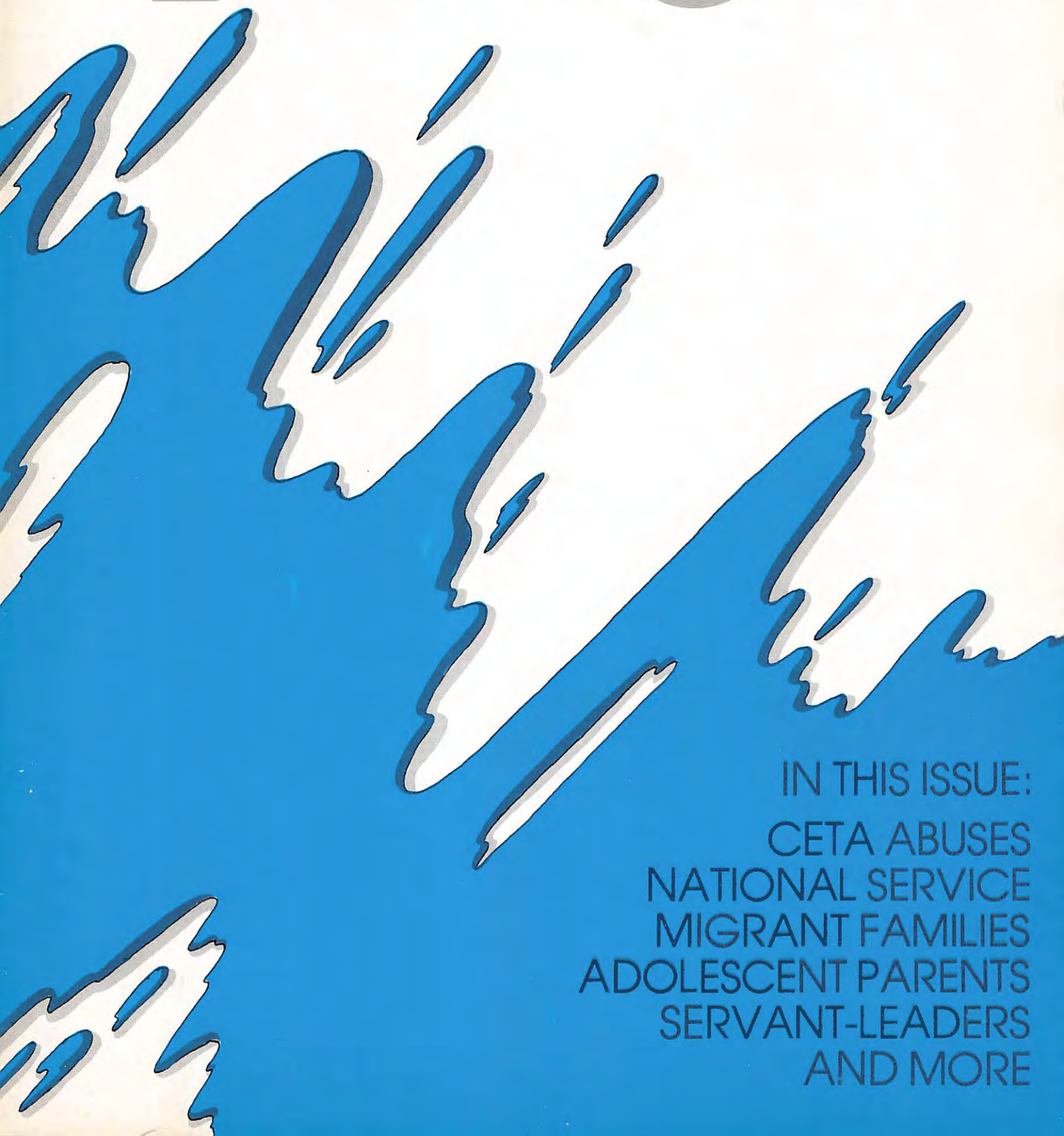


Synergist

Winter 1980

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CETA ABUSES
NATIONAL SERVICE
MIGRANT FAMILIES
ADOLESCENT PARENTS
SERVANT-LEADERS
AND MORE

National Center for Service- Learning

In June 1979, the National Student Volunteer Program was renamed the National Center for Service-Learning. The new name, with its emphasis on service and learning, reflects the synergism that provides the name for this journal and that results when service and learning goals are combined. The name draws attention to the Center's expanded role in representing the growing national constituency of service-learning educators. The National Center for Service-Learning will continue to provide training, information, and consultation services to educators working with student volunteer and service-learning programs at secondary and post-secondary levels.

Synergist

*The Journal of ACTION's
National Center for
Service-Learning
Winter 1980/Volume 8/Number 3*

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SERVICE-LEARNING IN SECONDARY SCHOOLS

NCSL's national survey shows that more than 15 percent of all high schools offer curriculum-related community service programs.

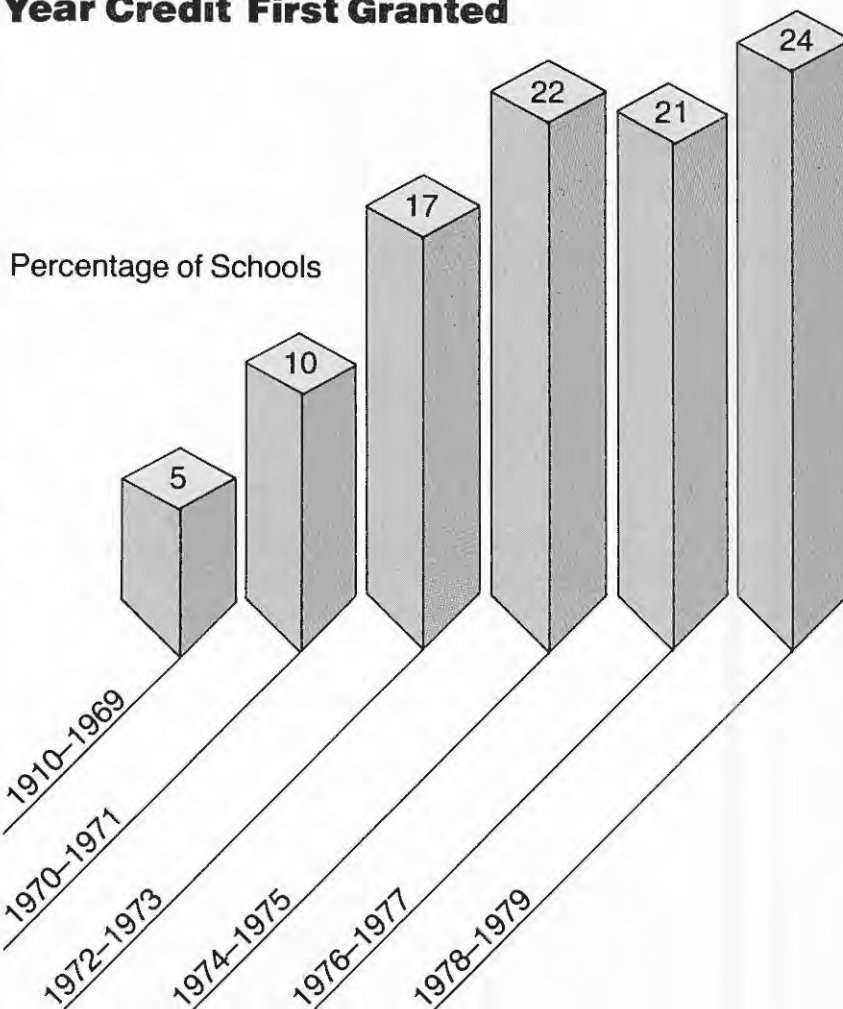
If you are a senior high school teacher whose job includes coordinating a service-learning program in which 113,504 students spend 4.5 hours each week in health, education, or companionship projects and 2,588 hours each week in complementary classroom work, you are managing a statistically typical program.

The statistics come from the recent National Survey of High School Student Community Service Programs sponsored by the National Center for Service-Learning (NCSL). The first such secondary school survey, it gathered data on curriculum-related community service activities from a random sample of more than 1,800 schools in 46 states (Hawaii, Nebraska, Oklahoma, and Virginia declined to participate).

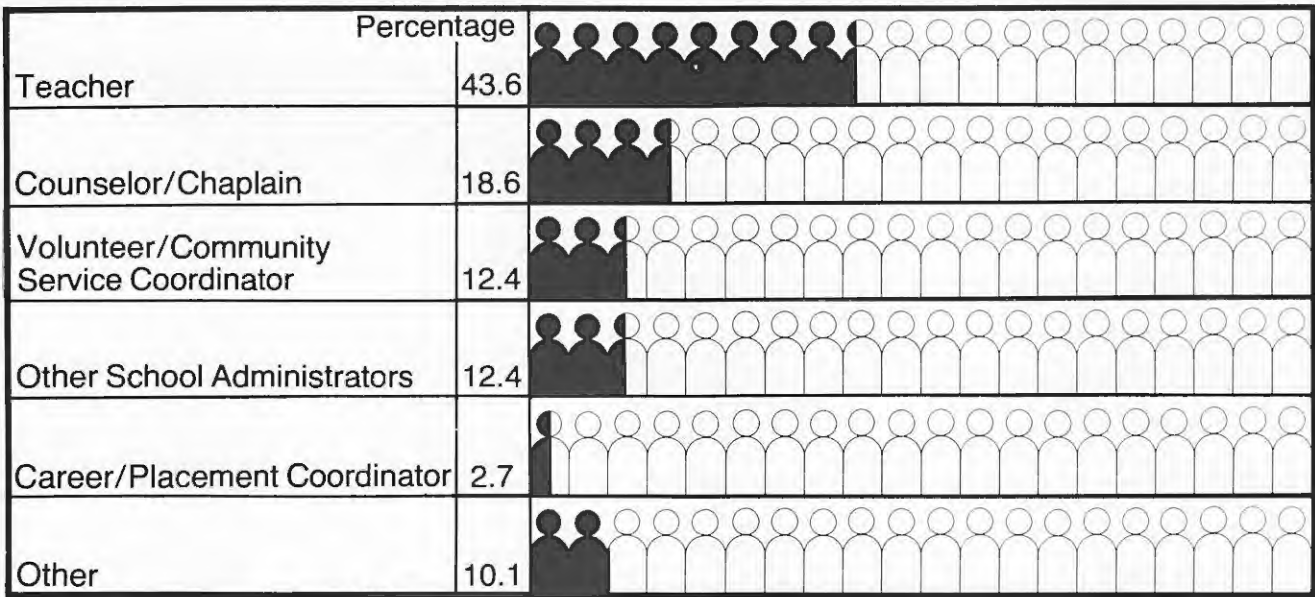
Ninety-two percent of these schools indicated that extracurricular community service activities are available through such groups as Scouts, Hi-Y, Civitan Clubs, Key Clubs, and 4-H. Fewer than one percent reported that no service opportunities are available.

More than 15 percent of the schools indicated that students may become involved in community service as a component of their academic program. The survey concentrated on collecting data from those schools, and that is the data reported here.

Year Credit First Granted



Coordinators' Positions



The majority of schools with curriculum-related service-learning programs began to award academic credit for them within the last five years. As the illustration entitled "Year Credit First Granted" shows, more and more secondary schools are moving to incorporate community service experiences into the traditional curriculum. One indication of both the quality and firm footing of service-learning is that more than half (55.6 percent) of the credit-granting schools have regularly scheduled periods in which teachers help students learn from their community experience. These periods often take the form of group seminars, individual meetings with teachers, or standard classes.

In 63 percent of the schools, community service itself is a course; in 57 percent, it is a part of an experiential or field study course. More than 20 percent of the schools use both approaches.

Most programs (62 percent) are managed by one overall coordinator, but only 10 percent of the coordinators devote all their time to managing programs. The majority (43.6 percent) of the coordinators are teachers who operate programs out of their individual classes or departments (see the illustrations entitled "Coordinators' Positions" and "Organizational Structure")

Organizational Structure

Description

Percentage

Individual departments or faculty members develop and coordinate community service projects in their special area of interest

56.5

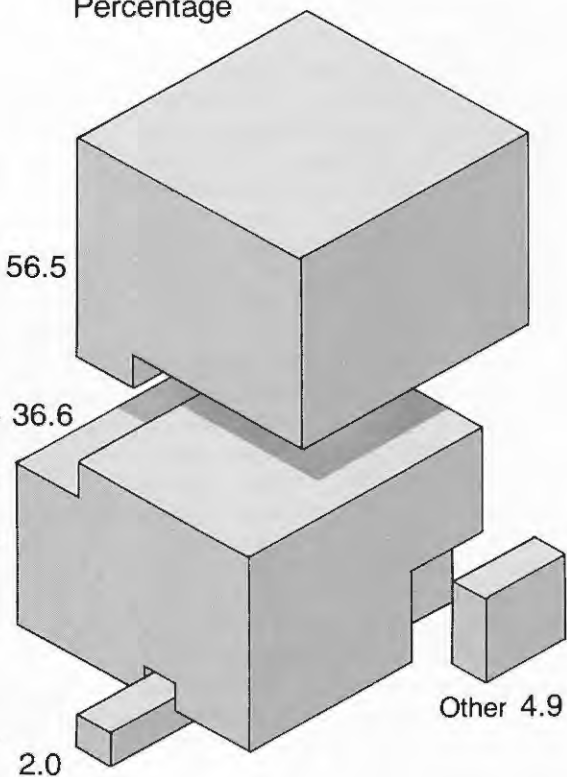
One central office or program within the school serves as a coordinating clearing house for projects in a variety of areas

36.6

A district-wide office or program coordinates projects involving a number of schools

2.0

Other 4.9



Areas of Student Involvement

Types of Activities	Percentage of Programs
Health	84.5
Tutoring	77.9
Companionship	71.3
Ecology	40.3
Pre-School/Day Care	39.0
Recreation	38.7
Community Service	34.0
Theatre/Music	23.5
Alcohol/Drugs	22.7
Consumer Affairs	21.5
Corrections	14.9
Cultural Awareness	13.5
Housing	12.4
Transportation	10.2
Legal Aid	6.1
Crime	5.8
Other	4.4

ture"). This appears to reflect the teachers' acceptance of service-learning as a way to meet specific learning goals.

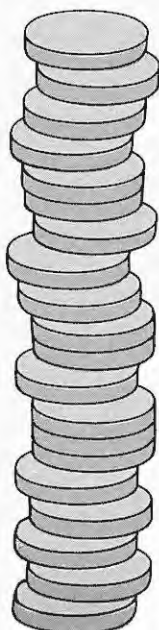
According to the survey, the average school with a curriculum-related service-learning program has 114 students participating in the program. They spend an average of seven hours a week in the community and classroom. This investment of time testifies to the importance that students, faculty, and administration give to service-learning.

Students work in a variety of projects (see the illustration entitled "Areas of Student Involvement"). Health projects are the most numerous, with four out of five schools indicating that their students are assisting in hospitals, nursing homes, family planning, mental health, clinics, health education, dental health, nutrition, breakfast/lunch programs, or crisis intervention. Three out of four schools have tutoring projects, and almost as many have companionship projects for the elderly, youngsters, shut-ins, or the handicapped.

In placing students, most schools both develop projects based on community needs and respond to requests

Funding Sources

Percentage of Schools Receiving Funds From . . .



School's Budget-67%

Private Sources-29%

Other Public Monies-8%

Students-8%

Other-2%

from community agencies. In some schools (9.3 percent) students also may find their own placements.

That leaves the key question of financing. Among schools (42 percent) that support their service-learning programs by compensating staff members for performing duties connected with the program, the average amount of paid staff time per week is 14 hours. One in 10 schools, however, had two paid staff members in the program. The most common source of funds is the school budget

(see the illustration entitled "Funding Sources"). Very few schools receive direct state or federal funding. In some instances students pay part of the cost of the program.

The survey indicates that service-learning in secondary schools is strong and growing stronger throughout the country. Currently NCSL is conducting a similar survey on post-secondary service-learning. The data gathered will be compared to that compiled in a survey completed during the 1973-74 school year. (For a brief report on that

survey, see "NSVP Survey Profiles a Growing Student Volunteer Movement," *Synergist*, Fall 1974, pages 16-19.) NCSL plans to conduct a survey each year, alternating secondary and post-secondary data collection.

For a complete report of the *National Survey of High School Student Community Service Programs*, write to High School Survey, National Center for Service-Learning, ACTION, Room 1106, 806 Connecticut Avenue, N.W., Washington, D.C. 20525. □

A Modest Projection

Projecting on the basis of the data gathered through random sampling, the National Center for Service-Learning estimates that more than 2,650 high schools in the country offer some type of curriculum-related community service program. These programs are helping more than 320,000 students become involved in addressing the problems of their local communities.

With 114 students working 4.5 hours a week, an average program contributes more than 500 hours of community service a week during the school year. If the worth of the service is translated into dollars by multiplying hours by the minimum wage (\$3.10 an hour as of January 1), an average program provides more than \$1,500 worth of services to the community each week. This

comes to approximately \$55,000 per school year.

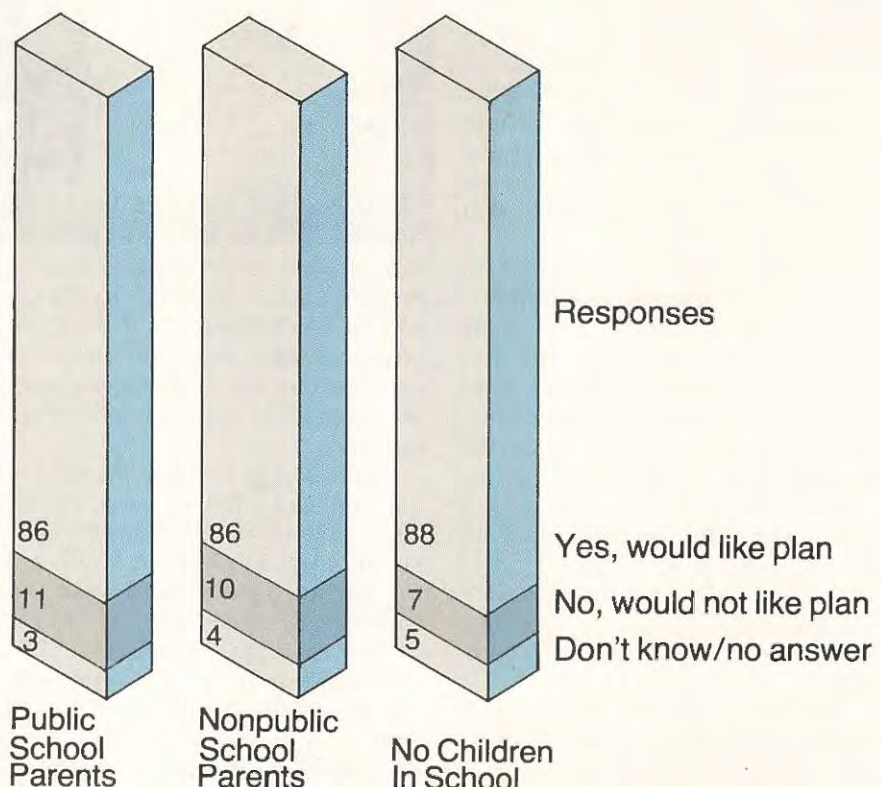
The Center estimates that the total value of community service being performed by high school students in curriculum-related programs (excluding extracurricular activities) each year is approximately \$140 million.

Credit for Community Service: The Public's View

In 1978 the Gallup Poll conducted its tenth annual survey of public attitudes toward the public schools. One of the questions asked was as follows.

A plan has been suggested to enable all juniors and seniors in high school to perform some kind of community service for course credit—such as working in a hospital or recreation center, beautifying parks, or helping law enforcement officers. Would you like to have such a plan adopted in this community or not?

On the right are the responses, given in percentages, of various groups.



SWEAT, TEARS & GALL

A student-staffed community group in Milwaukee reports on its successful three-year battle against CETA abuses and outlines strategies for others.

by Mary Bellis Griswold

What would you do if you discovered that former college students, desperate for jobs, had signed forms declaring themselves handicapped so that they could work in sheltered workshops?

In Milwaukee a small group of volunteers responded by establishing the Workfare Coalition, later called the Worker Rights Institute. Relying heavily on students from the University of Wisconsin-Milwaukee (UWM) and the Milwaukee Area Technical College (MATC), this nonprofit—frequently unfunded—organization has been fighting to make the county's Work Assistance Program (WAP) fulfill its obligations to individuals and the community. What has been done here is relevant in much of the country, for WAP is funded under the ubiquitous federal Comprehensive Employment and Training Act (CETA).

Passed in 1973 and revised in 1978, CETA is to provide employment to the unemployed, training to those who need it to find employment, and useful services not already being provided to the community. While the funds and the regulations are federal, local prime sponsors—usually government units—administer the program. Each prime sponsor develops, for Department of Labor approval, a CETA comprehensive plan that shows how the three aforementioned purposes will be met.

The prime sponsor here is Milwaukee County. It has placed many of its CETA workers in positions



within local government or non-profit agencies that meet the CETA criteria. Unfortunately, in 1977 the prime sponsor began to permit—even encourage—a major abuse of the program in the name of welfare reform.

Briefly, this is what happened. All applicants for General Assistance (welfare for unemployed single people and couples) were referred to a private agency, the Jewish Vocational Services (JVS). A respected charitable organization, JVS has been working with the mentally and physically handicapped for 40 years. To get many of the unemployed off the welfare roll, JVS re-

wrote the definition of handicapped to include economic disabilities (poor education, lack of skills, poverty, joblessness), had applicants sign a paper certifying that they were handicapped, and placed them in sheltered workshops run by JVS or other rehabilitation agencies.

Mary Bellis Griswold is the executive director of the Worker Rights Institute—founded as the Workfare Coalition—in Milwaukee. A founder and state coordinator of the Wisconsin Coalition for Educational Reform, she is a doctoral candidate in urban education at the University of Wisconsin-Milwaukee.

As a result, more than 10,000 poor people lost chances of gaining other employment not only because they received no real training or transferable job experience in sheltered workshops but also because prospective employers, looking at their employment records, perceived them to be mentally disturbed or retarded. Meanwhile, positions created for the truly handicapped were not available to the handicapped because the jobs were filled by those who had been on General Assistance.

The Worker Rights Institute—in cooperation with the Milwaukee Urban League, District Council 24 of the American Federation of State, County, & Municipal Employees, the Latin American Union for Civil Rights, the National Association for the Advancement of Colored People, the Southside Inner City Development Project, Northcott Neighborhood House, and other local groups—has been able to stop many of the abuses in Milwaukee County by documenting, officially protesting, and publicizing irregular practices. We still have a long way to go, and, as in all communities, we may always need to examine local programs. Now we know how.

Our experience has proved that undergraduate and graduate students—most of whom are low income, older than most college students, and black—serve admirably as researchers, investigators, advocates, and publicists. With proper training and supervision—not to mention sweat, tears, and gall—they can find out whether local CETA programs provide jobs, training, and community service and, if they don't, put pressure on the vital points locally, regionally, and nationally.

The Work Plan

The Institute has five full-time staff members, two of them VISTA volunteers who—before joining VISTA—had worked with the program as part of their course work at MATC, a two-year community college. Students always have composed most of the staff. All receive training in CETA law and regulations, outreach, interviewing, and research. The students range from freshmen enrolled in an interview-

ing course at MATC to graduate students in urban affairs at UWM. Many are juniors or seniors studying community education or community organizations. All must obligate themselves to at least three hours a week, and most work about 10 hours a week.

Our basic steps in breaking in students are as follows:

- *Negotiation* with the students and their professor to specify hours to be worked, type of training, work to be done, supervision from the school and the Institute, criteria for evaluation;

Our experience has proved that undergraduate and graduate students—most of whom are low-income, older than most college students, and black—serve admirably as researchers, investigators, advocates, and publicists.

- *Training* in CETA regulations, interviewing, advocacy, and research techniques; they are teamed with an experienced staff person in the office or out at a work site for on-the-job training;

- *Work orientation*, starting with guided experience in greeting walk-in participants seeking assistance, interviewing, opening and maintaining case files, marshaling resources to provide help.

At this point students are ready to take on responsibility for outreach, organizing at worksites, planning worker meetings—virtually all duties. In each activity, student volunteers work with an experienced staff member. Weekly meetings and periodic written evaluation augment the activities.

Group Work

Students may come to the Worker Rights Institute as part of a group or as individuals. Last spring semester, for example, 10 students in a class in community organization at MATC, VISTAs, and a supervisor planned and conducted a meeting of workers from the site where the most abuses of CETA regulations were found. These students received the usual training and then participated in organizer

training conducted by James Gambone, an experienced community organizer from Minneapolis.

Step by step he took the group through the planning process to ensure a successful meeting. They decided that the purpose of the meeting would be to bring workers together and teach them how to help themselves and fellow CETA employees in solving work place problems; that it would be best to begin with a common problem, how to change counselors if the assigned counselor either refused to help or harrassed the workers; that a combination of role-playing situations and a lecture would be most effective in overcoming shyness or fear and would stimulate free discussion; and that the meeting should be held in the evening in an easily accessible location.

The class prepared for the meeting for two months. They divided up the responsibilities for planning. They went out to sites on a regular schedule, working hard to meet CETA employees and hear their gripes. They designed fliers on the meeting and repeatedly leafletted the work site.

During weekly group meetings students practiced role playing, explaining the necessary steps in changing from a bad counselor to a more sympathetic one, and leading discussions on the CETA program in general and on WAP in particular.

By regularly visiting the work sites during shift changes, each student came to know several workers. This personal contact made the training lectures about CETA abuses come alive, for each of the workers had a horror story to tell, ranging from being cheated out of a check to being harrassed and threatened, to being subjected to psychological tests without their consent. Many also complained about working conditions in the workshops: excessive heat and no ventilation in the summers; no heat during the winters; dangerous and dirty conditions; no safety equipment. The list of complaints was endless.

Just before the meeting, the students telephoned those participants they had come to know to remind them of the meeting. They offered transportation to those who lived away from bus lines.

Because of the students' careful planning and considerable effort, the meeting was a success. The workers began to be more willing and able to fend for themselves.

Individual Projects

Some students have chosen to work individually on one part of the employment problem. One of these was Nannette Weintrob, a UWM graduate student interested in the public policy implications of the WAP program. For a three-credit course, Nannette wrote a rigorously documented paper on the effects of a subsidized work program on the

ments that govern the CETA program in Milwaukee, discovering that, in violation of the law, WAP CETA workers were being placed in religious institutions and in civil service positions where they replaced regular employees. Jeff also wrote a funding proposal for the Institute as a class project.

As these examples show, students can do valuable research. In general, the Institute's research is of two kinds: making sure the CETA program is operating according to the comprehensive plan the prime sponsor has filed and learning how the CETA program in general and

ditions, or to demand better programs. Because Institute volunteers learn what community resources are available, they also are able to help in other ways, such as recommending free legal service to a worker who is being evicted or food banks to people who haven't received checks and have no money for groceries.

Community education means alerting the Milwaukee community to the CETA program through the press, presentations to groups, and word of mouth. It also means helping citizens become involved in the planning and the monitoring process, perhaps by bringing workers to meetings like that organized by the community organization class and providing them with the written materials and practical experiences they need to help themselves.

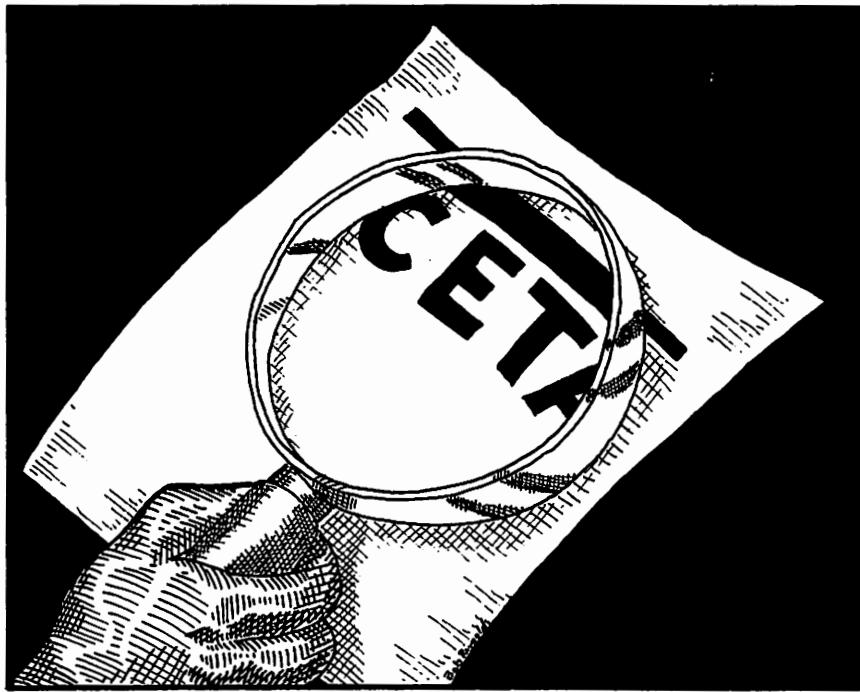
Targeting Your Effort

Most communities have CETA programs, but few have citizens' groups checking on how well CETA is meeting its three purposes. As we have shown, a few mature, committed students can become the core of such a group. So how do you get started?

An effective way to involve students in large research projects like this is to expose them to the CETA program in general, its purposes, and its track record. CETA is especially interesting to young people because, under Title IV, millions of CETA dollars are targeted at youth employment. Many young people, especially in large cities, have organized themselves and demonstrated against unwise use of the CETA youth money. Since unemployment rates for all young people are far above the national average and since CETA is the major federal effort aimed at solving this problem, interest in CETA is intense once the facts are known.

If your students' primary interest is youth employment money, they may choose to limit their research strictly to youth employment opportunities and ignore the other CETA titles, at least initially.

Whatever the target area, the jumping-off place must be the comprehensive plan maintained by the prime sponsor and the local manpower office. Get copies of the en-



labor market. During her research in 1978 she was able to gain access to the listings of job placements, information that had been withheld from even the County Board of Supervisors. Her investigation proved beyond a doubt what we had suspected from our extensive contacts with participants: that there were very few placements in real jobs, that no placements were followed up, and that the vast majority of placements were into low-wage, low-skilled, dead-end jobs. She learned that a sizeable number of placements were into jobs that didn't even pay the minimum wage!

A UWM senior, Jeff Vincent, began working with the Institute two years ago as part of a course. He is now a Board member. Jeff investigated the web of political entangle-

the local program in particular fit into national manpower policy.

Research on the first point is done by directly visiting with CETA workers and asking them about the jobs they do, and then checking that information against the comprehensive plan that Milwaukee County must maintain on file for public scrutiny.

Students also take part in the other two facets of the work of the Institute: advocacy and community education.

By working directly with CETA employees in our offices and at the sites, students can assist in solving work-related problems. For example, they can lead workers through the CETA grievance procedures and can help them to recover missing checks, to improve working con-

tire plan so that you can compare parts of special interest. Make copies of the specific proposals that the prime sponsor has accepted as fulfilling the purposes and budgets of the comprehensive plan.

Checking on the Jobs

Once you have the basic materials, you must study both what they say and what is actually happening. Here are some of the questions to ask if the target is, for example, CETA youth employment (Title IV).

How many jobs are provided for youth under CETA Title IV? What job descriptions are given and in what settings will youth work?

Based on the experiences of your students, are the jobs described appropriate for youth? Are they challenging? Would a young worker learn a lot of skills that might be useful in finding a permanent job later?

What wages are paid for each job? What benefits are provided? How do these wages and benefits compare to those of other jobs locally available to young people? To make the comparison, read want ads, interview young workers, get local job-service data.

Go out to the sites where youth are employed under CETA and interview them. Ask them what their jobs are like and get them to explain their duties. Do their descriptions match the job descriptions in the comprehensive plan? Are the working conditions good? Are the youth treated like the other workers?

What help is given the CETA youth workers in finding regular jobs when they leave CETA? Placement services are required for CETA workers, but often do not exist.

Checking on the Training

What kinds of training are listed in the comprehensive plan? On the job? Work experience? Classroom?

What kinds of training do the workers describe? Do they feel they are learning?

Ask for information on placement rate from the manpower office. Is the program placing as many workers as it promised in the comprehensive plan? The manpower office is required to maintain placement records, and they are public information.

If there are considerable differences between the facts and the plan, has a modification to the plan been filed with the Department of Labor? Modifications are required if any "substantial" changes take place, or if there is a 15 percent discrepancy.

What are the criteria for evaluating whether or not the goals in the plan have been met? Are the objectives carefully laid out with a clear time frame?

If the comprehensive plan promises to provide educational training to youth participants, and claims that it will enable 150 youth to obtain general equivalency diplomas in a year, it is a simple matter to find out if 150 youth have indeed received diplomas after CETA classroom training. It is more difficult to evaluate whether "work

If you as a citizen find that your CETA program is out of compliance with CETA regulations, you have a right to file a complaint.

attitudes" or "work readiness" have improved or changed. Most CETA plans use these words, but there is no sure way to measure what they mean. The best way is to talk with the participants to see if they are encouraged or discouraged with the program, if they feel their chances for regular employment have improved.

Checking on Community Services

The legislation says that CETA programs must have community input in the planning and policy-making stages. The CETA advisory council is the mechanism for involving community groups. The Department of Labor recommends that the advisory council include youth, women, labor, veterans, the aged, minorities, and community-based organizations.

The names and affiliations of members of the advisory council are public information. Find out who they are and whether or not they actually represent significant segments of the community. Is there

anybody on the council who represents you?

The council must have open meetings, at least five per year, and you should go to those meetings and give them your ideas on the CETA program, how to improve it, how to correct errors, and how to formulate policies that will help the community. If you ask to be put on the mailing list, the advisory council must send you the agenda and notice of meetings. Some councils don't mail the agendas until after the meeting. If this is a pattern with your council, you have a right to file a complaint with the prime sponsor or with the Department of Labor.

Filing Complaints

Effective community work on CETA requires a knowledge of the grievance or complaint procedure required by law. If you as a citizen find that your CETA Program is out of compliance with CETA regulations, you have a right to file a complaint. Write up your complaint and send it to the prime sponsor, requesting an investigation and hearing. If you are not satisfied with the prime sponsor's decision, write your grievance to the regional office of the Department of Labor.

CETA participants also can file complaints about working conditions, wages, benefits, or any other problems arising from their employment. These are the steps a CETA worker takes.

- Complain orally or in writing to the immediate supervisor.
- If the response is not satisfactory, complain in writing to the superior and ask for a meeting.
- If not satisfied with the results of the meeting, or if denied a hearing, the worker should complain in writing to the director of the agency or organization, again requesting a hearing.
- Request a hearing at the prime sponsor level if issues have not been resolved. The prime sponsor must have a hearing officer to hold hearings and write determinations.
- If the prime sponsor's decision does not solve the grievance, submit a grievance in writing to Labor's regional office.

The chain of complaint beyond Labor's regional office is to the Administrative Law Judge at Labor in

Washington, then to the Circuit Courts of Appeals, and then to the Supreme Court.

You will notice that this is an administrative procedure that ends up in Appellate Court without necessarily having been in courts before that step.

If you find evidence of criminal abuse, fraud, or other major wrongdoing, it should be reported immediately to the nearest U.S. Attorney, who can call a grand jury, instigate an investigation, or call in the F.B.I.

How Workfare Can Help You

Materials. Because we have been involved in the issue for three years, we have developed a number of materials that could be helpful to service-learning programs interested in researching CETA or advocating for or organizing CETA workers.

1. *Worker Rights for CETA Employees in Milwaukee County WAP Program* (\$.25)—a rights handbook written for participants in the Work Assistance Program, giving all the resources available in Milwaukee for WAP workers. While the book is localized and specific, it can be used as a model for the creation of other CETA worker handbooks. Our basic teaching text for training volunteers, it is used in tandem with a copy of the Federal Regulations for CETA, which is available through your congressman, a government printing office, or the Department of Labor.

2. *Worker Rights for CETA Employees in Milwaukee County* (\$.50)—a rights handbook for all CETA programs, not just WAP.

3. *Research on CETA* (\$.25)—a short guide to research—where to look, what to use, how to read CETA contracts.

4. *Key to the Federal Regulations* (free)—a concise guide to the sections of the regulations governing rights of workers.

Training. Our staff can provide training—here or elsewhere—for community based organizations, classes, and individuals. It can be tailored to fit the needs of the class or group. Generally it consists of short overviews of one or two hours with discussion time; half-day workshops on research; and day-long

workshops on advocacy, research, and the adjudication process. The fee is nominal, depending on the expense Workfare incurs and the resources of the group.

Consultation. Institute staff are also available to work with teachers as consultants in setting up a volunteer program. This is a specific problem-solving and program-developing experience. The nominal fee is based on travel cost and a small per diem.

Workfare's Results

The request for an investigation of the WAP program that was filed in May 1978 finally has borne results: The Department of Labor has found Milwaukee County in violation of numerous points of regulation and law and is demanding significant changes in the WAP program, such as payment of prevailing wages (not just minimum wages) and benefits to participants, community involvement in planning, and the reinstatement of a number

proved that the system can work for the people, although very slowly.

And what about all those thousands of people who were declared handicapped and placed into sheltered workshops? (This practice has been stopped.) Under the conditions of the Department of Labor determination, they are owed millions of dollars (the exact amount per job has not yet been determined), the difference between minimum wage and whatever their assembly or production job was supposed to pay all along. We estimate that more than \$9 million should be paid to those 10,000 people who were wrongly labeled. Other points in the determination have forbidden Milwaukee County to place CETA employees in dead-end, low-wage, high-turnover jobs (which has been in the regulations all along).

The determination also questions the involvement of community groups and orders the County to explain to Labor their selection criteria for funding community-based



of workers who lost their jobs with the changeover to the WAP program. Labor's investigation is continuing, and more abuses are being uncovered. Final reports should be out by the time this issue of *Synergist* is distributed.

The significance of our work has been to show that a small community organization staffed by student volunteers and with little or no funding can prevail against a large governmental unit. Working with other community groups, we have

organizations. The County will have to prove that they chose "programs of demonstrated effectiveness" based on objective criteria, and will have to show that the advisory council is truly representative and had adequate time to evaluate proposals from community groups.

The breakthrough the Worker Rights Institute achieved will make it easier for other small groups, here and elsewhere, to bring about changes benefiting the community. □

THE NATIONAL SERVICE DEBATE

Legislators, educators, a general, a student, and community activists give their views on whether the U.S. should initiate some type of national service.

Should young Americans serve one or two years in either the armed forces or a civilian social service force?

More and more legislators and citizens are debating some version of this question. The topic is not new, so why has the interest in it been growing? The major reason seems to be the threat of the return of the draft. Another is the social and economic cost of youth unemployment. Still another is the older generations' perception of youth as either irresponsible and uncaring or deprived of the opportunity to serve.

Many see national service as a way to attack three problems: millions of young people without meaningful work, the poverty that grips a large portion of the population, and shrinkage of the social service budget. Some add an alternative to compulsory military service to that list. Others view national youth service—particularly a compulsory program or one that includes a military option—as a potential violation of personal liberty and a gigantic boondoggle.

Last spring the Committee for the Study of National Service, a group of 13 private citizens funded by foundation grants, issued a report entitled *Youth and the Needs of the Nation*. Subsequently the Committee invited interested organizations and individuals to attend a national conference to discuss the Committee's and others' findings. (Single copies of the report will be provided to *Synergist* readers as long as they are available. For this report and information on the conference and on a coalition being formed to succeed the Committee, write to The Potomac Institute, 1501 18th Street, N.W., Washington, D.C. 20036.)

The majority of those attending the conference agreed that a *voluntary* national *youth* service not linked to military conscription is desirable, but no consensus emerged as to how such a program should and could operate.

Obviously the debate is just beginning. Several bills will be going before the House and Senate in the next few months, and numerous studies are now in progress. Because service-learning educators possess much of the nation's expertise in constructing programs that serve both the community and the individual, it is important that they take part in the debate. By acting now they may have the opportunity to help form an effective national service program or to prevent an ill-conceived one.

To spark the debate, *Synergist* presents nine points of view on national service, including that of a workshop group (represented by Edythe Gaines) concerned with service for those under 16. (All but one writer—Congressman Paul N. McCloskey—attended the Committee's national conference.)

The writers include three legislators (Senator Paul Tsongas, Congressman McCloskey, Congressman John Cavanaugh), two members of the Committee (Harris Wofford and Edythe Gaines), a brigadier general who is also an educator (Phillips N. Gordon), a high school student (Kevin Thompson), a community organizer (Lisa Cobbs), and the director of ACTION (Sam Brown).

Be it resolved . . .



Senator Paul Tsongas

. . . the benefits derived from the national service experience would be seriously compromised by compulsory service . . .

Paul Tsongas

I have pushed for a Presidential Commission to conduct a one-year study of how best to implement a program of national service. The Commission would include public officials and representatives of the private and voluntary sector, as well as a substantial number of young Americans.

My proposal for further study did not stem from a lack of enthusiasm for national service. As a former Peace Corps Volunteer, who re-enlisted after law school, I am very

excited about the possibilities of a large-scale national service program in this country. My proposal came after extensive consultation with a variety of interested persons. We decided that the enormous potential of national service demands a careful, thorough approach.

If national service is to be successful, it will require a wide base of support. It must be especially well received by young people and by federal, state, and local officials who run volunteer programs. The

Paul Tsongas is the junior senator from Massachusetts.

Presidential Commission can make contact with these people during the study and involve them in the idea's evolution. It is especially important that we remedy the lack of participation to date on the part of young Americans in this debate.

I fear that to go full steam ahead with a national service program could alienate many important segments of American society. Officials of volunteer organizations in and out of government might see it as an infringement of their territory rather than as the provider of expanded programs and services that it really is. We must raise people's consciousness about national service, develop the best possible plan, for it and then push Congress and the administration in the right direction.

Many issues merit further study. One basic question is which particular human needs would be served by the jobs created. Other key issues are cost, pay scale for volunteers, and overall coordination. Another challenging question is how to involve youth from all ethnic, economic, and regional backgrounds.

Two of the most fundamental questions are voluntary service versus mandatory service, and the service program's relationship to military service.

Personally, I strongly favor a volunteer service plan. I feel that the benefits derived from the national service experience would be seriously compromised by compulsory service, whether civilian or military. The wonderful learning, sharing process that volunteers experience cannot be expected for an unwilling worker in national service.

There has been much confusion and dissent on the military aspect. I oppose mandatory service, and thus I oppose the draft. A system of national service should not be used as a back door method of filling the ranks of the All-Volunteer Armed Forces, as some members of Congress have suggested. Fear that a service program will be compulsory has caused strenuous opposition. At the present time, I believe that a program of voluntary national service is much more practical and is based on a better principle.

It makes no sense, however, to establish a Presidential Commission

with preconceived conclusions. Members should take testimony and conduct research with open minds. We who believe in the concept of national service should remain receptive to the Presidential Commission's findings.

There are many neglected needs in the United States that a system of national service could address. But an equally important purpose of this idea is the learning inherent in human service. My faith in service-learning was shaped during two years as a Peace Corps teacher in Ethiopia. It was the greatest learning experience of my life.

National service would help young Americans understand the complexity of chronic problems. It would put youth in touch with issues on a human scale, and provide an antidote to the self-centered trendiness of the 1970's.

We must alleviate some of our nation's ills while supplementing the education of our youth. We need further careful study to find the best way to elevate the principle of service in our nation. Those who do serve will be paid back with interest all their lives.

Paul N. McCloskey, Jr.

I have a great fear about an all-professional Army; I think this country is far better served by an Army, in times of peace, of reluctant citizen-soldiers. There is a great benefit in having a reservoir of ex-military men who will carry to their grave a very deep skepticism of what admirals and generals may advise is the means and necessity of keeping the peace.

During the next several decades we are going to have to have a combat force in readiness. Most of us, of course, would prefer that our Army be made up of volunteers, if at all possible. We would not like to return to the draft if the All-Vol-

unteer Army is competent and combat ready.

Increasingly over the past several years, however, we have seen evidence that the All-Volunteer Force concept is not working. Reserve force levels in particular are deteriorating rapidly, and it is clear that in the event of a major war, the Selective Service System could not be reactivated quickly enough to deliver the additional 650,000 personnel required.

The Army recently asked for standby reinstatement of the Selective Service System, and a Government Accounting Office report recommends this action as well.

These problems threaten our constitutional responsibility for the national defense. We are sorely in

need of a system of military recruitment that can provide essential manpower. At the same time, we are failing to utilize a vast reservoir of the nation's youth to meet social, economic, and environmental needs.

A number of us have introduced the National Youth Service Act, a bill designed to join the abilities and idealism of our young people with our need for combat-ready Armed Forces and the fulfillment of a number of other goals of the federal, state, and local governments. This bill does not require universal conscription or military service, and it

Paul N. McCloskey, Jr. represents California's twelfth district in the House of Representatives.



Congressman Paul N. McCloskey

We are sorely in need of a system of military recruitment that can provide essential manpower. At the same time, we are failing to utilize a vast reservoir of the nation's youth to meet social, economic, and environmental needs.

might serve to remove the need for any conscription.

The national service concept is not new. Mentioned by William James at Stanford University in 1906 as "the moral equivalent of war," the legislation was originally conceived by ACTION's Don Eberly in 1966, shaped by the nonprofit national service secretariat, and first introduced in the House by our colleague Jonathan Bingham in 1970.

It is our feeling that today's youth are not opposed to national service; they may well oppose the use of conscription to support undeclared wars such as Vietnam, but duty, honor, country, and a sense of obligation to serve the nation and mankind are very much a part of the ethic of today's youth.

That sense of obligation can hopefully be implemented under the basic provisions of our proposed bills. The basic elements of the plan are as follows.

1. The Selective Service System will be replaced by the National Service System and all persons, men and women, will be required to register within 10 days after their seventeenth birthday.

2. Information on service opportunities will be made available to all persons between their seventeenth and eighteenth birthdays.

3. All registrants will have the option of serving in a civilian capacity for one year or in the military service for two years or more, and will be allowed to defer such service until the age of 23.

4. At the age of 18, persons will have the right to elect:

(a) Two years of military service, which will entitle them to four years of educational and training benefits paid at the base monthly rate provided to Vietnam-era veterans but adjusted to account for cost-of-living increases;

(b) Six months of active duty, followed by five and one-half years of Reserve obligation;

(c) One year of service in a civilian capacity; or

(d) None of the above, in which case they will be placed in a military

lottery pool for six years of draft liability. If military manpower requirements are not filled during this period, these individuals might be required to serve two years of active duty and would also incur a four-year Reserve obligation. They would be entitled to two years of educational and training benefits.

5. If voluntary enlistments are not adequate, then and then only would one be subject to possible conscription.

6. The Civilian Service Corps will be operated by a National Youth Service Foundation as outlined below.

(a) A National Youth Service Foundation will be established by law. This will be a quasi-public organization and will receive appropriations from Congress.

(b) The Foundation will be operated by an 18-member Board of Trustees with 12 of its members to be appointed by the President, and the following persons to serve as ex-officio members: the U.S. Commissioner of Education, the Administrator of the Office of Youth Development, the Assistant Secretary of Labor for Employment and Training, the Director of ACTION, the Chief of the U.S. Forest Service, and the Director of the National Youth Service Foundation, who also will be appointed by the President.

(c) An Advisory Council will advise the Board of Trustees on broad policy matters. It will have 24 members, at least eight under 27 years of age.

(d) Present federal programs providing opportunities for youth service will remain in effect. These include the Peace Corps, VISTA, Teacher Corps, College Work-Study Program, Job Corps, and the various youth programs funded by the Comprehensive Employment and Training Act.

(e) The Foundation will invite units of state, regional, and local governments to submit applications, outlining plans within specified guidelines.

(f) The Civilian Service Corps will have two major options: community

service and environmental service. Community service applicants will interview for a wide range of local community service projects sponsored by public agencies or private non-profit organizations. Those who wish to travel in search of community service projects will do so at their own expense.

(g) Most sponsors of the environmental service option will be federal, state, or local agencies. Most environmental projects will require travel costs as well as expenditures for supplies and equipment. Such costs will be the responsibility of the sponsor.

(h) Military pay for junior en-

listed personnel will be reduced to a subsistence level.

(i) The Civilian Service Program ideally will be phased in gradually over a three-year period.

John Cavanaugh

The following statement has been adapted from the Congressional Record, April 10, 1979.

The inadequacy, excessive cost, and the inherent unfairness of the All-Volunteer Force concept of military manpower procurement has become increasingly evident to the Congress and the American people. The All-Volunteer Force has failed to adequately meet our country's essential needs for military preparedness while imposing an unbearable and endlessly escalating cost on our people. However, the more serious and ultimately the fatal defect in the All-Volunteer Force is that time has proven the current system is not a "volunteer" system at all. The AVF has proven to be an unjust and inequitable system of economic and racial conscription. A system in which those who have the least in our society are offered the opportunity to be trained to risk all in exchange for the very thing which they have been denied by the society they are asked to defend, a job.

Can anyone honestly say that the 42,020 black Army accessions, 34.9 percent of a total of 120,351 in 1978, were voluntary when we know that last month 35.5 percent of all black Americans between the ages of 16 and 24 who said they wanted work could not find it? The truth is we have been using the All-Volunteer Force as a social safety valve to relieve our society from the consequences of our failure to provide true equality of economic and em-

ployment opportunity for this Nation's minorities. At the same time we have relieved all those members of our society who are enjoying its maximum benefits from any obligation to contribute to the protection, preservation, and improvement of the system. This is a grievous social wrong and must be stopped.

So long as our Nation and this Congress determine that it is essential to our preservation to maintain a large and ready military system, justice demands the obligation for meeting the manpower needs of that system must be shared as equitably as possible by all of the beneficiaries of our society.

Others have observed the injustice and inadequacy of the current military manpower system and have concluded that the remedy is to require a period of public service from every young American. Approximately 4.3 million young people turn 18 each year. Our current military requirements do not exceed 700,000 persons per year. The cost of such a total mandatory service program has been estimated by CBO at \$24 billion. I believe these proposals to be unjustified by our Nation's needs and unacceptable in cost.

Our country does, in fact, have many needs beyond those of the military which are equally essential to our national interest.

The care and protection of our national resources, the health care and social needs of our poor and elderly, the redevelopment and revitalization of our urban areas are all areas of current commitment by our national government. These

needs, as our military needs, are becoming increasingly difficult to meet at the current cost.

We do not need to find new ways to spend our national treasury; we need to find a better way to meet our currently identified needs and goals, both military and civilian.

We must, therefore, initiate a system of universal registration for public service for all young Americans between the ages of 18 and 26 years from which our country's manpower needs, both military and civilian, could be met.

Each agency of the Federal Government would be required to designate a specific number of positions as youth service positions which would then be filled by young Americans either voluntarily or through the monthly conscription. These young people would serve either in the military or civilian youth service positions at a subsistence level of pay. We could through this system offer substantial relief to the current fiscal burden of our Government while not retreating from our legitimate and necessary national needs and assuring that the obligation for the burden of meeting these needs is more equitably distributed in addition to providing the opportunity for a meaningful utilization of the energies and abilities of young Americans.

Summary Of The Provisions Of The Public Service Act

1. The Selective Service System

John Cavanaugh represents Nebraska's second district in the House of Representatives.



Congressman John Cavanaugh

We must . . . initiate a system of universal registration for public service for all young Americans between the ages of 18 and 26 years from which our country's manpower needs, both military and civilian, could be met.

will be replaced by the Public Service System. The Director of the Public Service System will be appointed by the President. Each state shall have a state director, a state headquarters, and an appeals board. Each county will have a local placement center. . . .

2. Every young adult will be required to register with the local placement center between his or her seventeenth and eighteenth birthdays. . . .

3. The individual will have the following options:

(a) Volunteer at any time between the ages of 18 and 26 for eighteen months of active duty military service;

(b) Volunteer at any time between the ages of 18 and 26 for six months of active duty military service followed by a three-year active reserve commitment;

(c) Volunteer at any time between the ages of 18 and 26 for a two-year period of service in an approved civilian service position;

(d) elect any six-month period between his or her eighteenth and twenty-sixth birthdays during which to expose himself or herself to a random selection process for induction into:

(i) The active duty armed forces for a period of 18 months, or

(ii) The active duty armed forces

for a period of six months followed by a three-year period of service with the active reserve.

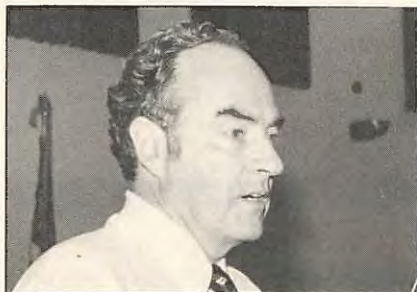
(iii) The civilian branch of the Public Service System for a period of two years.

4. Individuals who do not volunteer for public service and who choose to submit to the lottery will be allowed to indicate their preference for military, military reserve, or civilian service. . . .

5. The current system of veterans's benefits will be made available only to those volunteering or selected for military active duty for a period of 18 months or more. . . . Those volunteering or selected for civilian service will receive a subsistence wage during their period of service.

6. Every federal agency will be required to designate a minimum of five percent of its employment positions to be filled by Public Service registrants.

7. Those persons who are found to be mentally or physically unfit for service will be exempt from participating under this Act, as will those individuals who meet strict standards of conscientious objection to the entire program. Those who are temporarily unfit, pregnant women and mothers caring for children, and those with family hardships will be deferred for so long as is necessary.



Harris Wofford

Today, little is asked of youth except that they be consumers of goods and services.

Harris Wofford

Is the idea of large-scale voluntary youth service an idea whose time has passed?

Fifteen years ago the Secretary-General of the United Nations said he was "looking forward to the time when the average youngster—and parent or employer—will consider one or two years of work for the cause of development, either in a faraway country or in a depressed area of his own community, as a normal part of one's education."

U Thant was responding to the

Peace Corps and to the volunteer programs springing up in many countries. In the mid 1960's the President of the United States also called for a "search for new ways" through which "every young Amer-

Harris Wofford was co-chairman of the Committee for the Study of National Service. Formerly president of Bryn Mawr College, associate director of the Peace Corps, and special assistant to President John F. Kennedy, he is a Philadelphia attorney and author of the forthcoming book Of Kennedys and Kings: Making Sense of the Sixties.

ican will have the opportunity—and feel the obligation—to give at least a few years of his or her life to the service of others in the nation and in the world.” But the Vietnam War intervened, and the search Johnson proposed ended almost before it began.

The Committee for the Study of National Service was formed in 1977 to resume the search. In 1979 its 13 members and study director, a former Peace Corps Volunteer, issued a report, *Youth and the Needs of the Nation*, which recommended that “all young people should be challenged to serve full-time for one or more years in meeting the needs of the nation and the world community.” The report explores in detail how a voluntary National Service system might be established and developed in stages, so that a million volunteers might be in service within five years. Year by year the system would find a variety of opportunities for civilian service—in the home community, in national parks, in other parts of the country, and overseas. Tutoring low-achieving students, care of the elderly, day care of children, and rehabilitation of dilapidated housing are some of the priority projects proposed.

In a time of budget balancing, opposition to bureaucracy, and cynicism about government, is there any reason to think such a national program has a chance?

Versions of the idea are being advanced by such astute and diverse figures as Vernon Jordan of the National Urban League and former Attorney General Griffin Bell, Governor Jerry Brown and Senator Alan Cranston, Andrew Young and William Buckley, along with edu-

cators such as Martin Meyerson, John William Ward, Steven Muller, and (on the Committee for the Study of National Service) Jacqueline Grennan Wexler and Father Theodore Hesburgh. They share the view that National Service is an idea with broad appeal because all Americans are concerned about their children or the young people they know.

Today, little is asked of youth except that they be consumers of goods and services. The Committee for the Study of National Service concluded “that the nation’s social, economic, educational, environmental, and military needs, including the need of young people to serve and be productive, and the need of our society to regain a sense of service, together make a compelling case for moving toward universal service for American youth.”

The Committee stressed that it proposed moving *toward* the goal of universal service by incentives—such as post-service stipends for education, like the GI Bill of Rights—but without compulsion. That may sound like a contradiction in terms—voluntary and universal—but consider secondary education: Universal completion of high school is our goal, although it is not required.

There are two pressing reasons why such a big goal may now be seriously considered: the continuing problem of youth unemployment and the mounting pressures for a return to the draft.

National Service would complement existing job training programs and direct assistance to the unemployed. If 200,000 young people who might otherwise have gone without work volunteer among the

million each year who would have the experience of full-time service, the list of unemployed would be reduced by that much. Having worked in challenging assignments, under supervision, alongside young people of different backgrounds, the participants in National Service should emerge from the experience with increased confidence, motivation, and ability to cope with the complex world of work.

Vernon Jordan believes that National Service could break the vicious circle of poverty and hopelessness in which many black and Hispanic youth are caught, and be the saving of a substantial fraction of the younger generation.

The threat of a renewed military draft may also force people to turn to voluntary National Service. Father Hesburgh has given testimony to Congress that, as one of the members of the Presidential Commission proposing the All-Volunteer Armed Forces, he knew that its “success would depend upon the idea of service being accepted by young people and recognized and respected in our society.” Before reverting to a military draft, he urges Congress and the country to “think hard and well on how to strengthen the spirit of volunteer service so that volunteering for the armed forces and for other service to the nation can be greatly increased.”

What is needed now is a nationwide debate, in the schools, among young people, and with citizens of all ages, on all aspects of the idea of National Service. Readers of *Synergist* will know how to do their part—which can be an important part—in helping the nation think hard and well.

Phillips N. Gordon

Through the past seven years, public awareness has focused on problems of maintaining a volunteer Armed Force. Debates regarding mandatory national service for all youth must NOT exclude the op-

tion(s) for military service. Being practical, the military cannot utilize effectively the numbers that may be available through an all-encompassing universal plan. Without a non-military alternative, the Armed Services could not accept all registrants, which could lead to the in-

equities of the Selective Service System of the Vietnam era.

A national service plan is appropriate when it embodies a military option including varying terms of service for different military specialties and membership in such components as the Reserve and the



Phillips N. Gordon

A National Service Program with a "weighted" incentive-options system can provide for our national defense needs, can develop a sense of service to the nation and community, and can exacerbate the skewed distribution of cross-section Americans willing to defend the nation.

National Guard. There is little argument on the conclusion that shortfalls and deficiencies in the present system(s) hamper personnel support of our national defense needs, given various scenarios.

In existing conditions, the Armed Services have become one of the primary alternatives available to those not enrolling in higher education or having limited job opportunities. A National Service Program with a "weighted" incentive-options system can provide for our national defense needs, can develop a sense of service to the nation and community, and can exacerbate the skewed distribution of cross-section Americans willing to defend the nation.

Reason, not emotion, should prevail in debating or discussing the issue of whether the Armed Services should be representative of the social, academic, economic, and racial distribution of the citizenry to be defended. With non-military options available under a National Service Program, I perceive that a more equitable distribution would be achieved because of the attractive alternatives that are not available today.

To attract a viable cross-section, or mirror reflection, of the youth, substantial post-service educational and employment benefits (similar to the GI Bill of Rights and the Peace Corps readjustment allowance) apportioned by type and length of military service should be authorized. Modest cash stipends could be offered for enlistment for specific duties or terms of service to attract individuals who may not aspire to further formal education or who do not want to wait for a post-service adjustment payment.

Voluntary military enlistment, as an option within a National Service

Dr. Phillips Nason Gordon, a brigadier general stationed at Fort William Harrison, Indiana, has been closely associated with Army procurement programs for more than 20 years. As a member of the Reserve Components, he is active in personnel strength and training system.

Program, is not inconsistent with the central theme of "service" to our nation. A program's incentive system should reflect the level of service that is rendered, acknowledging the possibility of risk of life, prolonged duty away from home, and loss of some individual privileges. Since I perceive the nation's defense to be the highest order of service, greater incentives should go to those directly involved in that defense. All organizations involved in the National Service must support the true sense of service through efforts to foster pride in belonging and a social structure responsive to the needs of the youth. By use of a military option with varied incentives, a more representative cross-section of youth can be enlisted, resulting in peer encouragement to share in meaningful training and work that will help break down the barriers between the poor and the middle class, the educated and the marginally educated, the blue collar laborer and the white collar executive. This supports the objective of social cooperation and responsibility to help others.

Integration and pride should be a positive by-product of the enlistment of a broader cross-section of Americans as a result of the broader appeal of military options.

It is realistic to provide some paramilitary training with the non-military options. Based on skills and experience acquired, the individual would earn a military service and specialty classification. This can be recognized by the youth as "readiness" for further service to the nation if the need arises. Such individuals would, upon completion of the non-military service, become eligible for part-time reserve components' participation and benefits.

According to the Constitution, the President, and the Congress, it clearly must be recognized that any debate must address the need for the services of youth in the regular forces, the active reserves, and the standby reserve programs to achieve the needs of our nation under various contingencies. It would appear dangerous to have a universal Na-

tional Service that only addressed non-military options, leaving the Armed Forces to compete with social programs that may offer incentives greater than the military could afford in terms of service time, ci-

vilian job-skill training, and geographic location of "service." It further would seriously dilute the true spirit of what service to our nation, its citizens, and the peoples of the Free World should provide.

The reliance of each Nation on its youthful soldiers for the deterrence of aggression is not a new consideration.

Kevin Thompson

Teens don't want the government forcing them into national service. That's the opinion I heard most often in preparing this article, and a story I wrote last May for *New Expression*, a 60,000 circulation newspaper by and for teens in the Chicago area.

"I don't like the idea of being in the military or in anything I'm forced to do," said Allen Nelpomunceno, a senior at St. Ignatius High School in Chicago. Yolunda Bouchee, a junior at Lindblom High School, said, "I don't feel it's my duty to serve."

Another teen said he thought youth already face plenty of pressures, without required service. "I think most of us are more concerned with where our next dollar will come from and how we are going to beat inflation," said Anthony Zeringua, a senior at Quigley South High School.

But because these teens say they don't want to be forced to serve doesn't mean they are against the idea of national service. In fact, 65% of teens responding to our survey said they "would be willing to volunteer one year to work with

others their own age, on national problems, in return for room, board, and minimum wage."

"War tactics just wouldn't benefit me. Civilian service would make me feel as if the years wouldn't have been wasted," said Mary Wolski, a junior at Lane Tech High School.

The idea is still very new to teenagers. Even though our survey suggests teens would volunteer, my interviews tell me many are unsure of what volunteering really means. In the same survey, 47% said they would choose military service over civilian service, because the military provides benefits. "Why serve and get nothing in return?" asked one youth interviewed. Only 34% said they would choose civilian service.

At a time when unemployment among teen-agers (particularly blacks and Latinos) is soaring, it's difficult to see the need to sacrifice one year for volunteer service. More than anything I think young people need information—about what volunteer service might be, about why it is important to them and to the nation, and why youth can uniquely contribute.

Any plan for national service should provide the following:

- A coordinated project where youth are involved in determining

the work they will do. Their perspectives should be considered in determining project priorities.

- An opportunity to gain a sense of self-worth, and importance in the community.

- Job training and placement. Every job would not have to be related to a career, but youth should gain job-related skills and, in some cases, be able to plot careers in the area in which they volunteered.

Personally, I believe volunteer service sounds like a good idea. But everything I've heard about it so far has been too vague. I, and the other teen-agers I spoke with for my story, need more information.

If volunteer service is based on local community needs and teens are involved in planning the volunteer jobs and looking at community problems, I believe it can work. I would be interested in volunteer service. But as long as it looks like a program that is forced on us by the government, I think teen-agers will resist it.

Kevin Thompson, 17, is a reporter for New Expression, a teen-agers' news magazine published by Youth Communication, a nonprofit agency in Chicago.

Lisa Cobbs

To ask about "The Trouble With Kids Today" is much like asking about "The Negro Problem" or "The Woman Question." It's clear right off that you're not one of them.

For the young people I have heard from, the major significance of the proposal for a national service is that it is the *very first* social plan that, at least in concept, does not seek merely to keep them out of trouble and out of the way of adults. For that reason alone, it is an important idea and deserves serious

consideration. Because it is indeed the first proposal to look upon youth as a resource rather than as a nuisance.

Lisa Cobbs, coordinator of the Young Women's Journalism and Community Education Project, San Diego, has been an active community organizer since the age of 15.



Kevin Thompson

At a time when unemployment among teen-agers (particularly blacks and Latinos) is soaring, it's difficult to see the need to sacrifice one year for volunteer service.



Lisa Cobbs

Who, exactly, will benefit most from a program of national service? Young people, politicians, or the military?

ance or a threat, however, it is also highly suspect.

Who, exactly, will benefit most from a program of national service? Young people, politicians, or the military? Is the proposal the forerunner of a new social policy aimed at treating young people more seriously and equitably? Is it a last-ditch effort by politicians to avoid the public criticism they are going to face if they can't find some better way of pacifying unemployed youth? Or is it a ruse for re-establishing the draft—a move which the overwhelming majority of young people definitely would oppose?

Young people, by and large, are the first to say they need more opportunities, more jobs, more independence, more respect, more ways of contributing to the world around them. And many of them are, I believe, more than willing to serve the best interests of their communities and their peers. But they are not willing to be exploited, to be tricked, or to do someone else's dirty work.

I believe that a national service organization for young people is, in many respects, a good idea, and I would like to see it implemented—but only under the following conditions.

1) *It must not be compulsory.*

To assume that anything that is compulsory is "bad" would be to ignore the simple, basic fact that all of us, throughout our lives, are compelled to do a great many things that we might not wish to do—from eating to sleeping to working. We do them in order to survive, and we usually don't mind.

Similarly, a nation must attend to all of its "chores" in order to survive and it usually does this by compelling its citizens to help out in one way or another. In this country, except in the case of a national emergency, our taxes—which are compulsory—pay for our collective chores.

Under the current system, it would be completely unfair to use other forms of compulsion or to demand from youth a kind of commitment we don't expect from anyone else. If we did we would have servitude,

not service, and the goal of instilling in young people the desire to give freely to their communities would be undermined. Besides, if the program really does provide the kind of opportunities and leadership it hopes to, compulsion will not be necessary, and if it doesn't, the strongest inducements will be to no avail.

2) *Young people must be part of the leadership.*

What is at stake here is not only the democratic tradition, but also the success and credibility of the entire program. That young people should have a voice in their own governance is a principle that, if stated, usually evokes a vague approving nod by policy makers. In this case, however, that vague assent must become an unswerving commitment to direct youth participation at *all* levels of decision making, planning, and administration if this program is to have even a chance of winning the respect of the country's youth.

3) *It must be integrated into education and work.*

Adults have been thinking up ways of keeping young people out of the labor force for years, and most young people know it. Any program that would merely increase the number of years a young person has to wait in order to become self-sufficient will never succeed. But if it could be integrated with high school or college, or with work in some way, then the program's chances of being effective will be enormously heightened.

4) *Youth of all backgrounds must be involved.*

In times of high unemployment, the subsistence offered by a program of national service would clearly be a motivation for many youth from impoverished families to get involved, but most certainly not for those from economically and socially privileged backgrounds. A way must be found, therefore, to create a kind of motivation that cuts across social and economic lines. A way must be found that will help to ensure that this program will not become yet another retrogressive

force that favors the already privileged—while imposing a near compulsion on those who for economic reasons have little choice.

These, then, are the primary conditions under which a program of national service for youth could be successfully implemented, I believe. Some other important considera-

tions that will need to be fully discussed are the issues of bureaucratic centralization versus community control; cost; the age range; and ways of breaking down, as opposed to reinforcing, sexist, racist, and age-oriented role stereotypes. But above all—or rather first of all—we must find a way to engage as many

young people as possible in a comprehensive debate concerning all of these issues, so that whatever program ultimately does take shape, it does so with the full participation and under the leadership of young people.

Sam Brown

The growing national debate on reviving the draft and the current review by the federal government of its youth employment programs provides thoughtful people with a rare opportunity to make the case for a voluntary and decentralized national youth service. This would be open to all young people regardless of race, sex, or class background. To compel young people to serve would be fundamentally undemocratic and only reinforce the perception that they are to be used. To allow only a specific sex or a specific class to serve would go against the progress we have made in the last 25 years to make our society more equal.

The reasons for such a voluntary national youth service seem to me to be compelling. One of the most important yet least understood reasons for the creation of a national service program is that it could bring a halt to the growing negativity toward young people in general. The more we talk about the youth problem, the more people think we mean that young people are a problem. The victim stands condemned.

The general image of young people has undergone an extraordinary change in the last 15 years. No longer is the idealistic Peace Corps or student volunteer seen as the nation's promise. Instead, the drug user, the mugger, the uneducated, or the unemployed young person being helped by a training program have captured our attention and too often are viewed as a burden to society. That we need to change the

image of youth that now exists is to suggest more than a slick public relations campaign. To the contrary, it suggests that we revalue in a fundamental way how we look upon young people and see their role in society. It also suggests that racial and class discrimination may be at the root of this growing negativity.

Providing young people with the opportunity to serve their country can be a powerful way to transform the current negative stereotype of youth. The remembrance of the Civilian Conservation Corps as the best and most popular program of the New Deal and the continued popularity of the Peace Corps with the American people are indicative of how programs that allow young people to serve their community shape our basic attitude toward them in a positive way.

Other reasons are no less compelling. Voluntary national youth service can serve both as a rite of passage and as the moratorium that many young people need in order to make the transition from adolescence to adulthood.

Not the least important reason for a national youth service is that it is wanted. For more than 40 years the majority of Americans have favored such a proposal. Poll after poll has demonstrated wide public support for some sort of national service program. A recent Gallup poll of young people between 18 and 24 indicates that 77 percent of those who might be most immediately affected are in favor of such a service program, and four million young people are definitely interested in serving.

Fostering altruism in our society,

providing every young person with a tangible common denominator of equality, and meeting unmet needs are three other compelling reasons that a program of voluntary national youth service ought to be seriously considered.

The need for services is well documented. The American Institute of Research has estimated that more than three million opportunities for service are not now being fulfilled. Creating a voluntary national youth service does not mean that every leaf in every national forest will be picked up. There is more than enough work to be done in our cities, and the increased necessity to conserve energy will only add to that work. ACTION's current Youth Community Service project (YCS) in Syracuse, which is testing one model of a decentralized national youth service, has been able to find more than 2,200 service opportunities for its 950 volunteers in its first year of existence.

An obvious question is: How can such a large yet decentralized national service system work? Based on ACTION's two experiments — YCS and the Program for Local Public Service tested in Seattle in 1974 — a national service program would operate as a grant program wherein ACTION would set forth the basic policies while the day-to-day operational decisions would be made by the grantees. The grantees could be units of state, county, or local government, or private non-profit organizations. In the early

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Sam Brown

To compel young people to serve would be fundamentally undemocratic and only reinforce the perception that they are to be used.



Edythe Gaines

What may be needed is an instrumentality both to assist schools in redefining their mission, including service as a legitimate aspect of that mission, and to assist schools and community organizations or groups in forming links through which, together, they can move to fulfill that mission.

years ACTION would continue to experiment with the type of grantees, as it has done already in Seattle and Syracuse.

ACTION would stipulate such basic policies as eligibility of young people and sponsors, payment levels that in all probability would be similar to the stipends given VISTA volunteers (\$78 per week), certain training elements (such as service-learning, medical coverage, and legal rights), and the requirements for acceptable service activities.

Grantees would describe the local need for a national youth service project, the nature of its linkage to the community, its plans for recruitment of volunteers and sponsors, the education and training opportunities available to participants, its end-of-service job placement pro-

gram, and other program features, such as opportunities for young people with handicaps to serve.

Whether such a national service program becomes a reality remains to be seen. All the signs of young people's alienation suggest that society at worst can be accused of neglect and at best of not understanding the immense damage we do ourselves by making our young people despair. Too often in the past we, as a nation, have been unwilling to attempt the unusual except in crisis, yet the crisis is brought about by not attempting the unusual in the first place. Creating a voluntary national youth service would be more than doing the unusual. It would be the right thing to do both for our young people and our nation.

Edythe J. Gaines

The following is adapted from the report on a workshop, "Service Below Age 16," at the national conference sponsored by the Committee for the Study of National Service in May.

Should there be service opportunities for youth below the age of 16?

A resounding, yes, is the response of our group. *Youth and the Needs of the Nation* is correct in suggesting that age 17 or 18 is perhaps too late if we are to reestablish the ideal of service in our society. The problems of alienation and of the crisis of the spirit indicate that if we are to have the chance of reasserting the values of service, we need to begin at younger ages. Indeed, this is necessary to undergird the attitudinal stance needed for voluntary national service at ages above 16 years.

The group asserts that one of the prerequisites of any service program is that service must be made legitimate as part of the learning, growing up, and developing process. Getting good grades in school is perceived as legitimate. The need to make service to others legitimate is

just as necessary. Funding often follows perceived legitimacy. At present, action-learning programs are imperiled in the wake of the Proposition 13 mentality. While there still are funds for programs related to career education, even these are suffering diminution in funding level.

Yet, there is firm and positive consensus that service programs for those below age 16 are desirable to the point of being vital. Such service activities make schools more meaningful places in which to live and learn. They help cut down on discipline problems, they make the curriculum more reality-based, they make values learning possible in a nonsermonistic way.

Finally, service for those under 16 is in line with what we know about youth development. Youth service organizations have discovered that the peak age for "joining things,"

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for wanting to be part of "project-type learning," is age 11, not 17 or 18.

Are there youth service programs for this age group that work?

Many, many programs of this kind exist, and they work. Some of those tested and briefly described to the group are: cross-age teaching, parenting programs, self-help projects, voter registration projects, urban gardening, health aides, comparison shopping for senior citizens, care of park systems, and work in consumer affairs offices. Service givers ranged from youngsters in day care programs through youth in senior high schools.

What is or should be the format or organizational structure for such programs?

The group agreed that there is no one formula for structure. Whatever structure is selected should arise from problem-solving imperatives rather than from program-development imperatives.

It was the consensus that both schools and community agencies must act in concert and in partnership based both on their mutual need for each other and on their mutual self-interest. While schools have not always, nor even typically, accepted youth service as their legitimate area of concern, they still are the institution where the youth are and with which we have to deal. What may be needed is an instru-

mentality both to assist schools in redefining their mission, including service as a legitimate aspect of that mission, and to assist schools and community organizations or groups in forming links through which, together, they can move to fulfill that mission.

The question was raised as to what the incentive is for schools and communities to join together in establishing and carrying out youth service programs. It was felt that the natural mission of both sides of this equation made it virtually impossible for either of them to carry out that mission optimally without the other. Each has separate and unique resources and skills that the other requires. Examples included were the credentialing capability and access to service opportunities that schools have and the access to certain types of personnel, such as bilingual people, and to other service opportunities that community groups have.

What is the evidence on the question of effectiveness?

The consensus was that such service programs are rich in their contribution to all aspects of learning and to broader areas of personal and social development of youth. Many examples of positive impact on cognitive learning were given. It was demonstrated over and over again that there is no necessary dichotomy between basic-skills learn-

ing and service-learning. Writing skills learned via publications such as *The Eye* or the *Foxfire* books can be developed to the highest levels, for example. Improvement in self-definition and in the development of a sense of self-worth were cited as usual outcomes of service-learning. It is believed that the following factors have a bearing on the effectiveness question.

1. Youth feel that they are getting a real, hands-on experience that assists them with one of their basic needs—the need to make career choices. They value the opportunity to learn what they don't like to do as much as learning what they do like to do.
2. Youth feel that the experience gives them a handle on the question, "Who am I," including issues around sexuality.
3. Youth feel that the experience gives them a desired and desirable outlet for recreation.
4. Youth feel that it gives them an opportunity to deal with any aspect of their life on which they feel somewhat out of balance.
5. Youth feel that it gives them a desired opportunity to work with an adult who cares—an experience with "the believable other."

These are the elements of any effective service program, and we endorse them as broad guidelines for future work. □

"I have been in a number of schools . . . where some form of community service in the curriculum is accepted as routine. Neither the teachers nor the young see themselves as dreamy do-gooders. Instead, they are making early contact not only with some of the harsh problems of American society, but with their own inner resources for caring for the victims."

—Colman McCarthy, Syndicated Columnist

DETERRING CAR REPAIR FRAUD

In an interdisciplinary effort, students have gathered, processed, and distributed consumer ratings of car repair shops.

by Kate Furlong

Since 1972 University of Cincinnati students working with The Cincinnati Experience (TCE) Consumer Hotline have found that consumers complain more often about car repair than anything else. Drivers accuse garages of exorbitant prices, lengthy delays, and—worst of all—repairs that fall apart as the owner drives the car out of the shop.

In 1977 TCE, the University's volunteer organization, decided to focus on prevention rather than post-repair problem solving. Following loosely a study by the Washington (D.C.) Center for the Study of Services, in 1978 TCE planned and conducted a massive telephone survey of consumers' satisfaction with the shops that last repaired their cars.

Sixty volunteers dialed every twenty-fifth residential number—more than 15,000 households—in the Greater Cincinnati Telephone Directory. They asked those surveyed to rate their repair shops' performance on five factors:

- Fixing the car right the first try;
- Having the car ready when promised;
- Letting the customer know the cost early;
- Courtesy;
- Overall performance.

Students then keypunched consumers' responses and processed the information through the University Computer Center. The final report lists more than 200 repair shops, including those of car dealers. For every shop the report states the percentage of survey respondents satisfied with each of the five performance factors.

TCE volunteers have been distributing the survey data to consumers by phone since the project's

introduction to the public on a local television news program. The students also advise callers about new Ohio laws concerning car repairs.

The above summary may make the project sound easier than it was. Laurie Willcox, one of the coordinators, says, "The project's duration of over a year was discouraging to some volunteers. But those who saw the final results being publicized by the media and eagerly sought by consumers felt the satisfaction of a great project well done."

One of the coordinators' problems was the number and diversity of students and others involved. Of the 60 interviewers, about half were receiving credit, an added motivation for completing the assigned work on schedule (interviewers spent an average of 17 hours each on the phone, but some worked less than 10 hours and some more than 50). Ten were students from various departments who were completing practicum requirements. About 20 participated as part of their project requirement in a consumer economics class taught by Larry DeYoung.

DeYoung, who has a background in consumerism and research methodology, was invaluable as an adviser. He attended many of the planning sessions and offered guidance throughout the interviewing process.

With the help of DeYoung and other faculty members, professionals from a national market research company, and the staff of the University Behavioral Sciences Laboratory, TCE was able to maintain professional research standards throughout the project.

In the initial stages survey research experts met periodically with TCE's planning group, approving the interview format and the training materials for the interviewers. An experienced interviewer assisted

in the first volunteer training session, speaking on basic interviewing techniques and conducting practice interviews with several students.

The staff of the University Behavioral Sciences Laboratory took over from there, working with TCE throughout the data processing stage. One staff member answered questions on interview interpretation, prepared a computer program for the survey report, provided instructions for keypunching and computer operations, and smoothed out rough spots in the computer printouts.

Another vital source of assistance was the University Legal Counsel, who prepared an opinion on TCE's defenses against any future libel suits by irate garage owners. As a result, TCE has taken two precautions: Each interviewer signed a notarized affidavit stating that the assigned interviews had been performed according to procedures specified during training, and each student giving callers information from the survey reads a disclaimer stating that TCE does not guarantee satisfactory repairs.

Consumers have been enthusiastic about the Repair Shop Hotline. As Willcox comments, "The Auto Repair Shop Survey, while not a guarantee of satisfactory work, is at least a step in the direction of reducing auto repair fraud in Cincinnati."

Those interested in carrying out a similar project may obtain additional information from the Consumer Program, The Cincinnati Experience, 270 Calhoun Street, Cincinnati, Ohio 45221, (513) 475-4888. □

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A SUPPORT SYSTEM FOR TOTAL IMMERSION

Living in an intentional community while working in agencies helps college students understand the town's needs and focus their efforts.

by Ed Gondolf

"I'm famished," says an education major as he seats himself at the large dinner table after a day of organizing recreational activities. "And the kids at the children's home are simply starved for attention."

"There is more to it, though," replies a sociology student working as a youth counselor with the department of corrections. "Many of the boys want to learn, but they have so many opportunities to get into trouble."

A business student placed with the Chamber of Commerce offers a different perspective. "If you look at the unemployment statistics of the town and the limited recreation for youth, you can see why so many adolescents are adrift."

"I know that the mothers at the women's crisis center have gone through some experiences that can't help but make things difficult for their children, too," adds an aspiring social worker.

The education major calls for silence. "I have a great idea! Let's bring some of those big not-so-bad boys Jack has been counseling over to the children's home to play baseball. Let's pull things together."



The students' conversation continues to evolve beyond the short-sighted clinical view of one problem in one segment of the community toward a more systemic analysis of the town and of its social services.

In this service-learning program operated by the Department of Sociology of Principia College, Elsah, Illinois, participating students are immersed in a community, but without the fear of drowning. They work, study, and live in the community as a team. Having a variety of majors and serving in a variety of social service placements, they develop a range of perspectives on the community. Research on and observations of the town broaden and deepen the students' understanding of the community as a social system, and of how they can help meet its needs. The crucible for the integration of all these elements is the shared experience of a cooperative living arrangement.

Moving the Classroom

For years Principia, a rural liberal arts school with an enrollment of approximately 1,000, has dispatched undergraduates to work in local social services and has dealt with their questions, observations, and gripes during a weekly seminar session. Recently we've broadened the dimensions of learning by having students live together in an intentional community within the town where they work. By residing as a family with my wife (a staff member) and me, the students more naturally explore their feelings, concerns, and insights about their

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service involvement. As participants in and observers of the community, they begin to view their clients and agencies as part of a larger social context.

About two years ago, a group of students approached the college administration with a proposal to live off-campus in a neighboring community—an industrial town of some 40,000 residents. The students wanted to find out more about the town and were eager to learn just how a community works. Their yearning to taste, address, and tackle social issues simply was not being satisfied either on the campus or in an internship program primarily for sociology majors who want to spend an entire term working in some distant city. For some students the internship program means being kicked out of the nest and trying to fly solo before their wings are ready. They are stripped of the support that the college traditionally supplies and have limited peer, faculty, and staff opportunities for academic reflection or analysis.

What grew out of students' desire to learn in the community without sacrificing the dimensions of a college experience is a community training program. We simply moved our classroom into the neighboring town. The continuing program is designed to prompt the students' appreciation of community work through three components.

The first is a *community work placement* in which students receive course credit for working as an intern in a community agency or social service that they choose from those we have identified as having genuine, specific needs and as being willing to provide training and supervision. The practicum requires volunteering eight to 10 hours a week, recording the experience in field notes, developing an evaluation in a final 10- to 15-page paper, and joining in a weekly seminar on community work.

The second is a *community studies course* in which students apply classical community theory and case studies to the community where they live. Students visit local churches and town meetings, hang out in frequented places, review public documents and back issues of the newspaper, and interview various

community leaders (elected officials, those frequently mentioned in the local newspapers, spokespersons for a variety of social action and community groups). Acting as a research team, they sift the data and write a report on some aspect of the town.

The third is an *intentional community* where the students work together in maintaining the household, preparing meals, allocating the program's budget, and supporting each other's involvement in the community at large.

Since participation in the intentional community is considered an extracurricular activity, students have the option of taking a third course on campus or developing an independent course with another faculty adviser, thus allowing students to attain other subject area credits.

Those taking independent courses have branched off into areas untapped by our immediate program curriculum. Some of the projects have included studying the waste disposal system of the town and the possibilities for recycling, training high school students and adults to install solar panels, and evaluating funding procedures for juvenile and child care facilities.

The Community Work Placement

The community work placement puts the students in a social service or community agency where the services they give require them to interact with people of a different background and experience from their own. It puts them outside the college ghetto and gives them the opportunity to develop those interpersonal skills that remain untested in classroom simulations.

But, more importantly, placements rouse many students out of the passive learner syndrome and help them discover that they can make a contribution to another's life. Conventional practica often train the students to modify their clients' condition by applying an appropriate skill or two. But to appreciate the human drama about us, we must interpret both routine patterns of behavior and reactions in crisis. This placement course strives to teach students to consider indi-

viduals as part of their community, to see the clients in the context of societal as well as individual needs. The aim is for students to develop not only a greater empathy for others' predicaments but also a more comprehensive strategy for addressing the social world about them. For example, students working in the women's crisis center began their internship by working one-to-one with desperate women. After assisting several individuals, they realized that most shared certain needs or situations. The students became part of a committee that prepared a proposal to build up a cottage industry—a union of women to perform, usually at home, a number of short-term jobs—that would enable women to become economically and psychologically independent. Students continue to work on implementing this proposal.

Students are encouraged to arrange placements that distribute them throughout the community and involve performing a variety of services. When the students assemble either informally (as around the dinner table) or formally at the weekly seminar, they bring perspectives that begin to fit together like a jigsaw puzzle. As patterns begin to surface in the different student experiences, the myopic vision that often accompanies extensive social work is corrected. The social problems that are addressed by the agencies gradually appear to be symptomatic of the community social organization.

Community Studies Course

The riverside, industrial town has been a good site for the service-learning experience. It does not overwhelm the students as a large city might, nor do they become a conspicuous presence. Yet the town reflects all the dilemmas attached to our urban society: racial tensions, a dying downtown, a high crime rate, a great disparity in income and educational levels, and a city government courted by special interest groups.

During the early planning stages of the program, it became apparent that a systematic entry would be more productive for the students and the community than a haphazard wandering about. A sociological

study of the community could determine needs and give the students the inside look they were seeking. It could pinpoint where students could be most useful immediately and indicate some long-term community service goals.

The reconnaissance method seemed a logical one to employ in our study. (See Irwin Sanders, "The Community Social Profile," in Roland Warren, ed., *New Perspectives on the American Community*, 3rd ed., Chicago: Rand McNally, 1977.) Its interview technique puts the students in direct contact with official and grass-root community leaders and speakers that they might not otherwise have the opportunity or excuse to meet, and also offers an overview that puts the elements of community in perspective.

By the conclusion of our first 10-week stint, the students had compiled a comprehensive 200-page report entitled *Alton, Illinois: Crossroads Looking for Newroads*. This was made available to town officials and college personnel. The local newspaper and a radio program featured the principal findings, and two community organizations put additional copies up for sale. The report, then, not only showed us what services—and specific placements—should have high priority but also gave the town an objective view of itself helpful in planning improvements, introduced our project to the community, and helped to orient subsequent student groups to the workings of the town.

Although new groups do not do extensive interviewing, they do become participant observers at churches, public places, and civic meetings. Students also consider an array of classic community studies and make comparisons to what they are finding out about the community where they live. The sequence of evening seminars begins with a review of community theory in Poplin's *Communities: A Survey of Theories and Method of Research*, followed by reports on Hollingshead's *Elmstown Youth*, Dollard's *Caste and Class in a Southern Town*, Warner's *Yankee City*, Vidich and Bensman's *Small Town in Mass Society* and Dahl's *Who Governs?* Each student writes a paper integrating observations and reading.

This academic/field work course prepares interested students for the one term a year set aside for an in-depth field research project. Using the same methodology as for the initial community profile, students research in depth one aspect of the community. Students working with youth services—a high priority—are interviewing clients to see what services they lack so that the city may try to provide them. We also have been invited to do reports on social services so that they may be better integrated and on the impact of a new shopping center on the town's economy. Within four years, another comprehensive profile of the community may be warranted to determine if we are directing students' energy wisely.

These hands-on courses appear to be of immense educational value. Students struggling to make sense of the collected data are forced to induce generalizations that, with

The group dynamics of our intentional community helps students empathize more fully with the social processes of the community at large.

modification and discussion, evolve into sound hypotheses. The theoretical assumptions of the classic sociologists are seen to explain some of the speculations that emerge about town life. The classical readings especially add a historical and political dimension to the community phenomena that most students are discovering for the first time.

The Intentional Community

The students who initiated the community training program wanted to live in "a home environment," as old fashioned as that may sound. They wanted to participate more directly in the management of non-academic life and have the opportunity to work more directly with others, both students and community members. One of the most frequent complaints to the dean of students is that the students feel isolated, especially from members of the opposite sex.

The living arrangements of this program are designed to help stu-

dents function noncompetitively in a tiny intentional community of peers and sensitively in a large community of mixed ages and backgrounds.

The eight to 10 members of the intentional community meet one night a week to discuss house chores, budget, menus, policies, and personal relationships. Our consensus decision-making process demands more than the casual hand-raising vote. It requires awareness of how others are feeling and what common ground those feelings might have. If one isn't sure what another is thinking, some sort of confrontation is in order, for without some decisive communication the decision making of this sort could not continue.

The group dynamics of our intentional community helps students empathize more fully with the social processes of the community at large. "I see why they have so many problems in the city council. It's so hard sometimes for even us to agree on something," said one student after a lively house debate. One can easily illustrate the notion of vested interests by analyzing responses in one of our group meetings.

But even more important than making decisions together is doing things that matter together. At least four of our weekly dinners are prepared and served communally. Working in the garden, cleaning the house, playing with the neighborhood kids, putting on a neighborhood picnic serves to join together the members of our group in an unthreatening manner.

The living situation provides a sanctuary for replenishment as well as a launch pad into the larger community. The house offers an arena to air and evaluate daily observations and expanding impressions. Students eating dinner or weeding the garden are able to test out new ideas or insights. Did what one heard from an unofficial community leader about funds available for day care conflict with what another had heard from an elected official? What do they know about unemployed teen-agers from basketball players at the park, the social worker at the department of corrections, the head of the Chamber of Commerce, the neighbor who was burglarized? In

this way information is constantly sifted and eventually synthesized. In fact, it is in this informal forum that reflections on practice and theory are intertwined.

The intentional community also offers moral support in moments of question and challenge. The students have someone with whom they can talk about any doubts or discouragement. Many of the more significant lessons grow out of these moments of wondering together.

At the end of each term, every student interviews another student in the group about impressions of the program. Repeatedly students say that the intentional community has been the most valuable aspect to them, that going it alone in a social work practicum does not compare to being a part of a group living together in the community.

Unexpected Benefits

The impact of a program such as this, of course, is difficult to measure, but the final evaluation interviews do suggest some noteworthy outcomes, some of them unexpected educational benefits.

Over and over students describe some awakening of social conscience. They comment on the inevitability of interdependence and the satisfaction of "involvement," "participation," and "giving" in community life. They do more than talk about these perceptions. Upon returning to campus, for example, one student started a recycling project; another, a committee to change housing policies; another, a women's group.

The "close family feeling" that developed among the students is another highpoint of the program. Members of the intentional community depend on rather than compete against each other, a situation that demands cooperation.

The majority of participants also mention that their notion of learning has been changed drastically. They discover that the teacher does not have all the answers, that they can find out a great deal on their own. The 10-year-old boy who lives across the street and the evening newspaper can offer them important lessons.

The encounter with the community has influenced many students'

approach to writing papers. A few explained that they just had to get their ideas and questions out somehow, and their papers were a readily available outlet. Individuals also have expressed their desire for more economics, psychology, social theory, or political science to help interpret the new situations that they observed.

The program has contributed to the college, too, by establishing a bridge between the rural campus and the nearby town. The students transport their excitement for the community to the cloistered campus and display it in their courses. They even bring community groups to the campus for college lectures, special exhibits, picnics, and sports.



At the other end, the townspeople have come to respect the eager young workers who are filling some of the gaps in various social service agencies.

Expected Problems

The program, of course, has not been without challenges, disappointments, and even frustrations. Those interested in setting up similar programs should anticipate several difficulties.

First, initiating such an undertaking involves a prodigious amount of salesmanship. The dollar-cautious administration has to be convinced not only of the merits of the program but also of its frugality. As it turns out, investment in a house for the intentional community actually earns the college money through the additional rental units it makes available. My additional responsibilities are compensated in the form of reduced committee work and free room and board.

During the first term of the program, some festering rumors had to be undone. We were perceived as everything from a group of activists trying to undermine the college to a deviant hippie commune invading the town. Some articles in the school and local newspapers, some visits with key town officials and campus administrators, and an open house for neighbors, students, social service supervisors, and faculty stilled most of the mutterings. But the most time-consuming objection came from the town's zoning board. It took a great deal of negotiating before a zoning amendment was adopted that allowed college students and faculty to lodge together as a "family."

The chief complaint of students in the first term of the program was the lack of privacy. Fifteen of us were living in a six-bedroom house. We have set the occupancy limit at 11 and insist that students plan some time for themselves and get away for a weekend or two during the term.

One other major problem is the threat of faculty burnout. Unless I explicitly turn over to the students as much responsibility as possible and outline the limits of my participation, I fall into the syndrome of eternal office hours.

At times my gears have seemed stripped in shifting between my campus and community roles. The administration expects me to be the director of the program, to handle questions of quality, discipline, budget, and recruitment. Yet, as a part of the intentional community, I am a colleague. In some way, both camps have to be apprised of dichotomous roles.

In sum, this community training program has emerged as an innovative model of holistic education. It strives to incorporate the theoretical with the practical through the supportive, cooperative, intentional community within the community at large. Living in the community as a service-learner helps students see their "subjects" in a comprehensive context rather than as isolated specimens or bookish abstractions. Because of this perception, they are better able to serve both individual and societal needs. □

THE GENESEO MIGRANT CENTER

Part I: The Migrants Come First

by Gloria Mattera

John Dewey's "learn by doing" is a prescription for excellence in education that has become increasingly popular at the State University of New York (SUNY) College of Arts and Science at Geneseo. No matter what students' majors may be, they have a chance to supplement theory with practice by becoming involved in service-learning at the college's Migrant Center. Their learning experiences grow out of meeting the needs of migrant farmworker families. Some examples of services linked by the Migrant Center to various areas of study are as follows.

- **Economics.** The average annual family income of approximately \$3,000 per year for migrant farmworkers provides a challenge for economics majors as they study why the best fed nation in the world tolerates so low an economic status for this vital labor force. Students teach individual workers about budgeting, keeping track of wages and deductions, and selective purchasing of consumer goods.

- **Education.** Migrant children are at least two years behind in school; nine out of 10 of them drop out, and their parents constitute one of the four major groups having a high functional illiteracy rate. Education majors, therefore, have an excellent opportunity to test their teaching skills while providing greatly needed educational services to the total family.

- **Sociology.** Future social workers assist migrants in securing services by informing them of what is avail-

Bill Cronin



Harvesting potatoes is backbreaking labor for which migrants may receive less than minimum wage.

able and by going with them to help with paper work and advocacy.

- **Fine Arts.** Opportunities for self-development in the arts are very limited for the migrants. Fine arts majors open new doors of awareness and skill development for the children and adults, thereby testing and improving the students' own arts skills.

- **Library and Computer Skills.** The Center's library houses one of the nation's most extensive collections

of curriculum materials, articles, papers, reports, and speeches about migrant farmworkers. Students help code and catalog the collection, key punch information for rapid retrieval, and respond to requests for information on migrants from all over the country.

- **Health Education.** Migrant workers are among the most disadvantaged populations as far as health is concerned. The average life expectancy is 49 years, almost a third

Through extensive involvement of students, faculty, and community, the Center has become a national model for serving migrant farmworker families and an unofficial model for involving students in learning by doing.



Bill Conant

Pesticide poisoning is common among migrants.



Bill Conant

Outdoor work is not always healthy. The average life expectancy for migrant farmworkers is 49 years.

less than that of the general population. Common problems include tuberculosis (17 times more frequent among migrants than among patients seen by private physicians), venereal disease, parasites, eye-ear-nose-throat ailments, alcoholism, and pesticide poisoning. Students helped develop testing kits for the latter and assist in health screening and education.

● *Special Education.* Poor health, often caused by an inadequate diet,

and constantly moving from school to school often result in special education problems. Overcoming these involves individual education plans; college students work with the children on a one-to-one basis in assessing needs and carrying out activities to meet those needs.

● *Modern Languages.* Though most of the migrants who follow the eastern stream from Florida to New York speak English, some Hispanic or Algonquin Indian migrants re-

quire interpretation in Spanish and French respectively at social service agencies. Students speaking those languages also assist in bilingual literacy programs.

Credited or volunteer, paid or unpaid, graduate or undergraduate service-learning activities are available to Geneseo students. In every case the basic philosophy of the program is that the migrant children and families come first. Because the Center is service oriented, all decisions are made in the best interests of those children and families. This is made clear to all staff members and students from the start so that the proper orientation is firmly established. All receive intensive training and are required to adhere to all Center policies.

Training usually consists of an overview of the migrant farmworkers' life style as presented in the Center's Migrant Heritage Studies Kit and presentations by key service agencies, such as Social Services. Trainees also review all Center policies and procedures, work schedules, and standards of professional behavior.

Volunteers and paid staff work under the direction of a program coordinator. Staff members keep written logs, which the supervisor and Center director review weekly in order to assure coordination of all phases of the program. Staff members and volunteers with certain responsibilities attend regular staff meetings so that they may par-

Gloria Mattera has been director of the Geneseo Migrant Center since its inception in 1968 at the State University of New York College of Arts and Science at Geneseo.

ticipate in all levels of the program and learn about coordination, supervision, implementation, and evaluation of the services rendered.

Credited Service-Learning

The Migrant Center has developed courses and independent study programs for hundreds of students over the years.

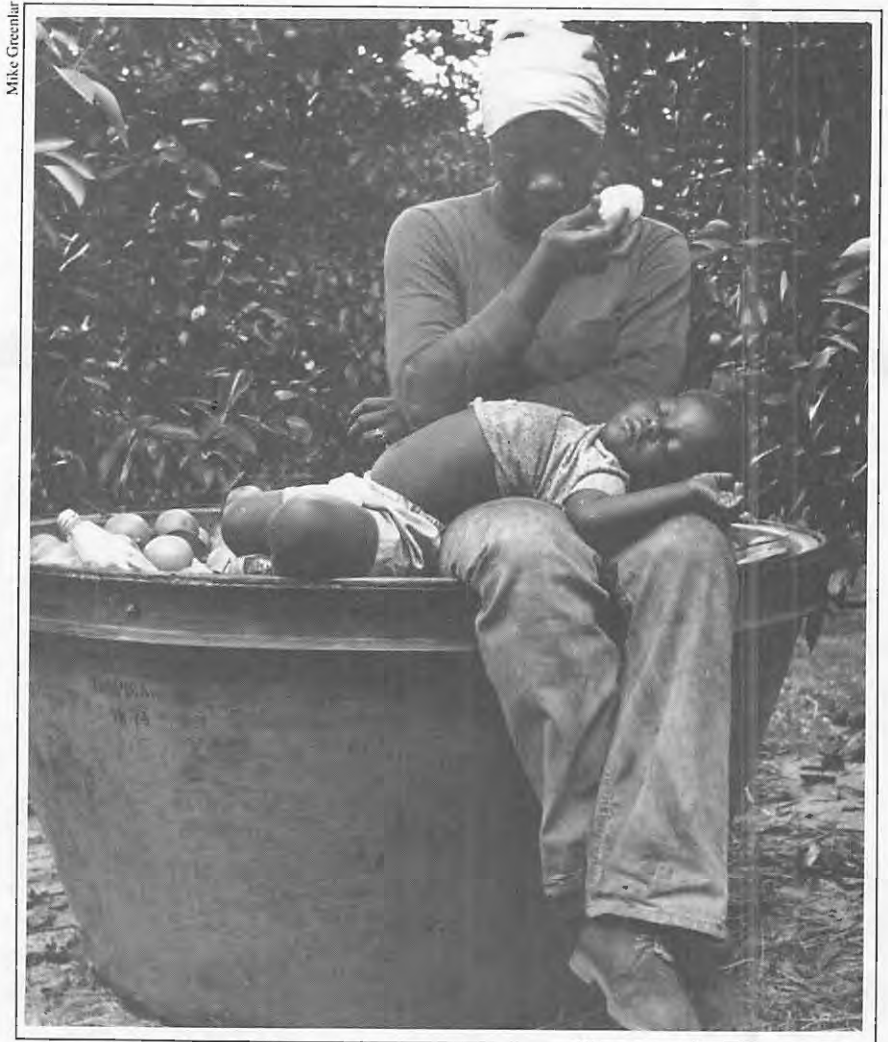
The first, a summer workshop for teachers of migrant children conducted from 1966 through 1973, began two years before the college established the Center. An intensive five-week, 10-hour a day program, it linked theory with practice in the Children's Demonstration School.

Several current college programs require participation in the Center's activities to help students improve their teaching skills, both in assessment and instruction. Speech and hearing majors, for example, screen, test, and instruct children and adults. Early childhood majors assess and assist with the social, emotional, physical, and intellectual development of infants, toddlers, and preschoolers at the Child Development Center.

Many instructors of mandated or elected courses require papers on such topics as "The Economics of the Migrant Farm Labor System."

Both undergraduate and graduate students have worked under the Center's director for independent study credit. Many take part in the Center's Literacy Volunteers of America training, which has been certified for credit under the SUNY system, and tutor both children and adults. (Former Geneseo students have coordinated the Center's Literacy Volunteers while in VISTA.) Photographic studies of migrants by Bill Cronin, Mike Greenlar, and Roger Smith have helped publicize the plight of migrant farmworkers and accompany this article.

Among graduates students' projects have been "Belinda," a simple biography and photo essay of a migrant child in the Migrant Heritage Studies Kit, by Carole Miller West; "Teacher's Guide for the Migrant Heritage Kit," by Marjorie Lewis; "Career Education for Migrant Youth," a program for junior high students, by Pat Critcher; and "Language for Algonquin Indians," which



Mother and child take a break together at the edge of the orchard before she returns to work.

included several games to be used in instructing Algonquin children, by Carole Minnerly.

Other colleges have taken advantage of the service-learning opportunities the Center offers. For example, when Syracuse University established a program in rural sociology in 1976, it assigned one of its first student interns to the Center. Rochester Institute of Technology, Monroe Community College, and Alfred Agricultural College also have sent interns to the Center.

Salaried Service-Learning

The Center also has numerous salaried service jobs—most of them short term or part time—that students fill. The Center matches students to jobs related to their major or special interest whenever possible. Each job includes some service-learning component, and each student receives the training described

earlier. Below are the programs that provide employment.

Child Development Center. Early childhood majors assist in the infant and preschool classrooms or help transport the children to and from the camps.

Weekend Program. The Center's on-campus Weekend Program for migrant families is staffed mainly by college students. They teach reading, arts and crafts, tennis, handball, and other sports; assist in program supervision and direction; provide counseling to migrant students and adults; and care for young children while parents participate. This program also provides employment for students who supervise such college facilities as the swimming pool, game room, craft shop, and bowling alley.

In-Camp Education Program. Students teach illiterate adults how to read and to develop survival skills, *i.e.*, obtaining social services,



Mike Greenhalgh

Migrant farmworkers often work in crews.

tions of migrant farmworkers—an awareness that too few people in the nation possess.

The Center's current status as an exemplary project in the National Diffusion Network is changing the future direction of the Center in that considerable training will be provided to school districts, rural and urban, across the country to help them replicate the Center's programs. This extension should broaden the college students' involvement and, in turn, benefit countless migrant, urban, and rural disadvantaged children.

The Center also has affected the lives of thousands of migrants. They have received direct services not available to them a decade ago, and they have learned how to find out what services are available to them elsewhere. Though the need for basic education is still great, that need is being met better and the focus is shifting slowly toward keeping children in school longer and alerting them to other occupational choices.

The Center also has had an impact on migrants' lives by influencing national and state legislation affecting migrant workers. Staff members, often assisted by college students, have developed and presented position papers before legislators and groups in need of farmworker representation. Center publications have been disseminated and have generated expressions of interest and visits from as far away as Australia! Constant advocacy and information from the Center are helping develop a local, state, and national awareness that is having an impact on legislation and programs for migrant farmworkers.

The Center also has advised other colleges and universities on program development.

An incalculable amount of work remains to be done. More than half a million school-age children are part of the migrant farmworker population. They work in 46 of the 50 states. The Geneseo Migrant Center has found service-learning an effective way of meeting the needs of some of these children and their families—and of the students. If enough colleges undertake similar programs, perhaps the lives of all can be improved.

comparing prices of consumer goods, filling out social security forms. Students prepare many of their own materials. *Guidebook: In-Camp Education for Migrant Workers*, by Mona Smith DeMay and Robert Lynch (Geneseo Migrant Center, 172 pp., \$3), provides detailed instruction for teaching in a migrant farmworker camp.

Work-Study Program. The college's work-study program enables students to work full time in the summer and part time during the rest of the year in a variety of functions, including as assistants to nurses and program directors.

Health Program. The drastic health needs of the migrant farmworkers offer an excellent vehicle for students to learn about a variety of ailments, primarily through screening. In the Center's dental program, students work as assistants to the dental staff or transport the migrants from their camps to the dental unit.

Photography. Students teach photography to the children and take pictures of the migrant families for use in the Migrant Heritage Studies Kit and in local, state, and national publications.

University Year for ACTION (UYA). UYA students—participants in a one-year, full-time service-learning program—work directly with migrants in various field activities, including assisting them with forms at health centers, referring them to social service agencies and acting as advocates there, going with them on emergency trips to the hospital. Most UYA students are majoring in psychology, sociology, or social work.

Many students who apply for but do not receive paid positions or who simply wish to work with the migrant population volunteer in the

various components of Project CHILD. They may transport workers to community services, thus having the opportunity to talk with and learn more about them. Many students participate in fundraising activities for such special causes as the Joseph Mattera National Scholarship Fund for Migrant Children, which provides aid to keep high school students from dropping out to work.

Secondary Service-Learning

Over the years area high school students have assisted in many Migrant Center programs. For example, seniors in Avon and Caledonia have been trained as Literacy Volunteers and worked with classmates. In the Center's day care center, high school students assist children from various ethnic groups and learn basic parenting skills.

Boy Scouts, Girl Scouts, and 4-Hers help establish troops and clubs within the children's summer program and enable the migrant children to work on badges and projects. Such experiences lead local students to relate to the migrant population—particularly their peers and younger children—in a positive manner.

High school students also have helped raise money for special projects, such as the migrant children's trip to Washington, D.C. in 1977 and the Mattera Scholarship Fund.

Impact on Students, Migrants

The Geneseo Migrant Center has enabled thousands of college students to participate in valuable service-learning experiences in a rural area. It has directed some students toward migrant and rural education as a career and, most importantly, has created an awareness of the problems, courage, and contribu-

Part II: Other Benefits Follow

The State University of New York College of Arts and Science at Geneseo overlooks the luxuriant Genesee Valley. Originally a teachers' college, Geneseo now offers a variety of liberal arts and teacher education programs.

The Geneseo Migrant Center (GMC) was established in 1968 by President Robert W. MacVittie with funds from the State Education Department. He believed that a rural college should serve the rural community.

The Center's year-around function was to conduct studies designed to improve the education of migrant farmworkers' children. A summer workshop for teachers of migrant children brought these children in from camps within a 25-mile radius.

Thus the studies, direct service programs, teacher training, and the expanding library led to an extensive and comprehensive program of direct and indirect service to migrant farmworker families. Always the needs determine the services and, to a large extent, the learning.

Though the Center's primary concern has been the impact of programs on migrants and students, two important fringe benefits have been the effects on the college and community.



The day-care facilities are the fields.

The relationship of the Center to the college has been mutually beneficial: The college has received recognition for Center activities, and students and staff have secured employment; the Center has had full use of college facilities (crucial to its operation) and has found a rich resource in college personnel.

Activities Receiving Recognition

In 1969 the American Association of Colleges for Teacher Education presented a Special Recognition Award to the education department for its continuous upgrading of services to migrant farmworker children. This gave credence to the Center and to the college's support of it.

In 1973 the U.S. Office of Education National Institute of Education (USOE/NIE) validated the Center's *Project CHILD (Comprehensive Help for Individual Learning Differences)* as an exemplary project in the National Diffusion Network. The main components of Project CHILD are:

- The Children's Demonstration School—a 12-hour-day summer program providing a creative, supportive environment to meet the educational, physical, social, and emotional needs of migrant children from three to 20;
- The Child Development Center—a companion program serving infants and preschoolers;
- In-Camp Learning Program—an evening program for the youth and adults who work during the day;
- Weekend Program—a Sunday program providing recreational activities on the campus and in the surrounding area;
- Health Program—a comprehensive program providing complete health care and health education.

Many students learn about migrants through the Center's *Migrant Heritage Studies Kit*. Funded by USOE's Ethnic Heritage Branch, this is a multimedia kit consisting of four slide/tape stories, booklets, autobiographies, simulation games, and photographs. It covers the lives of migrant farmworkers in general and three ethnic groups in particular: Afro-Americans, Algonquin Indians, and Mexican Americans. Ten of these kits are in circulation around the country (\$50 charge for postage and handling, with requests answered as kits are available).

The Center now extends direct services to migrants beyond the Genesee Valley. The *Migrant Educational Opportunities Program*, funded by the Fund for the Improvement of Postsecondary Education (FIPSE), is a pilot project that enables both in-school and out-of-school migrant farmworker youth



Older children work with their parents.

(13 and older) who travel between Florida and New York to receive continuous career counseling and education services. Because nine out of 10 migrant farmworker children in the country drop out of school, this program attempts—through direct and continuous personal contact (much of it on the telephone)—to encourage young people to stay in or return to high school and go on to post-secondary programs. In this program the Center works with schools and social service agencies in 10 states.

In terms of local cooperation, one of the most popular programs is the *Literacy Volunteers of the Genesee Valley*, which the Center established because of the paucity of funds to educate adult migrants. Affiliation with Literacy Volunteers of America (LVA) has enabled the Center to train many community and college volunteers to teach migrant and rural-poor adults to read.

Impact on Staff and Community

Since 1968 college students have been involved in Center programs as volunteers, interns, work-study students, paid staff, and observers

(see Part I). The Center also has had an impact on other parts of the college and local community.

Dozens of faculty members served as consultants, program directors, teachers, or researchers. For example, the Center hired professors to conduct research that would affect the operation of programs in Geneseo and elsewhere. Among the topics were: "A Speech and Language Program for Migrant Children," by Richard Haviland; "A Study of the Possible Improvement of Problem Solving Ability in Migrant Children," by James O. Schnur; and "The Courts and the Migrants," by R. Wayne Mahood.

Many faculty members have benefited from the Center's presence on campus through the overhead generated by the several millions of dollars that the Center has earned. (Within the SUNY system, a percentage of the indirect costs from federal and other grants brought to the local unit is returned to the unit in the form of awards for faculty to conduct research.)

The economy of the local community also has been affected, for staff, migrant farmworkers, and visitors coming to observe the Center's operations or to attend its conferences and workshops bring money into the town.

Again, the benefits are mutual. Local service groups, organizations such as the Red Cross and the Girl Scouts, and individuals have contributed to the Center's program by working with migrant children and adults, donating services and material goods (particularly clothing), and assisting with staff training.

Through the Center's efforts relationships between migrants and residents have improved. The residents now have more understanding of the migrants' problems and the contribution they make to the economy. The migrants have learned how to make use of community services and facilities rather than remaining in their camps and have moved closer to the mainstream.

GMC Survival Problems

When President MacVittie established the Center in 1968, he tied it to the college structure by providing impressive in-kind contributions (e.g., office and classroom space,

postage, use of college facilities), by having Center grants channeled through SUNY's system for handling external grants to the college, and by having the director report directly to him. Also, various college administrative staff assist with financial and programmatic aspects of Center activities. In effect, then, the Center has been a part of the college but not part of the academic departmental structure.

Because the Center depended upon outside funds, President MacVittie repeatedly tried to include it in the SUNY budget, but—because of SUNY cutbacks—his efforts were to no avail.

Initially this created no serious problem. The Center received its administrative and programmatic funds from one office in the State Education Department, and Center staff members were able to devote their total energies to serving the migrants.

As the Center identified adult education, health, and other needs

State Education Department were no longer available. President MacVittie placed the director back on her academic line (he had granted her leave from the Education Department each year since 1968) with a special assignment for the spring semester to direct the Center. To tie the Center into the college departmental structure, and in anticipation of his retirement in August, he placed it within the Division of Educational Studies.

As of this writing, the Center's continuation is dependent upon securing funds for the director's teaching time, for heavy faculty teaching responsibilities preclude extending the special assignment.

A major obstacle to the Center's functioning as an integral part of the college structure has been the determination of the college's funds by the number of full-time equivalent (FTE) students. The Center, while it has generated some FTEs, has focused primarily on services for the farmworker families.



These migrant farmworkers, who are Algonquin Indians, have little hope of escaping grinding poverty.

and as State Education funds diminished, it became imperative to devote considerable effort to securing other funds. In 1978-79, for example, sources of funds included the U.S. departments of Agriculture and Health, Education and Welfare, the State Education Department's Bureau of Migrant Education and Bureau of Continuing Education, the State Department of Agriculture and Markets, the State Council on the Arts, and the State Department of Health.

A severe blow fell in February when administrative funds from the

This picture may be changing; newly appointed SUNY Chancellor Clifton Wharton has spotlighted community service functions. Possibly these will generate funds for the college as FTEs do. If this does occur, the Center's extensive experience can provide leadership to others and may motivate SUNY officials to provide operating funds. At the time of writing, however, the Center's staff must continue to seek funding as well as operate programs if its services to the rural poor and migrant farmworker families are to continue. □

COMBINING FORCES WITH 4-H

Common goals and different resources make 4-H and service-learning programs natural allies.

*by Milton Boyce and
Elsie Carper*

Service-learning educators and Cooperative Extension Service 4-H youth agents are natural allies. Both groups strive to enable young people to learn by doing in ways that benefit their community. Both have valuable resources to offer the other.

What are these resources? While these vary somewhat from community to community, 4-H generally offers secondary and post-secondary service-learning educators:

- Short-term and long-term placements for students;
- Training for the students, their client groups, and, in some cases, the faculty member;
- Supervision of students working in structured but flexible projects in 10 program areas (energy and engineering; ecology and natural resources; community development; economics, jobs, and careers; leisure education and cultural arts; cultural understanding; health and personal development; animals and poultry);
- Contacts with grass-roots leaders and local officials and a knowledge of community needs;
- Access to materials and, occasionally, funds needed to initiate community-based projects;
- Awards and recognition for participants.

The service-learning educator has much to offer in return:

- Students who will obligate sufficient time and energy to complete a project;
- Instruction related to the project area and to interpersonal skills;



Inner-city children and an adult leader begin work on a gardening project.

- Supervision and evaluation of students' work;
- Contacts with grass-roots leaders and local officials and a knowledge of community needs;
- Access to educational materials and facilities and to faculty members who are experts in many subject areas;
- Awards (credit and grades) for participants.

As 4-H has moved into urban areas and made special efforts to reach disadvantaged and minority students, more and more educators and agents have formed alliances. (Faculty members of state land grant universities also work with their colleagues in the university-based state Cooperative Extension Service.)

The opportunities and needs are great, for the nation's largest youth program has some five million young people, three-fourths of them aged nine to 14, taking part in 4-H pro-

grams scattered throughout the country. Roughly two million live in large urban areas; more than two million, in small urban areas; and almost one million, in rural areas. Because 4-H programs typically link individual and community development—members pledge “my hands to larger service”—the potential for community service is immense.

Successful Alliances

The Youth Nutrition Program in Lane County, Oregon, illustrates both some of the new directions

Milton Boyce is 4-H program leader in volunteer staff development and Elsie Carper is 4-H program assistant for Extension with the Science and Education Administration of the U.S. Department of Agriculture, Washington, D.C.

4-H has taken and how combining service-learning and 4-H resources can strengthen programs.

Undergraduates from the University of Oregon-Eugene and Lane Community College, Eugene, make up the core of nearly 400 volunteers working with approximately 8,000 low-income urban youngsters. The Extension Service and the colleges have designed the program to teach these youngsters the basic four food groups and the value of proper nutrition; help them change their eating habits to conform to proper nutrition practices; and establish habits leading to building a strong self-concept.

Student and community volunteers work together in three major components: a summer outdoor nutrition education program involving day camps, outdoor cooking sessions, and overnight camping; an in-school nutrition education program, involving cooperating with elementary teachers in teaching the basic four food groups; and after-school activities, including drama presentations, gymnastics, gardening,

slimnastics, and painting murals.

The youth nutrition agent and student volunteer coordinators work together in placing students and in evaluating their work. Each student and the agent sign a contract that spells out the student's and the Extension Service's responsibilities.

The student specifies the beginning and ending dates, the number of hours a week to be worked, and the primary task. The contract also contains a list of 10 student responsibilities, including turning in a class summary form before each group meeting, holding planning and evaluation meetings when working with others, and preparing a written report on two original nutrition activities used successfully in the program.

The Extension Service specifies the number of credit hours to be awarded if work is done satisfactorily and agrees to supervise students at the site at least twice during the term, to meet with students to discuss problems and successes throughout the term, to write recommendations for future employment, and to inform students of

any future job openings in their fields.

Such full cooperation between colleges and Extension Service offices is still not common, but this situation is expected to change.

One of the most extensive cooperative efforts is in Colorado. Students from five college campuses—Colorado State University, University of Northern Colorado, University of Colorado, Adams State, and Northeastern Junior College—can earn credit through a special problems class or internship for working in some aspect of the 4-H program. Students work with projects according to their own special interests and the needs of 4-H. Many students have responsibility for planning, development, and implementation of 4-H workshops, leadership training, public relations programs, and management of special events, such as 4-H Day or the state 4-H camp.

Secondary teachers also find numerous opportunities for coordination with 4-H. In Sonoma County, California, for example, high school students developed and managed

4-H—Head, Heart, Hands, Health

Since 4-H (head, heart, hands, health) was formally established as the youth education program of the U.S. Department of Agriculture (USDA) Cooperative Extension Service in 1914, millions of 4-Hers (and their volunteer leaders) have learned by doing.

Today more than two million young people, primarily from nine to 19, are members of 4-H clubs. With the assistance of adult and junior leaders, members participate in a variety of group organizational and recreational activities and in one or more individual one-year projects ranging from photography to entomology, from food preservation to baby beef, from commodity marketing to small engines.

Many members and approximately two million others take part in short-term special interest projects, such as bicycle safety, first aid, or community clean-up.

Traditionally a rural program run

cooperatively by USDA, state land grant universities, county agents, and local volunteers, 4-H received special federal appropriations to expand programs in urban areas in 1973. Since that time the number of urban participants in clubs and special interest groups has risen to almost one million. A comparable number take part in the 4-H Expanded Food and Nutrition Education Program, which is primarily for youth in depressed city areas.

Leadership training and instructional materials for adult and junior leaders and for 4-Hers play an important part in the 4-H program. Most leadership training takes place at the local level under the direction of an extension agent. Cooperative Extension Service departments of state land grant universities produce most of the instructional materials, primarily project manuals, for both volunteer leaders and 4-Hers. Some training and materials are available

to other organizations working in related programs. For additional information on 4-H youth programs, check with the county extension office, the state 4-H office at a state land grant university, or the National 4-H Headquarters, SEA-Extension, USDA, Washington, D.C. 20250.

The National 4-H Council produces and distributes a variety of educational aids, including project manuals, audio-visual packages, and television series. The Council also offers training for 4-H members, high school students, members of other youth groups, leaders, and other concerned individuals. The major emphases are on citizenship, leadership, management, and specialized curriculum subjects. For additional information, write to the National 4-H Council at either 150 Wacker Drive, Chicago, Illinois 60606 or 7100 Connecticut Avenue, Washington, D.C. 20015.

short-term 4-H projects for grade school and junior high students. One year 155 secondary students formed a corps of teen leaders. By involving 1,410 teen and adult leaders, they were able to carry out 55 different enrichment projects reaching 27,955 youngsters during the school year and summer. Some special summer projects were organized for the children of migrant farmworkers. Among the enrichment projects were mini gardens, nutrition, safety, home repair, and environment.

The Extension Service trained the students, provided a resource library, coordinated the program, and worked with students to develop their ideas and evaluate results.

Helping the Handicapped

Opportunities for collaboration are endless, but perhaps none meet community and program needs better than those that involve serving individuals with special needs.

In the last few years 4-H has been concerned particularly with developing programs that serve the handicapped. One of these is the Handicapped Horseback Riding Program pioneered in Genesee County, Michigan, and Loudon County, Virginia, and now expanding to many other states. In this volunteer-intensive 4-H program, handicapped youngsters learn how to ride and groom horses. They also study horse anatomy. The program not only gives them a new leisure activity but also helps them make new friends and develop self-confidence. They progress physically and mentally.

Student volunteers who participate on the instructor level take a one-month training course covering such topics as basic physical therapy, teaching techniques, and training assistants. (Those wishing more information on training or other facets of the program should contact the local Cooperative Extension Service office or write to Michigan 4-H—Youth Programs, 175 South Anthony, Michigan State University, East Lansing, Michigan 48824).

Five volunteers assist each handicapped rider, so students with a wide range of equestrian ability can be useful in the program. Students

also can be invaluable in soliciting financial support and arranging for facilities, horses, and equipment.

Plants as well as animals elicit a good response from handicapped children. One particularly active group meets at the Capper Foundation for Crippled Children in Topeka. Children who cannot use their hands and arms normally show great ingenuity in sowing and caring for their plants. Once again, students do not have to be experts to assist, but many are needed to give children individual attention.



Therapy and pleasure go together in the Handicapped Horseback Riding Program.

The mentally retarded also benefit from 4-H programs, most of which require a large number of workers. Numerous 4-H clubs in Oregon have helped both educable and trainable retardates benefit from 4-H education programs. The youngsters learn practical skills through such projects as forestry, photography, cooking, sewing, woodworking, gardening, and animal care. With volunteer assistance—usually from students—they also take part in 4-H trips, camps, and creative arts programs.

In Columbia, South Dakota, the visually handicapped become part of 4-H through a buddy system, with one sighted member assigned to assist two visually handicapped members. They work together on a number of projects, including ceramics, sewing, and carpentry.

Community Projects

Serving the community as a whole always has been a major concern of 4-H, but special Congressional appropriations in fiscal year 1973 stimulated a broad range of new projects, including those involving 4-Hers in local decision making.

In San Diego County, California, for example, Jamul Chaparos Club

members helped form a volunteer fire department. Participants developed a map of available water supplies, planted fire retardant ground cover, began reforesting burned areas, surveyed available equipment for firebreaks, and underwent intensive firefighting training.

4-H groups in Wisconsin have taken a special interest in environmental projects, with 45,000 members from 1,500 clubs helping with clean-up and conservation. In Sheboygan a 4-H group studied environmental advocacy techniques and used them to convince landowners not to burn, graze, mow, or spray 200 acres of scattered pockets of unused land so that wildlife might flourish in the area.

In West Virginia, 4-Hers did a cultural awareness project that helped revive residents' pride in their woodcarving, spinning, dulcimer playing, and folk dancing traditions. The young people organized small groups of talented residents to teach youngsters these skills and then sponsored mountain heritage weekends to foster public interest.

Some community projects have a dual focus: helping juvenile offenders become socially and economically adjusted and improving the community's physical environment. In these projects 4-H tries to provide a positive experience for troubled teen-agers through an integrated year-round program of sports, crafts, clean-up projects, camping trips, employment counseling, and community service. In Orange County, California, for example, 200 young people, most of them gang members, put up street lights and assisted in community drug abuse and alcohol education drives. One result has been a significant reduction in the number of gang fights.

Alleviating youth unemployment recently has become a nationwide priority for 4-H, partially because employment seems crucial to the rehabilitation of young offenders. This is a rich area for collaboration between schools and the Extension Service, for most areas will need students interested in counseling and corrections.

(continued on page 49)

INVOLVING ALL THE COMMUNITY

By showing education-work councils how service-learning eases the transition from school to work, educators may gain new support and resources.

*by Richard Ungerer and
Christianne King*

A work-education council in Worcester, Massachusetts, is working to implement its policy that every high school student should have an opportunity to participate in an experiential education program—including service-learning. The council has a good chance of accomplishing its goal, for the members come from every influential segment of the community. They include superintendents of area schools, the city manager, a paper manufacturer, a Teamsters official, a Chamber of Commerce member, a city councilman, owners of small businesses, an official from the area's largest industrial plant, a diocesan priest, the director of human services, and a municipal employees' union representative.

Like many citizens, the members of this community council have come to realize that preparing young people to make the transition from school to work involves more than just the school system and the students, that all sectors of the community must play a part.

Because of this growing awareness, in 1977 the National Manpower Institute, a nonprofit organization in Washington, DC., selected 20 communities to participate in the Work-Education Con-

sortium Project. Financed largely by federal funds, this pilot project strives to assist these communities in stimulating collaboration among all sectors in order to improve the school-to-work transition process. All 20 communities have set up work-education councils made up of secondary and community college educators, business people, elected officials, union leaders, civil servants, social service workers, and others who are interested in working with young people.

Service-learning educators are members of these councils, and others should be aware of the resources such councils could offer their service-learning programs.

Working with councils can greatly enhance service-learning programs, in several ways. First, councils can place at educators' disposal experience and technical know-how in collaborating with segments of the community with which they may have had little or no contact. Second, collaboration with a range of sectors permits more students to participate in more service experiences. Finally, ties between councils and educationally based programs encourage a broader range of community sectors to get involved in service-learning as one of the ways to work for a better transition process from education to work.

For example, Project ACTION (Accessing Community Resources To Infuse Service-Learning Opportunities Now), a program involving some 1,600 students and 50 teachers from two high schools in Livonia, Michigan, is seeking to gain access to valuable resources in the private sector by developing closer ties with the Work-Education Council of Southeastern Michigan. In one case this means that this year the students who are assisting the elderly in filling out their tax forms will be working under the supervision of

bank accountants as well as their classroom teachers. In another, the Army Corps of Engineers and the city's Planning Department will supervise a group of students working to convert a flood plain into a park and recreation facility. (For a profile of Project ACTION, see "Infiltrating the Secondary Curriculum," *Synergist*, Winter 1979, pp. 22-27; reprint 172.)

What Councils Do

The councils play a dual role. First of all, they foster comprehensive solutions to community-wide problems by providing neutral ground where all segments of the community—including students—can gain an understanding of each other's concerns. Here local leaders learn to look beyond their often narrow interests to devise new arrangements to help young people prepare for the world of work. The councils also create a focal point for efforts, enabling resource agencies engaged in similar work to coordinate their efforts to the benefit of both the students and the agencies. In Oakland, California, for example, the council took a survey that determined that 138 different groups were offering career education services but did little coordinating with each other. Furthermore, most teachers and counselors did not know of their existence. The council prepared a directory and distributed it throughout the community.

Although the projects operated or assisted by the councils in the Work-Education Consortium vary according to the needs of each community, council activities can be di-

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vided into four broad categories: research and promotion; brokering and technical assistance services; reducing barriers to work and service programs; and expanding and brokering funding sources. All of these are relevant to service-learning programs.

Research and Promotion

A primary function is research on students' needs and on work and service opportunities open to them. This research becomes the basis for enlisting community support and for establishing comprehensive inventories of suitable programs.

The Portland (Oregon) Work-Education Council recently initiated a study of work or service opportunities available in the tri-county area. The Council will analyze the results to decide which type of work/service experiences should be expanded. (For information on one project, see "Cooperation Among Groups Helps Make Home Repair Program a Success," *Synergist*, Winter 1979, p. 48.)

In Bethel, Maine, the Work-Education Council worked with Oxford County Community Services and the University of Maine in surveying high school students in order to determine what kinds of activities they would find most helpful in preparing them to leave school. The survey indicated a need for career education in the schools, so the council arranged discussions between the faculty and local employers (including human service agencies) and solicited community involvement by making presentations to the Rotary Club and the Chamber of Commerce.

Councils also are involved in sharing the results of comprehensive inventories of programs, which are valuable tools for service-learning educators looking for new placements for their students. The Niagara Frontier Industry Education Council in Buffalo responded to the community's need for coordinated and centralized career information by initiating a long-term project to collect and make available to the public—through a resource center and high school counseling offices—materials and information on educational and vocational opportunities

and on general employment trends in the state.

Brokering and Technical Assistance

A second function of the councils is to offer brokering and technical assistance services, such as: a clearinghouse for work-service placements; guidance in developing programs and curricula; and aid in offering training, orientation, and staff development programs to local educators and work-service supervisors.

The Industry-Education Council of California has established the Bay Area Cooperative Education Clearinghouse to provide employers with a one-stop listing of students seeking work or service experience. A firm, agency, or organization may call to have candidates identified through a search-and-match system. Currently the data bank contains information on students from six community colleges, but the system is being expanded to include high school students as well.

As representative and advisory bodies, many councils engage in formulating, evaluating, or revising programs and curricula. In Enfield, Connecticut, the North Central Connecticut Education-Work Council distributed a student career survey to identify interests and aspirations. School superintendents used the results in drafting a proposal for a master plan for career and vocational education. The plan included several community service projects.

Councils also organize training, orientation, and staff development programs. In Bayamon, Puerto Rico, the Work-Education Community Council offered a series of seminars on occupational counseling in schools for counselors and teachers. It also offered a series on the role of business and industry in the school-to-work transition for representatives from those sectors.

In Bridgeport, Connecticut, the Business Education Liaison enlisted the cooperation of 25 companies in an eight-week program designed to teach 30 counselors, administrators, and teachers about the work opportunities in and the educational re-

quirements for more than 300 different jobs. About 15 percent of these were service oriented and could be developed as service-learning placements.

Reducing Barriers

The third category of council involvement is reducing barriers to work and service programs. This entails securing the cooperation of community agencies and employers and disseminating information on child labor laws and pertinent federal regulations.

In Santa Barbara, California, the Community Career Development Council—working with the National Alliance of Businessmen, five school districts, the Community Career Development Department, and the county superintendent's office—has increased cooperation by identifying a cadre of business counselors to work directly with high school students.

Because misconceptions or uncertainty about labor laws make some businesses or agencies hesitate to hire students or to accept student volunteers, the council in Erie, Pennsylvania, distributes "Hiring the Young Worker: A Reference Guide To Child Labor Laws, Wage and House Provisions, and Sources of Young Workers." This is available from the Education-Work Council of Erie City and County, 1208 Baldwin Building, 1001 State Street, Erie, Pennsylvania 16501.

Brokering Funding Sources

Another important function of councils is to expand and broker funding sources to support the development and expansion of work and service-learning programs. Methods have included:

- Council membership dues, ranging from a few dollars for individuals to hundreds of dollars for businesses;
- Service fees;
- Millage (per pupil assessments paid out of taxes by local school districts);
- Local, state, and federal contracts and grants;
- Corporate donations;
- Foundation grants;
- In-kind contributions, such as space and materials.

Forming a Council

For a council to form, someone in the community has to take the initiative in building support among the various sectors. Because service-learning educators have numerous community contacts and strong allies in the human service sector, they are in a position to take a leadership role, possibly in cooperation with educators whose primary concerns are cooperative and vocational education programs. Educators alone cannot form a strong education-work council, but they may marshal the forces needed to do so. What those forces are and what the function of the council should be varies from community to community, but the 20 councils participating in the Work-Education Consortium offer models that almost any community could adapt. NMI and the Consortium can provide the necessary technical assistance to communities interested in forming collaborative councils.

At a conference of those councils Melvin Webb, executive director of the Martin County (North Carolina) Education-Employment Council, listed the following steps interested individuals should consider as they move to organize a council.

- Assess community needs and list

youth service agencies and their priorities.

- Form an ad hoc working committee for community leaders. Stress the council's role as a neutral meeting ground and identify broad-based community representation.
- Identify issues and goals. Recognize each participant's or sector's self-interest in becoming involved in the collaborative process.
- Identify community needs to be addressed and formulate specific project activities and time lines for implementation.
- Establish a formal education-work council. Decide whether to be a nonprofit organization, write a constitution, and work on getting funding from a variety of sources.

The danger of presenting a precise list of tasks, of course, is that it may camouflage the complexity of the process of setting up a collaborative education-work council. The councils' accomplishments outlined here rest upon three years of planning, experimenting, and struggling—not always with success—and on federal support. Creating a collaborative council is a slow, difficult process and may not be a feasible option in every community.

Where will or resources are not

available, at least in the foreseeable future, educators may wish to begin by increasing the collaborative efforts with those segments of the community with which they already are working. Another approach may be to make a major effort to undertake one of the types of projects, such as a community resource inventory, that the Work-Education Consortium councils have found valuable. NMI and the individual councils are willing and eager to share their experiences and suggest models.

The broad education-work changes the councils and the National Manpower Institute are working for can come about only gradually. It is vital to have legislative support, and that will come only if diverse communities prove education-work councils can bring about changes essential to smoothing the school-to-work transition. Service-learning programs stand as examples of the effectiveness of school-community cooperation. Educators' support in forming councils would contribute greatly to speeding up the process of gaining general recognition of the value of bridging the gap between school and community in education, work, and service. □

The National Manpower Institute Work-Education Consortium Project

The National Manpower Institute (NMI), in Washington, D.C., is a private, nonprofit organization concerned with bridging the gap between education and work. With support from corporations and individuals and with contracts from the Department of Labor and the Office of Education (OE), the Institute is seeking to assist collaborative community efforts involving the business, labor, industry, education, and public service sectors.

In its Work-Education Consortium Project, which began as a pilot project in 1977, NMI assists the 20 communities in operating work-education councils by providing them with funding contracts from Labor and HEW, expertise, technical assistance, and an information exchange service. Each council takes complete responsibility for its own

operation and activities.

Among the projects in which the councils are involved are: work/service-learning, shadow programs, and internships; orientation and career options and exposure to business, industry, and labor for educators and counselors; employment services; collaboration with the Youth Employment Demonstration Projects Act; assessing the local youth transition and employment situation; and awareness building and information dissemination.

In its capacity as an information brokering service for the councils and the public at large, NMI offers a variety of publications that may be of interest to service-learning educators. Among these are:

- *Work-Education Councils: Profiles of Collaborative Efforts* (\$8.50);

- *The Work-Education Consortium: An Inventory of Projects in Progress* (\$7.50);

- *On Developing Community Work-Education Councils*, by Karl Gudenberg (\$2.25);

- *Community Councils and the Transition Between Education and Work*, by Paul E. Barton (\$3.50);

- *Work and Service Experience for Youth* (\$8.50);

- *Between Two Worlds: Youth Transition from School to Work*, by Paul E. Barton and Bryna Shore Fraser (3 volumes, \$39.00; Executive Summary, \$3.50);

- *The Work-Education Exchange* (the Consortium newsletter, free).

For further information, contact Richard A. Ungerer, Director, Work-Education Consortium Project, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036. □

A BUNDLE OF TROUBLE



Each year approximately one million American teen-agers, 30,000 of them younger than 15, get pregnant. Their pregnancies cost the nation about \$8.3 billion a year in welfare and related outlays.

That giving birth is not always a happy event is indicated by the high rate of attempted suicide—nine percent—

Using a variety of resources, college and high school students assist in health care, counseling, sex education, advocacy, and other projects serving school-age parents.

among teen-age mothers. This is seven times the rate for teen-age girls with no children.

Death often comes unsought; maternal and infant mortality rates run an estimated 30 percent higher for teen-age mothers than for those over age 20. Health problems more common for pregnant teen-agers than for older women include toxemia, anemia, infections, complications from long and difficult labor, and premature cessation of growth of certain bones. Immaturity and improper nutrition are two of the major causes, but another is that 70 percent of young teens get no prenatal care during the first three months of pregnancy.

Many do not get an education either. Less than a third of the nation's school districts provide special programs for pregnant students, and only one percent offer child care. The failure to continue to provide education contributes to the number of teen-age pregnancies, for studies have found that those who drop out of school because of pregnancy are almost twice as likely to have repeat teen-age pregnancies as those who stay in school.

Obviously much more needs to be done to stop the epidemic of adolescent pregnancies and help those suffering from it. As the following pages show, high school and college students can contribute a great deal to attacking the special problems of those who are or may become teen-age parents.

When Mother Is A Teen-Ager

In fulfilling course requirements, nursing and social work students from Tulsa University (TU) and Oral Roberts University (ORU) may work with pregnant adolescents and teen-age parents in the health and counseling components of the Margaret Hudson Program (MHP), a publicly and privately funded alternative school and social service agency in Tulsa (see box).

TU senior nursing students may choose to work full time for seven weeks at MHP in a Community Health Nursing course for which they earn four credit hours. Working closely with the TU professor, MHP's nurse coordinator supervises the students, provides orientation to the programs, and serves as a resource person.

The college students spend ap-

proximately 12 hours a week teaching some of the prenatal and postpartum health education classes, covering such topics as nutrition, birth control methods, delivery, and anatomy. They also conduct some of the exercise classes, help with weekly counseling and well-baby exams, and—after consultation with the coordinator—make referrals to other community agencies.

The students' work schedule is flexible, allowing time for counseling, which takes place mostly during home visits. A student selects two girls to visit once a week. The nursing student talks about prenatal care and the girl's expectations for herself and the baby. She tries to alleviate some of the anxiety as delivery draws near. The student may be with the girl during delivery and may make home visits afterward.

Pam Tilly, a former TU nursing student who worked at MHP, believes individualized attention is crucial for successful interaction with the girls. "A one-to-one relationship is very beneficial. The girls are scared to ask questions in class, and many come from home environments in which no one really cares for them," she said.

One of Tilly's patients was 14 and one of five illegitimate children. Her mother had been on welfare for many years. Tilly had to deal with the girl's anger about being preg-

nant and the fact that she was intimidated by her mother and inhibited in front of her. Tilly learned to schedule visits when the mother was not at home or to set aside counseling time at Hudson.

The students spend part of their time on special projects. A project that has been particularly useful to the program grew out of one student's observations in the nursery, which is a parenting education lab. Noting that the mothers needed instruction in looking for symptoms of abnormalities in a newborn, the student—in conjunction with the MPH nurse—developed a physical assessment tool, a check list of physical observations of the child. Nursing students now teach the new mothers how to use the tool with their own babies.

Special projects are the focus of ORU's nursing students who choose to work at MPH as part of a leadership course required of final semester seniors. Students spend the

greater part of their four hours a week at MHP on a special project, the topic of which is worked out with the nurse coordinator. The rest of the time students do individual counseling or help out wherever the nurse coordinator needs them most. One student recently compiled a set of clinical standards for nursing and audited the program to see how it conforms to those standards.

Much of the evaluation of a nursing student's work is through informal discussions involving—in all possible combinations—the nurse coordinator, the student, and the nursing professor. TU students must submit nursing care plans each week to show how they plan to deal with their cases—assessing data, the problems to be encountered, a plan for intervening, and statement of outcome. The coordinator, the students, and the professor discuss the plans in student group conferences.

The nurse coordinator sees the program as an important tool for the

The Margaret Hudson Program

The Margaret Hudson Program (MHP), Tulsa, has been providing comprehensive services to teen-age mothers-to-be, mothers, their babies, and families since 1969. The need was (and is) evident; teen-agers bear more than a fifth of all babies in Tulsa, and pregnancy is the primary cause for females dropping out of school.

Each year MHP helps approximately 250 school-age mothers (60 percent of whom are black) continue their education. They study the core subjects, vocational business education, home economics, and child development. Learning levels range from second grade to college. The six-hour-a-day year-round program also incorporates health, social services, and cultural enrichment services. Any girl who is certified by a doctor as pregnant and is eligible for public school may attend free of charge. Many of the students are on welfare.

The 18 staff members and 40 volunteers work in cooperation with some 25 agencies to provide

centralized services to a steadily increasing percentage (now about 30 percent) of Tulsa's school-age parents. More than a third of the MHP students are referred by friends or relatives. Many are referred by the Tulsa public school system, which lists the MHP students as homebound on public school records so that the girls are not considered truants or dropouts.

The school system also cooperates by giving the program the use of an elementary school building previously closed because of declining enrollment and by having a representative on the program's board of directors.

Funding is always uncertain. Margaret Hudson has been able to stay in operation by obtaining donations and a variety of private and public grants (primarily federal Community Development block grants and state health department funds). Lack of adequate funds results in such problems as limiting the number of newborns in the nursery to 12.

Because of budgetary prob-

lems, MHP's enrichment program depends largely on volunteers, some of whom are college students. The volunteers teach ceramics, knitting, and other crafts; conduct field trips; and arrange for speakers who can help the girls become more familiar with community resources.

Funding is not the program's only obstacle. A powerful anti-sex education lobby has hindered its efforts to develop preventive programs, to reach teen-agers with information on contraception and related health services. The MHP staff tries to combat this, in part, by identifying the needs in the community through analysis of records and statistics at local clinics.

Despite such limitations, MHP seems to be having a positive impact. One sign of this is a lower high school dropout rate.

A 60-page program description and evaluation (\$4 a copy) may be ordered from the Margaret Hudson Program, 1205 West Newton, P.O. Box 6340, Tulsa, Oklahoma 74106.

students in making the transition from theory to the real world, in learning how to cope in different situations. It also helps the students decide if they are interested in a career in community nursing.

A TU professor points out that some students, who are generally white and middle class, have not been able to cope with the cultural value systems they have found among some of the MHP students, who are frequently poor and/or black. Also, college students often do not know how to deal realistically with the resources available.

As a student nurse, Tilly saw her experience with girls of different cultural backgrounds as a challenge, but her experience was completely different from what she had expected. For example, she was surprised to learn that not every woman who is pregnant is enthusiastic about doing exercises to improve her condition or learning relevant health facts.

A TU professor believes that many problems may be avoided by screening the nursing students more carefully and giving them more information on what to expect, perhaps by drawing up a written contract of expectations and duties.

ORU screens junior and senior social work students for moral attitudes and open-mindedness before placing them in either of two intern programs at Margaret Hudson. In a 12-credit course called Practicum IV, one senior intern takes on much of the same duties as the staff counselors for 32 hours (four days) a week for a semester. The student meets in advance with MHP's social work coordinator to develop a contract.

Like the nursing students, the senior counselors have proven to be a valuable addition, particularly with recent cuts in the counseling staff due to budgetary restraints. This means more and more diversified casework for the student, who may counsel the girls on realistic planning, getting married, deciding what to do with the baby, finding jobs, and dealing with financial problems.

Important aspects of the students' work are the intake and exit interviews. In the former, the student obtains a general social history, including attitudes and knowledge

about birth control, information about the father, and family problems. One counselor tried to work with young fathers, but few are interested in coming in.

The emphasis in the exit interviews is on solidifying goals and making realistic plans for meeting them. This also is the time to set up follow-up interviews. Evaluators feel follow-up is crucial as it assures the young mother that the program will continue to be a resource to her should problems arise.

Each Friday the student works on written assignments or a journal that is turned in each week and attends a seminar to share experiences with other interns. The student is graded on the number of hours put in, participation in the seminar, journals, and a final evaluation paper. The agency also prepares an evaluation—a three-page check list with comments.

Junior interns, who spend five hours a week at MHP as enrollees in Practicum II or III, have much less responsibility. MHP's social work coordinator trains them to do intake reports, and toward the end of the semester they sit in on counseling sessions and conduct exit interviews. Some return to Margaret Hudson as senior interns.

The college students are not the only part-time counselors at MHP. While peer counseling occurs only informally, the social work coordinator considers it is crucial in the matter of adoption. Peer pressure is strong to keep the child, and staff counselors usually ask one girl who has gone through the experience to talk with another contemplating adoption. Occasionally staff members ask the girls to talk with non-Margaret Hudson girls who call seeking advice.

As the Margaret Hudson Program illustrates, individual attention is the key to a successful teenage parenting program of this nature. With proper coordination and orientation, students can play a major role in making individualized health care and counseling possible. At the same time the students receive practical experience relevant to both their academic work and career goals. □



Peer Counseling

In the nation's first in-school family planning program, high school students are spreading the word to their peers about responsible sexual behavior. The students' work complements a clinic offering birth control and pregnancy counseling and gynecological services two days a week year round at Woodson Senior High School, Washington, D.C.

The sponsor, Planned Parenthood of Metropolitan Washington, recruits peer counselors through fliers, posters, and faculty and student referral. The recruits, girls and boys from grades 10, 11, and 12, attend Saturday training sessions for 10 weeks. The generally informal sessions include lectures, role playing, films, field trips, and guest speakers. The curriculum includes sessions on the physiology of sex, birth control, abortion (including a field trip to a clinic), venereal diseases, human sexuality (sex roles, homosexuality, interracial relationships, etc.), and communication techniques. One of the main goals of the training is to enhance the peer counselor's ability to discuss intimate, personal matters with respect and sensitivity for the feelings of others.

Coordinated by the school's social worker, who acts as a liaison with Planned Parenthood, the peer counselors work in the school and the community. In school they lead in-school rap sessions and serve as aides. In the community they speak at local schools and community groups, help lead peer training, and do outreach work with peers. Several young counselors have appeared on radio and TV programs dealing with adolescent sexuality, and a number of them have had summer jobs at other family plan-

PROJECT IDEAS

ning clinics in the city and the D.C. General Hospital.

About one-third of the teen-agers who come for counseling are from other schools. Woodson was chosen as the site because it already functioned as a community focal point and can be reached easily by a large number of teen-agers on foot or by bus. The sponsoring agency uses radio spots and fliers extensively to draw in participants.

Now in its fifth year, the Planned Parenthood program trains some 65 students from Woodson and several other schools in the city. The agency would like to see the peer counseling program incorporated into the regular school curriculum, with staff providing training and technical assistance to interested teachers. Favorable student and faculty reaction encouraged one Woodson teacher to design a course in human sexuality, and it now is offered for credit.

A similar, innovative family planning program was established in London two years ago. Grapevine, Britain's community sex-education project for adolescents, trains young volunteers to work with their peers in coffee bars, in pubs, and on the streets. Teen counselors distribute condoms to those who request them and refer interested young women to teen clinics where they can get medical advice and contraceptives. This program has expanded to other British towns and has recently been replicated in the Federal Republic of Germany.

School-Age Parent Advocacy

According to *Teen-age Pregnancy, A Workshop Guide* (see listing on page 45), school-age parent advocacy organizations and/or ad hoc task forces have been organized by various groups in 26 states. These groups need high school and college

students to work with them or to form new advocacy groups.

The advocates generally have two basic purposes: to improve coordination of local agencies that provide referrals, information, and social services to school-age parents and to increase public awareness of the need for teen-age parent and family planning programs.

Some groups also monitor local statutes and administrative policies in order to advise educators and local school boards of governmental and nongovernmental support for sex education and family planning in the schools. Some contact state departments of education and colleges of education, nursing, and medicine to encourage the provision of modern teaching tools, technical assistance, professional leadership, and college-level training in sex education and pregnancy-related counseling skills.

For public and private agencies and organizations that can provide resources to advocacy groups, see Resources.

"Healthy Babies"

In cooperation with the March of Dimes, Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), an organization of high school home economics students, sponsors peer education projects to teach teen-agers the responsibilities of parenthood and to help insure the birth of healthy babies.

Since 1975 the "Healthy Babies: Chance or Choice" project has trained teams of students and advisers to develop innovative programs based on the needs of their communities.

A workbook (available from local March of Dimes chapters) reports on some of the more successful projects and includes information on teen-age pregnancy and such topics

as nutrition, alcohol, tobacco, rubella, and sexually transmitted diseases. The following project ideas are based on those described in the workbook. They are suitable for use in secondary or post-secondary service-learning projects.

Design a cookbook for pregnant teen-agers. Focus on menus that are fun, easy to prepare, nutritious, and economical. (Local FHA chapters could contribute recipes and resource materials.) Set up demonstration parties and let the participants try out recipes.

To reach future fathers, create and distribute handouts on the rights and responsibilities of fathers. In group meetings do role playing or present skits in which a male becomes pregnant.

Conduct a survey to determine community resources for teen-age parents. Publish the results along with specific information about each of the services. Pass them out at teen-age community functions.

Because rubella, syphilis, gonorrhea, and herpes simplex virus can damage the health of the unborn child, it is particularly important to develop a list of community agencies providing free rubella immunization and free and confidential treatment for sexually transmitted diseases.

In cooperation with various community agencies, organize a day-long health fair. This could feature a maternity fashion show; nutritious snacks and free recipes; booths sponsored by organizations, health agencies, and companies interested in the health of mother and child; programs by medical experts; presentations in food preparation; and health and beauty tips for the pregnant woman. □

RESOURCES



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

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

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

Organizations and Agencies

Education for Parenthood, Office of Education, Room 2083, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Seven national voluntary youth-serving organizations and various high schools around the country received federal grants to design Education for Parenthood projects as part of a school curriculum and of an out-of-school program for teenagers. The goal is to increase awareness of the needs of children and the role of parents in fostering the child's development by providing an opportunity to work closely with children. Under supervision, teenagers of varied economic and cultural backgrounds have worked in child care centers, day camps, and hospitals in combination with classroom learning or seminars, rap sessions, and films.

The Office of Education provides technical assistance based on the experiences and evaluation of these pilot projects. This assistance includes teacher training sessions, program guides, and information on the variety of approaches used in designing individual programs. The following publications may be particularly useful.

- *Education For Parenthood—A*

Program, Curriculum, and Evaluation Guide (1977, 179 pp.), Publications Office, Office of Human Development Services, U.S. Department of Health, Education and Welfare, 330 C Street, S.W., Room G311, Washington, D.C. 20201.

This guide is designed to assist schools and community organizations in developing parenthood programs for teen-agers. It describes the demonstration projects carried out in seven voluntary organizations, emphasizing training approaches and reference materials used.

- *Exploring Childhood Program Overview and Catalog of Materials 1976/1978* (1976, 38 pp.), Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160.

This publication describes a secondary program in which students learn about child development while working closely with young children. The catalog section lists various public audio-visual materials that can be used as resources for similar activities.

March of Dimes, Box 2000, White Plains, New York 10602.

Local chapters can provide speakers and other resources on birth defects, nutrition, venereal disease, and genetics. A free catalog of films, publications, and other resources is available from the above address.

The March of Dimes' *Preparenthood Education Program Kit* (1978, \$30), available from local chapters, includes two teacher's guides, 40 copies of two comic books, and 20 copies of two fact books. The materials provide adolescents with prenatal health care and nutrition information.

Planned Parenthood, 810 Seventh Avenue, New York, New York 10019.

Seven out of 10 people live in

areas served by Planned Parenthood centers. Local centers offer family planning services, pregnancy counseling, and abortion and sterilization referral services. Many have special programs on sex education, prenatal care, and a variety of health-related topics. Some also provide speakers and technical assistance.

Planned Parenthood's newsletter, *PP News* (\$10 per year), is published five times a year. It covers issues important to the family planning field and news and activities in the Planned Parenthood network.

A catalog of publications and films is available free from the above address. Among the numerous publications are the following.

- *Teensex? It's OK To Say No* (1978, 12 pp., \$.25), Order no. 1592. Addressed to teen-agers, the booklet discusses sexual behavior, with emphasis on dispelling the myth that "everybody's doing it."
- *How to Talk to Your Teenagers About Something That's Not Easy to Talk About* (1973, 24 pp., \$.25), Order no. 1436. An easy-to-read basic text on physiological changes that occur at puberty, it suggests answers to frequently asked questions.
- *What Teens Want to Know But Don't Know How to Ask* (1976, 14 pp., \$.25), Order no. 1543. A companion piece to the above, this booklet is designed to be easily understood by several age groups.
- *What's Happening* (1977, 32 pp., \$1), Order no. 1517. This publication uses a magazine format to present articles for teens on venereal disease, reproductive physiology, sex roles, and related topics.

Publications and Films

A Comprehensive and Integrated Model of Services for Pregnant Adolescents, School-Age Parents and Their Families in the State of Michigan (1978, 54 pp.), Inter-Agency

Committee for Services to High Risk Children and Their Families, Michigan Department of Public Health, 3500 North Logan Street, Lansing, Michigan 48909.

This publication details program goals, strategies for implementation, administration, and funding distribution for a model program's individual components—education, health, mental health, and social services. The document also shows how to implement services for the fathers and children.

Guidelines For Self-Evaluation of Programs Serving Adolescent Parents (1973, 172 pp., \$9), NTIS, U.S. Department of Commerce, 5825 Port Royal Road, Springfield, Virginia 22161. Order no HRP-0017625.

This guide examines basic evaluation procedures to be used in school-age parent programs. It gives specific methods of data collection for various program areas and strategies for calculating the adequacy of the program and for developing a statement of objectives. The guide stresses the importance of identifying the community's needs and resources and discusses specific needs of pregnant adolescents.

Human Sexuality and Family Life Skills Program For Teen-agers (1974, 17 pp., \$6), Child Welfare Resource Information Exchange, Capital Systems Group, Inc., 6110 Executive Boulevard, Rockville, Maryland 20852.

This booklet sets out a curriculum for a five-session program for teenagers on human sexuality and family life skills. The first session identifies values and concerns about sex. The next two focus on sex stereotyping and myths about sex and birth control. In the remaining sessions, participants examine common dating and sex problems.

It Couldn't Happen To Me (1977, 28 min., \$30 rental, \$300 purchase), Perennial Education Inc., P.O. Box 236, Northfield, Illinois 60093.

This color film, using an interview format, is a comprehensive exploration of teen-age pregnancy issues, including why young girls take risks, the problems rural and small-town teen-agers face when seeking help, the part religion plays in premarital sexual activity, and common male attitudes.

Middle Road Traveler (1977, 30 min., \$20 rental fee for each film, \$25 for each video cassette), Great Plains National Instructional Television Library, Box 80669, Lincoln, Nebraska 68501.

This series of 12 16mm films or video cassettes on parenting was developed for use in junior high schools. The curriculum covers such topics as parental expectations, child health, nutrition, interpersonal relationships, and economics. Each film or cassette comes with a discussion guide that includes suggested group activities and a lesson plan.

Only Human: Teenage Pregnancy & Parenthood, Marion Howard (1976, 261 pp., \$8.95), New York: Seabury Press.

The author shows how the lives of six youths have drastically changed in the course of pregnancy and the first year of parenthood.

Parenting—A Guide For Young People (1976, 184 pp., \$3), Ed-U-Press, 760 Ostrom Avenue, Syracuse, New York 13210.

Geared to senior high school students, this book emphasizes the responsibility two people have to themselves, each other, and to their child.

Rocky Mountain Planned Parenthood, c/o Publications, Center for Continuing Education, 2030 East 20th Avenue, Denver, Colorado 80205.

This organization has published numerous booklets aimed at increasing adolescents' self-awareness, improving their communications skills, and encouraging the use of problem-solving techniques. Individual booklets are \$.60 each; a price sheet for quantity discounts is available. Included are the following:

- *This Is You*, an explanation of the pelvic examination, feminine hygiene, and self-health care (available in Spanish);
- *The Perils of Puberty*, a practical guide for adolescent girls on physical and mental changes and family and social relationships;
- *The Problem with Puberty*, a guide for adolescent boys on body changes, attitudes, and relationships;
- *Choices*, a folder containing fact sheets for each method of birth con-

trol, with emphasis on personal responsibility.

The School-Age Parent Filmstrips (1977, \$65 per set), Parents' Magazine Films, Inc., Department FO/911, 52 Vanderbilt Avenue, New York, New York 10017.

This is a series of four sound and color filmstrip sets for school-age parents. Set 1 deals with the emotional impact of becoming a parent; set 2, the practical problems, such as prenatal care, health care for the newborn, and family planning; set 3, the rights and responsibilities of school-age parents, including the importance of education and availability of financial assistance; set 4, case studies that illustrate personal growth and mature behavior.

Techniques for Leading Group Discussion on Human Sexuality (1975, 20 pp., \$.60), Ed-U-Press, 760 Ostrom Avenue, Syracuse, New York 13210.

This brochure sets out techniques that could be used in teen-age peer and group counseling.

Teenage Pregnancy: A New Beginning (1978, \$4.95), New Futures, Inc., 2120 Louisiana, N.E., Albuquerque, New Mexico 87110.

This set of materials includes a student manual, a study guide, and booklets on exercise and breastfeeding. The student manual covers such topics as human reproduction, sexual feelings, health care, the hospital stay, and postpartum physical changes. The exercise booklet describes strengthening and relaxation exercises. The breastfeeding booklet discusses problems and concerns new mothers may have.

Teenage Pregnancy, A Workshop Guide (1978, 55 pp., \$1.25), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order no. S/N 052-003-00482-8.

Compiled by the National Commission on the Observance of International Women's Year, this guide provides ideas for setting up local workshops on teen-age pregnancy, including suggested topics for panel discussions and a list of resource persons and organizations. In addition, it presents statistics and an overview of current efforts to alleviate the problem, including federal legislation. □

FILLING IN THE CRACKS

Volunteer advocates in Seattle work one to one with mentally, physically, and socially disabled individuals in need of help.

*by Martin D. Ringhofer
and Edwin B. Noyes*

Jodyne, a 26-year-old mildly retarded woman, and her infant daughter were living in a housing project on \$200 a month from welfare. Jodyne did not know anyone in the housing project and could not afford child care, which would have enabled her to look for employment. She needed money to get a job and a job to get money. She was resentful of the child, Melissa, but at the same time was overprotective of her. Jodyne did not know what to do; she had fallen through the cracks in the bureaucracy.

Personal Advocacy Services System (PASS) began in Seattle in 1976 when a small group of consumers and volunteers saw the need for individualized help for people like Jodyne, those who consistently fall between the cracks because they do not fit the eligibility definitions set by statute. The group decided to base PASS on Wolf Wolfensberger's citizen advocacy model, which required the program to function through unpaid advocates working on a one-to-one basis. The program now is functioning in that way.

In the fall of 1977 PASS received a one-year \$68,000 Comprehensive Employment and Training Act (CETA) grant through the City of Seattle to staff a demonstration project to assist 100 mentally, physically, or socially disabled individuals. (The socially disabled include ex-offenders, drug addicts, alcoholics, and mentally ill individuals.) The focus of personal advocacy was to be on those living outside institutions and not being helped by any other agency.

Finding those needing assistance proved difficult initially, for agencies reacted suspiciously (and defensively) when asked to refer clients

whom they could not help. PASS decided to recruit volunteer advocates, determine their preferences, train them, and find clients—called friends—to fit the advocates' interests and skills.

Classified ads in the two daily newspapers drew a heavy response. Through in-depth interviews, the staff selected eight volunteers for training and began to search for suitable friends.

The advocates' choices revealed their personal experiences. Kirk, a lawyer who had had to retire early after two heart attacks and consequently had been divorced, wanted to work with someone who also had a heart problem. Gloria, a woman with a history of minor offenses and alcoholism, wanted to work with a woman experiencing similar problems. Jane, a young mother finishing her undergraduate degree, wanted to work with an underprivileged mother.

Jodyne had been referred to PASS by the Foundation for the Handicapped, an agency that had been instrumental in helping PASS get started. Jane became her advocate and immediately began helping her to move out of the housing project and to find a job. In a short time they became close friends.

As Jane and other volunteer advocates proved the effectiveness of the PASS approach, agencies and individuals referred more and more disabled individuals needing special assistance. As the six staff members gained experience, they modified the program somewhat (e.g., shortening the advocates' commitment from one year to six months or less) but continued to emphasize careful selection and matching through in-depth interviews and an ongoing

training and counseling program.

In the first training session the volunteers—about one-third of whom are usually students from half a dozen colleges—discuss how advocacy can work with friends in community (as versus institutional) settings and what each advocate's responsibilities are. During the six-hour session the volunteers also receive a crash course in communication skills, assertiveness, and goal planning.

After beginning to work with

ports and through discussions with counselors.

Because of students' interest, the University of Washington Experimental College, a non-credit alternative school sponsored by the student government, soon arranged to offer PASS experience as a course. The University's General Studies Department also allows students approved by PASS to negotiate contracts with faculty members to earn up to 15 hours of credit for work with PASS and related academic

counselors seek to assist the advocates not only in coping with problems as they arise but also in recognizing their own skills and helping them turn these into personal strengths. The advocates then are better able to help their friends.

Within two weeks of the matching, the counselor and volunteer go over what they have learned about the friend's needs from any referring source and the friend in order to work out a plan with scheduled goals for the advocate/friend relationship. Though part of the plan deals with meeting the friend's immediate needs, PASS also emphasizes helping the friend become more self-reliant. Initially the advocate strives to develop a foundation of trust and identify the friend's strengths that may be used in self-help. Generally objectives are for the friend to complete a specific task—such as find a job or move into a barrier-free building—and to become self-sufficient enough that long-term assistance will not be needed.

Frequently a friend does not understand or refuses to accept the idea that the advocate is there to increase the friend's self-reliance and independence. Friends tend to feel, at the outset, that advocates should do things for them, often at unreasonable times. When advocates encourage friends to stop being dependents, they may take the easy way out and make untenable demands in order to end the relationship. If conflicts cannot be resolved, PASS tries new advocate/friend combinations.

The advocate/friend relationship developed by PASS requires that the friend be willing to work toward improving the situation and that the trained advocate exercise patience and judgment in helping the friend eliminate the need for assistance. Together they fill in—not fall between—the cracks.

Four months after Jane and Jodyne were matched, Jodyne found a job and enrolled as a part-time student in the same community college as Jane attended. By the end of Jane's six-month commitment, she and Jodyne had become close friends. That friendship continued beyond their participation in PASS. □



Jodyne (left) and Jane, her advocate and friend, both take pride in the baby's accomplishments.

their friends (usually an average of five hours a week), the volunteers receive in-service training about twice a month. Some of these sessions focus on such matters as what services various agencies provide; the friends also may attend these. In other meetings the volunteers concentrate on how to deal with common problems, such as the friend becoming overly dependent on the volunteer. The trainer decides on topics as volunteers reveal their needs through regular written re-

work. Most of the students come from the sociology, social work, and psychology departments and earn three hours of credit.

Various departments of other area community colleges and universities also allow students to earn credit for serving as personal advocates.

Some of the student volunteers prefer to apply their training in an educational rather than a community setting. For example, a student earning a degree in music therapy preferred to work with an autistic boy at a school for mentally retarded children and adults. Her goals were to demonstrate the positive effects of music on an autistic child and to convince the school administration that a full-fledged music program was essential. The student, the boy, and the school were delighted with the progress that the boy made.

Informal counseling of the volunteer advocates is an important part of the PASS program. The

Before becoming one of the founders and the program director of the Personal Advocacy Services System (PASS) in Seattle, Martin D. Ringhofer served as director of Student Services at the University of Washington. Edwin B. Noyes, PASS training and volunteer director during its first year, is a registered music therapist and has extensive experience as an administrator of social service programs.

SERVICE CALLS

Media Apprentices Provide Low-Cost Services to Community

Somerville, Massachusetts—Teenage media apprentices provide services to community groups that could not afford them otherwise through the Somerville Media Action Project (SMAP).

A nonprofit group, SMAP trains delinquents from low-income families, alternative school students, and troubled teenagers in film, videotape production, photography, graphic arts, and other media skills. Enrollees learn basic skills in all areas and then develop specialties by working as apprentices, an arrangement that provides services at low cost to nonprofit organizations, schools, and small businesses that otherwise might be unable to obtain them because of prohibitive costs or unavailability.

In one project, for example, SMAP apprentices videotaped groups of hyperactive youngsters at the Boston Children's Hospital for educational presentations to the staff of the Boston Boy's Club.

SMAP's largest training effort is an eight-week summer program, much of which involves closely supervised preparation of materials for nonprofit or low-income groups. About 35 participants receive an hourly minimum wage through Comprehensive Employment and Training Act (CETA) funds. In a different arrangement during the school year, about half that number serve as apprentices 10 to 15 hours a week and receive 80 percent of the modest fee from each project they undertake. The remaining 20 percent goes to SMAP for operating

expenses. SMAP relies on small state grants and donations from local businesses and foundations to pay the bulk of its operating costs.

Many trainees are work-study students from various alternative high schools in the Somerville area. A good number of the summer trainees stay on as volunteers during the school year.

equipment students with two camera stores in Boston. A recent graduate now works at a local television studio, and two former enrollees are freelance photographers for several local newspapers. Others have gone on to receive college degrees in communications.

SMAP provides counseling and placement services to help trainees



Students learn to repair as well as use audio-visual equipment while media apprentices.

In training what employers would call a high-risk group, SMAP stresses proper work habits, meeting and dealing with the public and industry, and group decision making. The teenagers are usually able to establish good contacts with the Somerville community, and this sometimes leads to jobs.

At the end of last summer SMAP placed seven of its darkroom technicians, photographers, and rental

find opportunities to apply their skills.

Though most of its recruitment is by word-of-mouth, SMAP has become well known; there is a long waiting list for the program, which it hopes to expand.

For more information about the program, write: Somerville Media Action Project, 16 Union Square, Somerville, Massachusetts 02143.

Troubled Girls Learn How To Communicate To Help Each Other

Columbus, Ohio—In a peer support project teen-age girls with behavioral or other problems—shoplifting, truancy, alcoholic or absent parents, loneliness—learn to communicate with other troubled girls.

Friends in Action (FIA), a non-profit agency, operates the program. Participants referred to the agency by the courts, the school, or parents take a six-week training program (two hours a week) in which they learn communication



A student checks a man's blood pressure.

techniques: listening, being assertive, and expressing feelings, including anger. Just learning how to listen is important to girls who more often than not come from a home environment in which nobody listens to anybody else.

In some training sessions, pairs of teen-agers practice communication skills by role playing while a member of the staff observes the interaction and offers support and guidance if a particularly difficult problem or question arises. Under staff supervision, the newly trained teen-agers go out into their own neighborhoods to relate to other girls on a one-to-one basis, usually meeting in a community center or each other's homes.

Agency staff conduct initial screening interviews with the girls and their families, partly to determine if the girls are mature enough to gain the respect and trust of those they will be counseling.

FIA awards a certificate at the end of training. Since many of the girls are underachievers, this means of recognition is a simple but important factor.

The project began in the summer of 1978 with 14 girls, several of whom stayed on as peer counselors through the school year. The project had to be discontinued because of a cutback in funds. Although the project was too new to evaluate formally, FIA staff members report positive attitudinal changes in the girls and hope to reinstitute the project this year.

Pharmacy Students Wage Campaign Against Hypertension

Stockton, California—By performing a simple three-minute procedure members of a University of Pacific pharmaceutical fraternity may be saving hundreds of lives. In a hypertension education and detection project, Phi Delta Chi members have informed and screened more than 5,000 people in the last year. Focusing their outreach efforts primarily on minority and disadvantaged citizens who have had little access to this kind of service, the students have uncovered an average of 15 to 20 cases of high blood pressure per 100 screenings. The highest readings have been among the blind, who generally have a history of other medical problems, and older Italian-American men with weight problems.

Because high blood pressure is responsible for more deaths than any other disease in the country and often has no discernible symptoms, the students felt there was a definite need for a hypertension program. They took their proposals to the Central California Heart Association, which agreed to administer the project. (Participation in a public service project is a graduation requirement for pharmaceutical majors.) The students take turns running the education-detection sessions. The Heart Association provides publicity and coordinates participating groups.

Working with such local organizations as the Salvation Army, the American Indian Tribal Council, and the Blind Community Center, the students tailor their presentations to the needs of specific groups. At the Blind Community Center, for example, a student used a model of an artery that the blind could touch. In most sessions students use audio-visual aids and literature from the Heart Association in conjunction with their lectures on diet and the need for regular check-ups.

The confidential blood-pressure readings are sent to each individual's doctor. The Heart Association later contacts the patient or the agency concerned to see if there has been a follow-through in the cases of high readings. □

COMBINING FORCES WITH 4-H

(continued from page 36)

A career counseling program in Dora Ana County, New Mexico, has been effective in providing on-the-job experience for inexperienced youths, particularly low-income minorities. Called Student, Inc., it gives young people an opportunity to earn money and establish a work record by referring them to individuals or businesses that need help. The employer pays the student-run Students, Inc., which pays the workers, keeps job records, and provides job-related training and insurance. (Those interested in setting up a similar project may request assistance from the consultant on career counseling at national 4-H headquarters.)

Adult and junior leaders have been key factors in the success of 4-H for many years. More than half a million, including approximately 200,000 teen-agers, now serve as leaders, giving an average of 200 hours of their time each year.

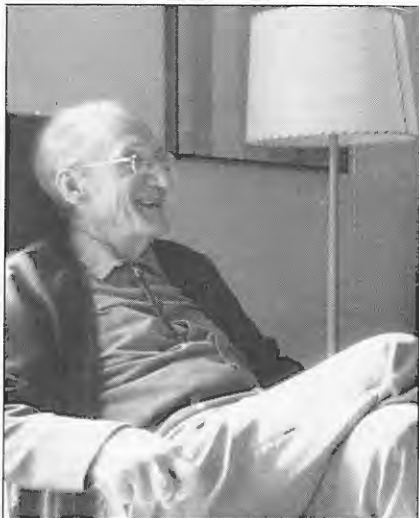
Still the need is not being met, particularly in inner-city areas. The goal is to double the number of volunteer leaders in the next decade. Students have proved themselves more than adequate in this capacity, and most find it a challenging and rewarding learning experience. If service-learning educators and extension agents take full advantage of each other's resources, students and community will benefit substantially. □

PREPARING SERVANT-LEADERS

A service-learning educator reviews Robert Greenleaf's new book after discussing the servant-leadership education model proposed there and related concepts with the author.

By Robert Sigmon

Calling Robert Greenleaf "the only wise revolutionary I have ever known," Noel Perrin, head of the



Robert K. Greenleaf

Department of English at Dartmouth, states that Greenleaf's "ideas on leadership would, if adopted, upset most of our institutions—and remake them in truly human form."

I share Perrin's enthusiasm. Unknown to Greenleaf, he has been my mentor for about 10 years and has been instrumental in shaping my views on service-learning.

Last spring *Synergist* arranged for me to visit him to explore how his philosophy, particularly as expressed several years ago in *Servant*

Leadership (see "For the Bookshelf," p. 54) and amplified recently in *Teacher as Servant*, relates to service-learning.

Who is this man who contends that only those who serve also lead? Following a distinguished career with American Telephone & Telegraph in management research, development, and education, in 1964 he retired to new careers in writing and consulting. His writings focus on the young and how institutions can provide better opportunities for young people to serve and be served. He urges institutions—business, church, government, schools—to spend as much energy producing servant-leaders as they do accountants, doctors, lawyers, and business administrators. He and his wife Esther, an artist, now live in a Quaker retirement center, where he is working on three new books.

What does Robert Greenleaf have to say to students and faculty who are involved in service-learning or other experience-centered programs? Answers may be found in the singular approach to preparing servant-leaders proposed in *Teacher as Servant*, certain of Greenleaf's views on student involvement, and an interpretation of his work in light of our own.

The Jefferson House Model

Teacher as Servant (Paulist Press, 1979, 220 pp., \$9.95) is a fictionalized account of how a physics pro-

fessor, Joseph Billings, serves as housemaster of a 70-student dormitory called Jefferson House on a large university campus. Billings is a servant-leader who arranges opportunities throughout the school



Robert Sigmon

year for members of Jefferson House to engage in service experiences and to reflect deeply on their meaning.

The housemaster has created six major activities.

- Students engage in service proj-

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

ects in small teams during the school year. Older students generally take the lead with younger students following.

- Guests come one or two evenings a week to share their thoughts related to the House motto, "To serve and be served by."

- Billings, largely through guests and other interested outsiders, arranges summer service and observation opportunities for students who seek them.

- The House takes some responsibility for the university. Students analyze its structure and operations to see that the university serves well students' educational needs.

- Students keep journals. At the end of the junior year, each student undertakes a major service-oriented experience and submits weekly journal accounts to Billings. As seniors, these students report on their learnings during evening seminars.

- The House attempts to develop a sense of community based on the students' common interest in serving, learning how to serve well, and recognizing good service when they see it.

The story of Jefferson House is told through one student sharing his experiences in the House for four years. I asked Greenleaf why he wrote the book.

An idea can carry you only a certain distance, and then the idea has to be embodied in somebody. Carl Rogers, the psychologist who wrote On Becoming a Person, once said that if you have something important to communicate and if you can possibly manage it, put your hand over your mouth and point. There must be a vision.

In the book I try to show the impact when someone—a college professor—has a vision. I believe you couldn't get more than one in a thousand academics to do what Mr. Billings in Jefferson House did. But if those ones in thousands move, they ultimately could change institutions.

The Jefferson House model suggests that once you demonstrate that you can provide servant-leadership opportunities for students, and they respond, then you can go to work on university trustees and persuade them to accept a more affirmative, institution-building role for themselves. And then it has to come down to a

new kind of administration, with administrators who are prepared to be, and disposed to be, effective leaders by persuasion. This is the way you begin to change institutions. I don't believe you can change them by coming at it frontally. Our best hope is the individual who will take the initiative that will demonstrate the efficacy of the service idea.

Taking the Initiative

How did the housemaster take the initiative and provide servant-leadership opportunities for students? He had no institutional support. He granted no academic credit. He did not seek government grants. He received no formal recognition for his efforts. Nevertheless, learning occurred and students were motivated to serve and reflect on their service. What follows are my views of some of the distinguishing aspects of the housemaster's approach.

No Institutional Support. Many service-learning programs have labored to gain institutional recognition for their program and staff, and

"Our best hope is the individual who will take the initiative that will demonstrate the efficacy of the service idea."

have succeeded in doing so. Yet in the Jefferson House model, "the university does not sponsor this program, they only allow it." The housemaster explains to a student,

. . . I invest much of myself in it because part of me needs the nourishment that I find only in the House. In my teaching I try to serve only students who are interested in physics. In Jefferson House I try to serve students who are interested in serving . . .

Without institutional support, Billings is able to accomplish some interdisciplinary arrangements by setting his sights on assisting students to become servant-leaders.

On the one hand, the absence of institutional support aids his mission of helping build community through active service. On the other hand, the students not involved lose much because the university does not recognize the worth of the learning that occurs through the Jefferson House

activities. Consequently, only a few receive training in servant leadership. The critical factor for me is not whether the university sanctions a program but *why* the program exists in the first place. The fictitious professor had a vision and made it a reality without institutional support all because he believed in what he was doing.

Dominance of Service Outcomes. Service-learning and other experiential education programs, being school based, frequently are weighted toward learning outcomes more than service outcomes. Jefferson House stresses the importance of service rather than predetermined learning outcomes behaviorally stated and related to an academic discipline.

To face suffering, injustice, hurt, pain, human conflict, indifference, hopelessness, massive impersonal bureaucracy, and other human dilemmas from the stance of being a servant and wanting to be served by your service is, for me, the essence of where learning takes place. For Greenleaf, being in service settings is the way to develop servant-leaders. This emphasis on service has been important to me in developing my thinking on three principles of service-learning: Those being served control the services provided; those being served become better able to serve and be served by their own actions; and those who serve also are learners and have significant control over what is expected to be learned. (See "Service-Learning: Three Principles" by Robert Sigmon, *Synergist*, Spring 1979, pp. 9-11; reprint 186.)

Academic Credit. Academic credit for well planned and documented experiential learning activities has come of age in recent years. The Council for the Advancement of Experiential Learning (CAEL) has developed an impressive array of assessment techniques for recognizing learning in experiential settings. It is surprising, then, to discover that Greenleaf has his protagonist make no attempt to secure academic credit for the service activities of students in Jefferson House. The professor gives the following explanation.

My reason for this is that I believe that what we have to do and learn in this House is best done without

the motivation of academic credit. . . . One does not want to be a servant for any kind of external recognition. The motivation is intrinsic. . . . We want (in the House) only those who have a natural disposition so that they will become more effective as servants. . . . I have a vision for this House as a place that nurtures the disposition to serve which students bring with them when they enter here. We want only those who will work hard, without the incentive of grades and credits, to build the competence to be effective in serving, especially within structures of our present institutions . . .

What I find interesting here is not the debate about whether credit should be given for service, but the focus on the vision and a way to enable young people to become effective servant-leaders. The values adhered to in Jefferson House are standards worthy of our close scrutiny in our practice of service-learning.

Going Beyond Personal Development. A primary aim given in most experiential education literature is enhancing the personal development of the individual student. Billings is definitely interested in personal development, but his emphasis is on how to serve effectively in a society that is institution bound. He says to his students,

Most opportunities for constructive service are in and through institutions—businesses, governments, churches, schools, hospitals, social agencies. I do not believe that society-nurturing institutions like churches, schools, and foundations have yet accepted this. They are still trying to help individuals to perform as lone workers and there is very little evidence of effort to prepare people to be effective in institutions.

The focus in Jefferson House, then, goes beyond personal development to deal directly with institutional development and with seeking ways to lead institutions into servant postures. The protagonist deals with this by focusing on the uses of power in institutions. Students are coached in looking for coercive or persuasive power in the university and in the settings in

which they serve. Guests who come are quizzed on how power is used in their institutions.

This theme of institutional development and uses of power is a significant part of *Teacher as Servant*, and I strongly urge managers and developers of experiential learning programs to take a careful look at the potential of coupling institutional development themes with personal development themes.

Project Focus or Supervisor Focus? Greenleaf has an interesting insight about how students can best serve and learn when working with agencies. He prefers “coaching the bosses” to orienting student learners. His point is simple. The mentor or boss with whom the student is closely aligned will be the most significant element of any student experience; the work to be done is of far less significance. So Greenleaf suggests that we train the mentors to be sound enablers of good service for the young by themselves being coached in being servant-leaders.

. . . his emphasis is on how to serve effectively in a society that is institution bound.

I have often espoused the necessity of a project focus, for I believe students need the experience of being needed, being responsible, and meeting difficult challenges. This is not an either/or situation; the focus is just different. The mentor or supervisor in a work setting is critical. Pay attention to that person and the project will follow. The lesson for those of us managing service-learning programs is to be constantly looking out for servant-leaders and engaging them in our joint efforts to help the young serve.

Business or Public Agency Bases for Service-Learning. Greenleaf’s strong commitment to the private business sector is a challenge to conventional practices in service-learning. In talking with him about some of the barriers to increased business involvement with educational institutions, he said the following.

We have not yet as a total civilization accepted that this is a

business-dominated society. Consequently, our attitudes betray us. The business community tunes out people who don’t address them from a feeling of understanding of how the society is made up and how it really works. And so they are defensive. They feel they have to protect themselves against this intrusion. If you are an outsider and want to talk with members of any profession, you’ve got to talk with them as if you understand them, accept them, and accept their place in the scheme of things. It’s not a problem of communicating with business. It is a problem of communicating with people. People only receive when they think they are understood and to some extent appreciated.

Greenleaf proposes that young people from their mid teens until their late twenties alternate between working and serving in business and other institutions and attending school. He has not formulated any specific proposals on how this could be done and does not see the movement developing swiftly.

For experiential education program developers, Greenleaf offers a challenge that centers in discovering servant-leaders in private businesses and engaging them in the educational process of the young. If service-learning and other experiential education programs are to grow and reach their potential, then it will be necessary for them to develop close relationships with the private sector.

Remaking Institutions

Remaking institutions in truly human form is a worthy and difficult task. Greenleaf has no illusions about succeeding at this. He has lived in and among large institutions for more than 50 years. His thesis is: The servant-leader is servant first. The servant-leader makes sure “that other people’s highest priority needs are served. . . . Do those being served become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” It is this that guides Billings in what he does with Jefferson House. Greenleaf has his visionary saying at the conclusion of *Teacher as Servant*:

There is something special in the quality of life in this House that

makes a serene life possible for persons like me. What is it? There must be something here that is deeper than the structure and programs of our House, something that may be carried to any situation. What makes community out of our relationships? It didn't just happen because we live and work together. If we know what it is, you will be helped to build community in the institutions you work with in the future. You may not be able to influence a whole institution, as we have not in our university, but you might create an island of serenity that enables people to cope, and be a constructive leaven, in an environment that is cold and tense and hostile, conditions that mark too much of our institutional life and that will not go away easily or quickly. *Serve and be served* by. As you serve by creating that constructive leaven, that haven of the spirit that benefits many, you too will be served as I am by Jefferson House. . . . May your days be blessed with love and laughter; and wherever you are, may you find community as you work to create it for others.

Service-learning concepts and practices are illumined by Greenleaf's servant-leadership imagery. Many of us may question the Jefferson House model's administrative procedures that differ from service-learning practices, but Greenleaf's emphasis on service first is, in my view, essential to service-learning.

Service-learning programs attempt to expand on this service-first theme and build linkages to educational theory and practice by focusing on the special learning characteristics of service-centered learning. The students in Jefferson House were service-learners. Greenleaf just chooses to describe what they learned and the leadership style that made the learning possible.

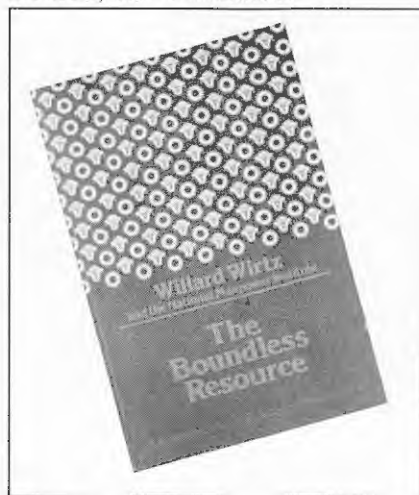
And, finally, a fantasy of my own. All college presidents and trustees have just read *Teacher as Servant*. A note is attached to the last page. It reads: Point out at least one servant-leader on your campus. Point out the program that best prepares the young to serve and be served by their performance in society. □

FOR THE BOOKSHELF

The following books, most of them published in the last five years, are among those frequently cited by service-learning educators as being useful to them. If you wish to recommend others, please send the bibliographical data and an abstract of approximately 100 words to the editor for possible use in a later issue of *Synergist*.

Accent on Learning, K. Patricia Cross (1976, 291 pp., \$10.95), San Francisco: Jossey-Bass Inc.

Winner of the American Council on Education book award for 1976, this well-known author examines the results of more than 1,000 studies on teaching, learning, and student development to suggest new ways to help both nontraditional and traditional students achieve success in college. She describes different techniques of organized instruction and innovative programs for personal development, emphasizing courses that teach interpersonal skills. She presents an education model that allows every student to achieve excellence in a field suitable to individual talents and that accommodates student differences through flexibilities in time, method, and curriculum.



The Boundless Resource—A Prospectus for an Education-Work Policy, by Willard Wirtz, and the National Manpower Institute (1975,

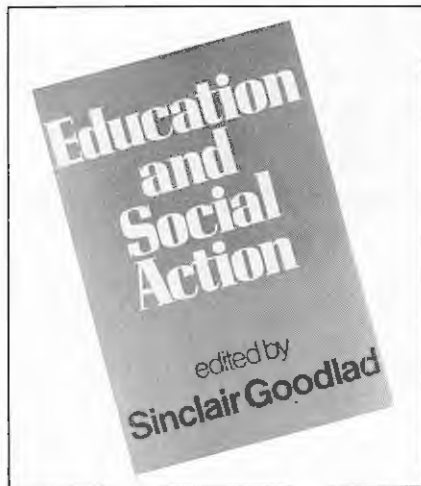
205 pp., \$4.95), Washington, D.C.: The New Republic Book Company, Inc.

Calling for a better integration of the traditionally separate worlds of work and education, this former Secretary of Labor and current chairman of the Institute sets out proposals that range from "considered breaks" in the student's classroom years to sabbatical periods of educational renewal for adults to the institution of community education-work councils. The book recommends (and tells how to administer) community internships and calls for a synthesizing of various forms of work experience, such as vocational education and work-study. Wirtz believes that this must be a collaborative process involving schools, the employment community, and the community at large, and that it must occur on a local level to be effective.

Education for Citizen Action—Challenge for Secondary Curriculum, Fred M. Newmann (1975, 198 pp., \$6.95), Berkeley, California: McCutchan Publishing Corporation.

Believing individual competence is necessary to enhance citizen impact in public affairs, Newmann offers a systematic rationale for citizen action as a central priority in secondary schools. He defines and justifies a concept of citizen competence and proposes an agenda for curriculum development to meet that end. He also anticipates issues that would be encountered in implementation of such a curriculum. The appendix includes a list of organizations supporting a community involvement curriculum, a directory of outstanding youth community involvement projects, and a list of major citizen action organizations.

Education and Social Action, Sinclair Goodlad, ed. (1975, 203 pp., \$13.50), New York: Barnes & Noble Books.



British contributors of varying academic positions and backgrounds are united in the belief that community work benefits student and community. These essays reassert the principle that worthwhile forms of education in many disciplines can take place through direct practical service to the community. Each chapter deals with a specific subject area (including law, engineering, town planning, languages, liberal arts, and theology) and forms of social action it can or does involve.

Experiential Learning: Rationale, Characteristics and Assessment, Morris T. Keeton & Associates (1976, 265 pp., \$12.95), San Francisco: Jossey-Bass Inc.

The distillation of the work of a team of educators, social scientists, and other learning specialists, this book is a comprehensive state-of-the-art appraisal of experiential learning. It offers a persuasive rationale for crediting experiential learning; defines its nature; shows how it is currently being measured, assessed, and credited; and examines factors to be considered in improving assessment practices and developing acceptable standards of credentialing.

How People Get Power: Organizing Oppressed Communities for Action, by Si Kahn (1970, 128 pp., \$2.45). New York: McGraw-Hill Paperbacks.

The author bases this primer for community organizers on his experiences in the rural south. He states, "This is a book for people who believe in people, in their dignity, in

their determination, in their capabilities. It is for those who believe deeply that the problems of poor people will be solved by poor people working together."

Each chapter deals with a step in the community organizing process: entering the community, sizing it up, making contacts, bringing people together, developing leadership, working with organizations, setting priorities, power tactics, building political power, self-help strategies, and leaving the community.

Those not directly involved with community organizing may find the chapter on setting priorities useful in determining needs in other types of projects. Kahn suggests questions to ask in compiling an objective profile of the problems in employment, housing, health, public services, education, consumer affairs, and organization of the poor. He gives strategies for solving common problems.

Implementing Field Experience Education, John Duley, ed. (Summer, 1974, 110 pp., \$5.95), San Francisco: New Directions for Higher Education (No. 6), Jossey-Bass Inc.

These essays review the state of the art of field experience education (activity undertaken in a particular off-campus setting under the sponsorship of a faculty member). Contributors describe three different programs: an urban community college serving predominantly nontraditional students, a cross-cultural program of a liberal education college within a large state university, and a statewide service-learning internship program. Following the descriptions are essays dealing with the roles and responsibilities of each group of participants: students, faculty, agency supervisors, and campus administrators. Other essayists examine ways to gain acceptance and support for field experience education, problems related to program development, methods of evaluations, and issues needing further attention.

Learning for Tomorrow: The Role of the Future in Education, Alvin Toffler, ed. (1974, 421 pp., \$2.95), New York: Vintage Books.

In a series of essays directed to

those who want to have an impact within the system, the contributors discuss the future as it relates to personal development and its place in the curriculum. Central themes in the book are: the serious gap between social reality and the educational image of that reality; the schools' preparation of students for the past and present rather than the future; the connection between students' ability to live and grow in a high-change society and their academic and experiential performance; need for a new organization of knowledge to reflect the strong currents of change.

Let the Entire Community Become Our University, Philip C. Rittenbush, ed. (1976, 223 pp., \$3.95), Washington, D.C.: Acropolis Books Ltd.

This collection of essays on action-learning, public service internships, field experience, and other off-campus opportunities is divided into three sections: the need for off-campus study; its implementation and the problems involved; and learning and educational change.

Redefining Service, Research and Teaching, Warren B. Martin, ed. (Summer, 1977, 104 pp., \$5.95), San Francisco: New Directions for Higher Education (No. 18), Jossey-Bass Inc.

Part of a quarterly series of source books, this collection of essays proposes more equalization of higher education's three traditional goals—service, research, and teaching—and gives the rationale for a service orientation, the manifold ways it can be expressed, and the legitimacy of defining the entire academic profession in terms of service.

Essays include: discussions of service from the perspective of the faculty, the administration, and the agency; the need for federal support for service-learning; and examples of service-learning programs.

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

Greenleaf advances the theory that all great leaders are servants who lead because of their commitment to serve rather than the thirst for power. He applies the theory to

leaders of various institutions, including business, foundations, churches, and government. In a chapter entitled "Servant Leadership in Education," he stresses the need for secondary and post-secondary schools to prepare the poor "to return to their roots and become leaders among the disadvantaged." He states that the goal of a college education should be to "prepare students to serve, and be served by the current society."

Greenleaf cites historic examples of servant-leaders, including Thomas Jefferson, and gives profiles of two he has known personally.

Skills in Citizen Action: An English-Social Studies Program for Secondary Schools, by Fred M. Newmann, Thomas A. Bertocci, and Ruthanne M. Landsness (1977, 151 pp., \$2), Citizen Participation Curriculum Project, University of Wisconsin, 225 North Mills Street, Madison, Wisconsin 53706.

Three University of Wisconsin educators have written this book for high school educators seeking assistance in developing a systematic curriculum in community involvement. The curriculum integrates such approaches as action-learning, social problems analysis, communication skills, and humanistic education into a structured English-social studies program. Included are an outline of the proposed one-year program and discussion of the six main components: political-legal process course, communication course, community service internship, citizen action project, action in literature course, and development of a public message. The curriculum is an attempt to help high school students build enough competence to participate in public affairs, to prevent their dropping out or taking the extreme course of violence.

An annotated bibliography of resources for use with students is included.

Touching the World: Adolescents, Adults, and Action Learning, Myron Arms and David Denman (1975, 238 pp., \$7.95), New York: Charles Scribner's Sons.

The authors discuss the implications of the Kaleidoscope program,

a 12-week pilot high school action-learning project involving a broad range of community service opportunities intended to complement classroom learning. The first part recounts the story of one intern's year in the program. Succeeding chapters discuss the ideas behind the program, what took place day to day, how it was eventually forced to close, and the aftermath. Through the program description, the authors develop a definition and rationale for action-learning.

The Volunteer Community, Eva Schindler-Rainman and Ronald Lippitt (1975, 176 pp., \$6.95), NTL Learning Resources Corporation, 2187-N Dorr Avenue, Fairfax, Virginia 22030.

A consultant to voluntary and governmental organizations and a professor emeritus now president of a human resource development consulting firm discuss new practices and emerging ideas about voluntar-



ism, summarizing social trends relevant to voluntarism, bases of motivation, problems of recruitment and orientation, the need for training and methods, and functions and roles of administrators. Although this is not a how-to book, the authors do give ideas and models that may be adapted to specific needs. □

National Center for Service- Learning

The National Center for Service-Learning (formerly the National Student Volunteer Program) is part of ACTION, the federal agency for volunteer service.

The Center's purpose is to endorse, support, and promote service-learning programs. Such programs enhance learning while enabling students to participate in responsible and productive community service efforts designed to eliminate poverty and poverty-related human, social, and environmental problems.

To accomplish its purpose, the Center strives (1) to provide secondary and post-secondary educators with the skills and knowledge necessary to begin new or improve existing student service-learning programs and (2) to assist the officials of public and private educational and voluntary action organizations in developing their policies for and roles with student service-learning programs.

The Center assists service-learning programs by developing and distributing technical assistance materials (including *Synergist*), by sponsoring training sessions for educators working with service-learning programs, by providing on-site consultation to programs or to groups sponsoring conferences or workshops, by conducting national studies to collect data on service-learning programs and to document the effectiveness of new approaches, and by administering University Year for Action, a federal grant program designed to give college students opportunities to work as full-time volunteers in their local communities while receiving academic credit.

Those who wish additional information may call toll free (800) 424-8580, extension 88 or 89, or write to: ACTION/NCSL, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525.

Et Al.

Et Al. is a new column devoted to news from associations and organizations that regularly provide resources useful to service-learning educators. (For a list of some of these groups, see "Service-Learning Resource Directory," *Synergist*, Spring 1979, pp. 51-54; reprint 190.)

Synergist invites readers to suggest new associations or organizations, publications, conferences, or training activities for this column. The deadlines are as follows: Fall issue, May 1; Winter issue, July 1; Spring issue, November 1.

Association for Experiential Education, P.O. Box 4625, Denver, Colorado 80306. (303) 837-8633.

The *Eighth Annual Conference on Experiential Education* will be at the Glorieta Baptist Conference Center (19 miles east of Santa Fe) October 25-27. Anyone interested in submitting a workshop proposal should request the proposal forms

in January and February. The Association would like to hear from any experiential education programs in the Santa Fe area that would be interested in taking part in a pre-conference showcase. Conference brochures are available.

Proceedings from the Seventh Annual Conference will be available in January or February.

Voyageur, the quarterly newsletter, will print without charge announcements of conferences of interest to members. Deadlines are January 15, April 15, July 15, and October 15.

The *Journal of Experiential Education*, published twice a year, is looking for articles on "educational theory, new ways to enhance the learning of traditional subjects through experience, new research, program management, policy issues and particular interest groups." The editor, who will send guidelines upon request, invites queries in February or March.

National Academy for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (614) 486-3655.

Among the regional and national meetings planned are the following:

- Seminar on Grantsmanship, Hartford, Connecticut, March 4-5;
- Seminar on Curriculum Development, Atlanta, March 13-14;
- National Conference on Bilingual Vocational Education, San Antonio, California, March 13-14;
- Vocational Education for the Handicapped Traveling Seminar, Minneapolis, April 14-16;
- National Conference on Vocational Education for the Handicapped, Philadelphia, June 23-25.

National Society for Internships and Experiential Education, 1735 Eye Street, N.W., Suite 601, Washington, D.C. 20006. (202) 331-1516.

This new organization is a combination of two well established ones: *the Society for Field Experience Education and the National Center for Public Service Internship Programs*.

The following new publications should be ordered at the above address.

• *Directory of Public Service Internships: Opportunities for the Graduate, Post-Graduate, and Mid-Career Professional*, edited by Jane Kendall and Elizabeth Coppedge (1979, 157 pp., \$7 prepaid for nonmembers and \$4 for members). This national guide gives complete program descriptions and application information for public service internships in 13 fields.

• *Directory of Undergraduate Internships 1979-80*, edited by Grace Hooper (1979, 175 pp., \$7 prepaid for nonmembers and \$4 for members). In this comprehensive national guide, entries for each program include information on the purpose of the organization, job responsibilities, application procedures, skills required, and remuneration.

• *Directory of Washington Internships 1979-80*, edited by Debra Mann (1979, 136 pp., \$7 prepaid for nonmembers and \$4 for members). This contains descriptions of internships in 15 fields and sections on such other topics as housing facilities in the capital and sources of additional information.

Subscription Order Form

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Winter 1980

NOTICE TO READERS

Synergist invites readers to suggest topics, authors, and specific projects or programs for articles. Subjects of particular interest include:

- Helping the poor deal with problems related to energy costs and conservation by setting up projects focusing on one need (*e.g.*, weatherproofing the homes of the elderly) or by organizing comprehensive programs;
- Determining the needs of the least privileged members of the community and developing projects to enable them to meet those needs;
- Planning projects and programs so that students may progress from simple to complex tasks and may assume more and more responsibility.

Please send your suggestions to *Synergist*, the National Center for Service-Learning, ACTION, Room 1106, 806 Connecticut Avenue, N.W., Washington, D.C. 20525. For a copy of the contributors' guidelines, see the inside back cover of the Fall 1979 issue or request it from the Center.

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