

Synergist

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*một đời sống mới,
một ngôn ngữ mới*

A new life,
A new language



GUEST SPEAKER

ELLEN HAAS
Past Executive Director
National Consumers League

Student Involvement in the Consumer Movement

THE 1962 CONSUMER BILL OF Rights proclaims (1) the right to safety, (2) the right to be informed, (3) the right to choose, and (4) the right to be heard. The consumer movement has worked to seek protection of these rights in diverse ways. Often the remedies for particular abuses are brought about either through legislation or judicial means. In other instances, public exposure of consumer frauds may be a successful tool for consumer pressure.

Many small projects are the basis of consumer action today. They are important individually and for their cumulative effect. As Donald Ross stated in *A Public Citizen's Action Manual*, "Small projects are the building blocks of a larger citizens' movement."

Before developing a consumer project for student volunteers, it is necessary to fit your activity to the needs of your particular community. If your project is to be successful, you should realize that what works in a New York suburb may not necessarily work in Chicago's inner city. This means taking full account of consumer laws, existing and proposed; the enforcement powers and performance record of local and state consumer affairs agencies; and, finally, determining which abuses in your area are the most flagrant.

One student group sponsored a consumer fair at a local shopping mall. Students distributed a questionnaire asking local shoppers to rank their consumer problems. Not only was the experience educational for the students, but it collected valuable data that was later used in presentations to county council members and state legislators.

You can find models for developing student activity in the consumer area by examining various approaches that have worked out well in other places. In this way, student volunteers will find several avenues for constructive action that will further the protection of the rights of consumers. These individual, often localized efforts, will have a cumulative effect of bringing desired change to the balance of the marketplace.

Only in recent years have consumers seeking redress for their grievances found equitable and prompt solutions. Progressive counties and states have enacted laws establishing public agencies to handle these complaints, and since the late 1960's there has been a steady growth of voluntary groups handling consumer complaints. Recently "Call-for-Action" programs have been introduced by a number of local TV stations.

These existing mechanisms often receive more complaints than they have staff to process them. Consequently they need the help of student volunteers, and some have developed programs that train students in complaint casework. For example, Washington, D.C.'s WRC-TV has students manning its complaint center, "Contact 4." If you are fortunate enough to have a consumer agency in your community, it would be worthwhile to find out how students can participate.

Many jurisdictions do not yet have an adequate means for consumers to register complaints, and students can respond to this need. One fine example of a complaint center manned by students, established with very few financial resources, was the Student Consumer Information Center at Montgomery College. It was set up by a young instructor of business law, Harold Krauthammer. His small unit of roughly 10 students was the forerunner of the county's office of consumer affairs. Functioning as a community outreach center, it attempted to assist people in low-income neighborhoods to find solutions to their consumer problems. They served as intermediaries and advocates for individual consumers who were unable to solve their problems on their own. Because the group lacked adequate funds, it affiliated with a neighborhood center under the county's social services department. In return for providing a needed service to the community, the SCIC obtained full use of a telephone (an essential), office space, and supplies. It was a fair trade.

The administration of such a program cannot be taken lightly; it demands both time and energy, yet it is personally rewarding and its achievements are highly visible. However, close supervision by an experienced advisor is essential if legal problems are to be avoided.

When visiting a state capitol one cannot but notice a difference from past years. There was a time when special interest groups—major business corporations, large labor unions, trade associations, and professional societies—dominated the corridors because they had a vested interest in the outcome of proposed legislation. These groups, with their full-time, paid lobbyists, are still active. But now they are joined by a growing number of citizens' groups representing the interests of consumers. Citizens' groups with consumer education programs are fertile ground for student involvement and an area where the fruits of success are already evident.

In California, New York, Virginia, and Arkansas, there are citizens' groups with active community edu-

(Continued on inside back)



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A NEW LIFE, A NEW LANGUAGE

Tips for Tutoring English to Vietnamese of All Ages

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MANY NEWLY ARRIVED VIETNAMESE in this country need tutoring in English. In those areas where there are large concentrations of Vietnamese, or where there is already a sizable foreign community, classes in English as a Foreign Language (EFL) either already exist or can be set up, complete with experienced teachers, well-established curricula, and a wealth of materials. For the most part, however, the Vietnamese refugees are scattering, family by family or even individually, to communities all across the country. These scattered persons are much in need of practice in speaking English. Very often local church and community groups take the responsibility for organizing English language tutoring for local Vietnamese and rely on student volunteers to serve as tutors.

To the student volunteer with no prior experience in EFL, the teaching of his own language is a formidable undertaking; simply contemplating the idea of talking with a Vietnamese who does not speak English produces questions. Where do you start? How do you go about teaching pronunciation? How can you explain English grammar if you don't speak Vietnamese?

Questions like these have been the object of academic study—it's possible to get a PhD in EFL—but, fortunately, you can turn yourself into a very effective tutor with a bit of background reading on the nature of EFL, familiarity with the available EFL textbooks, an understanding of the specific difficulties of Vietnamese who are practicing English, and a liberal sprinkling of sensitivity and common sense. The references at the end of the article will give you background reading and a sample of available texts; problems specific to the Vietnamese will be discussed below; the sensitivity and common sense you have to supply yourself.

The most important asset you have as an EFL tutor is the fact that you are a native speaker of English. Whether you come from Texas or California, Illinois or Massachusetts, you are by definition a native speaker; if your tutee winds up speaking exactly as you do, he will sound like a native speaker too—which is your pie-in-the-sky goal. As a native speaker, you automatically provide your student with a perfect model for pronunciation, something the most sophisticated, highly trained, non-native teacher cannot do.

You also have, by virtue of your innate knowledge of the English language, the resources to answer any questions about the language that your student will ask. You know, for example, that the sentence, "I see that man yesterday," is wrong, and that its correct form is, "I saw that man yesterday;" even though you cannot explain the ins and outs of English tenses and the characteristics of irregular verbs, you are able to tell your student what he really needs to know: that "I see that man yesterday" is wrong, and "I saw that man yesterday" is right.

Another advantage you have as a native speaker is that you instinctively know which style of English to use

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in which social situation: you know, for example, when to say "Would you be so kind as to show me where I can wash my hands?", when to say "Where's the bathroom?", and when to say "I gotta go." As a native speaker, you will pass this knowledge on to your student as a matter of course, without ever having to sit down and think about it.

You might feel that not being able to speak Vietnamese puts you at a severe disadvantage, because you and your tutees don't share a common language. Actually, this is not a cause for concern. In the first place, your not speaking Vietnamese means that you can't lapse into it when the going gets rough; your student *has* to speak English with you, and this provides him with even more motivation to learn than he already has. In the second place, elaborate grammatical explanations, even if you can give them, are a waste of time

at the stage of the game where your student doesn't know enough English to understand them. In all but the most advanced classes, very little in the way of directions and explanations is necessary. The Teachers' Manuals of the EFL texts mentioned in the references explain in detail how you should go about setting up classes or sessions so that complicated grammatical explanations are unnecessary.

The only real disadvantage you have in not speaking Vietnamese is that you will not know from experience what the trouble spots are likely to be for your Vietnamese student. Anyone learning a foreign language will have trouble in precisely those areas where his native language differs from the one he is learning; if you know Vietnamese, then, you know in advance where English and Vietnamese differ, and you can plan your lessons to concentrate on those areas.

English Language Pronunciation Problems for Vietnamese

Sound:	Position:	Why a problem:	Will be confused with:
<i>p</i> pin	all	Non-existent in Vietnamese	<i>b</i> bin
<i>g</i> gay	all	"	<i>k</i> king
<i>th</i> ether	all	"	<i>d</i> dog or <i>s</i> say
<i>th</i> either	all	"	<i>d</i> dog or <i>z</i> zero
<i>zh</i> pleasure	all	"	<i>z</i> zero or <i>j</i> judge
<i>j</i> gin	all	"	<i>ch</i> chin
<i>b</i> dab	final	Does not occur in final position in Vietnamese	<i>p</i> tap
<i>d</i> bad	final	"	<i>t</i> bet
<i>f</i> enough	final	"	<i>p</i> tap
<i>v</i> love	final	"	<i>b</i> tab or <i>p</i> tap
<i>s</i> bass	final	"	<i>sh</i> push
<i>z</i> jazz	final	"	<i>sh</i> push or <i>s</i> bass
<i>sh</i> push	final	"	<i>s</i> bass or <i>z</i> jazz
<i>ch</i> much	final	"	<i>sh</i> push
<i>l</i> pill	final	"	<i>n</i> pin
<i>r</i> car	final	"	<i>r</i> will simply not be heard; car and caw will sound alike.
<i>t</i> take	initial	Vietnamese initial "t" sounds like "d" to Americans	
<i>k</i> king	initial	Vietnamese initial "k" sounds like "g" to Americans	
Consonant clusters such as <i>sl-</i> , <i>sk-</i> , <i>kr-</i>	all	Vietnamese does not have consonant clusters; Vietnamese speakers will insert vowels ("sipell" for "spell," etc.), or drop one of the consonants ("slep" for "slept," etc.)	
<i>i</i> pin	all	Does not exist in Vietnamese	<i>ee</i> beet
<i>e</i> bet	all	"	<i>a</i> bat or <i>i</i> pin
<i>a</i> bat	all	"	<i>e</i> bet or <i>ah</i> father
<i>uh</i> above	all	"	<i>ah</i> father
<i>oo</i> book	all	"	<i>oo</i> boot or <i>uh</i> above

Fortunately, it is not necessary to speak Vietnamese to find out where these trouble spots are; simply being told, for example, that Vietnamese does not have the consonant *b* at the ends of words is sufficient for you to understand that your student will have trouble pronouncing words like *rub*, *Bob*, *web*, and so on. The charts on page 3 and below summarize some aspects of English pronunciation and grammar that your Vietnamese student will probably have difficulty with. These charts are not exhaustive, but they highlight predictable problem areas of which you should be aware.

In the chart on pronunciation, the sounds which your Vietnamese student will be unable to pronounce are listed (with an English example to avoid confusion between sound and spelling); trouble positions (initial—at the beginning of words; final—at the end of words; all—wherever the sound occurs in a word) are listed next; then comes an explanation for the cause of the problems; and then the English sound or sounds your student will confuse it with. In the chart on grammar, sentences in which problems occur are given, with the problem spot in italics; then, sentences which your student will probably substitute for it are given; and finally, a brief explanation as to why your student makes the mistakes he does is given. With these charts to tell you which points to concentrate on and a good EFL textbook which presents the structures of English in a sequenced, planned manner, you will be equipped to begin tutoring.

Nearly all EFL texts are designed so that they can be used effectively regardless of the native language of

the student. They manage this by dealing directly with all possible problem areas of English, with the understanding that the teacher will go quickly over the lessons the students find easy, and concentrate on those lessons the students find difficult. To adapt one of these texts to your Vietnamese students, simply go through it and mark the lessons which deal directly with the problem areas mentioned in the charts. Plan to spend additional time on these lessons.

If your tutee is over age 12, and has gone to school in Vietnam, he will have studied either English or French; from the seventh grade on, students are required to study one or the other, and many Vietnamese have studied both. Foreign languages in Vietnam are taught by the translation method, with heavy concentration on reading, writing, and grammar, and very little emphasis on speaking and understanding. Moreover, your student's English class was very probably taught by a Vietnamese, so he is unlikely to have had much exposure to English as it is spoken by a native speaker. All of which adds up to the fact that no matter how much English your tutee studied in Vietnam, he will need extensive drill with native speakers in pronunciation and comprehension.

Drill work will be your main task in teaching English to Vietnamese. Some sample drill sentences to contrast the long *e* sound as in "*feel*" with the short *i* sound as in "*bid*" are:

"This week/wick seems long."
 "Feel/fill this bag."

Some Problem Areas in English Grammar for Vietnamese

Problem:	Your student will say:	Why:
He goes.	He go	No verb suffixes in Vietnamese
He <i>is going</i> .	He go, He is go, He are go	No tense markers on verbs in Vietnamese
We <i>talked</i> yesterday.	We talk yesterday	
I <i>am</i> a student.	I student, Me student	<i>Be</i> is often omitted in Vietnamese
Three books	Three book	No plural suffix in Vietnamese
John's hat	John hat	No possessive suffix in Vietnamese
Bigger book	Big book, book more big	No comparative or superlative suffixes in Vietnamese
A book	Book	No articles per se in Vietnamese
<i>The</i> book	Book, a book	
Three <i>red</i> books	Three book red	Adjectives follow nouns in Vietnamese
<i>Where</i> is he?	He is where? He where?	Same word order for both questions and statements in Vietnamese
<i>Whom</i> did you see?	You saw who? You see who?	
<i>What</i> are you doing?	You are doing what? What you are doing?	
<i>Are</i> you working?	You are working? You working?	
I know <i>him</i> .	I know	Referent words are often omitted in Vietnamese

TIPS FOR TEACHING ENGLISH

- Use VISUAL AIDS.
Bring in pictures from magazines or newspapers.
Use flashcards.
Draw on the blackboard.
Make and bring in charts.
Bring in objects.
- DRAMATIZE words and situations.
- Use any SUPPLEMENTARY MATERIAL that you think applies.
- Be CREATIVE—vary the format of your lesson to maintain interest.
- For emphasis, write IMPORTANT words and phrases on the board.
- If you are presenting an ABSTRACT idea, write a Vietnamese word or two on the board—a good attention getter and a great help.

If you don't know the answer to a student's question, say so and find out the answer.

Courtesy of Okaloosa-Walton Junior College, Niceville, Fla.

You can make up other pairs to help your tutee hear the contrast between these two vowel sounds.

One of several ways to introduce the plural ending is to assemble a group of objects or pictures of objects, such as books, clocks, lamps. Pick up one object and say to your student, "What is this? It is a book." Have him repeat the answer after you ask the question. Then pick up more than one book and say, "What are these? They are books." Ask your tutee to repeat the answer after you ask the question. If you repeat this procedure with several different categories of objects, your tutee will soon comprehend how plural endings are used in spoken English.

A drill for practicing the third person singular form of the simple present tense is to ask your student to repeat the sentence in the left column after you and then to change it to the singular.

- | | |
|--------------------|--------------------|
| 1. Teachers teach. | A teacher teaches. |
| 2. Students study. | A student studies. |
| 3. Drivers drive. | A driver drives. |
| 4. Cooks cook. | A cook cooks. |
| 5. Bakers bake. | A baker bakes. |

You can make up similar sentences of your own.

Drills, which appear in every EFL text except those dealing specifically with reading and composition, are based on the oral-aural method, which is basically the idea that the student should learn to understand and speak first, then read and write. Be prepared for an uncomfortable tutee: he will feel inadequate relying on his ears and tongue alone, and you will have to teach him to forget his pencil, paper, reference grammar, and

dictionary and concentrate on listening to you and imitating you. He must do this, however, if he ever expects to understand and speak English.

If your student already knows some English, probably the biggest favor you can do him is to wean him from his English-Vietnamese dictionary (assuming he has one) and teach him to use an all-English dictionary. Bilingual dictionaries in general suffer from one unavoidable defect: they cannot present meanings in context. As a consequence, the user has to double-check all the definitions for a word or run the risk of translating, say, "chest of drawers" as the other-language equivalent of "bureau of underpants." Monolingual dictionaries, on the other hand, are difficult for the EFL learner to use because the definitions for a basic word tend to

REFERENCES

Stevick, Earl W. *Helping People Learn English*. New York: Abingdon Press, 1957.

A short, sensible, clearly-written guide to EFL, written especially for those with no experience.

Nilsen, Don L. F. and Alleen Pace Nilsen. *Pronunciation Contrasts in English*. New York: Regents Publishing Co., 1973.

A good source for supplementary pronunciation drills. The drills are listed by language, and are more or less accurate for Vietnamese. Good introduction for inexperienced teachers.

Mackey, Ilonka Schmidt. *English 1: A Basic Course for Adults*. Rowley, Mass.: Newbury House, 1974.

A crash course in survival English, good for the adult who needs English *fast*. Although not a complete English course, does provide crucial vocabulary.

Slager, William et al. *English For Today, Books I through VI*. New York: McGraw-Hill, 1974-5.

A widely used, highly respected course in English for high school age and above. First three books present structure, last three deal with reading and writing. *English For Today* was adapted to Vietnamese, and used as the official text in secondary schools there. The adaptation was considerable: your student will recognize only the title. Excellent Teachers' Manual.

Marquardt, William et al. *English Around the World*. New York: Scott Foresman, 1970.

Widely used and respected course in English for elementary school children, starting with pre-reading. Teachers' Manual, very specific and detailed.

use more esoteric vocabulary than the word itself. There is, fortunately, a happy solution to the problem: monolingual dictionaries written especially for the EFL student. One of them, A. S. Hornby's *The Advanced Learner's Dictionary of Current English* (New York: Oxford U. Press, 1974) is so widely regarded as a brilliant piece of lexicography that it can be recommended without hesitation. Put a copy of it in your student's hands and you will have given him a dictionary, a reference grammar, and a pronunciation guide that he can use for the rest of his life.

Your overall, realistic goal in teaching English should be to enable your student to feel at home in the language; when he can say everything he wants to say, and be understood saying it, your job will be done. Very often, as his English tutor, you will find yourself also acting as his cultural adviser. You might be the only

American he feels sufficiently comfortable with to ask questions about American customs, enthusiasms and peculiarities. You owe it to him—and to yourself—to prepare for such questions by finding out as much as you can about Vietnamese culture, so that your answers are as meaningful as possible. If, for example, you know beforehand that in Vietnam it is considered perfectly polite to discuss salaries with strangers, you will be able to explain more coherently to your tutee why he got the cold shoulder when he asked his seatmate on the bus how much money he made.

Get in touch with the organizations listed below—two of them have toll free numbers—for sources on Vietnamese language and culture. As soon as your student knows enough English, include discussions of cross-cultural differences in your lessons, and encourage him to tell you about his life in Vietnam. □

RESOURCES FOR TEACHING ENGLISH TO VIETNAMESE IN THE U.S.

ORGANIZATIONS

Indochinese Clearinghouse of the Center for Applied Linguistics, 1611 North Kent St., Arlington, Va. 22209.

The Center for Applied Linguistics, an independent, professional organization, established the Indochinese Clearinghouse as an information service for schools, voluntary organizations, and interested individuals who are aiding Indochinese refugees.

Available publications include: *A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools* (price: \$1.00) and *A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese* (price: \$1.50). A complete publications list is available upon request.

The Clearinghouse invites anyone who has a question about English language problems of Indochinese refugees to call its toll free number, 800-336-3040 weekdays between the hours of 9 and 5.

Teachers of English to Speakers of Other Languages (TESOL), 455 Nevils Bldg., Georgetown University, Washington, D.C. 20057.

TESOL is a national membership organization dedicated to disseminating information, promoting scholarship, and strengthening instruction and research in teaching English to speakers of other languages and dialects.

TESOL members receive a quarterly journal, a newsletter, and other publications. Regular membership dues are \$14 per year. A student membership is \$7 and an institutional membership is \$21.

NATIONAL HOTLINE

Higher Education for Post-Secondary Students. Call 800-424-2790 (toll free) weekdays from 9 to 5. (In the Washington, D.C., metropolitan area call 625-4551.)

Four Indochinese students at Georgetown University provide information about national opportunities for Indochinese refugees seeking higher education in the U.S. College admission procedures, requirements for graduation, life on campus, and financial aid opportunities are the kinds of information available.

PAMPHLETS & PERIODICALS

Understanding the Refugees from Vietnam, Church World Service, Immigration and Refugee Program, 475 Riverside Drive, New York, N.Y. 10027. Free.

By explaining some of the customs and habits of the Vietnamese people, author Douglas Bean offers helpful suggestions for reducing cultural differences between Vietnamese and Americans.

American-Indochinese Journal, P.O. Box 2839, Washington, D.C. 20013. Price: 25c a copy.

This bilingual (English and Vietnamese) journal is published by the American-Indochinese Assistance Center, a nonprofit, voluntary organization. The *Journal* strives to promote better understanding between Indochinese refugees and Americans, as well as offering helpful cultural information for refugees, such as an introduction to U.S. supermarkets, how to identify local social service agencies, and English language resources.

Documenting Program Costs and Achievements

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AND
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THESE ARE TOUGH economic times for all of us—the student volunteer organizations which depend on private funding sources, and the foundations which provide much of the money that supports them. Competition for the increasingly scarce resources of private foundations requires volunteer programs to find new ways of justifying their costs and benefits.

But even in these cost-conscious times, service-learning programs can demonstrate their cost-effectiveness by careful record-keeping and thorough, clear documentation. At Macalester College, the Community Involvement Programs (CIP) staff is using methods of data collection and presentation which may be useful to directors of other service-learning programs.

Like many other social service agencies, we vaguely resented the intrusion of “business management techniques” into our program, but the results of our reluctant efforts to provide better data yielded a concrete, and surprisingly satisfying, justification of our program.

CIP is the largest campus organization at Macalester, a four-year, coeducational, liberal arts college located in St. Paul, Minnesota. In

1974-75, CIP's staff of two coordinators worked directly with 437 students, about 25 percent of the student body. Through CIP's three program components—volunteer (4-6 hours per week), off-campus work-study (8-10 hours per week), and community internships (10-40 hours per week)—322 students were placed in 463 assignments at 107 agencies. Also 115 students were counseled about future placements.

The program staff has major responsibility for raising the annual program budget for direct costs (salaries and benefits, transportation, office supplies, training materials, etc.), which totalled approximately \$25,185 for 1974-75. In recent years, about one-third of this sum has been allocated from the student government and two-thirds from non-college sources, chiefly local private foundations. The college has provided indirect costs: office space, utilities, administrative services, and the assistance of college trustees who help call on foundation executives.

The staff has worked closely with the college development office. Specialists in fund-raising, information on likely sources of funds, and assistance in proposal writing and production—all from the develop-

ment office—save us many hours of research. Over the years, we have approached the obvious sources and the offbeat ones—one of the program's earliest non-college funding prospects was a popular former college custodian serving time in the state prison for the murder of his wife. He pledged \$2,000 to our program coordinator—a gift which later proved largely uncollectable.

We have been able to make a good case to prospective donors: a program growing in size and scope, building on a strong institutional tradition of community service, located in a metropolitan area of two million people amid a wealth of actual and prospective host agencies, and drawing on consistent financial support from students through the student government. In the past, funds have been easily secured.

This year, however, despite our previous fund-raising experience and the continued vitality of the program, we find that money has become more difficult to raise and programs are coming under closer scrutiny, particularly when funds are sought to sustain a student volunteer program or organization after the initial “seed money” period is over. The recession has affected

foundation assets and income, and many have substantially less money to pay out than in the past. We have been told by foundation executives that it will take at least a year after the recession has "bottomed out" before disburseable funds are more available. In addition, private foundations themselves are under closer examination by the Internal Revenue Service as a result of the Tax Reform Act of 1969, and they in turn are requesting more detailed documentation from grant applicants. This year one local foundation, which has supported us for two years, asked for a copy of the audit of the entire college budget! In response to harder questions raised in our search for funding, we found it necessary to collect and evaluate more data than in past years on the costs and benefits of our program. However, developing this documentation of the impact of CIP has proven valuable to our planning, both within our office and within the college.

In the course of several meetings with foundation officials and college trustees who were assisting in our fund-raising efforts, we were asked to provide the following information plus a general program description:

- Number of students in volunteer programs and percentage of the total student body.
- Location of host agencies and numbers of students with each agency.
- Number of hours students worked in the community.

After each session, we returned to the office feeling overwhelmed, somewhat embarrassed, and at the mercy of people who didn't "understand" the incongruity of attempting to measure a human service organization by business management methods. But we soon realized that behind the questions was the need to convince the potential donor that dollars invested in a service-learning program brought service to the community that could be quantified, and that we had to answer these questions if we hoped to receive funding.

Fortunately, the need for this information came at the end of the academic year because it required nearly two solid weeks of tedious work by both CIP staff members.

Over lunch, a trustee who sits on several foundation boards suggested we show program benefits in financial terms by demonstrating:

- Value of the students' assistance to the community.
- Cost of the program per student and per hour of service to the community.

We began by taking a closer look at our rather half-hearted attempts at record-keeping, among them student file cards, sign-up sheets from recruitment days, and notes on phone contacts with host agency staff members. Most of the next two

weeks was spent doing the kind of paperwork we like least: bringing our records up to date, contacting agencies to check students' follow-through and actual working hours, cross-checking for duplications (some students held several placements during the year), and struggling with the problem of how to reflect the substantial amount of time spent counseling students who were not placed but were interested in future placements.

The next step involved the development of formulas to translate this raw data into a manageable, understandable form which reflected the benefits of CIP during 1974-75. To figure "community service hours," we estimated that student volunteers had spent a minimum of four hours

Table 2—Macalester College Community Involvement

Note: Numbers of participants and agencies in the volunteer, work-study, and internship components reflect the activities of students who may hold more than one placement.

I. Participation

322 Students Placed/463 Placement Assignments
 115 Others Counseled for Future Placements
 437 Students Served/25% of Total Enrollment

II. Agencies and Location

Component	St. Paul	Minneapolis	Both	Other	Total
Volunteer	40	11	3	0	54
Work-Study	16	6	1	1	24
Internships	<u>30</u>	<u>19</u>	<u>9</u>	<u>4</u>	<u>62</u>
	86	36	13	5	140

III. Participants/Placements Per Component

Component	Participants	Placements
Volunteer	243	322
Work-Study	29	31
Internship	<u>100</u>	<u>110</u>
	372	463

IV. Community Service Hours

Component/Location	Number of Hours	Value @ \$2 per hour
Volunteer		
St. Paul	11,600	23,200
Minneapolis	<u>3,040</u>	<u>6,080</u>
	14,640	\$29,280

per week in service activities. We multiplied the number of students who followed through on their volunteer placements by four hours per week, times 12 weeks per semester. Actual hours invested by students who held off-campus work-study placements and community internships could be figured more precisely from our records.

How to quantify the value of the students' services to the community was a bit more puzzling. It could be argued that the intangible benefits of such service may be far greater than their monetary worth. However, by making some conservative assumptions about the dollar value of the services students performed, the value of their work can be translated into dollars. For our purposes,

Table 1—Program Unit Costs

<p>To Figure Your Cost Per:</p> <ul style="list-style-type: none"> Student Participant Student Placement Students Served Community Service Hour 	<p>Divide Your Direct Program Cost by:</p> <ul style="list-style-type: none"> Number of Students Placed Number of Placements Number of Students Number of Hours
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we chose \$2 per hour as the value of volunteer services, \$2.50 per hour as the value of work-study (the actual payment students received in the Federal work-study program, 20 percent paid by the host agency), and \$3 per hour for internships (reflecting the greater responsibilities that these positions involve).

Then we were ready to compute direct program costs by unit. We divided the total direct program

budget by the number of students placed, number of placements, total number of students served, and total number of hours of community service. The formulas for obtaining these figures appear in Table 1.

In presenting this material to prospective funding sources, we attempted to answer questions asked by Macalester trustees who were serving as CIP solicitors and by potential donors (see Table 2).

1. Participation

How many students participated? How many placements were made? What percentage of the student body was served?

2. Agencies and Location

How many agencies were served by each program component? Where were they located? (This question is of particular importance when approaching the majority of foundations, which restrict their funding to agencies serving a specific geographical area.)

3. Participants and Placements per Component

How many students were placed? How many placements were made in each of the three program components?

4. Community Service Areas

How many hours were spent in each of the Twin Cities (Minneapolis and St. Paul) in each program? What was the estimated dollar value of the student's services?

5. Direct Program Costs

What was the cost of the program per student placed, per placement, per student served (including those counseled but not placed), and per hour of service to the community?

(Continued on page 47)

Programs Cumulative Statistics, 1974-75

study and internship components exceed program totals. These totals represent placement at any one time or several placements during one year.

IV. Community Service Hours

Component/Location	Number of Hours	Value
Work-Study		@ \$2.50 per hour
St. Paul	2,965	7,413
Minneapolis	<u>581</u>	<u>1,453</u>
	3,546	\$ 8,866
Internships		@\$3 per hour
St. Paul	16,442	49,326
Minneapolis	<u>11,827</u>	<u>35,481</u>
	28,269	\$84,807
St. Paul	31,007 (66.7%)	79,939 (65%)
Minneapolis	<u>15,448 (33.3%)</u>	<u>43,014 (35%)</u>
Totals	46,455	\$122,953

V. Direct Program Costs: \$25,185

Per Community Participant	(322)	\$78.21
Per Community Placement	(463)	\$54.40
Per Student Served	(437)	\$57.63
Per Community Service Hour		.54

These computations are based on the minimum of a four-hour-per-week commitment by volunteers. Intern and work-study hours are computed on the basis of actual hours worked per student.

**CITYSCAPE
STUDENTS
AT WESTERN HIGH
RESTORE
BLACK CEMETERIES
FOR PUBLIC PARK**

*ORIGINAL FAMILY PLOTS
RECORDED FOR
BICENTENNIAL ARCHIVES*



TO PREVENT THE extinction of a significant part of black heritage in the District of Columbia, students at Western High School volunteered many after-school hours in an effort to restore two urban burial sites—the Mt. Zion and the Female Union Band Society cemeteries. The two adjacent properties—one purchased by the Mt. Zion Methodist Church in the early 1800's as a burial place for slaves, and the other acquired in 1842 by a burial society made up of freed slaves—had long been sorely neglected.

For many years the land lay unattended; fallen trees and undergrowth covered the property, while debris obscured the gravestones, many of which had crumbled or fallen over. In the early 1970's a major city contractor began proceedings to excavate the land, with plans to build a high rise apartment complex. In an effort to elicit community support to save the cemeteries, Afro-American Bicentennial Corporation's president, Vincent deForest, approached Western High School students with the hope that they could help restore the property for both a public park and an historical landmark.

Western High School students participating in Cityscape, an on-going service-learning program devoted to preserving Washington's history and exploring its present-day neighborhood cultures, enthusiastically welcomed deForest's suggestion. "Students showed a great deal of interest in the project because it involved them directly in researching and recording local black history," deForest said.

The first phase of the project began during the January snows, when more than 20 Cityscape students and other community volunteers began cleaning up the cemeteries. Long, back-breaking hours were spent after school and on weekends to clear the debris.

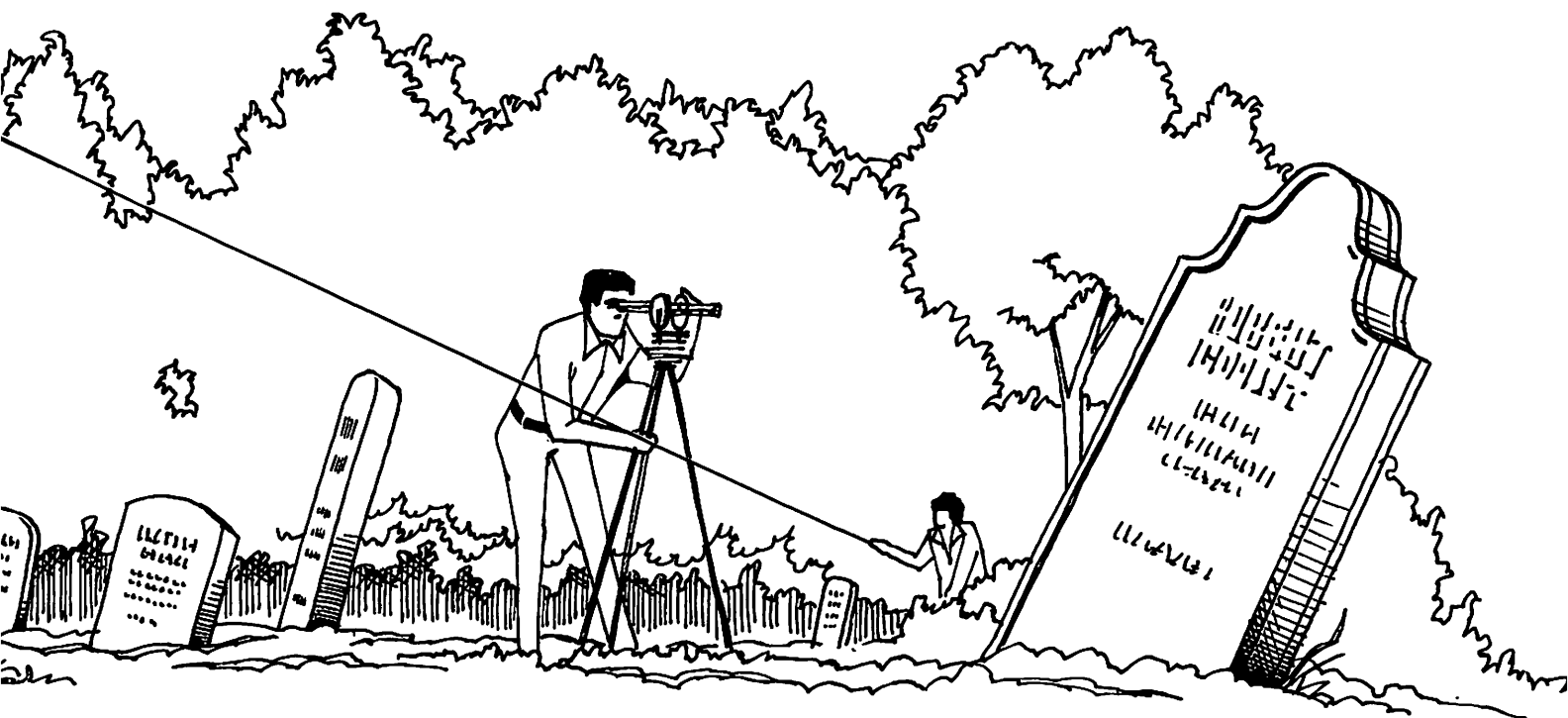
"Even though I have no ancestors buried here," David Hall, a Cityscape volunteer commented, "I wanted to be involved in saving the cemeteries, which are links with the past. We'd all suffer if they were destroyed." Thanks to the diligent efforts of the Cityscape students and other volunteers, the clean-up project was completed within several months.

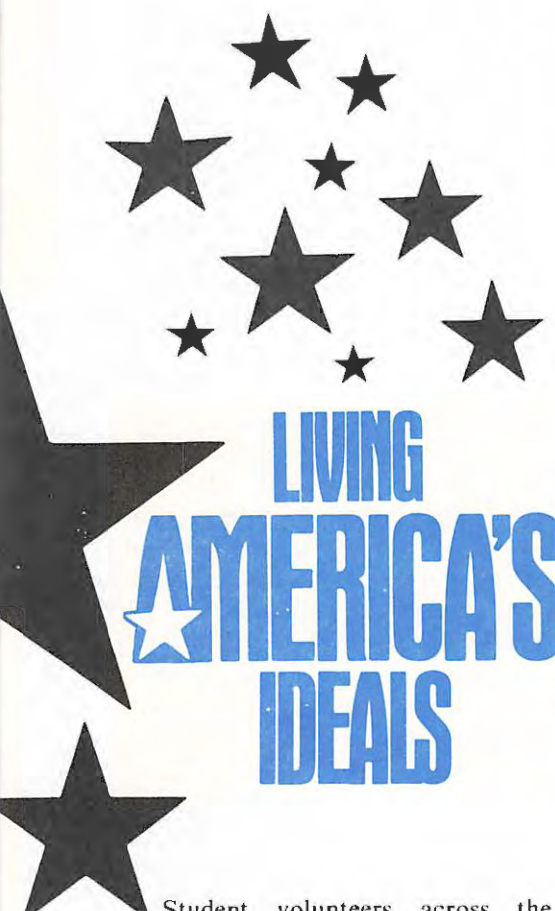
The Afro-American Bicentennial Corporation helped students with the second phase of the project—

documenting the original layout of the properties. AABC members aided volunteers to block out the cemeteries into 20 by 20 ft. grids, using surveying techniques. Then the location of trees, family plots, and tombstones, their sizes and inscriptions, were recorded on charts drawn to scale. The students' records have been transferred to AABC archives, thereby preserving for posterity the sites of those graves which were cleared to provide space for public walkways in the park.

"These cemeteries will be used by the citizens of D.C. as a place where people can come and reflect upon our city's heritage," deForest said. The project has been publicized in a Western High School student-produced magazine, *Cityscape*, which is sold locally to defray the costs of publication.

Student and community support—for the clean-up and the land survey—played a role in U.S. District Judge Oliver Gasch's ruling that the cemeteries should be saved. "At the time the order to disinter bodies was entered, there was insufficient interest in preserving a monument to black people . . . such is not the case in 1975." □





LIVING AMERICA'S IDEALS

Student volunteers across the country are participating in Bicentennial projects designed to serve their communities. . . .

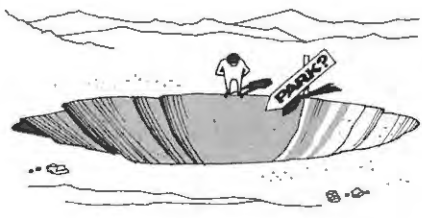
A MUSICAL HERITAGE

A rich banjo tradition exists among black musicians in the Piedmont area of North Carolina. Songs and stories are passed on orally from one generation to another, yet little attempt has been made to contact local musicians and document their repertoires.

Students at the University of North Carolina at Chapel Hill, in an effort to preserve this musical heritage, interviewed and recorded area musicians whose unique styles give credence to the theory that the banjo, or its prototype, was brought to the New World by slaves and later adopted by white musicians during the last century.



Students also produced a 16 mm black and white documentary about a 79-year-old banjo player whose songs and reminiscences date from the pre-blues era. The tape, "A Comparative Anthology of Banjo Music of Piedmont Black Musicians," and the film, "Dink—Pre-Blues Musician," are on file in the university's library at Raleigh.



BACK TO NATURE

Residents of Boulder County, Colorado, could hardly remember when the 93-acre gravel pit had been a lush, green marshland. For 10 years the County Roads Department, which maintains the county roads, had used it as a dumping ground for gravel. Careless travelers had contributed to the eyesore by

throwing trash and garbage out of car windows as they drove by.

As part of Colorado's Bicentennial plan to reclaim and restore land, college and high school students in the area helped turn the gravel pit into a wildlife habitat.

Working closely with the Roads Department and the State Forest Service, students surveyed the property, researched the plant and animal life that once flourished there, and worked to reclaim the land—including cleaning up the garbage and litter.

The county provided the heavy equipment and operators to remove the gravel and reshape the land. Topsoil was returned, and students helped to replant trees and shrubs. Within months animals dwelling in nearby forests had returned to the reclaimed park.

Before the park was officially opened to the public, students helped to design paths and walkways for the handicapped.



JUST A LITTLE PAINT

Abandoned cars can become works of art, especially when a Bicentennial theme is used. Gainesville, Ga., high school students turned a local mini-park into a car museum with some red, white, and blue paint, the resources of a local junk yard, and a little ingenuity.

With the help of the Gainesville Chamber of Commerce, the students were able to purchase several old cars and haul them to the park. The paint was donated by a local hardware store, and after a thorough cleaning and restoration job, the cars became an attractive and amusing part of Gainesville's mini-park program.

STEP RIGHT THIS WAY . . .

From the turn of the century through the late 1920's the traveling tent show was often the only source of entertainment for residents of rural America. Actors, musicians, and a variety of "exotic" animals paraded down main street to advertise an evening's entertainment on the outskirts of town. The shows took place in a large tent pitched by the traveling troupe.

Drama students at Texas Tech University in Lubbock are reviving the tradition and have spent over a year researching and preparing

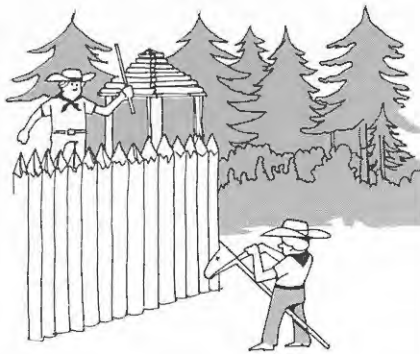


for a student-produced tent show. It will be held outside Lubbock's Heritage Museum during the summer of 1976.

Students painstakingly researched this uniquely American form of entertainment by interviewing "old timers" throughout the state who had participated in Texas' traveling shows. Much about these tent shows was never documented, and the plans for the tent's design were unearthed from the scrapbook of a retired actor in West Texas. Drama students will write and perform short plays based on actual events of the early twentieth century.

A PEOPLE'S PARK

Improving the quality of life was the Bicentennial theme of Manchester Community College students and faculty during the design and construction of a "people's park"



on the college campus. The park, which nestles in an acre and a half of pine trees, offers picnic tables, swings, and a children's colonial fort, complete with ladders for climbing.

To help preserve the pine grove's ecological balance, the directors of Manchester's Environmental Study Center and the Institute of Local Studies contacted Connecticut's Department of Environmental Protection. With the Department's help, Manchester students were able to prune the pine grove of undergrowth without endangering wildlife.

The college donated lumber for the equipment, and men from the college's maintenance department helped to haul it to the park. There students, faculty, and maintenance crew worked together to build the playground equipment.

CAPTURING CULTURES

American history students at Southern Connecticut College in New Haven are tape recording the "living history" of area ethnic groups for an oral history project



that has become a part of Connecticut's Bicentennial theme, "Peoples of Connecticut."

Before the project got underway, the students contacted New Haven's Afro-American Historical Society for an introduction to the black community's "historians." Both the students and the Society worked together to develop a questionnaire and interviewing techniques so that material gathered by the students could be added to the Society's archives.

Students then used many of the same interviewing and editing skills to document the history of more than 25 ethnic groups in the New Haven area. Upon the project's completion in the fall of 1976, the tapes and edited transcripts will be housed at the University of Connecticut's History Department.

A FEW PUBLICATIONS . . .

Bicentennial Times, American Revolution Bicentennial Administration (ARBA), 2401 E Street N.W., Washington, D.C. 20276. Issued monthly.

The official newsletter of ARBA, the Federal agency responsible for disseminating information about Bicentennial activities.

Bicentennial Sourcebook, Taft Products, 1000 Vermont Avenue, N.W., Washington, D.C. 20005. Price: \$75.00.

A guide to the plans and programs for our nation's 200th birthday celebration. This book has a key to Bicentennial funding for Federal, state, and local agency grants — as well as numerous private organizations that sponsor Bicentennial programs.

A Comprehensive Calendar of Bicentennial Events, American Revolution Bicentennial Administration, 2401 E Street N.W., Washington, D.C. 20276. Price: \$5.70.

Compiled from ARBA's Bicentennial Information Network, it details over 5,000 city, state, and national events. Organized by state. □

Managing

WILLIAM R. RAMSAY
Dean of Labor and Student Life
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PART OF THE MANAGEMENT job of a director or coordinator of a student volunteer program is the establishment and maintenance of productive agency relations. A variety of agencies, situations, and personalities may call for different approaches, but all require attention if effective assignments are to result. This article raises questions, makes observations, and provides examples which may be helpful in managing agency relationships.

The comments are directed primarily to directors, coordinators or counselors of student volunteer programs. The agencies discussed are assumed to fit the general definition of community service, be they governmental or nongovernmental, large or small. It is also assumed that the student volunteer program has both service and learning goals. Student volunteers are expected to perform services that are real and important, rather than simply observing or pursuing an academic exercise. At the same time, conscious learning is also expected of the student volunteers in their community placements.

In working with agencies it is essential to understand the realities of the world in which they operate. One of these realities is imperfection. The agency, its personnel, its programs, and its clients will sometimes be incompetent, wrong, and unfair, but simply to discover this is not enough for either the program director or the student volunteer.

A willingness to work with imperfection is basic to effective agency relationships. Nothing closes an agency

door faster than unconstructive criticism, however justified, given in a condescending way by a self-satisfied program director. Problems that agencies face generally are complex. They are not served by simple answers or settled within a short time. Community service agencies usually have limited resources—one good reason why they use student volunteers.

Preparing for Agency Contact

Before contacting an agency, it is best to prepare yourself. Program directors who pick up the phone and call an agency without preparation are apt either to ask the wrong questions or to be asked questions they can't answer. A first step is to *know your objectives*. Be able to articulate concisely your program's goals, service objectives, and learning expectations.

Knowing your students is also critical. It is helpful if you are prepared to give information about the types, range, interests, limitations, and talents of your students, along with examples of what they can do. Whether your students are of urban or rural experience, graduates or undergraduates, local or out-of-state, experienced or new to voluntarism, this information will be of interest to the agency you call.

Your program may have other resources important to a potential assignment. Access to a library, campus research bureau, or technical resource is important. Transportation, duplication, or publicity services may be of interest to small agencies without them. It is useful to describe in package format, in a simple brochure

Agency Relationships

or single sheet, *all* your program resources, including your student volunteers, their pre-assignment training, and your campus resources.

Of course, a *list of resources* implies the absence of others, and this information can also be useful to an agency. The director of a day care center came in recently and said, "I've taken 13 of your students, but I need a way of duplicating notices and training materials for them. Can you help?" Such simple things loom large in day-to-day agency operations.

Prepare for an agency contact by doing *preliminary research* on the agency and its programs. It helps if you know the agency's structure, mission, and activities—at least well enough to ask intelligent questions. Familiarity with legislative or administrative provisions governing a public agency (or the board and corporate structure of a private one) can make volunteer assignments easier for all concerned. In dealing with governmental agencies, knowledge of this sort can keep you from getting an automatic "no" because you asked the wrong question of the wrong person in the wrong way. Bureaucracies are full of "no sayers," but they are also populated with positive public servants. Researching an agency in advance can result in your reaching quickly those administrators who can help you.

In addition to preliminary research, it is important to *be prepared administratively* before contacting an agency. Prepare in advance your answers to questions about administrative relationships between the student volunteer, the agency, and your program. Who will

make the final selection? Who will notify the student? What reports will be needed? What records must be kept? Appropriate forms, instructions, and information on procedures should be prepared in advance.

If possible, the student volunteer himself should be involved in approaching an agency. In some programs the student volunteer has the chief responsibility for finding his own placement, with support from the campus volunteer office in the form of literature and counseling. In many cases, agency identification and contact occur before a specific student volunteer has been identified, but as a general rule a volunteer should become involved in his prospective assignment as early as possible.

The sum of these observations on preparation for approaching an agency is that an agency representative will appreciate and respond better to your approach if it is obvious that you have done your homework. Time has been saved. The agency's first impression of the student volunteer program is one of competence. A solid basis for building effective relationships has been established.

Initial Contacts

Being well prepared does not mean going to an agency with a complete plan of what you think it should do. Knowing in advance your program and resources and something about the agency, you are now ready to *listen effectively* as well as to inform. On first contact, enough time will be needed for more than superficial

communication. In discussing the agency's structure, programs, and problems, a good listener can pick up important clues to potential assignments for student volunteers. One is not likely to find an agency that feels overstaffed or a professional person who doesn't have a list of unmet needs. A gold mine of possible projects can often be discovered among these unmet needs.

Avoid Misunderstandings

Unless you take care to listen well and creatively, time will be lost or misunderstandings will arise. Unless you make deliberate efforts, it generally takes three contacts to begin to communicate. At first contact people tend to jump to conclusions and respond to the image they have quickly formed about what the other is saying. At a second meeting, the differences between these initial impressions and what was really meant come to light and it takes a third session to start hearing what is really being said. If you listen carefully, question creatively, and make sure that your responses are genuinely responsive, you will be on your way to a good agency relationship.

Many agencies have a need for student volunteers to fill "positions." Manning a station in a bloodmobile, answering a phone for a consumer agency, or playing with children in a day care center are examples of positions where a specific operation is carried out by a student volunteer. Often a problem-solving approach, where the volunteer is given a task defined by objective or need, may be coupled with a specific service-learning position. *Identifying agency needs* (for both filling positions and solving problems) and then relating these needs to your manpower resources is a basic task of fostering agency relationships.

As new needs which might be served by student volunteers are identified, they should be organized into general descriptions. The description at this point needs to be enough to give a possible assignment form and direction, but should not be very detailed. Knowledge of the volunteers, program resources, and time limits is important.

It helps to have a simple form on which to record potential assignments. The position should be described by a general title and include basic information on location, names and addresses, and telephone numbers. Three simple questions can serve to develop a preliminary outline for an agency assignment.

1. How does the general need or goal of the assignment relate to the purposes of the agency?
2. What are the specific objectives (outcomes) of the assignment?
3. What are the first steps in its accomplishment?

With this kind of preliminary statement, a student volunteer, agency representative, and program coordinator can move toward getting an agency relationship and a particular student volunteer assignment off to a good start.

As you discuss goals and purposes of your student volunteer program, the agency, and specific assignments, you will be making assumptions about values. It is helpful, exciting, and most often appreciated when these values are discussed rather than just assumed. Most agency personnel who participate in student volunteer programs share with the volunteers and their coordinator a commitment to service, a sense of duty, a feeling of brotherhood, and ideals of integrity and human worth.

Too often these sentiments are expressed only in the rhetoric of speeches and publicity. They tend to be pushed aside in day-to-day routines by the also important matters of efficiency, economy, skill, and accountability. Agency personnel are as eager as student volunteers and program directors to find kindred spirits who share values and commitments which underlie their motivations. *Keeping shared values alive* adds meaning to assignments and enriches agency relationships.

During initial contacts with an agency, the roles and objectives of the various parties concerned need to be reviewed in a general way. The material on the student volunteer program should be highlighted in conversation about the program and the agency's prospective relationship with it. The fact that program, agency, and student volunteer objectives are somewhat different, or at least vary in emphasis, is important to discuss. Varying objectives should be expected, acknowledged, and respected. They are usually not incompatible, and in fact lend vitality and realism to a program. Likewise the roles of student volunteer, agency supervisor, and program director are different and should be understood, at least generally, from the time of first contact.

Establish Procedures

Assuming that a general understanding has been reached that an agency is interested in cooperating with your student volunteer program and potential assignments are feasible, the final step of the initial contact is to arrange the next meeting. Both agency and program considerations are involved in establishing procedures. Who will serve as the primary contact person? What written confirmation of relationships and records is needed? Is further approval needed from the personnel within the agency?

Getting and giving accurate and complete information on names, titles, addresses, telephone numbers, and schedules will save time later on. Also, a calendar is important. If at all possible, dates for the next meeting or other follow-up action should be set. *In general the initiative for next steps should be assumed by the representative of the student volunteer program.* A budding relationship can die very quickly if the agency finds that it has been asked to take responsibility for another set of initiatives.

In summary, the initial contact with an agency should attempt to establish a relationship of mutual under-

standing of missions and resources, possible assignments, value assumptions, roles and objectives, and follow-up procedures. This requires advance preparation. Set aside time to give your undivided attention to these matters because they will be the basis of future relationships.

Establishing Relationships

The most critical point in establishing and maintaining effective agency relationships is the need for *clarity of expectations*. Knowing what is expected is essential in knowing how to respond and in evaluating responses. This is true of agency personnel, student volunteers, and program directors.

As suggested above, the objectives and motivations of the various parties will likely be different, and tensions can develop if these differences are not understood. The agency is apt to be primarily concerned with accomplishing a task or perhaps looking over a future employee. Student volunteers want to learn, as well as to express themselves in service. They are apt to ask questions which may seem to agency personnel impertinent or annoying if learning objectives are not appreciated.

While understanding the objectives and roles of others is important, it is also important for each party to execute his or her assigned role. Sometimes agency supervisors, in deference to learning objectives, are lax in performance requirements, with the excuse that the volunteer is "just a student." Likewise a program counselor whose primary role is to help a student volunteer interpret a service experience may overplay the supervisory role by giving directions rather than making observations.

Clarity about scheduling and administration is also essential. An effective agency relationship rests on the confidence that each party knows what commitments he has made and the degree to which he can be counted on to meet them. After a schedule and administrative responsibilities have been established, any changes must be cleared with all parties. Effective internal communications within an agency should not be assumed. If more than one agency person is involved, as is often the case, schedules, arrangements, and changes should be coordinated with all. It is particularly important to keep the agency head or primary contact person up-to-date on progress and changes, even though your day-to-day work may be with another person.

Placement, another important function of establishing a relationship, involves more than placing a volunteer in an assignment. Ideally, placement means matching the "right" person with the "right" situation. *A professional personnel approach* should be used to analyze both the student volunteer's qualifications and the position. The tools of job analysis can identify duties, levels of supervision, working conditions, skills and experience needed, and other technical aspects of

a placement. Professional personnel techniques, such as interview, reference, and review of application, can help program director and agency representative select a qualified student volunteer. Personnel techniques can also help to work out a procedure for supervision.

This process of review of person and of position can also be of value to the student volunteer as he participates in an assessment of his abilities, interests, and potentials in relation to specific tasks to be done. Agencies appreciate a professional personnel approach to placement and take student volunteers more seriously if their program director assumes the initiative.

In establishing agency relationships, questions about legal responsibility, financial demands, and administrative relationships, are often the most difficult. These will range from who is liable for an injury to a student volunteer to who must approve news releases regarding a volunteer's activity. Here again the more professional the student volunteer program director is, the greater the respect agency personnel will have for the program.

These questions and answers will depend on many individual factors, and each agency relationship should be examined individually in light of these matters. If transportation is involved, who carries the insurance? Can a student volunteer commit his host agency by acting as its agent? Should an agency that uses a number of student volunteers report this fact to their liability insurer?

Identifying Administrative Questions

Lawyers, insurance agents, personnel officers, and other professionals in cooperating agencies can often be helpful in identifying the questions. Student volunteers can help research these questions. As experience builds, the basic questions and answers become known, and only exceptions and variations caused by unusual circumstances will need research and decision.

These matters become important if an incident occurs and no agreement had been reached in advance. For example, a student volunteer from one institution was assigned by an agency to a program of another institution supported by contract with the second agency. The student fell and injured his back. Who was liable? In this particular case, one of the agencies assumed responsibility without answering these questions, but immediate steps were taken to establish policies and procedures to govern future incidents.

Some of the questions raised are answered by paper instruments such as contracts, agreements, forms, published policies and procedures, reports, and records. While many student volunteer arrangements are informal, most continuing agency relationships involve an exchange and maintenance of written records. A simple exchange of letters may be sufficient to record the basic conditions of cooperation agreed upon between a student volunteer program and an agency. Larger programs may involve formal contracts. Legal

phrasing need not be used for most agreements, but *clarity about basic responsibilities and procedures* is important. In general it is well to have even a letter agreement signed by both parties, with copies retained by each, so that if questions should arise later the document can serve as a reference point. If attachments of printed policies and procedures of either party (the agency or the student volunteer program) are included as part of an agreement, it is well to refer to them in the agreement itself.

A reporting system is a useful tool in agency-program relationships. Deciding what information is significant, how it will be collected and reported, and when reporting should be shared between agency staff and student volunteer program directors is a preliminary task. A reporting system tailored to each agency is preferable to a standardized system, but in any case set up a reporting timetable that is mutually acceptable to all parties concerned.

In the establishment of good relationships with an agency, the student volunteer himself can play a significant role. The definition of roles, placement, legal, financial and administrative questions, contracts, and reports all relate to the individual volunteer. His involvement in these matters can help him and help the relationships necessary to the volunteer program. If a number of volunteers are involved, a group meeting with agency personnel is useful. The more each volunteer knows of the relationships between the program and the agency, the better he will represent one to the other. He is surely the person with the greatest stake in those relationships.

Orientation

Another important task in establishing good agency relationships is the development of an orientation that will serve the program and the agency equally well. Every student volunteer program is eager to give its volunteers an orientation. An agency also wants a student volunteer to know something about programs and policies. In addition the student volunteer must be oriented to the specifics of his assignment.

A joint effort at planning orientation is called for, although too seldom done. If the volunteer can be involved in the development of his assignment and the administrative issues between program and agency, his orientation will be well along. The earlier and greater the involvement of the student volunteer, the better.

If a student volunteer cannot be involved in advance, it is well to divide orientation to the agency and assignment into two steps. Volunteers new to an assignment need basic information such as where and when to report, office procedures, and other immediate concerns. Orientation to general goals, purposes, and agency history is apt to be more effective if it comes after the immediate questions have been answered and the volunteer is somewhat settled in his placement.

General orientation, most often seen as the first thing on the agenda, may be more effective if parts of it are deliberately delayed. In any case, it is important to work out a plan for orientation as a joint activity with an agency.

Cultivating Relationships

Once established, an agency relationship needs to be cultivated. Basic to sustaining a good relationship is *student volunteer performance*. No matter what techniques are used to establish and maintain cooperation with an agency, the relationship will lose meaning unless the volunteers produce positive results with reasonable consistency. Accordingly, primary attention is needed to those policies and services which bear most directly on volunteer performance. The volunteer needs to be aware of the importance of his performance in relation not only to his assignment but to the continuity of the entire program. Success in new volunteer assignments with an agency is especially vital. Therefore, it is best to start with well developed assignments and mature volunteers, leaving higher risk situations for the future.

Many agency assignments are worthy of *publicity*. Agencies, as well as student volunteer programs, can benefit from public knowledge and understanding of their activities and can thereby spread their impact to a larger population. In addition, recognition of agency-volunteer projects by elected officials, agency directors, and other leaders can strengthen the volunteer effort and the agency commitment. A procedure for publicity and information flow should be worked out with an agency to assure coordination, accuracy, and effectiveness of reporting. Some programs use a regular news format for releases sent to a student's home town newspaper and another format for releases sent to newspapers in the area of assignment. Including agency information and names can be very helpful in strengthening cooperation.

Established relationships tend to be taken for granted. This can be true in marriages, in friendships, in organizations, and in volunteer program-agency relations. If the relationship is remembered only when a need arises or a problem occurs, it will not be as vital or productive or able to survive difficulties as one which has been maintained more positively.

The importance of "visiting" has been stressed by some leaders in public administration. It also applies to agency relations. Taking time to visit by phone or in person without an agenda can lead to much stronger relationships and can uncover concerns before they become problems. Visiting also increases the enjoyment of both agency and student volunteer program personnel and is worth doing for itself. Publicity and visiting are management techniques that serve to strengthen the interpersonal relationships upon which student volunteer programs fail, survive, or flourish. □

URBAN AFFAIRS STUDENTS AT WORCESTER ACADEMY SERVE THE INNER CITY

AN URBAN AFFAIRS course offered to juniors and seniors at Worcester Academy in Worcester, Massachusetts, affords students interested in social service an opportunity to work with a variety of community people, especially those in the inner-city.

"Worcester is ideal for experiential learning in urban affairs," said John Bloom, Worcester Academy's headmaster, who introduced the course five years ago. "With a heterogeneous population of 170,000, it offers all the obvious urban problems, but they are contained in a manageable scope. Our students have access to top public officials, which is not possible in a large metropolitan area."

Community leaders—politicians, policemen, social agency staff, minority group members, businessmen, and educators—participate as resource persons in weekly seminars where students discuss assigned readings and integrate these readings and discussions into their personal field experiences.

Some students have helped police-community relations by assisting community service officers in "Main South," a low-income area. On the theory that foot patrols are more effective than motorized patrols in that neighborhood, the police hired neighborhood youths as community service officers. Academy students

volunteered to work with them to increase understanding between local residents and the police. As a result, students had a chance to work closely with black paraprofessionals in a black community and to see first-hand the problems of inner-city life.

Other students, working at "Your Place," a storefront agency serving street people in Main South, started a newspaper giving information about local problems such as rat control and tenant/landlord relations. Some students tutored at the county jail where, supervised by public school teachers, they helped to prepare inmates for high school equivalency tests. Another field experience in social service involved working as junior parole officers with youngsters in trouble with the law. The county court gave Worcester Academy students a six-week orientation, and then they worked with youths on a one-to-one basis, taking them bowling, to football games, and to other recreational activities.

"I felt that our students had an obligation to the city," said Bloom. "They were using its library and other public facilities, so it seemed to me that the Academy, an independent school, owed something to the community, and our most available resource was student manpower." Bloom initiated the course

by approaching community leaders with whom he was personally acquainted to see if they would accept Academy students as part-time interns. After the first two years agencies began calling the Academy to request student help.

The Edward Street Day Care Center was especially glad to have male students because many of its children are from fatherless homes. Other students tutor in the public schools, one of which serves handicapped children; man the telephones of a crisis center; tutor in the juvenile detention center; and work in the emergency room of a nearby hospital. Although the course was not designed for career exploration, some students have gone on to prepare for careers in criminology, physical therapy, and teaching as a result of taking urban affairs.

Urban affairs students are required to read one assigned book per week, to write an essay analyzing it, and to attend the seminar which Bloom leads. The reading list incorporates as many interest areas related to the internships as possible. At the seminar each student shares with the group his personal field experiences on a topic such as drug abuse. The entire group gets the benefit of different perspectives on a series of urban problems from students working with the police, in the hospital, with city officials, and on the emergency crisis telephones.

Worcester Academy has found that its urban affairs students have improved their grades in their other courses because their off-campus commitments have required them to manage their time better. Grades in urban affairs are given on the basis of the weekly papers and seminars. Although agency staff members are not required to evaluate a student's performance in writing, there is informal liaison between community sponsors and Academy staff by telephone and personal visits. This year 12 community agencies are hosting 30 students enrolled in the course. □

How to Learn From Nonclassroom Experiences

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WITH A LITTLE INSIGHT, labor, and luck, an experienced teacher can prepare a course of study that will integrate community service activities with traditional academic content. One element in the classroom component of a service-learning course is guidance in working with people — how to use particular skills, such as active listening, and how to relate to selected client groups, such as the retarded. A second element is systematic classroom training in how to learn from nonclassroom experiences. As a student will be on his own in his community placement, he will have to decide for himself what is significant in all that he observes and the appropriate questions to ask of whom. He will have to seek out his own informants and assess the validity of the data they give him. Most important, he will have to make correlations between his preplacement experience and what he has absorbed during his volunteer assignment. This article will focus on classroom exercises for building these critical skills.

Learning from nonclassroom experiences involves three essential skills: *observing* — consciously perceiving what's going on around you; *questioning* — focusing your attention on elements that hold promise of solving a problem you've formulated; and *synthesizing* — organizing your observations and experiences — and those of others — into a tentative resolution or clearer refinement of that problem. In actual practice, these skills are exercised concurrently, but for purposes of teaching them we will focus only on the first two, saving *synthesizing* for a future article.

Observation: Seeing and Screening

Student accounts of a day's volunteer activities sometimes resemble old Bob and Ray interview spots where dialogue would drone on about the weather, wife, and kids, while the listener was tortured by the sounds of autos crashing, sirens wailing, robbers shooting, and buildings collapsing. In both cases, we know that more is going on, but why don't they (Bob and Ray, and our students) notice it? "Seeing" or observing is not unskilled labor, and training to develop it is a good starting point for classroom learning about how to learn from nonclassroom experiences.

When we look about us we are engaged in a complex process of screening and filtering the visual cues available to us. What we see and wonder about is not so much a function of what we're physically exposed to as the range of things that have meaning to us. First, students must be made more aware that we all screen the stimuli that bombard us everyday.

One classroom exercise described by Jeffrey Schrank in *Teaching Human Beings: 101 Subversive Activities for the Classroom* (1972) involves a deck of playing cards. Ask your students to tell you, without looking at the deck, which king has only one eye showing. What do the kings, queens, and jacks hold in their hands? Which jack has only one eye showing? Your

students may know the answers to some of these questions — but why do they remember some details and not others?

The reason is that what we see is influenced by what has meaning for us. The rest we screen out. In the case of the deck of cards, this screening is reasonable and intelligent. However, our screening mechanism is not always so informed, and in many other situations we are blind to things that we ought to notice. One of the purposes of the classroom component of service-learning programs is to increase the range of stimuli that have meaning for us and thus to broaden our powers of observation.

Another classroom exercise is to ask your students to describe something they have seen hundreds of times. Choose something that can be checked immediately, such as the back of the classroom or the corridor. Each student will recall different features. While each individual student's perception is partial and erroneous, a composite of all the perceptions yields a more complete and accurate representation.

Wondering

One characteristic of a student who learns from nonclassroom experience is his sense of wonderment, both in the sense of "marveling" and of "pondering" what he experiences. Few things seem like old stuff to him. The following exercises may help to ignite that spirit in your students.

1. "Isn't that peculiar?" — Walk through the school, or another familiar environment. As you walk, keep your head down and count off 25 or 50 steps. At that point, stop, look up and around, and say to yourself, "Isn't that peculiar?" You may see and wonder about things you've never noticed before. You may also find it exhausting to be so "aware," which suggests another reason we screen things out. Note also that in some environments what you *don't* see will be the most peculiar of all. In a school with 1,500 people crammed into less than half a city block, you may wonder why you see so few people or why it is so quiet.

2. The travelogue — Try a more complex version of the above exercise with the use of a camera and post your students' "discoveries" on the wall. By displaying a sample photographic travelogue of some exotic place, students may be prompted to prepare a photo essay about the school, their field sites, or the community, using the same style to illustrate the "bizarre" customs of their own "secluded paradise."

3. Seeing buildings and people — One aspect of learning is the ability to perceive. Too often we observe our surroundings superficially, failing to discern our feelings or analyze them. This exercise utilizes reflective questioning to build perception skills. Begin at your school. Suggest that your students ask such questions as, "How does the building make me feel?" What emotional reactions does a physical struc-

ture evoke? Loneliness, or privacy, tension, sharing, competition, solitude, dreariness, joy, or fear? How does the inside of the building make you feel? Powerful? Humorous? Comfortable? Then try an out-of-school locale. Visit as many buildings as possible, noting your emotional reactions to various spatial relationships, lighting sources, floor textures, and furniture arrangements. A good site for this exercise is any courthouse. Is it intimidating? Is it impersonal? Do you feel as if *you* have any power here? Is all this on purpose? How is it done?

Exposure to a variety of lifestyles can be obtained by one quick trip downtown. Individually, or in small groups, let your students visit a few carefully selected spots: a meat packing district, a large office building, a porno shop, an exclusive restaurant. The chamber of commerce can furnish a list of conventions that are in town that week. Meetings of morticians, beauticians, teachers, hardware salesmen, garden clubs, school board associations, and other groups might inadvertently provided occasions for observing some superficial characteristics of different lifestyles. In the process your students are getting practice in observing and drawing tentative hypotheses.

Organizing Impressions

Increasing visual stimuli might only add to your students' confusion unless they have skills in knowing what to look for and intelligently organizing the data in order to interpret it. This is where critical analysis becomes more of a conscious process. The following exercise shifts to a more conscious observation of human behavior, and more knowing manipulation of sensual stimuli. As such, it provides a bridge between the observation skills emphasized in this section and the inquiry skills discussed later.

Ask your students to create a "human map" of your school (later of their volunteer sites), depicting where various groups tend to gather. Who hangs out where? Are some areas considered occupied territory? How do people maintain their identities? Where are the "neutral" territories? How is territory claimed? How is it maintained? How do you feel as you pass through various territories? What makes you feel this way?

The exercises discussed above are particularly suited to the orientation phase of your service-learning course. It might be useful to talk in class about the screening process by posing questions such as, what have you seen? Is there a pattern? Does it matter? How are your observations similar to or different from others in the group? What accounts for the similarities and differences?

Questioning

To be competent experiential learners we must increase our general awareness of what's happening and our ability to see what's going on. This is in order to extract the maximum amount of meaning from the

data with which we have to work. Not everything that we observe is of equal importance, so we must learn how to guide our observations consciously.

What follows are three frameworks we have used to help students acquire the skill and habit of questioning. We use them to guide our own classroom discussions, as suggestions for organizing journal entries or for solving particular dilemmas. We make explicit that it is through asking astute questions that students learn the most from their service.

Similarities and Differences

Ask your students to compare two children they tutor or two nursing home residents. First have them list all the similarities and differences they can actually observe (height, weight, attention span); then list things they know but can't observe (have the children or residents had breakfast?); then list characteristics they can reasonably guess (family background, aspirations, feelings about self). Already you'll be helping your students to form some generalizations. In so doing, you are avoiding the temptation of instant psychoanalysis based on inadequate data, or the frequent "cop out" of "We don't really know a thing about them."

Suppose your student is working in a nursing home and wants to understand a resident's behavior on a given day. He might look for similarities and differences between the observed behavior and that of:

- Other nursing home residents
- His or her normal behavior (both now and before entering the nursing home)
- Other older people he knows
- His own behavior in similar circumstances or settings (such as the nursing home or the school)
- What others in the class have described from their field experiences
- Relevant facts and generalizations he knows about older people and institutional life (from reading, class discussion and TV).

For the student who is interning in a social service or governmental agency, being able to ask perceptive questions will spell the difference between boredom and self-directed learning. A student working in a police station, for example, can observe things about the judicial system that he might never discover in years of classroom study. Using the technique of similarities and differences, the following questions could be posed to your students:

- Compare how police on TV (Kojak, Adam-12, Colombo) spend their time and how the police officers you work with spend theirs.
- Is the homicide rate, divorce rate and heart attack rate for policemen similar to that of the general public?
- Are there differences between the way the police are perceived by various segments of the public? What

are the differences between the way youth, blacks, Indians, elderly, and blue-collar workers see the police?

- Compare your original perceptions of the job of a police officer with your perceptions after your internship is over.

- How is the job of a policeman similar or different from that of social worker, lawyer, teacher, dog catcher, bank guard, school patrol, secretary, or school principal?

- Are the people who come in contact with the police treated approximately the same in terms of civility and politeness? Is there a different style of treatment according to the client's age, or racial, social and ethnic background?

All of these are ways, in Jerome Bruner's phrase, "to go beyond the information given." The student's search for similarities and differences can be structured in a number of different ways, and the kinds of generalizations discovered will vary with the structure used. Two quite different approaches to questioning that we've found useful in the guiding of high school students are those of the detective and the ethnographer.

The Student as Detective

The student as detective uses strategies of gathering comprehensive data, identifying motives, and using theories to guide his investigation. The first step in solving a problem, particularly in assessing human behavior, is to work with comprehensive data. A comprehensive view will emerge from the sources below:

- Own careful observation
- Interviewing the "natives," especially to learn the meaning *they* place on their actions
- Finding special informants who may be especially sensitive to what's going on, either through "ring-leader" status or perhaps by being "malcontents"
- Consulting outsiders who have special knowledge of the target group: supervisors, experts, etc.
- Comparing findings with information available elsewhere: written materials on the subject, experience of classmates, own previous experience.

The detective and the Freudian agree on at least one assumption about human behavior — very little of it occurs by "accident." To the shrewd and sensitive observer, every scene is a complex drama of plot and counterplot which can be unraveled. In a day care center or elementary school, are those "offensive" acts designed to gain attention and/or acceptance from a teacher, volunteer, or peer? In a nursing home, is that haughty reserve a desperate attempt to maintain some dignity? Is constant reminiscing a manifestation of senility or a way to reaffirm the meaning of a lifetime? By asking perceptive questions, motives can be uncovered that will enable the student to better understand the people he serves.

Every student of human behavior uses his own personal biases to guide his inquiry. In analyzing a given

person's behavior one investigator may pay closest attention to the family constellation, another to astrological signs, and another to peer relationships. One may concentrate on overt behavior, and another on unconscious wishes, dreams and defensive reactions. All of these are ways to focus inquiry and each suggests a different set of questions.

Reinforcement theory provides a useful and usable model for analyzing human behavior. The principle that people tend to repeat behaviors that are reinforced is generally accepted and examples can be easily found. For example, suppose your student is tutoring in an elementary school. What specific student behaviors does a teacher regularly praise or punish? Are these the same ones he or she claims to encourage or discourage? Are some students reinforced more than others? For what kinds of behavior? These are the kinds of questions that reinforcement theory would suggest to your high school volunteer tutor during his service-learning experience.

The Student as Ethnographer

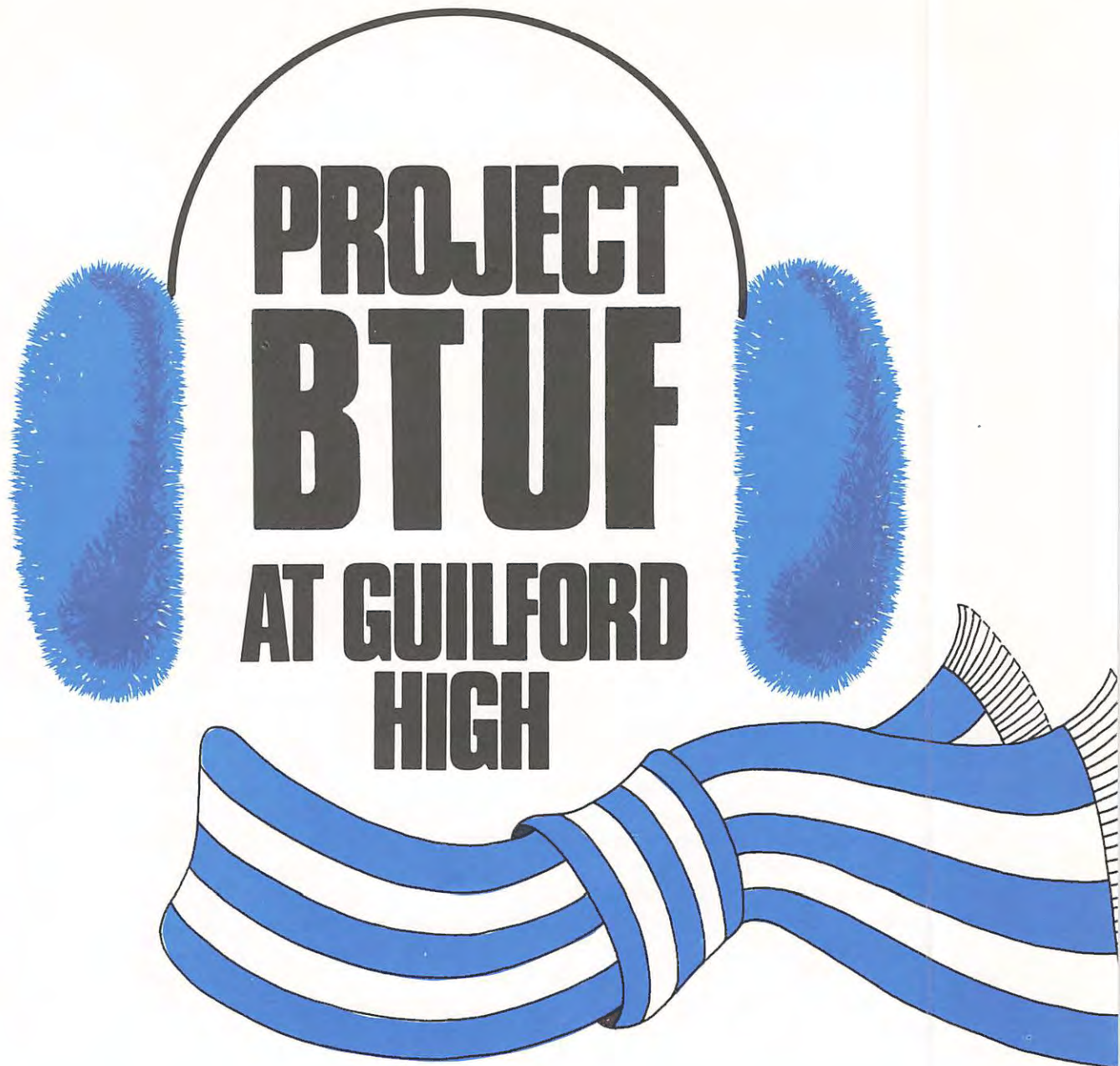
An ethnographer approaches a scene as a "naive stranger," attempting to understand it from the inside, to learn what the people there know and care about, to decipher the codes through which they communicate, to uncover the unspoken rules which guide their actions.

Suppose your student is trying to learn about the judicial system by interning with a judge or prosecuting attorney at the courthouse. Using ethnographic techniques, he questions his informant, the judge or attorney with whom he works, about his day-to-day judicial procedures.

The student notes that the first question the judge and attorneys always discuss is whether or not the defendant is an alcoholic. How do you determine whether or not someone is dependent on drugs or alcohol? Will the offender be punished differently if he were under the influence of drugs or alcohol when he committed the crime?

While listening to discussions between defense attorneys and the prosecutor, your student keeps hearing phrases such as, "Let's get rid of this case," or "Can we deal on this case?" Your student finds out that this means plea bargaining. Then, acting as an ethnographer, your student might ask, "What types of cases do you 'deal on'?" Are there some defense attorneys with whom you are more likely to deal? If so, why? What other factors influence the decision to "deal?"

Alert observations and informed questioning lie at the heart of the process of learning from nonclassroom experiences. They are the processes by which we make sense of our daily existence, and their intelligent use makes the difference between hapless boredom and a life of adventure. Perhaps the greatest "service" in service-learning programs is to help students discover the adventure of personal involvement. □



Students increase community awareness of the energy crisis

A PHYSICS CLASS at Guilford High School in Guilford, Connecticut, faced with proposed statewide energy conservation measures that would close the schools or cut out interscholastic athletics, responded by undertaking a comprehensive energy conservation project. The success of the high school project resulted in its replication in other district schools, in area homes, and,

this year, in Guilford retail stores.

Project BTUF (Be Thrifty Using Fuel) began in 1973 when 60 students in Fred King's physics class prepared a study of heat loss in their building, the only high school in the district. Using principles of thermodynamics they had learned in class, the students measured window areas, and took temperature and humidity readings throughout

the building. They estimated that the installation of storm windows would save enough heat to pay for the cost in two to four years. They suggested that the daytime temperature in the building be lowered from 70 to 65 degrees and that the overnight temperature be held to 60°F because the energy needed to reheat the building canceled any savings made overnight.

HOME WASTED HEAT INVENTORY

NAME: _____ **SCHOOL:** _____ **GRADE:** _____

1. State in which you live: _____
2. Type of fuel you use to heat your home: natural gas _____ no. 2 fuel oil _____ electricity _____ other _____ (if other, what kind?) _____
3. Now go up in the attic with an adult member of the family. Do you have any insulation up there? Yes _____ No _____. If "yes," what is the R-number printed on the paper or foil backing? R- _____. If you cannot find an R-number, measure how deep the insulation is and print the number of inches here: _____ inches. How far apart are the ceiling beams? 15 inches _____ 23 inches _____.
4. If you checked "other" for the type of fuel you use (in 2. above), you have done all you need to do on this form. Please turn it in to your student instructor.
5. If the R-number for your insulation is R-19 or R-22, or if you have at least 6 inches of insulation in the attic, you can skip 6. *Ceilings*, and go on to 7., *Windows*. You have all the insulation you need.
6. *Ceilings*. Look at the Wasted Heat Multiplier Chart. Find your home state in the first column. Find Ceilings in the second column. Next to Ceilings, in the third column, circle the kind of fuel you use. Next to the fuel you circled, in the fourth column, is the Wasted Heat Multiplier you need for your ceilings. Print the proper Wasted Heat Multiplier here: _____.

On a separate sheet of paper, draw a floor plan for all the rooms in your home which are directly underneath a cold space. Calculate the total area of these rooms in square feet. You now know the total area of your ceilings. The total area is: _____ square feet.

Multiply this area by the Wasted Heat Multiplier you found for your ceilings.

$$\text{_____} \times \text{_____} = \$ \text{_____}$$

(Area) (Wasted Heat Multiplier)

This is about how much your family is wasting every year in heat loss through an uninsulated ceiling. If you have 2 inches of insulation, multiply by 0.24 to find out how much money you are losing. If you have 4 inches, multiply by 0.16. Print the amount you calculated here: \$ _____.

7. *Windows*. Look at the Wasted Heat Multiplier Chart. Find your home state in the first column. Find Windows in the second column. Next to Windows, in the third column, circle the kind of fuel you use. Next to the fuel you circled, in the fourth column, is the Wasted Heat Multiplier you need for your windows. Print the proper wasted Heat Multiplier here: _____.

Now calculate the area of all the windows in your home which are not insulated with storm or double-glazed windows. Print the total window area here: _____ square feet.

Multiply this area by the Wasted Heat Multiplier you found for your windows.

$$\text{_____} \times \text{_____} = \$ \text{_____}$$

(Area) (Wasted Heat Multiplier)

This is about how much your family is wasting every year in heat loss through single-pane windows not covered by storm windows.

You are now ready to turn in your inventory to your student instructor.

However, you and your family might also be interested in calculating the answers to the following questions.

If you already have insulation in your attic, but less than 6 inches, how much could you save by adding more, to bring it up to 6 inches? \$ _____

How much would it cost to insulate your attic? Approximately \$ _____

How long would it take savings to pay for the cost of insulation? _____ winters

About how much would it cost to put storm windows on your home? \$ _____

How long would it take savings to cover the cost of storm windows? _____ winters.

Courtesy of the Bolton Institute, Washington, D.C.

The list of student recommendations for the high school building included shutting off the heat in double-door entries and in lavatories with all interior walls; insulating ceiling heating ducts; restricting the use of outside doors; turning off the lights in designated hallways; introducing faculty and staff car-pools; requesting the power mechanics department of the school to develop a guide for efficient automobile operation; scheduling basketball games during the afternoon, and reducing team schedules. The class estimated that these measures would save up to 80,000 gallons of fuel during the year. A month-long shutdown of the school would have saved only 15,000 gallons and, as a result of Project Be Thrifty Using Fuel, Guilford High School remained open.

The class also conducted a transportation survey to explore the possibility of increased use of car-pools. The results of the survey showed that although most students walked or took the bus to school, 97 percent of the teachers drove, and only 23 percent took riders.

Another Project BTUF activity investigated, with local florists, house plants that produce a lot of moisture because a drop in temperature is less noticeable if the humidity is high. The class found, however, that plant moisture does not make a significant difference in the relative humidity of classrooms. The physics class also promoted serving high energy snacks in the cafeteria and wearing bright colored clothing to make people "think warm."

District-Wide Survey

The success of Project BTUF resulted in the principals inviting the class to conduct the survey in six other schools in the district. The oldest of these had been built before 1940; the newest addition had been constructed in 1971, so the students were presented with a wide range of architecturally-related heating problems.

The physics class also made en-

WASTED HEAT MULTIPLIER CHART

Total Area of Ceiling under Roof or Attic: _____ sq. ft.

Thickness of Insulation in Attic: _____ inches, or R-_____

Total Area of Uninsulated Windows: _____ sq. ft.

State	Area of Heat Loss	Source of Heat	Wasted Heat Multiplier*
Connecticut	Ceilings	Gas	\$.28
		Oil	.34
		Electricity	.78
	Windows	Gas	.87
		Oil	1.06
		Electricity	2.33
Maine	Ceilings	Gas	.38
		Oil	.46
		Electricity	1.00
	Windows	Gas	1.17
		Oil	1.42
		Electricity	3.13
Massachusetts	Ceilings	Gas	.31
		Oil	.37
		Electricity	.82
	Windows	Gas	.96
		Oil	1.17
		Electricity	2.57
New Hampshire	Ceilings	Gas	.35
		Oil	.43
		Electricity	.94
	Windows	Gas	1.10
		Oil	1.33
		Electricity	2.93
Rhode Island	Ceilings	Gas	.29
		Oil	.35
		Electricity	.76
	Windows	Gas	.89
		Oil	1.08
		Electricity	2.37
Vermont	Ceilings	Gas	.40
		Oil	.49
		Electricity	1.07
	Windows	Gas	1.25
		Oil	1.51
		Electricity	3.33

Source of heat

(Circle one):

Gas

Oil

Electricity

*Computed on the basis of 1974 utility rates, rate of heat loss, and severity of winter temperatures.

Courtesy of the Bolton Institute, Washington, D.C.

ergy saving recommendations to the Guilford Board of Education's Buildings Committee for planned construction. These recommendations, which were publicized at the Board's hearings, emphasized the importance of extensive insulation,

individual thermostats for each room and corridor, and a heat recovery system.

During 1974-75, Project BTUF evolved into the Energy Conservation Corps, a program for the New England states co-sponsored by the

Federal Energy Administration and the U.S. National Commission for UNESCO. The program was administered by the Bolton Institute of Washington, D.C., in cooperation with the departments of education of the participating states.

Guilford High School students participating in the program encouraged area families to conduct heat waste surveys of their homes, and asked teachers of grades four through eight to introduce energy conservation materials into their curricula.

Fred King met with the Guilford Board of Education to enlist its support for releasing high school physics students from class to explain to children in grades four through eight how to conduct a wasted heat inventory of their homes. The children were to take a questionnaire home and, with the help of their parents, to fill it out and return it. After the Board approved the idea, King met with the principals and later with classroom teachers of grades four and five and science teachers of grades six through eight to explain the project and to enlist their support.

Finally, the high school students met with the teachers before making a series of visits to the lower grades to explain the home inventory and to promote competitive classroom activities for energy saving. "It's important to make sure that everyone involved understands what the high school kids are trying to do and to clear up confusion and answer questions at the beginning," said King. "In retrospect, we should have had a half-day workshop for my physics students and the teachers from the lower grades—we just didn't have enough time."

Series of Five Visits

Seventy physics students divided into teams of at least two students each to cover the classrooms participating in the district-wide project. To enlist the support of parents, they publicized the home heat waste

(continued on page 47)

A Reader's Guide to Service-Learning

The books and pamphlets below are a few resources for theorists and practitioners in high schools and colleges who are charged with developing or expanding service-learning programs. Publications are listed solely as an information service. This is not a complete list of available resources, and inclusion of a resource does not imply that ACTION or the Federal government endorses it or favors it over other resources not included.

Berte, Neal R., ed. *Individualizing Education by Learning Contracts*. New Directions for Higher Education No. 10. San Francisco: Jossey-Bass, Inc. Summer 1975.

Discusses the rationale and the practical realities of individualization of education through a variety of approaches to contract learning. Some of the topics discussed are: analysis of the underlying concepts and contributions of learning contracts to higher education; why the first institution to employ learning contracts decided to do so, and suggestions for strengthening the faculty-student relationship.

A Directory of Public Service Internships: Opportunities for the Undergraduate, Post-Graduate and Mid-Career Professional. Washington, D.C.: National Center for Public Service Internship Programs. 1975.

Designed for individuals seeking internship programs that meet their educational and career development needs. Comprehensive data includes program objectives and design, scope of placement, admission criteria, and obligations upon completion of internship.

Duly, John, ed. *Implementing Field Experience Education*. San Francisco: Jossey-Bass, Inc. 1974.

Drawn from papers developed for the 1973 conference of the Society for Field Experience Education, this book contains three case studies with different purposes, clientele and resources, followed by papers dealing with the roles and responsibilities of students, faculty, agency supervisors, and campus administrators. Includes ways to gain acceptance and support for this type of education, program development, and methods of evaluation, and issues needing further research.

Hodgkinson, Harold, et al. *A Manual for Evaluation of Innovative Programs and Practices in Higher Education*. Berkeley, Calif.: Center for Research and Development in Higher Education. 1975.

The authors address themselves to the instruments, strategies, and practices used in evaluating a wide range of educational programs and practices, including the assessment of experimental education.

Keeton, Morris. "Dilemmas in Accrediting Off-Campus Learning." *The Expanded Campus*. D. W. Vermilze, ed. San Francisco: Jossey-Bass, Inc. 1972.

This chapter is devoted to a discussion of the accreditation factors that arise in off-campus learning. Keeton suggests that field experience should "give students genuine exposure to conflicting outlooks . . . and different priorities for human effort."

Less Time, More Options: Education Beyond the High School. A Report from the Carnegie Commission on Higher Education. Hightstown, N.J.: McGraw-Hill Publishing Co. January 1971.

Service-learning, the open university and other non-traditional programs emphasizing experiential education are among the Commission's recommendations for diversifying the flow patterns of students "into and through the formal structure of higher education."

McAdam, Terry and Hal Lyon. "Designing and Operating a Productive Intern Program," *Foundation News*. Vol. XVII, No. 4. July/August 1975. pp. 43-47.

The authors discuss student internships from the foundation perspective, including how, when and why to use student interns to supplement staff, as well as to provide a learning experience. Can be adapted by staff members of social service agencies.

McClosky, Mildred, and Peter Kleinbard. *Youth Into Adult*. New York: National Commission on Resources for Youth, Inc. 1974.

Presents in-depth case studies of the structure and operation of nine youth participation programs in media, counseling, tutoring, and medicine. Guidelines and criteria for projects that facilitate the growth of young people are also included.

Newmann, Fred M. *Education for Citizen Action: Challenge for Secondary Curriculum*. Berkeley, Calif.: McCutchan Publishing Corporation. 1975.

This book is written for a variety of readers: social studies educators, university students and faculty, secondary school curriculum coordinators, persons with interests in alternative schools or experimental education, and student volunteer programs. Included in the book are chapters on "Environmental Competence as an Education Goal"—the importance of local and national issues as a framework for an environmental competence curriculum for secondary school students; "Exerting Influence in Public Affairs," "An Agenda for Curriculum Development," and "Program Struc-

ture," in which the author discusses the Community Issues Program, a citizen action course at James Madison Memorial High School in Madison, Wisc.

Options for Learning: A Catalogue of Off-Campus Learning Opportunities in Kentucky. Lexington, Ky.: Office for Experiential Education, University of Kentucky. Fall 1974.

A survey of 3,000 public agencies in Kentucky, organized by field of interest, giving job descriptions and names of contact persons. Tells how to create a field experience; includes a sample learning contract, and an article giving one student's perspective. Directed to students and faculty. Indexed by agency.

The Reform of Secondary Education. A Report of the National Commission on the Reform of Secondary Education. New York: McGraw-Hill Book Company. 1973.

Chaired by B. Frank Brown, Director of the Information and Services Program of the Institute for Development of Educational Activities, Inc., an affiliate of the Charles F. Kettering Foundation, members of the National Commission on the Reform of Secondary Education reported on national goals, alternative education models, and outstanding issues. The chapter "Nonformal Sources of Secondary Education" has a section on action-learning.

Ritterbush, Phillip C., ed. *Let the Entire Community Become Our University.* Washington, D.C.: Acropolis Books. 1972.

Divided into three sections: (1) Off-Campus Study: Need and Promise, (2) Implementing Plans for Off-Campus Study, and (3) Learning and Institutional Change, this book explores a variety of experiential learning programs as alternatives to traditional classroom education.

Saxe, Richard W. *Opening the Schools: Alternative Ways of Learning.* Berkeley, Calif.: McCutchan Publishing Corporation. 1972.

Education outside the classroom is discussed in terms of documenting the response of schools to the challenges involved in initiating and implementing this type of learning. Some of the topics covered are: the need for alternative learning; samples of experiential education programs, and field experience education in the public schools.

Service-Learning in the South: Higher Education and Public Service, 1967-1972. Atlanta: Southern Regional Education Board, The Student Intern Project. 1973.

Twelve articles by southern educational leaders arranged in three sections: (1) The Service-Learning Concept, (2) State Internship Programs, and (3) Evaluation of Service-Learning.

Sexton, Robert F., and Richard A. Ungerer. *Rationales for Experiential Education.* ERIC/Higher Education Research Report. Washington, D.C.: The American Association for Higher Education. 1975.

The authors present a survey of the literature. The monograph is divided into three concept areas: learning as it relates to the individual; experiential education as it relates to the world of work, and the role of the individual involved in experiential education as a participant in the social and political process.

Stephenson, John B. and Robert F. Sexton. "Experiential Education and Revitalization of the Liberal Arts." *The Philosophy of the Curriculum: The Need for General Education.* Sidney Hook, ed. Buffalo, N.Y.: Prometheus Books. 1975. pp. 177-196.

The authors examine experiential education as one technique for strengthening students' competencies in a liberal arts curriculum.

Student Manpower Resources in Kentucky: College and University Programs for Work-Learning in Kentucky. Berea, Ky.: Work-Study Development Project, Berea College. 1974.

Designed for personnel in agencies, firms, churches, and community organizations wishing to use students as volunteers or paid workers in work-learning situations. Defines work-learning, scope and variety of work-learning programs, and how to use students effectively in work-learning situations so that both agency and student benefit.

Youth: Transition to Adulthood. Report of the President's Science Advisory Committee Panel on Youth. Washington, D.C.: U.S. Government Printing Office. 1973.

Raises questions for institutions bringing youth, aged 14 to 24, into adulthood and proposes a number of changes in academic practices. "We are proposing the establishment of alternative environments for the transition to adulthood, environments explicitly designed to develop not only cognitive learning, but other aspects of maturation. . . ."

Zauderer, Donald G. *Urban Internships in Higher Education.* ERIC/Higher Education Research Report No. 9. Washington, D.C.: American Association for Higher Education. 1973.

Designed to assist faculty members and administrators in colleges and universities, as well as intern directors in non-educational institutions, in formulating judgments about the design and implementation of internship programs. The ideas expressed in this monograph should be of interest to institutions that wish to structure programs in a way that will best serve urban agencies and be of maximum educational value to participating students. □

Community Concerns

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Time for Reflection

UPON RETURNING TO school from St. Jude's Children's Hospital in Memphis, Tennessee, three high school student volunteers were visibly upset. Their assignment that day had been to assist a nurse as she administered a bone marrow test for cancer to an eight-year-old child. The patient had suffered great pain because the test involved injecting a needle through the pelvic bone and withdrawing some of the marrow. Our students' task had been to help restrain the child. Although the nurse had explained the procedure in advance, the students were distressed because the test seemed cruel and senseless to the child. They felt frustrated because they had been unable to explain successfully to the child the need for the test or to alleviate his suffering.

Three Service Areas

A situation such as this is not unusual in the Community Concern course at Memphis Catholic High School. The course was conceived five years ago by the Religion Department in an effort to give the students an opportunity to practice in the community those Christian values that are taught in the classroom. Offered as an elective to seniors on a quarterly or semester basis, Community Concern focuses on three service areas: medical, visiting the aged, and tutoring at the elementary level. Between eighty and ninety percent of the senior class signs up for the course each year.

Since nonclassroom learning depends to a large extent on the quality of an individual student's personal reflection about his off-campus experience, Community Concern requires that students attend a weekly meeting. Our weekly meeting enables small groups of students to 1) organize and evaluate their community experiences and 2) relate them to other aspects of their lives, such as family and peer relationships. In addition to weekly meetings held throughout the eight

weeks of community service, we devote the first week of the course to preparing students for their off-campus assignments.

We have noticed a cycle of enthusiasm and disenchantment during the eight weeks that our students serve the community as volunteers. Initially the class shows a good deal of enthusiasm because the off-campus situation is 'new and it provides a break in the regular routine of the school day. This enthusiasm seems to peak somewhere toward the end of the second week. Then it rapidly deteriorates into a kind of disenchantment because what was a new experience has become just another routine. The disenchantment lasts for approximately two weeks, until the student arrives at a deeper set of values which renew his or her sense of purpose. Unfortunately, not all the students revamp their motives and values. Some grow more negative. In our experience, however, these students constitute a small minority.

Preparatory Meetings

The first week of the nine-week course is spent preparing the students for their off-campus assignments. Classroom activities during this week are geared toward helping students to clarify and develop values related to their service projects, prepare emotionally for the kinds of situations they will encounter, and assign themselves to a program or institution which best suits their individual goals.

Classroom exercises help attain these objectives. For example, students are first asked to define their goals and objectives—what they expect to get out of the course—and the criteria they will use to judge their own personal success or failure.

A values clarification game we use to help students discover their own emotional frame of reference is to present ten sample situations, similar to those they

might encounter during their volunteer service, and then ask each student in turn for his or her response to each situation. For example, if you are grocery shopping for an elderly shut-in man, whom you know is an alcoholic, and just as you are going out the door he asks you to buy him some beer, what do you say? He knows that you are 18 years old, so you can't plead that you are too young to purchase alcoholic beverages. Another example is to suppose that you are talking with a teenage patient at St. Jude's Hospital who has terminal leukemia. She says to you, "I don't want to die." What do you reply?

Obviously, there are no right and wrong answers to these situations; but we have found that the variety of individual responses helps students to learn from each other, just as it helps them to focus on the realities of situations similar to ones they will soon face. By contrasting his or her own responses with those of fellow classmates, each student becomes more aware of his or her personal values and ideals. This self-awareness in turn helps each student to select the most rewarding community placement in terms of his or her personal goals. In short, we have found that the preparatory week helps each student to maximize the learning potential of his or her service to the community.

Weekly Meetings

After they have selected their placements in consultation with me, students in Community Concern continue to meet once a week in small groups to discuss their off-campus experiences. The students analyze their individual experiences, generalize from them, and, as a result, gain self-awareness and a strengthened commitment to service as an integral part of their faith.

Each student is required to keep a diary of daily experiences, noting first those that were positive and then those that were negative. Special care is taken to discuss the negative experiences because these generally offer opportunities for the most serious reflection, analysis, and personal development. Students are asked to express why a particular experience struck them as negative—for what reasons did they react negatively to a given set of circumstances? Often it turns out that the reasons expressed are personal, emotional, unconscious or even all three!

The instructor's role in the weekly meeting is unique. His first task is to facilitate the sharing of experiences by all who are present, being careful to draw out the important elements of the personal experiences so that students can learn to generalize from the particular. The instructor also manages the level at which negative experiences are discussed, being careful not to allow *ad hominem* elements to predominate. Because the learning is open-ended and is not predetermined by the teacher, he must be able to adjust rapidly to each student's individual concerns. The weekly meeting is student-centered rather than teacher-centered.

Two other characteristics of our weekly meetings are the intimacy and sense of community afforded by the small size of the group—between five and 10 students meet daily—and the absence of an agenda. One of our assumptions is that we as educators should not predetermine which area of an individual's experience is the most valuable. Our role is to facilitate learning from experience, not to direct it.

Two Case Studies

Perhaps the best way to convey what takes place in our weekly meetings is to present two case studies from our Community Concern course. The first involves visiting the aged and the second is in medicine.

A group of three students, working through the Catholic Social Services Office, was given the name of an elderly widow of 78 years. Although her social security and her husband's pension provided her with financial security, she was very lonely. She lived by herself; her only family, a son, rarely visited her, and she had no close friends.

The woman was unusually reserved during the students' first visit with her. After some time, however, the students were taking her shopping, to the hair stylist, to the doctor, and all over the city. They did these things for her not because she was immobile—she was in very good health—but rather because she requested their assistance and company. From an initial feeling of hesitancy toward the students, the woman gradually became overly dependent on them.

At the fifth weekly meeting, as the students were sharing problems that had surfaced during the previous week, the three students visiting the lady expressed feelings of being trapped. She had begun to telephone them in the evening just to chat and had even called one particular girl several times to take her to different places. As the students expressed their feelings, it became clear to everyone that the woman had become emotionally attached to them to the point of being overly possessive. The students who visited her were not sure that they could handle her dependency.

In order to make this situation a learning opportunity, I directed the discussion to the general area of the problems of the elderly in our society. Those students who were working with the lady generated the majority of the insights because they were able to generalize from their personal experience. What surfaced through the discussion as the primary problem of the elderly was isolation from the real world. Possible reasons for isolation were explored, focusing on such topics as the mobility of young families, the youth orientation of today's society, and the measurement of a person's worth in our culture—often determined by his or her productivity. I directed the students to several resources on the elderly, such as Claire Townsend's study, *Old Age, The Last Segregation* and a filmstrip on problems of the aged.

Yet all this did not solve their very real quandary. We turned, therefore, to the immediate problem they faced. I set up an either/or situation: either respond to the woman's every demand *or* terminate the relationship. The students did not like being forced to choose, but reluctantly did so with reservations and complaints. They argued first that the woman had to understand certain limits to the relationship. The second concern that surfaced was that it seemed unjust and wrong to sever the relationship just because she had grown so emotionally dependent.

The discussion branched into two general areas: the limits of the relationship and the obligations to the elderly woman. In discussing the first, the class slowly came to a consensus that the woman was making excessive demands on the three students. This they would somehow have to explain to her. As for the second point, the students realized that they could not act as if they never knew the woman. They had initiated the relationship and were therefore responsible for seeing it through. The group discussed different types of love and other personal relationships, giving and taking, dependency and independence.

Problem Resolved

The resolution of the immediate problem was that, with the support of the class discussion behind them, the three students were able to tell the woman that they wished to continue to visit her, but not without certain limitations. They explained that there were other demands on their time, both academic and social, and they were able to convey this to her in a loving, supportive manner. Further, they encouraged her to make new friends through church and civic associations. As a result, she did not call them so often.

The students brought a real problem from a real experience, seeking a real solution. Such problems have tremendous learning potential because they are neither contrived in the classroom nor simulated, as in gaming techniques. The greatest advantage of the community experience over classroom learning is in the area of building higher academic motivation.

The second case study, mentioned at the beginning of this article, involved student volunteers working at St. Jude's Hospital and their experience with the bone marrow test on the eight-year-old. The students involved, it should be noted, were all considering medical careers. They had arranged their placements through a fellow student who had been treated at St. Jude's for cancer. Each student worked in a different section of the hospital—one with small children, another with a nurse giving tests and treatment, and another counseling young teenagers, many of whom were dying.

The day the students witnessed the bone marrow test they returned to school and immediately came to my classroom, although the class was over. The pallor of their faces attested to the depth of their feelings. The

needle had been injected into the child's pelvic bone and had caused him excruciating pain. The experience of holding the child and witnessing his terrible suffering deeply disturbed the students. They could not comprehend why the child could not have been helped to understand the reasons for the test. They said that the child probably viewed the nurse and themselves as the cruelest people in the world. The students wondered about the child's future psychological reactions—to nurses, hospitals, medical personnel, needles, people holding him, teenagers.

At our weekly meeting two days later this episode was discussed at length. The discussion focused on the psychological nature of the child: how much did the experience disturb or affect him? Would the experience have any lasting effects on him? What did the child understand of the experience? To what extent could he be reasoned with and in what manner? I suggested several readings in child psychology.

The students explored medical techniques and pain prevention, recognizing that experiences such as theirs had inspired medical research to discover less painful techniques in medicine and dentistry. They also discussed patient-doctor relationships. This discussion was especially valuable because all four students were planning medical careers.

Future Plans

Our Community Concern course needs improvement. First, from a practical point of view, the course needs a larger block of time. One hour per day is often too short to get really involved, and a great deal of time is wasted in transportation. Since the learning that takes place is obviously broader than one subject area (religion in our case), the best strategy might be to ask other departments to participate in the program. This would provide more time during the school day and would introduce an interdisciplinary approach to service-learning. Second, we need to expand our possibilities for service through a closer analysis of available projects in the city and of the needs, plans, and talents of our students. Third, our faculty needs to grow in its ability to recognize how nonclassroom service results in higher academic motivation. Finally, we need to invite the staff members of cooperating institutions to assume a greater role in the learning process. For example, the nurse who administered the bone marrow test at St. Jude's Hospital was in the best position to interpret the experience to the students who were aiding her. These goals will certainly keep us busy over the next few years.

The highest forms of learning, according to Bloom's taxonomy of learning and the writings of other educational psychologists, require analysis, synthesis, and the application of general principles to a variety of specific situations. It is this type of learning that Community Concern facilitates. □

Marist's UYA Volunteers Work

MARIST COLLEGE, A SMALL liberal arts college in Poughkeepsie, New York, is one of 57 institutions of higher education participating in ACTION's University Year for ACTION program (UYA). Forty-three Marist students are providing one year of full-time community service in juvenile delinquency prevention and urban education. Some 1900 students serve nationally in similar UYA projects.

Like VISTA volunteers, UYA volunteers are required to live in the community they serve and receive a subsistence stipend from ACTION, the Federal agency for volunteer service. Unlike VISTA volunteers, UYA volunteers pursue an academic curriculum and are responsible for tuition costs while providing services to the poverty community.

"The purpose of Marist's UYA program is two-fold," said Dr. Malvin J. Michelson, a chemistry professor who directs Marist's UYA program. "One is to alleviate poverty through the application of college resources to the problems of the poor. The second is to establish experiential learning at Marist. Our UYA program was designed to serve the city of Poughkeepsie—we want to integrate the classroom experience with the outside world."

Nationally, UYA volunteers are assigned to community agencies in eight areas: education, administration of justice, health, social services, economic development, housing, environmental protection, and consumer protection. In Poughkeepsie, a city of 32,000, with a city-wide unemployment rate of 12 percent, Marist's UYA volunteers have found that these areas overlap.

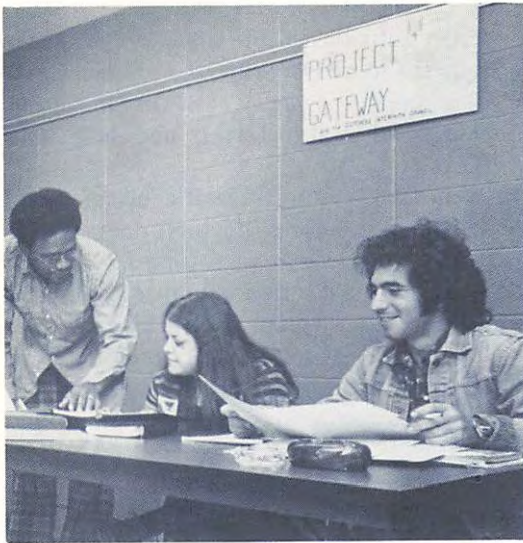
"One of the problems in Poughkeepsie," said Ronnie A. Young, 33, of New York City, a Marist UYA vol-

unteer serving with the Youth Services Unit of Dutchess County's Youth Board, "is duplication and overlap of community services designed to help the poor." Young, a political science major, is taking two Marist courses, "Education in the Black Community" and "Introduction to Politics," and a required UYA seminar in juvenile delinquency prevention. Classes are held off-campus at the Poughkeepsie College Center, an adult education center in downtown Poughkeepsie. UYA volunteers at Marist earn 30 undergraduate credits over 12 months, eighteen for UYA.

Young is one of five UYA volunteers at Marist who are former inmates of Green Haven Correctional Facility at nearby Stormville, N.Y. Young participates in a new "diversion" program introduced by the Dutchess County Probation Department for youngsters in trouble with the law. The Department assigns them to an adult volunteer counselor on a one-to-one basis before their cases are adjudicated by the county court.

The individual attention given by an older male to a young teenager is a key ingredient in delinquency prevention according to Young, who counsels eight youths, the youngest of whom is eight years old. He sees them individually at least once a week and maintains a personal progress file for each one. Young's job is to see that a youngster is referred to whatever service he needs, be it the school psychologist or a county social worker. He meets the youth's parents, talks with his teachers, and accompanies the youth to court hearings, where he may be called upon to testify. He also is the youth's friend and advocate.

"It's important to deal with a youngster as a whole person," said Young. "He's got to change his attitude



Jake Ellis (l.), Project Gateway's field worker, gives on-the-job training to UYA volunteers Estajo Koslow and Vincent Cucchiara.

With Poughkeepsie Youth

about himself if he's going to stay out of trouble. Getting into trouble is an ego thing—it makes a kid feel important and gives him status in the eyes of his peers. My job is to encourage him to find alternative ways of feeling good about himself."

Other area agencies where eight UYA volunteers counsel youths are the Goshen Home for Boys, Big Brothers of Dutchess County, and the New York State Division of Youth's Aftercare Program, a follow-up rehabilitation service for youths released from state training schools such as the Goshen Home. One of the strengths of Marist's UYA program in juvenile delinquency prevention is that its volunteers are familiar with the county's public and private services and their respective strengths and weaknesses. With a collective knowledge of the client group—youngsters in trouble or heading for trouble—UYA volunteers are able to assess a youngster's individual needs and encourage him to take advantage of the most appropriate service. "Today," said Peter Gamble, 28, a UYA volunteer who served a seven and a half year sentence in Green Haven, "there are many more services to help kids than there used to be. The problem is that even if a kid knows about a service, he is skeptical."

A weekly seminar in juvenile delinquency prevention combines outside speakers with group discussion of community experiences and supplementary readings. The seminar also offers UYA volunteers an opportunity to learn from each other. Dr. Margaret Olson, Assistant Dean of Special Programs at Marist and an expert in Poughkeepsie's anti-poverty services, coordinates the seminar and serves as a resource person.

At a typical seminar, Noel Tepper, a local attorney

known for his *pro bono* defense work, discussed state laws relating to juveniles who commit criminal offenses or who are in trouble with school authorities. During the candid discussion following Tepper's presentation, UYA students raised issues about the lack of empathy of white juvenile court judges for youthful black offenders, confidentiality of school records, and the legal meaning of terms such as "emancipated minor." They also shared information about social services drawn from their UYA experiences.

Urban Education

As in juvenile delinquency prevention, individual attention to inner city youngsters with special problems is a keystone of the urban education component of Marist's UYA program. About half of the UYA group works in Poughkeepsie's elementary schools with children from low-income families who need remedial tutoring in reading and math.

Under the supervision of a master teacher at the Morse School, UYA volunteer David White of Wingdale, N.Y., works with third and fourth graders who read at first and second grade levels. Using the Cureton method for teaching pronunciation of short vowel sounds, White uses picture cards and other games to make reading less abstract, more manipulative, and more enjoyable. "We find that a child's independent reading level is often higher than his structured level, that is, his classroom performance," said White. "In other words, a child who has difficulty reading in front of his classmates is more freed up and can read better in a small group or one-to-one situation."

Since most UYA volunteers in the urban education

component are without family obligations, they also help organize extracurricular programs such as clubs, sports events, and dances, and take the younger children on field trips. One innovation inspired by UYA volunteers in the Poughkeepsie schools has been the cross-fertilization of teaching methods within the system. Through the urban education seminar, led by Dr. Milton Teischman, an English professor at Marist, volunteers have shared their on-the-job learning experiences and have thus introduced the successful methods of one teacher in one school into other classrooms.

Traditional and Nontraditional Students

Equally divided between juvenile delinquency prevention and urban education, Marist's UYA volunteers range in age from 17 to 52. Minority students comprise one-third of the total UYA group. Majors range from psychology to business. Career goals run the gamut from office manager to musician to writer/poet, and reasons for signing up for UYA are as diverse as the experiences brought to the program. Many had done volunteer work prior to applying to UYA.

"Previous community involvement is a good indication that someone will make the necessary commitment to UYA," said Michelson. "UYA isn't for everybody. We look for students with special qualities and capabilities. Motivation and commitment are very important factors if a student is going to volunteer full-time *and* keep up with the academic requirements of the program."

Gladys Jamison is one of several adult women UYA volunteers at Marist. Whereas some of these are former housewives who see UYA as a transition to entering or re-entering the workaday world, Ms. Jamison had been employed as a community aide at the Franklin School in Poughkeepsie. She heard about UYA at Marist from the Assistant Superintendent of Schools, who suggested to her that UYA would offer her an opportunity to take college courses while upgrading her job skills. Ms. Jamison's UYA placement is with Dutchess County's Task Force for Child Protection, a volunteer citizens' group dedicated to coordinating implementation of the New York State Child Protective Services Act.

UYA Helps Agency Programming

The Task Force, which is co-sponsored by four local professional and citizens' groups, works to educate the community about the problem of child abuse and neglect and to promote the development of prevention and treatment programs for abused children and their parents. Gladys Jamison and Charles Tackney, another UYA volunteer at Marist, help volunteers carry out research for a county demographic study, gather materials for a special library and resource center on child protection information, write a monthly newsletter

on child protection activities in the area, run a speakers' bureau, assist the local Department of Social Services in educating county agencies and organizations about child abuse and maltreatment, and help with fund-raising efforts.

New York state law requires specific occupational categories of individuals, such as doctors, dentists, optometrists, and day care workers, to report suspected cases of child abuse, and authorizes all citizens to make such reports, immunizing them from civil and/or criminal liability. There is a state toll free telephone number for the purpose of reporting suspected cases, and the Task Force helps to advertise the number and promote its use.

"Everyone at the Task Force is a volunteer," said Charles Tackney, who works with Poughkeepsie Cablevision to develop a series of educational programs dealing with the various aspects of child abuse and neglect. Tackney, 21, a psychology major and a Dean's List student, is among those "traditional" UYA students for whom straight academic pursuits were not enough.

Recruiting

All institutions with UYA programs are responsible for recruiting and selecting UYA students. Marist's UYA volunteers first heard about the program from a variety of sources ranging from local newspaper publicity to suggestions from academic and job counselors. Eight of the 43 came to Marist from other colleges because of the double opportunity for full-time community involvement and academic credit.

Marist's UYA program, which began in 1974, was publicized in press releases distributed throughout three states. Dr. Michelson spoke at numerous community colleges and contacted counselors at four-year institutions personally. The UYA program was made known to inmates of Green Haven by Michelson and Dr. Jerry Breen, a Marist sociology professor. Both teach there.

Vincent Cucchiara, a veteran, was enrolled at LaGuardia Community College in New York City when he attended a talk about UYA at Marist by Michelson. "At LaGuardia we could only get credit for one semester of community service," said Cucchiara, a communications major assigned to Project Gateway where he counsels inmates at the Dutchess County jail and helps Gateway staff to match community volunteers with inmates on a one-to-one basis. "I came to Marist because I felt that UYA offered a broader outreach and because I could get credit for a full year of service." Cucchiara had been a peer counselor at LaGuardia, working with students with drug problems.

UYA volunteers undergo rigorous orientation and training prior to beginning their field assignments in the community. At Marist the UYA training program was designed primarily by Sharon Fino, a former VISTA volunteer, who serves on the UYA staff as field

supervisor. In this capacity she is responsible for soliciting written UYA job descriptions from participating community agencies.

The first week of the one-month orientation and training includes briefings by the UYA staff on the philosophy of experiential learning, the philosophy of poverty programs, planned impact programming, the city of Poughkeepsie, and a workshop on civil liberties and individual rights (of prisoners, servicemen, mental patients, teachers and students, the poor, women, and young people) led by a local attorney.

During the second and third weeks, participating agency staff members give briefings on their particular agency's purposes and operations. At this time UYA volunteers consider which agencies they wish to apply to for a full-time placement. They make appointments, meet with the agency staff, and then submit a list of their first, second, and third choices to Ms. Fino, who receives a similar preference list from the agencies of students interviewed. Ms. Fino matches the UYA volunteer with the agency in which he or she will spend the next 11 months as a full-time volunteer. The final week of training is conducted by host agency staff and is in effect "on-the-job" training. Throughout the year UYA volunteers attend regular in-service training workshops organized by the agencies.

An important orientation and training assignment at Marist is team research of an anti-poverty service or program in the Poughkeepsie area. In teams of three or four, students choose a topic related to their prospective placement, such as health services and facilities,

correctional facilities and residential homes for youth, welfare systems, drugs and mental health services, housing, etc., and interview key agency people to determine the scope and magnitude of the problem in Poughkeepsie, available services, and unavailable services that are needed. Each team presents its findings, in the form of a panel discussion, to the entire UYA student group. In this way, all UYA students benefit from the research of each team, and their collective familiarity with anti-poverty services in Poughkeepsie is broadened. Because of the diversity of their ages and personal and academic backgrounds, team members learn from each other in carrying out the research assignment.

UYA at Marist is in the second year of a three-year UYA program cycle. One indication of the effectiveness of the program is that this year community agencies which previously did not have UYA volunteers requested them. Another indicator is the fact that no UYA volunteer has had to be dropped from the program for failing to meet Marist's academic requirements, and several UYA volunteers are on the Dean's List. Third, two Poughkeepsie agencies have hired three former UYA volunteers as permanent staff.

Although it is difficult to measure the personal development of individual volunteers as a result of their UYA experiences, evaluation sessions held at the end of the first year revealed that students felt that they had gained self-understanding and self-awareness, and that they in turn had helped their clients—the youth of Poughkeepsie city—to become more self-aware and more independent. □



UYA volunteers Charles Tackney (far left) and Gladys Jamison (far right) assist Richard Glass and Ruth O'Dell Humphrey at the Task Force for Child Protection.



Using Student Volunteers in **ANTI-RAPE** Programs

LYNN WEHRLI
Rape Crisis Center, Washington, D.C.

THE INCIDENCE OF RAPE has increased drastically during the past decade. In its 1973 *Uniform Crime Reports*, the FBI estimated that one rape occurs every ten minutes in the United States. The 51,000 rapes estimated by the FBI for 1973 represented a 62 percent increase over 1968. More recent studies indicate that this upward trend continues.

In response to the need expressed by rape victims, various women's groups over the past three years have begun to organize campus and community-based anti-rape programs. With the help of student volunteers, these groups have developed new techniques to deal with all aspects of rape and have provided valuable public services to their communities. Some of these are the provision of counseling and information services to rape victims, escorting of rape victims to the police, courts, and medical facilities, and advocacy in cases where victims have been mistreated by the institutions they contact for assistance.

One of the first anti-rape projects in the U.S. was the District of Columbia's Rape Crisis Center, founded in 1972 as a part of the Washington Area Women's Center. The Center was a direct outgrowth of the women's movement, designed to provide women with their own alternative to institutions which neither represented their interests nor fulfilled their needs. Soon after it was founded, the D.C. Rape Crisis Center gained independent status. Because it was one of the first anti-rape groups to be organized, it served as a model and as an information clearinghouse for other organizations across the country. Its manual, *How to Start a Rape Crisis Center*, has been used by organizers of other community and campus-based groups.

The rapid proliferation of rape crisis centers, the numerous problems posed by anti-rape organizing, and a concomitant demand for information on the part of

new groups generated a need for a national organization. To meet this need, some of the Rape Crisis Center's founders formed the Feminist Alliance Against Rape in 1974. The Feminist Alliance Against Rape is a national information clearinghouse. It publishes a newsletter for the discussion of rape cases, specific projects, long-term organizing strategies, and the numerous political questions encountered in anti-rape efforts.

The multi-faceted nature of rape has made it a concern of activists with a wide range of academic, career, and community interests. In the past, the involvement of women volunteers with different experiences and skills has made successful anti-rape organizing possible. This involvement of women volunteers is integral to future organizing.

A rape crisis center, whether campus or community-based, must handle a variety of sensitive medical and legal issues. The question of whether or not to report a rape to the police is one example. The laws in the District of Columbia state that for a conviction the prosecution must prove to a jury that (1) there was force, (2) there was penetration, and (3) the victim did not consent. The latter two are often more difficult to prove because corroborative evidence is more difficult to obtain. Examples of corroborative evidence are cuts and bruises, weapons, or the testimony of a witness.

The need for corroborative evidence is one reason why only five to 15 percent of rapes committed are reported to the police. There are other reasons. Minors under 18 years of age often do not report a rape because they do not want the police to contact their parents. In the District of Columbia, it is possible to report a rape anonymously, either by calling a special telephone number of the Sex Offense Unit or by requesting the Rape Crisis Center to report the rape. It is also possible for rape victims over 18 years of age to receive medical

treatment at a hospital without reporting the rape to the police. Student volunteers who are familiar with these and other local procedures can counsel victims, either over the telephone or in person, about the available options, but the decision as to whether or not to report the rape is up to the victim.

Student volunteers have been effective counselors of rape victims because peer support, as opposed to professional therapy, has proven to be successful in helping women to deal with the aftermath of rape. Para-professional skills can meet the emotional needs of rape victims, who generally require short-term, emotional support and information concerning the medical and legal questions involved, rather than long-term, professional therapy. For example, a rape victim who calls the Center might inquire about hospital emergency room procedures—what is involved, how long it takes, etc. The student volunteer who answers the call can inform her about the various tests for venereal disease, examination procedures for obtaining medical evidence, and available pregnancy prevention measures. Again, it is up to the victim to decide if she wishes to have medical treatment, but the student volunteer counselor can provide her with facts upon which to base her decision during her time of crisis.

On-the-Job-Training

An important aspect of anti-rape organizing is that it lends itself to the development of new skills. Student volunteers can develop referral systems, orient and train new volunteers, maintain the office, and conduct research. These opportunities in program development and administration help to build useful skills. Recently, the Center has introduced a special program for minority students at a local technical institute. They can receive a stipend and course credit for working at the Center. The Center's staff will train these students to deliver program services as well as assist them to develop administrative skills which are useful in other organizations after they graduate from the institute.

Many students have carried out research projects. For example, at the D.C. Rape Crisis Center, volunteers, including students, conducted evaluative research of local medical facilities that provide treatment for victims of sexual assault. They surveyed public and private hospitals, free clinics, and campus-based student health services, investigating fee schedules, types of tests administered, policies about reporting treatment to the police or to parents of minors, and abortion facilities. This research was essential to the operation of the Center. It resulted in the collection of information needed by counselors to obtain comprehensive medical treatment for victims from a variety of income levels. In addition, an investigative survey enables students to strengthen their research skills while providing them with material for seminar papers for which they might obtain academic credit.

Another area in which students can be effective is that of community outreach aimed at the development of contacts and cooperative programming with other community or campus-based organizations with similar concerns. An example of this kind of activity is the D.C. Rape Crisis Center's current participation in the Housing Security Committee of the City-Wide Housing Coalition. This committee's primary purpose is to see that housing security is improved through the inclusion of more comprehensive security regulations in the D.C.

RAPE CRISIS CENTER PUBLICATIONS

The Rape Crisis Center is a non-profit organization. To order the publications listed below, write to the Rape Crisis Center, P.O. Box 21005, Washington, D.C. 20009. All orders must be pre-paid.

Rape Prevention Tactics—in Spanish and English. Send self-addressed, stamped envelope. Free.

How To Start a Rape Crisis Center—\$3.50

Each of the articles listed below can be obtained for 25¢ plus a self-addressed, stamped envelope.

- Testimony of the Rape Crisis Center at the D.C. City Council
- Hearings on Rape & Follow-up Testimony—September 1973
- Rights of Rape Victims
- Counseling Guidelines
- Politics of Rape
- Effects of Self-Defense
- Why Women Need Self-Defense
- Note to Those Closest to the Rape Victim
- What to Do If You Can't Start a Rape Crisis Center

Feminist Alliance Against Rape Newsletter—bi-monthly, includes "National News Notes," articles about organizing and operating a rape crisis center, political articles, and articles submitted by centers, organizations, or individuals involved in anti-rape organizing. One year subscription for individuals—\$5.00; for institutions—\$10.00.

Bibliography—a one-page bibliography covering the following areas: Self-defense, Medical, Legal, Psychology, Other Social Sciences, and General. \$1.50.

Total Packet—all of the above—for individuals—\$10.00; for institutions—\$15.00.

Housing Code. Another example was the Center's cooperation two years ago in the drafting by the D.C. Medical Society of a protocol for the treatment of sexually assaulted persons (men, women, or children). This form of outreach is essential to the efficient use of the limited resources of voluntary organizations and to the building of credibility for an anti-rape organization within the community itself.

One form of community outreach involving students is a public education program on rape and its prevention. Under contract with the D.C. Department of Human Resources, the Rape Crisis Center has prepared a curriculum unit on rape for use in public secondary schools, trained teachers in the use of the curriculum, addressed secondary school students and other interested organizations, and offered training and consulting services to hospital emergency room personnel, local hotline staff, and other groups working with rape victims. Clearly, the development and implementation of this kind of public education program provides student volunteers with new skills and experiences that they can use professionally.

At the D.C. Rape Crisis Center, student volunteers are recruited through radio public service announcements and personal contacts with the staff of local universities and colleges. Even where student volunteers are immediately available, as in campus-based anti-rape groups, community-based recruiting efforts are essential. Involvement of non-student volunteers is necessary if the organization is to serve the community as a whole. Secondly, student volunteers rarely remain active in an organization for a sustained period of time. Thus, non-student volunteers are necessary to carry out long-term projects and to provide the organization with continuity of personnel.

Orientation and Training

Orientation and training of new student volunteers requires initial screening as well as pre-service and in-service training. First, prospective student volunteers are interviewed to determine their availability, commitment, and specific interests. A minimum commitment of six months is required to avoid wasting time, energy, and resources in training those who are not seriously committed. It is important to discuss the agency's philosophical orientation in order to insure that policies are understood and that conflicts will not occur later. While no specific criteria are used to determine who can or cannot become a volunteer at the Center, an in-depth interview usually results in self-screening on the part of those who would not be able to work effectively within the organization. Examples include women who have recently been rape victims themselves and have not yet completely recovered from the psychological repercussions of the trauma or people whose personalities are such that they overidentify with those whom they wish to help.

Next, a group of new volunteers is oriented. They attend presentations by experienced volunteers and staff about the Center's operations, structure, priorities, and policies. After these general presentations, new volunteers attend smaller workshops on counseling and on the medical and legal aspects of rape. These workshops, led by experienced volunteers and staff of the Center who have special expertise in these areas, employ role playing as a technique for the training of new counselors. One example of a role play is a victim who telephones the Center and confides that she is finding it difficult to trust any man—what does the counselor say? Another example is the victim who was raped by her employer, reported the rape to the police, and was fired—where can she find legal assistance that she can afford? A third example is the woman who was raped by her husband and, having no legal recourse, needs someone to turn to for support.

Committee Work

During orientation, or shortly thereafter, new volunteers are requested to join a working committee formed around a particular aspect of rape, such as self-defense and prevention. Committee work enables new volunteers to establish close ties with a small number of experienced volunteers, to acquire expertise in a specific area, and to accomplish specific tasks in a relatively short time, thereby giving them self-confidence. New volunteers will sustain their initial enthusiasm if they can achieve concrete goals with high visibility, and committee work provides positive reinforcement to their commitment and motivation.

After orientation, new volunteers begin to counsel rape victims under the supervision of more experienced volunteers. In-service training at the Center consists of periodic workshops for the development of counseling and other skills and a more thorough understanding of political issues involved in anti-rape organizing. These workshops are led by experienced Center members and by non-members with expertise in a special area, such as adolescent sexuality, self-defense techniques, or public speaking.

Once the organization has established credibility in the community and gained local support, and after members have developed a thorough understanding of all aspects of the issue, more sophisticated projects become possible. Currently, many rape crisis centers are going beyond the provision of services to women who have been raped and are exploring educational and preventive programs and legislative reforms. While these programs represent substantial steps toward thorough public education about the problems of rape, a great deal remains to be done. New groups need to be organized where none exist, and existing groups need to continue to develop new, more comprehensive methods for preventing rape. Student volunteers can help to achieve these goals. □

UNIVERSITY OF TEXAS STUDENTS COUNSEL RAPE VICTIMS

IS SHE ABLE TO talk about what happened? Is she getting support from a family member or friend? What is her reaction to you? These are a few of the questions that University of Texas student counselors must keep in mind every time they answer the telephone lines at the Rape Crisis hotline in Austin, Texas.

For the 35 students from the University of Texas and 100 community volunteer counselors who man the center's around-the-clock telephone service, supporting the rape victim requires empathic listening skills and sensitivity. To prepare students for rape crisis counseling, the center requires that all volunteers participate in a series of six training sessions.

The first two sessions are designed to expose the volunteer to the legal and medical aspects of rape. "We introduce the volunteers to hospital and police personnel and the district attorney so that they will be able to refer women. We familiarize them with the procedures a rape victim faces," Ms. Lyons said.

The remaining four sessions are devoted to training in counseling techniques, both over the telephone and in person. Through role-play, group discussion, guidance from veteran counselors, and simulated telephone calls, volunteers are sensitized to the unique problems that arise when dealing with a client.

"We train our volunteers to handle the variety of reactions a rape victim has after the crisis," Ms. Lyons explained. "Since her behavior may range from hysteria to calm disbelief, our volunteers must be aware of supportive techniques—such as remaining calm, treating the victim with respect, and establishing trust."

Upon completion of their training, all volunteers are given a final interview by the crisis center director to insure their readiness for service. They are then assigned to a five hour shift once a week where their time is divided between telephone and in-person counseling.

If a woman requests that a counselor visit her home or escort her to the hospital, the police department, or the district attorney's office, the center assigns a pair of volunteers to the case. Since the Rape Crisis Center works closely with local legal and medical personnel, counselors are able to support the victim during her treatment at the hospital, her testimony before the police, and trial procedures. "We have an extremely good rapport with the police and with local hospitals," Ms. Lyons explained. "They are aware of our services and often recommend that a rape victim call on us for help."

Counselors keep detailed records of each victim's case. They document all services and counseling given, as well as keep in touch with the victim for approximately six months after her initial call. "We find that by offering follow-up services, for as long as they are needed, we can better help a woman to readjust," Ms. Lyons said.

Since its inception in 1974, the Austin Rape Crisis Center has engaged in educating the community about rape prevention. With the help of physical education majors from the University of Texas, the center offers classes in personal defense and provides speakers for junior and senior high school students. It also offers informational literature giving safety hints to women traveling or walking alone. □

SAFETY HINTS FOR WOMEN

When Walking

- Walk close to the street and avoid passing close to shrubbery, dark doorways, and other places of concealment.
- Do not take shortcuts.
- Take the best-lighted route.
- Be mentally alert and aware of your surroundings at all times.
- When arriving at home by taxi or private car, request the driver to wait until you are inside.
- Have your key ready so you can immediately open your door.

When Driving

- Look around the area before entering or leaving your car.
- Park only in a well-lighted area near your destination.
- Always leave your parked car locked.
- Your keys should be in hand as you approach your car.
- Before entering your car, check the back seat.
- Lock your door as soon as you get in.
- Keep windows up as much as possible.
- Try to leave entrance and garage lights on when returning home at night.
- If possible, travel on well-lighted, busy streets and avoid back roads and short cuts.
- When traveling alone, do not stop to aid disabled motorists or pick up hitchhikers.
- Try to avoid traveling alone on long trips.
- Should your car become disabled in an isolated area, raise the hood and sit inside with the doors locked until assistance arrives. Use common sense when help does arrive.

Courtesy of the Austin Rape Crisis Center, Austin, Texas



London Correspondent

Mobilising Youth In An Island Paradise

DR. ALEC DICKSON, C.B.E., Honorary Director, Community Service Volunteers, London, England

IN SOME COUNTRIES OF Africa, Asia, and South America, National Service can mean the mobilisation of youth to wrench, out of forest or bush, new land for cultivation. Crops are grown to help make the economy independent of food imports, while jobless young people from the coastal areas are provided service-learning opportunities in farming the interior.

This type of service is ideally suited to some parts of the world, but what does one recommend for a necklace of scattered islands, the Bahamas, where the coral rock resists any major agricultural development, and often there is only a backbreaking form of 'pothole' farming from which a family can scarcely wrest a living? The young people are leaving the remoter islands, drawn by the bright lights of Nassau and Freeport and the prospect of work in the palatial hotels which have sprung up in the last decade. How can 'the boys on the blocks,' as the unemployed black youth in the capital's backstreets are called, contribute to development of the islands' economy? How can the young people in the out-islands be anchored to their communities? These were the problems that faced me last summer on an assignment to advise the Bahamian government.

Suppose that a multipurpose Maritime Corps were established, with the patrolling of Bahamian waters, as

one of its activities. Might this not offer a challenge to young manhood?

Just as the U.S. Marines are amphibious, so we envisage units of the Maritime Corps visiting the 'Family Islands,' as they are called in the Bahamas, where, together with the local youth, they could help to erect a seawall, repair a jetty, install a water supply, paint a public building, or construct a firebreak. Welcomed by the islanders and joined by the local youth, they could also, during the course of these visits, provide community recreational activities, such as exhibits or folk music concerts. Their manual labor combined with these recreational activities would be recognized by the islanders as valuable community service.

The problem of how to combine national development of the Bahamas with personal development of the country's youth could be solved in a uniquely happy way by a Maritime Corps, for such training can promote a spirit of adventure and teamwork. Maritime life is a great leveller, and it could encourage comradeship amongst the component peoples of the Bahamas. Such training, moreover, would be a powerful complement to formal schooling.

Discreet pressure on shipping companies whose cruise liners put in at Nassau could lead to jobs as

cooks, stewards, and deckhands for young Bahamians who have been trained in the Maritime Corps. The ability to repair outboard engines, another skill which might be acquired in the Maritime Corps, would offer additional job opportunities, especially in the out-islands. And because in the Bahamas there is more food to be got out of the ocean than the land, deep-sea fishing skills could open up even greater possibilities.

We also proposed a nautical school for juvenile offenders, in place of a traditional industrial school. The chance of going to sea, the naval 'watch' system with its emphasis on working in small groups and mastering maritime skills—these might work wonders with Bahamian youth who have been in trouble with police or parents.

For the more academically ambitious high school graduates, we recommended a completely different approach. They are eager to get to college and then to enter one of the banks or start upon a professional career. Why should they not give one year, between high school and college, to both serve and learn—to help solve some of the problems facing their country? Jamaica's National Youth Service, introduced in the summer of 1974, has already shown what can be done. Eighteen-year-olds who have reached the senior grades in high schools are required to serve for two years in a wide range of community welfare projects.

We suggested that a proportion of young Bahamian males be involved in projects with younger children because it is a characteristic of Caribbean society that the burden of rearing the family usually falls on the mother alone. Plunging teenage boys into nursery schools and other situations where they help much younger children could have a doubly positive effect. The children respond with pleasure to having a young man interest himself in them. More significantly, the youths discover that it can be fun to spend time with children and look forward to the time when they will have children of their own. If the children they work with come from disturbed backgrounds or broken homes, then the youths learn, as they can in no other way, the far-reaching consequences of growing up in a fatherless home.

How is the drift of young people from the out-islands to the capital to be stemmed? In Robert Wilder's bestselling novel, *Wind From the Carolinas*, describing the fortunes of a white family settled in the Bahamas, through several generations, I came upon this passage "In the elementary school which Cam and Maria attended on Eleuthera (Spanish Wells), primary instruction in navigation was given to all boys as a matter of course, for island life was lived upon the sea." If today the curriculum of all the island schools were structured on the basis of half-school/half-farming, or half-school/half-fishing, then many advantages would follow. When students discover that a school-based activity can bring in money, then education takes on a

new complexion; when schools become revenue-earners, then new possibilities open up.

Schools in the Family Islands might run guest houses. Not every visitor is a rich foreigner: he might be a student, a government official, or even a 'domestic' tourist. At present one pays approximately \$25 for a bed at a hotel, if one is available. If schools had guest houses attached, there would be an opportunity for the pupils to maintain them, prepare and serve meals, and learn about happenings in the outside world. For the visitor, it would be far less expensive and more agreeable to be looked after by the children.

Outside of Nassau and Freeport, no newspapers are published in the Bahamas. Why not let the schools produce a weekly newspaper on each island? Acting as reporters, students would discover that many interesting things do in fact occur in the islands. The search for news would enhance their understanding of human relations and social development. Interviewing people would give them greater confidence and practice in expressing themselves. The students, using the government's communications system to send their messages to Nassau, could act as local correspondents for ZNS, the Bahamian radio station. They would get a thrill when, some 24 hours later, they heard over the radio the announcement: "We learn from our special correspondent on Cat Island that. . ."

We also proposed that during summer vacations the young people of the Family Islands might act as hosts to groups of disadvantaged children who would never otherwise have the chance of seeing the sea and savoring the atmosphere of some enchanted island. Such children might come from a ghetto area of Dallas or from a school for the handicapped in Atlanta. The point is that the young people of the Family Islands would have the challenge and privilege of acting as guides and instructors, of exercising responsibility as hosts. It is a well-known phenomenon that one only really begins to understand and appreciate one's own locality or cultural heritage when one tries to describe it to a stranger.

How would travel be arranged? It would be legitimate to try to persuade the airlines which serve the Bahamas—Eastern, Delta, PanAm, Air Canada, British Airways—to make one flight available per year for this purpose. It would be good public relations for them. There are also private company aircraft that might be enlisted in this service. Could not a group of firms with private planes get together once a year to bring a group of disadvantaged children from some collection point in Florida to the Bahamas to be the guests of the young people of the Family Islands?

To sum up, we suggested a Maritime Corps for the jobless, a nautical school for the delinquent, and a year of service for college-bound high school graduates to make life for the youth of the Family Islands more challenging and rewarding. □

Anti-Rape Car Serves Women

In order to protect women students walking alone after dark on a small campus where cars are not permitted, the University of Colorado at Boulder initiated an innovative rape prevention service. It is funded jointly by the student union and the Clearing House, a student-run volunteer organization serving the Boulder-Denver community.

From 7 to 11 p.m. during the school year, an anti-rape car, driven by a male work-study student, is available to take women students who have been working in the library or other campus buildings to their homes. Women who wish to use the transportation service meet at the hostess desk in the student union. The car leaves at half hour intervals for shuttle trips into town. Women living off-campus may request a ride by phoning the hostess desk, and the car picks them up as it drops off others.

Although the anti-rape car was introduced a year and a half ago to meet the needs of women students in a community with a high incidence of rape, the service is available to women residents of Boulder. Rides are available not only to and from the campus but also to friends' homes and to community events.

Publicity for the anti-rape car has included flyers and ads in the campus newspaper. According to Lyle Williamson, student director of the Clearing House, increased efforts are being made to publicize the transportation service both on and off campus. □

On Campus

Biofeedback Therapy Aids Addicted Veterans

Washburn University student volunteers in Topeka, Kansas, are aiding the Veteran's Hospital staff therapists in a unique drug and alcohol rehabilitation project. Staff members, who offer bio-feedback therapy as part of a six-week rehabilitation process for veterans suffering from severe drug or alcohol problems, train student volunteers to work with them.

Each week a team of two students and one therapist spends approximately 90 minutes with a patient. The students help the staff therapist explain to the patient the benefits of bio-feedback therapy for relaxation and self-control over bodily processes. They also monitor the bio-feedback machines that measure a patient's bodily rhythms and brain waves.

"It's an amazing program,"

Gayle Davis, the hospital's assistant to the chief of voluntary services, said. "The students work with more than 28 patients during a six-week period, and their interest and empathy have helped the patients make great progress."

The one thousand bed hospital has an extensive volunteer program and both Mr. Davis and Tom Pittman, chief of voluntary services, recruit more than 55 Washburn University students each year to participate in a wide range of placements that include recreational and occupational therapy, geriatric counseling, and paraprofessional aid to the hospital's teams of medical-social workers.

The hospital's voluntary services staff prepares a job description for each placement and interviews all students before they are placed. □

Pine Bush Volunteers Build Reading Skills

"Tracking," the ability of a child to follow a moving object with his eyes, is a prerequisite for reading. It is difficult for some students in the E. J. Russell Elementary School's learning disabilities program. Pine Bush High School student volunteers use an exercise to help them develop this skill. As a child lies on the floor, a high school volunteer moves a ball suspended by a string attached to the ceiling. After a child has mastered the ability to make his eyes follow simple movements of the ball, its movements are made more complex.

Two years ago students from Pine Bush High School in Pine Bush, New York, began working as volunteers in E. J. Russell's Department of Learning Disabilities, where they assist special education teachers. The Russell School is two blocks from the high school, within easy walking distance. Ten students volunteer up to one hour of their free time in school, either during lunch or study hall, at nearby Russell. They can volunteer four or five days per week. Students failing an academic subject are not eligible to participate because they cannot be released from study hall.

Special education teachers who supervise the high school students also train them to work with children with dyslexia, and auditory and visual discrimination disabilities. Much of their time is spent in drill exercises. For example, volunteers in a second grade class use a drill exercise to strengthen the visual memory of children who cannot remember what they have seen.

The volunteer shows a child a picture of a symbol, such as a circle, which is later covered up. Then the child is asked to pick out the circle from among several symbols (square, triangle, and circle) on a page. Through constant drill, visual memory is improved.

"The individual attention that volunteers offer to the children is important," said Janet Eskew, team leader of Russell's learning disabilities department. "Because the children have very short attention spans the half hour or forty minutes that the high school students contribute is valuable." □

Chico's Project Respond Gives Free Rides To the Needy

Chico State University volunteers are helping ease transportation difficulties of the elderly and handicapped in rural Chico, California. Project Respond, a free transportation service of Community Action Volunteers in Education (CAVE), matches students who serve as volunteer drivers with the needs of community residents who request the service for trips to the grocery store, the bank, or the doctor's office.

Drivers devote about one hour a week to Project Respond and help coordinate a routing system so that as many elderly and handicapped persons as possible can take advantage of the service. Project Respond's director, a work-study student at Chico State University, is responsible for recruiting drivers and disseminating information about the service to the community. By means of flyers, press releases, and radio and TV public service announcements, the project is able to recruit drivers from among the

university's student body and community residents.

Project Respond also coordinates a weekly 45-mile round-trip to Oroville, the county seat, where food stamp and medical offices are located. Riders pay 75¢ to defray the cost of gasoline, well below the cost of a taxi or public transportation. □

Bantu Breakfasts For Headstart Children

Members of Urbana College's black student union, known as "Bantu," adopted an African tribal name in order to symbolize their concern for minorities in Urbana, Ohio. Twenty-five Bantu volunteers offer a variety of educational and social services both on and off campus, including a hot breakfast program in the college cafeteria for pre-school children enrolled in Headstart.

Every morning during the school year, 50 youngsters are served a free breakfast by the Bantu volunteers, who fund the program through donations and money from the student government association. The volunteers arrive as early as 6:30 in the morning to set the tables and work with the cafeteria staff to prepare the hot meal.

The Headstart children, who range in age from four to six, spend approximately an hour with the Bantu volunteers. "We try to give the students as much individual attention as possible," said John Mack, Bantu's president. "In that way we're able to establish a rapport with them and add to their education by playing word games to develop their language skills."

After the youngsters leave, the Bantu volunteers clear the tables and help the cafeteria staff to plan the next day's breakfast. □



The values game brings Kent State students together to identify shared human relations values.

Student Volunteers Help Deliver Human Relations Training

Kent State Program Eases Racial Conflicts

MILTON E. WILSON, JR.
Dean for Human Relations
AND

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ABOUT A YEAR AGO, the words, "That's mine," caused a racial flareup at Kent State University in Kent, Ohio. A black girl with an umbrella was walking through the cafeteria when a white girl looked up, spotted the umbrella, and said, "That's mine." A heated discussion became a fight. When others tried to break it up, they themselves became involved. Finally, campus police were called.

This incident did not occur in a vacuum. There had been racial problems earlier, and most had been perceived as a "black problem" by the administration and the student body, which are predominantly white. Further, most remedies for racial problems at Kent State had been exactly that. The administration's approach had been reactive instead of anticipatory.

At an emergency meeting the day after the umbrella incident, three important decisions were made. First, our administrators approved a plan of action for im-

proving campus sensitivity to cultural differences between blacks and whites. The first step was to be an increased effort to recruit black staff for the residence halls. Second, the existing staff agreed to implement a plan that our Human Relations Department had developed. It involved a series of teaching-learning approaches to help students and administrators understand, accept, and appreciate cultural differences. Third, the new program would be formally authorized and supported by top level administrators, on the theory that "the shadow of the man in charge falls heavily on his staff."

Meeting Called

Two days later, students from both groups were called in. Although the purpose of the meeting was to ventilate the tension, it was obvious that some students from each group had come to prove that they were right and that the others were wrong, while other students came to air their differences and to help find ways to prevent future confrontations.

Petty annoyances expressed by both groups concerned noise levels, black girls using stoves to heat combs with which to straighten their hair, white girls combing their hair over the sinks and clogging up the drains, the failure of blacks to mingle with whites (not the reverse), and white (literally) reprimand slips issued almost exclusively to black students by residence hall staff. The real issues were the barriers erected by white administrators. Residence halls, for example, were perceived by both groups as "white territory." Recreational activities such as beer parties were organized for white students, and there were no social events designed to meet the preferences of black students.

Throughout this recitation of grievances, an important process was going on, that of identifying and defining the issues. Our Human Relations Department calls this process "needs assessment." It is the first step in a five-step process developed over the past seven years. The other steps are: techniques for deepening insight, development of an atmosphere conducive to change, problem-solving exercises, and establishment of maintenance systems to reinforce and sustain effected change.

Because We're Different

Calling themselves "Because We're Different," a group of about 15 black and white students organized in 1973 to anticipate and assist in the resolution of racial problems in the residence halls and in other areas of the university. BWD volunteers came together as a group to explore their individual differences and to try to understand themselves in the context of larger race relations issues. BWD members volunteered to work with our Human Relations Department staff, and to try to understand themselves in the context of larger race relations issues. BWD members volunteered

to work with our Human Relations Department staff and began by taking 20 hours of intensive training, thus becoming a core group.

BWD volunteers meet regularly with our staff and help us to train other groups of students and campus administrators by giving presentations to classes, assisting at workshops, and participating as members of our human relations training teams.

In addition to BWD members, other students who have volunteered to assist in our department have been residence hall assistants and students enrolled in our Experimental College. Of our 50 qualified trainers last year, 40 were student volunteers. They helped to train over 1,000 people—mostly students—in 88 human relations training activities. Student volunteers helped to give presentations to classes, off-campus programs, and workshops for students, administrators, and staff.

Training Exercises Introduced

Once the problems had been identified and defined, we were able to facilitate change by introducing techniques for deepening insight, the second step of our process. We did this at campus meetings of students and administrators where we used a variety of human relations training exercises. We will highlight two such exercises—the values game and the ghetto game.

The values game, created by Louis Mobley, has a parlor game flavor, but it is experiential, i.e., it provides an experience for learning. The game begins with a short description of the premise that we all begin life with a set of values transmitted to us by our parents and by our environment. Each set of values has its own rationale, and no judgments can be made as to their relative worth except by the individuals who hold them. A crisis arises when different sets of values (held by different individuals) come into conflict.

After the introduction, the trainer deals a pack of 100 special 3 x 5 cards to the participants. Each card has a personal value statement on it. The even-numbered cards have traditional values and the odd-number cards have liberal or "emerging" values. The cards are paired numerically by issue. For example, card #11 says, "I may be part of the problem of racism in American society." Card #12 says, "I am a liberal and free of racism." Card #19 states, "The solution to many of our social problems inevitably requires violence." Card #20 states, "Violent change should be repressed." Another pair of cards is pro/con inter-racial marriage, and so on.

Each participant is dealt five or six cards and is asked to choose from among them the ones that he or she is more comfortable with. Then the participants are asked to join others in the group who have cards stating values that they share. These individuals form communities and adopt community names. Some participants find that they cannot accept other values at all. Others find themselves in a large group.

The members of each group then describe what brought them together and what their shared values are. Forming a natural Bell curve, the small groups which are most responsive to and resistant to change find themselves at either end of a large group of moderates. Each group is then asked to defend its position to the other groups. Then individuals with cards stating opposite values are asked to pair up and to try to find shared assumptions or to formulate a statement upon which they can agree.

We feel that there are important factors at work in the values game. First, people need to know where they stand on issues in order to understand themselves. Self-understanding helps people become more open to change. Secondly, this technique has no "put down." These are simply beliefs people hold, and the groupings are representative of how different individuals develop different sets of values, many of which overlap. Differences are not judged to be good or bad, but their very existence must be acknowledged and respected.

The last phase of the exercise shows how people can increase their sensitivity to others who hold different opinions. Again, no one "wins" or "loses" the game. Individuals with opposing values who can find a common meeting ground are accepted, just as those with opposing values who cannot find any shared assumptions are accepted. Self-understanding and the friendly communication of differences are the elements that determine the success of the values game.

The Ghetto Game

The Ghetto Game, published by Western Publishing Company in New York City, was developed by Academic Games Associates, Inc. Between 10 and 20 people can play at one time. It requires dice, a board, chips, and chance cards. Each player is pre-assigned a profile of a ghetto resident, such as hustler, unwed mother, or school drop-out, whose role he assumes during the game. The format of the game is similar to Monopoly, but the objective of this game is to get out of the ghetto.

Chance cards entitle players to invest their chips in education, employment, neighborhood conditions, welfare, or recreation. By playing the game, participants learn that, to survive in the ghetto, they may not be able to adopt middle-class values toward education, employment, birth control, and family and social services. They learn that survival may depend on "hustling"—prostitution, selling dope, or stealing—and that ghetto life is filled with problems of too much responsibility at too early an age, too little money, limited education of generally inferior quality, too large a family, and underemployment or unemployment. These built-in barriers make upward mobility difficult if not impossible.

As each player in turn is presented with chance cards simulating real-ghetto-life choices, participants

discuss the larger issues, both from the point of view of the player's role and their own points of view. The experience of playing the game helps people to recognize the realities of life situations of those who hold different values, and to understand better the decisions that ghetto residents make about their lives.

Long-Range Goals

The goals of our human relations program exist in microcosm in each of our teaching-learning methods. Self-awareness with respect to racial values is our primary goal because we must understand ourselves if we are to understand others and become more tolerant of them. Other goals are to air differences between racial groups and to overcome misperceptions, such as that of residence halls being considered "white territory." Another goal is to establish better procedures for the resolution of conflicts. Another is the establishment of maintenance systems, such as introducing human relations training teams in the residence halls, to reinforce past training. A final goal deals with an appreciation of cultural differences, related to space, eye contact, voice levels, and the use of touch, in every day conversation.

Studies have shown that there is a real difference between the proximity, in conversation with their own color group, of whites and blacks. These studies have demonstrated that blacks tend to converse with others at closer distances than whites. They have also shown that a black generally looks directly at a person while he is talking and looks away while he is listening. The reverse is true for whites. In conversation, blacks tend to use touch more than whites. Voice levels of blacks and whites also differ, with blacks typically talking in louder tones than whites.

The implications of these differences, largely unrecognized, are great. An example is the white teacher who, responding to a black student's question, is annoyed because the student looks away, seeming not to listen. In the same way, a black who moves closer when conversing with a white may cause the white to move back, seeming to "retreat."

The overall effect of these real cultural differences is to reinforce preconceived notions about racial stereotypes. If cultural differences are not recognized, they can lead to genuine racial misunderstandings. In short, we hope that the training techniques that we have developed or adapted from other sources will help to create an atmosphere conducive to racial understanding and tolerance.

Support for our work recently came from William K. Thomas, a Federal judge in Cleveland, Ohio. In ruling in favor of mandatory campus housing for freshmen and sophomores at Kent State, Judge Thomas said, "What could be more important for society these days than to try to teach people of all races and backgrounds to live together?" □

(Continued from page 26)

Project Be Thrifty Using Fuel at Guilford High

inventory in the local newspaper and the PTA newsletter, offering to visit homes by appointment to help families with the inventory. Three weeks later they returned to the lower schools to collect the completed forms, which they tabulated. Guilford homes constructed prior to 1955 were generally not as well insulated as newer ones.

During a third visit the high school students presented ideas for competitive classroom activities designed to encourage energy conservation. Some of these were: bulletin board exhibits and scrapbooks showing energy sources, uses, and waste, as well as products that can be recycled; keeping a log to monitor family energy consumption patterns and their change over time—each family's percentage of saving was computed, with a prize for the child whose home had saved the greatest percentage over a two-

month period; a contest between the two middle schools to produce a TV public service announcement on saving energy, with the winning announcement to be broadcast in the community. Younger classes were encouraged to draw up a list of energy conservation activities, with the room producing the most original list winning a field trip to the Mystic Sea Port Aquarium.

The high school students made two follow-up visits to the younger classes, the last one to evaluate the project. Questionnaires designed by the Bolton Institute were distributed to children in grades four through eight, their parents, classroom and science teachers, and the high school students. These questionnaires elicited reactions to the home inventory, suggested plans for saving energy in the home and, for the teachers, methods for introducing energy awareness activities into classrooms.

Guilford High students have planned yet another extension of their original heat waste survey.

They plan to take it to local retailers in the community. In return for a student-researched building inventory and resulting recommendations, the students will request local merchants to pass on their savings in fuel costs to customers in the form of lower prices and to publicize the reduced prices as the result of a student energy conservation project. This will have the added benefit of making customers, especially those who are not parents and therefore were not reached by the home inventory, aware of the need to save energy. Supermarkets, clothing and hardware stores, and some factories are prospective users of the student service.

Based on the success of the Energy Conservation Corps in New England, the Federal Energy Administration and the Bolton Institute are assisting 12 state governments to develop youth training and community awareness programs. For further information write to the energy office or department of education in your state. □

(Continued from page 9)

Documenting Program Costs and Achievements

Table 2 became part of our proposal, accompanying the program narrative, budgets for the current and coming years, a list of host agencies for each program component, their location, the number of students participating in each, and letters of support from representative agencies. During 1974-75 students gave an impressive total of 46,455 hours of service. This is equivalent to the hours of 24 full-time employees for a year, based on 49 weeks. The dollar value of 46,455 hours is \$122,953. Using this information, we can show a prospective donor that a grant to CIP yields a significant number of hours of community service at relatively low cost.

Internally, the discovery that we served one-fourth of the student body—which we had suspected, but

never been able to prove—was not only a tremendous ego boost for the staff, but strengthened our political position within the college and our contention that many students view service-learning as an integral part of their educational experience. The CIP program like many student-generated, service-learning programs, is sometimes seen by other sectors of the academic community as an unwanted stepchild. Our improved documentation not only supported our case for continued existence, but also suggested a new look at the role of the program within the college.

We at CIP urge that information from comparable student volunteer programs about numbers of students served, services offered to students, and staffing patterns, be shared with us. We could use this information to develop realistic estimates of reasonable cost factors associated with service-learning programs. □

All publications are listed in *Synergist* solely as an information service for volunteers. Inclusion of a publication does not imply that ACTION or the Federal government endorses it or favors it over other publications not included. NSVP does not stock publications listed. Orders must be sent directly to the source. The National Student Volunteer Program quotes prices of publications only as a service and is not responsible for changes which may occur without notice.

more about



THE COOPERATIVE Assessment of Experiential Learning (CAEL) is a three-year cooperative research effort of the Educational Testing Service and a consortium of colleges and universities to develop methods for the assessment of experiential learning. CAEL's newest publications focus on four areas: the assessment of interpersonal skills, the use of portfolios in the assessment of nonsponsored learning, the assessment of the learning outcomes of work experience, and the use of expert judgment in assessing learning outcomes.

To order the working papers described below, write to CAEL Publications, Educational Testing Service, Princeton, New Jersey 08540, and send \$2.50 for each paper ordered.

The Learning and Assessment of Interpersonal Skills: Guidelines for Administrators and Faculty, suggests procedures for identifying and categorizing interpersonal skills, articulating them for students' goals, discovering and utilizing potential experiential learning situations, and assessing the learning of interpersonal skills for academic credit. A core program of assessment strategies is outlined.

The Learning and Assessment of Interpersonal Skills: Guidelines for Students, has chapters on planning for experiential education and preparing for assessment. Detailed suggestions are offered for preparing a life goals autobiography, articulating personal goals for interpersonal development, and selecting an experiential learning site; descriptions of assessment techniques are followed by checklists or suggestions on how to prepare for them.

A Guide for Assessing Prior Experience through Portfolios, is intended to assist faculty in establishing a portfolio assessment process. It reports on current practices at a variety of institutions and presents a model for portfolio assessment that has eight stages: (1) facilitating the construction and assessment of a portfolio, (2) identifying significant prior experiences, (3) expressing the learning outcomes of prior experiences, (4) articulating prior outcomes for educational goals, (5) documenting the learning experience, (6) measuring the extent and level of prior learning outcomes, (7) judging the learning outcomes, and (8) eval-

uating prior learning outcomes for awarding credits or recognition.

A Student Handbook on Preparing a Portfolio for the Assessment of Prior Experiential Learning, is directed primarily to adults who have been out of school for several years and are now considering entering or returning to college. Its purpose is to assist nontraditional students to maximize the amount of credit they can receive. The paper takes the reader step by step through the process of identifying learning outcomes, relating them to educational goals, documenting experience, measuring learning outcomes, and requesting academic credit.

A Task-Based Model for Assessing Work Experience, describes a tentative model for assessing specific competencies in occupational fields. The model is designed to help a college to specify the kinds of skills and knowledges acquired in various occupational settings, to define the learning outcomes of its occupational and career programs, and to translate students' work experience into college credit. The paper describes the application of the model to three fields (data processing, law enforcement, and secretarial science) and includes a number of prototype assessment instruments and procedures. A concluding section discusses how the model can be applied to other occupations.

A Student Guide to Learning Through College-Sponsored Work Experience, is designed to help students make the most of their off-campus work experiences. Organized around 11 basic steps, including selecting and preparing for the learning experience, involvement in the work situation, and integrating the learning derived from the experience into an ongoing academic program. Charts, checklists, and worksheets serve as aids for dealing effectively with each of the 11 steps.

The Use of Expert Judgment in the Assessment of Experiential Learning, provides practical suggestions for educators about four applications of expert judgment: interviewing, product assessment, performance assessment, and the assessment of free-response written materials. Model procedures are described and sample instruments are included. □

Setting Up A Consumer Awareness Outreach Program

HUNTER HUGHES III
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TO HELP CONSUMERS make more informed decisions and to curb unethical or shady business practices, Federal, state, and local governments have been and are continuing to enact legislation and promulgate rules and regulations designed to give consumers additional protection. Many of these laws, rules, and regulations can be of invaluable aid in resolving or partially preventing a large percentage of consumer problems. However, these laws often serve as little more than window dressing in that many of the consumers most in need of the pro-

tection they provide are unaware of their existence.

Governmental bodies charged with the enforcement of these laws have made some efforts to disseminate information about them but, for the most part, these efforts have made little impact on the ability of consumers to fend for themselves. One important reason for the low impact of public information programs for consumer protection legislation is the lack of funds and personnel needed. Student volunteer groups are in a unique position to help by establishing effective out-

reach programs. Unencumbered by restraints of money and time, student volunteers have the ability to bring to the attention of needy groups the fact that in many instances the law provides both preventative and curative remedies for many of today's consumer problems.

Panel Presentation

The concept for a volunteer outreach program is for a group of student volunteers, in conjunction with one or more attorneys, to put together a panel presentation for the benefit of selected groups of consumers, such as senior citizens, church associations, women's organizations, neighborhood community centers, and migrant workers. The program would be designed not to give legal advice, but rather to make the persons addressed aware that laws have been enacted that can either resolve or reduce the seriousness of consumer problems or help to prevent them from arising.

Students might think that they do not have enough background to present legal matters to a group. However, experience has shown that where there is professional legal guidance and assistance in setting up the program, student volunteers with a minimum of training can conduct this type of consumer outreach program successfully.

To organize a consumer awareness outreach program, the student volunteer group will, however, have to obtain legal counsel. There are a number of sources for such assistance. Perhaps the first should be your college or university staff attorney. Volunteers located in urban areas might also find that a local legal aid society is willing to help. Other sources of professional legal assistance are state and Federal consumer affairs agencies. Another possibility would be to approach your state and local bar associations for assistance. Many of these associations have attorneys with considerable expertise in consumer affairs.

Having obtained legal counsel to assist in designing your program,

your student volunteer organization can then turn its attention to the organization of the panel presentation. Initially, your volunteer organization should narrow its focus to a specific type of consumer, such as senior citizens or migrant workers. Perhaps the most important criteria for selecting the area of concentration are the interests of your volunteers and the kinds of low-income consumers living in your particular locale.

Once this decision has been made, your volunteers can then identify the types of consumer problems that the target group encounters most frequently. There are several methods of identifying the consumer problems of the target group. Inquiries can be made to the chamber of commerce, the better business bureau, governmental agencies, and local newspapers to determine the types of complaints they have received and investigated. The attorney assisting the program may also be able to help identify the problems of a particular group. If none of these sources proves satisfactory, a telephone or door-to-door survey of a specific geographical area in which the target group lives should provide the requisite information.

Research Consumer Cases

After selecting the target group and identifying its major consumer problems, student volunteers can then, with the assistance of their legal counsel, research those laws that cover the problems identified. Armed with this information, they can design a panel presentation. One approach would be for your volunteers and their counsel to draft hypothetical situations that incorporate several of the major consumer problems of your target group. Using these hypothetical cases, the panel can then advise the group of the various laws that apply.

Let's assume that a student volunteer group decides to establish a consumer awareness outreach program for presentation to senior citizens. In its initial investigation of

the consumer problems of the elderly, the volunteers find several recurring consumer problems varying in seriousness from mere annoyances to virtual catastrophies. One such annoyance turned up by the survey might be that senior citizens constantly are being confronted by door-to-door salesmen who peddle anything from magazine subscriptions to kitchen utensils. Quite often, the elderly (and sometimes the not so elderly) agree to make a purchase just to rid themselves of a persistent salesman.

Cooling Off Period

With their attorney's assistance, your volunteers' research will show that both state and Federal governments have acted to limit this abusive practice. The Federal Trade Commission and forty-nine out of fifty states (the exception being New Mexico) have promulgated rules providing for a three-day (two days for Pennsylvania) "cooling-off period" during which time the purchaser has a right to cancel the transaction. So long as the merchandise is returned, the cancellation is without obligation or penalty. Further, under the Federal regulation and many of the state laws, failure of the seller to abide by the regulation or the law gives the purchaser the right to keep the goods or merchandise without any further payment obligations.

Continued research in this area will also uncover the fact that a significant number of states have passed legislation that prohibits and restricts the delivery of goods or merchandise not ordered or requested by the recipient. These statutes generally state that the recipient of any unsolicited or requested goods or merchandise has the right to keep the goods without penalty, unless they were sent by mistake. Certainly, many elderly persons could benefit from knowledge of this law.

A third law that could be helpful to elderly persons concerns membership clubs that send goods periodically. Such clubs have become an

annoyance in instances where the member rightfully cancels his or her membership but the merchandise and bills continue to be sent. Several states now have a law that provides that, under certain circumstances, the receipt of unsolicited merchandise by a terminated member constitutes an unconditional gift to the former member.

While door-to-door salesmen and unsolicited merchandise can be extremely vexing and the volunteer panel discussion can reiterate ways to curtail them, the volunteer should, if possible, concentrate on making the senior citizens aware that many state and Federal laws are designed to protect the elderly in consumer matters dealing with substantial monetary transactions.

Purchasing a Car

The following hypothetical case could be used as part of a panel discussion. An elderly couple purchases a late model automobile from Dusenberg Motors, using their savings as a downpayment. The remainder of the purchase price is financed by the automobile dealer through Friendly Jim's Loan Company. Being very careful, the couple insists upon a six months' warranty. The salesman assures them verbally that the car is unconditionally warranted for six months.

Two months and two installment payments later, the automobile stops running and the couple returns the car to Dusenberg Motors, thinking that the repairs will be covered by the warranty. After taking more than a week to complete the repairs, Dusenberg Motors informs the couple that their car is ready, that the repairs cost \$250, and that the repairs are not covered by the warranty. The couple strenuously objects but, seeing no other alternative, they use the last of their savings to pay the bill. Shortly thereafter, the husband becomes ill and again the car stops running. By this time, the couple barely has money enough for their living expenses and are no longer able to pay the monthly car

IN BRIEF

Student volunteers can inform needy persons of the existence of laws providing preventative and curative remedies for many consumer problems by means of an outreach program.

1. Obtain the assistance of an attorney.
Sources of legal assistance:
 - College or university staff attorney
 - Local legal aid society
 - State and Federal consumer affairs agencies
 - State and local bar associations
2. Organize panel presentation for community group.
 - Identify target group in your area, e.g., senior citizens
 - Identify types of consumer problems encountered most frequently by target group
 - With attorney's help, identify laws that apply to these problems, e.g., Truth-in-Lending Act, Consumer Protection Warranty Act
 - Prepare hypothetical cases, incorporating consumer problems of the target group, for the panel presentation
3. Inform audience how they can take advantage of their legal rights under Federal and state consumer protection laws.
4. Panel should recommend consultation with a lawyer in consumer cases involving large monetary transactions.
5. Panel should stress the importance of initiating *immediate* legal action if consumer rights have been violated.
6. Student volunteers must not give legal opinions because it is illegal to practice law without a license.

payments to the loan company.

Using this hypothetical case as a point of departure, the panel discussion can cover a number of points. First, the volunteers can tell their audience what might happen after the car payments are stopped. Their legal research would show that in most states, Friendly Jim's will probably have the right to repossess the car, (probably without giving the couple prior notice of its intention), so long as it does not "breach the peace" in the process.

After repossessing the car, Friend-

ly Jim's will be required to give certain notices to the couple as to its intended disposition of the car. If the couple does not redeem the car, and in this instance they cannot because of lack of funds, and Friendly Jim's sells the car, it will be required to apply the net proceeds of the sale against the unpaid balance of the purchase price of the car. If the sale produces any surplus over and above the unpaid balance of the purchase price, that surplus must be turned over to the couple.

Usually, however, there is no sur-

plus because after the loan company deducts from the proceeds of the sale the cost of repossessing the car, its attorney's fees, and other foreclosure costs, the net proceeds of the sale are substantially less than the unpaid balance of the contract price. From Friendly Jim's standpoint, the couple still owes the unpaid balance of the purchase price less the net proceeds of the sale. This amount is known as the "deficiency" and, as a rule, Friendly Jim's will seek to collect this additional amount from the couple.

Legal Protection

Having laid this framework, the panel can then turn to a discussion of the laws that have been passed to protect the couple from suffering any undue hardship. For example, Friendly Jim's cannot legally attempt to collect the deficiency by instituting a campaign of telephone harassment. In most states this type of harassment is punishable as a misdemeanor. Further, in a case of egregious harassment, the couple could call upon the telephone company to have Friendly Jim's telephone service terminated. If the telephone company refuses to take such action, a complaint can be lodged with the Federal Communications Commission.

Another type of protection afforded the couple are laws which require that the foreclosure sale of the car be held strictly in accordance with procedures that will maximize the rights of the couple and force the foreclosure sale to be handled in a "commercially reasonable manner." If the sale is not handled on that basis, the law in most states will prohibit the loan company from collecting the deficiency. In addition, the laws of almost all the states provide for a further penalty to the loan company in that if it does not sell the car in a "commercially reasonable manner," it will become liable to the couple for an amount equal to the finance charge on the contract plus 10 percent of the principle amount

of the couple's contract.

In addition to statutes concerning improper foreclosure sales, every state has enacted a Retail Installment Sales Act. These acts regulate retail installment transactions, such as the car sale in our hypothetical case. As a general proposition, these acts limit the amount of finance charges for a transaction and require disclosure of a limited number of terms of the transaction. If Friendly Jim's violated any of the provisions of the applicable act, such as charging an excessive interest rate or failing to make the requisite disclosures in the requisite size print, then substantial penalties are provided by all of the Retail Installment Sales Acts. These penalties range from the voiding of the entire contract, with the creditor being forced to return the auto, to a forfeiture by the creditor of any right to seek a deficiency after the foreclosure sale.

Truth-in-Lending

Another source of protection for the couple stems from Federal consumer credit disclosure legislation, known as the Truth-in-Lending Act. The act requires a full and comprehensive disclosure of substantially all the pertinent terms of almost all consumer credit transactions. The act is extremely complicated and technical and, as a result, the vast majority of consumer credit transactions violate one or more of its provisions. The penalty for violation of this act is twice the amount of the finance charge with respect to the transaction but no less than \$100 nor more than \$1,000 plus attorney's fees and court costs. Thus this act can, among other things, serve as a very good weapon in the consumer's arsenal because it wards off deficiency actions.

On July 4, 1975, Federal legislation aimed at the couple's warranty problems became effective. The act is entitled the Consumer Protection Warranty Act. It requires full disclosure in writing of the terms of any warranty and also permits the

Federal Trade Commission to prescribe rules for informal settlements of disputes about the terms of a warranty. The act goes on to restrict the seller from unreasonably limiting the duration and scope of a warranty. Thus, the couple may well have an action for damages against Dusenberg Motors for breach of warranty based upon a violation of the new Warranty Act.

The Federal Trade Commission has also promulgated other regulations which offer protection to the couple. For example, the Federal Trade Commission has promulgated a regulation making it unlawful for a seller such as Dusenberg Motors either to fail to give or to falsify a statement about the true mileage of the car. A violation gives rise to a right to treble damages.

Very recently, the Federal Trade Commission has also proposed rules involving, among other things, the preservation of the consumer's claims and defenses regardless of whether the installment contract has been assigned to a third party such as Friendly Jim's. Should these rules come into effect, a considerable number of additional legal recourses would become available to the couple. It is obvious from the above that the couple is not without legal protection.

Legal Rights

An additional point that a student volunteer panel presentation must get over to its audience is how to take advantage of legal rights. It is imperative that the members of the panel advise their audience that, if there is a problem of any magnitude, consumers must get in touch with a lawyer. There are a number of sources for legal assistance, with the first and most obvious one being a private practitioner. However, many low-income persons cannot afford to retain a private attorney. It may be that a local legal aid society will handle the case for a nominal charge. Another likely source of low-cost legal assistance might be the neighborhood legal services of-

fices which are found in many urban areas. Other possible sources of assistance are the local or state consumer affairs office, the Federal Trade Commission, or other Federal agencies having jurisdiction over the particular consumer problem. Your volunteers will have to make a survey of the situation in your area so that they can be in a position to include this information in their presentation.

One point that should be emphasized in all panel discussions is the need for immediate legal action. Not only can all statutory and regulatory relief be lost simply by delay, but also delay in answering a lawsuit will almost inevitably result in a judgement being entered. The panel must make this point clear to the audience.

No Legal Opinions

One final *caveat* should be mentioned. Every state has laws prohibiting the unlicensed practice of law. The definition of the unlawful practice of law differs from state to state and should be clearly understood by every member of the panel. These laws are primarily aimed at preventing the public from being wrongfully advised about their legal rights. Therefore, it is important that the panel not advise any individual with respect to any specific problem he or she faces. The panel should limit itself to the material which it has prepared with the assistance of an attorney and not give any off-the-cuff opinion about the value of any particular case or any particular action that should be taken with respect to a specific problem. This point should be made clear to the audience and questions should be screened to ensure that they do not call for a legal opinion by any member of the panel.

A well-structured, well-informed student volunteer program can be an effective method of increasing consumer awareness of the legal remedies available to help consumers who live in today's increasingly complex society. □



Lee Ann Akau from Honolulu, a teacher's aide at the Horton Day Care Center in Rochester, N.Y., helps a youngster with an art project.

Deaf Students Serve the Rochester Community

AT A ROCHESTER, N.Y., center for the mentally retarded where sign language is sometimes used as the medium of instruction for the mentally handicapped who cannot communicate verbally, a deaf student volunteer patiently guides a child's small hands to form silent letters. In a special education class, a deaf student assists a hearing mathematics teacher by repeating multiplication tables and other terms in sign language for the hard of hearing students.

The volunteers are students from the National Technical Institute for the Deaf, the only national technical college for the deaf, which was established by Congress in 1965. The Institute, located on the campus of the Rochester Institute of Technology, offers deaf students a wide variety of educational opportunities, including a service-learning option, in order to enhance their ability to cope in a hearing world. In 1971 the Institute introduced experiential learning as a supplement to the academic and technical curriculum. Although academic credit for volunteer service is optional, the two hour weekly placements are an important adjunct to the deaf students' total education and furnish a significant contribution to the community.

Incoming students learn about the opportunity for voluntary service when they arrive at the Institute for a six-week testing, career planning, and orientation session before the academic year begins. "We explain to a student that a volunteer commitment is an important part of education," Helen McCabe, Developmental Specialist for Volunteer Programs said. "Not only will a student gain the opportunity to serve others in an agency that is in need of his skills, but he will also have the chance to explore his career interests while gaining skills for living in the hearing world."

Because of the unique nature of the volunteers, Ms. McCabe works closely with the host agencies to assure

that deaf students are trained and supported while on site. "We try to educate the agency about the value of deaf volunteers," Ms. McCabe explained. "Often agency personnel are unaware that a deaf student who can lipread or who is fluent in sign language is as capable of giving service as his hearing counterpart. However, the agency staff must realize that a special rapport is needed between the hearing and the deaf—such as always looking directly at the hard of hearing student while speaking so that he can lipread."

To perpetuate understanding between the hearing community and the deaf, the Institute has a speakers' bureau. A faculty member and two or three deaf students offer guidance to agencies and school systems who wish to use deaf volunteers in their programs. Since the Institute's student population has a diverse range of hearing handicaps—from the profoundly deaf to the hard of hearing—the speakers' bureau educates the community about the problems connected with hearing handicaps and the communication capabilities of the deaf students.

Fifteen percent of the Institute's 630 students volunteer each year, and often it is a deaf student who generates an idea for community service. In the spring of 1975, a deaf volunteer spearheaded a park clean-up campaign after the city of Rochester donated a neglected plot of land for an inner city park. She recruited both hearing and deaf student volunteers and helped organize the campaign under the auspices of the local community chest.

"Deaf students often return from voluntary service surprised that they are capable of helping a mentally retarded child or teaching a class of hearing impaired students," Ms. McCabe related. "They learn that in most instances their handicaps are not a hindrance, but a help in fulfilling community needs." □



Amy Hammett (right), a Buena High School volunteer, helps a resident with muscular coordination.

Buena Seniors Aid Therapists at Camarillo State Hospital

A ONE SEMESTER psychology practicum at Buena High School in Ventura, Calif., enables seniors to volunteer as paraprofessional therapists at Camarillo State Hospital for the mentally ill, emotionally disturbed, and mentally retarded. Students are trained, both in the classroom and at the hospital, to aid staff therapists working directly with the residents.

"The students are friends of the patients," said Gene Badstubner, the psychology teacher at Buena High School who coordinates the practicum, "but they have a commitment beyond that—as paraprofessionals, they serve as an extension of the hospital staff."

Course Prerequisite

Seniors who participate in the practicum must complete an introductory psychology course as a prerequisite. The course includes units on mental retardation, behavior modification, emotional illness, and therapy techniques. Close cooperation between hospital staff and Buena High School faculty enables the academic component to relate to individual service assignments at the hospital.

Approximately 25 students are enrolled in the practicum each semester. They arrange their own transportation for the 34-mile round-trip to the hospital, where they spend the last two class periods of each day.

Hospital personnel orient and train the students, and the first week is devoted to an introduction to the 2,000-bed facility. Seniors then choose the ward on which they would like to volunteer, and further training is given by the staff of that particular ward.

Behavior Modification

On the ward for autistic adolescents, students are trained in the application of behavior modification and Montessorian techniques. Volunteers work with the adolescents in small groups and on a one-to-one basis in an effort to improve visual recognition and speaking skills. A special rapport, enhanced by the closeness in their ages, develops between the students and patients. "One of the great triumphs of the program," said Badstubner, "occurred when a student coaxed an autistic teenager to say her first word." □

As their skills develop, the students are gradually integrated into the hospital's therapy staff as paraprofessionals. For example, several students help physical therapists working with mentally retarded residents in an exercise program designed to strengthen muscular coordination.

One-on-One Day

Students are encouraged to contribute ideas for new programs. In an effort to help residents strive toward self-improvement, Buena students initiated "One-on-One Day," a weekly recreational program that rewards individual residents who have made significant progress during their therapy. Their reward is the attention and companionship given them by the students on a one-to-one basis.

Buena High School gives the equivalent of two course credits for service at Camarillo State Hospital. Letter grades are determined by hospital staff members. "The staff makes the judgment as far as a student's grade is concerned," explained Badstubner, "because they are better able to assess an individual student's work." □



A VOLUNTEER'S GUIDE

RESOURCES

RESOURCES

GAMES & FILMS

More Able Persons, North Carolina Internship Office, 410 North Wilmington Street, Raleigh, N.C. 27601. Rental: Free. Return postage and insurance are \$1.60.

A 24-minute, 16mm color film about a service-learning model at Mars Hill College, Mars Hill, N.C., and its impact on a liberal arts curriculum, community residents, students, faculty, and administrators. This model, initiated at Mars Hill in 1968, involves a 10-15 week assignment with a community group or public agency. Field experience education tasks are pre-established, and counseling is available from the host organization and the college.

Madison House, Madison House, 1908 A Lewis Mountain Road, Charlottesville, Va. 22903. Rental: Free. Round-trip shipping costs are paid by the renter.

Madison House is a large student-volunteer organization, the Office of Volunteer Community Service, in Charlottesville, Va. This 16mm color film highlights five of its 10 volunteer programs. The film has been used to recruit and orient volunteers and to inform community groups.

Flupp-Flupp, Singhals, P.O. Box 9, Miller S.D. 57362. Price: \$7.95.

Pronounced "floop-floop," this West German game is ideal for those who are wheelchair-bound. Using two paddles and a hard sponge ball, players volley back and forth to score points within a prescribed court. An active game for two players, Flupp-Flupp can be played practically anywhere.

The Four Groups for Better Meals Game (S/N 001-024-00194-5), Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120. Price: \$3.95.

A bingo game designed to help children learn the value of well balanced meals. Includes an instruction sheet, 25 cards for players, a sample completed game card, and a guide illustrating how many servings in each of the four basic food groups a person needs each day.

RESOURCES

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ENERGY

Catalog of Publications, Federal Energy Administration, Publications Distribution Office, Office of Communications & Public Affairs, Washington, D.C. 20461. Single copy free.

A listing of energy-related publications published by FEA. Categories include: auto-oriented publications, conservation-oriented booklets, fact sheets, reports, and Project Independence information.

Safe Living with Less Energy, Energy Conservation Research, 9 Birch Road, Malvern, Pa. 19355. Single copy free.

A comprehensive guide for living less dangerously in an energy conscious world. Some of the topics included are the safe handling of space heaters, storing gasoline, and hints on conserving fuel and electricity in the home.

The Energy Challenge: What Can We Do? Energy Conservation Research, 9 Birch Road, Malvern, Pa. 19355. Price: \$1.00.

Hints on coping with the energy crisis—how best to heat or cool a home, office, or school building; the best use of energy for cooking, and energy-wise use of appliances are a few topics covered.

Tips for Energy Savers, Conservation and Environment Department, Federal Energy Administration, Washington, D.C. 20461. Single copy free.

Saving energy at home, on the road, and in the marketplace takes a concerted effort. This booklet offers concrete suggestions for a plan to save energy.

Living with the Energy Crisis, Circular Series, Index Number C1.5, Small Homes Council-Building Research Council, University of Illinois, 1 East St. Mary's Rd., Champaign, Ill. 71820. Single copy: 25¢.

A handy check list for saving energy with suggestions for winterizing a home.

All About Energy, The Third Press, 444 Central Park West, New York, N.Y. 10025. Price: \$3.95.

An illustrated primer designed to orient grade school youngsters to existing and potential energy sources.

CHILDREN

Firebird Library, Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632. Price: \$29.50.

A collection of 16 paperback books for 5th to 8th graders highlighting roles played by minority group Americans in major historical events from the American Revolution to the present. The series can be used for tutoring minority students. Included with the library are an instructor's guide and reader activity cards with questions and activities designed to relate history to today's events. Some of the titles are: *Give Me Liberty*; *Black Valor in the American Revolution*; *The Defenders* (biographies of three American Indian leaders); *Voices of the Southwest* (short histories of outstanding Spanish-Americans); *Justice Denied: A History of the Japanese in the U.S.*

(Continued from inside front)

GUEST SPEAKER

cation programs. This is also true in Chicago, San Francisco, and Cleveland. It is wise to contact existing groups before launching a state or city-wide campaign, thereby avoiding duplication of efforts.

The chances of a citizens' group for success are greater if it limits its goals. The range of consumer issues is unlimited, but your resources and energies are not. A good example of selecting a few goals for concentrated effort may be seen in the successful approach adopted by Maryland's Citizens Consumer Council. It chose four targets on which to concentrate its efforts. These were: (1) a comprehensive Consumer Protection Act, (2) a law requiring consumer representatives on state licensing boards, (3) auto repair cost regulations, and (4) a campaign financing act.

Student volunteers in citizens' groups can work for legislative action in many ways. These include coordinating a phone tree, where A calls B who calls C, down the line, assuring that all workers are kept up to date on new legislative developments as they occur. Phone trees are often used to get consumers to contact legislators in their district. Students can also research information for testimony and monitor committee votes.

The success of any legislative action effort requires the broad-based support of local consumers. State legislators respond to constituent inquiries, and the more often legislators hear from consumers, the more representative of the public need are the laws that are drafted. This takes a pooling of resources, and students are a necessary part of these working alliances.

When prodded by consumer group investigative studies, previously indifferent agencies are likely to respond. The recent overhauling of California's department of consumer affairs was a result of an investigative study entitled *Deceptive Packaging*, which was publicized by Consumer Action, a public interest group in San Francisco. Oregon's Student Public Interest Group studied the state department of agriculture's meat inspection program. The results of this investigation helped persuade state officials to transfer responsibility for meat inspection to the Federal government.

Students can also play an important role by surveying prices. The Arizona Consumer Council, with the help of student volunteers, won a victory regarding the price-fixing of bread and milk on the basis of a survey of bread and milk prices in neighborhood grocery stores. So, too, the consumer affairs committee of the D.C. chapter of Americans for Democratic Action investigated the pricing practices of inner-city stores by surveying toy prices during the Christmas season. Students can conduct surveys in their own communities to find out if the poor pay more.

Understaffed governmental consumer agencies and

non-profit organizations have responded to student interest by developing intern programs. Local consumer offices sometimes have as many as 15 student volunteers working part-time. They prepare testimony, conduct research, and receive consumer complaints over the phone or through personal interviews.

Student internships in governmental agencies vary as to compensation and classroom credit, and it is helpful to learn the details of all available programs well in advance of application deadlines. Physical space limits the number of workers that an office can accommodate, and governmental consumer agencies generally have low budgets and few desks.

Non-profit organizations also offer intern opportunities to students. The Consumer Federation of America, the National Consumers Congress, and the National Consumers League, all based in Washington, have student interns. The responsibilities of a recent summer intern from Duke University included research on proposed Federal Trade Commission regulations for prescription drug advertising and the monitoring of Congressional hearings.

Food Cooperatives

According to Davis Morris, co-director of the Institute for Local Self-Reliance, "A new system of food distribution is coming of age in America." The new system is the food cooperative. It offers an innovative way for students to involve themselves in an alternative distribution project for low-income people.

Food cooperatives enable members not only to save money but also to eat more nutritious foods. The survival of a food cooperative depends upon the availability of low-cost produce, community outreach, and, as with any other business endeavor, efficient management. Students working in food co-ops order produce one week and operate the cash register the next.

The popularity of this alternative venture has sparked resource organizations to assist student-operated food cooperatives. One such group is the North American Student Co-op Organization in Ann Arbor, Mich. Its food distribution system is a model for others across the country. For more ideas about food co-ops, see "Helping to Start a Co-Op," *Synergist*, Winter 1974.

To sum up, student involvement in consumer complaint centers, citizens' groups, investigative studies, internships, and food cooperatives can yield double benefits: students provide needed manpower to understaffed public agencies and non-profit public service groups, and they also gain an educational experience which may merit academic credit. It is important to remember to start small and limit your goals to a few of the most pressing consumer needs in your particular locale. If we channel consumer forces slowly and carefully, through individual projects, our prospects for changing the balance of the marketplace become greater with each small step. □

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