Synergist

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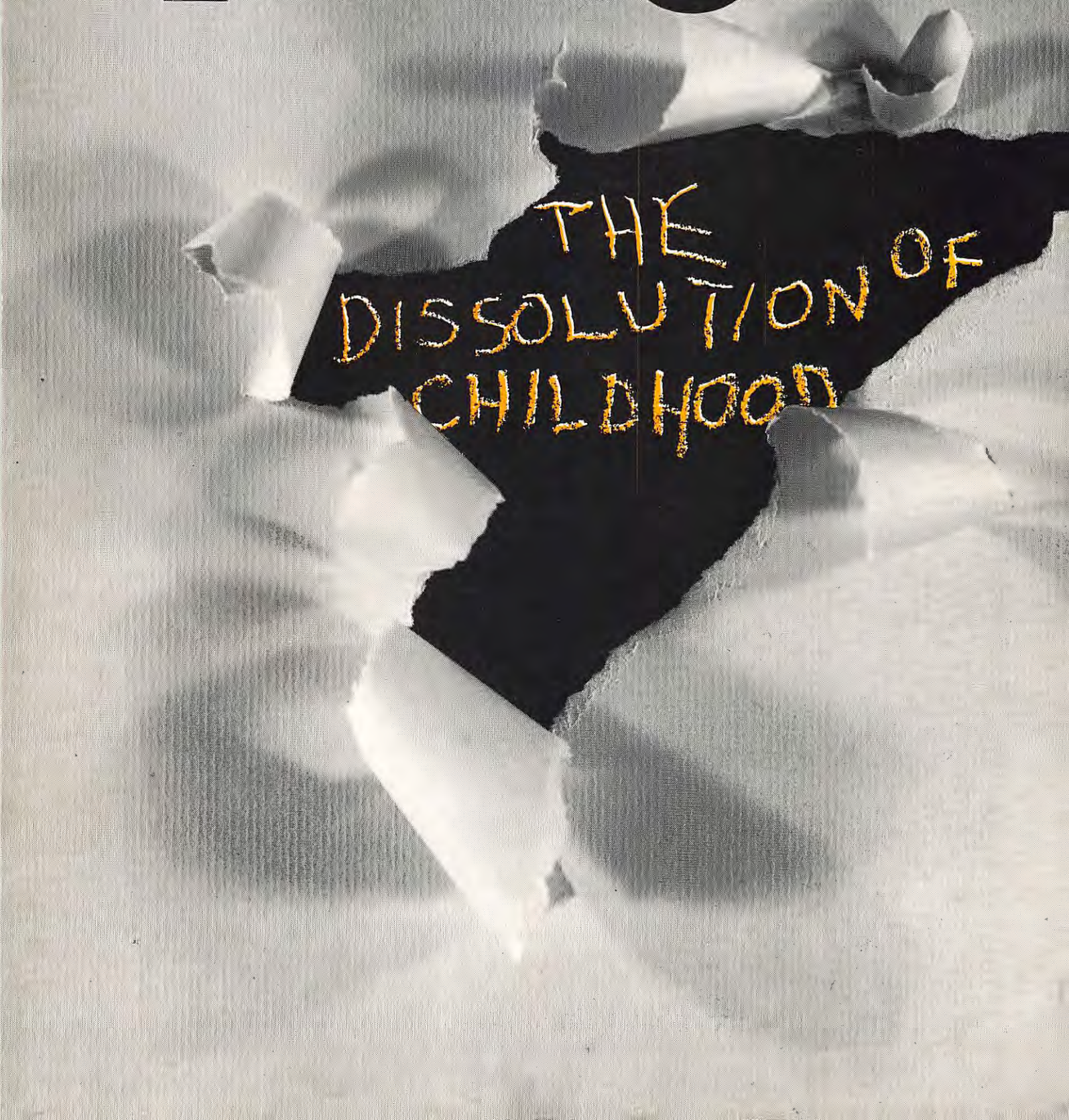

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write: National Center for Service-Learning
Room 1106, 806 Connecticut Avenue, N.W.
Washington, D.C. 20525
call: (800) 424-8580, extension 89 (toll free)
(800) 424-9704, extension 89 (toll free; Hawaii and Alaska only)
(202) 254-8370 (Washington, D.C., metropolitan area).

Synergist

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Candid Admissions

Fourteen admissions officers tell how they regard students' community service records in selecting new undergraduate, graduate, and professional school students.

How do directors of admissions react to the service-learning experiences of applying students? To find out, *Synergist* asked directors at 14 undergraduate, graduate, and professional schools to express candidly their thoughts on the value of service as a part of students' backgrounds. What the admissions officers at liberal arts colleges, technical colleges, and schools of social work, law, and medicine had to say suggests that service-learning develops attributes that those reviewing applications value but often don't recognize on the application. For students at all levels to get full credit for their community service —which may give them the edge they need—high schools and colleges must quantify diverse and complex service-learning accomplishments in terms that enable admissions officers to weigh them fairly and effectively.

What They Want

What are admissions officers looking for? "A student's academic achievement is number one with us," asserts William Brown of Southern Methodist University (SMU), Dallas. SMU is a competitive, largely liberal arts institution, with an informal Methodist affiliation and 10,250 students.

Brown's statement characterizes the attitude of almost all admissions officers; academic ability looms as the largest single factor governing the selection process. In most institutions, however, broad considerations of character and humanitarianism follow academics closely as important criteria, and in many cases have an effect on how heavily academic ability is weighed.

While Brown cites community service as just one of a number of extracurricular activities that may enhance a student's chances for admission, Timothy Scholl at the University of Rochester (New York) puts service "at the top of the list." Rochester is a small, private university with strong preprofessional programs in medicine and law. Scholl goes on to say, "Being a residential college, we want peer teachers, people that will influence their fellow students and make the total experience of going to college a constructive one." Scholl sees community service as one of the principal proving grounds for students, and as supporting evidence that they possess leadership ability.

For Scholl, valuing service as a broad reflection of character is, at least partially, a result of the general liberal arts orientation of his institution. Liberal arts schools do not prepare students specifically for helping careers, but do put a premium on breadth of character development. The same attitude is echoed by Bill Shain at Macalester College, St. Paul, Minnesota, a selective small college that sends a high percentage of graduates on to service activities. He sees service as a "manifestation of a compassionate, caring spirit."

How do admissions officers interpret records of service into qualifications that are meaningful to their own institutions? "If they've done these kinds of things [work in hospitals or for community organizations], they look like achievers to me," says Scholl. "They show that they really want to contribute, and not just get good grades."

Larry Mensch at Dickinson, a competitive liberal arts college in Carlisle, Pennsylvania, is even more positive. "I've seen that students who participate in community service are more capable and mature. They learn self-discipline, and how to do more than one thing at a time. Those kinds of activities enhance all the life skills that we, as a liberal arts institution, want students to bring here. If they have been contributors in high school, they will probably be contributors at Dickinson."

Loren Pope, a professional college placement counselor in Washington, D.C., currently is assisting a high school in Richmond, Virginia, in getting underprivileged high achievers into colleges. He says, "I have had a number of students recently who have been peer counselors. I think it's impressive to colleges when students have spent a lot of time in training to prepare for those kinds of activities."

Shain at Macalester finds community service a particularly convincing sign of involvement, in part because, he points out, "It is not something that parents are as likely to encourage as sports or other types of extracurriculars, because they don't think that it does any good."

The Edge on Admissions

Can a substantial record of community service materially affect a student's chances of being admitted to the university that he or she wants to attend? The answer to that question lies partially in the

mechanics of the admissions procedure.

At many colleges and universities, evaluation of both undergraduate and graduate applications is in two parts. Since academic achievement is the goal of almost all institutions, the first round of acceptances is of students whose strong academic credentials leave little question that they will do exemplary work. Between 30 and 50 percent of a class commonly falls in this category. When that group is selected, the staff or admissions office moves on to the larger pool of students whose academic credentials are not as strong, but who have the ability to do acceptable work. It is at this stage that a students's additional accomplishments become significant, for admissions officers spend far more time deliberating about the students who are less academically able than they do about the top achievers.

Can service make a real difference for students in the second group? Alinde Rivers, director of admissions at Fisk University, a small, selective, traditionally black university in Nashville, estimates that the proportion of students who enter Fisk with some kind of service in their backgrounds could run as high as 50 percent in some years. She says, "If we had two students who applied with very similar records, and one of them had been involved in community service, we would take the student with the service background."

John Cook of Berea (Kentucky) College, speaks even more strongly on the subject, defying the custom of putting academics first. Berea has an unusual arrangement through which the students, 85 percent of whom must come from Southern Appalachia, pay no tuition but work in a variety of campus businesses or college operations to pay their way. Cook says, "Our primary concern is turning out helping-type people; we're less concerned with people going out and making a lot of money, although some of them do. I'm not interested in a straight A student who doesn't get involved. I would rather take a B student who cares about people and makes a contribution."

From several quarters come convincing accounts of students for whom a "helping-type" activity was the key factor in acceptance. Pope, the college placement counselor, recalls a student who was accepted at Williams College, Williamstown, Massachusetts, one of the most prestigious and competitive small colleges in the East, despite the fact that his grades were less than excellent. The student has a brother with a disabling disease. From dealing with that situation, the student developed a desire to be a doctor and help others. He tested his conviction by volunteering in a hospital. That was enough to convince Williams to accept him.

"If we had two students who applied with very similar records, and one of them had been involved in community service, we would take the student with the service background."

Mensch of Dickinson discusses a student who has applied for admission next fall. "This young man saw somebody have a heart attack and saw how alarmed and unprepared everyone was. So he went out and learned cardiopulmonary resuscitation—CPR. He got involved with a rescue team and did some teaching of the CPR technique. Then, on his own initiative, he organized a followup program for older people who had had crises of that kind. That student doesn't have all A's, and his board scores are not all that high. But I really want him at Dickinson, because he's going to make a difference. With that kind of commitment to life, he is going to make a contribution to his community. He has every bit as much to give as a student with all A's. And maybe more."

Not all service-learning students will be able to present such extraordinary accomplishments to colleges. What else impresses the admissions office?

One sentiment often voiced is that situations in which students exercise initiative or take responsibility are the most impressive. Most admissions people said that they want to see evidence that the involvement was real and the commitment sincere. Many were cautious about placing too high a value on what Timothy Scholl at Rochester calls "rote activities." William Brown at SMU claims, "If the activity has been important, you can usually tell. Some evidence of it will show up on the transcript. If it means a lot to the students, they write about it in their essay, or it turns up in the recommendations from faculty."

The Credit Question

Most admissions officers believed that compulsory service experiences would not be as constructive for students as voluntary ones because compulsory service would not be based on the same high level of motivation. They also concurred that compulsory programs tell them less about the character of applicants. This suggests to administrators of compulsory programs the advisability of emphasizing on transcripts the substance of what students have done and any measurement possible of what they learned, or the growth that has taken place.

On the subject of awarding credit for involvement in community service, those interviewed were split. Alinde Rivers of Fisk University feels that if a high school with which she is familiar and knows to have a good academic program were to award credit for community service, "perhaps in a civics course," she would accept it at face value. Bill Shain at Macalester feels, "There should be no cutting into academics; students should have four solid academic subjects each semester."

It may be significant that very few of the admissions directors interviewed had extensive experience evaluating transcripts with a strong service-learning component. Only John Cook at Berea had a clear recollection of recently having read such a transcript.

Even more significant is the fact that almost every person interviewed expressed receptivity to the idea of service for credit. Tuskegee (Alabama) Institute uses an application form that allows no space for elaborating on course content, biographical data, or extracurricular involvement. H. E. Carter, director of admissions, stated that the college would be receptive to receiving more detailed information about courses or extracurricular

time spent in community service, and said that it could make a difference in whether a student was accepted at the Institute.

William Brown at SMU said, "If we got a transcript notating service for credit, we would do our best to evaluate it responsibly. It would help to have all the details laid out, with an explanation of how credit was arrived at. Barring that, we would try to get in touch with the student to find out what we needed to know in order to give the application a fair evaluation."

John Cook at Berea said, "I want to see specifics. I want to see a syllabus, a description of the school, get a handle on its standards."

Evergreen State College in Olympia, Washington, is in the unusual position of being an innovative school that is state supported and uses a rigid, abbreviated admissions form. Admissions director Arnoldo Rodriguez says that if he received a transcript that did not give a dependable quantification of student achievement, he would go back to the school and request an explanation of the course, the fieldwork, and the grading system.

The ease with which specialized information can be communicated during the application procedure depends in part on how an individual institution conducts the process. Obviously, an application form that is really just a transcript does not allow much latitude for expanding on any aspect of a student's school experience. Institutions that encourage essays and have lengthier forms make the process easier. Macalester College requests an essay on what a student has done of note besides academic work. Berea provides space on its application form for students to "tell us about yourself, your family, your formative experiences, and activities."

Getting a thorough evaluation at a very large institution may be difficult in some cases, since many of the big universities must, of necessity, employ a standardized, rigid evaluation system that would not allow the optimum opportunity for presenting explanatory material. Loren Pope points out, however, that some of the big universities, notably the universities of Michigan and Wisconsin, have humanized and personalized the evaluation process.

"We are looking for community service in entering students," says Roy Seaburg, "because we are heavily involved with it here."

An important point to remember is one made by both Cook and Shain: A transcript in which the value of credits and the content of courses is difficult to evaluate tends to make admissions people turn to the most standardized indexes of achievement, such as test scores, in order to make a reasonable determination of how a student compares with the rest of the applicants.

Technical Colleges

Colleges in which the curriculum is very specific and demanding may give scant notice to students' community service experience. A typical example is Case Institute of Technology in Cleveland, a competitive technical college that graduates a very high percentage of engineers. According to admissions director Kip Howard, a service background might be favorably looked upon, but would not under any circumstances make up for academic deficiencies. Howard concedes that Case students are narrowly directed in their fields, and that the Institute has only recently begun to encourage the broader aspects of student development and student life.

Worcester (Massachusetts) Polytechnic might today be very similar to Case, had it not undergone an intensive revision of its goals more than 10 years ago. "We are looking for community service in entering students," says Roy Seaburg, "because we are heavily involved with it here." Worcester Tech is committed to the humanization of technical disciplines and insists that its students spend eight weeks, full time, devoted to solving a problem that directly concerns the welfare of some segment of the community. Seaburg cites a student who, while in high school, became interested in the state of disaster preparedness of his small Massachusetts town. Since entering Worcester Tech he has continued his investigations under the auspices of the college. (See "Engineering Answers to Social Needs," by Roger N. Perry, Jr., *Synergist*, Fall 1978, pp. 2-6.)

Social Work Schools

Because graduate schools tend to be more narrowly focused than undergraduate institutions, their interest in community service is different. Institutions that prepare students for service careers see service-learning not only as an indication of humanitarian values but also as practical experience directly related to academic achievement. Graduate students of social work, for instance, are assumed to have a solid commitment to helping roles. In fact, the Graduate School of Social Work at the University of Michigan and the School of Social Service Administration at the University of Chicago will not entertain an application from a student who has not spent a considerable length of time in fieldwork.

Student service manifests itself in two major ways at Chicago's School of Social Service Administration, according to Philip Hovda, the chairman of the admissions committee. Students often come from undergraduate programs in which they have had substantial practicum experiences, thus demonstrating that their interest in the field is proven and long-standing, not to mention the fact that they already have had experience bearing the responsibilities that service imposes. Hovda does not dismiss volunteer activities, however. "The desire to serve without rewards of money or academic credit remains strongly appreciated here." He stresses that his department is looking not only for evidence of competence but also for evidence of conviction.

Tom Croxton at the University of Michigan, Ann Arbor, states that most applicants for the master's program in social work already have professional-level experience, usually in the narrowly defined field of social work. Both he and Hovda recognize a difference in the type of qualifications of applicants who have come from undergraduate social science backgrounds and those from other disciplines, such as the liberal arts. Both men

state that applicants from other fields who have good academic credentials *and* have satisfied the fieldwork requirement make strong candidates.

Hovda concedes that an outstanding liberal arts student who had effectively demonstrated the ability and desire for a social service career might very well be accepted into Chicago's program over a social science student whose field experience had been a routine or lockstep affair. Croxton says, "If all our grad students came from the social sciences, I would find this a boring place. I'm not sure I'd want to teach here."

Medical School

"Some form of medical service experience has become so routine that we might make it a requirement on the application," said Dr. William Bakewell, admissions chairman for the medical school at the University of North Carolina, Chapel Hill. Medical school hopefuls are so anxious to acquire related experience, says Bakewell, that "our emergency ward has more volunteers than they know what to do with."

Bakewell feels that applicants to medical school should test their motivation to enter the field. He reflects on the fact that "almost all of our applicants say, 'I like science but I also want to help people.' One assumes that if that's true, applicants will have had some experience helping people—that is, if they are to have any credibility."

Bakewell says that medical school admissions people are cognizant of the charge leveled, principally by the media, that too many young doctors are more interested in making money than in helping people. He says that occasionally a student's letters of recommendation will backfire and say that in fact the student is more motivated by the profit motive than altruism.

Because the medical faculty at the University of North Carolina is made up primarily of academicians and specialists, the University has included primary care physicians on the admissions board to assure that the ethic of primary care and service to patients is properly represented.

Bakewell stops short of saying that all medical school candidates should have a strong service orientation. "If a student came to us claiming that he wanted to be a research doctor, it would not damage his credibility or necessarily his chances if there was no strong evidence in his background of a desire to serve."

According to Scholl, the medical school at the University of Rochester "is actively seeking individuals with a strong interest in community service."

North Carolina's medical school is fairly indicative of the system of priorities for service in medical schools in general. Exceptions to the level of interest do exist, however. According to Scholl, the medical school at the University of Rochester "is actively seeking individuals with a strong interest in community service."

Law School

Law schools are not ordinarily lumped in with schools that train for the helping professions, and yet experienced service-learning educators are well aware of the needs that exist for legal and paralegal services in the community. Dean T. J. Gibson of the law school at the University of Texas, Austin, describes an admissions procedure with the predictable percentage of automatic acceptances based solely on academic achievement. For the remainder of the students, however, "Community service and leadership experience are very important." Gibson says that community service in the form of legal aid and other paralegal activities turns up quite often on applications.

The University of Texas law school receives 4,000 applications from which it will accept only about 800. When the top academic achievers have been accepted, the committee culls the others for the proper balance of academic and extracurricular achievement. It is the responsibility of one committee member to read even academically substandard applications to see if some exceptional attribute or accomplishment has been overlooked. "Compassion has long been considered an essential attribute for a lawyer," says Gibson. "This law school is looking for students with compassion."

Making the Most of Applications

How can guidance counselors, principals, teachers, and parents see to it that students' service-learning experiences receive the maximum consideration?

First of all, it is important to realize that college admissions is not an arcane, Machiavellian game in which admissions officers are trying to hide the process from view. They are usually receptive to inquiries about how evaluation takes place. Although it is not appropriate to lobby for a student's acceptance, it is perfectly acceptable to inquire as to how best to present a student's records to receive the most favorable review.

Pope stresses the importance of the essay that students write. Educators should encourage students to include meaningful experiences, such as service-learning, that can be supported and explained further by either the transcript or teacher recommendations. Journal-keeping and other self-evaluation techniques often used in service-learning programs are ideal for equipping students to write perceptive, relevant application essays. Specific examples of achievements and experiences accomplish a great deal more than broad statements or unfocused praise.

The evidence presented here suggests that when directors of admissions disapprove of some aspect of service on transcripts, they disagree more with the form than the substance. The oft-expressed receptivity of admissions officers to service-learning on transcripts suggests that they will consider unorthodox credentials, if they can be convinced that students have progressed intellectually and personally in a manner that bears some broad relationship to their general expectations for students at their institutions. The evidence also suggests that even the most traditional institutions are prepared to give credence to the value of service. In the words of Larry Mensch at Dickinson College, "We are very involved with the classical approach to life, and the humanistic traditions of our culture, but those traditions don't mean a thing unless you find a way to apply them to life as it is lived every day." □

Houston's Healthiest High School

Working in hospitals, clinics, and public health departments, students from the High School for Health Professions contribute thousands of hours to the city's health care system.

Wearing standard hospital uniforms, students assist with such tasks as dismissing patients.

In the summer of 1972 the Baylor College of Medicine (BCM), under the direction of renowned cardiovascular surgeon Michael E. DeBakey, sent a telegram across town to the superintendent of the Houston Independent School District. The telegram stated that Baylor planned to start a high school for the health professions and invited the District to join in the project.

The superintendent and the board of education approved the new high school, and representatives of the two sponsors and others in the education and health professions held a weekend retreat to discuss the new venture. They decided to meld the academic curriculum with a vocational or career track. The primary goal would be to prepare qualified, motivated students for a variety of health occupations or continued education for the health professions. In doing so the school would help meet the city's great need for health care workers and improve students' attitudes toward both high school and health care careers. Baylor would supply class space, equipment, and assistance in teaching and curriculum development. The District would supply a principal and teachers, would recruit and select students, and would operate the school as part of its system.

In October 1972 the High School for Health Professions (HSHP) opened with 45 sophomores, an acting principal, a patient care technologist, an English

HSHP juniors Yang Chan, who is interested in cardiology, and Sybil Sybille, who plans to be a neurosurgeon, study patients' charts at the nursing station as the head nurse briefs them for their morning's work.

teacher, a secretary, an associate professor of biochemistry (part time), and a three-member advisory panel consisting of Baylor's directors of physical medicine, community medicine, and Institute for Health Services Research.

Classes met wherever BCM had rooms available, and teachers developed courses by meshing college and high school materials and subject matter. Observation, lecturers from throughout the Texas Medical Center, and the very fact of being part of a medical center were important adjuncts during the first year—and made the next natural step hands-on practice.

Over the last eight years the nation's first high school for the health professions has evolved into an outstanding example of the effectiveness of blending academic and experiential education to serve students and the community. HSHP has sent almost 90 percent of its students on to college (more than half planning to pursue doctoral studies), had 10 percent of its graduates recognized by National Merit Scholarships, helped approximately 40 percent earn scholarships worth some $800,000, won district attendance awards and numerous local and national academic and vocational competitions, and provided health services and care worth hundreds of thousands of dollars.

Last fall HSHP's 600 students moved into a new $6.4 million building, a symbol of the sponsors' and the city's approval of the school's program.

A Career Ladder Approach

One reason for HSHP's success has been the willingness of the college's medical staff and the high school's faculty to take risks, to experiment with giving high school students academically challenging material and personally challenging health care responsibilities. Adaptation, innovation, and common sense have characterized the efforts as the high school gradually has broadened its academic and experiential components to the point where students begin—and in some cases complete—preparation for almost all of the 200 allied health professions. While students now may learn skills as diverse as measuring air pollution or using word processors, the emphasis remains on patient care, laboratory technology, and advanced science courses.

Under the first and only principal, Perry E. Weston (previously a science teacher and supervisor), HSHP has devised a career ladder approach to curriculum and, thereby, to preparation for work in the health professions. This approach incorporates the standard required academic courses that students must take. (The school offers almost no electives and disdains such extracurricular activities as football games or school plays.)

At the first rung on the ladder, in the sophomore year all students take two preemployment laboratory courses. Introduction to Health Science, which prepares students to work on the nursing assistant level, includes nutrition, mental health, drug abuse, the effect of various diseases on the body, anatomy, and nursing assistant skills, such as taking vital signs and making beds. Health Careers includes investigating more than 100 health professions, many of them through on-site visits to the Texas Medical Center.

In the junior year students begin to explore the occupations that interest them by working in related areas. Each quarter a student chooses a class in one of five areas: patient care, medical laboratory, public health and environment, medical office education, and dental assistance. Except in the 12-week medical laboratory sequence, students spend three and a half hours a day the first six weeks of each quarter on academic work and skill development at the school. The next five and a half weeks students work in a health care or public health facility about two and a half hours four days a week and spend the fifth session in the classroom.

In the senior year the students may choose advanced science courses or a career-related co-op program in which they will work at least 15 hours a week for minimum wages or higher and meet with the co-op coordinator once a week. Students may remain in one work setting all year or change at the end of a quarter.

By graduation students have considerable work experience. Some, particularly

Juniors Alice Sosa, who wants to be a pediatrician, and Marcella Sustanta, who has decided to be a medical technician, practice taking vital sigus on a mannequin in their Patient Care Practicum classroom.

dental assistants and office workers, will go directly into full-time jobs. Most will use their occupational skills to obtain part-time employment while they continue to work their way up the educational and career ladders. Principal Weston says, "No student, no matter how brainy, should graduate without skills that can lead to employment. That can be a disaster."

The curriculum is arduous academically, physically, and emotionally. Yet few students fail or misbehave or change their minds and return to their zone schools. One reason for this is the careful screening of students, who are recruited by faculty and students at junior highs throughout the city. To be selected for the school, students must have at least a C average, good conduct and attendance records, good health, and an interest in a health career. Students write one-page statements entitled "Why I Wish To Attend the High School for Health Professions" and go through a series of interviews with an admissions committee. Students sign a contract pledging attendance, cooperation, completion of work, and care for property and supplies. A parent or guardian must sign the contract, promising to support the student's efforts.

The student population reflects the racial and ethnic background of Houston, though blacks (at about 45 percent) are above and whites (at about 32 percent) are below their ratios in the city. Hispanics (at about 23 percent) are very close to the city norm. Girls outnumber boys about two to one. HSHP has no records indicating economic level, but administrators and faculty both estimate that the students come from the full economic range.

Most students enroll at HSHP because they want to become doctors, particularly pediatricians, the specialists most familiar to them. Some abandon the idea of medical school in the sophomore year when they face examinations on college-level anatomy. A few leave the school after their first look at cadavers. Most work hard, re-evaluate their goals, reassess their capabilities, and choose the health care career suited to their capabilities and personalities.

The True Test

For most students the critical time seems to be the junior year when they have their first genuine work experience as volunteers in hospitals, clinics, and the public health department.

Some of the most dramatic moments come as part of the Patient Care Practicum (PCP), which is no longer required but is chosen by most students. Jody Bowen, the R.N. who developed and teaches PCP, says, "They mature. I tell them, 'When you finish your clinical rotation, you are not going to be like your friends in the high school you left,' and they're not. They mature quickly. They have to, particularly the ones who are involved with severely ill patients, those who die. Death is the thing that really knocks them out. Sometimes I've had 100 percent of my students see someone die, and that is something I really can't prepare them for. Working in a hospital is the true test for students. Either you can tolerate illness or death or complaints or pressure or you can't."

In the six weeks she has to prepare her students to go into hospitals and function as staff members, Bowen reviews what the students already have studied—including anatomy, physiology, medical terminology, basic health, and interpersonal relations—and covers ethics, legal issues, the metric system, values clarification, basic safety (on which students must pass a test before going into a hospital), and communications in a medical setting. She stresses such skills as taking vital signs ("because that is what they have to he most accurate at"), bedmaking, bed baths, feeding, ambulating, turning and positioning, and collection of specimens.

About a fourth of the three-and-a-half hour class is devoted to book work. The rest goes to learning and practicing both medical and interpersonal skills. According to Bowen, "If a student can get along, can work with people, he'll do a wonderful job. The other things will come. The people in the hospital will be more than glad to teach them. We do a lot

of communication exercises and skits, which some of the shy ones hate but really need. We talk about, for example, how you ask for something. We demonstrate facial expressions, posture, and particularly smiling."

When the students complete the first six weeks satisfactorily, Bowen assigns each to a unit in one of seven hospitals. The unit head, normally an R.N., assigns the student to a buddy, who is responsible for orienting and working with the student for the first few days. Usually students soon have their own patient load.

The school has an agreement with each hospital specifying the responsibilities of the teacher, the students, and hospital personnel. The coordination procedure varies somewhat from hospital to hospital. At Methodist Hospital, for example, the director of nursing education directs the first day of orientation—which includes a hospital tour, the hospital's philosophy, forms, reporting procedures, safety and comfort measures, and a review of vital signs—and assigns the students to a unit. By the fourth day the student is working with the buddy.

Ruby Moreland, the head nurse in the orthopedics unit at Methodist, calls the program "excellent." She says, "The students have a lot of initiative. They do a lot of work. It's amazing how much they help the nurses. During the whole program not more than one or two have not been satisfactory." Moreland takes pride in the students who have come back to work during summers and holidays as nurses' aides and eventually, in some cases, as full-time nursing staff.

Another registered nurse at Methodist takes a special interest in the students. Both Bobbie Rossigion's son and daughter are HSHP graduates. The daughter is using the skills she developed to work her way through college as a business major; she had originally intended to become a nurse. The son is also working in a hospital part time; he is majoring in chemical engineering and hopes to go to medical school. Rossigion praises the math and science offered by the school and stresses the financial importance of the job skills her children acquired to a family with two in college. Her only criticism of the school is the lack of electives, which she felt were not a handicap to her daughter but may have been to her son. This nurse—and apparently many others—takes care to assign her students to the most competent person available and to take extra time to explain anything the students do not understand.

During the students' time at a hospital they are to satisfactorily perform at least once 16 different basic skills, including checking vital signs (e.g., pulse, temperature, blood pressure), giving catheter care, relating information on a patient's condition or change in condition to the nurse in charge, assisting in pre-operative preparation of patients, and transferring patients from the bed to a chair or stretcher. Supervisors sign off on these and make an effort to make sure that the student has an opportunity to use each skill that is needed in the unit. Bowen visits students every day to check work, give encouragement, and maintain contact with supervisors.

Even basic skills practiced many times on the school's mannequins test students' poise and self-confidence. For example, one student who was asked to help turn a patient reached down to grasp a leg and found nothing there.

For the most part, patients like the students, though often the sick person is not aware the person providing care is a high school student. Often the students spend more time with the patients because the students generally have more time than the rest of the staff. Students find good use for the listening skills that they practiced in class.

"Sometimes I've had 100 percent of my students see someone die, and that is something I really can't prepare them for. Working in a hospital is the true test for students. Either you can tolerate illness or death or complaints or pressure or you can't."

Neither the teacher nor the supervisor can prepare students for some of the disillusionment they will face. Bowen is concerned about this problem. "Unfortunately we give students all these ideals of what it is going to be like, and they'll come back and tell about personnel taking money from a patient or talking ugly to a patient. The hospital situation is not at its best right now. It's scary, to tell the truth. Part of the cause is lack of staff. Hospitals are afraid to get rid of the bad employees because of the time it takes to replace them.

"Some things students have encountered have just floored me. I had no idea they would happen. We try to tell them what to expect, mainly so the students will know how to react to it, because it puts them in an embarrassing situation. They want to fit in. They want to be looked up to. I saw an aide take a piece of cake off a patient's tray and offer it to a student, who wouldn't take it. I always tell them, 'When you get in a situation like that and don't know what to say, just tell them your teacher told you not to do that. Put the blame on me.' We teach problem solving to help students deal with such situations. It's something students don't like to do at first because it's a written form that takes them through the steps, but when you are sending students out to deal with the public, you can't overlook anything."

The Co-op Program

In the senior year about half of the students choose to take part in the co-op program. Students must be in a job within two weeks after school starts or return to their zone school, so coordinators have to begin placement proceedings in the spring or summer. Coordinators and sponsors sign a Cooperative Education Training Plan that specifies such matters as wage, probation, termination, and what students should be learning at the agency in conjunction with their coursework.

One of the programs added in recent years prepares students to become dental assistants. Coordinator Maura Apfel approaches placement in this way: "Basically I try to work like a personnel agency. The student gets a choice of the eight or nine specialties—oral surgery, orthodontics, etc. We also go by the area of town. We try to remove students from their community and expose them to something different and yet not make it 5,000 miles away. The majority are on public transportation, which is deplorable at this point. Dentists are receptive to using our part-time employees as though they are full-time staff. I have some 16-year-olds who are running offices. If the student is capable and mature enough, that's a beautiful experience. Others need a lot of supervison."

Once a week the students meet with Apfel for what she jokingly refers to as "reality therapy." In addition to discussing difficulties, students work on basic skills, such as patient reports, manipulation, charting, preventive education, and use of audiovisual materials.

Apfel finds that the main problem of her students, the great majority of whom will go directly to full-time employment

after graduation, is getting along with adults. "They just don't realize that you can't take criticism personally, that it's strictly objective, that the employer does not aim it at you directly. They can't get used to people barking at them and expecting efficiency. Let's face it: Employers have idiosyncracies. Also, the students are thrown in with 15 other workers and job delineation—deciding who is responsible for what—is not clear. Being a team member, that's probably one of the biggest emphases we have here—how to integrate all these feelings and still do your job and not have to say, 'I'm doing my work and her work, too.'"

Like students in other specialties, the dental assistants participate in various community service activities. Apfel gives the following as an example. "We participate strongly in the Children's Dental Health Week with the Dental Assistant Society. We go out and teach first graders how to brush their teeth. We do a follow-up with that same class two or three times a year so that we can see how the pupils have progressed."

Serving the City

In addition to the thousands of hours of free and paid work that the students contribute to their community during their junior and senior years, the entire student body takes part in numerous short-term efforts, such as March of Dimes fund-raising campaigns, free public screening for such health problems as hypertension, and immunization programs. Students also have worked on crisis hotlines and in such summer-long volunteer programs as Amigos de las Americas.

These students often become informal referral units for family and friends with various health problems. They also may give emergency first aid if, for example, someone in the neighborhood supermarket collapses and needs cardiopulmonary resuscitation (CPR).

Principal Weston says, "This school can help the community even if the kids never become health care workers. Think of it like this. In the Texas Medical Center are services for almost any kind of human suffering, but to what extent do the people in the city and the surrounding counties know of the availability of the services of the Medical Center? These kids are *there*. They know that there's the Texas Institute of Rehabilitation and Research. They know that there's the Speech and Hearing Clinic, etc. They know what the American Heart Association is for. They know what the March of Dimes is for. In each neighborhood at least one child understands what the health care resources are, where they are, and how to use them. You know they are going to persist in telling people what's available. Another thing, we are putting students out there who can handle a health care situation, who know CPR and first aid. How many cities can say that?"

Weston contends that creating the school was "easy, but hard work." Though Weston and his faculty share their ideas with educators who come from all over the country to study the HSHP model, Weston believes that they must find their own way according to the needs of the community and the student body. His advice is general rather than specific. "Don't start too big with too many kids and not know what you're really doing. Too many people in on the job telling you what to do can be a handicap. I had almost no resource people. You need to be able to keep the lines of communications clear. You don't need to get things muddled by people with their awful ideas of what schools are doing some place else. We went slowly. We can add anything that we wish to this school, with a certain amount of care and understanding of what we are doing, because we are not confused with developing the basics, not confused about philosophy and objectives. When the direction is clear, then you expand."

These students often become informal referral units for family and friends with various health problems. They also may give emergency first aid if, for example, someone in the neighborhood supermarket collapses and needs cardiopulmonary resuscitation (CPR).

In the years since Weston sent a letter requesting that hospitals and clinics give students the privilege of volunteering there as part of their eleventh grade curriculum, service and learning have come quietly into balance. Speaking of the medical personnel's educational role, Weston says, "We do not assign the supervisors in the hospital an educational function. We hope that they will assume it, and they do. We send kids out only when they have skills. The hospitals don't have to teach them skills, but they do provide exposure for the students that they would not normally get in high schools. It works. The students wind up doing things that we never would have dreamed they would have a chance to do. A hospital ward, you see, begins to rely upon even the most meager volunteers. They are part of the team."

One of the developers of the idea for the high school was Dr. Robert Roush, director of the Center for Allied Health Professions, Baylor College of Medicine. He cautions those who would initiate similar programs, "It takes the cooperation of the local school and the health related community. You need a tertiary care medical center so that students can see the widest variety of health professions. You do not necessarily need a building for the school, but you do require collaboration between the school district and the medical community, particularly the medical school and the medical societies because the school uses so many of their people as lecturers."

Currently Roush's only concern is that the school's move from the temporary buildings (called the shacks) by BCM to a campus isolated from the rest of the Medical Center will cut students off from the atmosphere that nurtured HSHP. "We need to have an intervention in their schedule so that students are in the building and see the scientists at work, smell the smells, wear the white coats the staff wears, and bump up against the medical students."

Roush proudly points out that the school has no drug problems, no teenage pregnancy problems, no behavior problems, no racial problems, and scores among the top two or three high schools in the city on achievement tests. Furthermore, it is probably the best racially and economically integrated school in Houston.

Faculty members make the same statements, counting the students' eagerness to learn and the lack of discipline problems as major blessings. Even the support staff comment on the difference between HSHP and other schools in which they have worked. Maggie Vaughner, new to the school's clerical staff this year, struggles to pin down the essence of the school. "The students here seem to have it all together. They are more courteous than other students." She concludes with, "Of all the schools I've worked in, this is the first one in which you could go out into the hall between classes and not get trampled on." □

How Philosophers Serve

Graduate students in philosophy bring special analytical skills and new perspectives to community service.

by Louis I. Katzner

Many within and outside the academic world assume that the only reasons graduate students study philosophy are for personal satisfaction and to qualify to teach it to others. The master of arts program in applied philosophy at Bowling Green (Ohio) State University is demonstrating that philosophers also can use their theory and intellectual skills in community service.

Now in its fourth year of operation and currently being supported by a three-year $220,000 grant from the National Endowment for the Humanities (see box), the program has placed the majority of the applied philosophy graduate students in service-learning internships. These have included assisting the clients' rights advocate and admissions coordinator at a facility for the mentally retarded, helping develop a proposal for a countywide work-release program, and serving as a caseworker in a children's services agency.

The students and those with whom they have worked testify that the merger of philosophical theory with the realities of work in social service agencies has been beneficial for all. Furthermore, in most cases internships have enabled graduates to obtain employment that normally would have been closed to philosophy majors.

Chuck Jacobs, who did his internship at the Foundation for Blood Research, Scarborough, Maine, summed up his experience this way: "This internship was of inestimable value. It provided a forum for the application of the skills acquired in my study of philosophy: critical analysis, the assessment of epistemological deficiencies, and the ability to think clearly and apply theories and concepts to actual situations. It gave me an inside view of the workings of the bureaucracy and its methods of policy formulation. The experience also provided me with an acquaintance with the basic research concerns of public health. Working with impeccably qualified professionals gave me the confidence to explore and work in a nonacademic atmosphere utilizing some of the skills acquired in academic pursuits. And lastly, the internship opened up new areas of professional interests as well as providing future opportunities for work."

Basic Elements

The Bowling Green program contains the following elements: study of the philosophical tradition (one course each in metaphysics, epistemology, logic, social philosophy, and the work of an individual philosopher); special applied philosophy courses that relate basic philosophical skills, concepts, and understandings to employment areas and tasks; courses in other disciplines (e.g. computer science,

The NEH Grant

The National Endowment for the Humanities has awarded the Bowling Green State University philosophy department a three-year $220,000 grant to develop and refine the applied philosophy program. The grant finances the following activities:

- Identifying some of the more generic skills, abilities, and understandings for success in nonacademic employment;
- Identifying the essential skills, abilities, and understandings that are imparted by the philosophical tradition;
- Refining the core curriculum so that it enhances the development and compatibility of both sets of skills, abilities, and understandings; and
- Developing a wide range of internship opportunities for students.

Louis I. Katzner is professor of philosophy at Bowling Greeen (Ohio) State University and the developer and director of the master of arts program in applied philosophy.

"What we have to learn, we learn by doing."

Aristotle

counseling, business, law) appropriate to the student's career goals; a full-time one- or two-quarter internship; and writing a thesis that addresses philosophical issues arising in the internship.

The program is based upon four assumptions:

- A philosophy background has practical as well as intellectual value;
- Philosophy students must understand the practical value of their studies so that they can explain the relationship between philosophy and nonacademic employment and use that background on the job;
- Employers will take philosophy students on as interns once they are convinced that they have something to offer;
- The experience gained in an internship helps to open up employment opportunities.

"Knowledge must come through action; you can have no test which is not fanciful save by trial."

Sophocles

These assumptions place a large burden on the program's applied philosophy courses that are designed to help students see and articulate the relationship between philosophy and nonacademic pursuits. These courses emphasize the basic skills (in research, communication, problem solving, resolution of conflicting values, and organization) that students hone on the writings of Plato, Aristotle, Kant, et al., but that are clearly of import to careers of all kinds. The courses also stress the applicability of philosophical modes of reasoning to nonphilosophical problems. Finally, students come to understand the way in which many philosophical concepts and understandings are important in dealing with issues that arise on the job. In short, connections are drawn between the rather esoteric questions about knowledge, reality, society, and values traditionally addressed by philosophers and the issues and problems confronted by everyone in the world of work.

Anxious Agencies

Students have completed internships in a variety of areas, including counseling, grant proposal analysis, law, mental retardation, philosophy for children, public relations, and environment. Initially social service agencies were somewhat skeptical about what philosophy students had to offer. Scott LeRoy referred to this in summarizing his internship.

"The idea of a philosophy intern produces anxiety among prospective employers. This revelation came to me when I first met the people I was to work with at the Northwest Ohio Developmental Center in Toledo. Their anxiety stemmed from not knowing what I expected from them as a working intern; they were concerned that I might expect them to provide philosophic problems that I could solve, in the comfort of my overstuffed chair.

"Their concern was not surprising, considering the nature of my sponsors' work. The Northwest Ohio Developmental Center is a state residential facility for mentally retarded teenagers and adults. Up to 180 mentally retarded clients occupy the nine living unit 'cottages' and work with the center's staff to improve different skills, appropriate to their developmental needs.

"My internship was under the supervision of Diane Petrasek, who worked as both Admissions Coordinator and Client Rights Advocate. As the Admissions Coordinator, Diane was responsible to ensure that the admissions meetings involved the appropriate interdisciplinary team and considered all of the available relevant information about prospective clients. She also made admissions decisions on respite care placements; these are the mentally retarded who need a temporary place to stay.

"As the Client Rights Advocate, Diane monitored complaints of suspected abuse involving the residents and recommended appropriate actions concerning the staff. Educating parents and residents of the retardeds' rights was also a major part of Diane's job. Needless to say, she was a very busy person.

"Now, where did I fit in? At our first meeting, I assured Diane that I didn't expect her to think of problems for me to solve; but rather, I would assist her in the day-to-day execution of duties and discover any philosophic relevance myself. There were two areas in which I found my study of philosophy especially helpful.

"Diane's decisions on how to provide respite placement for retarded people in the community often involved trying to match a scarce resource (the number of beds available) with the most appropriate and needy retarded people. She had to take many factors into consideration and organize the available information so that she could establish her priorities for respite placement. As a student of philosophy, I have developed critical thinking and questioning abilities that are applicable to the decisionmaking process. One difficult question that arises for anyone in Diane's position is: To what point can the system be taxed and still fulfill its obligation to the clients living in the center? This problem arises when the people who need respite care have substantially different needs from the people living in the cottage which is being considered for the respite placement. Formulation of this kind of problem helps me to come to grips with how to make respite decisions.

"Diane's position as Client Rights Advocate involved understanding many laws and guidelines written on the mentally retardeds' rights. I felt that many of the guidelines were quite vague. Although rights of the retarded are discussed, an answer to the question "who is to fulfill the obligations created by the rights of the retarded?" is not specified. A discussion of the obligation of our society to provide

community placement for the mentally retarded will be presented in my thesis.

"One of the projects I worked on during my internship involved co-authoring a procedure for dealing with alleged violations of the clients' rights. The procedure specified investigation of the alleged violation by a three-person committee. Fortunately, the procedure was approved just before Diane went on vacation.

"During the two-week period Diane was gone, I had the opportunity to handle most of the duties of both of her positions. I dealt with several alleged violations of the clients' rights by using the new procedure. I also formally admitted four people to the center and coordinated the preparation for their arrival. Frankly, I was uncertain, previous to this experience, of my abilities to deal with all of the potential problems. As the two weeks quickly rolled by, I developed more confidence in myself and felt more able to seek advice from others.

"My philosophy internship turned out differently than what might have been initially expected. It provided me with a chance to actually be involved in the working and decisionmaking process of the center. This opportunity, wedded with my training in critical thinking, gave me the opportunity to move from thought to action in an occupation of interest to me."

The Center hired Scott as an admissions coordinator shortly after he completed his internship.

Mutual Benefits

Philosophy students benefit from service-learning in a variety of ways: learning the responsibilities, frustrations, and rewards of employment; directly experiencing the utilization of their philosophical skills and understanding in this employment; and gaining firsthand factual information that influences their thinking about the philosophical issues related to the internship activities.

The agencies or organizations also benefit in several ways: They gain the services of talented, motivated, and responsible individuals who learn quickly and adapt effectively; they interact with an individual who brings a different perspective to his or her work and asks stimulating questions; and they gain increased personnel flexibility because interns relieve the pressures of the daily routine or carry out special projects that the staff have no time to do.

Jeff Perkins was able to assist an agency in initiating a new program. In his final report he wrote: "In the winter quarter of 1979 as a preliminary to my master's thesis work I began an internship project with the public defender at the Wood County Public Defender's Office in Bowling Green. The primary goal which Gary Oden, the public defender, and I set for the internship was to make significant progress toward establishing a work-release program for the Wood County community as an alternative to incarceration. Work-release makes it possible for jail inmates to serve their sentences by working in the community during the day and then returning to jail when they get off work. The value of such a program is that it allows the inmate to maintain his job, to support his family, to pay court costs, taxes, loans and debts, and to generally serve his sentence in a more constructive fashion than he would otherwise be able to do. My activities toward establishing such a program in Wood County included surveying the literature on work-release, and arranging meetings to discuss work-release with lawyers, probation officers, judges, and persons involved with work-release programs in neighboring counties. These activities culminated in my co-writing a federal grant proposal with Virgil Frost, the director of the Wood County Adult Probation Department, in order to secure funds for a Wood County Work-Release Program. . . .

"One other activity which I pursued involved exploring the possibility of starting a class action suit on behalf of the inmates of the Wood County Jail for the purpose of securing improvements in the conditions of the Wood County Jail facility. As part of this activity I read court cases which resulted in improvements in the conditions of the Lucas County Jail facility, and met with Vincent Nathan, the Special Master of the court who is in charge of enforcing the court's decisions involving the Lucas County Jail."

Philosophy at Work

The philosophical profession benefits also. These students write theses that combine philosophical inquiry with a clear understanding of the way in which the problems they are addressing actually arise. The old cliche that philosophers never let the facts get in the way of a good argument is not true of theses related to a service-learning experience. A thesis that develops and argues for a theory of rights for the mentally retarded is informed by an understanding of the nature and scope of mental retardation. A thesis that argues for the importance of work-release programs on the basis of the retributive theory of punishment is informed by an understanding of the workings and use of work-release. A thesis that attempts to articulate an operational definition of child neglect is informed by a firsthand knowledge of cases of neglect, abuse, and dependence and the importance of, yet difficulties in, distinguishing among them.

"The Romans taught their children nothing that was to be learned sitting."

Montaigne

Paul Kauffman wrote the thesis defining child neglect. He described his service-learning experience in the following words.

"In January, 1980, I began my internship with the Lucas County Children's Services Board in Toledo, Ohio. This was

"No man's knowledge here can go beyond experience."

John Locke

"The unexamined life is not worth living."

Plato

a full-time position through March, 1980, and a part-time position through June, 1980. My duties as a Generalist Caseworker included intake, assessment and individual or family counseling for the families of abused, neglected, or dependent children. A common problem in dealing with these types of cases is differentiating and defining the three. This problem seems to arise when a caseworker must apply the legal definitions to an individual case. My thesis is an attempt to develop an operational definition of neglect. It is hoped that such a definition will provide a working tool for caseworkers in applying the legal criteria to actual cases, when questions as to its neglect or dependency category arise.

"The philosophical issues involved in applying the legal criteria are easily observable and abundant. For example, in the legal definitions of abuse and neglect, the notion of intent or responsibility clearly lies with the parent. However, in cases of dependency, the parents are exculpated because the phrase: 'through no fault of their own . . .' is used in the legal definition.

"By doing a conceptual analysis of such notions as responsibility and intent, it is hoped that a clear explanation of what is involved with the legal concepts will result. Through an examination of typical case studies, the thesis will analyze and clarify typical ambiguities of the idea that parents 'can' or 'cannot' fulfill parental obligations. However, a conceptual analysis by itself will not be enough. An examination of the value issues conjoined with the conceptual analysis must be done, as the value issues are an integral part of our legal system.

"The courts and social services agencies are beginning to recognize that the interest of the child cannot be protected unless the interests of the families are also protected. Promoting family integrity is a crucial aspect inherent in the role of protecting the best interest of the child. If we were to strictly apply the legal definitions, which in the case of abuse or neglect directly implies intent, then we will not necessarily be doing what is in the best interest of the family. This also implies that we will not be doing what is in the best interest of the child. Therefore, an operational definition which tries to take into account all the very complex issues surrounding family integrity, intent, best interest of the child, and parental capability or responsibility, will be a great help not only to caseworkers and families, but to the courts as well.

"The caseworker represents the link between the courts or agencies, and the families who for one reason or another find themselves involved with them. An adequate operational definition will help the caseworker to decide whether or not a parent is capable or can become responsible enough to meet their obligations to their children.

"I believe that my philosophical training, particularly the skills developed as a result of critical thinking, philosophical analysis, and the study of Logic, have uniquely qualified me for this type of project. My studies in Epistemology, Metaphysics, Existentialism and Psychology have served as a solid academic foundation from which I have built the beginnings of my own theory of counseling. The applied philosophy program has enabled me to put theory into practice, and I hope that the resulting thesis will have provided a useful tool for the community as well as those in academe.

"Our children are a promise for the future, and it is my belief that we must all do what we can to preserve this precious resource. The philosophical way of life has enabled me to show how the practical and theoretical are usefully conjoined in such a way as to assist in this vital preservation."

Paul currently is a social worker in the Durham County Department of Social Services, Durham, North Carolina.

A Controversial Departure

A program that represents such a radical departure from tradition is a source of much controversy. Some philosophers continue to insist that service-learning is inappropriate for their discipline. But most do approve of the idea, albeit for very different reasons—some simply because they view it as an effective way to offset the damage the lack of teaching positions is doing the profession, others because they believe that the program seeks to re-establish the real mission of philosophy by bringing it out of the confines of the academy and into the daily activities of society.

The reaction among employers also has been mixed. Taking on a philosophy intern, or hiring a philosophy graduate, runs counter to the trends toward professionalism occurring in most of the service areas. By the same token, bringing on board someone whose background is likely to lead him or her to look at things in a different way, and ask different questions from those usually raised, is viewed by some as being too risky.

These reservations notwithstanding, the program does work. Many employers are willing to take on philosophy interns, the work these interns have done has been effective and important, and their philosophical investigations have clearly benefited from their service-learning experiences. Service-learning is new to philosophy, but it is catching on.

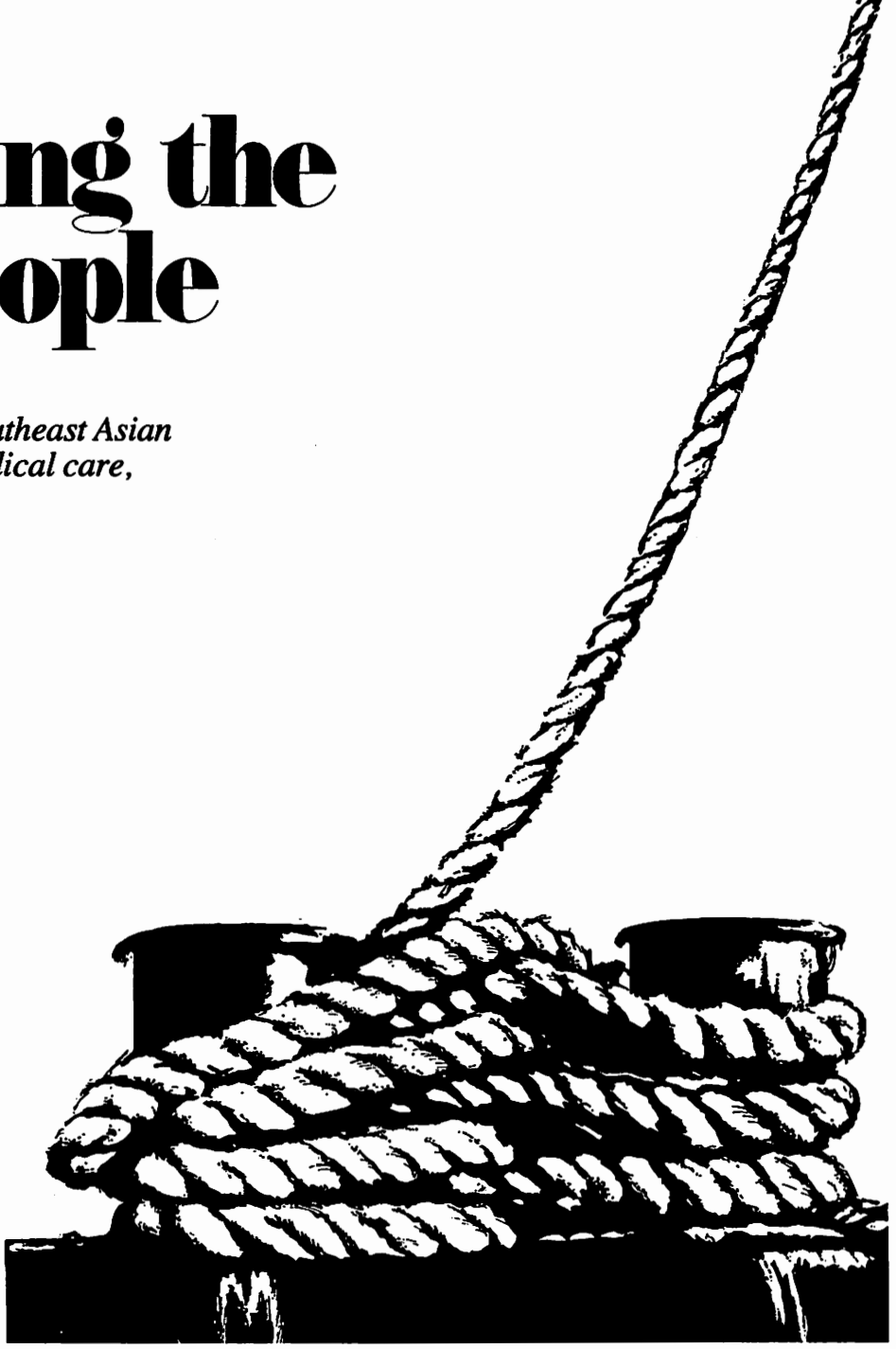
Please address requests for additional information about the program to Louis I. Katzner, Department of Philosophy, Bowling Green State University, Bowling Green, Ohio 43403. □

"For the things we have to learn before we can do them, we learn by doing them."

Aristotle

Anchoring the Boat People

UCLA students have helped Southeast Asian refugees learn English, get medical care, find housing and jobs, become citizens, and adjust to the U.S.



"The boat people are afraid of Americans. These refugees' expectations were very high. They did not expect the hardships that come from not speaking the language. And they were not welcomed by people in the community as much as they had hoped."

"The government has not fulfilled its promises to refugees. We bring them in and then throw them out into the community."

"English is the biggest barrier. People think you are stupid if you don't speak English. You must have it to get a job. And you have to know how to deal with the institutions and agencies that provide services."

"No agency really serves refugees well."

These are the conclusions of four of the University Year for ACTION students who recently completed a year working almost full time with Southeast Asian refugees while earning credit toward undergraduate and graduate degrees at the University of California, Los Angeles (UCLA). They reflect the feelings of the majority of the 21 students who were stipended interns in a one-year demonstration project operated by UCLA's Office of Instructional Development, Field Studies Development.

While working in social service agencies scattered throughout the Los Angeles area, all students took a specially designed core class. Each also enrolled in a course related to his or her major and service assignment. The coursework and training by the agencies made it possible for students to provide direct and indirect services to thousands of refugees from Vietnam, Cambodia, and Laos. Duties ranged from meeting new arrivals to helping immigrants obtain citizenship papers. Among the needs met on the continuum between these were arranging tuberculosis screening sites, teaching English as a second language, preparing an audio-visual orientation for adults entering vocational training courses, finding housing and fighting unfair landlords, pushing through paperwork to get the green cards demanded (incorrectly in this instance) by potential employers, marketing needlework and establishing a craft co-op, coordinating the work of agencies providing a range of services, and compiling information to be used in referring refugees to vital community resources.

The agencies say students' assistance is vital to their efforts to make refugees self-sufficient. The students say they have had a service-learning experience they could not have bought. The refugees say that at least some Americans care what happens to the boat people after they land.

Ending Isolation

Although news coverage and, therefore, national awareness has waned, hundreds of Southeast Asian boat people enter the U.S. each month. Many of them settle in the Los Angeles area, and many others

come there after unsuccessful attempts to adjust to life in cities with a more rigorous climate or what is perceived to be a hostile human environment. Like other immigrants, Southeast Asians tend to cluster in small, supportive communities made up of those from their native lands. This immediate solution to problems of loneliness and homesickness may exacerbate the long-term dilemma of acculturation, which includes learning the lauguage and customs, discovering American rights and responsibilities, getting an education or a job, and becoming an active member of the community.

The first groups of refugees included many who were well educated, multilingual, familiar with Western culture, and had some financial resources. Those who have come more recently have included many who know little or no English, are illiterate in their own language, have no job skills needed in an industrial economy, and have no knowledge of daily life in the U.S. Their chief resource is their determination to build a better life.

The latter groups—perhaps the majority of those known as the boat people—frequently suffer severe culture shock. Almost immediately strong cultural values—respect for elders, putting the family's interest before one's own, facing adversity with silent patience, and avoiding shame for oneself and one's family—come into question, particularly as children adopt American ways and parents and grandparents resist them. One source of humiliation is the necessity to accept help for the family. Becoming self-sufficient may take one or two years rather than the one or two months that most anticipate. Health care, housing, employment, and even food may depend on the largess of social service agencies and strangers.

The students seem to have developed a deep appreciation for the Southeast Asian cultures, but they often were frustrated by certain facets of it—male dominance and the custom of keeping the women at home (and thus away from crucial language study and acculturation), respect for teachers that prevents students from speaking up and practicing their English, the courteous agreement that masks a lack of comprehension.

Several UCLA students learned about Asian culture by teaching English as a second language part time, usually preparing for it by taking evening or weekend courses in teaching methods (e.g., the Laubach literacy approach). Robin Loomis, a freshman whose primary job was to be a publicist at the All Culture Friendship Center, Hawthorn, had students from age seven to 66 in the same class. She found progress slow because, "In Asia teachers lecture and the students listen, so getting them to say anything that was contradictory to what I said was impossible initially. Once they started to speak up, the class went very well."

From the students she learned of the loneliness that all felt, of their separation from the rest of the community, of their homesickness. "Everyone over 30 wanted to go back eventually. Many still have family there."

Because the women stayed at home with the children, the Center started a Head Start program and hired one of the women to babysit while others studied English.

Jack Appleton, a senior sociology major, approached the twin problems of language and acculturation from a different standpoint. Acting as the coordinator of a nine-member campus religious conference refugee assistance project, Jack recruited and trained student volunteers to go into homes each Sunday afternoon to tutor and otherwise assist families. He also worked with various community groups to provide special activities involving their members and refugee children. Such activities included a church-sponsored picnic for junior high students, a company-financed visit to the Children's Museum, and a Saturday morning workshop on animation conducted by artists from a major movie studio.

In a counterpart UYA program at the University of California, Irvine, students were particularly concerned about newcomers 10 to 16 years old. Last summer, in cooperation with the Salvation Army, the students operated a program that featured English and peer counseling in the morning and games and recreation in the afternoons. (Lack of knowledge of and skill in such games as baseball may keep children isolated from the rest of the neighborhood.)

Students stress the importance of increasing social contacts between the refugees and Americans. While some training in cross-cultural communication and interpersonal skills is needed, both college and high school students who have only a few hours a week can make significant contributions in helping newcomers master the language, understand the culture, and relate to Americans.

Becoming Self-Sufficient

The goal of the boat people, the government, the social service agencies, and the students is that the newcomers become self-sufficient. The most important aspect of that is to be financially independent, and that usually means preparing for, finding, and holding a job.

Peggy Ducey, a senior majoring in political science, worked with the adult continuing education vocational training section of the Los Angeles School District

on pre-employment activities. Some of the newcomers require a year of English before entering a vocational course, such as welding, clerical work, drafting, and electro-mechanical skills. Some entering the vocational courses had been in the U.S. several years but were unable to use skills acquired in their homelands or to progress from the menial jobs that they had secured as new immigrants.

Peggy's first task, and the one agreed upon in her learning contract with the agency supervisor, was to put together a resource file that could be used in referring the trainees to a range of services. This became part of a resource file compiled by UYA students working in a variety of agencies.

Other major projects included brochures to send to employers and an exit packet for graduates that contains such information as how to read a pay roll statement.

Because of family obligations and customs, many women will not work outside the home. This is particularly true for the Lao Hmong, shy mountain people who have traditionally isolated themselves from the hostile groups around them. The women are renowned for their sewing and embroidery, so Olga Hajek, a senior majoring in business economics, concentrated on marketing their traditional needlework.

The task proved far more difficult than she had imagined, for she did not find the usual craft outlets interested in the exquisite but relatively expensive traditional items produced by the women. She took samples to art and craft shows, department stores, nonprofit outlets, and museums. She found herself working with virtually every phase of a small business as she sought to establish a co-op with headquarters at the All Culture Friendship Center. By the end of the year, her success was not yet assured, so she is continuing the effort part time until graduation.

Daniel Suh, a political science and economics major born in Korea, also was interested in helping the newcomers with small business ventures. He compiled information on loans and technical assistance but found few refugees ready to take advantage of them as yet.

Then Daniel, along with Ellen Popp-Bellingham, a pre-law student, became deeply involved in a problem related to employment—the securing of green cards, which are issued by the federal government as authorization for aliens to hold jobs in this country. Although legislation exempted the Southeast Asians from this, many employers needed to be informed that this was so. To avoid the problem, many newcomers applied for green cards, hut had not received them a year or more later.

For some the simplest solution was to proceed with filing the application for citizenship, which would remove any question as to eligibility for work. Assisting those eligible with this procedure became a major part of the two students' work at Lutheran Social Services, Van Nuys. Working as paralegals, they also became involved in such problems as landlords not returning deposits, misunderstandings over traffic citations, and other problems that resulted from a lack of knowledge of American law. Because of the need, they produced a legal education brochure to distribute to social service agencies working with refugees and refugee camps.

One of Ellen's most challenging paralegal assignments was a guardianship case. A husband and wife had sponsored a number of children from their extended family but had not been named legal guardians. When one of the children became ill, the couple could not sign the authorization for the hospital to provide treatment. Ellen secured the proper forms from an attorney, filled them out, and got another attorney to do the court work, a work pattern the paralegals regularly followed.

Like most of the students, Ellen found the work had an effect on her career goals. She said, "I've learned a lot about attorneys, and most of it I haven't liked." She feels that too many attorneys are not concerned with legal rights and are not accessible to those who need their services. Her goal after law school is to establish a legal clinic that will specialize in legal education and low-cost legal assistance. She hopes to interest the San Fernando Valley Immigration Task

On the far left, UYA student Harriet Berman, University of California, Irvine, initiates new arrivals into the mysteries of Easter eggs. Harriet also gives English lessons to a Hmong woman in her home. (Photos by John Wood)

Force, a group she helped found, in this project and to work with the group on it.

Combating Disease

The sick child whom Ellen helped was just one of the many immigrants with serious health problems. Several of the UYA students devoted most of their one-year assignments to various aspects of health care. Zoe-Ann Tilton DeFrias, a senior majoring in public health, worked with a clinic serving largely a Southeast Asian population. One of her major projects was helping set up and encourage the use of a family planning clinic.

During the last part of her assignment she also worked with another UYA student, health education major Diana Caldwell, in compiling a health orientation booklet that is being translated into several Indochinese languages. The booklet begins with health problems (including tuberculosis, malaria, and hepatitis) in the camps and covers family health (including visiting doctors), differences in U.S. and Indochinese medical procedures, nutrition, family planning and pregnancy, the components of the health care system (including emergency rooms, health insurance, clinics, and specialized health centers). The students worked under the auspices of the Catholic Welfare Bureau. (Single copies of the booklet may be obtained free by writing to: Orientation Coordinator, Indochinese Social Services Project, Catholic Charities, 1400 West Ninth Street, Los Angeles, California 90015.)

Diana's other duties included working with the Lung Association to arrange convenient locations for tuberculosis screening centers and chairing the Interagency Forum on Resettlement of Refugees.

Because undergraduate internships in the UCLA School of Public Health are unusual, Zoe-Ann and Diana were concerned about finding successors. Though professors had been enthusiastic about her participation, Diana took the precaution of recruiting among the Vietnamese Students Association members who are eligible for work-study funds.

Keven Tsang, an immigrant from Hong Kong who is a second-year graduate student in psychiatric social work, contributed to a very different part of the health program. At the Asian Pacific Counseling and Treatment Center, he worked with ethnic Chinese Vietnamese, most of whom suffered from chronic psychotic illnesses worsened by the adjustment problems faced upon arrival. Often this meant counseling with families as well as the patient and working closely with physicians and other staff members.

"They actually found the things they did, so it was their program and they had a lot more investment in it than if I had assigned it. It's a risk to do it that way, but it's one worth taking. You let them bump their noses but not fall over a cliff."

Pulling Together

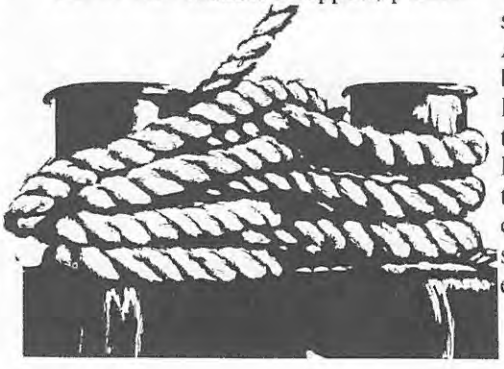
No matter what service the students provided, they were overwhelmed with the needs of the newcomers and the various agencies' lack of capacity to meet them. With funding uncertain (grants often cover only a few months at a time), staff members demoralized, and interagency cooperation scarce, agency supervisors were grateful for students' presence but unsure as to how to make use of them. Frequently students were assigned tasks such as education or paralegal assistance that were not covered under funding from Title XX or were told to study the needs with the help of staff and others and structure their own projects.

The latter approach seems to have resulted in the most frustration and the greatest gains for the students and the agencies.

Most of the credit must go to the students, praised by all as hardworking, bright, and committed. Much also goes to the agency staff members who were willing to take the risk inherent in holding the reins lightly.

Commented Marie Jensen of Lutheran Social Services, "They actually found the things they did, so it was their program and they had a lot more investment in it than if I had assigned it. It's a risk to do it that way, but it's one worth taking. You let them bump their noses but not fall over a cliff."

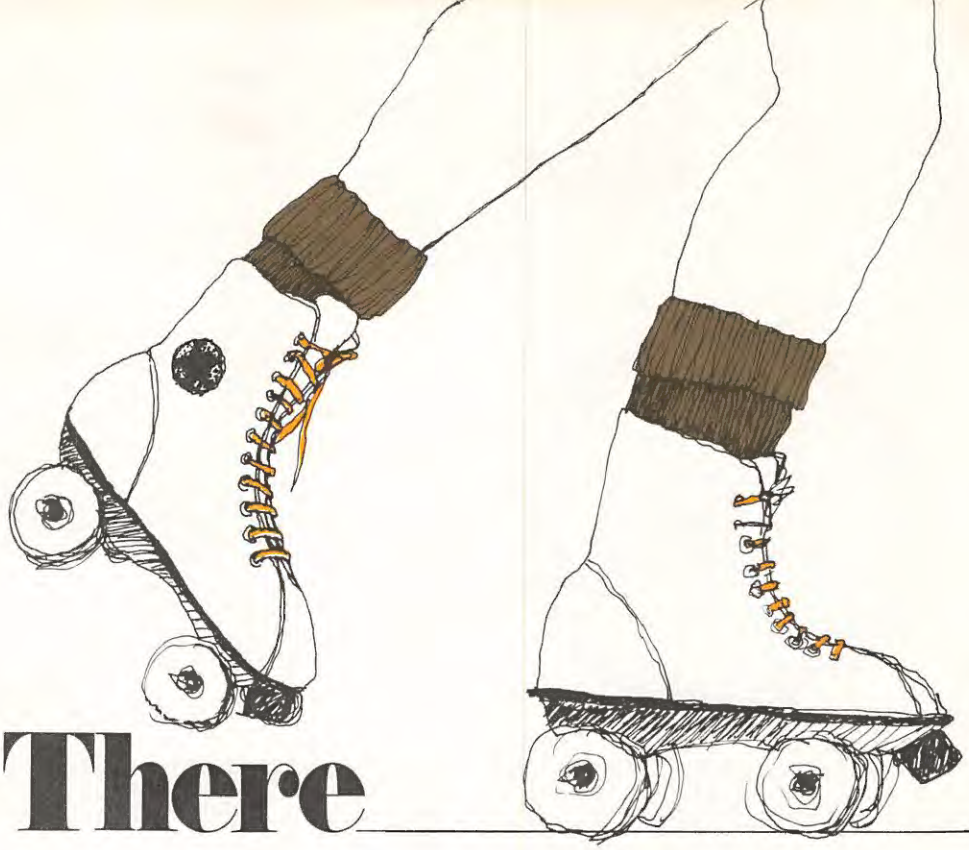
UCLA also furnished support, particularly through program coordinator Dennis Mizoguchi, who recruited and selected students and agencies and then visited agencies regularly to talk over problems and triumphs with students and supervisors. He also became an around-the-clock counselor and adviser and worked with the teachers who taught the core class during the four quarters of the UYA program.



Meeting two hours twice a week, the core class covered Southeast Asian history and culture, the problems of the boat people and how various agencies were addressing them, interpersonal skills, and time and stress management. The pivotal class was the summer one taught by Marvin Adelson, a professor in the School of Architecture and Urban Planning. He had expected to concentrate on material he had developed in creative problem solving and futuristics courses. He found that the students also needed group interaction and communication skills, and a clearer perspective on what they were trying to accomplish. "They needed to see themselves as more than the cogs in somebody's wheel. If they failed to realize that they had a chance to make things happen, they would come away disenchanted. My private agenda was to get them to be willing and able to get out there and do something they considered worthwhile. I wanted them to see their job set in the perspective of the movement toward the internationalization of Los Angeles and other parts of the U.S., that refugees have a panoply of problems and you can help them get a job but that does not solve their acculturation or other problems. I wanted them to think of what the agencies and the refugees would be doing in five years." He also urged students to view the university not as a bureaucratic maze but as a source of latent resources.

It was during this class that students decided to encourage the agencies to develop a network so that they would be complementing each other's work rather than competing against each other.

The UYA demonstration project at UCLA ended in December, but UCLA students are still working with refugees. A nine-month internship program funded by the Office of Consumers' Education, Department of Education, and known as the Indo-Chinese Consumer Education Project puts 10 students in the field, and the determined UYA students have recruited others from throughout the university to carry on work the students consider essential to anchoring the boat people. □



Getting There

With energy costs rising, service-learning educators are making more efficient use of public, private, and student-powered transport.

In Los Angeles a high school student straps on skates and takes off for a project site. In Durango, Colorado, a college student rides his bike to a community agency eight miles away. In Ames, Iowa, students use two vans provided by the student government of Iowa State University to get to their service assignments.

With the price of gas increasing and the availability of funds decreasing, educators and students are seeking alternative means of transportation to service-learning projects. They are also planning carefully in order to use their resources more efficiently. Most regard the energy crisis as more than an inconvenience, but few see it as—or have allowed it to become—a serious threat to their service-learning programs.

Interviews with high school and college service-learning educators from around the country indicated that carpooling and bus fare reimbursements seem to be the most popular options in both rural and urban areas, though biking, running, and walking to nearby sites are becoming more and more common. Other options mentioned include parent carpooling systems, use of school vehicles, agency reimbursements for gas, and setting up projects near the students' homes.

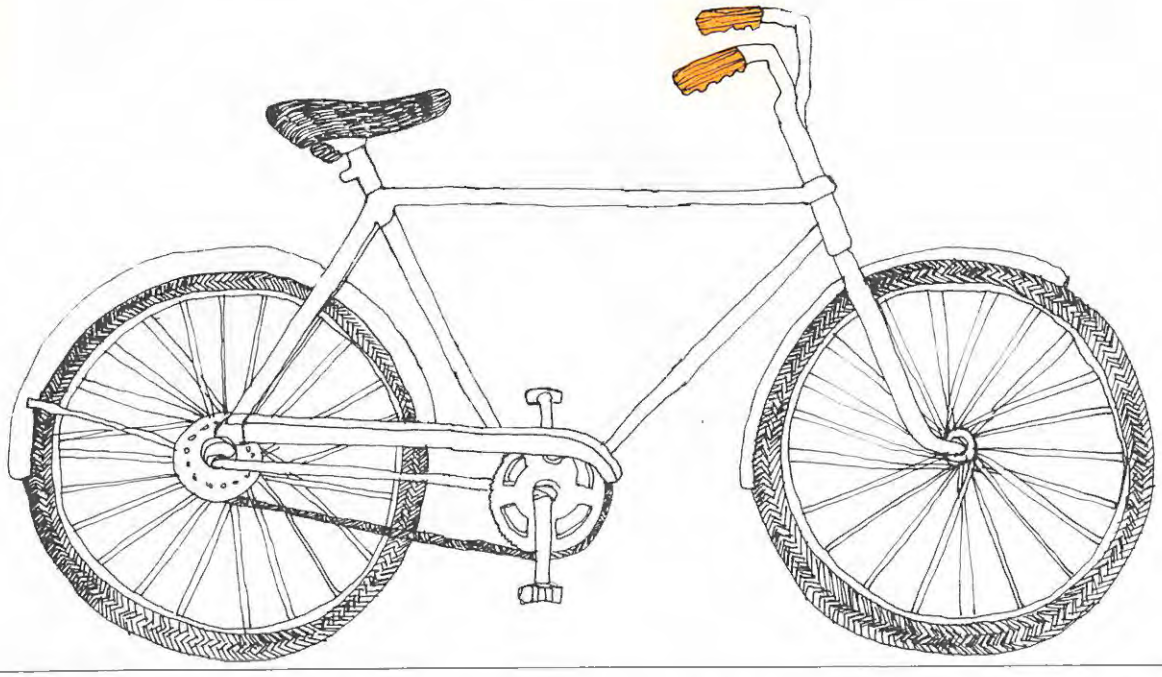
High School Solutions

At the Mid-City Alternative High School in Los Angeles, students are bused up to 20 miles to school each day. Mark Snyder, who directs the school's service-learning component, and his staff try to place the students close to home. Since most of the projects are in the afternoon, students then can use their normal means of crosstown transportation. Bus fare for use of the city buses comes from the school budget. Some students roller skate or ride their skateboards to projects near the campus.

Snyder says, "We have 35 to 40 percent of the students working on service-learning projects now. Some of the kids work on campus if transportation becomes a big problem, but if they enjoy the work, they are generally very motivated to get to their project sites on their own even if it is some distance away."

On the high school level, parents are another solution to transportation woes. At the Moses Brown School in Providence, Rhode Island, the parent association has volunteers who take students to their service sites. It is not uncommon for a mother of a second grader to take a teenager to a community agency. One mother and daughter volunteered together at a program. Other students carpool informally among themselves, have their parents pick them up or take them to a program, or ride the city bus.

Joyce McSpadden, director of the Academic Internship Program, Charlotte, North Carolina, requires parents to indicate on the student's application that they will help provide transportation for their child when possible and be generally supportive of the student's involvement in



service-learning projects. Many students are allowed to use the family car or have parents who drive them regularly to school. For others the school bus that cuts across town on its normal route provides transportation to the agency and the city bus system provides a ride home. Mass transit schedules are kept at the volunteer office at each of the 10 participating high schools involved in the project.

Many areas across the country do not have bus service, so students walk, bike, and run to their projects. Some programs aim at keeping the students closer to the campus and generally do not accept agencies outside of a certain radius.

John Agnew, former head of community services at Bellarmine Prep High School in Tacoma, Washington, and current director of the Better Education Through Application program, points out that his students at Bellarmine had to get to and from their project sites within a 60-minute period. Agnew says, "It was difficult to schedule programs to meet bus schedules, so we tried to keep the program within a five-mile radius of campus and drive students out to the furthest perimeters. The other students walked, biked, or even jogged to their projects."

Rural College Dilemmas

In rural areas, a car is a near necessity since no public transportation is available and many students travel up to 25 miles or more to get to a community agency. Many times students and community people alike depend on neighbors or relatives to take them to a program, though most students either drive their own cars, carpool with other students, or are reimbursed for their mileage through agency funds. The latter is the case for students who work out of the social science division of West Virginia Institute of Technology, Montgomery.

Since only one of the six campuses involved in Appalachian Leadership and Community Outreach (ALCOR) in Kentucky has a van, students generally carpool to reach their service sites.

"The program director on each campus has had to monitor student travel more closely and try to arrange for students to see several people on each trip, traveling together whenever possible. We have requested increases in our travel budget and up until now have had the money we needed. Bnt it is becoming more and more difficult to get the money and we may have to curtail our programs in the future," said ALCOR project director Jim Cox.

The use of two school vehicles at the University of Delaware, Newark, is not always enough to get the 300 students in the Field Experience Program to their agencies. Transportation coordinator Kathryn Peri explained that when stu-

Tax Deductions

The Mikulski Volunteer Mileage Deduction Bill would increase the current eight-cent-per-mile deduction for volunteers who itemize deductions on their federal income tax forms to an amount that would equal the deductions allowed to the business person for mileage expenditures.

The bill, introduced in the House of Representatives by Rep. Barbara Mikulski (D-MD) almost two years ago, is likely to be absorbed into the general tax cut legislation introduced in Congress this year. The bill allows 18.5 cents per mile for volunteer driving expenses. It is cosponsored by more than 150 members of Congress and is supported by about 40 private national volunteer groups.

One model for the bill is an Iowa state income tax law that allows volunteers to claim the 18-cent-per-mile deduction that is currently standard for business people. Maryland recently added a 12-cent-per-mile tax break for volunteers to its state income tax laws and California has followed a similar path.

Many students don't itemize, but their parents may. If parents claim students as dependents and pay for their transportation expenses to volunteer projects, the parents may be eligible for state and federal deductions.

For more information on current individual state mileage deductions, contact a local voluntary action center or the governor's office on volunteerism.

dents who have vehicles sign up to volunteer, they list the hours that they are available and if they can provide transportation to other students. With careful and meticulous planning, the student carpooling system matches students without a car to those with one. A college shuttle bus helps by taking students to programs in the local area, but most of the programs are 15 miles or more away from the campus.

Seeking Funds

Educators and students spend hours seeking out agencies that will assist with transportation problems, writing grant proposals for reimbursement for gas and bus fares, and revising budgets to reflect transportation costs for the school year, semester, or quarter.

High school coordinator Agnew says, "We apply to private foundations for a van every year. We figure if we keep rotating whom we apply to and are persistent, they eventually will fund us."

Successful searching among community members secured two $6,000, 12-passenger vans for the on-campus student YMCA programs in Pittsburgh.

Sometimes the grants aren't enough to make ends meet and other alternatives are sought.

"The mileage reimbursement (from a federal grant) was 14 cents per mile and it was increased last July to 20 cents, but even with the increase we are forced to cut down to stay within the budget," says Sam Burns, coordinator of a service-learning program at Fort Lewis College, Durango. Some UYA students drive as much as 200 miles a month to get to outreach projects. The students now double up in one car to get to their assignments, use the phone more often, and write letters when practical.

At Iowa State University (ISU), funds for travel come entirely from student government money and cover gas for students' cars, use of two student government vans, and bus passes. The funds are derived from student activities fees. The ISU Volunteer program receives a large portion of those fees to keep its 14 programs going.

"It is essential for the program coordinators of each project to plan activities in advance so that use of the van and carpooling can be arranged," points out student director Ben Diewold.

The student government also contracts with the local public transit system for special routes to serve the student population. Student volunteers use passes good for 10 free rides, returning the passes to the volunteer office for use by another student after each use. The ISU Volunteer program receives $200 worth of passes each academic year.

Though all programs are affected by transportation, educators and students remain determined to get to the community and get the jobs done. Agnew sums it up this way: "The transportation issue is a way for administrators to stop something from happening but not an issue that stops programs that want to work. A school doesn't say, 'Sorry we can't afford inflation.' How the money is spent is a matter of priority. We might have to tighten our belts in some areas, but we manage to raise the income needed to keep the service-learning programs going." □

Related Reading

"The Transportation Game," by Judy Sorum (*Synergist,* Fall 1972, pp. 55-63; reprint number 122).

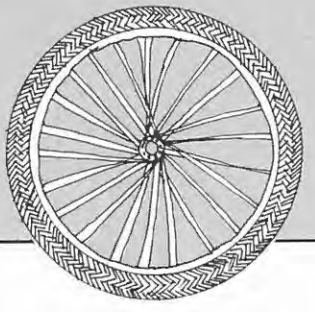
This article describes a student-run transportation pool at Michigan State University that evaluates transportation needs, organizes various forms of public and private transportation, and coordinates students' rides to service-learning projects.

"A Volunteer's Transportation Alternative: The Bicycle" (*Synergist,* Winter 1975, pp. 21-24; reprint number 123).

Citing various projects using the bicycle as an alternative means of transportation, this article explains how to plan a program that includes biking as a major transportation vehicle for students.

"Choosing and Maintaining a Commuting Bicycle," by George Beinhorn (*Synergist,* Winter 1975, p. 25; reprint number 124).

Written by the editor of *Bike World* magazine, this brief article explains how to choose the proper bicycle for the serious rider and how to maintain a bike that is used for daily commuting.

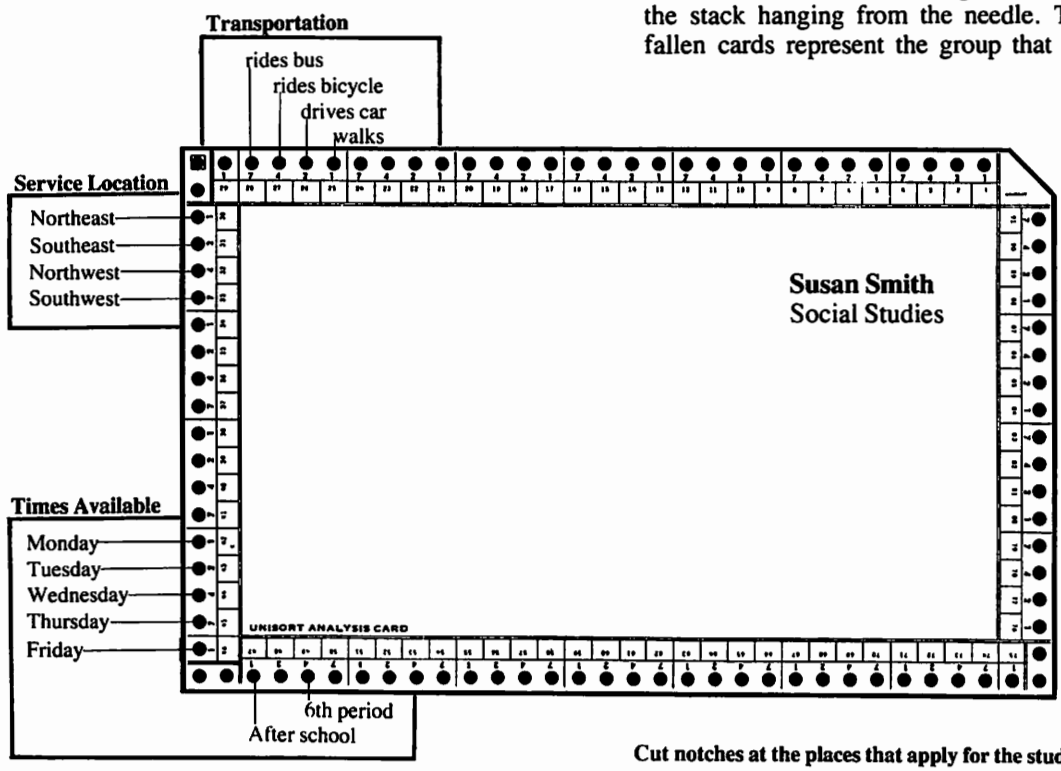


Card Sorting Systems

By the time a service-learning program warrants the name, the need for organization is paramount. With 100 students involved in a community program, the educator may have 1,000 separate pieces of information to take into account, including each student's transportation, special interests, and special problems, and each agency's needs, schedules, and supervisory capacity.

For the harried service-learning educator who knows that using a computer to match all the elements is an impossible dream, an inexpensive set of perforated cards may be the answer. What the abacus is to the adding machine, card sorting systems are to the data processing machine.

The core of the sorting system is a stack of 5″ × 8″ cards (resembling computer cards) with 91 perforations around the border. When each type of information has been assigned a location on the card, the only tools needed to use this technological aid against organizational woes are a pair of scissors to cut notches in the cards and a knitting needle to run through the perforations. Since the perforations on the cards match up, the knitting needle can be run through all the cards in a stack to determine, for example, who has expressed an interest in day care or who has a car available at 3 o'clock. When the user pushes a knitting needle through the stack, the cards that have had the perforation cut out fall free, leaving the rest of the stack hanging from the needle. The fallen cards represent the group that the



Cut notches at the places that apply for the student.

Card System Prices

McBee Systems
5 × 8 cards:
500—$83.10
1,000—$133
2,000—$224.30
3.3 × 7 cards:
500—$35.50
1,000—$56.20
2,000—$95.40
Sorting needle: $6.60
Notcher: $16.55
Notch patches: $6.20 for 1,000

Beekley Corp.
5 × 8 cards:
500—$97.90
1,000—$121.20
Sorting needle: $9
Notcher: $29.85
Notch patches: 300 for $6
Instruction manual: $7.50

Orgsort
5 × 8 cards
Starter pack: 400 cards and manual: $24
1,000 cards: $39.50
Sorting needle: $6.60
Notcher: $16.55
Notch patches: 320 for $.75

For more information contact: McBee Systems, 151 Courtlandt Street, Belleville, New Jersey 07109, (201) 759-6500 or Beekley Corporation, Farmington Industrial Park, Farmington, Connecticut 06032, (1-800) 243-5888.

Orgsort

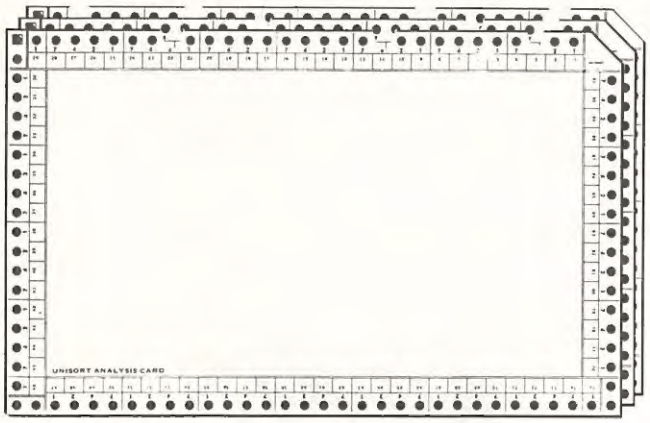
Several years ago, two VISTA Volunteers discovered the value of card sorting systems as a means of keeping records while doing community organizing. They have developed a system called Orgsort I specifically for community organizers. The Orgsort system has 59 precoded holes and 33 holes available for local programming. The specially adapted system and a basic set of unmarked cards called Orgsort 0 are offered to VISTA Volunteers and *Synergist* readers at a lower price than the commercially available systems (see box). Anyone seeking more information on Orgsort should contact Mike Russell, Orgsort I, P.O. Box 791, Greenville, South Carolina 29602; (803) 233-0777 or 295-0600.

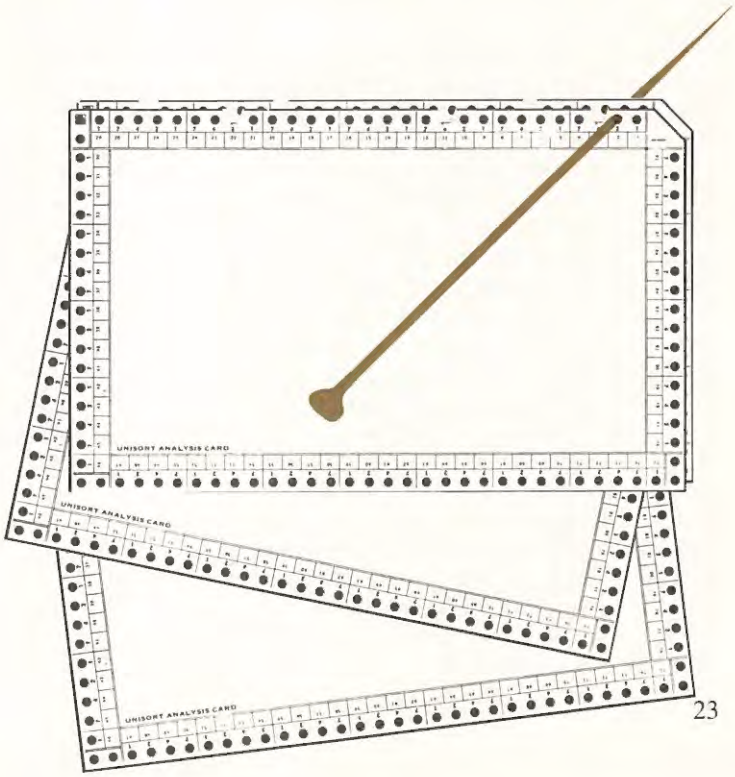
user wanted to find. Since the user can retrieve any category of information by skewering the stack at a specified perforation, the cards do not have to be kept in any particular order.

Obviously, writing information on the cards and coding the perforations is the most difficult and time consuming part of the operation. The 91 perforations in the cards present adequate possibilities for categorizing most high school and many postsecondary programs. If transportation needs to be organized, for example, a space on the card can be designated for each geographical part of the community. The notch is cut at the same point on the edge of each student's card who works in that area. Another notch indicates who has a car. Notches on another part of the card might show the times at which students go to the community agencies. Inserting the needle in the stack of cards will winnow out the cards representing the students who could be transported in the same vehicle. Notches could be cut for students performing service at a given agency, those receiving credit for participation, those in a department or class, those who have the same skills, or those who fall into any category that will need to be readily retrievable. A group of cards that have been sorted out of the main stack can itself be sorted to divide it into subcategories.

The point at which a card sorting system becomes a real advantage will vary from one program to the next. Basically, the program coordinator should recognize the need for such a system if maintaining dozens of lists that divide students or community organizations into different categories becomes too burdensome or time consuming.

A card sorting system is of optimum use when the number of items to be sorted is between 100 and 5,000. At less than 100, cards are probably not necessary. At more than 5,000, the capabilities of a true computer are probably indicated. □





(Above) When the cards are lined up, the ones with corresponding notches represent one category of information.

(Right) When the needle is inserted at the location of the information desired, cards with the notches cut in them drop away, and constitute all the cards that share that category.

New Support for Service-Learning

Connecticut endorses awarding credit for high school service-learning, and Congress encourages colleges to use work-study funds for community service.

The growing support for both secondary and postsecondary service-learning has been reaffirmed recently by two new government measures, one a state board of education endorsement of credit for high school service-learning programs and the other an amendment to the federal college work-study legislation to encourage service-learning.

On October 1, 1980, the Connecticut Board of Education endorsed "Guiding Principles for Awarding Credit for High School Student Volunteerism," guidelines written by the Youth Action Program of the Governor's Council on Voluntary Action and the Connecticut State Department of Education. Those guidelines and the letters from the commissioner of education and the governor encouraging educators to adopt them are presented here.

The "Guiding Principles" did not come into being overnight. The process began almost four years earlier when Governor Ella Grasso convened a Challenge to Youth Conference and established the Governor's Youth Action Program. Youth Action sponsors statewide conferences for students and advisers on community needs, operates a Resource Bank of project ideas, disseminates information from national agencies (including NCSL) and organizations, and assists schools in setting up programs.

In 1978 program coordinator Judy Halpern requested that the Board appoint a task force "to research and present to the Board alternative models for the granting of academic credit for student volunteerism." The Board denied that request. For more than a year Halpern and other advocates of service-learning gathered materials and statistics from state and national sources to support another effort. In February 1980, the Governor's Youth Action Program re-

STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

November 10, 1980

Dear Friend:

It is my privilege to acknowledge the State Board of Education's endorsement of "Guiding Principles for Awarding Credit for High School Student Volunteerism." The concept is certainly a valuable one, which benefits both the student and the community.

At a time when many adults are unable to volunteer in cultural, social and civic activities, because of economic circumstances, our high school students can fill a very important void. While, at the same time, under school supervision, the students will be involved in community activities that are meaningful and rewarding to their own human and educational development.

I have stressed the importance of the 'School In the Community' concept for many years, in recognition of the fact that the schooling process is not successful in isolation. The manner in which we build bridges for students to help them find learning experiences, in the world beyond the classroom, is one of the most important roles of an educator. Awarding credit for volunteerism is a most effective way to encourage such activity.

Local school districts will maintain the academic integrity of the program by developing their own criteria to assure that credit toward high school graduation will be awarded for meaningful volunteer experiences.

It is my pleasure, as Commissioner of Education, to endorse wholeheartedly the action of the State Board of Education and to offer my Department's assistance in helping school administrators consider the best method by which to make use of these guiding principles.

Mark R. Shedd
Commissioner of Education

quested that the Board endorse the granting of credit for community service.

Over the months the guidelines were rewritten and renamed, beginning as Suggested Criteria, proceeding to Suggested Guidelines, and ending as Guiding Principles. Approval came only a few weeks before one of the measure's strongest supporters, Governor Ella Grasso, resigned her office because of ill health.

For information on undertaking a similar effort, contact Judy Halpern, Youth Action Coordinator, Governor's Council on Voluntary Action, 80 Washington Street, Hartford, Connecticut 06106; (203) 566-8320. Materials also are available from NCSL.

Other state programs will be reported on in later issues. Among these is the Maryland Community-Based Service and Learning Project, a three-year pilot project in which three diverse high schools are testing methods of providing opportunities for half of their students to take part in service-learning activities as part of the regular school program. For information on that program, contact Janice Earle, Education Specialist, Division of Instruction, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201; (301) 659-2317.

On the federal level, the Higher Education Amendments of 1980 constitute a Congressional endorsement of postsecondary service-learning. One of those who has participated in the effort to have College Work-Study funds made available for educationally sound community service employment explains the implications of the new legislation in "Using Federal Work-Study Funds."

Connecticut's Guidelines

ELLA GRASSO
GOVERNOR

STATE OF CONNECTICUT
EXECUTIVE CHAMBERS
HARTFORD

November 10, 1980

Dear Friend:

I am greatly pleased to be able to present to you, for your consideration, the enclosed proposal, "Guiding Principles for Awarding Credit for High School Student Volunteerism," which was endorsed by the State Board of Education on October 1, 1980. This action is to be applauded.

At a time when volunteer service to our citizens is vital, secondary schools in our state are broadening program offerings, thereby enabling students to become involved, under school supervision, in community service activities that are relevant to the needs of their local communities.

I am distributing the enclosed important document to all school officials, local Boards of Education, and high school service advisors with the hope that the principles outlined will be implemented by school systems through the introduction into their curricula of a credit program on student volunteerism. Samples of model programs may be obtained by contacting our Youth Action Coordinator, Mrs. Judy Halpern, at the Governor's Council on Voluntary Action, 80 Washington Street, Hartford, 06106, (566-8320).

On behalf of all the people in our state who will benefit from the volunteer services of our students, please know that I greatly appreciate your sharing with me this most important leadership role in encouraging student volunteer participation in community service activities.

With best wishes,

Cordially,

Ella Grasso

ELLA GRASSO
Governor

I. Why Student Volunteer Programs?

Increasing numbers of high school youth are involved in community volunteer work. Such programs are the means whereby the largest, most energetic, underused manpower pool of all—the nation's youth—can combine their academic experiences with a wide variety of relevant experiences within the community for the mutual benefit of both the community and the student. The emphasis of such a program is meeting community needs by helping others, without monetary remuneration, and is distinct from work-study, work experience, distributive education, or most career exploratory programs, which are initiated to meet primary student needs and/or interests.

Youth are maturing physically and socially earlier than in former years, yet are not called upon to provide service to the society. Most tend to know more about social problems than did earlier generations, but they have had little opportunity to do anything about them. Experiential learning in the community, including carefully planned and supervised service and work with a variety of ages and ethnic groups or individuals, is to be encouraged. In this way, school has proven to be more meaningful to previously unmotivated youth as more options are made available for combining in-school study and outside related experience. Opportunities for community service contribute to a better appreciation of the relationship between academic studies and future adult responsibilities.

A recent Carnegie Council report, after reviewing several national studies of the education of adolescents, states the following:

> Work that takes the form of community service is particularly desirable, giving young people a feeling of involvement in community problems and of contributing to their solution.[1]

Young people need a sense of self-esteem that comes when they feel and/or know that they have contributed to the welfare of other people or to their environment. It is generally agreed that youth must be given the opportunity to plan and make decisions, and to render service in the community. With the many and rapid changes in the family structure, school and community have an obligation to work together to assist youth in learning to work with other people, to strengthen their ability in decisionmaking, personal management, and taking an active role in one's community.

The school shares an important role in organizing, operating, and evaluating the student volunteer program. It usually discharges this responsibility through a volunteer program administrator who supervises the daily operation of the program, and brings together the student interest and the community need. This individual helps to locate suitable and meaningful activities for the volunteers. Classroom teachers are involved when volunteer service is made an integral part of the school's educational offerings, and especially when academic credit is granted.

When credit is considered, the local board of education needs to be assured that the volunteer project is a meaningful experience. In turn, the student involved in the program must be made aware of the objectives of the project or activity, and the expectations of the community.

The objectives of a student volunteer program are generally based on the desire to provide one or more of the following to the participating student:

1. An additional career exploration experience;
2. An opportunity to interact with and relate to adults;
3. An opportunity to succeed, and thus to improve one's self-image;
4. An opportunity to use decisionmaking skills;
5. An opportunity to re-enforce and apply the basic skills acquired in school;
6. An additional motivation to learn;
7. An opportunity to serve the community and thereby contribute to the welfare of others;
8. An increased understanding of and respect for individuals of various ethnic and cultural backgrounds.

It is expected that voluntary, meaningful student participation in community activities will increase the student's

Giving Youth a Better Chance, Options for Education, Work and Service (A Report with recommendations to the Carnegie Council on Policy Studies in Higher Education. Jossey-Bass Publishers, 1979).

Using Federal Work-Study Funds *by Michael B. Goldstein*

The Higher Education Amendments of 1980, commonly known as the 1980 Higher Education Reauthorization, may represent a watershed in the evolution of government support for the concept of service-learning. This new law provides opportunities for a vast expansion of service-learning programs, giving not only Washington's blessing but also, more important, the potential for directing federal student financial assistance to service-learning activities.

While several elements of the Act are likely to influence the future of service-learning, none holds so much potential as the amendments to the College Work-Study Program (CWS). Established under the 1964 Economic Opportunity Act to provide low-income college students with subsidized employment (on or off campus but only with public or nonprofit agencies), CWS initially emphasized work that would achieve both educationally and socially useful outcomes. Unfortunately, when CWS was incorporated into the 1965 Higher Education Act, it lost much of the educational and social impact priority and became almost entirely a component of the student financial assistance package.

CWS is so important because of the enormous sum appropriated for its use: $550,000,000 for the current fiscal year, with authorizations rising to $830,000,000 in fiscal 1985. This immense resource, however, has been used primarily for noneducational on-campus student employment, frequently in basic housekeeping functions.

Congress on Work-Study

For the first time, Congress has enacted language that recognizes the value of the work experience itself. In addition to the various assurances that an institution has had to make to receive a CWS allotment, such as not using the federally subsidized employment to replace existing workers, colleges must now assure the Department of Education that "*employment made available from funds under this part will, to the maximum extent practicable, complement and reinforce the educational program or vocational goals of each student receiving assistance under this part.*"

This brief statutory reference is echoed in a more detailed statement in the report submitted by the House Committee on Education and Labor to accompany H.R. 5192, the bill that became the framework for the 1980 Act. Discussing CWS, the report notes: "It is obviously preferable to use Federal funds, including work-study funds, in ways which will enhance the education of the student involved. Indeed, it is more important to serve the educational needs of the student than it is to subsidize the payroll costs of the institution."

The report of the Senate Committee on Labor and Human Resources on the companion measure, §1839, is even more strenuous in its encouragement of work-learning linkages for CWS-supported student employment: "Certainly, 'make-work,' which the Committee is concerned characterizes significant proportions of all

Michael B. Goldstein, a partner with a Washington, D.C., law firm, is counsel to the Coalition for Alternatives in Post-Secondary Education. He is a former associate vice chancellor at the University of Illinois at Chicago Circle and was the first executive director of the New York City Urban Corps.

willingness to accept community responsibilities in the future.

II. Student Volunteer Experiences

Student volunteer programs are distinguished by the manner and degree to which they are integrated into the regular academic program.

2. *Non-Credited Volunteer Service:* Students volunteer for the intrinsic value of volunteering, and receive no academic credit. The work is usually performed after school and is not necessarily related to the student's academic program.

2. *Credited Volunteer Service:* These experiences ae related to the student's academic program as either part of the requirements of a specific course offering or as course offerings in their own right. Still other experiences, while not connected with specific course work, are credited on the basis of the number of hours worked and are usually overseen by guidance departments.

The major drawback of a non-credit program is lack of motivation and interest that may be evidenced by students and staff; crediting a program can minimize this motivational problem.

III. Guiding Principles for Awarding Credit for Student Volunteerism

Before a school establishes a formal student volunteer program, an advisory committee should be established consisting of representatives of the school staff, community and student body. This committee's responsibilites should include but not be limited to:

a) Designating a staff person as the administrator of the student volunteer program;
b) Conducting an assessment of community needs;
c) Establishing objectives of the program and making them known to all students, staff, and community agencies;
d) Defining a policy linking the number of credits awarded for specific kinds and amounts of work;
e) Setting a reasonable limit on the number of credits toward graduation that a student may earn in a volunteer program;
f) Assuring that credit given for a volunteer program does not replace any other academic requirement for graduation and that the work experience is related to the student's academic program;
g) Periodically evaluating the program to ensure adherence to policies and objectives and to revise policies and procedures when necessary;
h) Monitoring the students and the agencies served to ensure that the volunteers are neither replacing paid workers nor being exploited in any way;
i) Developing a written agreement to be signed by the community agency served, the student, and the school detailing all facets of the volunteer experience.

By designating an advisory committee with the responsibilities listed above, a meaningful volunteer program can become an integral part of the academic program of a school.

CWS jobs, deprives students of the great potential of experiencing vocationally or educationally enhancing work which can be made possible by the CWS program.

"The Committee determines that the time is appropriate to utilize the $550 million College Work-Study Program as an enhancement opportunity for reasonable numbers of CWS student participants."

Clearly CWS is no longer merely a financial assistance package for students. The service-learning program coordinator in search of CWS funds to support eligible students' community service work now can cite a new emphasis on meeting educational needs.

Community Service-Learning

Of course, there must *be* a service-learning coordinator to work with the financial aid officer to make something materialize out of this encouraging language. Here is where another important amendment comes into play: the *Work Study for Community Service-Learning Program.* This new section offers institutions the opportunity to allocate a sum equal to 10 percent of the federal share of CWS compensation paid students engaged in community service-learning activities to conduct that institution's program of community service-learning. (As this article went to press, draft regulations governing this and other programs reauthorized under the 1980 Act had not been published. The interpretations set forth in this article are based on the author's discussions with key persons in the Department of Education and among the various interest groups.)

The definition of community service-learning is both explicit and broad: *"A program of student work that—(A) provides tangible community services for or on behalf of low-income individuals or families; and (B) provides participating students with work-learning opportunities related to their educational or vocational programs or goals."*

The term community service is also defined in the statute: *"community service means direct service, planning or applied research activities designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs including, but not limited to, such fields as health care, education, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, and community improvement."*

Finally the permissible uses of the funds are set forth: *"Each institution par-*

As *Synergist* went to press, regulations governing the programs reauthorized under the Higher Education Amendments of 1980 had not been issued. The author's interpretations are based on the best information available at the time of writing. For copies of the regulations, contact Jim Moore, Director of Program Development, U.S. Department of Education, ROB-3, Room 4100, 7th and D Streets, N.W., Washington, D.C. 20201.

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*ticipating under this part may use funds made available * * * to conduct that institution's program of community service-learning, including—*

(1) development of mechanisms to assure the academic quality of the student experience,

(2) assuring student access to educational resources, expertise, and supervision necessary to achieve community service objectives, and

(3) collaboration with public and private nonproift agencies in the planning and administration of such programs."

The truly remarkable characteristic of the new Work-Study for Community Service-Learning Program is that institutions do not need a separate appropriation to take advantage of its provisions. The new program allows institutions to use a portion of their federal CWS allocation to support the planning, development, and implementation of almost any type of service-learning program.

The economic implications of this program can be significant. Many institutions have CWS annual allocations of six figures, and some large institutions receive more than a million dollars. For example, if a college has $600,000 in CWS funds and uses a third ($200,000) for service-learning employment, 10 percent ($20,000) is available for the development, design, and operation of the service-learning component.

Raising most institutions' use of CWS resources for service-learning to that level will be no mean feat, but the incentive built into the law allowing an institution to use for administrative purposes one federal dollar for every 10 paid to students in wages—double the ordinary allowance—certainly makes such programs increasingly attractive.

Changes in the Job Location and Development Program (JL&D) also could favor service-learning activities. As enacted in 1976, JL&D provided that an institution could use 10 percent of its total CWS allocation, not to exceed $15,000, to locate and develop placements for paid internships, educationally related private sector jobs, and work-study.

The 1980 Act increases the upper limit for JL&D funds to a single institution to $25,000. An institution now will be able to use its more ample JL&D funds to identify CWS Community Service-Learning placements and then use the 10 percent allocated through Work-Study for Community Service-Learning administrative overhead to support the program's operation.

Other Provisions

The 1980 Act contains a few more important changes. First, eligibility for federal financial assistance has, for the first time, been extended to *less-than-half-time students*. Although Congress made no direct service-learning linkage, educators may take this opportunity to involve part-time students in service-learning. Institutions will be able to allocate up to 10 percent of the CWS (as well as grant) allocation for less-than-half-time students, an important breakthrough in reducing the inequities that part-time (often older) learners have suffered in getting federal assistance.

Second, the *Cooperative Education Program* has been amended to encompass parallel as well as alternating periods of work and study. The highly structured concept of one semester at work alternating with a semester in class has given way, among many schools espousing the co-op concept, to a far more flexible approach. While a single summer or part-time service-learning assignment probably ought not be defined as Co-op, nonetheless colleges now have a real opportunity to extend the valuable experiences of Cooperative Education programs into the realm of service-learning. Although federal Cooperative Education funds are intended only to catalyze the development of Co-op programs at an institution, and federal support generally must tail off within five years, during that development period, Co-op and service-learning interests now will be able to combine in developing flexible and innovative programming.

The law also includes a new comprehensive *Educational Outreach Program* (EOP) provision that brings together much of the old Continuing Education and Public Service and Life-Long Learning concepts.

The importance of EOP to service-learning is the stress on new forms of delivering educational services to hitherto unserved or underserved citizens. The two basic opportunities for service-learning are: the use of students in service-learning programs to extend education to those not previously served well and the involvement of the new learners in service-learning as a way to enhance their entry into the postsecondary education system.

Either way, 90 percent of the funds flow through the states and are available to colleges and universities (and other organizations) on a grant or contract basis. The Secretary of Education does reserve 10 percent of the appropriation to fund exemplary programs.

The 1980 Act makes one further change that benefits service-learning. The mandate of the Fund for the Improvement of Postsecondary Education (FIPSE) has been amended to include as the second goal the creation of institutions and programs involving "new combinations of academic and experiential learning." The former version read *experimental* rather than *experiential*. The difference is largely cosmetic, since FIPSE has been in the forefront of supporters of the experiential learning movement. Nonetheless, the change represents further Congressional recognition of the validity of the experiential learning concept, of which service-learning is an integral part.

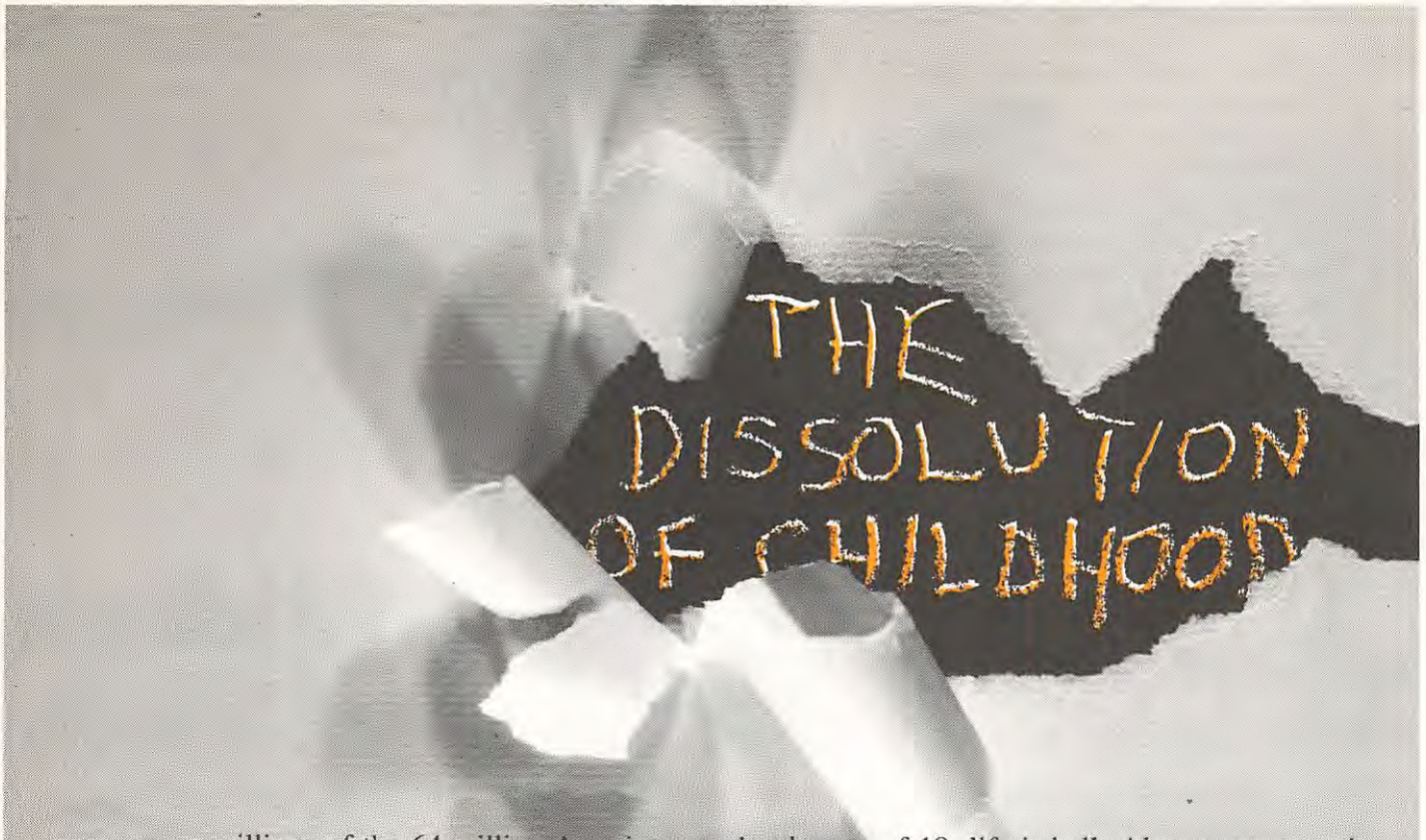
Incentives, Not Mandates

The changes wrought by the Higher Education Amendments of 1980 present opportunities for substantial expansion and development of service-learning programs. None of the changes, however, automatically deliver to colleges and universities sums of federal money that they *must* spend to support service-learning. Rather, the changes are, by and large, permissive. They *encourage* the institutions to expand their involvement in work-learning (as in the change in the assurances required for CWS), and they provide an economic *incentive* to do so (as in Work-Study for Community Service-Learning).

The Amendments remove some limitations (making parallel periods of work and study eligible for Cooperative Education grants) and stimulate further innovation (the new Educational Outreach Programs Title and the clarification of the FIPSE mandate). But in every case, making the changes to benefit students engaged in service-learning—and those they serve—must depend upon the initiative of their institutions. That, in turn, depends upon the individuals within those institutions, and particularly upon the faculty, students, and administrators who have a direct interest in service-learning.

If the opportunities made possible by the 1980 Act are to be capitalized upon, these interested parties must make concerted efforts to take advantage of them. Indeed, for the greatest effect, programs within institutions must cooperate to maximize the available resources.

Only if these efforts are made will the 1980 Higher Education Reauthorization represent a true milestone in the history of American postsecondary education. □



For millions of the 64 million Americans under the age of 18, life is hell. Almost anyone who works with young people can name a child who is abused or neglected, an adolescent with a drinking or drug problem, or a teenager who has threatened to commit suicide or run away from home. While these and equally serious problems plague all economic and social classes, all races and ethnic groups, and all regions of the country, they are particularly virulent in environments characterized by poverty, despair, and stress.

For many young people the situation is, literally, deadly serious. In late 1980 the Surgeon General reported that the overall "death rate for the 40 million adolescents and young adults—unlike that of Americans in every other age group—is higher than it was 20 years ago." Suicide, which has more than doubled in that period, is the cause of more than one death in every 10 in this age group—some 35,000 teenagers a year—and the National Institute on Mental Health estimates that nine times that number attempt suicide.

Drug and alcohol abuse contribute to the death rate, delinquency, poor educational performance, and numerous other problems. The National Institute on Alcohol Abuse and Alcoholism reports that more than a million young people can be considered problem drinkers. (See "To BYOB or Not to BYOB," *Synergist,* Fall 1979, pp. 40-50; reprint number 168). Another government study indicates that 12- to 17-year-olds' experience with marijuana and cocaine doubled from 1972 to 1979.

Parents are the direct source of many of the problems. About one million children suffer from child abuse each year, and about 2,000 of them die from it. A recent study by the American Humane Society indicates that one of every five children is sexually abused at home. More than half a million children are in foster care, with almost half having been away from their families for more than two years. Almost 11 million children now come from single parent homes, and Big Brothers/Big Sisters estimates that a million and a half of those children need adult companions. Many troubled single parents are teenagers who are unprepared to give their offspring financial or emotional support. Which brings the subject back of suicide. Nine percent of teenage mothers attempt suicide—seven times the rate for teenage girls without children. (See "A Bundle of Trouble," *Synergist,* Winter 1980, pp. 40-45; reprint number 194.)

Suicide, teenage pregnancy, drug abuse, conflicts with parents, aimlessness, delinquency, child abuse and neglect—all are part of a vicious cycle that leads to the dissolution of childhood.

In the following pages are accounts of how students from junior high to graduate school are working to help young people break out of that cycle. □

Children in Crisis

College students perform diverse functions at a treatment center for children with severe behavioral problems.

A classroom at the Pendleton Child Service Center in Virginia Beach, Virginia, looks much like an elementary classroom anywhere, although a bit smaller than most. Children work quietly in their seats, occasionally approaching the teacher or her assistant for help with their assignments. Then, one child snatches a piece of paper off another child's desk. After asking in vain to have the paper back, the second child flies into a rage. She leaps from her seat and flails repeatedly at her antagonist, who fends off the blows successfully, grinning at his classmates and the teachers, obviously enjoying the attention.

The adults ignore the altercation. So do most of the other children. When one child stares incredulously at his battling classmates and starts to snicker, the teacher says, "We know that he just wants attention; let's not give him the satisfaction. Just keep on working."

"It's hard to get used to this approach at first," says one teacher's assistant, who is also a graduate student at a nearby university, "but then you realize that the classroom education is really only secondary at Pendleton. The real goal is behavior modification."

In fact, of necessity, education must assume a rather low priority in this treatment center for children with severe behavioral problems. Whether the problem is arson, truancy, stealing, fighting, running away, or some other form of extreme antisocial behavior, for these six- to 12-year-olds it is a red flag indicating a complex tangle of psychological, social, medical, and environmental problems just below the surface. Students from several area universities help cope with that tangle of problems while they earn degrees in a variety of social service fields.

In 1972, with impetus largely from corrections officials, the cities of Chesapeake and Virginia Beach founded the Pendleton Center jointly to deal with children who are not psychotic, retarded, or severely disturbed, but whose behavior is so untenable as to require clinical intervention.

Recognizing the need to deal with not only the child but also the family, the schools, the courts, and the social service agencies, Pendleton's founders saw to it that the Center has a staff that is qualified to cope with the entire cross section of children's problems. Pendleton has psychologists (clinical and educational), therapists and counselors (for both children and parents), education specialists, a nurse, and a multi-agency team for outclient work. The team is made up of staff who are paid by various city agencies but report directly to Pendleton. For the most severe problems, Pendleton has an unusual residential program in which 15 children can live at the center five days a week and go home on weekends. All services are provided free of charge to a broad spectrum of the population.

The Tangle of Problems

According to Dr. Bong-soo (Bob) Eun, staff psychologist, "Behavior problems are never simple. Almost always there is serious trouble in the family system, usually with parents, sometimes with siblings. The acting out causes *more* problems, socially, in the neighborhood and school. There is usually a learning problem—children can't concentrate, or they have

learning disabilities. Finally, there is what we call behavioral health. A surprising number of children with behavioral difficulty have poor coordination. They might also have symptoms of severe anxiety: rashes, constipation, or nightmares. Sometimes, home life is so disrupted that they have a nutrition problem because they aren't getting meals."

According to Dr. Eun, the multi-agency, comprehensive approach can make the crucial difference in breaking the vicious circle of family difficulties that exacerbate the children's problems. "Just one family situation like this creates so many needs that they have to be approached from many different angles. Students get involved in all those various facets. These children have enough problems for everybody."

Norfolk State University, Old Dominion University (also in Norfolk), and the College of William and Mary (Williamsburg) have all developed flexible service-learning relationships with Pendleton. The number of students at the Center at any one time varies considerably, depending on the needs of the Center and the needs of the universities. Because Pendleton is small, serving 30 children at a time, the agency tries to limit the number of college and graduate students to five at any one time.

The Outclient Program

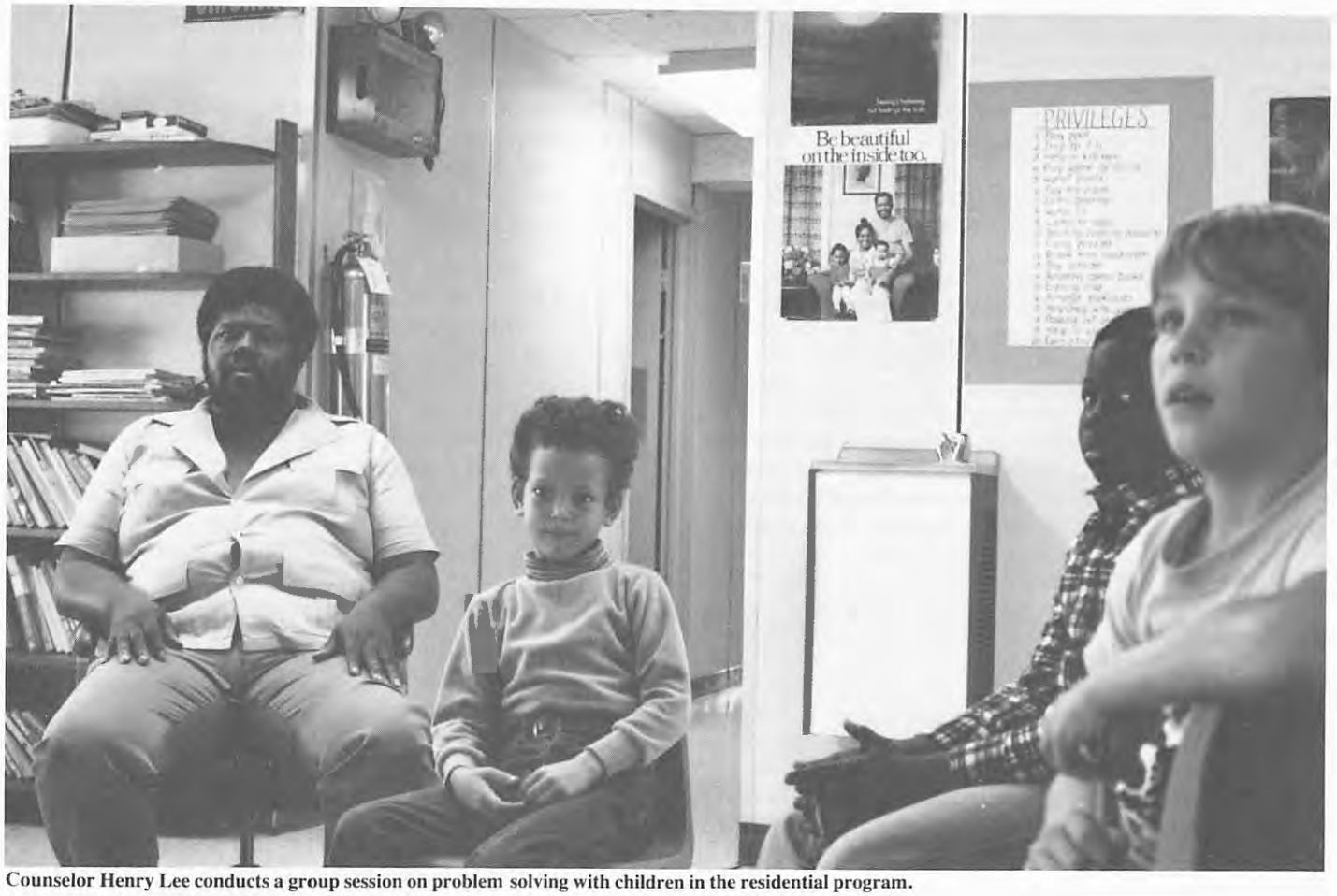
Pendleton's first line of contact with the community is its outclient service team. Recently, five social work graduate students from Norfolk State joined the team full time for a semester. As referrals came to Pendleton from the schools, parents, and other agencies, each student was assigned a caseload of five children and was supervised by the Center's clinical psychologist. Functioning as a part of the multi-agency outclient team, they assembled all available information on the children through interviews with parents and teachers, reviews of any prior testing or treatment, and sometimes observation and behavior monitoring in the classroom.

The team then formulated a strategy for dealing with each child's problems. That often entails parent counseling and effectiveness training at Pendleton in the evenings. It usually means counseling for the child in school. Quite often, members of the team consult with the classroom teachers at the school on how most constructively to deal with the disruptive behavior. At times, a team member recommends a "contract" between parents and children through which they try to refrain from resorting to the negative activity that sustains the destructive relationship.

The six outclient team members are paid by and are the liaisons to the courts, the education departments, and the social service departments of Chesapeake and Virginia Beach. By working with them, sociology students get a clear idea of how different agencies interlock to serve one type of client—in this case, young children.

The Residential Program

The outclient team often encounters children for whom treatment on an outclient basis is not sufficient. The child's behavior



Counselor Henry Lee conducts a group session on problem solving with children in the residential program.

Pendleton's Problem-Solving Steps

If antagonized, first ignore it. If the problem persists, move away. If it still persists, ask politely, then firmly. Finally, tell a staff member, who will handle it.

may be violent and ungovernable, or too entrenched to be dealt with effectively in the school and the home. It may be contributing to the deterioration of other family relationships. The child may be exhibiting physical symptoms—such as sleeplessness and vomiting—that indicate the need for around-the-clock observation by medically qualified personnel.

At that juncture, the outclient staff may recommend that the residential staff take over. In some cases, a school may insist that a child receive treatment at the Center before returning to the regular classroom.

Under those circumstances, two options exist. Children can go to Pendleton for the day, returning home in the afternoon as they do from their regular schools. In cases requiring the *most* serious intervention, children can live at Pendleton all week and go home on the weekends. The term of treatment in either case is usually nine weeks.

Students from the area's universities contribute in many ways to the residential program because it combines so many treatment components. One graduate student in special education works in Pendleton's prescriptive learning center, which individualizes lesson plans for the children with pronounced academic weaknesses or learning disabilities. Although her degree will be in special education, she plans to practice it in a therapeutic setting for children or adolescents rather than in a conventional school. "I want to deal with the children's personalities and their problems, not just their academic weaknesses."

Activities for students studying psychology or counseling can begin as soon as the residential children awake. Since virtually all of the children's activities—meals, hygiene, play, and academics—have a therapeutic dimension, observation and treatment are omnipresent. "We have a pattern for the student who works with us in these areas," says Dr. Eun. "They begin by observing the regular staff. Then they move on to imitating certain of the staff's procedures. Eventually, they are initiating procedures of their own."

Mornings at Pendleton generally combine one or two hours of academics with a comparable amount of time in group behavior activities or counseling. At three o'clock in the afternoon, the staff changes. The evening program is more relaxed than the morning program, although observation, monitoring, a reward system, and positive reinforcement continue.

It is an intensive day for children who might be only six or seven years old. By the time the day is over, they may have had four or five different kinds of therapy, some of which are clinical and intensive, some of which are actually recreational—play therapy.

One student, now teaching at Washington University in St. Louis, wrote as her master's thesis an evaluation of Pendleton's clinical techniques. Another student, in a doctoral program with the Virginia Consortium of Clinical Psychology, studied Pendleton's techniques by observation and interviewing the staff. She said, "I was astonished at the fact that they could make fairly difficult procedures, such as role playing, work well with children who are so young. But the intensity of the program is the key to its success." Since the aforementioned student was only observing and not actively contributing to the therapy, she made her contribution to Pendleton by doing research on special problems of single-parent families.

The range of academic tie-ins bears out Eun's assertion about the multiple applicability of Pendleton's program. Social work students from Virginia Commonwealth University, Richmond, a bachelor's candidate from William and Mary studying emotional handicaps, and numerous students from Old Dominion University studying clinical practices have all worked at Pendleton within the last two years. Because Pendleton's goal is behavior modification, that program aspect permeates every function of the agency. "Even if students are studying something far removed from the clinical, they must eventually take part in it if they are here for any length of time," said Dr. Eun.

Eun is the Pendleton staffer responsible for seeing that student learning contracts are properly handled. He confers with all students once or twice a week for an hour or so and otherwise leaves them in the charge of the specialist under whom they are working.

Administrative Lessons

Students who work in any aspect related to treatment encounter the painstaking recordkeeping that takes place at Pendleton.

Diagnostic and clinical histories, behavior patterns, and family backgrounds are all recorded, as is a painstakingly quantified record of each child's progress in overcoming undesirable behavior. Unfortunately, because of the exigencies of intensive day-to-day treatment, agency staff have never had time to undertake the massive task of collating the data.

A beginning was made in that task, however, by students from the sociology department at Norfolk State. Jim Norland, who teaches a course in research and methodology there, recently sent a group of undergraduate criminal justice majors to Pendleton to analyze and collate much of the data that the Center has compiled about its clients. "We pulled out the information about the kids and collated it for computer input. Then, from the corrections department, we extracted data on comparable kids who have not gone through Pendleton. We are trying to help Pendleton gain the exemplary status it deserves, and this data base is a beginning to assembling the conclusive kind of document that will assure that status.

Pendleton's success as a treatment center for troubled children, and as a service-learning environment for students with many interests, is made possible by the interagency cooperation and intensive array of resources that are mustered. In an agency that is supported by two cities, staffed by six agencies, receives funding from city, state, and federal governments, and sits on an old military base, something as prosaic as the sewer backing up is a potential jurisdictional nightmare. That the agency runs as smoothly as it does reflects the commitment of Chesapeake and Virginia Beach to making it work.

Bill Rodenhiser, now the director of social services for the Southwestern Virginia Training Center, Hillsville, a facility for the mentally retarded, was a graduate student a year ago in a service-learning slot at Pendleton. Rodenhiser spent an entire semester learning how this feat of administrative legerdemain is accomplished by analyzing the grants, licensures, permits, and legislative background of Pendleton. As the culmination of his study he submitted an analysis to the agency director, and wrote two successful grants for the agency. "It was a challenge to understand how it all fits together," said Rodenhiser, "and the fact that its funding base has grown, in this time of bare-bones budgets, from a single source of income to a very broad base of subsidies is pretty impressive."

The Community Need

The need for Pendleton is reflected in large part by the dynamics of the community, as a group of undergraduate urban studies students from Norfolk State discovered when they related the case histories of the children to known environmental factors. Willa Kester, the agency director, pointed out, "The tidewater area of Virginia around Norfolk and Newport News is one of the fastest growing in the country. There's a lot of transience here, particularly among the military families that are attached to the big naval bases."

Dr. Eun goes further in explaining why 30 percent of the children at Pendleton come from military families. "Very often, one parent is gone for nine or more months a year. Sometimes the parent left at home has trouble coping with these long absences. Or, the family may adjust to the absence of the parent, and then go through a real upheaval when that parent returns."

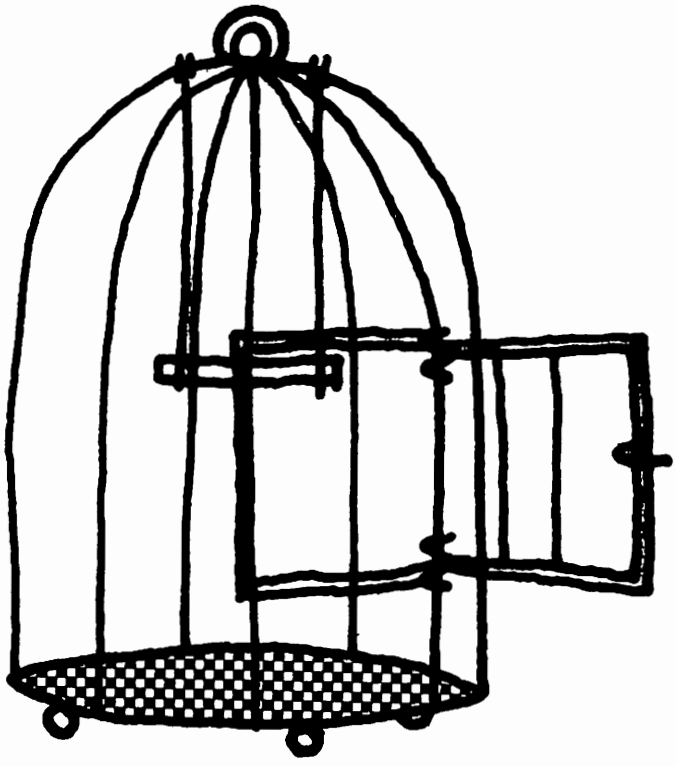
Pendleton can intervene in the cases of children for whom the only alternative is very often the courts, as in the case of a child who burned up a neighbor's car and was only able to avoid the judicial system by immediate referral to Pendleton.

The extreme youth and the innocence of Pendleton's charges makes it hard to bear in mind the ominous legacy they would represent if they were ignored, as they are in so many other communities. Nine-year-olds capable of arson, stealing, extreme antisocial behavior, chronic fighting, and running away could, in another decade, join a dangerous and destructive element in society.

In the words of one graduate student, "Pendleton is reaching a group of kids that simply don't get reached in most communities. They are basically predelinquent, and the goal here is to try and equip them to solve their own problems, since history shows that they can't really count on anyone else, the schools, the communities—even their own parents—to solve the problems for them. That's the difference in *this* community. In most others, nobody tries to do anything for kids like these until they're already in trouble." □

Runaways and Roadrunners

by Lynn Whitlow



Teenagers help design and carry out programs for runaways and troubled youth.

Washington County, population 47,569, lies in a wooded, mountainous region of central Vermont. Unemployment is high, public transportation is limited, and recreational activities for the third of the population under 18 are scarce. During the long winters, the snow-covered mountains that attract affluent out-of-state skiers confine young people to their homes. When tensions build and teenagers choose or are forced to leave home, the only place they have to go is the Country Roads Runaway Program, part of the Washington County Youth Service Bureau, Montpelier. Relying heavily on youth participation in all aspects of the program, Country Roads provides 24-hour-a-day emergency assistance to runaway and homeless youth and helps them take control of their situations through mature and responsible decisionmaking.

Established by the Bureau four years ago with funding through the Runaway Youth Act (Public Law 95-115), Country Roads focuses on providing temporary shelter, counseling, assistance in meeting emergency medical or living expenses, and advocacy services. Recently the Bureau has added two new components: a youth employment project under Country Roads and an alternative high school. In many instances those in the youth employment program are attending the Bureau's school.

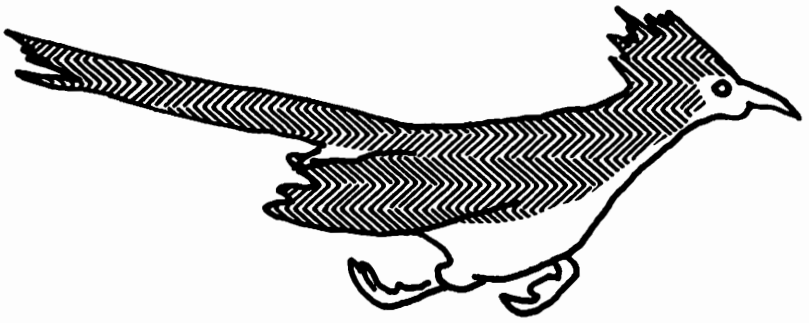
Students are involved in planning, implementing, and evaluating all of the Bureau's programs. Their involvement gives them more power over their own lives, helps the staff insure program responsiveness to the needs of the teenagers (rather than those needs assumed by adults), offers a way for young people to be of service to each other, nurtures self-sufficiency and self-respect, and demonstrates the competence of teenagers to both themselves and the adult community.

Teenagers serve on the Bureau's board and assist in making decisions on services and how they are delivered. Most day-to-day youth participation is through a group called Roadrunners.

Students from five high schools make up the Roadrunners, a youth-run self-service component. Roadrunners receive—and then may give—a 24- to 36-hour training course that includes counseling techniques, communication and group process skills, and facts on drug and alcohol abuse, sexuality, and birth control. The group begins each fall and runs for a year, with the training class gradually turning into a support group. Roadrunners work in all project areas to facilitate training, education, and personal support for participants. In addition, most Roadrunners have used their skills to help friends and classmates who have not come to Country Roads.

Since the Roadrunners program began in 1977, more than 90

Lynn Whitlow is the director of Country Roads Runaway Program, a project of the Washington County Youth Service Bureau, Montpelier, Vermont. Whitlow served as an intern at the Bureau for three years while a student at Goddard College, Plainfield.



young people have been involved. Roadrunner groups now meet weekly in Barre, Plainfield, and Cabot as well as Montpelier. About half of the Bureau's 12 staff members are former Roadrunners and college interns.

Shelter and Counseling

The single most important aspect of the Country Roads Runaway Program is the provision of temporary shelter, food, and medical care. Because of the needs and resources of this rural community (only two towns have more than 8,000 residents), Country Roads instituted a program called Shelter Parents. Community members—including grandparents, single parents, childless couples, and former runaways—take the runaways into their homes and offer them not only a place to sleep but also positive adult role models with whom they can identify.

A special advantage of using community members as Shelter Parents is the base of support they provide for the program by telling their friends and family about it.

The Shelter Parents receive a per-night stipend when a teenager is staying with them. Normally a stay is limited to 15 days. If the runaway is likely to reconcile with his or her family soon, the time may be extended a few days. Otherwise Country Roads refers the runaway to the proper government offices.

The staff and students train the Shelter Parents to meet the special demands of offering a temporary home to a troubled teenager. This training, which includes counseling and information on resources available to youth and the rights of youth, may be given in a class or individually. Roadrunners also often work with Shelter Parents on a continuing basis, checking with them on any problems that may come up and counseling them as needed.

While staying with Shelter Parents, teenagers receive individual counseling from the staff of Country Roads and other parts of the Youth Service Bureau. The Bureau has a drug and alcohol abuse counselor, and a psychologist is available on a consulting basis.

Country Roads encourages families to become involved in counseling, and more and more are doing so. A Parent Support Group is open to parents of runaway teenagers, potential runaways, and other troubled youth. Once or twice a year students meet with the Parent Support Group to discuss their differing viewpoints, much to the edification of all.

Students have started some support groups. A graduate student began the Youth and Pregnant Women's Group and compiled materials so that a staff member or students may work with an individual when no group exists. (Because of the small population, a group is often three or four people.)

Part of the Group's function is to provide education on health care for mother and child during the prenatal and postpartum periods. Child development and parenting are popular topics. In general the counselors help the members of the Group (or an individual) to lessen the disruption of education, vocation, family, and social roles; to combat the social and psychological isolation that can accompany a teenage pregnancy; to learn about other community services and facilities; and to get support for problems and conflicting feelings.

Another intern, an undergraduate from Goddard College, Plainfield, introduced life skills training into a group for teenagers who were struggling to become independent and self-supporting. This was so successful that life skills training has become part of all the programs.

College interns also may work as advocates for individuals. Last fall a Goddard senior accompanied runaways to court as guardian ad litem (for that proceeding). The intern made sure the teenagers understood the issues and their options, counseled them on various problems, and referred them to other agencies as needed.

Youth Employment

Recently Country Roads received federal funding—from the Health and Human Services Youth Development Bureau, the Department of Labor, and the Department of Justice—to operate a Youth Employment Project that offers teenagers an opportunity to participate in Country Roads and to serve the community through employment in Washington County agencies. Country Roads is the lead agency for the project, which is also being conducted at two other agencies: Spectrum Incorporated in Burlington and Shelter in St. Johnsbury. All three agencies are part of the Vermont Coalition of Runaway Programs. The overall purpose of the employment project is to provide a program of training, employment, and career development for economically, educationally, or emotionally disadvantaged youth. It also demonstrates to the community that runaways, delinquents, and economically disadvantaged young people can play useful, responsible roles in the community.

Young people have been involved in the design of the project from the beginning. Roadrunners are working as peer support groups to facilitate training, education, and personal support for the 16 participants in the Country Roads program's four components.

One component involves community worksites. Students in this group come from the alternative school or the local public school. Some participants are out of school. They work 10 to 18 hours a week in human service agencies, including the Central Vermont Office on the Aging, the Vermont American Civil Liberties Union, a residential program for children committed to the state, alcohol and drug abuse programs, and the Youth Service Bureau. They also have a two-hour training and support group meeting once a week.

The program operates as follows. Country Roads identifies potential cooperating agencies and the teenagers visit the agencies to see which interests them. Each agency selected provides one week of training and ongoing supervision. The supervisor also draws up a job description connecting the work to the

training the students are receiving; the work must have an impact on the agency and the community at large. At the end of the work period (at least one quarter), the agency writes a letter of evaluation that states what the student did, assesses the student's growth, and outlines future training needs.

Students evaluate themselves during their weekly peer group sessions and through self-evaluation forms.

Since many of these young people have faced serious personal problems, they bring a special understanding to those with whom they work and enable the agencies to expand their services even as they provide training and skill development to the students.

Another component, the youth participation activities, is operated by the Roadrunners to train youth in peer counseling, peer tutoring, and youth-directed activities. Currently this group is establishing a resource center for high school students in the Bureau's spacious building (formerly an orphanage and school for the handicapped). The center will contain information of interest to teenagers, with the emphasis being on such topics as alcohol, drugs, sexuality, birth control, teenage pregnancy, and career options.

A third component is a youth-run T-shirt silk-screening business called Unicorn Designs. Teenagers are responsible for all aspects of the business, including sales, promotion, advertising, art work, production, and bookkeeping. The Bureau's accountant assists them in learning to do the latter. Country Roads believes that Unicorn Designs can become a self-supporting youth business—which would demonstrate once again to the community that youth are responsible, competent, and creative.

Only one student is involved in the fourth component, a quarterly newsletter that contains information about what is going on in the other three components and the Vermont Coalition Youth Employment Project.

In each component the participants are involved in the decisionmaking process.

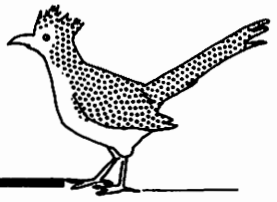
Community School

Another outgrowth of the Youth Service Bureau's activities is the Washington County Youth Service Bureau Community School, which opened in September 1980. Many teenagers, parents, public school administrators, community members, and Bureau staff developed the school. Currently it serves 20 students aged 14 to 17. They include top students who were bored, dropouts, and students who were expelled because of behavior problems. Most take part in at least one other project at the Bureau.

Each student takes the academic courses required by the state, works at a community agency about 15 hours a week, helps maintain the school, and develops a personalized curriculum that relates learning goals to five clusters: creativity, problem solving, decisionmaking, valuing, and communications and understanding.

Community members and education majors from Goddard College supplement the one and one-half person staff in working with the students to help them develop their full potential.

Since the Youth Service Bureau initiated Country Roads to meet the needs of rural runaways, young people have played a major role in making the program work and guiding its development. In this area of scarce resources, teenagers make valuable contributions in working toward solutions to their own and others' problems. □



Finding Homes in Harlem

Fordham University graduate students work with an agency to find foster or permanent homes for children in need.

On the island of Manhattan, from 159th Street to 96th, is a broad band of tenements and congested streets called Harlem. Although one of the richest centers of black culture in the country, it contains some of the country's most desperate urban poverty. Thousands of children are homeless or live in an intolerable environment. At any given time, the well-baby wards of the area hospitals contain scores of children, aged one month to three years, whose mothers (mostly unwed) cannot care for them adequately or have deserted them.

In 1969, the Harlem-Dowling Children's Service was founded to find stable, caring homes for children in need, either with their natural parents or in adoptive or foster homes. As the only black, community-based adoption and foster care agency in New York, Harlem-Dowling recognized the need for more social workers who have a sensitivity to and empathy with Harlem's population. From its inception, the agency has incorporated a service-learning relationship with Fordham University that makes it possible for more minority students—some of them low-income—to gain graduate degrees and enter the helping professions.

Field Activities

The students function as caseworkers under supervision in all three of Harlem-Dowling's major areas: natural family (either biological parents or extended family), foster family, and adoption services.

Most referrals to Harlem-Dowling come from the New York Department of Social Services and consist of parents or families that have been deemed at least temporarily unfit to care for their children. Since the agency's objective is to help children remain with their natural families whenever possible, the staff, including the students from Fordham, try to equip the parents and family to assume the responsibility for caring for the child.

For the students, the job of coping with these parents often begins with trying to soften the shock of being separated from their children, since children are usually put in foster care while their parents are rehabilitated or while a determination is made about their fitness as parents. Since a third of the adult clients are addicts, the agency has a program in conjunction with two nearby hospitals to deal with drug-related problems. For all parents, the agency supplies a full range of rehabilitative services, with regular and student caseworkers helping the parents to find access to benefits, employment, suitable housing, medical care, education, and the counseling necessary to assume the responsibility of coping with the child.

In the foster care department, the students recruit, evaluate, and assist foster families in caring for the children who are placed with them temporarily. Under close supervision, the work-study students make evaluation of natural parents and sometimes must recommend that children be legally separated from them and made available for adoption.

Students working in the adoption department of the agency participate in the process of finding and evaluating prospective adoptive parents. More than a third of the children who have been in foster homes for a long time are adopted by their foster parents. For the rest, suitable homes are found in the local community and in other parts of New York. At every step in the process, the students counsel the children so that they understand the often bewildering shifts to foster homes and later back to their natural parents or to adoptive parents.

Cooperation with Fordham

Although the cooperative program with Fordham University is intended to increase the numbers of black and Hispanic social workers, no attempt has been made to prevent others from entering the program, according to Doris Douglass, director of Harlem-Dowling. "We recognize that an exclusive program is almost always self-defeating and self-destructive. It is not enough for the students to be black. They must be motivated, committed, and reliable."

In conjunction with Fordham, the agency has limited the number of students to five at one time. To date, 36 have participated in the program leading to a master's degree in social work. Most applicants learn of the program from other applicants or from advisers and career counselors. Some, however, hear of it from the New York State Job Service. The agency receives about six inquiries for every space that it has. But as Douglass points out, "Less than half of those who inquire follow through with the application process. For some the salary is too low. Some are disappointed in the length of time it takes to get a degree—a minimum of three and sometimes four years—and some are concerned about the agency's location, fearing for their personal safety." Almost all the students are black and have come from either southern, predominantly black colleges or from New York colleges.

Students must apply to both Harlem-Dowling and Fordham, have their employment and school records reviewed in both places, and be accepted by both. Ordinarily, students work at the agency four days a week and go to school one day, receiving four-fifths of the usual salary. Students for whom a full salary is essential usually can make arrangements to work a full five days at the agency and take their courses on the weekends and in the evenings.

Throughout the program, academic achievement at the university is monitored by the agency and can be a contributing factor in merit wage increases for students. The Fordham field work supervisor, Harlem-Dowling's student unit supervisor, the agency supervisor, and a faculty member all work together to assure that the academic work, which consists of conventional social work courses, properly complements the field experience.

The Aptitude for Outreach

The stress of the urban environment and the strong emotions involved in separation can make parents resentful, suspicious, or fearful of dealing with the agency. According to the director, "Some of the clients we serve are difficult to locate, and once located, need special and skillful help to motivate them to trust and use the agency to help themselves plan for their children." The difficulties inherent in the delicate area of parenthood and children have elicited from the students a greater effort than one might ordinarily expect in a work-study program. Inevitably, some cases have led the students to help their clients outside the realm of normal service. Several students have convinced landlords to make repairs for the comfort and safety of the residents. By understanding the regulations, and by knowing how to contact such agencies as the bureau of sanitation and the housing authority, students often can be more authoritative and compelling when facing landlords than the tenants can be.

In one case, when a student persuaded a landlord to repaint a family's apartment, the mother became convinced that Harlem-Dowling could in fact assist her, which helped lift her out of severe depression.

Because of the youth and enthusiasm of the students, they sometimes have been able to deal more effectively with teenagers than older caseworkers might have been able to. By developing an informal rapport with young people while working with them (and the agency tries to assign clients to student caseworkers of the same sex), the students have been able to help adolescents with their sexual identity and development, school plans and problems, behavior toward adults, and feelings about themselves as foster children.

At times, clients seem to act against their own best interests, frustrating the students in their efforts to help, taxing their optimism and dedication to the limit. In one situation, a student had tried repeatedly to find a mother and at last located her on a tip from a relative. The mother, however, refused to let her in, forcing the student to conduct an interview at the top of her lungs through the closed door. The student assured the woman of her desire to help, that she understood why the woman might be fearful of contact with the agency. After explaining ways that they could work together to improve the woman's situation, the student left without knowing whether she had succeeded in reaching the client. The next day, the woman showed up at Harlem-Dowling to talk to the student, convinced at last that somebody cared.

For more information on Harlem-Dowling, contact Doris Douglass, Executive Director, The Harlem-Dowling Children's Service, 2090 Adam Clayton Powell, Jr. Boulevard, New York, New York 10027. □

Idea Bank

Students assist other young people with such problems as drug abuse, incest, conflicts with parents, and living alone.

Preventing Drug and Alcohol Abuse

A 10-year-old peer co-counseling project at the Greenburgh, New York, Central Seven School District is based on the idea of building self-esteem to prevent drug and alcohol abuse.

Says director Robert Petrillo, "The key to the program is for young people to build a new attitude about themselves and the world."

Students from the eighth grade on up work with fifth and sixth graders in an elective credited program entitled Peer Caring. The primary goal is to educate young people in coping behavior by teaching them to talk to each other and to express feelings. The students start with simple exercises that share positive thoughts, e.g. completing such sentences as "If I could be any animal I would be . . ." and gradually working toward more revealing comments, such as "When I am angry I usually . . . ."

By developing skills in expressing themselves, students are more able to understand a problem when it does arise, deal with it, and talk about it rather than trying a drug escape route.

Students in grades eight to 12 work in the Rap Room, an informal setting that allows students to talk with each other about problems they may be experiencing at home, in school, or

with other students. Conflict resolution and role playing are emphasized during sessions three times a week.

With 80 hours of training in the summer and ongoing training all year in counseling and in using the Peer Caring curriculum, students run their programs in four of five schools within the district. Each student works about three hours per week to earn classroom credit.

Students demonstrate their program to other youth, parents, and professionals from around the country. The peer counselors work one night per week with a parent group sharing the skills that they use with their peers to help parents better understand themselves and their relationships with their own children. In this case, the students serve as role models, giving honest answers to problems in the parent-child relationship and helping parents face the difficulty of seeking solutions to those problems.

For additional information about the program contact: Robert Petrillo, Greenburgh Central Seven School District, 474 West Hartsdale Avenue, Hartsdale, New York 10530.

Working With Incest Victims

One of every five children in the U.S. is sexually abused at home, according to a recent study by the American Humane Society.

In Knoxville, Tennessee, students from universities up to 50 miles away work with the Project Against Sexual Abuse of Appalachian Children (PASAAC), an outreach program funded by a federal grant through the National Center of Child Abuse and Neglect. The program includes a research component on the effectiveness of volunteers as role models in incest casework.

Students serve mainly as companions or role models to families in the Appalachian regions, developing special relationships with family members who often see incest as a household shadow that may pass from generation to generation as normal behavior.

For example, PASAAC assigns a female student to a 12- or 13-year-old girl who has been sexually abused at home and regards the practice as normal. Slowly the student fosters a relationship built on trust and understanding. The young girl learns to dress so that others don't see her as promiscuous, to make friends, to develop hobbies, to take an interest in school, to talk about family and friends and explore reasons for feelings.

Before students meet with family members, they must attend at least two training sessions. PASAAC staff members then evaluate students to determine whether they are skilled enough to meet the challenge. If students are not yet ready to take on an outreach case, they have the choice of continuing their training at PASAAC and working meanwhile on the newsletter, in the office, on the crisis intervention hotline, or in providing transportation or tutoring to family members.

The majority of students are from the child and family studies or human service departments at the University of Tennessee, Knoxville; Carson Newman College, Jefferson City; and Roane State College, Kingston. Other students come from departments as diverse as horticulture or liberal arts. Students receive credit for their academic and volunteer work, with the latter averaging 15 to 20 hours per week for each student. The PASAAC volunteer coordinator and professors both evaluate the students.

Though the students often have extensive academic backgrounds in human services and psychology, they are discouraged from acting as counselors and are assigned only to those families who are already undergoing intensive family counseling through a professional staff member.

PASAAC training augments the students' academic background. Video-taped role playing serves as a useful tool in clarifying the students' role with family members. Staff and students discuss the human reproductive cycle in detail during training to prepare students for in-depth questioning from families and to familiarize the students with the often explicit terminology used by family members.

Students learn how to be pleasant to the father of a child who has been abused, to listen to a concerned sibling, and to set limits on the amount of time that the rest of the family takes so that they have enough time to spend with their assigned family member.

At least once a month a special meeting is called to go over problems, concerns, and individual experiences in the field. This allows the students time to reflect on their work and to offer suggestions to other students.

A quarterly newsletter and a two-page brochure about the program can be obtained by contacting PASAAC, 2602 East 5th Street, Knoxville, Tennessee 37917; (615) 524-2653.

Teaming Adolescents and Adult Counselors

Initiated by three junior high school students in 1968, the Youth Emergency Service (YES) of University City, Missouri, teams up student and adult volunteers to give counseling to the residents of YES's temporary and long-term runaway shelters and their families and to work on the crisis intervention hotline.

During counseling sessions, the peer counseling team serves as a role model to families, showing that relationships between generations can work and allowing both young people and parents to be heard and supported.

On the hotline both teenagers and adults have a peer with whom to talk, or parents may call in to talk to a young person so that they may better see their own child's view.

Three or four experienced volunteers conduct the initial 36-hour training course. It emphasizes listening skills, information and resource development, and self-awareness skills. Community members from other public and private agencies often speak at these sessions. An additional 20-hour training course prepares students to work as counselors for YES residents and their families. All teenagers at the shelter must meet each day with a student/adult counseling team to discuss family conflicts and either work through problems or determine whether alternative housing is needed. Most times the team meets with both the residents and their families, working toward opening communications between them.

Of the 65 volunteers at YES, 75 percent are students from either seven local high schools or two universities: George Warren Brown School of Social Work at Washington University and the University of Missouri in St. Louis.

High school students generally begin their work at YES with a semester practicum or senior project for credit in either social studies or psychology and often stay on to volunteer time without credit. During the practicum, students are evaluated by their school supervisors, by the YES volunteer coordinator, and by themselves—recording their progress in a journal.

College students spend a minimum of eight hours each week at YES. Most are doing practicums for the social science divisions of the two universities or in such courses as the University of Missouri's Youth and the Law, which requires community work.

YES involves youth in all aspects of the agency by including teenagers on the board of directors and on several board committees. Both young and adult counselors serve on the publicity, fundraising, and program services committees, and the president of the board has traditionally been a teenager.

For more information about the YES program contact Executive Director Judy Pierson, Youth Emergency Service, 6816 Washington Avenue, University City, Missouri 63130.

Living Independently

While many runaways can reconcile with their families and return home, some do not have that alternative. They are the throwaways, teenagers who have been pushed out or who have walked away from an unbearable family situation. Suddenly these teenagers are out on the street without a job, a home, or a notion of where to find either.

In Eugene, Oregon, the Looking Glass Family Crisis Center, with the help of students from the University of Oregon and Lane Community College, runs an Independent Living Skills Program to enable those who can't go home to live on their own. Through group and individual discussions, teenagers learn how to find and hold a job, get a cheap place to live, and master basic living skills.

Working a minimum of 20 hours a week and often more, the students generally focus on the major parts of the Center—the runaway shelter, the crisis hotline, family therapy, outreach, and advocacy—and use their ongoing training in crisis intervention and group dynamics for the Independent Living Program.

The program was launched a year ago when it became evident that the youth who left the runaway shelter to live on their own were largely unsuccessful in their first attempt for a variety of reasons, including eviction from their apartments for loud music or late night parties and failure at their first job because of boredom or lack of skills. The program aims to prevent these problems by educating teenagers on their rights and responsibilities before they strike out on their own.

In weekly sessions student facilitators serve as emotional support, sharing and discussing their own first-time-out experiences, difficulties, and fears. They go over how to find and interview for a job, to budget, to keep a bank account, to grocery shop and cook, to look for bargains, to set up a household, to apply for food stamps, to use public transportation, or to develop a social life. The sessions also include problem-solving exercises and video-taped role playing. The meetings are less frequent and may be on an individual basis if fewer than five teenagers are involved.

Undergraduates can earn up to 15 hours credit for their course-related work at Looking Glass through the counseling, psychology, and corrections departments. One student does her graduate practicum in educational psychology through Looking Glass. Program coordinator Jane Senese supplements students' academic preparation and the Center's training in crisis intervention and group dynamics with discussions after group meetings and general tips on the behavior of various youth involved.

Occasionally high school students assist with the program. In the late 1970's, for example, a teenager from the shelter conducted a survey of junior and senior high school students that determined their questions about police and the law. The Eugene Commission on the Rights of Youth found the answers through various legal and law enforcement sources, compiled them, and wrote them up in teenage argot in *Youth and the Law Handbook*. Groups interested in having students develop such a handbook can receive a copy by writing to the Human Rights Specialist, Eugene Commission on the Rights of Youth, City Managers Office, 770 Pearl Street, Eugene, Oregon 97440.

To obtain a checklist for group discussions and information about the Independent Living Program, contact Jane Senese, Looking Glass Family Crisis Center, 550 River Road, Eugene, Oregon 97404; (503) 689-3111.

New Programs for Big Brothers/Big Sisters

The number of single-parent families is on the upswing. Of the 8 million children from single-parent homes, 1.5 million have been identified as needing an adult companion to supplement the family unit.

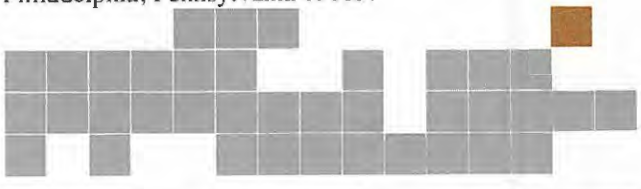
Because of the increased need, Big Brothers/Big Sisters of America is developing two new programs. One of these, the couple program, allows children to see a positive interaction in a male/female marriage relationship. The other program is cross-gender matching, i.e., matching a girl to a big brother or a boy to a big sister.

Task forces are beginning to look at the problems that result when both parents work and have less quality time with their children, the special needs of handicapped children, and how the needs of girls differ from those of boys.

Across the nation about 100,000 children aged eight to 16 are on the waiting list for big brothers or sisters who will commit four to six hours weekly for one year or more.

Before developing a program a sponsor must have a feasibility study (the cost is $50) to determine whether the area has enough children who need the service, the potential for financial support, and the availability of volunteers and other kinds of support.

For information on initiating Big Brother/Big Sister programs write to: Membership Coordinator, Agency and Program Services Department, 117 South 17th Street, Suite 1200, Philadelphia, Pennsylvania 19103. □



Suicide

Students help a crisis center combat the rising rate of teenage suicide through counseling and companionship programs.

It is a warm spring day and the freshman English class has just begun when a boy stands up, points a pistol at his head, and fires a fatal shot.

Horrified students watch as the school nurse administers emergency aid. As soon as an ambulance takes the student away, the nurse calls the Suicide Prevention and Crisis Center of San Mateo County in Burlingame, California, where a team of professionals and students awaits calls of this nature 24 hours a day.

The boy is dead, but he is only the first casualty. The day after the suicide, the team begins working with the others—friends, classmates, and teachers who live with guilt and confusion. The team opens a group discussion room to anyone who needs to talk about the incident, encouraging especially those students who were directly involved to drop in.

"Why would anyone do something like that?" "Is he really dead?" "My mother is an alcoholic and has attempted suicide several times. What should I do?" These are some of the questions directed to the team members who supplemented the group discussions by talking with the dead boy's classmates on a one-to-one basis.

Carroll Gauger, the Center's nurse, explains, "The youth feel comfortable with the students because it is easier to go to someone their own age who might have shared similar experiences."

Such dramatic incidents are distressingly common. Suicide is the second leading cause of death in adolescents (accidents are the first), with the rate of adolescent death by suicide having tripled since the Center opened in 1958. To deal with the problem, the Suicide Prevention Center operates a crisis hotline and offers peer companion, drop-in, and outreach services that depend heavily on volunteers—40 percent of them students—and such other services as group counseling, professional education, and consultation to centers and groups around the country.

In a typical month the Center receives about 2,000 hotline calls. About a fifth are calls from teenagers angry and confused over family or peer relationships. Typical problems are: "I can't have friends over because my father is always drunk"; "I think I'm pregnant, what can I do"; "I don't know where to turn, my parents are splitting up and neither of them wants me." About 40 percent of those who call have some suicidal thoughts. One in four of that group is seriously considering suicide.

Every week, two to five students come into the drop-in center and a few others ask the Center to send someone to a school or home.

Preparing for Crisis

Before students can work at the Center, they must attend training and go through three staff screening interviews.

The students come from three local community colleges—the College of San Mateo, Canada College, and Skyline College—and from four universities—San Francisco State University, Hayward State University, the University of San Francisco, and the California School of Professional Psychology, Berkeley.

Community college students who take the Center's 36-hour six-week training course earn two units of social science credit. Students from the universities earn field placement credit for graduate or undergraduate work in counseling, social work, or psychology departments.

At Canada College, Joe Marchi augments the Center's training by teaching a course entitled Peer Counseling. Here students learn how to reach out to someone in crisis, develop basic listening skills, and work toward self-understanding. Marchi believes the latter is essential to students if they are to help someone else.

When the students finish the course, they are ready to focus on serving in the community. Many choose the Center, which recruits through college coordinators, newspaper announcements, notices posted at the library, and word of mouth.

Not all students who take the training are able to make the one-year commitment that the Center requires of volunteers. The Center interviews the many who do, and those selected may opt to work on the crisis hotline, in the outreach or drop-in program, or as a peer companion.

During the training, a team composed of Center staff, psychologists, ministers, social workers, and police officers lectures on crisis intervention and on dealing with problems that range from psychotic behavior to unwanted pregnancies. From these professionals students learn what warning signs to look for to determine whether a person is suicidal (see box).

Students assigned to the hotline learn to listen and respond clearly, creatively, and confidently. They role play phone calls in front of the entire group. Then the group breaks up into teams to observe and to work with experienced students. When the

Director Charlotte Ross supervises college student Paul Agustinovich's work on the suicide prevention hotline.

Warning Signs

The following warn that a young person is potentially suicidal.

- *Unsuccessful suicide attempts*. It is dangerous to assume that the young person was simply trying to get attention. Even if this is so, it is often a cry for help and, if unanswered, may lead to suicide. Statistics show that four out of five people who commit suicide have made at least one previous attempt.
- *Suicide threats or statements revealing a desire to die*.
- *Depression*, e.g., crying, sleeplessness, loss of appetite, hopelessness. Many times depressed young people will have trouble concentrating on school work or will suddenly lose interest in organizations, friends, or activities. Depression is most dangerous when it appears to be getting better since the suicidal plans made during the depressed periods (when the ability to act is often dulled) can be acted upon when the young person is able to function more fully.
- *Final arrangements*, e.g., giving away treasured personal belongings.
- *Personality changes*. Especially important are sudden changes in personality in youth who are isolated or aloof, under a great deal of stress, have an elevated sense of failure, have a history of drug or alcohol abuse, have a background of emotional or mental instability, are alienated from their family or friends, or are impulsive.

When any of these warning signs appear, it is time to do one or more of the following.

- *Listen* for the warning signals. Often young people need only to know that someone cares enough to listen and won't make them feel guilty.
- *Discuss* the problem openly and frankly on a one-to-one basis. It is best to be open about the problems, to discuss them in a concerned but calm and direct fashion.
- *Get professional help*. Whenever a serious threat of suicide exists, suggest that the youth go to a trained professional.

training is complete, students spend their first four weeks on the hotline working with a supervisor.

Students who choose to work with the drop-in, outreach, or companion programs receive similar training. Training for all services shows students how to support persons in crisis, help them cope with the immediate situation, and seek alternatives.

Lending an Ear

Students learn that showing that they care enough to listen is an essential ingredient to any program like this since it is the key to opening communications and trust with a youth in crisis.

If students select the *Befriender (companion) Program*, they learn to work with troubled young people on a one-to-one basis and serve as role models. For example, a girl who participates in the Center's weekly group counseling is having trouble at home. A college student offers to take the girl into her home until something can be worked out. During the stay with the student, the girl is exposed to another way of living, has a friend to talk with about her situation, and builds the self-esteem that had been torn down by rejection at home.

The companion program generally is coupled with the *weekly group counseling* sessions. Though high school students do not work at the Center officially, some who have participated successfully in group counseling sessions return to share their personal experiences and problem-solving techniques with their peers.

Charlotte Ross, the Center's executive director, said that the attitude of "I had trouble and made it through, so I will hold your hand and help you make it so that you can help someone else" is of great value to the program because youth generally turn to their friends first for support.

The *drop-in center* provides a comfortable place for young people who do not attend group counseling but need more personal contact than the hotline allows.

In an emergency situation where neither a phone call nor dropping in is sufficient, the *outreach team* goes to the site to counsel and support those in trouble. For example, a girl has a fight with her boyfriend at a party and gets a ride home on a motorcycle with another boy. On the way home, the bike skids on a slick street and crashes. The girl dies immediately. The boy regains consciousness in the hospital and is wracked with guilt, thinking he has killed her. The boyfriend blames himself for fighting with her and not having taken her home. The outreach team goes to the hospital to counsel both boys and relieve some of the pain that has led other youth to ending their own lives.

Ross says that all the students involved in the Center make a major contribution to the various parts of the program. "The range of people involved and the closeness of age to the young people who need help is essential in dealing with crisis situations. Youth working with youth is one of the most untapped resources in the area of suicide."

And with that resource available, a teenager who only a month before had reached toward the medicine cabinet for a razor blade instead reaches for the phone and calls a student volunteer, a friend, for help.

To obtain additional information on this program or copies of pamphlets entitled "Suicide in Youth and What You Can Do About It" (specify student or school personnel edition) contact the Suicide Prevention and Crisis Center of San Mateo County, 1811 Trousdale Drive, Burlingame, California 94010; (415) 877-5604. For other resources, see listing on page 44. □

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 that may occur without notice. If no price is listed, the publication is available free of charge.

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

Child Abuse and Neglect

Children's Defense Fund, 1520 New Hampshire Ave., N.W., Washington, D.C. 20036.

This national nonprofit organization strives to represent children's interests by conducting research on major issues, educating the public, monitoring federal agencies, and recommending legislation. Current major program issues include education, health care, child care and development, child welfare, and juvenile justice. Among the Fund's publications is *Children Without Homes* (1978, 283 pp.), which discusses the numerous problems of children who are or may be placed out of their homes and lays out the steps advocates may take to assist these children. (See "Wednesday's Children," by Marian Wright Edelman, *Synergist,* Spring 1980, pp. 2-4; reprint number 192.)

The National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, D.C. 20013.

The Center offers funding to agencies involved in child abuse and neglect services and produces a set of publications that can be obtained by writing to the Government Printing Office, LSDS Department 76, Washington, D.C. 20401. Publications in the series include:

- *Child Abuse and Neglect: State Reporting Laws* (1979, 39 pp., OHDS 80-30265)—considers statutory elements of the reporting requirements, the child protective services, and judicial proceedings of each of the 55 states and jurisdictions;
- *Child Protective Services: A Guide for Workers* (1979, 99 pp., OHDS 79-30203)—gives an overview of the child protective services and the worker's role within that service;
- *Supervising Child Protective Workers* (1979, 52 pp., OHDS 79-30197)—provides information on the skills and techniques for supervising workers within a child protective agency;
- *Worker Burnout Among Child Protective Service Workers* (1979, 20 pp., OHDS 79-30224)—discusses causes, effects, and solutions to worker burn-out within community agencies.
- *New Light On An Old Problem: Nine Questions and Answers about Child Abuse and Neglect* (1978, 20 pp., OHDS 79-31108)—furnishes basic information on the subject of child abuse and neglect, including how to recognize an abused child, effects of abuse, characteristics of abusing parents, and what to do to improve community services.

"Student Volunteer Involvement in a Child Abuse Project" (*Synergist,* Fall 1976, pp. 2-5; reprint number 4).

This article discusses a student project at the YMCA Family Stress Center in Chula Vista, California, and gives detailed information on how students were selected for their projects in counseling for and prevention of child abuse, how projects were identified, and what level of involvement was appropriate.

Drug and Alcohol Abuse

National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, Maryland 20852.

The Clearinghouse provides resource information and materials—including books, pamphlets, and films about the adolescent drinking problem—and technical assistance to groups concerned about the adolescent alcohol problem. Pamphlets produced by the agency include:

- *The Community Connection: Resources for Youth Alcohol Abuse Prevention Programs* (1980, 10 pp.)—a list of manuals on planning youth-focused community prevention programs;
- *How to Talk to Your Teenager About Drinking and Driving* (1980, 16 pp.)—a publication for parents' (and others') use;
- *The Drinking Question: Honest Answers to Questions Teenagers Ask About Drinking* (1980, 26 pp.)—how parents and others can communicate with teenagers about the dangers of drinking and driving.

How To Talk to Kids About Drugs, by Suzanne Fornaciari (31 pp., $2.50, available through the Pacific Institute for Research and Evaluation, 7101 Wisconsin Avenue, Suite 1006, Bethesda, Maryland 20014).

This publication suggests skills that adults need and steps they can take to talk successfully with teenagers about drugs. It includes a method of evaluating communication skills and definitions of commonly used drugs.

"To BYOB or Not To BYOB" (*Synergist,* Fall 1979, pp. 40-45; reprint number 168).

This collection of articles contains a profile of a model high school prevention program, project ideas for high school and college students, and a listing of resources.

The National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, Maryland 20857.

The institute offers resources and public information on the issue of drug abuse among adolescents and what to do about it. Publications include:

- *Teen Involvement for Drug Abuse Prevention* (1979, 141 pp.)—describes a replicable program aimed at preventing alcohol and drug abuse by using youth-to-youth communications;
- *Highlights: Drugs and the Nation's High School Students* (1979, 80 pp.)—a five year report on national drug use trends among adolescents and pre-adolescents;
- *Parents, Peers and Pot* (1979, 98 pp.)—describes strategies for parents

who want to prevent marijuana use by their children, particularly those aged nine to 14.

Runaways

"The Complete Hotline Listener," by Ken Beitler (*Synergist*, Fall 1973, pp. 4-8; reprint number 26).

This article tells how to organize a crisis hotline, i.e. what staff is necessary, what training should be provided, how to make referrals, how to develop resources, where to put the switchboard, and how to obtain publicity and sponsors.

National Network of Runaway and Youth Services Inc., 1705 DeSales Street, N.W., Washington, D.C. 20036; (202) 466-4212.

The Network is designed to disseminate information from groups involved with youth nationwide. Members include runaway programs, youth alternative housing services, youth employment groups, substance abuse agencies, and other organizations that serve youth. Services include distribution of materials, national seminars, several regional newsletters and a national newsletter, *Network News*, that is free to members and includes service models, federal funding possibilities, national policy news, notices of training opportunities and conferences, legislative alerts, and resources.

Runaway Hotline, Austin, Texas, (1-800) 231-6946; **Runaway Switchboard,** Chicago, Illinois, (1-800) 621-4000.

Set up to help runaway youth find shelters in their area, these national hotlines answer calls nationwide, deliver messages to parents from their children, counsel potential runaways, and give referrals for services in the caller's area.

"Sanctuary and Guidance: Running a Runaway House," by Les Ulm and Howard Pinn (*Synergist*, Fall 1974, pp. 41-45; reprint number 14).

The authors outline how to get a runaway house started, how to recruit and use student volunteers, what staff is needed, and basic necessary functions of the shelter.

"To Care Is Not Enough," by Thomas M. Lister (*Synergist*, Fall 1976, pp. 50-53; reprint number 27).

The author describes functions of hotline services, ways to handle various calls, and how to develop community resources and plan a program.

White House Conference on Children and Youth
Washington, D.C.
December 13-18, 1981

Educators and students interested in becoming delegates or receiving information should contact the office of the governor in their state.

Suicide

American Association of Suicidology, 2459 South Ash, Denver, Colorado; (303) 692-0985.

A resource center/clearinghouse for information on suicide, the Association disseminates a number of publications and pamphlets, offers a technical assistance referral service, provides statistics, and keeps a listing of suicide centers throughout the country. One publication, *The Suicide Prevention Training Manual* (1980, 64 pp., $10), is for anyone interested in working with suicidal people. The manual is available from the Health Information Service, Merk, Sharp, and Dohme, West Point, Pennsylvania 19486.

Suicide Among Children and Youth: A Guide for the People Around Them (1979, 10 pp., E. Dollie Wolverton, Children's Bureau, Department of Health and Human Services, P.O. Box 1182, Washington, D.C. 20013).

This guide explains what signs to look for to determine whether a youth is suicidal, what to do if signs point toward suicide, and what kind of help can be found in the community.

Trends in Mental Health: Self Destructive Behavior Among Younger Age Groups (1977, 11 pp., National Institute of Mental Health, U.S. Department of Health and Human Services, 5600 Fishers Lane, Rockville, Maryland 20857).

The pamphlet summarizes the warning signals and personal characteristics of suicidal youth, explains the guilt survivors suffer, and gives techniques for helping the suicidal young person.

Miscellaneous

"A Bundle of Trouble," (*Synergist*, Winter 1980, pp. 40-45; reprint number 194).

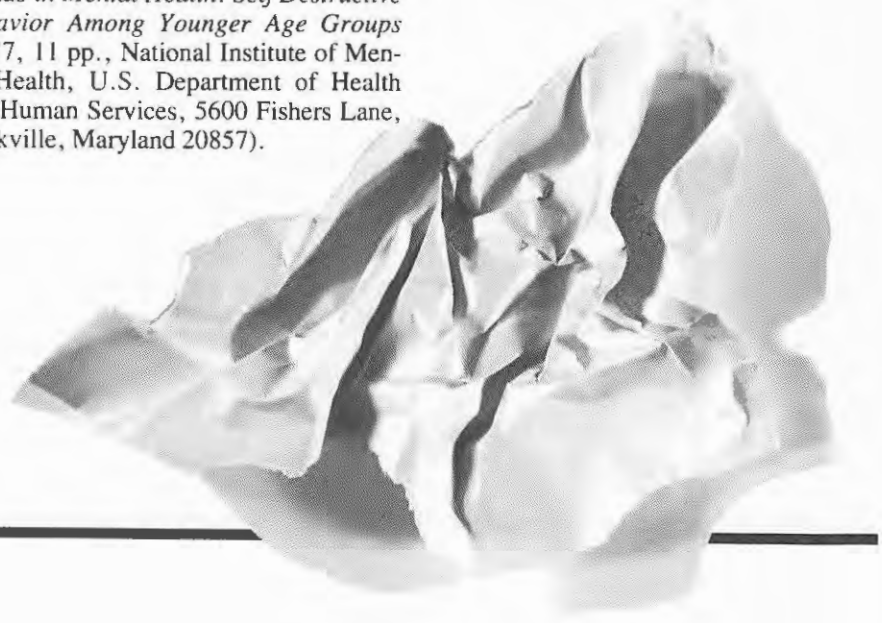
This special section focuses on college and high school programs that provide health care, counseling, sex education, advocacy, and other services for school-age parents.

The Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223 Carr Mill Mall, Carrboro, North Carolina 27510; (919) 966-1148.

The Center offers workshops, technical assistance, and consultant services to groups involved with adolescents. It also has a resource and information clearinghouse and a newsletter, *Common Focus* ($8 per year), issued five times a year and containing information about youth policy research, successful programs, new publications, workshops, and conferences.

"The Counselor and Confidentiality," by E. L. V. Shelley (*Synergist*, Fall 1973, pp. 70-73; reprint number 13).

The author discusses various ways for students to balance the need to maintain confidentiality when working as counselors to other students and the need to reveal information to change an undesirable situation. He talks about the responsibilities, roles, and honesty needed to establish ground rules about confidentiality. □



The Disillusioned Volunteer

by Fred J. Dorn

Students who falter in community service assignments often require assistance in dealing with anger, frustration, and a sense of failure.

Tommy had anticipated working as a volunteer at Memorial General Hospital for some time. He participated eagerly in all of the training sessions conducted jointly by his high school and the hospital; he frequently read about health careers in the school library; he often spoke to his friends about his plans for working in the hospital.

The experience did not turn out to be what he had expected.

The work at the hospital frightened him. First he had to take the pulse of the man in 107 who had had both wrists operated on. Tommy felt extremely uncomfortable touching the man's foot while he slept. He woke just as Tommy finished his reading and cried out in pain.

Then there was Mrs. Rodele in 109. Her husband had deserted her when she was diagnosed as terminally ill with cancer. Her children, all of whom lived out of state, felt it was too inconvenient to come and visit. Often she would cry out for someone to comfort her. The nurses wavered from hour to hour, first sympathizing with her and then being moved to words of frustration. Wide-eyed, Tommy secretly wished that someone would go in there and soothe her, keep her quiet.

Tommy also was perplexed by the reactions of his partner, Jimmy, who never talked about anything but how great it was to work with the staff to help the patients.

Each time Tommy said something it was with a crack of fear in his voice. All he ever thought about was why someone wasn't around to make all the pain go away.

When he met with his class, he would start to talk about his experiences. As soon as he found himself beginning to condemn what he saw, he would pull back, saying that things would get better.

Sometimes he would cry himself to sleep. By the end of the first week, he was looking for excuses not to show up at the hospital. By the end of the third week, it was all he could do to go to his teacher and ask to drop out of the program; he vowed never to step into another hospital.

Tommy is only one example of the situational shock many high school and college students experience in any service-learning program, be it in a hospital or any other setting. Though many of these students choose to drop out, an educator's responsibility does not end there. It is as important to help a student adjust to leaving a program as it is to assist those who stick with it.

Students' No-Win Decisions

Tommy's response to his volunteer experience was not atypical of someone facing a decision in which he had two undesirable choices: Stay with the pro-

Fred J. Dorn is a counseling psychologist at Texas A&M University, College Station. He also has been a high school counselor and English teacher.

gram or leave. Because both outcomes were not to his liking, he waged a continuous inconclusive battle within himself. For every reason he developed for leaving the program, he found another one just as legitimate for staying.

One could not ask for a better climate to nurture a good case of stress. Without a great deal of coaxing, all the symptoms emerge: anxiety, which Tommy tried to quell by talking; a desire to fight conditions (though he did not possess the resources that he hoped would make things better); and the seesaw struggle of hoping things would get better while believing it was a virtual impossibility. Eventually the fight or flight cycle evolved into his desire to be totally removed from the situation.

After leaving a program, most students will feel a temporary relief. Soon arises a variety of feelings that cause the student to feel a bit agitated and depressed. This agitation usually comes from the realization that the reasons for joining the program still exist and many of these now are not being fulfilled. Tommy, for instance, found the opportunity to belong to a group involved in helping others very appealing. Volunteer work was going to offer him an opportunity to bolster his self-confidence, to gain status, to have a work experience that might lead to a career, and to meet some new and interesting people. In addition, service-learning would give him a chance to find a new outlet and perhaps allow him to have some impact on the world around him. These hopes have been dashed.

The pervasive feeling of total failure subsumes all others for the disillusioned volunteer. Unable to shake the perception of having been less than capable, the student will seldom express any feelings for fear of rejection and soon begins to view other risk-taking opportunities as futile since they, too, will result in failure. This fear of failure will manifest itself in a cyclical pattern of self-reproachment, and the student will withdraw from all activities for some time.

The feeling of being separated from the mainstream of events has become a reality. The student avoids any situation in which others may discuss their success. Often this compounds the feelings of failure and depression. Most likely it is in itself an offshoot of the individual's inability to assess his or her own performance or feelings in relationship to others.

After leaving a program, most students will feel a temporary relief. Soon arises a variety of feelings that cause the student to feel a bit agitated and depressed.

Anger is involved also. Often anger stems first from one's feelings of being unable to control the situation—in Tommy's case, the pain and suffering of others—and eventually anger at oneself for being unable to accept things as they are and for having given up.

Most students in this position fail to realize that not being interested in doing everything and putting up with something need not be a negative reflection on them. This is one reason an educator needs to emphasize to students that volunteer work is a learning experience.

Realistically speaking, when a series of events such as those experienced by Tommy occur, the student gives little time or consideration to assessing exactly what has happened. If students did, many would realize that they have little past experience to draw on that can help them adjust or cope with the present.

It is easy to see why a pattern emerges where the student is withdrawn, depressed, and basically disinterested in participating in something new. In most instances the educator will need to take the first step to counteract this behavior; generally after students drop out of a service-learning program, they are reluctant to reappear, fearing that the educator is disappointed in them.

Educators' Effective Responses

The responses a service-learning educator makes to a student like Tommy are important, not so much because they will be long lasting or significant in the future but rather because they can be valuable for the moment. A well-placed comment can do wonders for students because it allows them to put their experiences and behavior quickly into perspective.

Any students who decide to drop out of a service-learning program initially will view themselves as failures. Everyone else is a winner and they are the losers. In reality, making a choice not to continue in a program, a career, or a relationship often takes a great deal of initiative. Trying to make yourself satisfied with less than you expected offers no rewards. Thus, leaving a community service program is no different from quitting a job because you decide that there are better ways to spend your time than being miserable every day. But logic never seems to work very well when a person is feeling out of sorts.

The educator may get a foot in the door more quickly by recounting some personal experience than by using logic. The experience need not be similar in setting but should focus on the fact that the educator didn't function up to self-proclaimed standards or that the setting itself was less than anticipated. Counselors call this technique self-disclosure. Basically it draws educators closer to the student's world and makes them more approachable. It gives students a chance to see that their expectations are unrealistic.

Self-disclosure not only will initiate discussion between the educator and the student but also will develop some semblance of trust. Trust, of course, is the key ingredient in any substantial relationship, and interpersonal relationships may be the overriding reason many students opt to join service-learning programs.

From self-disclosure the educator may begin to focus on expectations. Most students who want to do community service have high expectations. Tommy, of course, hoped to play the role of helper and healer. Though his intentions were admirable, he had failed to consider the fact that health care personnel do not always make the pain go away. This failure to consider possibilities or consequences is the same process that occurs for many of us when it comes to selecting a career. Initially, one believes that certain professions possess specific qualities, and it is only by experience that one learns about a career and personal likes and dislikes.

When dealing with expectations, the emphasis should be on helping students beome better acquainted with their own feelings. For instance, as the student speaks, the educator begins to detect feelings behind the words that are used. It

is appropriate to identify these feelings, to make a point of showing the student that the listener does indeed understand the speaker's shock and confusion. The educator strives for empathy. The student then begins to realize that his or her feelings are natural, not unusual, and that it is appropriate to express them.

As time passes, the educator will notice that conversations with the student are easier, not as stilted or filled with periods of silence. Rapport has been established, and perhaps it is time for a comment to someone like Tommy along the lines of, "You know, I can see you doing lots of different things in the future, but I don't suppose you will be working as a nurses' aid to pay your way through medical school."

This attempt at being humorous should break the ice, for humor is effective when anyone is reflecting on or is facing an anxiety-provoking situation. One must be sure, however, that attempts are spontaneous and natural; otherwise they may be interpreted as ridicule.

Encouraging a student to write about personal feelings or experiences—perhaps in a log—may be helpful. In *Therapy in Writing*, Alice Glarden Grand writes: "It may be said that because writing refines cognition, the writer becomes more capable of enjoying subtle experiences. Problem solving on paper becomes salutary as writers learn methods that can be applied to situations of daily living. Fluency in communication may facilitate equivalent gains in self-confidence. At a deeper level, writing enhances awareness; it helps individuals reorganize their inner selves; it contributes to personal integration and self-affirmation. And of course, writing has its cathartic effect; it supplies emotional release." Thus, the student and educator may want to discuss some of these things that have been written.

The educator must judge what degree of assistance to give students, depending upon whether they are high school or college students, dependent or self-reliant. Decisions must be based on experience and judgment, and the realization that a service-learning educator need not take responsibility for anything and everything. When an educator feels uncomfortable, it is usually wise to suggest that the student seek help from a counselor or psychologist, and to go as far as setting up an appointment.

Remember that too often students who wish to do community service perceive themselves as being capable of changing everything around them.

Preventive Measures

All organizations would like to be proactive rather than reactive to the problems they encounter. Some can achieve this, while others find it a virtual impossibility. Some of the following ideas may be useful in situations that are not impossible.

The use of peers in training has opened up new avenues for service-learning educators, especially since peers' comments are considered more often than an adult's instructions are. Present or past volunteers may assist in determining the levels of success some new ones are capable of attaining. Additionally, peer trainers can assist in realistically exaggerating the conditions under which most volunteer work occurs. This is a good technique because all too often students have some very naive and idealistic images of what is going to occur. A little exaggeration of difficulties is a sure-fire way of lessening the shock that usually occurs with first-time volunteers.

Emphasizing the task that one is to perform is another way to help novices overcome their initial shock. Focusing on performance during training sessions will assist many in preparing themselves for what is to come.

Emphasize the concept of withdrawal or failure in the program prior to placement. Here, again, peer trainers will be most helpful. Some are sure to have anecdotes about their own experiences. Remember that too often students who wish to do community service perceive themselves as being capable of changing everything around them. This perception oftens sets the student up for taking full responsibility for anything and everything. Research has shown that if prior to undertaking a task, individuals are given the opportunity to attribute the possibility of failure to the environment they will be placed in, or to imagine how a friend or peer would react to the setting they are about to go into, the stress reaction is less intense should failure occur. If this is to be effective, it must be done prior to the experience.

Keep an eye out for signs of stress. Any marked change in a student's behavior is something the educator should not ignore. Be sure to give students an opportunity to ventilate during the class sessions. If no response occurs initially, emphasize it a bit more with something exaggerated, such as, "You mean everyone here has the ideal setting, the kind of place you'd like to work in for the rest of your life." Comments like this certainly stir things up a bit.

It also may be advantageous to plan alternative courses of action for students who decide to withdraw from their initial assignment. This may be in the form of another less intense assignment in the same agency, or perhaps in a setting that is entirely different from the first one.

The world of community service can by physically and emotionally taxing. Some champion the opportunity to serve others while many begin to regret it. Suffice it to say that some of us like Brussels sprouts while others prefer cauliflower. Service-learning educators play a vital role in helping students determine what is most palatable to them.

Should an educator's attempts to assist a student like Tommy go beyond the educator's level of comfort and responsibility, it is not only expedient but also intelligent to seek assistance from a professional helper. After all, educators, too, can become disillusioned and perceive themselves as failures if they don't call for help when they need it. □

FIRE

Student firefighters answer almost 200 calls each year in rural Vermont.

by Alex Nagy

A siren sounds in the dorms. Students leap from their beds, don rubber coats and boots, and race to their posts on a 1957 pumper fire truck. With red lights flashing, the truck speeds to a burning barn on a farm in northern Vermont.

The 25-student volunteer firefighting unit from Saint Michael's College (SMC), Winooski, annually provides thousands of dollars worth of free fire protection to the campus and surrounding rural communities.

Each year the students answer about 170 calls. A former gas station, renovated by the students, serves as their station, and their two pieces of firefighting apparatus are a 1957 Ward La France pumper and a 1962 Hahn pumper fire truck. Fire chief Donald Sutton and his crew bought and rebuilt the latter in 1979.

When word of a fire comes in, the campus switchboard operator sounds a siren for those firefighters—men and women—who are not equipped with electronic pagers.

Alex Nagy was a senior professor in the journalism department of St. Michael's College, Winooski, Vermont, until last August, when he took a similar position at Middle Tennessee State University, Murfreesboro.

Student volunteer firefighters from St. Michael's College work in icy, smoke-filled air to put out fires in rural Vermont communities. The students turned an old gas station into a firehouse for their equipment, which they bought with funds they raised.

To become firefighters, students, who must be at least sophomores, serve a four-month probationary period while completing a 25-hour apprentice course. They then receive ongoing training with the Colchester Center Volunteer Fire Company and hold weekly drills.

Since the students provide year-round service, the college attempts to find jobs for them in Winooski so that they can remain on campus during the summer and on campus holidays.

The firefighting unit needs about $6,000 a year. Chief Sutton, SMC's director of safety and security, insists that students do the fundraising themselves. He believes that it provides a greater sense of accomplishment and results in better care of the equipment.

The student unit was established at Sutton's urging with a $4,500 subsidy from former college president Bernard L. Boutin, who wanted to get SMC students involved in community action programs.

To colleges planning to launch a similar service, Sutton gives this advice: "Go slow, don't be too ambitious and don't be discouraged. Look for dedicated people, students committed to helping others. Develop goals and objectives and be on the alert for good secondhand equipment." □

Service Calls

Developmentally Disabled Learn Basic Skills In Student-Run Class

Annandale-on-Hudson, New York—A woman in her seventies begins to read simple words for the first time. Another woman now keeps a personal journal in which she is able to write about her resentment for being sent to an institution.

Before students at Bard College, Annandale-on-Hudson, New York, began teaching basic skills to eight developmentally disabled women from a local group home, they were not able to read, write, or do simple math.

Since Bard has no education department, Community Outreach Coordinator Barbara Morgan drew upon her background in special education to conduct training and supply resource materials to the students when the project was first suggested more than two years ago by the campus baker, who also worked at the group home.

Though Morgan still supervises students' work, new volunteers generally pick up skills by observing the experienced ones for about six hours. Among the tools they learn to use are a phonetic system of teaching reading and a number line, a visual aid for simple mathematical calculations. While observing, students get a clear idea of whether they want to work with the adults and have a chance to try some teaching.

At the end of each semester Morgan evaluates the students, who come from departments as diverse as political science, history, and art. They receive two units of independent study credit if a term paper discussing the educational and personal value of their work, submitted with their evaluation from Morgan, meets the approval of an independent study committee made up of several department heads.

The basic skills class meets on campus once a week for about four hours. The on-campus location makes the women feel part of the college atmosphere and helps those at the college accept the adults as part of their community.

To maintain a constant level of student involvement, each semester students identify and involve peers who can maintain the project.

For further information, contact Barbara Morgan, Community Outreach Coordinator, The Bard College Center, Annandale-on-Hudson, New York 12504□

Students Organize Summer Activities In Rural Communities

Fargo, North Dakota—Every summer more than a score of college students fan out to small towns in North Dakota to work as 4-H community resource developers. Their goal is to start diverse programs for children in the towns, often against fairly intimidating odds. Working without sponsoring organizations or 4-H clubs in most cases, the students try to organize children into groups that will enjoy a range of recreation activities and decide collectively to add some community service projects.

"Most of these little towns have no summer parks program or organized recreation," says Pat Kennelly, the program's coordinator at the Cooperative Extension Service, North Dakota State University (NDSU), Fargo. "The students might have to walk down the street, rounding the kids up themselves, finding out who their friends are, and trying to generate support among the community leaders and adult population of the town."

Everything from muscular dystrophy fundraisers to nursing home visits to town cleanups has been organized by the college students, many of whom receive credit from their colleges or universities for their summertime activity. Most students receive stipends from the state 4-H office at NDSU. The Comprehensive Employment and Training Act (CETA) finances a few, and some towns help support the students.

The students come from North Dakota, Minnesota, and Nebraska to take a strenuous one-week training course at North Dakota State after spring classes end. During that week, an extension sociologist explains the complexity of small town power structures, an expert on volunteer programs teaches the students how to handle volunteers, various specialists tell how to manage the stress and pressure of the 10-week effort, and former participants answer questions and arouse enthusiasm.

Being enthusiastic is an indispensable prerequisite to getting the summer program going in some areas. A student organizing activities in the low-income housing areas of Fargo often faces either apathetic or hostile children *and* adults. In the rapidly changing coal development towns of Mercer County, students seeking to start activities for transient trailer camp residents find the people lack roots in or commitment to the community. The Sioux who live in towns like Cannonball and Solen have been organized before, sometimes with dubious results, and are wary about or indifferent to itinerant college students.

The success of this 4-H program has sprung from the energy and preparation of the students, and the strategy that they use. "With summer programs for youth, you've got to have a lot of recreation," says Kennelly. With recreation as the glue to hold the program together, student coordinators then guide the young people towards service activities. "Our coordinators encourage the kids to come up with constructive service activities, but they play it loose. If the kids get apathetic about an activity, the coordinators will probably drop it."

The young people with whom student coordinators work can be anywhere from six to 19, with the majority between nine

and 13. When the age span is great, coordinators divide them into groups. Older teenagers often function as assistant coordinators. In most cases the young people have not previously been in organized youth programs, let alone had the opportunity to participate in the planning and organization of community service.

One sign of the value of the program is that, in the summer of 1980, five towns paid at least partial support to ensure that the coordinators would come back.

North Dakota's summer program is made possible by the funds that, in every state, the U.S. Department of Agriculture allocates to 4-H for some form of community resource development.

To find out more about the North Dakota program, contact Pat Kennelly, State 4-H Office, 116 Morrill Hall, North Dakota State University of Agriculture and Applied Science, Fargo, North Dakota 58105. □

Yale Students Train Juveniles To Operate Bicycle Repair Shop

New Haven, Connecticut—With a crew of 12- to 14-year-old mechanics from Juvenile Hall supervised by students from Yale University, New Haven, the Dwight Hall Bike Shop builds a sense of responsibility in the boys who work there and gives the community inexpensive bike repairs.

Local probation officers refer the boys to the Yale students for training and supervision. In the basement of a college dorm, the boys repair bikes either two afternoons a week or all day Saturday. Their wages depend on the repair work they do.

Part of the Dwight Hall volunteer program at Yale (see "Yale's Summer Service Program," *Synergist*, Spring 1980, pp. 40-43; reprint number 199), the college students range from the casual weekend biker to the avid sportsman who takes the boys out on weekend tours. The more knowledgeable ones teach the others bike repair skills so all can help train the boys to fix anything from a broken spoke to faulty brakes. Once the boys learn the basics of repair, they are able to work independently—though the college students are always available in case a problem arises. The result is a price few customers can pass up—a complete overhaul runs about $10.

Four years ago two Yale students established the shop as a Saturday activity for boys from the New Haven Juvenile Detention Center. Despite a tripling since that time in the number of boys who participate, the shop still has a long waiting list of boys who live at home and are on probation.

Some of the boys remain to volunteer at the shop long after their probation time is up, serving as teachers to the newcomers. John Abelson, former student director of the shop, says that the boys have fun fixing the bikes but, more importantly, they return to the shop because it is their own special place.

At the Bike Shop, this boy learns a skill and performs a service.

City and campus police often bring into the shop bicycles for which they cannot identify the owner or which the owners have abandoned rather than try to repair. The boys fix them up and sell them at reasonable rates to the community—a system that helps pay the boys' salaries.

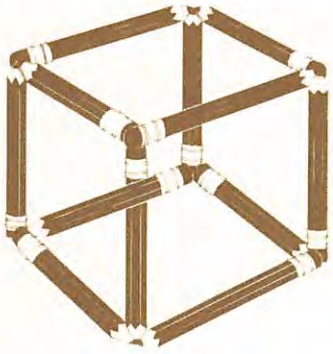
With business on the increase and many boys eager to work, Yale students plan to set up another branch of the shop in the community.

For further information about the project, contact Dwight Hall, 404A Yale Station, New Haven, Connecticut 06520; (203) 436-1480. □

Boys from juvenile hall repair bikes for the New Haven community at Yale's Dwight Hall Bike Shop.

For the Bookshelf

Loosening the Bonds of Illiteracy



Prisoners of Silence: Breaking the Bonds of Adult Illiteracy, by Jonathan Kozol (1980, 113 pp., $8.95, Continuum).

In *Prisoners of Silence* Jonathan Kozol proposes a massive national service-learning project to eradicate adult illiteracy in the United States. Linking illiteracy with economic and social problems that affect the entire population, Kozol quotes statistics indicating that some 23 million Americans 16 or older cannot read at all and another 30 million are unable to interpret a help wanted ad or instructions on a prescription bottle. Of these millions of adults (35 percent of the adult population), only two to four percent are being reached by current literacy programs. As a consequence, millions are unable to escape a lifetime of unemployment and low-paying jobs, of bad housing and poor health care, of discontent and humiliation, of dependency upon others or the state.

Kozol contends that what is needed is a community-based army of 5 million literacy workers, most of them high school and college students who have been released by their schools for a semester. Kozol sees students as the primary source of literacy workers because they are less restricted by financial and family responsibilities and possess both the energy and the zeal to take part in such a campaign.

Drawing on his experience as a teacher (described by him in *Death at an Early Age*), his study of the work of Brazilian educator Paulo Freire (author of *Pedagogy of the Oppressed),* and his research on Cuba's successful each-one-teach-one literacy campaign (published as *Children of the Revolution),* Kozol presents a plan that offers an intriguing challenge to advocates of service-learning. For a summer and a semester (and preferably a follow-up summer) students and assorted other volunteers would live and work in neighborhood literacy houses located where the need is greatest.

After a brief training course in methodology and a grounding in the basic philosophy of viewing literacy as a key to overcoming individual and national economic and social problems, the volunteers would begin their task by talking to their neighbors, by learning the needs of the community, by allowing those being taught to have a major role in determining both the content and method of instruction.

Initially the teacher focuses on what Kozol calls active words, those that the teacher and learner use to explore together the dreams and longings that "exist already in the consciousness of even the most broken and seemingly silent of the poor." The theory—put successfully into practice in adult literacy programs in Brazil and Cuba—is that new readers learn the words that are most important to them, and from this they progress rapidly, attaining functional literacy within six months. Volunteers return the next summer to provide further assistance.

Kozol suggests that support for the program could come from both public and private sources, for both the public and private sectors stand to benefit from the results. For example, potential sponsors may come from employers who lament the lack of skilled clerical workers, from the insurance companies that pay out millions for claims because injured workers could not read instructions, from taxpayers financing unemployment and welfare programs, from those concerned about the rate of crime (the highest rate of illiteracy is among the incarcerated), and from those who market the written word.

Even with such sponsors, how could such a plan be implemented? Kozol acknowledges that the federal government is not likely to initiate the full-scale program that he advocates. He believes, however, that the program could start on a local basis. He cites several local examples—including high school and college service-learning programs—that offer partial models. To a great extent, his book is a challenge to service-learning educators to be among those local initiators. □

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 that may occur without notice. If no price is listed, the publication is available free of charge.

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

In Brief...

Building the Collaborative Community: Mobilizing Citizens for Action, by Eva Schindler-Rainman and Ronald Lippitt (1980, 164 pp., $8, Regents-UC, University of California, Riverside, California 92521).

This how-to book describes ways for communities to improve the quality of life and increase cooperation among agencies and community groups, lists materials for people who want to organize in cooperation with other groups, and outlines basic theory of intervention in such large systems as cities, states, national organizations, and intergroup coalitions.

Careers in Motion: A Handbook for Starting a Work Experience Program for Middle School Students, by Julie Grantz and Joetta Tenison-Scott (1980, 60 pp., $5, The Switching Yard, Youth Division of the Volunteer Bureau of Marin County, 1022 Sir Francis Drake Boulevard, San Anselmo, California 94960).

In describing how to use the community as a resource for students to explore personal or career interests while contributing to the community, this publication explains how to get grants, school board acceptance, community publicity, and proper staffing for a program. Content includes such sample materials as sponsor orientation letters, student interest inventories, job forms, and evaluation forms.

Condominium Conversion Controls: Urban Consortium Information Bulletin (1980, 77 pp., $3.75, Stock Number 023-000-00566-2, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402).

A publication of the Community and Development Task Force of the Urban Consortium, the *Bulletin* provides an analysis of the major issues and key factors relating to condominium conversion, addressing the specific problems of consumer protection, tenants' rights, displacement, and current approaches to these problems.

Designing Rehab Programs: A Local Government Guidebook (1980, 537 pp., $5.50, Stock Number 023-000-00580, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402).

Prepared by the National Association of Housing and Redevelopment, this manual describes and analyzes the typical ways in which local housing rehabilitation programs have been designed and operated.

Good Works, A Guide to Social Change Careers, edited by Karen Aptakin (1980, 289 pp., $22.50, Center for Study of Responsive Law, Department F, P.O. Box 19367, Washington, D.C. 20036).

Opening with profiles of individuals working in social change careers, *Good Works* gives in-depth descriptions of organizations that deal with social change issues. The descriptions include agency purposes, funding sources, issues, projects, staff, salaries, openings each year, location, contact address, and policies on acceptance of interns and volunteers.

Developed by the Center for Study of Responsive Law, this guide provides students with an idea of what job opportunities may be available in the social change fields upon graduation from college.

A free checklist on how to appraise and improve college career placement services for careers in the public interest is also available to those who send a self-addressed, stamped envelope to the Center with their request.

Grassroots Administration, by Robert Clifton and Alan Dahms (1980, 195 pp., $8.95, Brooks/Cole Publishing Company, Monterey, California 93940).

Written for novice administrators or students interested in the organizational problems of grassroots groups, this book covers a broad range of skills needed to run a small community-based social service agency.

The introduction defines community service agencies and explains who runs them, where they receive funding, who the clientele are, and how agencies develop.

The first section discusses program and resource development, i.e. how to develop a good idea, test it, research it, make initial contacts with funding agencies, write a formal proposal, and evaluate the program. The second section covers how to use written materials to develop strong communications within the agency and with the media.

The third section describes how to set up a volunteer program and an agency governing board, and the fourth examines the internal and external politics of agency survival. The last section deals with the dynamics of staff survival, including styles of leadership and the emotional needs of staff members.

A Guide to Documenting a Local Program (1979, 21 pp., E. Dollie Wolverton, Children's Bureau, Department of Health and Human Services, P.O. Box 1182, Washington, D.C. 20013).

A tool for those involved in the delivery of service to children and youth, this how-to guide is designed for those who wish to document their program in a thorough and standardized way. The purposes of such documentation include evaluating the current standing of an organization and encouraging other agencies, organizations, and institutions to learn, adapt, and implement program ideas that have been proven successful.

High School Volunteer Project Kit (1980, $175, Order #C59/$175, VOLUNTEER, The National Center for Citizen Involvement, P.O. Box 4179, Boulder, Colorado 80306).

The *Kit* consists of an implementation handbook, curriculum materials, evaluation materials, student resources, and two books for use in a course developed by VOLUNTEER over three years of the High School Volunteer Project. Funded by W. K. Kellogg Foundation, the Project tested a community team approach to a high school course in community volunteer leadership. Thirty communities with some 3,400 students took part.

The handbook describes the general philosophy and methods of implementation of the one-semester course, which is based on cooperation of the high school, a community volunteer placement agency (such as a Voluntary Action Center), and a resource organization (such as Kiwanis).

In the first three weeks of the course, the students meet daily (preferably the last period of the day), cover the first three units (Who Is a Volunteer?, Getting Involved, and Group Reflection), and select their volunteer placement. In weeks four through nine, students meet Monday, Wednesday, and Friday to discuss their placements and cover most of the remaining six units (A Map of Volunteer Country, Economics and Volunteering, A Tradition of Caring and Sharing, Volunteering Around the World, Volunteering and Career Preparation, Working for What You Believe In: The Advocacy Volunteer). Tuesdays and Thursdays (or at night or on weekends) students work in a social service setting.

Each unit includes objectives, discussion ideas, and activities. Most also suggest readings for students and resources for teachers. As the units are being taught, students also may read from four resource kits: Tutoring, Working With the Elderly, Working with Young Children, and Special People (blind, deaf, emotionally impaired, physically handicapped, mentally retarded).

VOLUNTEER recommends that during the last half of the course students come to class on Wednesdays for group reflection and spend the other four days at the volunteer site.

VOLUNTEER also offers technical assistance for starting the course on a for-fee basis or through a Resource Associate membership.

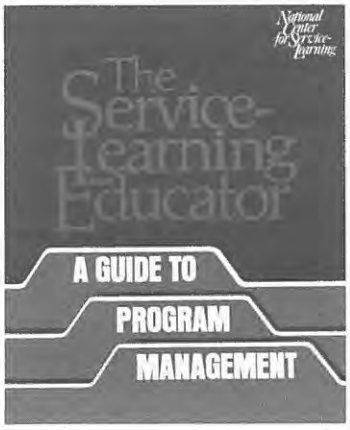
The 1980-81 Occupational Outlook Handbook (1980, 782 pp., $11, Stock Number 029-001-02325-1, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402).

Published every two years, the *Handbook* includes comprehensive and nontechnical job information on approximately 850 white collar, blue collar, and service occupations in 35 major industries. Information includes the skills needed in each occupation, places of employment, education and training requirements, employment outlook for the next decade, earnings, and working conditions.

Rape: Guidelines for a Community Response (1980, 296 pp., $7, Stock Number 027-000-00886-1, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402).

This resource includes information on victim services, rape crisis centers, criminal justice response, medical service response programs, and costs. It also discusses program development and potential pitfalls.

NCSL Publications



The following NCSL publications may be obtained by writing ACTION/NCSL, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525 or by calling (800) 424-8580, extension 89, a toll-free number.

- *Evaluating Service-Learning Programs* (1975, 65 pp.). A guide for coordinators on designing and implementing evaluations.
- *High School Courses with Volunteer Components* (1974, 167 pp.). Twelve case studies for high school faculty designing courses with a service-learning component.
- *High School Student Volunteers* (1972, 60 pp.). A basic manual for secondary school educators on conceiving and implementing service-learning programs.
- *It's Your Move* (1976, 51 pp.). A guide for community groups working with student volunteers.
- *Planning by Objectives* (1980, 80 pp.). A manual for educators on planning and implementing service-learning programs.
- *The Service-Learning Educator: A Guide to Program Management* (1979, 110 pp.). A manual primarily for post-secondary educators on the functions of service-learning programs and resources to use in carrying out these functions.
- *Service-Learning: A Guide for College Students* (1980, 110 pp.). A desk reference for college students interested in enriching their education with community service activities.

More than 200 reprints of *Synergist* articles also are available free from NCSL. For a full listing, request the 1971-80 Index, reprint 215. □

et al.

This column is devoted primarily to news from associations, public interest groups, and organizations concerned with community service and experiential education. Members of such groups may submit information on meetings, publications, training, and any activities of importance to service-learning educators.

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

The **Association of Experiential Education (AEE)** will hold its ninth annual conference October 1-4 in Toronto. Preconference events will be September 27-30. Accommodations will range from tents to luxury hotels.

Special interest groups—which include teacher training, classroom teachers, and urban programs—are playing an important role in the planning of presentations at the 1981 conference.

Attendance at the 1980 conference near Santa Fe was approximately 750.

For additional information on the conference, contact Roy Gordon, 58 Shellamwood Trail, Agincourt, Ontario M1S 2M8, Canada.

The **Association of Volunteer Bureaus, Inc.** has issued *Standards and Guidelines for the Field of Volunteerism* ($6), a how-to book for facilitating effective management of volunteer programs.

For more information contact the Association of Volunteer Bureaus, Inc., 801 North Fairfax Street, Alexandria, Virginia 22314; (703) 836-7100.

The **Council for the Advancement of Experiential Learning (CAEL)** will hold its national assembly November 16-18 at the Jack Tar Hotel in San Francisco. For information, contact Diana Bamford-Rees, CAEL, Lakefront North, Suite 300, Columbia, Maryland 21044; (301) 997-3535.

CAEL is cooperating with **NCSL,** the **Cooperative Education Association,** and the **National Society for Internships and Experiential Education** to provide a series of 24 regional workshops for college and university faculty and staff involved in experiential learning programs.

Training faculty in the basic skills and knowledge needed for quality, cost-effective programs, the workshops feature as trainers nationally recognized educators. Participants receive copies of recent significant publications.

For information about the workshops, contact the project director, Tom Little, CAEL Regional Manager, Virginia Internship Program, Virginia State College, Box 69, Petersburg, Virginia; (804) 520-6519.

The **Four-One-One** company produces *Green Sheets* that contain listings of resource organizations providing information and/or technical assistance to voluntary action organizations and of publications providing how-to advice for volunteers and program administrators. For information on subscriptions ($31.50 a year), write to Four-One-One, 7304 Beverly Street, Annandale, Virginia 22003.

The **National Society for Internships and Experiential Education (NSIEE)** is developing a postsecondary Peer Assistance Network in Experiential Learning (PANEL) for service-learning and other experiential educators. Collaborating in the effort are AEE, CAEL, the Cooperative Education Association, and NCSL.

Beginning in April PANEL will have a toll-free telephone service that will provide inquirers—who need not be affiliated with any of the sponsoring groups—with the names of at least two nearby practitioners who may be able to assist with their specific problems. Callers also may request low-cost resource materials. PANEL will continue to expand its list of educators who are willing to be resources.

NSIEE received a three-part grant from the Fund for the Improvement of Postsecondary Education to develop the program.

For additional information, contact Jane Kendall or Parker Foley, NSIEE, 1735 I Street, N.W., Suite 601, Washington, D.C. 20006; (202) 331-1516.

NSIEE will hold it tenth annual meeting October 15-17 at Wentworth by-the-Sea, Portsmouth, New Hampshire. The theme will be Principles of Good Practice in Experiential Education. To obtain the conference brochure and registration forms, write to NSIEE, 1735 I Street, N.W., Suite 601, Washington, D.C. 20006.

The **Voluntary Action Resource Centre** (1625 W. 8th Avenue, Vancouver, British Columbia, V6J 1T9, Canada; 604-731-6168) supports voluntary organizations and volunteer programs through workshops, consultation, and materials, including the following publications: *Volunteers: How To Find Them . . . How To Keep Them* (1977, 73 pp., $4), *Volunteer Coordinator's Handbook* (1977, 167 pp., $7.50), and *A Resource Kit For Starting A Volunteer Centre* (1980, 21 pp., $3.50).

VOLUNTEER: The National Center for Citizen Involvement, has received a three-year $419,494 grant from the W. K. Kellogg Foundation to develop a program entitled Citizen Volunteer Involvement for Physically Disabled Youth. This service-learning program is designed to assist physically disabled student volunteers in developing attitudes and skills that will help prepare them to live independently.

Four groups will take part in the pilot project. They are: Boston School for the Deaf, Randolph, Massachusetts; Volunteer Center, Dallas; Volunteer Services of Greater Kalamazoo (Michigan); and the Michigan School for the Blind, Lansing. The disabled persons will serve in local human service agencies.

For additional information, contact Ann Harris, Director of Education, VOLUNTEER, P.O. Box 4179, Boulder, Colorado 80306. □

Guidelines for Synergist Contributors

Synergist welcomes contributions from faculty, administrators, students, agency staff members, or anyone else involved in student volunteer and service-learning programs. Contributions include articles, information for regular features, and suggestions of topics and authors.

As a technical assistance journal published by the National Center for Service-Learning (NCSL) primarily for secondary and postsecondary service-learning educators, *Synergist* seeks articles that

- Share new ideas that service-learning programs may replicate or adapt;
- Recognize students' efforts in working with the poor and disadvantaged;
- Provide specific technical assistance in designing, managing, evaluating, and promoting service-learning programs;
- Show the relationship of service-learning to other education and social action programs;
- Stimulate consideration of the philosophical bases of service-learning.

Those who wish to submit articles should write one-page letters in which they summarize the topic they wish to cover, explain how readers could use the material, state their qualifications for writing the article, and tell what photos or other illustrative materials are available. Writers also should give their phone numbers and the best times to call them to discuss their articles.

If the proposed article fits *Synergist*'s current needs, the editor may request additional information and a detailed outline. An article is assigned only after the Center has approved the content and approach indicated in the outline.

Articles may range in length from 800 to 5,000 words, depending on the content. As most of the readers are educators with many professional publications competing for their attention, articles not only must offer new information and ideas but also capture their interest quickly and present points of view concisely and clearly. Charts, tables, or other illustrative materials should appeal to the eye as well as the intellect. Candid black and white photos (preferably 8 × 10 glossies) must be properly exposed and well printed.

In submitting an article, writers should use standard manuscript format: 25 double-spaced lines of approximately 50 characters typed on one side of white 8 × 11 paper. Place the author's last name in the upper left-hand corner of each page; the page number, in the upper right-hand corner. On a separate sheet should be a one-paragraph professional biography of the author.

As the content of each issue generally is planned at least eight months in advance of publication, writers should submit ideas for articles as early as possible.

Synergist requests that readers assist in planning content by suggesting topics and authors.

Published three times a year (Fall, Winter, Spring), *Synergist* is distributed to almost 30,000 readers in the United States and 57 other countries. □

Send contributions to:
***Synergist*, ACTION/National Center for Service-Learning, Room 1106, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.**

Wanted

Synergist requests readers' assistance in planning and preparing articles on the following:

- Conducting research on the effects of service-learning programs on students, the community, and the school;
- Linking outdoor education to community service;
- Integrating community service into junior high school social studies;
- Identifying the most urgent needs of the community;
- Rewriting curriculums for required courses to incorporate service-learning;
- Combining the resources of high school and college student volunteers;
- Developing service-learning programs for part-time students.

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