song heritage. Continue to develop tonal relationship sensitivity by singing pentatonic songs (they lack the fourth and seventh degrees—fa and ti—of a regular major scale), echo-singing phrases from such songs, and using these pitch relationships to improvise other tunes.

Reinforcing pitch relationships through using the mallet-played-melodic, "Orff" instruments: Have the student find and play G and E on his instrument. Have him echo the simple combinations of these two tones:





Improvise little melodies using only these two notes. Use the same "question-and-answer" procedure used earlier in evoking improvised rhythmic responses, but point out that now there is a choice of two pitches. Use the patterns above as sample question phrases.

Continue with this kind of procedure, adding one tone at a time until, as above, all tones of the C-pentatonic scale have been used. Octaves can also be included. Develop small melody patterns, one or two metric groupings long, that can be continually repeated as ostinato backgrounds for longer improvised melodies.

Encouragement of independent expression, the interpretation of expression in other activity, and the "question-answer" completion of open-ended phrases all contribute to and reinforce the understanding of expression through verbal language. Tutor acceptance of creative communications in rhythm, speech, melody, and movement, as manifested in the activities associated with Orff-Schulwerk, leads to positive self-concepts.

Analysis of Reading Disorders

The literature on recognition of reading disorders, including impairment of the ability to read because of a brain defect (dyslexia), recommends several different methods for analysis. Orff-Schulwerk can be a valuable guide in discovering some functional deficiencies because of its participative aspect and its focus upon developing perception, discrimination, and orientation skills.

The tutor can discover deficiencies in auditory memory and recall by watching for poor memory of rhythmic or melodic patterns to be echoed, lack of fluency in rhythmic and melodic utterances, poor concentration, or lack of interest and motivation. Deficiencies involving initial perception and awareness of the richness of the sound environment also can be discovered by using Schulwerk procedures. Deficiencies in auditory sequencing may be observed in students, handling of sequences in developing small sectional forms. Deficiencies in auditory discrimination are discovered by seeing how well the student improvises new and different patterns, either rhythmic or melodic.

Deficiencies involving audio-visual relationships show up when children attempt to relate sounds to bar placement on the Orff instruments and when they respond to interpretations of various kinds of music.

Motor competency deficiencies can be discovered by observing the children's positioning and coordination while moving and playing instruments and by the clearness or vagueness with which they talk and move. Speech impediments and any lack of fluency will show up when a child chants spoken sounds.

Spatial and temporal competencies have a strong hearing on reading skill. Orff-Schulwerk activities are useful in assessing children's capabilities and competencies related to positioning in space, relationships to other students and objects, directional orientation, the handling of rhythms and sequences, and competence with independent lines of expression in juxtaposition with others.

Math Concept Development

Many Orff-Schulwerk activities are related to identifying sets having a common property, such as the chanted word lists of trees, animals, or flowers. There are sets in songs like "Old MacDonald Had A Farm," and "There was an Old Lady Who Swallowed a Fly." Repetitions of rhythmic or melodic patterns form sets, and the grouping of beats can be thought of as sets.

In number-related concepts, a very elementary one-to-one correspondence takes place in some children's games, such as musical chairs. A discussion about whether or not there is a chair for each child will develop the idea of correspondence. Singing and street games and chants can teach counting. Some "counting-out" rhymes to discover who will be "It" involve touching each participant in turn, as does pounding each participant's fist in "One Potato." The tutor can pause and urge the child to count the numbers in some songs and rhymes, like "The Angel Band": "There were one little, two little, three little angels; there were four little, five little, six little angels. . ."

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Concepts of relationships, such as larger than, smaller than, holds more, and holds less, can be related to the musical elements embodying relative durations of sound in time. Tones can be longer than or shorter than, and there are relationships between lengths of phrases, recurring themes and sections. The tutor can experiment with these differences. It is also possible to try larger and smaller sections within a form.

Another mathematical concept within this aspect of relationships is ordering, which is related to sequential pattern and positioning. Cumulative songs and stories are useful here. Whom did Chicken Little see first after the sky started to fall? Second? Third? Positioning and the choreography of movement also involve elements of ordering, and ordering is related to scales, especially those that can be audibly and visually experienced during the playing of the Orff instruments. The basic durational relationships of sounds and syllables in chants like, "Tom, Tom, Becky, Becky," which is illustrative of 2:1 relationships, and "Tim, Tim, Timothy, Timothy," which is illustrative of 3:1 relationships, can help teach the mathematical concept of ratios.

In the realm of mathematical operations, songs like "I've Got Sixpence" can be useful for showing the relationships and differences among the basic operations of addition, subtraction, multiplication, and division. For practice in each operation, a song such as "I've Got Sixpence" could be varied using different numbers each time. The basic concept of subtraction can be clarified for young children as they play the kind of games in which those who miss a certain activity are dropped from the ring. "Who Stole the Cookie from the Cookie Jar?" or "Simon Says" are good examples. Division can be illustrated when a group of children need to form two lines for a dance, or three circles for a three-part exercise involving alternation of entrances, as in a round.

The ordering of pitch relationships into actual scales and the relationships of tones of different but related lengths can be associated with the mathematical concepts inherent in measurement. So can the actual name, "measure," as used in music, which is associated with regularly recurring, similar units of pulse-groupings. Folk dances, with their set patterns, can often reinforce the concept of distance and time duration measurement, because the dancers move forward or sideways around a circle a certain number of beats, steps, measures, or phrases.

Geometry finds a good handmaiden in Orff-Schulwerk's focus on movement and dance. Regions, lines, segments, curves, points, angles, and shapes are all useful tools for choreographic possibilities. Both patterned and creative dances can aid children in building greater sensitivity to directional movement. Even folk sayings can sometimes be directionally choreographed:

"Wind from the east - bad for man and beast;
Wind from the south is too hot for them both;
Wind from the north is of very little worth;
Wind from the west is the softest and the best."

The geometrical concept of symmetry is related to the valuable creative movement-device of mirror dancing in pairs, with one partner initiating dance movements and the other following in mirror image.

Putting It All Together

These are some of the methods used in Orff-Schulwerk, but they do not follow such stilted forms in a classroom. Emphatically not, although the tutor should take learning sequence into account. Activities and learning are commingled, pulling in other source materials, other activity areas, and other musical concepts for reinforcement.

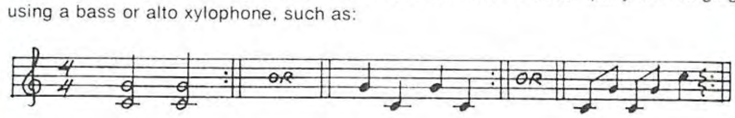
Orff-Schulwerk plays a valuable role in music education and can contribute richly to other aspects of education, but its greatest value is foundational. It develops the basic sensitivities and perceptions by which tutors can foster personalized expression of ideas through music, movement, and speech.

Developing sensitivity to aspects of simultaneity in musical expression

Concepts to be developed in this category will be derived from one pentatonic American folk song: "Fare Thee Well." (Other simple pentatonic songs can be used in much the same way—try "Li'l Liza Jane" or "Hot Cross Buns.")

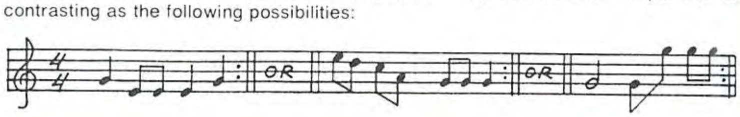
"Fare thee well my charming girls with the golden slippers on"

Drone fifth: Create a rhythmical drone fifth ostinato to accompany the singing, using a bass or alto xylophone, such as:



Explore other possibilities that could add preharmonic and rhythmic interest.

Ostinatos: Using a few notes of the pentatonic scale, have the student create small melodic patterns that could be used as ostinatos to accompany the melody of the song. Two or three could be used simultaneously, perhaps on soprano xylophone, glockenspiel, or soprano mettallophone. They could be as simple but as contrasting as the following possibilities:



St. John's High School

volunteer program promotes individual student projects

– Photo by Silvio Rone

A VOLUNTEER tutoring project at St. John's High School in Toledo gives students the opportunity to devise individual projects that go well beyond the usual scope of service.

Fifty St. John's High School social studies students have tutored at St. Mary's Grade School in Toledo's inner city area since the fall of 1972. St. Mary's is a parochial school in a poor parish, and many of its 270 students, ranging in age from three to 13, seriously need individual remedial instruction. Volunteer programs, like St. John's, fill that need.

The tutoring project is part of a St. John's social studies course in child development and education. Members of the social studies faculty designed the project to help their students understand the important relationship between a child's growth and his early education. Its volunteer component focuses primarily on providing much needed tutoring services for the St. Mary's youngsters, but St. John's social studies teacher Greg Frankenfield also encourages the volunteers to initiate their own individual projects to deal with problems they observe during their tutoring.

Paul Rywalski, a St. John's senior, tutored seventh and eighth grade science students at St. Mary's. He noticed that his tutees lacked the most basic equipment for laboratory investigation. During an interview with a St. Mary's science teacher, he learned that the school could not afford the microscopes. So Paul decided to get them.

"One of the main problems in education is to make a course more interesting," Paul said. "And this is difficult to do without the basic science equipment you find in most grade schools."

As required by his social studies class, Paul submitted a written project proposal. The proposals followed the prescribed simple format: a project description, rationale, suggested methods of approach and implementation, required resources, applicable funding, and

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the individual student's capacity to implement the project. Paul submitted his proposal and the social studies class then critiqued it and offered suggestions improving the plan.

Paul first proposed to ask local doctors, hospitals, and biological supply companies to donate microscopes. The class suggested other possible sources and recommended methods to use or avoid in contacting the sources. Paul spent several weeks calling, writing, and meeting with science teachers, doctors, and hospital and biological supply company personnel. Finally, a local doctor offered to donate the price of one microscope, and the supply company from which Paul ordered the microscope donated a second one. Paul followed up on the donations until they were delivered to St. Mary's and installed in the science lab.

Following his microscope project, Paul submitted a proposal to the St. John's student government for money to buy microscope slides. Several other student projects in the social studies class required small amounts of money, so the volunteers organized a permanent community service committee to request financial allocations from the student government and channel support to individual projects.

In preparing his proposal for student government funds, Paul investigated the costs and quality of slides available from several local supply houses. He presented his findings and recommendations to the student government, emphasizing the educational importance of prepared slides for St. Mary's science students. The student government's community service committee quickly allocated the necessary funds.

Lab Manual Prepared

Paul took the science project one step further by writing an instructional lab manual for St. Mary's science students. Using his own science manual as a guide, he prepared a booklet covering the following areas to help each student learn to use the new microscope: (1) parts of the microscope, (2) function of the lens, (3) care and cleaning, (4) focusing, (5) use of prepared slides, and (6) how to prepare your own simple slides. After the microscopes were installed and each student had received a manual, Paul briefed them on the use of their new equipment. Most of his subsequent tutoring activities focused on laboratory work.

Raymond Wohl, another student enrolled in the social studies course, planned and implemented high school orientation workshops for eighth grade students at St. Mary's. Raymond discovered that the eighth graders he tutored in math were puzzled and apprehensive about what to expect in high school the next year. Consequently, he proposed to provide the students with a preview of high school life by setting up orientation workshops in each of the seven Toledo high schools that the St. Mary's graduates expected to attend. After his class approved the proposal, John sub-

—Photo by Silvio Rone

As part of a science project, a St. John's High School social studies volunteer tutors a St. Mary's Grade School student.

mitted it to the St. Mary's principal, who agreed to release the eighth grade students for the orientation workshop. John then followed these steps to complete the project:

(1) Recruited students at his own school to transport and accompany St. Mary's eighth graders to the workshop sessions.

(2) Asked students in each of Toledo's seven high schools to serve as hosts.

(3) Obtained approval from each high school principal and set up times for the workshops.

(4) Explained the orientation project to parents of the St. Mary's students and requested permission to transport them.

(5) Set up a time schedule, arranged transportation, and sent a schedule to all St. Mary's eighth graders, each high school principal, and to hosts at each of the seven schools.

While development of an individual project is an optional aspect of the four-part social studies course, all students in the course must tutor at least three hours a week at St. Mary's. The class also meets twice a week for a 50-minute period. Students receive one-half credit for the course work and tutoring. About half the class earns extra credit for individual projects.

The course begins with a study of child development, and the students conduct several child observation projects. During the second part of the course, the volunteers study alternative methods of education at preschool and elementary levels. The third unit focuses on critical problems in American education, such as education of the poor, effects of social unrest on the nation's school systems, and special difficulties encountered by city schools. The fourth component of the course, which runs concurrently with the other three units, is volunteer tutoring at St. Mary's. Each classroom component is designed to reinforce the students' tutoring experience.

Organizing the Tutoring Project

During the summer of 1972, Greg Frankenfield sent a letter to all St. John's juniors and seniors inviting them to participate in the volunteer course as an elective social studies credit. Only 12 students responded to the letter, but Frankenfield recruited 30 more students during fall registration.

Frankenfield arranged with the St. Mary's principal for each volunteer to visit the school as an observer and choose the subjects and age groups he would like to tutor. Following each visit, the principal interviewed the volunteer and stressed the need for tutoring at St. Mary's and the importance of dependability.

After choosing a subject area and age group, each tutor met with Frankenfield to draw up a tutoring schedule and arrange transportation. Then the volunteers met with St. Mary's teachers to learn more about specific tutoring needs at the school. Meanwhile, Frankenfield wrote letters to the volunteers' other teachers requesting class release-time for the tutoring project.

Frankenfield evaluates tutors and grades them on the basis of their performance in class and on special projects. He also grades them on written work and their demonstrated commitments to tutoring. In addition, St. Mary's teachers observe the tutors' work and report weekly to Frankenfield on their problems and progress. Students themselves evaluate their tutoring experience at a weekly volunteer meeting after school. Frankenfield is trying to develop a more elaborate evaluation process that will reveal extensive information about the students' attitudes toward their tutee, their motivation, and their interest.

The tutoring project at St. John's is now recognized as a successful and integral part of the social studies department. Because of the project's recognized effectiveness, school administrators plan to expand the concept of community service course work into other areas of the curriculum. As a result, more St. John's students will have the opportunity to serve a larger and more varied group of recipients in the Toledo area.

A COMPREHENSIVE CLASS RELEASE-TIME SYSTEM

With the cooperation of other faculty members, St. John's social studies teachers developed a comprehensive system of class release-time for their students who tutor at St. Mary's.

At the beginning of the tutoring project, each volunteer indicated courses from which he could be released with the least academic risk. The classes designated "least academic risk" and study halls provide time each week for a student to be absent from school to tutor. Each volunteer is responsible for contacting the appropriate teacher to draw up and sign a release-time contract.

Before the students approached various faculty members, tutoring program director Greg Frankenfield posted a list of all prospective tutors and the periods from which they would be seeking release time. Frankenfield reminded faculty members that they were not obligated to sign a release if they felt the student could not meet his academic responsibilities. In addition, he emphasized that these teachers could terminate the release contract if a student failed to keep his agreement and they could request proof that the volunteer was using his release-time well.

Frankenfield encountered two major difficulties in setting up a release-time system: (1) establishing a climate of confidence among faculty members so that they would not feel pressured into a program that provided little more than escape time for students, and (2) determining reasonable guidelines for class-release time.

To overcome these problems, Frankenfield made periodic progress reports to the assembled faculty. He also maintained close contacts with individual faculty members who had granted release-time, and he monitored tutors' class performance. In only a few instances, students were asked to drop out of the tutoring program because they had not complied with agreements in their release-time contract.

In the written contracts, each student agreed to complete any missed classwork and assignments and to maintain at least a "C" average. Students generally were required to be present for examinations, although some teachers agreed to give them after school. Quiz policies varied, but most teachers agreed tutors did not have to be present. Quizzes were either dropped or rescheduled, depending on their frequency or how heavily the final grade depended on them. All teachers emphasized that tutors were personally responsible for keeping up with the class' progress.

Hand-propelled boats at Woodrow Wilson Rehabilitation Center, Fishersville, Va., encourage the handicapped to participate in independent recreation activities that will help make them self-reliant.

Volunteer Work With the Handicapped

DR. LILLIAN A. PENNELL
Director
Career & Personal Counseling Center
Mary Baldwin College, Stanton, Va.

A discussion group at Wilson Center (above) puts volunteer and three quadriplegics in an accepting situation. A paraplegic (below) moves toward his first swimming lesson and greater independence.

SOME STUDENT VOLUNTEERS are better qualified than others to work with the handicapped. It is a matter of attitude, knowledge, and skill. But whatever your current qualifications, you can become more capable, more competent, and more productive.

Before getting down to techniques—the do's and don't's for dealing with handicapped people—you should take a look at how you feel and what you know about physical disability. Maybe this is just not for you. But perhaps it is.

Do you see other people as beautiful and capable of self-direction and fulfillment? Or do you see them as blighted and needing someone else to structure their lives? Can you approach the person you work with as one who needs you, as one you need, or both?

What is your understanding of yourself as a person? Are you the type who likes to be with just a few people, or do you love huge parties? Do you do things on the spur of the moment, or do you think through all possibilities carefully before making a decision?

Your feelings toward others and your concept of yourself have much to do with your ability to work with the handicapped.

What is your belief about disability? Do you think of the physically handicapped person as belonging to some broad category of "poor crippled people?" Or is he just a person who happens to have a handicap? Are you one who believes that the problem is brought on by some wrongdoing on the part of the person, or do you see it as an unfortunate event in the normal life process?

What is your understanding of different kinds of disabilities? Do you know the effects of blindness, deafness, cerebral palsy, polio, stammering, epilepsy, amputation of limbs, spinal cord injury, heart disease, organ transplants? Would your present knowledge be sufficient for doing volunteer work with a person with any of these handicaps?

What is your knowledge of rehabilitation? Do you know that people with really severe handicaps often are rehabilitated and do successfully hold full-time jobs? Do you know which agencies offer rehabilitation to the physically disabled? Are you aware that most states have an agency working solely to assist the handicapped to become as physically fit as possible and to obtain training and jobs so as to become taxpayers instead of tax-consumers?

Here is also what volunteers need to do in working with the handicapped.

Be accepting—As a student volunteer working with a physically disabled person, you must accept him as a person. You cannot ignore the disability, but you can de-emphasize it by focusing your attention on who this person is, what he feels, and what others feel about

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AND FOR FURTHER INFORMATION . . .

Volunteers For People in Need. Publication Department, IARF, 5530 Wisconsin Avenue, N. W., Suite 955, Washington, D. C. 20015. 1972. Price: $2.00.

Handicaps: What Makes It Easier? What Makes It Harder? Compiled by and available from Dr. Lillian A. Pennell, Career and Personal Counseling Center, 135 North Coalter Street, Staunton, Va. 24401. 1969. Price: 50¢.

When You Meet a Handicapped Person. National Easter Seal Society, 2023 West Ogden Avenue, Chicago, Ill. 60612. Free.

Levin, Stanley. *The State of the Art of Volunteering in Rehabilitation Facilities.* Goodwill Industries of America, Inc., 9200 Wisconsin, Avenue, Washington, D. C. 20014. 1971. Price available upon request.

McDonald, Eugene T. *Understand Those Feelings: A Guide for Parents of Handicapped Children and Everyone Who Counsels Them.* Stanwix House, Inc., 3020 Chartiers Avenue, Pittsburgh, Pa. 14204. 1961. Price: $5.00.

Henderson, Stephen R. *One-to-One Relationships: Some Suggestions for Volunteers.* Career and Personal Counseling Center, 135 North Coalter Street, Staunton, Va. 24401. 1973. Price: 50¢.

Articles and Monographs

Establishing A Volunteer Department in a Rehabilitation Center. (Rehab. Monograph XXXIII). Prepared by Ruth O'Brien. Institute of Rehabilitation Medicine, 400 E. 34th Street, New York, N. Y. 10016. 1967. Price: $2.50.

Johnson, H. C. "Teen Agers. . .A Real Challenge!" *Crippled Child.* XXX (6), pp. 13-15. 1953.

Meyerson, L. "Psychological Aspects of Sensory Disability." *Annals of the New York Academy of Science.* LXXIV, pp. 128-135. 1958.

Pennell, L. A. "The Relationship of Certain Experiences to Psychological Adjustment in Persons with Spinal Cord Injury," Doctoral Dissertation, University of Florida. 1969.

Wenar, C. "The Effects of Motor Handicap on Personality: 1. The Effects on Level of Aspiration," *Child Development.* XXIV (5), pp. 123-130. 1953.

Audio-visual resources can be found in the *Catalog of Audiovisual Materials Related to Rehabilitation,* Materials and Information Center, Alabama Rehabilitation Media Service, 216 Petrie Hall, School of Education. Auburn University, Auburn, Ala. 36830. 1971. Price available upon request.

him. The social and emotional needs of the handicapped differ only in degree from those of the non-handicapped. He is a person just like you with the same kinds of needs and desires. You must accept this.

Be natural—Be just the person you are. If you come across as a phony, your acceptance will be suspect. The disability may raise barriers to easy communication, but these barriers can be eliminated by just being yourself. If you are comfortable with a disabled friend, you will find ways to reduce the impact of the disability and to offer him constructive help with his problems.

Be empathic—Show empathy, not sympathy. Empathy is the exciting experience of feeling with a person, as opposed to sympathy or feeling sorry for him. An illustration of what not to do comes out of an experience in which I shared. One Saturday afternoon, a group of us who were students in a rehabilitation center were shopping in a small city. Three of us were in wheelchairs, one was on crutches and one was a "walker." We were making our way toward the end of a block when a little old lady suddenly came around the corner. As soon as she saw us, she began to shake her head slowly from side to side. Upon meeting the first wheelchair student, she exclaimed, "What a shame. What a terrible shame! And all of you so young." Sympathy she had, but empathy there was none.

Empathy, in contrast, can be illustrated by another personal experience. Since I am a quadriplegic, paralyzed in all four limbs, I had a very difficult time learning to move from my wheelchair into bed. The first time I succeeded was a dramatic occasion. My sister and three friends were watching. When I finally inched on to the bed, there were squeals of delight, hugs, and a few tears of happiness. They were really with me, sharing joy in my progress and accomplishment and knowing how I felt inside. Empathy extends in the other direction, too. You feel the anguish of disappointments as well as the joys of success that come to the person with whom you are working.

Use your sense of humor—A genuine sense of humor is displayed by laughing with a person, not at him. Most handicapped people are able to see the amusing elements of their situation, and this insight is a tremendous plus factor in adjustment. You can help with this adjustment by not being embarassed when an artificial limb squeaks in church or a deaf person misinterprets a statement. A group of students in one rehabilitation center even invents slogans that make light of their disabilities. And after you get to know the person with whom you work, the two of you will share many private jokes. This fosters a feeling of companionship and understanding. Naturally, your sense of humor should not concentrate solely on the disability—it is important in every aspect of life.

Learn to say, "I don't know"—This applies especially in working with the newly disabled person who feels sure he is going to be completely well again. Perhaps he may be, but in most severely disabling situations, there will be residual effects. You have no right to tell the person that you know he's going to be all right. He probably knows better than you do that he won't, and you are simply decreasing the chances of a good relationship by giving unfounded encouragement. Don't pretend and hedge—just say you don't know what the ultimate progress can be (you don't.) What he probably wants is for you to understand his uncertainty and concern and to feel this with him. On the other hand, encourage the optimism he needs for his adjustment if this optimism can be justified.

WHAT VOLUNTEERS CAN DO

Visit the person in his familiar setting—This will give you a better opportunity to get to know him, his interests, and his aspirations. He, too, will feel more at ease in getting to know you in secure surroundings. If you are going to visit on a regular basis, find out the time most desirable for him. Be faithful in keeping your commitment. This is especially important for people who are confined to a bed or a building. For them a change in the routine is ever so welcome. Make your visits fun. Plan with him the activities you will do together—play cards or other games, work puzzles, do handwork, discuss special topics. At the same time, allow for spontaneity. Be flexible. You might want to take friends of yours to meet him if it seems there would be mutual interests and benefits.

Take him out for appropriate activities—If you are working in a hospital or another institution, learn the rules concerning persons leaving for outings or visits. Even if there is a rule against it, inquire about exceptions if the person you are working with would like to go out. Before you take a handicapped person outside, become familiar with any special needs and be sure you can supply them. For example, it is rather difficult to fit a folded wheelchair into a small car. Remember to check out steps or other barriers that could present problems for the handicapped.

Only do for the handicapped person what he cannot do for himself—If you are not sure how he feels about your help, ask him. Two men in wheelchairs wrote:

"I think that other people try to help you too much around town. A little help is all right, but they try sometimes too hard.

"I hate it when someone tries to do something for me that I can do myself. This of course, comes from well-meaning people who just don't understand. My wife used to even salt my food. If I wanted to try to get up by myself or try something new, I had to nearly yell at the nurses not to help unless I asked for it."

Help remove barriers—Architects and planners seem to share an ecstasy about long flights of steps, an ecstasy that turns into deep frustration for the person in a wheelchair, on crutches or with a heart ailment. Many states now have regulations that require at least one level entrance into government buildings, plus elevators for access to upper floors. Those states without such laws should be encouraged to enact them. Try to influence the designers of non-government buildings (churches are among the worst offenders) to make them accessible. Get in a wheelchair yourself and go around town to see how many curbs you can manage, how many rest rooms you can get into, how many fountains you can drink from, and how many pay phones you can dial. You could organize a survey of accessible public buildings or write articles about architectural barriers.

Prejudice and ignorance also create many barriers. Some people do not realize that blind people see through their ears and hands, that epilepsy is controlled by medication, that deaf persons can read lips better if the speaker talks naturally and doesnot try to exaggerate lip movement. Discrimination against the handicapped is gradually decreasing. You as a volunteer can speed this progress by helping people to understand the rehabilitation slogan, "It's not what a person has lost but what he has left that counts."

Help with the job hunt when he is ready—Ordinarily the major responsibility for employment will rest with a rehabilitation counselor or someone in a similar capacity, but you may be just the one to help by watching for employment opportunities or providing transportation for the interview.

Learn how to give of yourself—"Most people don't know how to give to another person without making him feel he needs it," wrote one handicapped man. There is no magic formula to avoid that attitude. Your philosophy of man and your understanding of disability are basic to the impression you make on a handicapped person. Such a person is probably overly sensitive to the approach and the reaction of a student volunteer, so just being yourself is very important if you are to come across as real. Remember, too, that the handicapped person has a lot to give to you, and if you don't have some needs that can be satisfied by working with the handicapped, you'll come across as condescending. This concept of giving and needing is a two-way street.

Help the disabled person to set realistic goals—Severely handicapped children set high goals. This has been interpreted as an unrealistic approach demonstrating a wish rather than an ability. You can help by gently suggesting more realistic goals—but do this on the basis of knowledge of what is realistic for him. He may underestimate his potential at times and you can help him build more confidence. It may be that you can guide him to think about where he is at that moment and what the next step should be, rather than thinking in terms of long-term goals. Whatever the direction of his goal setting, you can help him think it through.

Recognize feelings of frustration and depression—For the severely handicapped person there is often a significant amount of emotional damage, and there are always problems of adjustment. There are feelings of dependence, of lack of purpose, and of inadequacy in relating to the opposite sex.

Whenever feelings of this nature are expressed, be sure you recognize them and accept them as real. Don't argue or try to talk a person out of his feelings. Just hope that some of things you and others are doing with him will lead him toward a more positive outlook.

Feel free to discuss religion and faith—Many disabled people feel that one of the basic helps in their adjustment is their religious faith or experiences of a mystical nature.

If the person with whom you are working wants to talk about religion and faith, you should feel free to discuss it, but be careful not to push your ideas on him.

TECHNIQUES FOR SCREENING, ORIENTING, AND TRAINING VOLUNTEERS

Help the volunteer to understand his motives—The initial interview with a prospective student volunteer is very important, no matter what kind of service he wants to perform. If his objective is to work with the physically handicapped, his motive for this should be understood. It should be more than just to do good and make the volunteer feel warm inside. The motive should combine benefits to the student volunteer and to the handicapped person. He should, of course, really enjoy his volunteer work with a disabled person. This enjoyment will enable him to be more helpful and meaningful to the person.

Take them where the handicapped are—Some students who want to volunteer think they want to work with the physically handicapped but have never been around anyone who has a disability. The most logical thing to do is to take them to schools, hospitals, or rehabilitation centers so that they can test their reactions. They should, of course, have the chance to talk with some of the handicapped people.

Let them try "being handicapped"—Put volunteers literally in the disabled person's situation. For example, have them put cotton in their ears to experience deafness; blindfold them and have them try moving around a room; have them get in a wheelchair and push themselves around through rooms and halls, try to get into public rest rooms, or drink from a regular water fountain. Let them try to put on clothes using just one arm.

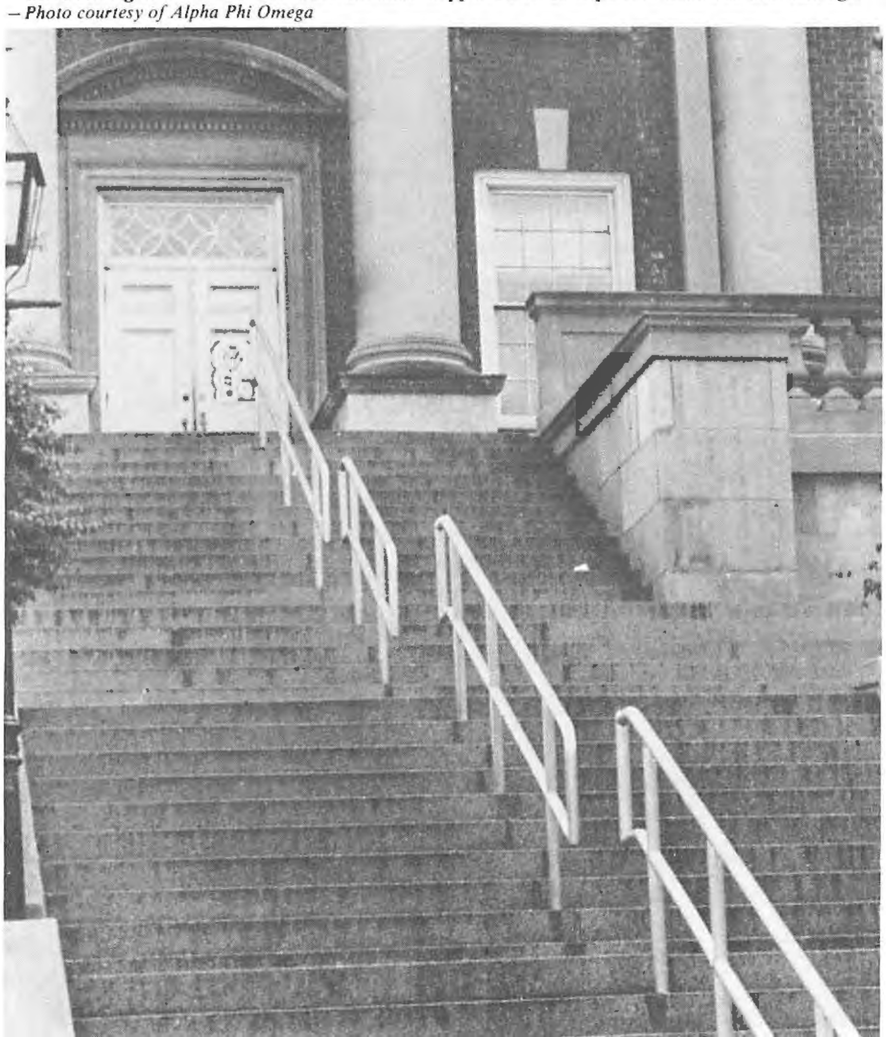
Architecture to Aid the

At right, the international symbol for barrier-free facilities.

– Photo by Roman Sydor

Street-corner ramps like the one above are helpful for wheelchair-users, but leave the rest of the curb intact so that blind people can tell when they come to a corner. Below, a center-stair hand railing is more convenient for the handicapped and less expensive than two side railings.

– Photo courtesy of Alpha Phi Omega

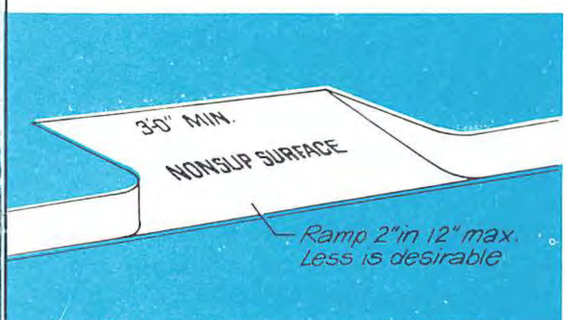


AT 26, Brian McLane is Director of Parks and Recreation for Cicero, N.Y. He has also been confined to a wheelchair all his life, the master, rather than the victim of cerebral palsy. So in December, 1966, as a student at Syracuse University, and a member of Alpha Phi Omega National Service Fraternity, Brian was somewhat surprised to find that Phi Chapter had to make special adjustments to its house when members invited 200 handicapped children over for a Christmas party. "I never thought of steps and doors and things as being obstacles for other people," he said. "When we brought the kids in, we realized the magnitude of the problem, and after the party, we decided on an action program. For openers, we got in touch with local agencies, and surveyed the campus to find out how many students were involved and what could be done. We started with a workable guide to the campus, and progressed to a handicapped person's guide to the city of Syracuse." That led to a national program, and eventually, Phi Chapter and Doubleday & Co. put together a booklet called *The Elimination of Architectural Barriers*, which is available upon request from Phi Chapter, Alpha Phi Omega National Service Fraternity, Archbold Gymnasium, Syracuse University, Syracuse, N.Y. 13210. The publication attacks the problems of high curbs, difficult doorways, steep stairways, narrow passageways, uneven sidewalks, and out-of-reach telephones and drinking fountains from the standpoint of practicality for the handicapped individual. The booklet also contains a comprehensive bibliography on the subject.

Disabled

—Photo by Roman Sydor

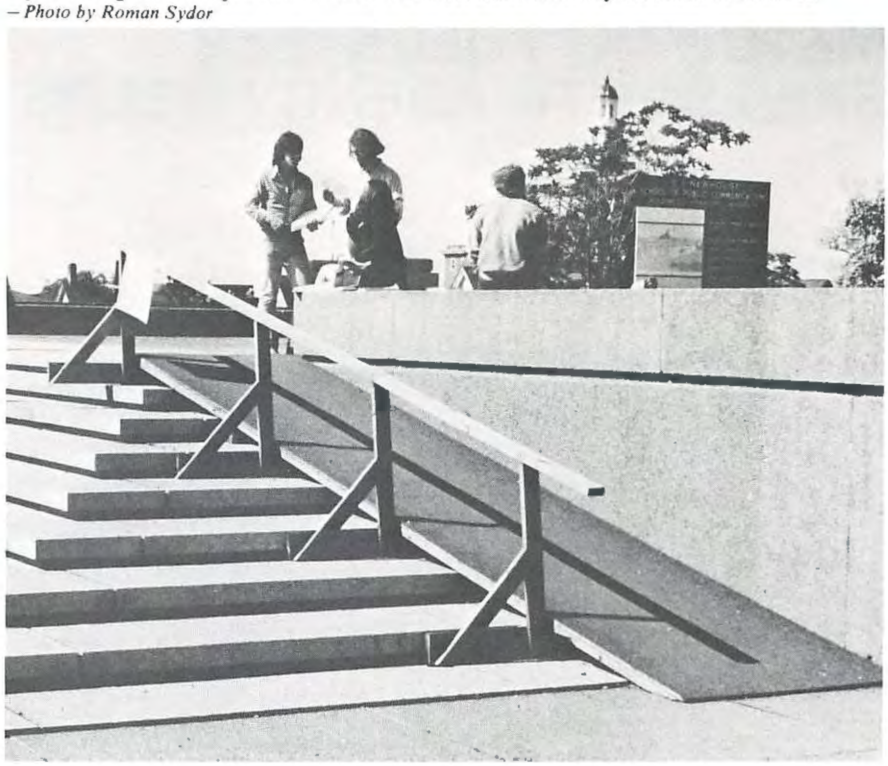
A bridge over a dry landscaped moat around a Syracuse University library eliminates two sets of steps.



A simple plan for a curb ramp (above) shows how volunteers can take direct action to eliminate common architectural barriers. Below, a railing makes a steep, uneven walk safer for the handicapped person.
—Photo by Roman Sydor

—Photo courtesy of Alpha Phi Omega

Measuring steps (above) is a basic procedure in surveying an area or a building for architectural barriers. Stair ramps, like the one below at a library on the Syracuse University campus, offer greater independence to those who must make their way around in wheelchairs.
—Photo by Roman Sydor



POSITION TITLE:
Volunteer Probation Officer (V.P.O.).
SUPERVISOR:
Assistant Court Volunteer Programmer.
TIME COMMITMENT:
A minimum of nine months' service availability. The volunteer probation officers must meet with their assigned probationers at least once a week for a minimum of two hours during the first two months. V.P.O.'s are encouraged to maintain the same contact rate after the first two-month service period. They usually serve from six to nine months.
QUALIFICATIONS:
Volunteers must be at least 20 years old, mature, concerned, and a good adult model. They must have no prior arrest and conviction records other than minor traffic violations. Each volunteer is strongly urged to have access to or own an automobile.
TRAINING:
All volunteer probation officers must take six hours of specialized training prior to assignment. Training sessions are held on the first Monday and Tuesday of each month, between 7 and 10 p.m. Active V.P.O.'s are encouraged to participate in the in-service training session on the third Thursday of each month at 7:30 p.m.
DUTIES:
Each volunteer probation officer will be assigned to supervise one child on probation with the County Juvenile Court. The V.P.O. will be expected to meet with his or her child on a weekly basis during the first two months. The volunteer will exercise the court's probation conditions.

Job descriptions

MATCHING VOLUNTEER SKILLS WITH AGENCY NEEDS

JOHN H. CAULEY, JR.
Director, Office of Volunteer Programs
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JOB DESCRIPTIONS are definitions of a person's duties and responsibilities within an organization. They are essential to the success of agency volunteer programs. A good job description clearly outlines the function to be performed, and its development forces a social agency to think through its use of volunteers.

An adequate job description cannot be developed unless there is an actual need for the function it describes. Hence, job descriptions meet the first criterion of a good personnel policy—they define needs to be met by the recruitment and training of new staff.

In developing job descriptions for volunteers or paid staff, an administrator is forced to review the nature of his organization and the interrelationships of his staff. This allows him to analyze his resources, plan for their best utilization, and ultimately to organize his unit to meet his goals.

Recently, the staff of the Office of Volunteer Programs at Michigan State University set out to develop several new volunteer opportunities for students enrolled in pre-medical or other health oriented curriculums.

In our zeal to open up new locations for the pre-med type student, we failed to define the role of the volunteer in the agency clearly. Our staff thought the students we recruited would be able to use their training in a residential health care facility. But the agency staff actually planned to use the student volunteers as visitors for their patients.

POSITION TITLE:
Tutor.
SUPERVISOR:
James Elementary School teachers.
TIME COMMITMENT:
A minimum of three hours a week for each tutor during the school year. Five hours a week is preferred.
QUALIFICATIONS:
Tutors must be high school students or adults from the James Elementary School community.
TRAINING:
Tutors will be trained by the teachers to whom they are assigned. Training will take place at the convenience of the prospective tutors and will normally consist of personal interview/information sessions with individually assigned teachers.
DUTIES:
Work with a designated child or small group of children to improve specific skill areas such as reading and arithmetic. Maintain records of activities and progress. Maintain weekly contact with teacher to report progress and plan future activities.

We started with a well-planned and well-received training session, and the volunteers began with great enthusiasm. The initial enthusiasm was short-lived, however, because the volunteers quickly perceived that they would not be involved in the treatment of residents and that on Saturday mornings—the time assigned to volunteers—only a few of the agency's medical personnel were even on duty.

Our failure to develop written job descriptions led to the almost immediate failure of the volunteer program and the creation of a great deal of misunderstanding between the student volunteers, the community agency, and our staff.

In retrospect, our staff realized that if job descriptions had been written in advance, many of the program's problems could have been avoided.

A description should not only detail the functions of the volunteer, but it should also outline the responsibilities of the agency. For example, good volunteer job descriptions will incorporate all of the following elements:

- A job or position title.
- The function and responsibilities of the volunteer.
- Names of supervisors.
- The required time commitment.
- Essential qualifications.
- The necessary training that will be provided by the agency.

The position title should define and identify the role of the volunteer. Volunteer Probation Officer and Child Activity Room Supervisor are two examples of brief but explicit volunteer position titles. A short explanatory paragraph describing the duties and functions to be performed should follow the position title. Alternatively, the duties and functions can be listed individually rather than in paragraph form. The essential point is that duties and functions must be clear, concise, and easily understood.

Well-developed job descriptions honestly state the actual time commitment required. One of the most serious mistakes an agency can make is to fail to indicate truthfully how much time the volunteer will need to do the job. Too frequently, agency administrators say, "But I can't really expect volunteers to devote enough time to complete the job." If that is true volunteers should not be involved in that job. Volunteers should be recruited and trained only for positions they can handle. Recruiting volunteers without clearly defining the time commitment will ultimately result in failure of the project.

Too often, the decision to recruit volunteers is made without adequate planning, preparation, and commitment on the agency's part. This leads to difficulties in the successful implementation of the idea, and these lead directly to frustration and, ultimately, the failure of the well-meaning volunteer.

Businesses do not hire people unless they actually need them. But many agencies create volunteer programs and recruit volunteers before they need them or determine that their use will increase the amount and quality of service provided. When social service agencies have small staffs and resource shortages, the volunteer route seems an easy solution. Hence, the most basic personnel policy—that of establishing an actual need for additional personnel—is often violated in the development of social service agency volunteer programs.

In a paid work setting, after administrators and planners determine that a need exists or that there is a function for another employee, they develop a job description to outline the new position's duties and responsibilities. This allows a prospective employee to get a clear picture of the type of job being offered. It also indicates the requirements for the position to the prospective employee. Even before he applies, the individual knows essentially what the job entails and has an idea about whether or not he is qualified.

Another obvious difference between the treatment of paid staff and volunteers involves the introduction of the individual to the organization. Management usually provides the paid employee with a general view of the organization and its function. Most important, however, the paid employee is usually introduced to his co-workers and superiors. Where volunteers are involved, this basic essential of most

(Continued on next page)

POSITION TITLE:
Social Work Aide.

SUPERVISOR:
Individual members of agency casework staff.

TIME COMMITMENT:
A volunteer assigned as a social work aide will be expected to serve for a minimum of 12 months. Each social work aide must serve at least eight hours a week and attend the agency's monthly casework staff meetings.

QUALIFICATIONS:
Each volunteer must be at least 18 years old and should successfully complete the Social Work Aide Training Program.

TRAINING:
The Social Work Aide Training Program consists of 40 hours of classroom training spread over a two-week period. Each volunteer will be expected to demonstrate skills in interviewing, peer counseling, and referral at the conclusion of the training session. The training sessions are conducted semi-annually.

DUTIES:
Each social work aide will be responsible for maintaining a caseload of 10 individuals. The aide will be responsible for providing interviewing and referral service in local community centers. Each aide must maintain a good working knowledge of his or her community and its resources. In addition, each aide must keep regularly scheduled office hours and submit monthly reports to the area community center.

successful job performance is frequently overlooked. In too many situations volunteers are simply left to introduce themselves and develop their own friendships.

Organizations hiring new employees provide a substantial amount of time for orientation and training. Depending on the nature of the job and the amount of responsibility, the training period for a new employee may last from a few hours to a few days or even weeks or months. Orientation and training gets the new employee off to the proper start and familiarizes him with the organization's goals and objectives. In addition, the orientation-training period gives the new employee time to adjust to his new environment.

Inadequate Orientation

In the development of agency volunteer programs, orientation-training is the one basic personnel function that is carried out on a fairly regular basis. Most social service agencies recognize that volunteers need to have at least a general idea of their functions, and this information is frequently conveyed through some sort of orientation-training session. But even though agencies usually provide orientation-training, it is usually inadequate. Many agencies provide new volunteers with nothing more than an informal interview.

Too often agency personnel have only a vague idea of how volunteers will be used. For example, last year our campus newspaper ran an article based on an interview with the director of a local day care center. The article contained a clear plea from the director for volunteers to assist at the center, but the secretary on duty at the center knew nothing of the newspaper story. Her method of dealing with telephone inquiries about it was to take names and phone numbers with the promise that she would return the call. Later she learned from the center's director that volunteers were always welcome, but obviously no one had prepared the staff for them. Nor was there a job description available. It is doubtful that many volunteers found their experience at the center satisfactory. This is indicative of the manner in which many agency volunteer programs begin.

A good job description indicates the kind of training required for each volunteer position and tells who will supervise the volunteer on the job. Knowing who is responsible for supervising the volunteer is essential. Too many times agencies fail to tell both volunteers and staff.

In fact, most agencies fail to provide adequate supervision for the volunteer, and some provide none at all. Usually, an already overburdened staff member simply assumes responsibility for the volunteers and therefore has little time to oversee their activities. This, coupled with other discrepancies, almost certainly results in the failure and the frustration of the volunteer. In contrast, it is unthinkable that a paid employee would not be closely supervised until such time as he was able to assume responsibilities in a non-supervised setting.

The problems created by the lack of basic personnel policies in the design and implementation of volunteer programs are further aggravated by what may be called the agency-volunteer authority conflict. The question of authority is central to the success of the volunteer effort. Failure on the part of the agency to develop essential and adequate personnel policies for volunteers is a part of the confusion surrounding the authority issues. If social agencies recognized true authority over their volunteers, they would develop and refine personnel policies to outline the nature of this relationship.

The authority problem arises primarily from failure by the agency to recognize the volunteer as a staff member even if unpaid. Thus, the agency relegates the volunteer to a questionable status that creates uncertainty and ambiguity.

The final discrepancy between the non-paid volunteer situation and the paid work setting is the volunteer's lack of opportunity for advancement. In most social service agencies, paid positions are clearly defined and ranked. Each employee knows the requirements and qualifications for advancement. Unfortunately the volunteer has little opportunity for advancement. Too frequently his function has not been clearly defined, and until the agency provides him with at least a job description, it will be impossible to "promote" even the most successful volunteer.

Job descriptions should state exactly what qualifications will be required, and once established, the agency should stick to its written statements. Often agency administrators are quick to waive their own printed statement of qualifications because they do not know how to say no to the well-meaning, overenthusiastic volunteer sitting before them. This failure to adhere to the necessary qualifications will only hasten failure.

Again, in comparing the volunteer setting to a paid work setting, it is obvious that supervisors normally would not hire an applicant unless he meets the minimum qualifications for the position. The same rule must also be applied to all applicants for volunteer positions. An individual either qualifies or he does not. Agencies definitely must learn how to say no.

Agency Needs

Basically, the agency will have certain needs and expectations. For example, our local probate court expects MSU volunteer probation officers to serve for at least nine months. All agencies expect a volunteer to be dependable. If an agency has developed a well-planned volunteer program, its staff will expect those who accept placement to meet their commitment.

At the same time, when developing job descriptions, agency administrators must keep in mind the volunteer's needs and expectations. For example, a volunteer will want to know specifically what his function will be, how much time will be required, who will provide the training and supervision, and what qualifications are required for whatever volunteer position is offered. The volunteer will expect to contribute a valuable service, and will be seeking a meaningful and worthwhile opportunity. If volunteers are only offered tedious tasks that are not wanted by the paid staff, few volunteers will even accept a job in the first place. Agencies must recognize that today's volunteer seeks an opportunity to be involved in a direct-service capacity.

On the other hand, volunteers must realize that agencies are limited in their ability to design and implement volunteer programs. Initially, any social agency will be governed by staff and budget limitations. Even though it may be most desirable to hire a full-time volunteer coordinator to recruit, train, and supervise volunteers, most agencies will not have such resources. Many agencies will not even be able to provide other services such as free uniforms or complimentary meals for their volunteers.

Agencies should also be made aware of volunteers' limitations. Many volunteers cannot give more than two hours a week because they have other commitments. Many volunteers are limited by their own lack of resources. If a volunteer must provide his own meals when he is on duty, he may hesitate to extend his service commitment because he cannot afford the extra meals. Similarly if a program requires volunteers to purchase and maintain their own uniforms many will select other, less expensive programs.

Student volunteers often face limitations not encountered by regular community volunteers. The student volunteer must schedule his volunteer participation around his academic commitments. Every student is faced with term papers, exams, term breaks, and new schedules at the beginning of each term. There are realistic factors to be aware of when recruiting college students for a volunteer program. Both agency and volunteer must honestly assess the requirements and time commitments of all programs.

If a job description is a vital link in the volunteer program development process, how can it be used to the greatest advantage of both agency and volunteer?

The most important fact to keep in mind when writing volunteer job descriptions is to be totally honest. Caution the agency against selling its volunteer program by using impressive volunteer job titles. The most frequent mistake that agencies make is their failure to describe the duties, responsibilities, and time commitment of their volunteer positions honestly. An important-sounding title will not fool volunteers for long if they can see that the agency does not value their contribution.

The volunteer job description, then, should be used in the same manner as a job description for a paid employee.

FIRST, the description should accurately outline the duties and responsibilities of the job.

SECOND, the volunteer job description should be used early in the recruitment-interview-placement process. If the description is well written, it will state explicitly the required time commitment and qualifications. An agency administrator should use the description to make sure that the prospective volunteer meets the minimum requirements. It is a waste of both the volunteer's and the agency administrator's time if they spend an hour and a half discussing the agency's swimming program for the handicapped without stating early in the interview that volunteer participation in the program requires water safety instructor certification.

THIRD, the volunteer job description should be used as one of the very first training devices in the agency's volunteer training program. Clearly stated, well-written job descriptions will save a lengthy explanation of the volunteer's role in the agency, and the description should serve as the launching pad for additional training.

FINALLY, the volunteer job description should serve as a clear statement of the volunteer's duties, and this statement should be used in volunteer evaluation sessions. If the volunteer was recruited and trained to perform a specifically-stated function, then his supervisor can use the description in evaluating and guiding him.

A Non-Student Community Volunteer Job Description

POSITION TITLE:
School-Community Liaison Aide.

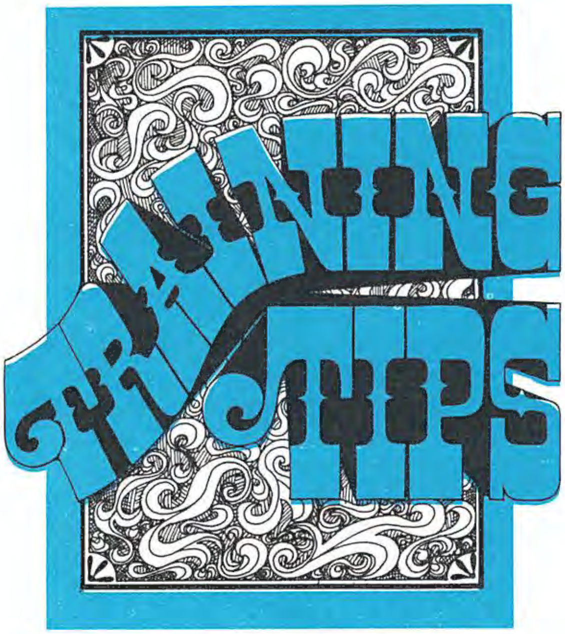
SUPERVISOR:
Community school coordinator.

TIME COMMITMENT:
Each aide will be expected to serve for a minimum of eight hours a month during the school year.

QUALIFICATIONS:
Each aide must be a parent of a child attending James Elementary School.

TRAINING:
Each school-community liaison aide will be trained by the community school coordinator assigned to James Elementary School. Training will take place at the convenience of the volunteer and the community school coordinator. Training will consist of an outline of the duties and responsibilities of the school-community liaison aide as interpreted by the community school coordinator.

DUTIES:
The aide will serve as a liaison person between the school and the surrounding community, inform parents of school and community services, encourage parent participation in programs conducted at or sponsored by the school, advise faculty about community problems and special needs, and assist the community school coordinator in the development and implementation of special projects and programs.



Designing an effective orientation session

PRE-SERVICE TRAINING often goes by the name of "orientation." Regardless of the terminology, however, leaders of student volunteer programs and community agency supervisors and staff are becoming increasingly aware of the need for a more sophisticated form of job-introduction than the old, "Here's your desk, here's where you hang your coat, and this is Mr. Spelvin, your supervisor." The design offered here for training prior to the actual work experience lays out the essentials of a typical orientation and expands the concept beyond that of a perfunctory lecture session.

In the past, too many student volunteers were assigned vaguely-described jobs in unprepared agencies staffed by strangers who operated in what was for the newcomer a totally alien environment. Naturally, many were frustrated and disillusioned, and some failed completely at their tasks.

Most failures can be avoided if volunteers are given adequate pre-service training. But this type of training requires knowledge, skill, and a supportive attitude on the part of the agency staff. Most of those who undertake the training task will need assistance in designing and conducting effective pre-service sessions. The following design and the suggested techniques that accompany it should help. Its actual implementation should take about two hours and will function best with from 10 to 25 participants.

Preliminary Design

The agency, student volunteer coordinator, or whoever will conduct the orientation sessions should assemble a representative group of people who have a stake in the project—student volunteers, agency workers and officials, and the student volunteer program leader—and prepare a preliminary design well before the first session's scheduled date. By airing their expectations, these people can help him establish general objectives based on the needs of the agency and the volunteers. The general objectives might be expressed as follows:

GENERAL OBJECTIVES

To help student volunteers assigned to this agency to understand who we are, what we do, and how we do it, and to learn what the volunteers can do for us.

This is just a sample general objective. Prepare your own to fit your situation.

Next, translate the general objective into specific, measurable objectives. These specific objectives must be measurable or you will not be able to train or evaluate accomplishments of the training sessions effectively.

Here is how you might write your specific objectives:

SPECIFIC OBJECTIVES

At the end of the orientation session, the student volunteers assigned to this agency will be able to:

1. List their expectations for the job and what they

think the agency should do to help them achieve these expectations.

2. Identify rules of behavior and appearance expected of them.

3. Describe the specific jobs for which volunteers are required.

4. Describe the work standards of the agency, indicating acceptable and unacceptable levels of work.

5. Identify their supervisors by name and title and describe how the supervision process affects them in their work.

6. State precisely work time schedules and the extent of their commitments in hours and weeks.

7. Show evidence of enthusiasm for their volunteer commitment and a sense of belonging to the agency. (This objective will probably be a matter of alert observation on the part of the trainer.)

Again, write your own specific objectives, making sure that they are the measurable as well as specific. Keep in mind, however, that these are preliminary objectives. At the start of the session you will want to adjust or change them to get goal agreement among the participants.

The Learning Climate

Provide an attractive, informal environment in the agency, away from general traffic. Remember, you are offering group participation, and you want the volunteers to be actively involved in the learning process.

Be sure everyone has been informed of time and place. Have all your materials ready before the session starts, and arrange for refreshments to be available during breaks. Prepare name tags for everyone, including yourself.

Arrive early and greet the participants personally, handing out name tags to each. Introduce them to each other and enlist help in greeting others.

Finally, start on time.

Training Session Techniques

Every trainer has his own techniques, and whether you are a professional trainer or strictly an amateur, you may have techniques that you are most comfortable using. The techniques described for the several activities or sections of these orientation sessions are only suggestions. If they don't work for you, develop your own methods.

First Activity (about 10 minutes)—Convene the group and greet them collectively, cordially, and informally. Introduce yourself and share your role. Start the session with the idea that it is intended to orient new volunteers to their jobs.

Introduce the agenda in this vein: "We think this information will be useful to you, however, we are happy to answer any additional questions you might have."

Second Activity (about 20 minutes)—Unless you are positive that everyone in the group knows everyone else, provide a context in which volunteers can get acquainted with one another.

New volunteers like to know what kind of people they are going to work with. One way of offering people an opportunity to learn something about each other is to convene small discussion groups of five to seven and suggest that the participants introduce themselves and share some of the reasons they are volunteering or some of the benefits they will receive from the experience. Fifteen minutes should be sufficient for a group of five—a little longer if the groups are larger (six or seven).

Third Activity (about 10 minutes)—The participants' comfort will be increased if the student volunteer coordinator also shares some information about himself. For instance, he can tell about the personal benefits he is receiving from working with student volunteers.

After these introductions, proceed to the objectives of the orientation.

OBJECTIVES 1-3

The first three objectives fall together naturally. Again, they are:

1. List student volunteer work expectations and ways in which the agency should help them achieve these expectations.

2. Identify rules of behavior and appearance expected of student volunteers.

3. Describe the specific jobs for which volunteers are required.

These fall into categories of expectations and requirements. Each party to the contract (the volunteer and the agency) must make expectations unequivocally clear. Part of that process is an assessment of tasks and capabilities. It is counterproductive to ask for volunteers without specifically detailing what they are required for. So, for purposes of this design, we'll assume that the agency has adequately written job descriptions. (See "Job Descriptions—Matching Volunteer Skills with Agency Needs," an article by John Cauley, page 36).

Who comes first? Should agency people immediately tell the volunteer their expectations or should the volunteer have the first chance? Most orientations follow the first alternative. We'd like to suggest that you follow the second because:

- You can avoid answering questions that volunteers are not asking or questions for which they do not need answers at all.
- You can get a clear sense of the group's concerns and start building presentation priorities on that basis.
- You will reaffirm the climate-setting phase of the orientation by seeking volunteers' opinions and doing so in a considerate manner.
- You will be alerted to concerns that you had not thought about.

(Continued on next page)

Keep in mind that the volunteer is vulnerable. He is new to the environment. He may believe that he doesn't have the right to voice demands and expectations. If that's not a problem, the volunteer may assume that the agency knows what his expectations are, or assumes that all the volunteers have similar expectations and that the agency knows them. Finally, some people have no expectations at all—or at least none that they can articulate. In any event, do not assume that people will voice their expectations in an orderly manner just because you ask for them.

Incidentally, the recitation of mutual expectations is not very interesting. If it goes on very long, volunteers will get bored. So will you. Communicate as quickly and as interestingly as possible. Here's one technique:

Fourth Activity (about 15 minutes)—Present a brief introduction to the subject: "Before we can work together productively, you have to know exactly what legitimate expectations are going to be made of you and we need to know the expectations you have of us. None of us is clairvoyant, so these mutual expectations should be expressed and shared before we can decide whether or not we belong here and are building a good working relationship."

Hand out the job descriptions and add any clarifications that seem necessary. Ask each person to read the description and be prepared to answer questions or give reactions.

After sufficient reading time has elapsed, form discussion groups. Again a group of five to seven participants is about right. Ask for questions and reactions. Answer the questions fully and honestly. Listen to the reactions and comments.

Fifth Activity (about 20 minutes)—It is not only important that the volunteer know what is expected of him but the agency should also be aware of his resource area talents. You could begin by mentioning that the agency still doesn't know precisely what you can contribute. When they do, they will be able to match your talents with the jobs to be done. The purpose of the following discussion topics is to help you identify and be ready to share your abilities with people at the agency:

1. Think about the talents you have that may be useful on your volunteer job.
2. What things do you need to know that will enable you to do a better job?
3. How can the agency help you learn the things you need to know?

You may want to write down the answers to these questions so you can refer to them later when you get on the job. Take about five minutes to think of the answers, then talk about them.

By this time, you have:

1. Helped volunteers get acquainted with each other.
2. Helped them assess their expertise.
3. Facilitated the process of stating their backgrounds, talents, and needs.

At this point, it is time to be more specific about the job structures.

OBJECTIVES 4-7

Objectives 4-7 focus on performance standards and relationships within the organization:

4. Describe the work standards of the agency, indicating acceptable and unacceptable levels of work.
5. Identify volunteers' supervisors by name and title and describe how supervision affects them in their work at the agency.
6. Precisely state work time schedules and the extent of volunteer commitment in hours per week and weeks per year.
7. Be able to identify co-workers by name and appearance and relate at least one conversation with each.

Sixth Activity (about 45 minutes)—Take 30 minutes and tell the volunteers what they should know about job standards, their supervisors, work schedules, and any other information they will need during their first months as volunteers. One important caution: Don't overload. Tell the volunteers only the things they really need. It doesn't matter how significant or insignificant the information may be. If they need it, tell them. But don't talk about the history of the agency or people who have "gone before." That information is interesting and they will appreciate it more after they have been on the job a while.

When the presentation is over ask for questions and wish them well.

A PRE-SERVICE TRAINING SESSION

Activity	Time Allotted	Objective	Methods
1	10 minutes	Introduction Share agenda	Presentation Answer questions
2	20 minutes	Participants get acquainted with each other	Small group discussions
3	10 minutes	Participants get acquainted with volunteer coordinator	Presentation
4	15 minutes	Job clarification	Read job descriptions Share expectations Answer questions
5	20 minutes	Background and talent identification	Write talent descriptions, skill and benefit expectations
6	45 minutes	Identify job standards, supervisors, work schedules, other basic data about job	Presentation Answer questions

DR. ALEC DICKSON, Director, Community Service Volunteers, London, England

LONDON—Recently 20 representatives from universities—most of them African—conferred at the Haile Selassie I University in Addis Ababa, to discuss the ways Ethiopian students are bringing about change—change in the university structure, change in themselves, in the rural areas, and in the society at large.

Ethiopia's University Service—EUS for short—is one of those Third World programs that require students to work for a year in rural areas as an integral part of their degree course. Had EUS not been introduced, Ethiopian schools would have continued to be staffed by imported teachers using textbooks written in an alien cultural idiom. More negatively still Ethiopia's university graduates themselves would have tended increasingly to have become virtually foreigners in their

(Continued on next page)

own countries and ignorant (or fearful) of real conditions in the remoter parts of their own nation.

The questions raised by the concept of requiring university students to undertake a year of service in rural areas as part of their course—introduced similarly within the last few months both in Nigeria and Nepal—are many. Should the year of service be somewhere in the middle of the university years, or after graduation? Should the students be administered by the university authorities, treating the years as an educational experience, or administered by the ministries that are using the students as part of a national development program? Is there an essential difference between "field work" (as it is normally understood by many faculties) and "service?" Should students undertake tasks that will meet the immediate needs of villages, or should they be involved in work more related to their own fields of specialization? What is involved in making provincial governors, district agricultural officers, and local headmasters aware of how to get the best out of town-bred students?

Many more questions were asked at the conference. Should faculty members accompany students just as army officers, having trained their men, serve alongside them in the field rather than remain back at headquarters? How is demoralization to be avoided when an engineering student finds himself given an assignment to teach Amharic in a provincial school? As more and more governments in the Third World enact legislation that requires a student to undertake some kind of service, the need to find answers to these questions will become increasingly urgent.

Involuntary Volunteers

It is a long way from Addis Ababa to the renovated tenement block on the Pentonville Road, London, which houses my own organization, Community Service Volunteers. But we, too, have our involuntary volunteers. They are easily recognizable as they sit in our outer office waiting to be interviewed. It is not just the neatness of their clothing and the well-trimmed hair that reveal their identity. A faint look of martyrdom may be discernible on their faces, and they are likely to tell the receptionist that they are reporting for their "course."

They are, in fact, police cadets, 18-year-olds undergoing the last stages of their training before induction into the force at the age of 19. Their particular constabularies have decreed that all cadets shall undertake three or four months of full-time community service, away from their home areas, under our auspices. How do you justify this enforced voluntarism? One is frequently asked: "Isn't it contrary to all experience that people can be compelled to care for others?"

Our chief constable has answered, "I don't ask our recruits whether they'd enjoy learning to swim. A policeman must be competent in life-saving. Similarly, I don't put up a notice in the canteen, 'Will those interested in first aid please give their name to Sergeant Brown?' It's part of their job to know what to do in accidents." Why, then, when it comes to this most vital part of a policeman's training—becoming aware of the community's problems, learning how human beings react under stress, discovering what he himself can do to meet social needs—should it be left to individual inclination? The two or three most likely to apply may do so for reasons quite unconnected with idealism. They may want to visit London or just to get away from the training sergeant. It is not easy to fault this logic.

More than logic, however, is required to turn a young man acting under orders into a committed person, convinced of the value of what he is doing, and exercising to the utmost his latent capacity to care for others. Our experience is that there are three factors that count. First, within a framework of compulsion there should be a number of options, with the participant feeling free to choose the field in which he can serve. Second, he should sense on arrival that he is wanted. Third, the relevance of the project to his own professional future should be clear.

"Pure" Volunteers

These truisms, it may be argued, are equally valid for "pure" volunteers. But those who have come of their own free will may be readier to go where the need is greatest. Also they are probably in a better position to use their own intelligence and imagination to develop some alternative niche on their own initiative. And they may welcome the opportunity to plunge into some problem area that has nothing to do either with their course of study or their intended career.

It is not what is said in the interview that brings about conversion of the cadets, but the skill we demonstrate in arranging the right placement. If a few days later the cadet enters a hospital ward and finds himself confronted with a dozen spastic kids to bath, lift into pyjamas, and be told a bedtime story, he discovers what it is to be needed. The probability is that within days, if not hours, his attitude becomes indistinguishable from that of the most strongly motivated or spontaneous student volunteer. Before his project comes to an end, he is likely to be writing to us semi-clandestinely asking for an extension of his assignment.

The impact is no less great when cadets are attached to juvenile detention homes and reformatories. Not only has the initial apprehension of the home office—that mayhem would ensue once the cadet's identity became known—been proved wrong over and over again, but the cadet soon recognizes that the experience of working with juvenile delinquents is obviously relevant to his future career. Sharing responsibility for the happiness or unhappiness of youngsters not so far removed from his own age evokes a readiness to care. Dealing with young people provides a strong contrast with his situation in the police, where he is treated as a junior.

A cadet from Devon writes of his attachment to the largest juvenile detention home in London:

"Whenever possible I joined in their physical activities, much to their delight. There is nothing they like better than cornering 'Sir', when he has the ball in the gym, but it is all in good fun. During my second week there I was asked if I was a policeman. I replied yes, and at first they were disappointed, but gradually they accepted me for what I am, a person. They were soon asking me why I became a police cadet, and sometimes some very interesting comments came out. I tried to point out to them that a policeman had a lot of things to do besides catch villains. In fact, they became interested in the varied work we do, not realizing before how much work is involved in an accident and sudden deaths. I soon became a walking advice bureau, always having to explain charges and police procedure. One day while out on the yard playing football, a police van came in view with new boys. My group all ran over to the van shouting 'meat van' and throwing abuse at the police officers. I went over to pull them away, expecting the same treatment, but they just did what I told them.

"On my time off I sometimes take out boys who have been in a long time. One had a record of absconding from other institutions, so he needed close observation. However, everything went okay, and walking back into the remand home he said to me, 'You know sir, when I went into that toilet at the bingo club, I could have got away because there was another door there, but I didn't want to let you down, seeing you gave up your afternoon and evening to take me.' His saying that made me understand just how normal these boys are."

Cadet's Dilemma

The real problem is not in converting a conscript into a volunteer. It is, rather, the situation that faces the cadet on return to his constabulary, eager to talk about his experience of community service. At once he meets the withering cynicism of an old hand at the station. "Look, son, you're in the police, not the Boy Scouts." Immediately he becomes aware that his experience, perhaps the most vivid in his life, is regarded as sentimental claptrap by older men who constitute the hard core of his profession. It is of little avail to him (or us) that the man at the head of the force, the chief constable, wants cadets to be exposed to this process of sensitization, if the lower layer of authority views it with scorn. In business studies, this is known as "the middle-level management syndrome." It can be encountered just as often in mental hospitals. A superintendent welcomes the presence of student volunteers in the hope that they will bring a new atmosphere into the wards. Yet all that the volunteers try to achieve can be short-circuited by middle-level manpower.

It took some years of persuasion before penal authorities would agree to the temporary release of young offenders towards the end of their sentences, but today there is a growing interest in this approach. The difficulty now is to persuade other institutions and projects—children's homes, schools for the handicapped, hospitals, and other institutions—to accept the services of a young person with a record of delinquency or crime. Asked where they themselves would like to serve, many young offenders indicate a somewhat pathetic preference for working in a home for delinquents or a reformatory because they are familiar with these places and because they feel that they have a special message to convey. But it is precisely such institutions that are most reluctant, for understandable reasons, to accept volunteers from that background. One young offender, placed in a school for autistic children (who experience great difficulty in communicating or forming any close relationship) has written:

"I did well because I'd been in reformatories and similar places for the biggest part of my life, and I know the way the kids feel. I knew how I felt when I was inside, and I wanted something and I couldn't do it, and I just tried putting my mind back again into the position of the kids."

Another has written:

"I felt a sort of lost feeling early on. I suppose it's because I've not got the protection of the prison . . . I took the kids from our house to see and hear (some are deaf and some are blind) a choir sing, and they really loved it. One little girl here said to me today, 'Excuse me, Mr. Smith, but why does everyone here like you?' I never had an answer, but it made me feel that I am doing something good."

Yet another has written:

"On leaving the prison it felt strange to think that I, who had only recently been looked after, was going now to look after others, and to help mould their future. It was quite frightening. . . . I have been working with the kids now for three days and find maybe I am too soft with them. I think this is because of what has happened to me, and I feel sorry for the children, because I know what it's like to be in a home of one sort. But I must forget this if I am going to help the kids. . . ."

It would never have occurred to any single one of these youths, before they "went inside" to volunteer to care for those in need. Now, through the instigation of others—ourselves and the penal authorities—they have cared. And now a significant number of them want, somehow or other, to do this for life. Hitherto it has been assumed that generous action is the consequence of conscience. But for some young people today, conscience may well be the consequence of involvement in generous action. Biblically, the transfiguration preceeded the healing of the epileptic boy. For lesser mortals the care of an epileptic child may lead to transfiguration. If some experience of responding to human needs becomes an integral part of educational courses and training programs, the concept of the involuntary volunteer may not, after all, be a paradox.

Easing Culture Shock

High school volunteers find Spanish experience useful in tutoring children

EACH YEAR THOUSANDS of Spanish-speaking youngsters enter school systems across the country with an overwhelming communication problem. These students must cope with the simultaneous difficulties of learning English and mastering new subjects. English-speaking volunteers have tried with varying degrees of success to tutor non-English-speaking children. But students at Ridgewood High School in Norridge, Ill. are meeting this challenge by making a concerted effort to understand the youngsters' own language.

Since 1972, seven students from the northwest Chicago suburban high school have tutored Spanish-speaking youngsters at St. Mary's of the Lakes Elementary School, a parochial institution located in Chicago's ethnic, low-income section known as Uptown. The Ridgewood tutors participate in their school's Combined

The Games Tutors Play

Games can be an effective technique for helping any primary grade child learn sounds and words. The National Commission on Resources for Youth, Inc., 36 W. 44th St., New York, N.Y. 10036, has published a book for tutors that suggests a series of Bingo games. The following forms provide an excellent chance for word review, and they show youngsters that learning can be fun. The games are reproduced with permission of the NCRY.

WORD BINGO

1. Make 3 or more Bingo boards with 5 rows of 5 squares each. Mark the middle square FREE.

2. Pick 24 of a tutee's word cards and copy the words onto the first board. Then put the same words on the other boards but in different orders.

3. Cut up slips of paper for markers and give each player a Bingo board.

4. Shuffle the 24 word cards, pick the top card and hold it up. Players cover the word on their boards. The first one to cover 5 words in any direction wins, if he can read all the words.

Studies Program, a course plan that supplements classroom learning with community service activities. The volunteers are enrolled in either advanced or intermediate Spanish classes at Ridgewood, and most speak or understand enough Spanish to make the difference between mediocre and highly effective tutoring at St. Mary's Elementary School.

"St. Mary's teachers encourage their students to speak English, but sometimes the kids can't express a problem unless they speak in Spanish and I can understand them," said Joan Sipiora, a Ridgewood tutor.

Tutoring Spanish-speaking youngsters often demands more patience and perseverance than instructing students who are thoroughly familiar with English. Other volunteers tutored at St. Mary's but lost interest when the children didn't learn immediately, according to Sister Agneda, principal at St. Mary's for eight years.

"Naturally I was reluctant to see any more volunteers come, stay awhile and then quit," she said. "I told the Ridgewood students that they would not find immediate results and that they would often experience defeat."

Through their own experience in Spanish classes, the Ridgewood volunteers were well aware of the difficulty of learning a second language, but they quickly accepted the challenge of helping some 15 of St. Mary's Spanish-speaking students.

St. Mary's employs an "English as Second Language" (ESL) instructor, but the youngsters need more individual attention and instruction than one person can provide. Sister Agneda also pointed out that some Spanish-speaking students at St. Mary's are neglected at home, and their fathers are frequently absent. The boys among the Ridgewood tutors help provide much-needed male images.

Most Ridgewood students tutor at St. Mary's once a week for three hours. The boys tutor fifth and sixth graders in math and spelling. Using simple spelling drills, they also review basic phonics to help the youngsters pronounce the words they're learning to spell. The Ridgewood girls teach reading in the primary grades. In working individually with first graders, Joan Sipiora discovered that most Spanish-speaking children need help with English sounds. She used a phonics book to help them understand the combination of English vowels and consonants. Barbara Prominsky, a Ridgewood volunteer who tutored groups of second graders, found that visual aids often gave youngsters clues about a word's meaning, and that she could make them easily by cutting pictures out of a magazine and pasting them on boards.

The Ridgewood volunteers try to learn the young-

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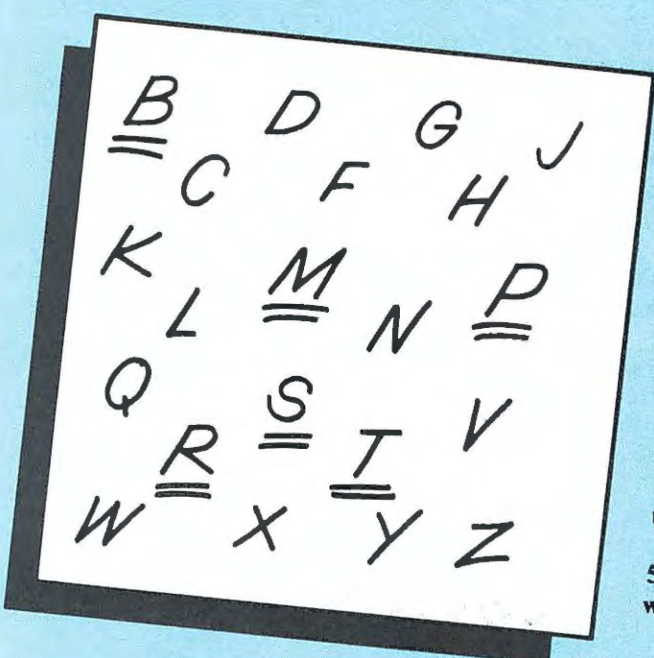

CONSONANT BINGO

1. Cut paper into slips and write a consonant on each one. Use several slips for frequently-used consonants.

2. The tutor and players decide whether to focus on the beginning, middle or end sounds of words.

3. The tutor turns the consonant slips face down, draws a slip and makes the sound of the letter without saying the name of it.

4. The players look at their cards and if any of their words begin with the sound made by the tutor, they cover the word(s) with a marker.

5. The first player with 5 covered words in a row wins, if he can read all 5 words.

sters' special interests so that they can offer them attractive reading materials. The tutees naturally find many unfamiliar words in the reading materials, and most cannot learn them immediately. Consequently, the Ridgewood tutors make flashcards of the unfamiliar words their tutees find. Because they tutor for at least 10 weeks, the tutors are able to identify words that give their tutees trouble. They use the cards for review.

Some volunteer tutors have found it helpful to have the tutee copy words he doesn't know onto cards. If he writes the word, he probably will remember it longer. Other tutors ask their tutees to keep special word card boxes so that they can see how many words they have learned and construct sentences with them.

Although tutoring is the most popular Spanish class volunteer activity, some students have devised different projects. Two girls in an advanced Spanish class teach a 10-week mini-course in Spanish to eighth graders at Chicago's Divine Savior School. Since Divine Savior School does not offer foreign languages as part of the regular curriculum, the school's principal asked the Ridgewood students to teach the Spanish mini-course there. Using word cards and simple Spanish textbooks, the volunteers teach a basic Spanish vocabulary, numbers and colors to about 20 youngsters. The students borrow Ridgewood High School's film strips on Spanish culture to use in the mini-course. They also prepare lesson plans that outline what they will teach at the weekly three-hour sessions. At the end of the mini-course, the Ridgewood volunteers take their students to a Mexican restaurant to learn about Spanish culture.

All Ridgewood Spanish students receive academic credit for their volunteer work, but they must meet basic requirements. Each student must volunteer at least 10 weeks during his regular Spanish class time and during study halls. Each volunteer maintains a daily journal or notebook in Spanish and at the end of a semester, reports to the class about the volunteer assignment.

Since many colleges have eliminated the foreign language requirement for admission, student enrollment in languages is dropping off at many high schools, and language teachers face the problem of attracting students to their courses. But student interest in Spanish has increased at Ridgewood because of the optional volunteer projects, according to Ms. Maud Hall, a Ridgewood Spanish teacher.

"We are near a large metropolitan area with many Spanish-speaking people, and our students have been able to see how relevant Spanish is," Ms. Hall said. "Work with Spanish children, particularly, has given the students greater insight into the Spanish culture than classroom study could provide."

t	b	r	w	f
g	v	m	z	p
n	c	FREE	d	l
k	h	s	x	q
b	m	y	j	s

SOUND BINGO

1. This game can be played by any tutee with a pile of word cards. Distribute Sound Bingo boards like the one above and be sure that the letters are arranged differently on each board.

2. Decide whether to focus on the beginning, middle or end of a word.

3. The first player draws the top word card from his pile and reads it. If it begins, for example, with a sound like that of a letter on his board, he covers the letter with a paper marker.

4. The first person with 5 letters in a row covered by markers wins.

Relieving Isolation:

Deer Park High School's Opportunity and Challenge

DEER PARK, WASH. is an agricultural community of about 2,000 people that contrasts sharply with nearby metropolitan Spokane. But Deer Park High School volunteers have discovered that the elderly in both areas have similar needs.

Last year, Ron Detrick, a Deer Park social studies teacher, started a class originally designed to give students experience in working with the physically and mentally handicapped and with people from varying ethnic and cultural backgrounds. Since Deer Park's size limits its resources somewhat, Detrick recognized that his students would have to travel 20 miles to Spokane to find agencies that served people of these different groups. He researched volunteer opportunities in Spokane, and discovered a flood of agencies. He also discovered a surplus of volunteers.

"Almost everywhere I went, agency personnel told me that my idea was good, but they just couldn't use any more people," he said. "The only openings the agencies had were for bus drivers, bed changers, medicine dispensers, and other jobs of that type. No one seemed interested in having a warm person around just to make someone's day more enjoyable and less lonely. They were interested in functions, not relationships."

However, in his investigation Detrick found many isolated and lonely elderly people in Spokane who were not receiving agency or volunteer attention. This looked like an opportunity and a challenge. He decided to go directly to several Spokane institutions for the aging and explain how his students might help. Institution administrators were receptive to his ideas. Detrick then chose several institutions on the basis of their locations and the needs of the elderly. He selected four convalescent homes and a veterans' hospital that were close enough together to make volunteers' transportation manageable. The Deer Park school district provided a 12-passenger van and all driving expenses so that Detrick could transport the students to their assignments.

Realizing that many old people in Deer Park also suffered from isolation and loneliness, Detrick contracted the Deer Park Ministerial Association and arranged for the students to visit 19 local people in their homes on a regular basis. Each student went to volunteer assignments in Spokane twice a week and in Deer Park once a week.

In setting up the course, Detrick obtained permission from the school's principal for a two-hour, afternoon time block for the class. By giving up their lunch hour, the volunteers were able to extend the time to three hours. Typical volunteer schedules looked like these:

John: Monday: Nellie B., Deer Park
Wednesday: Spokane Convalescent Home
Thursday: Blair Convalescent Center

Anita: Monday: Cedar Rest Haven
Wednesday: Hank L., Deer Park
Thursday: Veterans' Hospital

All students' schedules were the same during the first part of the 12-week semester, but half the class rotated their Spokane assignments during the last part of the course. The volunteers visited the same elderly person in Deer Park throughout the entire semester.

The volunteer class was open to any student in grades 10 to 12, and 19 students enrolled. A two-week orientation period preceded the students' actual volunteer work. During this orientation, the students participated in confidential self-analysis exercises.

Two ministers who had helped arrange the students' volunteer assignments in Deer Park, talked with the class about the needs of the elderly. Each student then went with a minister to the home of the elderly person whom he would be visiting once a week.

"We felt that visiting more than once a week might be tiring for the elderly and the student or that the old person might become too dependent on the students,"

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Hofstra's HELP Program

Showing prisoners that someone cares

THE SMALL RECEPTION AREA, crowded with benches and visitors, resembles a waiting room in an airport or bus station, except that at one end an iron grating labeled with a "Keep Hands Off" sign separates those who wait and the inmates they have come to see. This is a familiar place to the relatives and friends of prisoners in the Nassau County Jail, in Hempstead, Long Island, N.Y. Visiting privileges are limited, and for many prisoners the times between visits are lonely.

Realizing the prisoners' need for outside contact, several students approached Sheldon Shulman, director of Hofstra University's student volunteer program, HELP (Hofstra Educational League for Progress), in September 1971, and asked to work with prison inmates in the nearby jail. Shulman, already responsible for running more than 15 volunteer projects on campus, agreed that students could make a definite contribution to prison reform and contacted Hilda Liff, Administrative Assistant to the Commissioner in Charge of Corrections, who was responsible for volunteer service coordination at Nassau County Jail.

The Benefit of Outside Contact

Since many of the prison's 625 inmates are from 16 to 21 years old, Ms. Liff felt that contact with interested outsiders their own age would be beneficial. She introduced Shulman to Ken Jackson, president of the Fortune Society (a non-profit organization of ex-convicts who run rehabilitation programs in prisons throughout the U.S.). At the time, Jackson operated a group therapy session for 20 Nassau County Jail inmates who were allowed to leave their cells twice a week for two hours to participate in the session.

After observing Jackson's sessions, Shulman was convinced that student volunteers could be effective in prison rehabilitation and began to organize a volunteer prison project as part of Hofstra's HELP program. With the assistance of Joanne Brown, assistant director of HELP, and Daniel Cohen, who was later appointed coordinator of prison programs. HELP began recruiting volunteers to go into the Nassau County Jail and work with inmates on a personal basis to prepare them for a normal readjustment to the community when they are released from prison.

Therapy and Rap Sessions

In early 1972, Shulman took over Ken Jackson's position as head of the twice-weekly inmate therapy session. As more Hofstra students began to volunteer for the HELP prison program, the focus of the sessions began to change. One-to-one relationships between prisoners and volunteers evolved as students volunteered to work in the prison's remedial reading program and individual counseling sessions.

Fifteen students entered the prison twice a week as part of Hofstra's HELP prison program. The meetings between volunteer and prisoner took place outside of the inmates' cells, in small booths or two classrooms within the prison walls, where for two hours prisoner and volunteer could talk to one another.

Some students tutored inmates who requested help in passing their high school equivalency tests; others simply befriended the prisoner and listened attentively as the inmate expressed his feelings.

"When a prisoner knows someone cares, especially

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The workshop of the DAMNED

Drama students help inmates sort things out

THE VOICES OF THE 15 MEN echoed excitedly through the passageways as the small group moved toward the prison auditorium. The sun, filtered through heavily screened windows, cast bleak dots of light on the corridor wall. The doors of the auditorium swung briefly and the inmates entered what they call the Workshop of the Damned.

The men moved quickly past the lone correctional officer in the front row to the apron of the stage, where they joined two college-age youths and a tall, gray-haired woman.

"All right gentlemen," the woman said in a soft British accent, "this is a run-through. Places please."

As the woman and the college students took seats near the officer, the prisoners went backstage, where they put on bits of costumes that contrast poignantly with their colorless uniforms. They hurried to their places, exchanging words of encouragement.

"Are you ready?" the woman asked. The players replied with a rousing "Yes!"

The faded curtain parted to reveal a grocer standing behind a long table stacked with household items. In the play he is called Sweetpea. He stared at the table, removed his sailor hat, and wiped his bald head.

"Now Sweetpea can't take this anymore, fellas," the grocer admonished an imaginary family of cockroaches that parades across the boxes of soap flakes.

For the next hour Sweetpea will suffer similar trials and tribulations in *The Store*, a one-act play written by one of the members of the drama workshop at Clinton Correctional Facility, in Dannemora, N.Y. Later, *The Store* and two other one-act productions will be performed before an inmate audience, culminating months of planning, writing, and rehearsal by the 15-inmate cast under the guidance of two student volunteers and Dorothy Gmucs, director of theater at State University College, Potsdam, N.Y.

Since September 1972, when Mrs. Gmucs first suggested to prison officials that drama could be used successfully in therapeutic rehabilitation, she and two drama majors have braved the 150-mile roundtrip between campus and prison twice a week to conduct a theater workshop.

The program's impetus lies with Mrs. Gmucs' belief that "theater is a mirror of life," and through the media of drama—character, scene, and role-play—prisoners can examine their feelings about institutional life.

Thomas Beaubriand, Clinton's superintendent in charge of corrections, and William Donahue, the prison's volunteer coordinator, both responded enthusiastically to Mrs. Gmucs' suggestion and cleared the way for the project. They believed that a creative, supervised program would be a good outlet for prisoner tension. The correction officials required that the class be limited to 15 genuinely interested inmates who had been on good behavior for at least six months. The prison auditorium became the drama classroom and a correctional officer was present as a security precaution.

Every Tuesday and Thursday, Mrs. Gmucs, Hank Hoag, and Michael Harron (members of the project since February, 1973) leave the parking lot adjacent to the correctional facility and enter the maximum security prison's checkpoint. After showing the plastic cards that identify them as volunteers, they pass through the metal detector and enter the prison

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grounds. A correctional officer meets the three and escorts them to the large building that houses the prison auditorium and administrative offices.

Once inside, Mrs. Gmucs and the drama students sign the guest register. The officer guides them through a heavy metal gate and down a long corridor to the auditorium.

Along the way they are met by inmate-members of the drama workshop who come from other areas of the prison or the exercise yard. In a few minutes, the class assembles in the auditorium and the session begins.

The correctional officer sits in the front row while the prisoners gather around Mrs. Gmucs, Michael, and Hank, eager to exchange ideas. Long hours of shared experiences between prisoners and volunteers has helped create an atmosphere of mutual respect.

"We've been totally honest with the prisoners from the very beginning," Mrs. Gmucs explained. "We've let the inmates know that we care about their feelings and opinions and that we are interested in how they feel the sessions should be run."

Since many inmates had no previous exposure to any form of theater, the student volunteers emphasize the preliminary acting skills of body movement, breathing and diction.

"The skill-building part of the class is a great ice-breaker in communicating with the inmates," Hank said. "We find that since we are all participating in the exercise, we're really on the same level."

Mrs. Gmucs and the volunteers guide the prisoners from skill-building through improvisation—the dramatic form in which actors express themselves through role-play. Since workshop participants vary in age and experience, the improvisations they perform reflect a variety of situations.

One prisoner who is serving the second half of a 20-year sentence, finds the improvisational exercises a release for his feelings about prison existence.

"When I improvise," he said, "I like to express how I feel about what it'll be like 10 years from now. I feel good when I do that, and it's easier to cope."

Moreover, the drama workshop has given another shy, college-educated inmate an opportunity to participate in something that holds his interest and builds his self-confidence.

"Because of this project I know I'll be able to go to a job interview on the outside and be able to express myself. I know myself better now," he said.

The program's improvisational aspect gave the group a common outlet for the tensions of confinement. As the sessions progressed, the prisoners dubbed themselves, "The Workshop of the Damned," and like any amateur theatrical group they wanted to perform before an audience.

"We decided that the members of the workshop were ready to show other inmates what they had accomplished," Mrs. Gmucs explained. "We agreed that this was an excellent sign of the prisoners' confidence."

The student volunteers encouraged the inmates to write about their own experiences—a more formal expression of their extemporaneous class exercises—and to bring the plays to the following session.

"The response to the idea was amazing," Michael said. "Most prisoners came to class with a wealth of ideas and a couple of inmates turned up with fully-written scripts."

Members of the workshop agreed that the best representation of their classroom work would be a series of their own improvisations written in the form of three one-act plays.

Each prisoner-written dialogue expressed themes the inmates had discussed during class—that humor is a more constructive release of tension than anger and that understanding is a better form of communication than mistrust.

In *The Store*, one prisoner wrote about the black neighborhood where he grew up. Through a series of situations the young inmate explored the interaction of people in crowded living conditions and expressed his awareness of ethnic identification.

The group decided to present three plays before an inmate audience and give each volunteer the opportunity to direct a play.

"We worked like professionals," Hank said. "We put in long, hard hours putting the show together."

Mrs. Gmucs recruited 15 students from the college drama department to handle sets, make-up and costumes that were borrowed from the university theater. The volunteers who formed the technical crew adapted easily to the prison setting. Their interest and skill heightened the inmates' experience and enabled them to observe the backstage aspect of theater.

"We were amazed at the progress of the drama workshop," William Donahue said. "Here were guys rehearsing the same scene over and over again, showing great self-discipline, something many of them lacked before the project began."

Members of the invited inmate audience were outspoken critics. They freely shouted their disapproval if a scene seemed unreal, but their applause was loud and sincere when they were touched by some of the workshop's comments on prison life.

"It was a great experience for us," one inmate said. "We got the feeling we were really communicating with the audience."

The year-round program has helped inmates deal with their feelings and emotions. Through theater and theater preparation, prisoners have been able to examine their experiences and understand themselves better.

"I tell the inmates just what I tell my students at the university," Mrs. Gmucs said. "That not every drama major will become an actor, but that theater can help them realize their potential and deal more successfully with their lives."

ACCOUNTING
for Student Volunteer Groups

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ACCOUNTING SYSTEMS for student volunteer programs are relatively simple except where there are elaborate fund controls over diverse activities. A major problem, however, is caused by the constant turnover in student personnel. This makes professional help almost mandatory. Student groups need the permanence of a professional who is familiar with the organization's records, can assist new officers in assuming their duties, advise volunteers on new problems, and teach them the techniques and responsibilities of organized bookkeeping.

At the same time, it is useful, even necessary, for the student volunteers who handle program finance to be familiar with the basic records and controls required.

Cash Accounts

The fundamental accounting record of a student activity is its checking account. Normally, a record of receipts and expenditures is maintained in the check stub book, where each deposit and check is listed with a notation describing the nature of the receipt or disbursement. The stub book also indicates the cash balance at all times.

To be useful the stub book must be neat and legible and contain brief, useful descriptions of what each transaction is for. The arithmetic of the stub book, which provides a continuing balance, must be checked each month against the bank statement and reconciled. This proves that the balance is correct, that all deposits and charges have been recorded, and that no erroneous items have been entered.

Student groups have been known to keep messy stub books for an entire year, only to discover that their figures are substantially different from the true balance in the bank. Often, it is impossible to straighten out the past year's confusion, and the volunteer organization then has to pay for assistance to figure out the adjustments. It is not uncommon to find a check recorded in the wrong amount, an addition error in the stub book, a deposit not recorded or recorded twice, and bank charges not entered. When these errors accumulate over several months, what should be a simple job becomes confusing and time consuming.

Use of a second bank introduces further complexity. This doubles the work of reconciling the monthly balance and complicates the task of summarization. Savings accounts or short-term investments are also complicating factors, but they can produce interest income. Some student groups do most of their fundraising in the summer so that during the summer and fall they have a lot of cash that is gradually depleted during the winter and spring. To use their money effectively while holding it safe for planned school-year functions, the excess balances are often invested in savings accounts or short-term government securities and earn interest income to supplement available funds. The interest earned is worth the extra bookkeeping effort.

Maintaining check stub and savings account records properly is simple, but it requires regular attention and a careful, neat custodian. Almost anyone in a volunteer organization can perform this job, but it is best to assign it to just one person. Two people keeping one check book can complicate the job. A second person should be assigned only as a back-up to take over when the regular custodian is unavailable.

Receipts & Income Summarized

If all of an organization's income is deposited in its checking account, all deposits for the year can then be added up and adjusted to determine total income. If someone in the organization has collected cash, paid a few bills with part of it, and then deposited only the balance, it will be difficult to determine the group's true income. Therefore a cardinal rule should be: *Deposit all receipts.*

But not all deposits are income; loans or transfers from savings accounts, for example. Just adding up deposits will not provide a true income figure. Therefore, deposits should be recorded in a cash receipts book (Figure 1), that classifies deposits. The most common categories of deposits for a student activity group might be:

- Contributions and gifts
- Function revenues (tickets, etc.)
- Dues
- Miscellaneous
- Loans
- Transfers from savings
- Interest income

Any one deposit can contain a number of checks. A recorded deposit of $220 could represent four large contributions totaling $210 and $10 in dues from two individuals. The stub book would show only the $220 figure. Several weeks or months later no one would know

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how the total was made up. Even knowing that you received $10 in contributions is not adequate.

The cash receipts book (Figure 1) provides a detailed record of each receipt, and classifies receipts by categories for summarization. It is important that the total of deposits recorded in the cash receipts book equals the amount in the stub book. We know the stub book will end up with the correct balance, since it is reconciled monthly with the bank statement. If the cash receipts book data differs from actual deposits, something is amiss.

Discrepancies can easily arise. If one person has listed a deposit in the cash receipts book and then receives another check to deposit, he may, in all good conscience, plan to add the extra item to the cash book, but forget. This can be avoided by assigning one person to send in all deposits only after listing them in the cash receipts book without changes or exceptions. If a late check comes in, and there is reason to deposit it right away, enter it as a separate item in the cash receipts book, make out a second deposit slip, and take both slips to the bank.

In setting up a cash receipts book, decide first what categories are needed. For example, if the organization publishes a newspaper or magazine, there may be advertising or subscription revenue. If the group sells services it might be wise to separate these sources of income. Such categories are called "Income Accounts" and an accounts chart is shown in Figure 2.

Settle on certain accounts and use them consistently. The most commonly used accounts get their own columns in the cash book and the rest are recorded in the "Miscellaneous" column. Assign all receipts to one of these accounts during the year, and it will be possible to produce accurate and useful summaries.

Summary of Disbursements

The cash receipts book form shown in Figure 3 performs the same function for disbursements that the cash receipts book does for deposits. It lists each check, summarizes account classifications, and recapitulates each expenditure from the check stub book. Every deduction in the stub book should be faithfully recorded in the cash disbursement book. Occasionally, debit memos representing service charges, note repayments, and other unusual items are overlooked and not entered in the disbursement book. The result is a variance from the stub book.

The cash proof is a control feature used to ensure that the disbursement book is complete and accurate. Add the total in the cash receipts book to the stub book balance as shown for the beginning of the month, and subtract the total in the cash disbursement book. The result should equal the month-end stub hook balance. To facilitate this type of control you must pay attention to dates. All deposits and checks recorded as July items in the stub book should appear on a new cash receipt or disbursement sheet. Then your cash book will accurately reflect the month-end balance correctly and will balance with the actual activity recorded in the stub book.

The columns in the cash receipts book follow the expense item format in the chart of accounts. All columns are added monthly to provide the summary of expense, by account, that are needed to evaluate the use of funds. These column totals provide the data for a monthly statement as shown in Figure 4.

Figure 1

CASH RECEIPTS BOOK

DATE	SOURCE	AMOUNT	DEPOSIT	CONTRI BUTIONS	REVENUE	DUES	MISCELLANEOUS DESC	MISCELLANEOUS AMOUNT
1973								
Mar. 29	Mr. John Smith	80.00		80.00				
	Mr. & Mrs. James Murphy	50.00		50.00				
	Mrs. Alan Johnson	20.00		20.00				
	Miss Anne Jackman	60.00		60.00				
	Mr. William O'Neil	5.00				5.00		
	Miss Alice Neary	5.00	210.00			5.00		
Mar. 30	Loan from Mr. & Mrs. O'Neil	500.00					Loan	500.00
	Mr. Fred Rudman	5.00	505.00			5.00		
Totals for month			4400.00	1,050.00	-0-	350.00	LOAN	3000.00

Without the cash books, financial statements are difficult to prepare. The cash book method provides an indispensable summary system and demands less work in the long run. There are many variations in format, but the basic rules are: list every item in its proper category, and reconcile it with the stub book.

The one-write system is useful for organizations that write a large number of checks because the method saves time in posting check stub data to the cash disbursement book. When the check is written, the payee, date, and amount are recorded directly on the cash disbursement book through the carbon. Thus, the left hand portion of the cash book is completed and the bookkeeper merely extends the amounts into the correct classification columns to the right.

The one-write system reduces the work of posting as well as the chance for error in copying stub data into the cash book. Indeed, with a one-write system there is no need to keep a stub book. Instead, provision is made for a cash balance to be kept showing the daily balance, the deposits and checks written during the day, and the new balance.

Most one-write systems offer the additional advantage of coming with pre-cut window envelopes that display the payee's name from the check and the address written on the check below the name. Once stuffed, the envelope needn't be addressed. A one-write system costs $50-$150 for a year. It is a sensible solution if a group writes more than 100-150 checks a month.

No check should ever be written without an approved invoice or other document to indicate the payee, the amount, and the service rendered. These supporting documents are commonly called vouchers and usually consist of a vendor's invoice, a student member's expense report, or some other billing charged to the volunteer organization. If payments are made where there is no voucher, the bookkeeper should prepare a memorandum on who is paid and why.

Supporting vouchers and paid bills should be filed in some logical order (alphabetically by vendor, or chronologically by date paid, for example) so they can be located when necessary. It is customary to keep one file of unpaid bills and, after payment, to put them in a second file of paid bills.

Before payment, all bills should be processed to guard against incorrect or double payments. An officer of the organization should initial his approval and indicate the account to be charged directly on each bill. Then a different student makes out the check in payment. The use of the account numbers illustrated on the chart of accounts simplifies coding these bills and makes the record more accurate and easier to write than an account name or description.

Payroll Problems

Many smaller student groups do not have payrolls, although they may have a few outsiders who are treated as consultants or contractors and occasionally reimbursed for personal services. For consultants there is no withholding of payroll taxes but merely a payment of an agreed-upon price for specifically described services. On the other hand, if a person is paid hourly or weekly for performing duties that do not fit a contract, and someone in the organization provides direction to the employee, then it may be necessary to withhold taxes.

If the organization has employees, contact the local IRS office as well as the state tax department to get their tables and instructions for withholding and depositing income taxes from employees' gross pay. From a bookkeeping point of view, payroll withholdings create complications. The amount of net pay after withholdings will appear as the check amount and should be entered into a "payroll expense" column. Subsequently, when the withholdings are deposited with the tax authority this amount appears as a check and can also be put in the payroll expense column. Any tax imposed on the employer over and above withholdings should be charged to "tax expense." If the organization employs only a few people, this is all it must do.

If a number of people are employed, perhaps for an active summer program, a more elaborate payroll recording procedure should be used. Figure 5 shows an excerpt from a disbursement book with only

(Continued on next page)

Figure 2

Chart of Accounts

Assets:

101	Cash-checking-Boston National
102	Cash-checking-Wellesley Bank
103	Cash-savings-Lancaster Bank
104	Cash-petty
105	Investments
106	Travel advances
107	Equipment
108	Reserve for depreciation
109	Other assets
110	Loans receivable

Liabilities:

201	Accounts payable
202	Notes payable
203	Federal taxes withheld
204	State taxes withheld
205	Other liabilities
206	Capital or Fund balance

Income:

301	Contribution and gifts
302	Function revenues
303	Dues
304	Interest income
305	Other income

Expenses:

401	Payroll expense
402	Office expense
403	Telephone expense
404	Auto expense
405	Printing and duplicating
406	Hospital Aid Committee
407	Hospitality Committee
408	Function expenses
409	Legal and accounting
410	Payroll taxes
411	Miscellaneous expense

the relevant payroll columns. In the first line item, net pay is shown together with a distribution of three amounts:

(a) A charge of $100 to record gross pay.

(b) A (credit) of ($20) to record Federal withholdings. This can include both Federal income taxes and FICA social security withheld.

(c) A (credit) of ($8) to record state income taxes withheld.

The total of $28 in withholding, subtracted from the $100 gross pay, leaves the $72 actually paid by check to tbe employee. The two credits for unpaid withholdings represent liabilities.

The last two lines represent subsequent payment of the January withholdings (often required by the 15th of the following month). The $94 represents four weeks' withholdings of $20 each week plus $14 social security tax imposed on the employer. This latter item is an expense whereas the $80 is a remittance of withholdings. The $32 check is remittance for four weeks' state withholding.

Variations in payroll recording are numerous but these two approaches describe a simple and an elaborate method. Under either system you must keep an individual record for each employee, listing each paycheck and its withholdings, with totals each month or quarter. This record is used to give each employee an annual tax statement. In addition, the monthly or quarterly subtotals can be recorded for each employee on a summary sheet. This summary is essential for completing tax returns and computing the required deposits of withheld and accrued taxes.

Summarizing Results

The cash receipts and disbursements statement shown in Figure 4 provides a picture of cash receipts and disbursements for one month.

This statement is obviously taken from the monthly totals of the cash books and updated every month by adding the year-to-date figures of the prior month to the current month's totals. Even this simple statement can pose a few complications. For example, if in addition to a cash balance, the organization owes loans, there is no way to tell from the statement how much is owed or what the current financial condition is. This requires a balance sheet that includes liabilities and summarizes assets other than cash.

This can be done by maintaining a general ledger. The general ledger system keeps track of balances on loans, travel advances, equipment accounts, payables, payroll withholdings, and other accounts that are carried forward over an extended period of time.

In brief, the ledger is a book with a separate sheet for each account listed on the chart. To these sheets the bookkeeper posts all column totals from the cash books to provide permanent summaries of each account. For example, let us assume that on December 1, 1972, we owed $5,000 to parents, alumni, and friends; that we paid off $2,000 in February, and, as shown on Figure 4, we received $3,000 in March. The ledger page for loans, as of March 31, would appear as shown in Figure 6.

The use of a general ledger system may be more than a student group can handle without help. Very often organizations retain a part-time bookkeeper to come in once a month and post the ledger. If the students maintain proper cash books with a chart of accounts and accurate totals, the bookkeeper's job is relatively simple, requiring just a few hours a month.

If the bookkeeper must reconcile cash and correct the cash books, the task becomes more time-consuming. The essential ingredient for success is a clearly designed system that is followed regularly and has the controls to reconcile stub and cash books monthly.

All organizations have cash problems—usually a shortage—and accounting systems often include budgetary programs to guide the use of available funds. In essence, budgets place limits on what can be spent in each expense category.

In the simplest form of budget, organization officers set limits,

Figure 3

CASH DISBURSEMENT BOOK

DATE	PAYEE	CHK NO	AMOUNT	PAYROLL	HOSPITAL AID	OFFICE	AUTO	HOSPITALITY	MISCELLANEOUS DESC	MISCELLANEOUS AMOUNT
1973										
March 29	Lancaster Garage	1421	36.45				36.45			
	Acme Stationery	1422	47.29			47.29				
	Booklet Printing Co.	1423	155.00		155.00					
	National Caterers	1424	360.00					360.00		
	Service Charge	–	5.20			5.20				
Totals for month			3825.00	-0-	1,500.00	150.00	75.00	2,100.00		-0-

and expenses are hopefully held within them. From time to time, someone checks to see how much has been spent. This is compared with the budget, and spending is adjusted. In using this procedure, it is possible to lose track of funds available for a specific budget category if increased income or special gifts push the budget amount upward during the year.

Appropriations recorded in a general ledger can control this type of situation. One organization we worked with has a number of committees, each of which is assigned a specific volunteer project or support function. The group needed to keep track of funds available for each committee, each month.

We created an "appropriation fund" for each committee in the general ledger under liabilities, and an unexpended cash account under assets. At the beginning of each year the organization receives support money from its parent organization and endowments. These funds are allocated by budget to each committee, based on the officers' estimate of over-all activities and the committee's need for assistance. The allocated amounts are actually credited to each committee at the beginning of the year. As disbursements are made each month, they are coded not only by expense class but also by committee. Disbursements for each committee are charged to its fund and reduce its balance. During the year applicable receipts are classified as income credits to the appropriate committee fund account in the general ledger, thus increasing each unexpended balance.

Figure 4

CASH RECEIPTS AND DISBURSEMENTS — MARCH 1973

Cash on hand, beginning of month		$150.00
Receipts:		
Contributions and gifts	1050.00	
Dues from Students	350.00	
Loans from parents, alumni & friends	3000.00	
Total Receipts		4400.00
Disbursements:		
Weekend party for freshmen	2100.00	
Expenses of Hospital Aid Program	1500.00	
Office Expenses	150.00	
Auto Expenses	75.00	(3825)
Cash on hand, end of month		725.00

Figure 5

CASH DISBURSEMENT BOOK

DATE	PAYEE	AMOUNT	PAYROLL	FEDL W/H	STATE W/H	SOCIAL SEC TAX
Jan. 28	Alice Neary	72.00	100.00	(20.00)	(8.00)	—
Feb. 15	IRS	94.00		80.00		14.00
Feb. 15	Commonwealth of Massachusetts	32.00	—	—	8.00	—

Figure 6

LOANS PAYABLE

DEBITS			CREDITS			
DATE	SOURCE	AMOUNT	DATE	SOURCE	AMOUNT	BALANCE
			1-1-73	Balance Forward		5,000.00
2-28-73	Cash Disb.	2,000.00				3,000.00
			3-31-73	Cash Rec.	3,000	6,000.00

This approach yielded the essential "unexpended funds available" figure at each month-end for each committee. In addition, it provided an incentive for committee members to raise funds for their own activities. Since each committee is responsible for its own funds, the committee chairman and his assistants try to avoid unnecessary expenses.

Controlling Special Events

A smaller organization that does not use the appropriation or fund approach might need something like it for one or two special events each year. For example, one organization we worked with held a major convention once a year when most students and many alumni were on campus for a fall football weekend. The tangible results of the convention were alumni donations and new undergraduate members. Results were always so impressive that everyone put considerable time and effort into planning and funding this event. A special budget was prepared, and all expenses had to be recorded in one account similar to Account 407—"Hospitality Committee" in Figure 2. A refinement added was to allow for 407a—Printing; 407b—Advertising; 407c—Mailings; 407d—Food and Beverages. The event chairman approved all expense vouchers for the convention and coded them to these sub-accounts. The resulting costs could be analyzed in detail, compared to the budget, and then serve

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as a useful guide for next year's event chairman.

A person responsible for the justification of all or part of a multimillion dollar school budget may not question the cash management of a small student fund. But dollars alone are not the measure of income value. The degree to which cash management increases the effectiveness of a valued volunteer activity is just as important. In today's markets, student programs can be increased 6 to 9 percent by proper cash management. If a savings account is kept at the monthly activity level, a group can obtain interest that will permit an increase of activities.

If this system is used, we recommend that the savings account be placed under strict dual signature control and that the treasurer be required to make a monthly detailed request for funds. The officials so authorized then transfer the requested amount to the checking account. When the next month's request for funds is made the treasurer presents to the officials a substantiation of the disbursement made against last month's budget and provides a detailed request for the present month with an explanation of the proposed disbursements.

Faculty—Student Supervision

The essential first step in establishing an effective bookkeeping system is to assign responsibility for various aspects of the job. At the top there should be some kind of steering committee whose members feel that bookkeeping and monthly reports are important. Although the committee has no active role in bookkeeping its interest in reviewing reports sends a message down through the organization.

At the next level, there should be a committee member or officer who is responsible for supervising the bookkeeping function. His actual duties might include co-signing checks or reviewing vouchers in support of check disbursements. But his duties would include no actual preparation of books, checks or records.

The third level is the bookkeeper. He maintains the check book and cash books, and performs the reconciliation. It is important to write a job description for this person so there will be no question as to the scope of the work.

Whether the university provides a contribution from general funds or a mandatory student activity fee, or whether the students fully finance an activity themselves, university officials often feel obligated to install controls and perform periodic reviews. Such controls include guidance on a basic set of records, insistence on a rein on funds not required for immediate functions, and an annual audit. Furthermore, students participating in the volunteer programs have a right to expect controls over their funds. However, a representative student committee might perform some fiduciary functions at the top and middle levels, thus enabling greater student responsibility for financial supervision.

The Audit Function

We consider an outside audit essential, but not at the upper scale in terms of risk/reward ratios so often discussed. The area of student fund accounting, at least on the auditor's first visit, usually presents a picture of chaos, divided responsibilities, and gross lack of care and attention. More time is spent in laborious reconstruction of records than in auditing. Happily, once an accountant assesses the situation and makes his comments, students willingly seek improvements. And the annual arrival of auditors, like any routine, improves performance and helps maintain sound accounting procedures.

Depending on the funds involved and the degree of control, an audit need not be annual, although this is preferable. Certainly, an outside audit should be done before a change of officers.

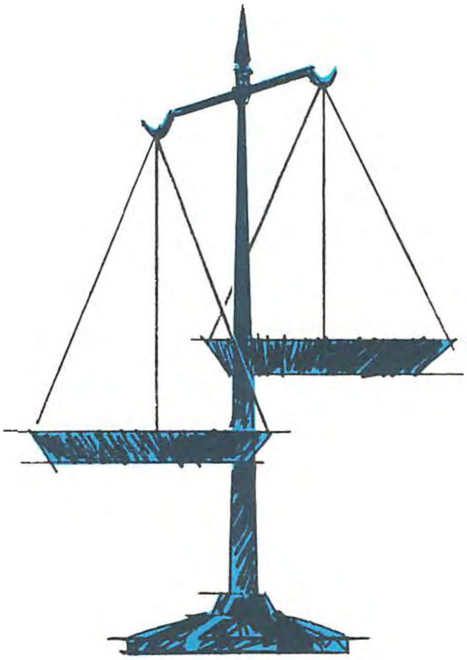
On occasion, we recommend a student-staffed audit. This preserves the dual purpose of giving additional review to the fund expenditures and provides a meaningful training for the students. The best approach is to use a CPA firm, or an accounting professor in conjunction with the outside firm, to train students in the basic auditing steps and provide a program. A business student can easily be trained to make a monthly reconciliation or proof of the bank account, compare expenditures to outside bills, prove receipt and expenditure allocations to specific funds and insure that this tally proves for the outside CPA's review. He can check for dual signatures and approvals where required.

Student Auditor

The student auditor can then observe certain aspects of the outside firm's final audit and discuss extra steps taken by the outside accounting firm.

While it would be ridiculous to question students' ability or independent judgment, it is not fair to put them in a position of having to report on funds expended or authorized by instructors of school officials. They would undoubtedly sound the alarm if they saw major frauds, but they shouldn't be subjected to the burden. Furthermore, abuses are not usually outright fraud but rather the result of inexperience or sloppy bookkeeping. The student auditor should only be required to carry out specific tasks assigned by the outside firm and report directly to them on a periodic basis. The professionals should make the final report.

The control of student volunteer funds is a serious matter involving the same fiduciary responsibility that is involved in the use of any other contributed funds. As such, despite the relatively small amounts involved, proper control must be exercised in terms of good accounting, division of responsibilities, and periodic examination to assure adherence to guidelines.



THE LEGAL ANGLE

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TODAY THERE STILL are a large number of persons who are eligible for and in need of medical services who are not fully aware of the extent to which medical assistance is available through the Medicaid program. The volunteer who is working with low income persons and who has a rudimentary understanding of the Medicaid program can be of real assistance by ensuring that these persons with low incomes receive the medical assistance to which they are entitled by Federal, State, or local law.

Providing medical assistance for the needy has long been a responsibility of the state and local welfare agencies. In recent years, the Federal government has stepped into this area and has assisted the states and localities by sharing with them the costs of medical care provided to persons with low incomes. As a condition to its assuming a portion of state costs in any area, the Federal government historically required states to provide a minimum level of services. The most recent Federal legislation providing for Federal funds to assist the states with their medical programs for the needy is no exception. The legislation is in Title XIX of the Social Security Act, approved on July 30, 1965, and amended in 1967. This act sets forth the terms and conditions under which the Federal government has agreed to share these medical expenses.

The specific purpose of Title XIX is to enable the states to provide medical care and assistance to persons with low income. This differs from the Medicare program, which is essentially a nationwide insurance plan available to persons 65 and older, and unlike Medicaid, is not directly tied to the economic status of the recipient.

State assistance programs have increased considerably since the passage of the Medicaid legislation. In sharing with the state the costs of assistance for the low income needy (more than 75 percent of the costs being assumed by the Federal government in some instances), the Federal government required that the states adopt, by January 1, 1970, a medical assistance program meeting certain minimum Federal standards. All states agreed to participate in this Federal program. However, state programs differ considerably since the minimum state standards established by the Act allow the states a considerable degree of latitude as to the extent of their participation. As a result, specific questions as to coverage, eligibility, and services provided must be directed to the specific state agency charged with the responsibility for handling the program.

However, the Medicaid Act does contain certain guidelines or minimum standards that are obligatory upon every state. These Federal guidelines or minimum standards can be broken down into four major areas: (1) groups covered, (2) conditions of eligibility, (3) medical services provided, and (4) administrative requirements.

Coverage

All state programs must include coverage for persons who are defined by the Act to be "categorically needy." These are:

- Everyone actually receiving financial aid from the Federal-state public assistance programs, for families with dependent children, or for the aged, the blind, and the physically disabled.
- Everyone who would be eligible for public financial assistance, but is not simply because he does not meet certain state requirements. Under Federal law or Federal policy these persons are covered by Medicaid even though they are ineligible for public assistance—ineligible, for example, because they do not fulfill specific state residency requirements.
- Everyone under 21 who is eligible (or would be, except for state, age, or school attendance requirements), for aid under the state's families with dependent children program.

A state may, if it chooses, provide coverage to more than this "must-list" of categorically needy persons, and the Federal government will share in the additional cost. The state may do this by extending its plan to cover certain additional persons, who are also defined as categorically needy. These persons are:

- All persons who would be eligible under one of the Federally-aided financial assistance programs if the state's programs were as broad as the Federal legislation permits.
- With certain exceptions, everyone who would be eligible for assistance payments if he were not a patient in a medical facility.

A second category of persons may, at the state's option, be included in its plan of coverage. These

(Continued on next page)

are persons deemed to be "medically needy." These include:

- People who are aged, disabled, blind, or members of families with dependent children, whose income and resources are large enough to cover their daily living expenses (according to income levels set by the state) but not large enough to pay for medical care. A state that includes people in any of these four disadvantaged groups must include all persons in the groups.
- All medically needy persons under age 21 even though they are not eligible for financial assistance under another Federally-aided public assistance program. They need not live with their parents to be eligible, and they can be children whose parents are employed but do not earn enough to pay for the children's medical care.

In the rare instances where a state program may cover persons in addition to those listed, the Federal government will not share in medical care costs. It will, however, assist with additional administrative costs related to operation of the state's program.

Eligibility

Anyone who wishes to apply for Medicaid assistance must be permitted to do so. Applications are made at the local public welfare agency. The local agency generally will act upon the application within 30 days. As criteria for making this determination, the Medicaid Act requires that categorically needy persons, to the extent covered by the state's plan, automatically become eligible for the Medicaid assistance. Where states also make their program broad enough to provide coverage for medically needy persons the state sets the eligibility requirements for these persons. However, the Federal government does not give the state an unfettered right to establish eligibility requirements for either the categorically needy or the medically needy in that it prohibits the state from setting certain restrictions, such as a specific time of residency within the state, or state citizenship as a prerequisite to eligibility.

One of the tests that all states use in establishing which persons qualify as medically needy is the amount of income individuals or families have. The amount permitted depends on the state, but the Federal government again sets up certain guidelines that the state must follow in establishing income levels. Nevertheless the income level may vary from state to state, and it may vary within one state depending upon whether the person resides in a metropolitan or a rural area.

The Medicaid Act permits the state a relatively high degree of flexibility in establishing the property that a person can have and still be eligible for Medicaid. Usually the state will permit the applicant to remain eligible despite his owning a house, a modest amount of savings or life insurance, and a car of moderate value.

Further, in establishing all eligibility standards for the medically needy, the state is restricted by a broad requirement of the Medicaid Act requiring that eligibility standards be consistent with simplicity of administration and the recipients' best interests. In addition, the state procedures must meet legal requirements of fair treatment for individuals and prompt action on applications. State practices that violate the individual's personal dignity, harass him, or violate his constitutional rights are also prohibited by the Act.

Assuming that an individual otherwise meets the eligibility requirements, the state's plan is required to provide coverage for care and services furnished in or after the third month before the month of the application. This three-month retroactive aspect of this provision had been optional for the states but has now been made mandatory by a 1972 amendment to the Act. This amendment recognized the fact that often a person will not apply for care until after the medical services have been provided, either because he does not know of the Medicaid availability, or the illness or accident occured too suddenly to permit earlier application.

After an applicant has been declared eligible by the state, his eligibility will be checked at intervals established by the state, but it must be checked at least every 12 months. Further, a check must be made when the agency has information concerning an anticipated change in the persons financial or medical situation and within 30 days after such a change has been reported to the agency.

Medical Care and Services

For categorically needy persons, states must provide in-patient hospital services, out-patient hospital services, laboratory and x-ray services, and, in most instances, skilled nursing home services, physician services both in the home and at the doctor's office, and home health services, if preferred, for any individual who under the state plan is entitled to skilled nursing home services. The state may also broaden its plan to include additionally private duty nursing services, clinic services, dental services, physical therapy and related services, prescribed drugs, dentures, and prosthetic devices, and eye glasses.

Where the state agrees to provide services for the medically needy as well as the categorically needy, the Federal government requires that the state provide all of the services to the medically needy that are mandatorily provided for the categorically needy except for some home health services. As an alternative the state may provide a combination of services (no less than seven) of all the services that are approved by the Medicaid Act.

Since July 1, 1969, states are required to permit the patient to choose his own practitioner, so long as the practitioner is qualified and willing to accept the patient. This also holds true for the hospital, provided that the hospital is licensed or approved by official designated state standard setting authority responsible for such matters.

Payments for medical services under this Act cannot be paid directly to the patient if the patient is a recipient of Federally-supported financial assistance. Rather, the state must pay the physician or facility that is providing the medical care and services. However, if a patient is not receiving cash assistance, the states have the option of paying the patient for the physician's and dentist's services, and it then becomes the patient's responsibility to pay for the care received. Some state plans require that medically needy (not categorically needy) patients pay a deductible and co-insurance cost for hospital care, medical care, and other services received under the Medicaid program. Further, they require that income earned by the recipient in excess of the amount specified by the state in its eligibility requirements be applied to medical costs. However, any cost sharing must be reasonably related to the individual's income or his income in various other kinds of resources.

This is just a thumbnail sketch of the Medicaid program as it presently stands. To obtain detailed information as to a specific aspect of the program, some questions should be asked of the local welfare agency. If a satisfactory answer is not forthcoming, inquiries should be directed to the local legal aid office or some other attorney. Most legal aid attorneys are reasonably familiar with the Medicaid Act and they can take the action necessary to ensure that the provisions of the Medicaid Act are being properly carried out.

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RELIEVING ISOLATION

Detrick said. Nevertheless, many students visited on their own time. They cleaned houses, grocery-shopped, changed tires, painted homes, and did numerous other chores that the elderly usually couldn't afford to have done. Word about the volunteers' help spread quickly in the small town, and many older people began calling the school, requesting volunteers for various chores. The Deer Park students handled all the requests, often on their own time.

The students did not perform household chores for the institutionalized elderly in Spokane, but they did provide the same type of meaningful, dependable friendships for 38 people in Spokane nursing homes and at the veterans' hospital.

The volunteers went to their regular assignments in Deer Park and Spokane on Monday, Wednesday and Thursdays, but on Tuesdays they alternated between field trips and classroom discussions. The field trips were designed to expose students to special problems in society and give them the opportunity to talk with people who could share their expertise about these problems. The volunteers spent a day visiting patients at Eastern Washington State Hospital for the mentally ill, where the staff explained many causes, consequences, and treatments for mental illness. The volunteers also visited a large institution for the mentally retarded. In addition, the students visited Washington State Penitentiary where they talked freely with prisoners in the minimum security section.

During the classroom sessions, the students discussed their impressions of the one-day institutional field trips and talked extensively about their regular volunteer assignments with the elderly in Deer Park and Spokane. They also heard experts speak on such topics as:

- Agencies and Programs Available to Help the Aged
- Medicare—Who Benefits and How
- Social Security Benefits
- Geriatrics—What it Means to Be Old
- Washington State Laws Governing the Operation of Rest Homes

The students were eligible to receive two credits for the course, based on a letter grade or a pass-fail. Detrick arrived at the grades through a four-part evaluation process:

(1) He asked an administrator at each institution where the volunteers worked to write a letter expressing the strengths and weaknesses of the volunteer program and to offer suggestions for improvement. Detrick also requested similar letters from the old people in Deer Park that the students had visited.

(2) Detrick also visited each administrator to listen to their special problems and to hear how his students had helped.

(3) Twice during the semester, the students themselves wrote an evaluation of their participation in the program. They also verbally evaluated their work in the seminars and rap sessions.

(4) Detrick then gave each student his own written evaluation of that student's work, attitudes, and growth during the term.

Friendships Last

Through their volunteer work, the Deer Park students learned that helping others is something that can easily become a part of their daily life, and many maintained their friendships with the elderly long after the 12-week semester ended. Detrick also believes that many barriers between the two age groups were broken down when both groups realized how much they could give each other.

A VOLUNTEER'S GUIDE

RESOURCES RESOURCES

CORRECTIONS

Help Me Please, Volunteers in Probation of the National Council on Crime and Delinquency, 200 Washington Plaza, Royal Oak, Mich. 48067. Purchase Price: $85. Rental: $15.

For use by volunteers in juvenile correctional systems, this 25-minute color film traces the young adult offender from the time he commits a crime through the assignment of his case to a volunteer probation officer.

Correctional Program News, Suite 510, 111 East Wacker Drive, Chicago, Ill. 60601. Free.

A newsletter published six times a year to round up developments in prison reform and rehabilitation across the United States.

Guidelines and Standards for the Use of Volunteers in Correctional Programs, U. S. Department of Justice, Law Enforcement Assistance Administration, National Institute of Law Enforcement & Criminal Justice, Washington, D. C. 20530. Single copy free.

A manual for the development and operation of volunteer programs throughout the juvenile and adult correctional field, this book analyzes 500 existing volunteer programs and discusses general principles of program management, including planning, orientation, recruiting, placement, and record-keeping systems.

WORKING WITH CHILDREN

Adventures in Rhythm (LC R-60-909), Scholastic Audio-Visual, 906 Sylvan Avenue, Englewood Cliffs, N. J. 07632. Price: $5.95.

Ella Jenkins, an expert in rhythm instruction for children, offers a variety of simple rhythm patterns recorded on 33 1/3 rpm album to help grade school youngsters learn to count and add.

Beautiful Junk (0-369-684), Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 40¢.

Don't throw away that empty box—it might be just what you need to make a delightful toy. This booklet tells you what discarded household items to collect and how to design creative toys.

Children's Things, Stone Mountain Education Projects, Inc., 60 Broad Street, Westfield, Mass. 01085. Price: $2.

A builder's instruction manual for do-it-yourself inexpensive play and recreation equipment that can easily fit into a day care or preschool setting. Included is "a playground in a box" that will accomodate up to 15 children in activities such as sliding, climbing, balancing, and swinging. All apparatus can be stored in two boxes, which form part of the play equipment.

The Good Foods Coloring Book (0-375-210), Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 20¢.

An innovative coloring book that introduces children to basic food groups and guidelines for good nutrition.

The Flake and His Secret Plan (S/N 1732-0018), Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 30¢.

An educational comic book warning children against the danger of lead poisoning from eating paint chips. Accompanying material tells adults how to recognize the signs of lead poisoning in children and lists precautionary measures.

Katy's Coloring Book about Drugs and Health (0-403-666), Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 35¢.

A coloring book intended as a basis for discussion of the difference between prescription drugs and drug abuse.

Keeping Up with Orff-Schulwerk in the Classroom. Keeping Up with Music Education, 1220 Ridge Road, Muncie, Ind. 47306. Price: Available upon request.

Published five times during the school year, this circular bulletin describes innovations in the Orff-Schulwerk technique of music education.

Resources for Creative Preschool Teaching, KAEYC Book Account, c/o Ms. H. E. Hamilton, 6041 Sunrise Road, Lincoln, Neb. 68510. Price: $12.50.

A looseleaf notebook packed with ideas for preschool activities. Concepts in art, dramatic play, discovery activities, and related languages are offered, among other stimulating suggestions.

HANDICAPPED

Directory of Agencies Serving the Visually Handicapped, American Foundation for the Blind, 15 West 16th Street, New York, N. Y. 10011. Price: $10.

An invaluable directory of names, addresses, and contacts in private and governmental programs serving the visually handicapped throughout the United States.

Somebody's Waiting, University of California Extension Media Center, 2223 Fulton Street, Berkeley, Calif. 94720. Rental cost: $20 a day.

A 16mm color film that examines conditions of the severely retarded in institutions. Suggests ways in which volunteer programs can help alleviate some of the problems of the institutionalized patient.

Training Needs and Strategies in Camping for the Handicapped, Center of Leisure Studies, University of Oregon, 1587 Agate Street, Eugene, Ore. 97403. Price: $3.50.

Based on a review of "camping for the handicapped" literature, this book offers recommendations and suggestions for the special needs that arise when groups of handicapped persons camp out. Suggests ways of developing successful camping projects.

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Mo. 63108. Price: $4 per copy.

An annual journal designed to disseminate information to those volunteers who are working with the handicapped by offering an exchange of ideas and innovative programs in rehabilitation.

GENERAL

Helping Skills: A Basic Training Program, Behavioral Publications, 2852 Broadway, Morningside Heights, New York, N. Y. 10025. Price: Available upon request.

A training program designed to introduce the volunteer to the dynamics of the helping relationship. Authors Steven J. Danish and Allen L. Hauer have devised a concise, easy-to-follow session, and include a leader's manual to accompany the student's workbook. Each session is designed to allow the trainee to become acquainted with the skills of working in helping situations.

Camping with a Purpose (S/N 0100-01620), Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Price: 50¢.

Developed by the 4-H Association, this guide contains guidelines for developing a children's camp. Included are all phases of organization, staffing, publicity, financing, and emergency facilities.

Publications are listed solely as an information service for volunteers. This compilation is not a complete list of available resources. and inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included.

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HOFSTRA'S HELP PROGRAM SHOWS PRISON INMATES THAT SOMEONE CARES

someone like a student volunteer who isn't involved with the prison establishment," Mildred Liff explained, "he opens up and feels less like an outcast."

At first many student volunteers felt ill at ease within the prison. All the old prison stereotypes haunted them. "But when we started talking," said Daniel Cohen, "I felt we were just people—with common interests, with the same needs. And that's how we communicated with the prisoners."

As the focus of the program changed from group to individual relationships, Shulman learned that an ex-convict, who was once a member of the therapy group, was conducting weekly rap sessions for other ex-convicts and parolees at his home. Parolees and ex-inmates in these rap sessions indicated that they felt comfortable with the student volunteers who tutored and counseled them during their prison terms. Consequently, the ex-inmate in charge of the sessions asked Shulman if it would be possible to conduct these sessions at Hofstra, where student volunteers could easily participate. Shulman agreed, realizing that a follow-up project would be one more step they could take in helping ex-inmates readjust to society.

Ex-Mate Program

Each Thursday from 8 p.m. until well past midnight, 15 former prisoners from Nassau County Jail meet with 12 student volunteers at Hofstra's Student Center to talk about "being on the outside." The sessions are completely informal as ex-prisoners and student volunteers talk about what has happened to the ex-inmates during the week, and how the world has been treating them.

The home-base atmosphere of the discussions seems to work. For the ex-inmates and parolees, the weekly sessions are a place to go where someone cares and is interested. Often the sessions break up into smaller discussion groups where feelings are freely expressed, advice given, and suggestions taken.

Ex-Inmates Change Attitudes

"We've seen tremendous changes in ex-inmates' attitudes," Joanne Brown said. "Ex-mates have become so concerned about these sessions that they've often been instrumental in getting other ex-convicts to attend these weekly meetings."

The Nassau County Parole Board regards the Hofstra Ex-Mate program so highly that they often stipulate attendance at the Thursday evening sessions as part of the prisoner's parole requirements.

"These sessions are a place for ex-prisoners to keep busy and out of trouble," Shulman explained. "They are informal, with no pressure, but a good way for ex-convicts to air their feelings and be heard. It's often hard for ex-prisoners to make decisions, and we feel we're helping them do that."

Because of the rapport between the student volunteers and the prison officials, HELP's student volunteers were able to innovate prison reform. Nassau County Jail policy permitted inmates to write only two letters a week, but the students saw the prisoners' need for as much contact as possible with interested people on the outside and they started the Nassau County Pen Pal System. Simultaneously, they conferred with prison authorities and convinced them to allow inmates unlimited letter-writing privileges.

Another prison rule restricting inmates to one phone call a week was often a hardship for prisoners who had to make the difficult choice between family and legal counsel. HELP student volunteers, however, eased the situation by phoning the prisoners' relatives and relaying messages.

Art Therapy for Women

Since 20 percent of Nassau County Jail's population is female, Joanne Brown decided to initiate an art therapy session in the Women's Section, which would allow female prisoners to leave their cells and join Joanne in an art class where they could express their feelings through painting and sculpture. Joanne also introduced the Pen Pal System in the Women's Section. The Hofstra prison program would not have been able to make the strides it has without the support of prison officials like Lt. Phillip DeJulio, Director of Rehabilitations, Sheriff Michael Seniuk, Sgt. Louis De Kleva, Assistant to the Director of Rehabilitations, and Mildred Liff who have been instrumental in the program.

"It's imperative to gain the support of the prison administration," said Cohen. "We all want the same thing—to make certain that once the prisoner is released, he won't end up going back."

Keys to Success

According to Shulman the success of a student volunteer prison program depends on three things: (1) offering the inmate a concrete service such as tutoring or companionship; (2) working hand-in-hand with the prison administration, and (3) offering a follow-up program, such as HELP's Ex-Mate project.

Although HELP devotes a lot of its time to its ex-mate counseling therapy, it has become evident to the student volunteers that communication with prisoners should begin within the walls of the prison. In the words of Sgt. Louis De Kleva, who has been responsible for the rehabilitation of prisoners for over eight years, "If you don't reach the prisoner on the inside, you'll never be able to reach him on the outside."

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