

COLLEGE

STUDENTS

As

VOLUNTEERS



National Center for Voluntary Action

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COLLEGE STUDENTS AS VOLUNTEERS

More than 400,000 college students in some 2,000 colleges and universities are counted among the nation's volunteers. In all sorts of settings, on campus and off, in urban metropolitan areas as well as small rural communities, middle-sized cities, ghettos, suburban neighborhoods, in prisons and hospitals -- in short, everywhere that needs exist -- college students are at work as volunteers.

In some situations, these young volunteers have developed their own programs to meet the social problems they have discerned. For instance, working as tutors and homework helpers in a local public school system, they share their skills with students who are younger still and who stand to benefit from the facts they will learn and the personal attention they will receive. Setting up and working with crisis intervention-hotline programs is one way college students volunteer to assist their own peers rather than working up new projects.

In many instances students decide to volunteer in on-going community programs. Locating the right program may require individual initiative and searching. Often a student volunteer service on campus will provide necessary leads or a local Voluntary Action Center, Volunteer Bureau or similar community volunteer service will help with referrals.

If a student is to receive academic credit for his volunteer experience, faculty members are generally involved in placement and evaluation. A good relationship among students, faculty, placement agencies -- if any -- and community agencies helps to ensure a learning experience. A lack of understanding and planning usually results in wasted time and unprofitable assignments.

In the course of gathering materials for this portfolio, numerous comments were heard to the effect that the volunteer efforts of the majority of today's college students are orderly and organized, devoted and sincere. The director of one university's volunteer bureau characterized the temper of the present student volunteer movement as "evolution rather than revolution."

This portfolio includes samples of current thinking and planning in the area of college volunteerism. The program descriptions deal with three major types of endeavor involving college students -- the college volunteer bureau, specific programs run by a student bureau, the community agency program working with college volunteers.

Preparation and training on all sides are key concepts. Students, faculty, agency personnel all need to know what to expect -- of themselves and of the others. Such built-in problems as the rapid turnover of student volunteers can be handled with forethought: jobs can be structured to accommodate the change-over; short-term projects can be planned.

All programs discussed here were selected from the files of the National Center for Voluntary Action. Program personnel have indicated their willingness to provide further details to those interested in working out similar programs.

A description of the National Student Volunteer Program (NSVP), part of the federal government's ACTION program, has been included. NSVP is the major source of publications, technical assistance and expertise in the area of college volunteers. Its free services are provided in the interest of encouraging the development of additional high quality programs for college volunteers.

Issues and Points of View

People working with college student volunteers in different capacities -- a VAC Director, an assistant program director for a student activities center who was familiar with volunteering, the director of a community agency working with college student volunteers - were asked to comment informally on any difficulties they perceived in this area of volunteerism, to note strengths as well as weaknesses. Their views on some of the issues follow.

Hope M. Bair, ACSW
Executive Director
Voluntary Action Center
Akron, Ohio

There are many pluses in the involvement of college students in community volunteer services. There are even more advantages to the college student if the faculty has had volunteer service experiences and can prepare students for community service and counsel them when the students meet with discouragement or relationship problems in their assignments.

Faculty members who become community volunteers add a necessary dimension to their teaching and can build in a vital ingredient for future community growth. They can prepare future professionals in their field for working WITH volunteers and reduce the all-too-prevalent fear of volunteers taking the professional's job. Nothing takes the place of first name communication between college faculty and agency directors of volunteers. It benefits the individuals, the college, the students and the community.

Experiential learning opportunities need not be limited to the human service fields. College faculties -- in business administration, art, history, languages, recreation, journalism, sciences, data processing, law, media, geography, library science, speech, drama and other fields -- can increase their own skills and provide reality orientation for their students if they involve themselves and their students in selected, appropriate community volunteer services.

In May 1975 our local Council of Volunteer Directors planned and coordinated a panel presentation by two college professors from different departments, two agency volunteer directors and two college students on "Expectations of College Student Volunteer Work." During the panel presentation and in the discussion that followed, there was repeated reference to the need for closer communication between college professors and agency volunteer directors. Directors recognized their need for a fuller understanding of course objectives in order to incorporate appropriate activities into a student's program.

Random sampling of community service programs by college students whose professors ask them to visit agencies and report on human service programs

present a public relations problem for the agencies. Telephone calls and letters to agencies asking for "all information and literature" about their program are difficult to answer and unsatisfying to both the student and the agency.

Some instructors give their students self-determined lists of community agencies or turn their students loose on the community to get ten or fifteen hours of any kind of volunteer service anywhere. Agencies lack the staff time to work these short-time volunteers into their programs, even though they need volunteers; also these college students are not usually goal-oriented.

In our area, there has been a growing acceptance of the minimum amount of volunteer service time desired -- and often required -- by community agencies. In the past, this has been 50 hours over a one-year period, primarily provided during the summer months by high school students. More recently, agencies here are expecting 75 to 100 hours as a minimum service and those agencies accepting college students ask for 12 to 20 hours a week for a minimum of 10 weeks after required orientation and pre-service training.

Some agencies reluctantly accept college students for part-time, ten to eleven weeks, at the same time pressing college faculty to interpret the realistic needs of the agencies to their students and to recommend at least two quarters or six months of regularly scheduled service.

College students sometimes expect to make radical changes in agencies immediately upon getting their foot in the door. This places a burden on the agencies to plan a careful orientation to maintain the student's motivation and at the same time promote understanding of the realities of limited staff and funds faced by the agency.

Unless the college program requires an internship (such as practice teaching, physical and occupational therapy, recreation and recreational therapy, social work), the faculty is not likely to initiate consultation with or visit agencies to provide guidelines for the agency and the prospective student volunteers. When the college professor has built a basic understanding with the agencies and with the students before arranging assignments, the students feel a stronger sense of purpose in their volunteer experience and the agencies become more supportive of involving more college students, even on short time assignments. College professors need to know the level of competence of agency staff before recommending blanket community volunteer service options to their students.

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Kathy Cavanna
 Assistant Program Director
 Village Center
 Florida Technological University
 Orlando, Florida

The relationship between community agencies and the student volunteer program is the main core around which the long-range success or failure of any program develops. Effective communications play a major role in every area of this developing relationship.

Commonly acknowledged areas of agency concern regarding student volunteer programs include:

- clarity of expectations
- establishing procedures
- clarity about scheduling and administration
- identifying administrative questions on liability, reporting
- student orientations
- increasing consistent student volunteer performance
- effective, interesting volunteer job descriptions
- volunteer motivation and recognition

Periodically the relationship between every agency and its volunteer program is affected by these problems. Usually, it is a lack of time and overworked staff that militate against resolving the difficulties.

It is interesting to note that the majority of agency volunteer co-ordinators are either part-time or saddled with several additional areas of responsibility by their agency. At the recent conference conducted by the National Student Volunteer Program, an informal poll indicated that every Volunteer Program Administrator held additional titles or responsibilities at his respective college or university. The result is tremendous frustration on the part of professionals whose opportunity to work with their volunteer program and community agencies is part-time, at best.

I believe that the most generally effective and efficient method to reach out to our agencies is to sponsor a course or workshop in Volunteer Administration. These may be sponsored by the student volunteer program and either a local Voluntary Action Center or Central Community Resource Center.

Outlines for two courses we have sponsored in Orlando follow:

Volunteer Administration Course
 April 3 - 24, 1975

Four Sessions / Eight hours each session

To upgrade the skills of individuals in social agencies who are responsible for coordination of volunteer workers and activities.

- Session I: "The Volunteer and the Volunteer Administrator"
 Person to person, human needs, styles, motivation,
 recruitment, orientation, placement, relationships,
 communication.
- Session II: "The Administrative Function"
 Structure, design, norms, expectations, leadership
 styles, leader skills. Director/counselor; leader/
 colleague; functions and forms.
- Session III: "To be Negotiated"
 This session to be contracted between each class and
 the instructor for content and emphasis designed to
 fit the specific needs of each class.

Volunteer Administration
 New Perspectives 1972

Four sessions, non-credit, co-sponsored by the Volunteer
 Service Bureau and Valencia Community College at Community
 Service Center in Orlando.

To develop a course for coordinators of volunteer services
 in all settings that use volunteers, providing them with
 consistent, systematic training designed to update their
 knowledge, creativity and effectiveness and thereby improve
 volunteer services which they supervise.

Session I:

1. Volunteering - a Perspective
 - A. History & philosophy
 - B. Volunteering in our community
2. Community Organization and the Individual
 - A. Concepts concerning Man
 - B. Concepts concerning organizations
 - C. Human Relations
 - D. Structure and Functioning of Community Organizations
 - E. Volunteer Administrator
 - F. Participative Management
3. Motivation
 - A. General Characteristics
 - B. A Hierarchy of Needs
 - C. Motivational Dynamics
 - D. Additional Perspectives
 - E. Motivation and Leadership

4. Discussion and Evaluation

Session: II

1. Volunteer Service Manual
2. Recruitment
 - A. Sources for locating volunteers
 - B. The Time Factor
 - C. Promotion Materials and Public Relations
 - D. The Recruiter
3. Interviewing and Placement
 - A. Preplacement interviewing (selection)
 - B. Placement in Agency
4. Orientation

Session III:

1. Training
 - A. Continuous self-renewal plan
 - B. Benefits
 - C. Management of learning
 - D. Determining training needs
 - E. Designing training events
 - F. Elements of competent trainership
 - G. Professional development designs

Session IV:

1. Retention
 - A. "To Continue or Drop Out"
 - B. Supervision
 - C. Participation and Advancement
 - D. Recognition
 - E. Releasing Volunteers
2. Evaluation
 - A. Record Keeping
 - B. Methods to Use

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Susan J. Ellis
Coordinator of Special Services
Common Pleas Court of Philadelphia
Family Court Division
Philadelphia, Pennsylvania

We have been working with students as volunteers continually over the past five years, both those earning some form of credit and those who are not. I have never been concerned about credit as "payment" because I don't turn away people-power based on semantics. Students choose placement sites, they require orientation and training, they (as all volunteers) deserve meaningful assignments. I believe that all volunteers have the right to grow in their work and so students fit in well.

We put students to work in a variety of ways. Several administrative slots maximize both the students' desires for exposure to the justice field and our program's needs for research and verbal skills. We often define projects based upon the limits of the school semester. That unwritten law about a job expanding or contracting depending on the time allotted certainly is proven here. It is amazing how productive some students can be in a short time.

Students gain a great deal from their volunteer work here. They get an overview of the justice field, especially the juvenile justice system. They get to see various occupations in action and to test their potential career interests. They have a chance to exchange ideas with students from other schools, both in the same and in other disciplines. Mostly, however, they benefit from a program that allows them to learn by doing (not just by observation) and that provides supervisors who facilitate learning while meeting the priority of client needs.

At any given time, our program has about 140-170 volunteers, approximately 350 per year. We have six full-time paid staff, which includes our secretary who also supervises clerical volunteers. Approximately 90 volunteers are students -- by design. They represent over 30 different schools and programs (20% are high school students).

As to problems, the major one is the natural transition period between semesters when we experience a mass exodus and then a new influx of students. Otherwise, our only real problems have been some unrealistic demands by some faculty and the amount of time spent in meetings at the schools (often without the faculty coming here in return). However, over the years we have learned to state our expectations about two-way communication and other crucial matters early and to make the schools state their expectations right away, too. One nice thing is that we often can combine academic paper assignments with some research need of ours. Students really enjoy doing a paper if they know it will be useful.

The following Bills of Rights were developed by the 25 Coordinators of Volunteers who participated in the 1973 Summer Seminar Series on "College Students As Volunteers," sponsored by the Philadelphia Council on College-Community Involvement.

AGENCY'S BILL OF
RIGHTS

1. Right of choice
2. Right to know the others' expectations, goals, philosophies, program descriptions; right to realism.
3. Right to train and to expect performance.
4. Right to ask for commitment and service.
5. Right to a liaison person from the school; right to open and regular communication.
6. Right to supervise and to evaluate; right to get feedback.
7. Right to clarity and honesty.
8. Right to make policy.
9. Right to expect professional conduct.
10. Right to a realistic contribution of work.

STUDENT'S BILL OF
RIGHTS

1. Right of choice
2. Right to know the others' expectations, goals, philosophies, program descriptions, right to realism.
3. Right to training
4. Right to have commitment from school & agency.
5. Right to a liaison person both in the agency & at school; right to open and regular communication.
6. Right to be supervised and to give feedback.
7. Right to clarity and honesty.
8. Right to know policy.
9. Right to be treated as part of the agency.
10. Right to a meaningful experience.

SCHOOL'S BILL OF
RIGHTS

1. Right of choice
2. Right to know the others' expectations, goals, philosophies, program descriptions, right to realism.
3. Right to ask that student be trained.
4. Right to have commitment from school & agency.
5. Right to a liaison person from the agency; right to open and regular communication.
6. Right to supervise and to evaluate; right to get feedback.
7. Right to clarity and honesty.
8. Right to know policy.
9. Right to expect students to be in a contributing role.
10. Right to see a valid educational experience.

Program Descriptions

In most instances, these descriptions of different types of volunteer programs involving the college volunteer - student volunteer bureau, student-run projects, agency programs - were written up and sent to NCVA for information purposes by the program's personnel. All material included in the summaries has been subsequently verified and, sometimes, amplified in brief telephone interviews. Further information may be obtained by writing or calling programs directly.

VOLUNTEER ILLINI PROJECTS (V.I.P.)

328 Illini Union
Urbana, Illinois 61801
(217) 333-1020

Purpose: To help improve the community through the efforts of college student volunteers.

Volunteer Illini Projects (V.I.P.) began in 1962 as "Illini House," sponsored by the Men's Independent Association and the Wesley Foundation. Its purpose was to provide student volunteer service to the community. The original membership of some 50 students graduated after two years or so, and the program came to an end. In the fall of 1965 three students who had been involved in the original project met with a faculty advisor and drew up a list of community problems with which students might be able to help. A meeting for interested students drew an attendance of 300 and V.I.P. was underway.

Through the years, V.I.P. has fluctuated in size from 250 to 1,000 volunteers, working with a budget that has averaged around \$15,000 a year. In 1975-76 a membership of approximately 850-950 is anticipated. V.I.P. operates with a volunteer staff except for someone to handle a certain amount of record keeping and a paid administrative secretary. Volunteering, in the program and in the community, is considered one of the most important experiences a student can have. It is all too easy to remain in the ivory tower of campus life and, according to one spokesman, even students in the area of social services can get by without practical experience.

V.I.P. stresses the importance of accountability in its projects. It is not enough just to want to do good and feel good about it; if you are providing a community service, then you must hold yourself responsible to the agencies and the people with whom you work.

V.I.P. projects relate to developmental disabilities, mental health, recreation, day care, senior citizens, general tutoring and friendship. In addition, a monthly blood drive is operated on campus for volunteer blood donation. In return, the members of the entire university community and their immediate families are eligible to receive blood through the Red Cross if necessary.

About 60-70 student volunteers visit the Stateville Correctional Center in Joliet twice monthly on weekends. Here they organize periodic workshops and seminars. Volunteers also write to inmates on a one-to-one basis and visit them when possible.

ESCAPE (EVERY STUDENT CARING ABOUT PERSONALIZED EDUCATION)

University of Oregon
327 EMU
Eugene, Oregon 97403
(503) 686-4351

Purpose: To give students a chance for field experiences
in education and counseling.

The ESCAPE tutorial program is a student initiated, student run program started in the spring term of 1969. ESCAPE currently enrolls approximately 750 students per term. These students, representing all major fields of study on campus, are placed as volunteer tutors, teacher aides, instructors and informal counselors in a variety of field settings in the area. The program is sponsored by the University of Oregon Student Government, the College of Education, and the School of Community Service and Public Affairs.

ESCAPE volunteers work in high schools, junior high schools, elementary schools and social service agencies. The volunteers earn one hour of credit for every three hours of work per week. The credit hours received may vary individually from one to five hours per term. The program's grading is done on a pass/no pass basis except in special cases where a grade is required.

One night a week the volunteers meet in groups composed of other tutors from their individual schools or agencies. These training seminars last approximately two hours and are led by student field coordinators. The coordinators are former tutors who are able to choose relevant topics to improve or aid tutoring experiences. In addition, the coordinators attend weekly meetings with the faculty advisor, program director and chief leaders. These meetings are aimed at improving curriculum and drawing the phases of the program together.

The number of students interested in the program has been going up. Program leaders feel this is due to increasing desires to get away from the bubble world students live in, to test out career objectives and to gain the practical experience employers will be looking for.

MADISON HOUSE

170 Rugby Road
Charlottesville, Virginia 22903
(804) 977-7051

Purpose: To recruit student volunteers from the University of Virginia and channel their time and skills into work for the community.

Madison House is a non-profit corporation which organizes and implements volunteer services in the community of Charlottesville/Albemarle. The primary work of Madison House is to recruit student volunteers from the University of Virginia and channel their energies and skills toward those people and groups in the community who need assistance.

Madison House has a history that blends with the history of the University of Virginia. Madison House descends from the University YMCA. Founded in 1856 by students of the college, this became the first collegiate YMCA in the United States. In 1904 the YMCA incorporated and soon afterward the organization occupied a new building, Madison Hall. The Madison Hall YMCA served University students as a center for religious and extracurricular activities from 1905 until 1959 when the University constructed its own student center. The YMCA dissolved itself in 1969 to become the Master and Fellows of Madison Hall, Inc. and at that time undertook a one-year self-evaluation. Out of this sabbatical emerged the decision to initiate the Office of Volunteer Community Service.

The building Madison Hall and five adjoining acres were sold to the University in 1971. Funds from this sale were used to construct a small but more useful building as a base for the wide array of volunteer activities. Remaining funds were used to establish a small endowment from which Madison House obtains a portion of its annual operating funds. The new Madison House building was completed and occupied in September, 1975.

Today, Madison House (its name changed from Madison Hall on January 1, 1975) has grown into a large volunteer organization. The Office of Volunteer Community Service works with over 1,000 volunteers annually. Madison House also contains the offices of the Charlottesville Housing Improvement Program, the Students' Attorney, Student Council Off-Grounds Housing and the Consumer Information Service.

The Office of Volunteer Community Service of Madison House sponsors the following programs:

--Tutoring Program - sends 100 volunteers into local school systems to help the slower students on all levels (elementary, middle and high school).

--Medical Services - works closely with the Auxiliary Office of University Hospital so that the University of Virginia students can be placed in volunteer medical positions.

MADISON HOUSE

--Professional Services - tries to locate and tap the special skills possessed by members of the University and the community and to put them to work for other people. Professional Services coordinates such programs as the "Where-to-Call" booklet, which was published in 1974 and serves as a directory of all the social service agencies and problem-solving governmental agencies.

--Youth Recreation - engages elementary school children in recreation and athletic activities. Some volunteers act as coaches and referees for the sports and games which continue year-round. Other volunteers act as swimming teachers, arts and crafts instructors, dancing teachers. Team sports include flag football, basketball, soccer and softball.

--Big Brother/Big Sister - about 300 volunteers become friends of youngsters in the community who have been referred by the school systems, the welfare departments of the city and county, Trinity Day Care Center and parents.

--Companionship Therapy - A volunteer is expected to devote at least three hours a week befriending a handicapped child, or an elderly person, or a mentally retarded youngster or working with a Girl Scout Troop for handicapped little girls.

Madison House volunteers have also developed recreation activities for the children of migrant workers coming into Albemarle County, facilitated interaction between international students and American students at the University, made it possible for high school students to work in a number of volunteer capacities.

CLEARING HOUSE, INC.
University of Colorado
UMC 315
Boulder, Colorado
(303) 492-7631

Purpose: To offer experiential education to students as well as filling a need for volunteers in community social service agencies.

In 1965 a graduate student established the Clearing House to meet a need for students to become involved in meaningful learning experiences in the community and to make up, in some measure, for the severe lack of personnel at most social service agencies within the Boulder-Denver area.

Once established as a volunteer agency run by students for students, the Clearing House quickly grew from an original five committees in areas of particular interest to the 27 committees that now exist. Over 1100 volunteers per year work in five general categories: 1) one-to-one relationships, 2) special education, 3) preschool/afterschool care, 4) Attention Homes for teenage offenders and 5) tutoring. A Special Functions committee also allows volunteers to meet individual requests from members of the community.

The Clearing House also maintains Rapline, a 24-hour crisis intervention telephone service. A Women's Line, which provides counseling and help for women by women, is a special feature of Rapline. Clearing House also sponsors an "anti-rape car." The car runs from the library between 7:00 p.m. and midnight, providing a ride home for women students finished with library studies or returning from other events. Volunteer drivers, about evenly divided between men and women, give between 15 and 50 rides a night.

After a two-week general recruiting period at the beginning of each semester, volunteers are assigned to jobs by student chairpeople who receive placements from the agencies. Training is usually the responsibility of the agency, although Rapline does its own training. The work of volunteers is supervised by student chairpeople who work in conjunction with the student Board of Directors to assure co-ordination and success for individual projects and the overall program.

The Clearing House is regularly funded by the student government at Colorado University. The program also depends upon contributions from the community as well as occasional fund raising events.

STUDENT VOLUNTEER CENTERS (Statewide planning)
Missouri Volunteer Office
Box 563
Jefferson City, Missouri 65101
(314) 751-2781

Purpose: To assist colleges in developing student
volunteer programs.

The Missouri Volunteer Office is helping eleven campuses establish student volunteer centers. Two centers are presently in operation, four more will be in operation by the fall of 1976. The others will follow helped along by the experience and growing expertise of similar programs.

The purpose of individual centers is to identify human, social, educational and cultural needs that can be met by student volunteers and then to connect volunteers with those needs. In matching needs to resources, a center will work with fraternal, service and community organizations involved in voluntary action. At the same time it will attempt to put the student in touch with service learning opportunities, career exploration, pre-professional experience and with the volunteer movement in general.

Specifically, a student volunteer center will act as a liaison between the college and community agencies; maintain up-to-date information on community needs; recruit students from campus to be placed as volunteers; serve as an advocate for service learning, career building volunteer experience; coordinate student volunteer projects and suggest projects.

Working with the Missouri Volunteer Office, which provides information and services statewide, student centers can profit from each other's trials and errors without repeating each and every one. Deans will find reassurance in knowing they are not the only ones to experiment. VAC's will be apprised of developments and students should profit from more carefully planned volunteer assignments.

COLLEGE VOLUNTEER PROGRAM

Mayor's Voluntary Action Center
 250 Broadway
 New York, New York 10007
 (212) 566-5950

Purpose: To refer student volunteers to public and private nonprofit agencies in New York City and to encourage development of on-campus "miniVAC" operations.

A special component of the Mayor's Voluntary Action Center in New York City is its College Volunteer Program. Managed by volunteers, and funded through grants from Citibank, this aspect of the VAC's program addresses itself to such critical questions as "What am I going to do? with my life?" before a student graduates. The program seeks to provide first-hand knowledge of a vocation a student is thinking of pursuing, experience in a chosen field where a person is not yet qualified for a paying job, field work to complement academic courses, guidance in setting up community projects.

Since the MVAC serves as a clearinghouse for more than 1000 agencies with opportunities for volunteers, its brochure confidently promises students that they will not be relegated to paper shuffling or menial chores, that they need not commit more than a few hours a week and that each will be referred to the program "just right for you."

Examples of volunteer activities of college students include:

- An art major creating an after school program for ghetto children based on the concept that art is all around us -not only in a museum.
- A graduate student in Far Eastern Languages giving mini-courses to senior citizen who are interested in Far Eastern culture.
- A psychology major holding seminars Saturday mornings for mentally handicapped young adults on "Current Events and How They Affect Us."
- A journalism major writing pamphlets for the Bureau of Child Welfare.
- A pre-law student helping a teenager on probation.

The MVAC also conducts annual College Conferences on Voluntary Action for discussion of the most pressing issues in this area of volunteerism.

THE FIELD RELATED EXPERIENCE EXCHANGE/THE FREE PROGRAM

State University College
Poucher Hall, Room 110
Oswego, New York 13126
(315) 341-4081

Purpose: To provide college students with career experiences in schools and other community agencies.

Prospective teachers, social workers and other students planning a career in the social services may receive early practical experience through the FREE Program. Now in its ninth year, the program is geared toward providing career experience for college students. It offers them opportunities to work with the mentally retarded, give swimming instruction, guide museum tours, produce plays and assembly programs. In cooperation with the Oswego Probation Department it has also developed an instructional work/study program for high school dropouts.

Students make a minimum commitment of four hours a week to the FREE program. In addition the group meets in small discussion sessions one evening a week for an "Experience Exchange." Several of these evenings are devoted to a lecture and forum series dealing with contemporary education and social issues.

The FREE Program had its informal beginnings with an Oswego Youth Board request for math tutors in 1968. In response, ten secondary education majors were assigned to a high school that became a model for subsequent development, direction and evaluation. Since then the program has grown yearly in numbers of school pupils, college tutors, participating teachers and schools, community service institutions and organizations. In 1975-76, the program involved over 600 college students working with professionals in the field and affecting 10,000 persons in the community at some 45 centers.

VOLUNTEER INCOME TAX ASSISTANCE (VITA)

University Of Massachusetts
409 Goddell Hall
Amherst, Massachusetts 01002
(413) 545-2021

Purpose: To provide a tax preparation service to nearby communities and an off-campus learning opportunity for university students.

I was stationed in Springfield and I really became associated with low income families. My helping of these people made me aware of how tough life is in many city dwelling families. I feel happy I was in the position to help these people who otherwise would have been hurt by taxes.

VITA Student Volunteer

In 1972 the Center for OUTREACH Programs, which provides a variety of off-campus learning experiences for University of Massachusetts students received permission from the Internal Revenue Service to launch a Volunteer Income Tax Assistance (VITA) program. VITA, which is designed to assist low-income, elderly, disadvantaged taxpayers in filing their income tax returns, has enlisted volunteers throughout the country from a variety of community action groups, retirement organizations, colleges and universities, religious and government organizations.

At the University of Massachusetts, the VITA program gives students a chance to learn and practice a new skill while at the same time fostering a better relationship between the university and surrounding communities. The majority of VITA volunteers, at present, are accounting students who receive academic credit for a combination of classroom study and field experience in tax return preparation.

The Massachusetts Department of Taxation provides instruction on the preparation of tax statements. Working with various community agencies, students then have the opportunity to assist other students or community members in filling out their returns. The program now averages an enrollment of 75 students who are assisting over 2000 people with their taxes.

Services are provided at locations accessible to black and Spanish communities and the elderly. In addition, arrangements can be made for VITA volunteers to go directly to the homes of shut-ins who cannot easily reach one of the centers.

SYNERGY--DRUG CRISIS AND INTERVENTION CENTER
905 South Illinois
Carbondale, Illinois 62901
(618) 549-3333

Purpose: Drug Crisis Intervention

Synergy is a 24-hour drug crisis intervention service and drug information center which attempts to meet the needs arising from the drug subculture around Southern Illinois University. A 24-hour walk-in and phone service is operated for those who need drug information or help in coping with a drug-induced or related crisis. Beds are available for those who need to stay overnight.

The number of volunteers at the Center fluctuates but usually averages about seven. Volunteers are engaged in medical, legal and counseling referral; crisis assistance; drug analysis; drug information; communication skills; and small group interaction. Volunteers are trained for their work and can receive academic credit.

Volunteers may be trained by attending volunteer meetings on Saturdays, or they may enroll in a psychology class sponsored by Synergy Drug Education. The training focuses on empathy, trust, confrontation, listening, massage, drug information, body language, relaxation-tension release, suicide prevention, facilitating groups, medical emergency, organization problem solving, group process, gestalt, Parent Effectiveness Training, awareness and drug analysis. The volunteers do a shift with a staff member and the staff member provides feedback on the skills demonstrated.

Personnel are drawn from students or their peers. They are selected by other staff members and share in all decisions concerning Synergy operations. The program is sponsored by the Southern Illinois Health Service, Carbondale United Fund, Dangerous Drug Commission of Illinois.

UVM RESCUE

University of Vermont
287 East Avenue
Burlington, Vermont 05401
(802) 656-3350

Purpose: To supply emergency medical help to the University campus and to supplement municipal emergency coverage.

UVM Rescue is a volunteer, student-run organization at the University of Vermont that is operated in conjunction with doctors of the University Health Services. This rescue service began in September 1972 after the cost of an ambulance was financed by a \$1.00 surcharge to the student health fee. Annual operating costs of \$7,000 - \$8,000 are underwritten by the Student Association.

The primary responsibility of the rescue squad is to provide emergency medical coverage for the university campus, including students, faculty and staff, which numbers approximately 10,000 people. Additional responsibilities include answering calls for the city of Burlington and other surrounding communities if local services are not available. The squad responds to some 700 calls a year, dealing with minor injuries, fractures, heart attacks and serving as stand-bys at fires. About 70% of the calls are on campus. The ambulance is licensed as an Emergency Care Vehicle by the State of Vermont and carries advanced equipment enabling squad members to be prepared for any emergency.

UVM Rescue is a year-round, 24-hour a day organization. During the school year it is usually run by 35 students, all of whom are certified with standard and advanced Red Cross first aid as well as emergency cardio-pulmonary resuscitation from the Vermont Heart Association. More than half of the squad members are nationally registered Emergency Medical Technicians. There are always four volunteers on duty: a dispatcher, driver, crew-chief and medic. Volunteers work on an average of 25 hours a week. Students testify that the work is very different, very interesting and that they learn a lot. Working many hours together, the group is close-knit. During the summer of 1973, eight of the members chose to stay and work on the ambulance while holding down full-time jobs or attending summer school at the University.

In addition to fulfilling the requests of the American Red Cross and the Vermont Heart Association by instructing courses in first aid and cardio-pulmonary resuscitation, UVM Rescue also provided emergency stand-by coverage for the Burlington International Games and Drum and Bugle Corps Competition; responded to a simulated car accident for the Boy Scout Jamboree in Shelburne, Vermont, to demonstrate first aid techniques; and assisted in a testing session in a Standard First Aid course for delinquent youths directed by the Vermont Department of Institutions.

EXPLORER POST 101

University of Alabama
Drawer C
University, Alabama 35486
(205) 348-5917, 5918, 5919

Purpose: To provide a rehabilitation program for juvenile delinquents.

Explorer Post 101 at the University of Alabama is made up of teenagers from the Tuscaloosa, Alabama, area who have been declared "wards of the court." Working with the Chief Probation Officer of the Juvenile Court Probation Department and using the expertise of the Boy Scouts Explorer program, Army ROTC staff provide leadership and group guidance for these juvenile offenders. The program represents an integration of military, student, civic and court personnel working together to cope with a common problem.

Members of Post 101 are referred by the Juvenile Court; 250 young men and women have become part of the program since its inception. The goal of the program is to effect a positive behavior change by exposing young people to, and creating an interest in, the vocational opportunities in the area and, through a systematic recreational program, pre-empting a portion of the youngster's leisure time.

ROTC cadets and University Year for ACTION students from New College together with probation officers plan and supervise all post meetings and activities. These groups meet weekly and conduct a variety of vocational and recreational activities, such as automotive mechanics, radio and electronics, and arts and crafts. Several young Explorers have received part-time jobs as a result of participation in these programs.

A major attraction of the program has been the summer camp held at a Boy Scout camp near Tuscaloosa. The camp runs for nine weeks and is staffed by members of the ROTC Instructor Group and UYA students, working with probation officers. Nine groups of 22 youngsters attend one week sessions and participate in such activities as fishing, swimming, archery, canoeing, rifle firing, softball, volleyball, ping pong and basketball.

In conjunction with the Juvenile Court Probation Department, a point system has been developed which provides a youngster with an opportunity to work himself off probation. Each new member of the Post needs 3600 points to go off probation. He can earn these points by attending meetings and by living up to contracts made with staff members for specific behavior change. Different numbers of points are given depending on amount of interest and participation. About 90% of the young people have responded well to the program and have worked themselves off probation. There is a continuing turnover in volunteers, but as one graduates another has always become available.

UMSTEAD VOLUNTEERS

John Umstead Hospital
Butner, North Carolina 27509
(919) 575-7217

Purpose: To supplement patient services and provide students with an opportunity to work in a state mental hospital.

The Umstead Volunteer Program was begun in 1963 as a way of supplementing services to mental patients in a state hospital. Since the hospital is located near three large universities, most of the volunteers have been college students. They come from the University of North Carolina at Chapel Hill, Duke and North Carolina Central Universities with majors in psychology, sociology and nursing. Depending upon course structures, students may receive credit for their volunteer work at John Umstead Hospital. The program's staff submits student evaluations to instructors.

Besides taking part in one-to-one, interpersonal assignments on the wards, students work in recreation, tutoring, physical therapy, vocational rehabilitation, geriatrics and at the Community House for re-socialization of patients into the community.

This student volunteer program is sponsored jointly by the hospital and the Umstead Committee of the YM-YWCA. Non-student volunteers are sponsored by the John Umstead Hospital Auxiliary. Approximately 70 students volunteer each semester while 20 non-student volunteers are enrolled year-round, including a summer Junior Volunteer Program.

Since the early stages of the program, there has been an emphasis on training hospital staff to work with the volunteers. Regular hospital employees do not see the student as a "threat," but as a "transient." For this reason they may not give the student volunteer enough responsibility. Recent seminars for staff members supervising volunteers attempted to get across the following points:

1. The employee is a teacher as well as a supervisor.
2. View the volunteer as a field placement who may be a potential mental health worker.
3. Recognize the capabilities of this student volunteer and remember that a replacement will follow in the coming semester.
4. After each assignment, conduct a five to ten minute conference with the volunteer to review any problems and answer any questions.

According to student feedback, the seminars resulted in increased responsibility. To make a difference in the long run, it is felt seminars should be held each year.

ATHENS MENTAL HEALTH AND MENTAL RETARDATION CENTER VOLUNTEER PROGRAM
Organizational Activities Office
305 Baker Center
Athens, Ohio 45701
(614) 592-3031

Purpose: To provide companionship and help in rehabilitation of long-term mental health patients.

The Center's student volunteer program was established in 1969 to provide companionship and help in the rehabilitation of long-term mental health patients. The program began with a handful of students, but today more than 200 students are involved each quarter of the school year.

Each Monday and Thursday evening students visit the Center, either on one evening or both as their class schedules allow. The program is directed by students along with the Center's volunteer coordinator. Organizational meetings at the beginning of each quarter acquaint the students with the program and any additional information is available from the volunteer coordinator.

Before the program began, many patients were terrified to leave the Center, but with students as companions, most patients now enjoy such outside activities as trips to town for shopping, movies, sports events and other social activities. Students have had the opportunity to expand their experiences beyond the campus environment. From the rapid growth of the Student Volunteer Program, it is evident that the students enjoy visiting the patients as much as the patients look forward to the student's weekly visit. The program received national recognition as a finalist in the 1971 National Volunteer Awards Program in Washington, D.C.

Seven to ten student volunteers, generally people who have participated in the companionship program, now take part in a new program for Resident Volunteers. In exchange for room and board, these volunteers give 15 hours a week: ten hours in an assigned work area each week and five hours planned by the volunteer to facilitate interacting with patients on the ward. One student, summarizing her feelings about the program, wrote: "I would encourage most anyone to partake in the Resident Volunteer Program. I think it could help you realize your potential as a person to help and encourage other human beings. After getting involved in the program, you come to realize that you have more strength than you thought you could ever possess."

CACTUS (Community Action Council of Tulane University Students)
Tulane University
308 Alcee Fortier Hall
New Orleans, Louisiana 70118
(504) 861-1485

Purpose: Community action volunteer work

Aiming to be "a thorn in the side of indifference," CACTUS is a student-organized and student-run program founded in 1967. It places Tulane students, faculty and staff in the community as volunteers in various capacities. What began as a neighborhood tutoring project at a local high school now includes work in prisons, mental hospitals, charity hospitals, public schools, community centers and local government, as well as various individual projects. CACTUS places about 600 volunteers each year in projects of its own or in community agencies and institutions.

A number of volunteers are involved in Project Opportunity, which is designed to identify and encourage academically talented students from disadvantaged backgrounds to remain in school and to continue their education beyond high school. CACTUS is responsible for the enrichment aspects of the program through tutoring sessions and special interest groups held after school each day. The special interest groups include drama, literature, music, art, current events and forensics. In addition to its own specific duties, CACTUS shares in the responsibility for overall guidance of the program.

CACTUS projects have become more varied over the years. At present, it operates 16 different programs. For example, volunteers in CACTUS's Urban Experience project are involved in research in such areas as pollution, housing, consumer protection and public health care. They participate in voter registration drives and serve as voting poll commissioners. Volunteers in Campus Projects work to improve conditions and relations on campus.

Many student projects combine the volunteer roles of direct service to clients along with advocacy for change. Acquiring practical experience helps students to gain an idea of what reforms are necessary and to steer away from band-aid solutions to social ills.

All direct programming costs for CACTUS are paid through student fees. Students pay half the administrative costs, with the university paying the other. The program's executive director notes that this produces an unusual student-staff relationship. "I am an employee of the students," he says. "I don't feel inhibited about giving advice and they don't worry about taking it."

MICHIGAN SCHOOL FOR THE BLIND LEISURE SERVICES PROGRAM

Michigan School for the Blind
715 West Willow Street
Lansing, Michigan 48906
(517) 373-3730

Purpose: Participating in leisure service activities with visually impaired students.

At the Michigan School for the Blind, approximately 150 volunteers from Michigan State University work with visually impaired students in a wide variety of leisure activities. The program is made up of five components: leisure education, leisure counseling, recreation, play therapy and skill development.

Many traditional activities are offered in the school's extensive facilities for the physical development of blind children. These include a modern gymnasium with indoor swimming pool, basketball court, roller skating rink, wrestling room, bowling alleys, portable trampoline, athletic field and quarter-mile track. In addition to working with the children in these areas, student volunteers also help them learn to fly kites or pick bouquets, take part in rap sessions, play the guitar or find other ways to use free time creatively.

This after-school program is entirely dependent on the student volunteers among whose most important contributions, according to the program's director, is giving MSB's young students a tie with youth and youthful models. The young volunteers are receptive to new and changing ideas in the education of the visually impaired. "For every volunteer, our students receive that much more attention," the director says, adding, "and the more wide and varied the program becomes because of volunteers input."

Experience indicates that there are also difficulties in working with student volunteers. If they are not motivated on their own, they will not stick around. Because of work and other activities, they tend to disappear after their sophomore year. It takes time to work with them. The director attempts to meet these problems by providing orientation and by maintaining an open attitude and an open office so volunteers know they may come in and talk things over at any time.

CAMPUS GIRL SCOUTS

Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
(212) 751-6900

Purpose: To give students in higher education programs a chance to participate actively in scouting as well as to provide leadership for young Girl Scouts.

The Campus Girl Scout program enables students who have grown up with scouting as well as students newly interested in the movement to provide a community service. Volunteers from colleges, universities, junior colleges, vocational schools - any institution of higher learning - are recruited as adult members of the Scout movement to help young girls develop their abilities.

Since 1968, 300 Campus groups, with an approximate total of 4,000 members, have been certified by the Girl Scouts of the USA. Each Campus group is affiliated with the local Girl Scout Council, which appoints a person to serve as liaison between the council and the college group and keep communication open.

Campus groups are involved in a wide variety of programs indicating concern for the quality of life in the seventies. Activities include helping to organize statewide Olympics for the handicapped; serving as Girl Scout leaders, trainers of adults, consultants and camp staff; working in shelters for juvenile delinquents; arranging college visiting days for younger girls; organizing Senior Girl Scout conferences for high school students; serving on local, regional and national boards; representing local Girl Scout Councils at community meetings.

The Campus Scout program has proved a valuable means of keeping young women in the organization when they become young adults. Since it is likely that a Campus Girl Scout grows up in one location, brings her Girl Scout experience to another community when she goes to college and then goes on with scouting in a third community where she works or marries, the Girl Scout program, traditions and philosophy receive a healthy shifting and turning.

An increasing number of Campus Scouts - both men and women students - have not previously been involved in scouting, but have been attracted by the opportunity for community service.

OPERATION NURSERY SCHOOLS

Pennsylvania State University Volunteer Service Center
203 Hetzel Union Building
University Park, PA 16801
(814) 865-3431

Purpose: To staff area nursery schools adequately and give students the opportunity to work with young children.

Recently the recruitment of student volunteers at Penn State seems to have gone through a wavering period; at first it was down, then up again. Apparently more students are exploring vocational fields through volunteer activities. They are moving away from any perception of themselves in a Pollyanna role and going toward the idea of community action, away from hospital visiting to the promotion of "let's get involved."

In the past eight years the Volunteer Service Center has placed well over 1,000 student volunteers as teacher aides in nursery schools, Head Start programs and a day care center in the State College-Bellefonte area. At the beginning of each term directors of the various schools notify the Center of their days and hours of operation, how many classes and how many children they will have, and the number of volunteers needed per class per day. Volunteers are then chosen from applications on file, with schedules and interests matched to the needs of the various schools.

This placement service has enabled the nursery schools to accept more children, to function longer, and to provide better supervision and interaction with the pre-schoolers. It has given the student volunteers opportunities to work with young children in a practical application of classroom learning and in many cases to make vocational explorations.

The work done by volunteers varies somewhat from school to school depending on the philosophy of the director and the method of operation. Generally, students do everything from helping children with wraps, putting out materials, assisting at snack-time and nap-time, to telling stories, leading songs, playing games and planning group activities. Orientation to their duties is provided by the directors, sometimes to volunteers individually, sometimes to groups.

The school sessions are from two to five hours in length and most volunteers work one or two mornings or afternoons a week. Volunteers are responsible for their own transportation. There is no direct cost either to the VSC or the various nursery schools for this service. The supply of volunteers seems to keep pace with the demand.

STUDENT PRACTICUM AND VOLUNTEER INSTRUCTOR PROGRAMS

Oregon Corrections Division
 2575 Center Street, N.E.
 Salem, Oregon 97310
 (503) 378-2498

Purpose: To enable university students to earn credit hours while gaining first-hand knowledge of the criminal justice system.

Initially funded by L.E.A.A. as a pilot program, the Student Practicum and Volunteer Instructor Programs are now funded by the State of Oregon through general funds.

Student Practicum

Students are placed in the adult criminal justice agencies operated by the Oregon Corrections Division. They work as correctional officers, correctional counselors, parole and probation officers, data programmers, administrative assistants and researchers. They have been recruited from 18 different universities and colleges and have been placed primarily in Multnomah County and the Mid-Willamette Valley.

When a student comes on board for a term or several terms, a job description is negotiated with his immediate agency supervisor, and the job is set up to allow him/her to have the same type of experiences she/he would have if he were actually employed by the agency. In other words, the student is expected to perform the same duties as his supervisor--except in making arrests or presenting cases to the court. If the supervisor does 10% xeroxing, 20% filing, 30% phone contacts, etc., then the student is expected to do the same and not 50% xeroxing and 50% filing.

In the Corrections Division the student's role is generally accepted by the majority of the agency supervisors and the clientele. Administrators of the Division have also accepted the concept of a "Manpower Pool," which was implemented in January 1976. The Manpower Pool is made up of practicum students who have successfully completed their placement, attended all seminars and have gone through the Division's two-week training sessions. When an employee is ill, on vacation or in training, a student may be hired through Manpower Pool on a temporary basis for a maximum of 90 calendar days in one year. This not only gives the student some money while in school, but it also gives him paid experience in the system.

As of September 1975, when the program was generally funded, the primary goal of the student practicum program has been employment in the Corrections Division. All of the students, who successfully complete their placement, are assisted in obtaining employment. If there are no positions open in the Division, they are referred to other criminal justice agencies, e.g., Children's Services, private group homes, county agencies.

Volunteer Instructor Program

In its sixth year of operation, the Volunteer Instructor Program deals with the recruitment of graduate students and faculty members to teach

STUDENT PRACTICUM AND VOLUNTEER INSTRUCTOR PROGRAMS

in prisons. Between 15-25% of the residents in each institution are in college classes.

During the winter term of 1976, a Career and Education Counseling Program was implemented in the Oregon State Correctional Institution on a pilot basis. This program is manned by graduate students from the Guidance and Counseling Departments of Oregon State University and the University of Oregon and it enables the residents to see a counselor bi-weekly for a minimum of 45 minutes. The goal of this program is to assist each resident participating in the college program to develop an individual college education program plan.

For the past several years a volunteer instructor could count on having 50% of his class drop out for various reasons. The dropout rate for Winter term has drastically improved--only 24% of the residents dropped from classes.

OFF-CAMPUS TERM PROGRAM
University of South Florida
Tampa, Florida 33620
(813) 974-2536

Purpose: Establishing academic credit for learning experiences outside the classroom, including voluntary community service.

To encourage students in seeking and developing learning experiences outside the classroom without dropping out of school, the University of South Florida started the Off-Campus Term Program. OCT students spend a term or more away from the University, out of the classroom, involved in self-designed educational projects. All participants earn from one to fifteen hours of academic credit.

Approximately 180 students take part in the program each year: some travel abroad; others have paid jobs in various locations around the country; about 50 are involved in volunteer projects either full-time or as a substantial part-time aspect of their programs.

OCT is available after the freshman year to students who hold a 2.0 average or better. Planning and counseling takes place at least one quarter before the term off campus. The academic credit is earned entirely off campus and the credit earned depends on the student's credit needs and interests, major, year attained in college and other factors. Several hours credit are granted for a written journal and evaluation report of the experience itself.

Initially the program was federally funded, but its expenses are now paid by the university. No apologies are made for the fact that there are no longer counselors available to help students find a particular project. The reality of finding a project on your own, like landing a job, is considered one of the values of this alternate learning experience.

Past projects have included work with Head Start, day care centers, rehabilitation programs, environmental action agencies, free schools, community action agencies, migrant projects, centers for the retarded and many others.

THE CALVIN COLLEGE KIDS PROGRAM

Calvin College
3201 Burton Street
Grand Rapids, Michigan 49506
(616) 949-4000, ext. 2651

Purpose: To meet education, social and material needs
of persons of low and moderate incomes.

The Calvin College KIDS (Kindling Intellectual Desire in Students) Program began as a tutoring program for children and teenagers in 1964. Working with young people referred by parents, community organizations, schools and social agencies, volunteers later widened services to include big brother sorts of relationships, recreational activities, special education, sewing, bilingual education, arts and crafts, clothing and furniture distribution, home maintenance projects.

KIDS volunteers now work with both adults and the young, particularly from the low-income white, black, American Indian and Spanish-speaking communities. They also serve slow learners, children who are emotionally disturbed, the sight and hearing impaired. They befriend children from foster homes and unstable family situations; work with juvenile delinquents; try to help unwed mothers.

KIDS attempts to make a contribution toward meeting many of the significant social problems of the American city in modern times. During the 1975-76 academic year, more than 500 students volunteered to help either one or both semesters, with over 80 percent working three or more hours per week. About 40 percent of the volunteers were men. Forty-five percent of the volunteers are freshmen, a greater number than from the other classes, perhaps, because the city is new, volunteering is a novelty and time is not as yet taken up with other activities and studies.

No academic credit accompanies volunteering for KIDS. Each section of the program is managed by a paid, part-time coordinator. Funds are voted by the Student Senate from student activity fees. A special aspect of the program is that students are given a car or taxied in the KIDS van to reach their assignments. If they use their own cars, they are reimbursed at ten cents a mile.

Resource Information

The National Student Volunteer Program
 806 Connecticut Avenue, N.W., Room 1106 (202) 254-8730
 Washington, D.C. 20525 (800) 424-8580

As a part of ACTION, the federal volunteer agency, the National Student Volunteer Program provides a variety of technical assistance services to high schools and colleges wishing to establish new or improve existing student service-learning programs. NSVP does not grant operating funds and has no authority over local program activities.

NSVP's services for student volunteer programs consist of technical assistance materials, training seminars and direct staff and expert consultation. These services, described below, are available without charge.

TECHNICAL ASSISTANCE MATERIALS that are available include "how-to" manuals, journals, case studies, bibliographies and resource packages.

TRAINING SEMINARS for teachers and administrators working with high school service-learning programs and professional staff and leadership of college service-learning programs are held periodically during the school year. These sessions are designed to assist staff in planning and managing programs that integrate students into community service activities.

ON-SITE CONSULTATION is available to programs in need of direct assistance. It is also offered to groups sponsoring conferences or workshops on various aspects of student volunteer programming.

The publications listed are representative of NSVP's basic materials. If you are interested in beginning a student volunteer program or need help in improving an existing program, you are advised to call or write NSVP and explain your plans and specific needs for technical help. Based on the needs you have identified, NSVP staff will select appropriate materials and/or provide direct assistance to help you and your organization.

Volunteering: A Manual for Students, a "how-to" manual prepared to help college students begin or improve community service programs.

It's Your Move, a basic guide written to assist community groups and agencies that are working with student volunteer programs. (Available summer 1976)

Planning by Objectives, a planning manual designed to help people who work with student volunteers learn a system for effectively planning and implementing service-learning programs.

Training Student Volunteers, a training manual developed to help student volunteer coordinators and others plan and conduct training activities for students involved in community service programs.

Funding Kit, a guide designed to aid in developing funding resources for service-learning programs.

Synergist, NSVP's journal published three times each school year to communicate new ideas, techniques and resources to high school and college service-learning programs and to local agencies using student volunteers.

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The Commission on Voluntary Service and Action
475 Riverside Drive, Room 665
New York, New York 10027

(212) 870-2707

Coordinates service opportunities--both short-term and long-term--and catalogs the information by age group.

Publishes catalog, "Invest Yourself," with full details on available opportunities (\$1 plus 25¢ for first class).

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The Society for Field Experience Education
c/o Stevens E. Brooks
Philadelphia Urban Semester
1227-29 Walnut Street
Philadelphia, Pennsylvania 19107

(215) 574-9490

SFEE serves as a forum for persons and institutions concerned with making off-campus, field-based learning a significant component in education. Any person participating in a field experience program, directing a program on campus or in an agency or interested in the educational potential of the world beyond the campus may join.

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University Year for ACTION
806 Connecticut Avenue, N.W.
Washington,, D.C. 20525

(202) 254-6880

(800) 424-8588

University Year for ACTION is a program for full-time student volunteers, authorized by the Domestic Volunteer Service Act of 1973. It operates through grants to universities which select, train and place volunteers with community service agencies or organizations. The volunteer continues to make normal academic progress toward a degree through an experiential learning system designed by the school. There are now 59 colleges and universities and approximately 2,200 student volunteers in 42 states and the District of Columbia participating in ACTION's UYA Program. For further information, write or call UYA.