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ABSTRACT

Intended as a guide for those groups who use student volunteers, this manual presents possibilities and pitfalls in using student volunteers and illustrates these with case studies and examples. Ways and means of getting a student volunteer program started are discussed, and techniques for planning and developing the program are described. The responsibilities of groups who use volunteers are presented in relation to funding, orientation, training, supervision, and evaluation. The volunteer program is seen as providing benefits to the students as well as to the community. The final chapter in the manual presents a survey of projects, operational or in planning, that are concerned with education, employment training and opportunities, economic assistance, environment and ecology, community organization, work with children, community health, correctional institutions, housing, and miscellaneous services. Four appendixes provide a short announcement for use in alerting the community to the possibilities of student volunteering, a sample volunteer evaluation form, a sample contract form, and questions for agencies using student volunteers. (DB)

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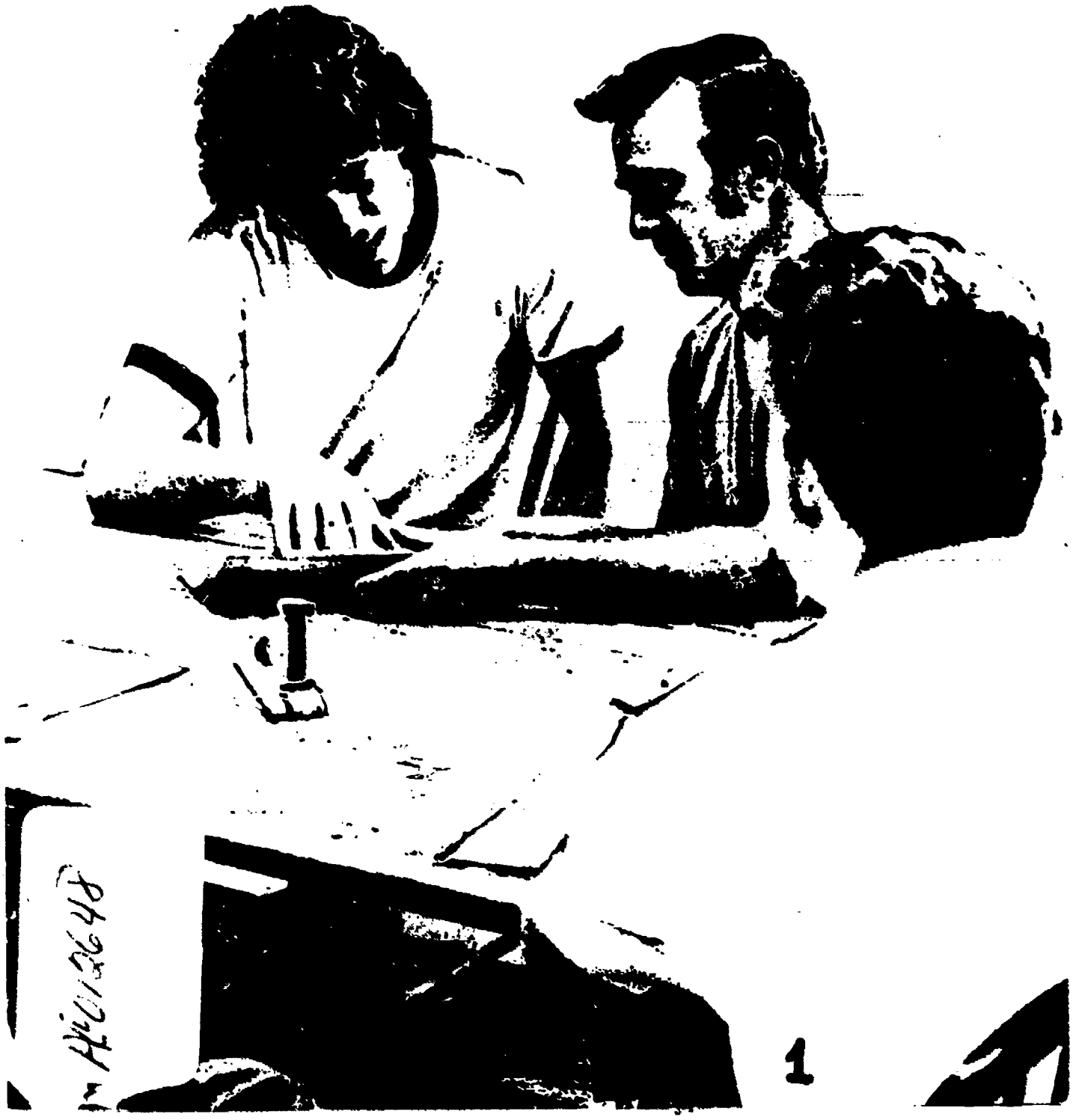
student volunteers



ACTION

[illegible] WASHINGTON, D.C. 20525

Part-time student volunteers are a valuable resource. They bring additional manpower to communities as well as refreshing ideas and new approaches to solving social problems.

Currently students are serving as volunteers in a variety of community agencies from orphanages to homes for the aged; from Head-Start programs to Adult GED projects; in all types of institutions for the ill, the handicapped, the emotionally disturbed; in elementary and secondary schools, prisons and homes for juvenile offenders; and in community-initiated anti-poverty and public interest projects including legal service programs, neighborhood health clinics and tenants associations.

One of my hopes for ACTION is that we will be able to play a role in helping community groups and local agencies make increasingly better use of volunteer manpower.

This manual, one of a series dealing with various aspects of student volunteer programs, has thus been designed to help community organizations avail themselves of the talents, energies and abilities of student volunteers.

Joseph H. Blatchford
Director

introduction

This manual is written as a guide to those groups or agencies who may use student volunteers. Whether you are a professional employed by a large, public institution, or a private citizen involved in community organization, this manual may contain suggestions of immense value. At present, the volunteer movement is one of the most dynamic forces within our society. As we point out in Chapter I, students are moving into an increasing variety of volunteer projects, and they are serving with unparalleled effectiveness.

In the past ten years a wealth of experience in how to use volunteers productively has been gained. The succeeding chapters of this manual condense that experience into concrete guidelines that may be helpful to you in the planning and implementation of programs. The manual is illustrated throughout with specific examples and case studies taken from programs now in operation across the country. Though the names and places have been kept anonymous, the successes (or failures) portrayed are very real. We hope that you will find this a useful guide in your own work with student volunteers.

a manual for communities

student volunteers

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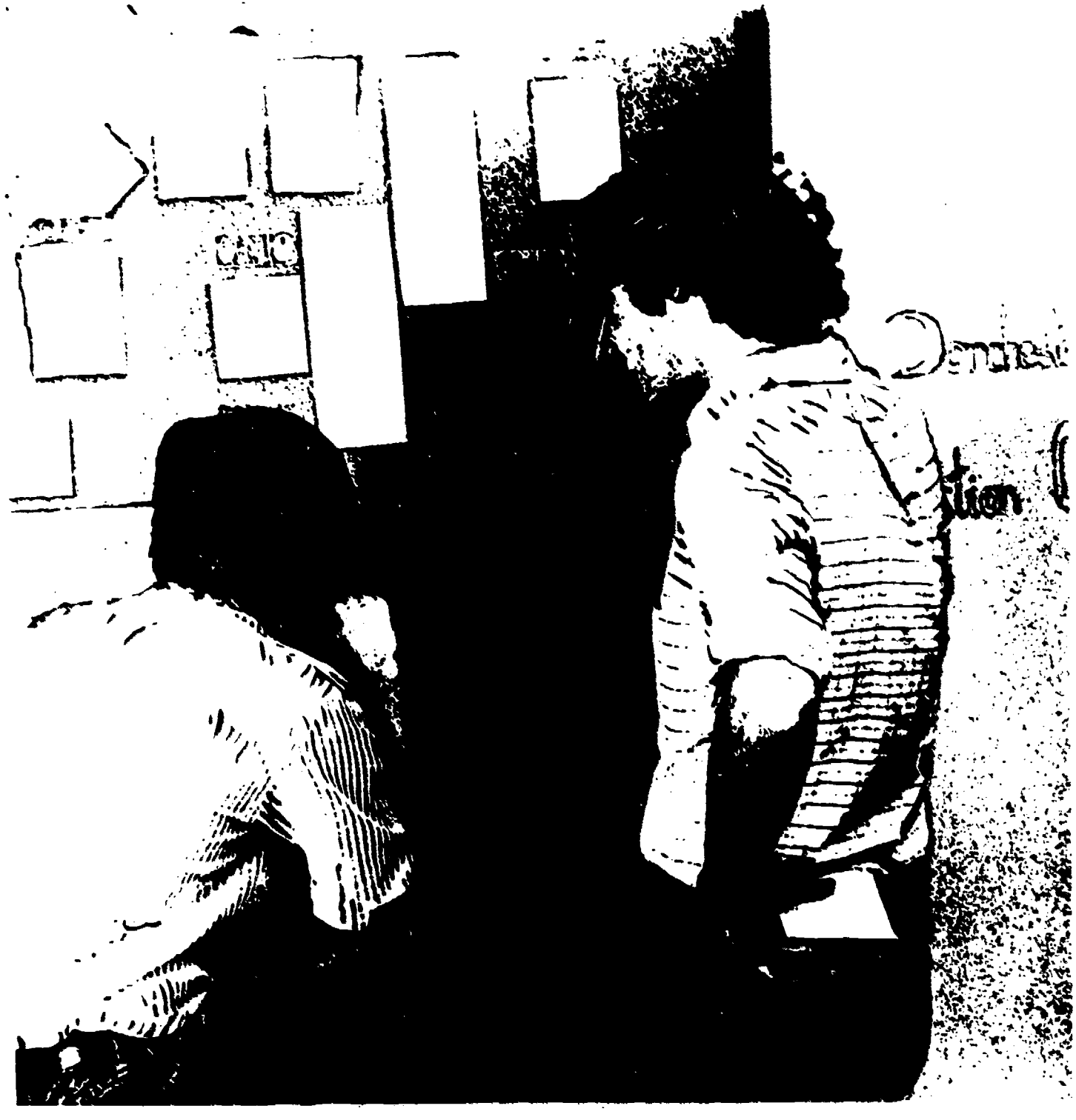


1 possibilities

Riot! Protest! Confrontation! . . . In recent years a new student activism has come into being. The news media have been filled with the sights and sounds of the latest demonstrations. All too often we have heard the cries of violence. We have seen bloodshed and turmoil as communities are torn by conflict.

For all the shouting, however, we often miss a far more important characteristic of this generation. All across the country, in every region, in major universities and small colleges, a steady and deepening interest in community affairs is emerging. Everywhere students are becoming involved in the world beyond the campus. Through community agencies (public and private) and citizen groups of all kinds, they are sharing in the struggle for a more just society.

Beyond the talk about confronting the "system," there is a growing awareness that real change can only be achieved by working with community people with those groups and agencies that are concerned with solving our fundamental social problems. Even among the more radical students, there is an increasing distrust of rhetoric and a willingness to work with groups that are attempting to make life more livable in our cities, in areas of rural poverty, and at points of crisis throughout our society. Beyond the polarization that has been so highly publicized, there is a new sense of partnership between the students and other groups of citizens both inside and out of the established institutions.

In a major Eastern metropolis, students work alongside neighborhood people to staff a community center. Teamed with doctors and lawyers, auto mechanics and welfare mothers, they provide the volunteer support that is necessary to keep several projects in operation. When recent funding cuts threatened the continued existence of the center, the students were able to recruit the volunteer services of professional people from the community. Consequently, despite a 25 percent cut in its operating budget, the center is still able to provide a full range of services.

From a university in the Deep South, students go out with county social workers and sometimes make home visits themselves. They contact area businesses on employment opportunities; they assume administrative functions in the welfare office. As a result of this help, professional services have been extended to several families that had previously been unable to secure the assistance to which they were entitled by law.

In a town in the Far West, university students have joined with a group of businessmen and neighborhood people to form the Sandwell

Avenue Project, a non profit corporation that has secured funding to renovate several apartment houses in a declining urban neighborhood. Students majoring in business administration helped draft the original funding proposal; others worked with parents and children in the area to start a community school. A tenants' association was formed to administer the apartment complex. For the first time, the residents of the community are taking control of their own homes, and are providing remedial education, recreation, arts and crafts for their own children.

One student reports that his involvement in this project was the most valuable experience in his four years at college. "Like many of my classmates," he writes, "I signed up for the volunteer program because I wanted to 'help the poor.' We began a tutoring program for children but found that our effort was frustrating as long as we could not affect the neighborhood in a more significant way. For all our effort, the schools, the housing, the unemployment did not change. But when we began working with the Sandwell Project and combined our efforts with those of other concerned citizens, we were able to see real results."

These examples, and several of the others described in this manual, illustrate a very hopeful trend in student volunteering. In the past ten years, as the number of volunteers has swelled from a few thousand to almost a half million, the quality of volunteer programs has also improved. As the Sandwell Avenue Project illustrates, many students recognize that an involvement deeper than one-to-one tutoring is often necessary. They realize that while acts of "charity" may be helpful and even necessary in specific situations, the individual cannot break by himself the vicious cycle of poverty and change the conditions that lead to it.

Faced by the limits of individual charity, many students turned in the mid 1960's to the tactic of confrontation. Where there was poverty, prejudice, or injustice, they thought it was only necessary to isolate the power structure, mark out the guilty institutions, and focus public anger against the parties responsible. These tactics of non-violent protest were developed and refined during the decade, and they achieved a measure of success in the civil rights and anti-poverty legislation of that period. But confrontation also has its limits.

While the new tactics sometimes forced changes that were long overdue, it also fueled the fires of backlash and resentment. The students also found that they were carrying on their struggle above the heads of the very people they intended to help. Confrontation, like charity, proved to be an activity of the privileged few, and severely limited in its results because it did not involve community people in the process of change that directly affected them. Both Lady Bountiful with her Christmas basket and the Radical with his placard failed to relate to local leadership —to local groups and agencies that could provide a base for significant and *lasting* change.

There is now a general awareness that change can best be achieved, not through charity and confrontation, but through the common effort of

various elements within a community. The students increasingly realize that they cannot "go it alone," but they still want to become involved and are searching for new ways to act. The idealism of the early Peace Corps and Vista is still a powerful motivation force, though it has been tempered by several years of experience.

Disappointed with programs that did not achieve lasting results, students have joined together to form volunteer councils and committees to coordinate their efforts in the community. They have often secured administrative and financial support from the universities. Today volunteer programs operate with a surprising degree of sophistication. Some have a full-time administrator of volunteer services and a staff of paid coordinators. The most extensive programs involve a centralized office, funding in the six figures, and a motor pool of vans and busses. Several universities fund their programs directly and give academic credit for volunteer work. More importantly, these projects are seen by students as an integral part of the education they receive.

The universities are increasingly aware that they cannot survive in a society that does not resolve its festering injustices. An education is not complete unless it includes an awareness of contemporary social problems. Student volunteering is seen more and more as a way of achieving just such an awareness. Not every university has the resources to finance and support an extensive program; not all would place such a high priority upon social action; but these ideas and programs do represent an important trend in higher education. They also open up a wide range of possibilities for local communities.

Given the broad experience of student volunteers and the deepening commitment of the institutions of higher learning, it is not surprising that the range of services provided by the students has also broadened dramatically. As we have suggested, the tutoring programs of the fifties have been supplemented by work with community groups in neighborhood centers, tenants' associations, and housing projects. Students are directly involved in social work, anti-poverty programs, education, legal services, health clinics, penal institutions—the whole range of social agencies, both public and private. They also work directly with individuals and citizens groups of all kinds; their efforts extend across the horizon of human need. From child care to geriatrics, from narcotics addiction to consumer education, ecology and population control—they are personally and deeply involved.

In one urban center, economics majors consult with citizens who would like to set up and run their own businesses. In a rural community, another group helps to secure funding and technical assistance so that tenant farmers can build and own their own homes.

In these and many other projects, student contribution is not limited to the menial tasks frequently assigned to "volunteers." They often perform services at a professional level. Right now students are assisting doctors and nurses, architects and urban planners, clergymen and educators, computer programmers and agriculturalists, often freeing these

professionals to act with greater effectiveness. In short, there is not a community, not an individual citizen, agency, program, or institution, that could not make effective use of student volunteers.

These, then, are some of the possibilities involved in working with students; however, there are some limits and liabilities involved as well. To tap the tremendous resource represented by the student community, you may find it helpful to draw upon the experience of the past to avoid certain pitfalls. Though students are one of our most valuable resources, they can be squandered and misused.

2 limits and liabilities

Having pointed out the possibilities involved in using student volunteers, we now turn to some common pitfalls you are likely to encounter. The chapter should *alert* you to the pitfalls, not discourage you from using volunteers. It should help you to avoid the mistakes and minimize the problems that others have experienced. Drawing from the lessons learned in programs across the country, we find that most of these problems can be resolved through careful forethought and planning.

Above and beyond all others are the problems resulting from a break in communication between an agency and the volunteers. The following brief case study illustrates the misunderstanding and conflict that can result when lines of communication fail.

The Redfield School Crisis

At the Redfield School for delinquent boys, a volunteer program operated successfully for several years. It was highly regarded by the students and by the administrators at this state institution. Recently, however, the chief warden began hearing complaints from the staff. Several of the delinquent boys, who were in a reading group led by college volunteers, refused to work in the school laundry as they had regularly done in fulfillment of their work requirement. The officer in charge of the laundry reported that their rebelliousness had been encouraged by the college students who felt that the work requirement was unjust. According to the officers, they had told the boys that the home was little better than a slave labor camp. One of the volunteers was quoted as having called the warden a "fascist pig." Finally, it was charged that the volunteers had brought marijuana into the school and were selling it to the boys.

When the Board of Directors heard these reports, it was decided to appoint a committee to review the charges and investigate the whole volunteer effort. The possibility of closing down the program entirely was suggested. At the time over a hundred volunteers from three area colleges were working at the school.

After a complete review by the special committee, it was discovered that two of the volunteers did feel that the reform school was being run in an oppressive way. They were angered by a discipline policy that put teen-age delinquents in solitary confinement for several days; they were discouraged when the staff insisted upon approving all the books that

were used in the reading groups; they felt confined by bureaucratic restrictions and an unfriendly attitude on the part of the school officials. Several meetings were held between the volunteers and the top officers of the home. As the conversations progressed, it became apparent that while some differences could be resolved, there were fundamental conflicts over the value of punishment and the basic principles of penology.

As a result of these meetings, the two students involved were sent back to their college for possible placement in another volunteer project. The Board also instituted orientation meetings at the beginning of each semester at which school personnel and the student volunteers share ideas and expectations. Both groups now report a greater appreciation of the other's position. The students discovered that many of the limits in the school program are the result of an extremely tight budget; and the school administration discovered that many of the second- and third-hand reports about the volunteers had been exaggerated. It was found, for example, that the marijuana had been brought in by one of the "house patients" at the school, and that he had used the college volunteers as a cover for his own profit.

The orientation meetings do not resolve all problems, but they do clear the way for an improved and expanded program. Now the consensus of opinion is that a mutual understanding exists between the school staff and the volunteers. Each group is aware of the other's needs and ideas, and each is more convinced than ever of the value of the volunteer effort. At its latest meeting the Board gave its unanimous approval to the continuation of the volunteer program.

This example illustrates the importance of a continuous communication between the volunteers and the agencies or people they serve. Where there was misunderstanding, it was exaggerated and blown out of proportion due to the lack of feed-back and discussion. An effective program was nearly destroyed simply because there was no opportunity to trade ideas and opinions. A program involving more than a hundred volunteers was threatened by a minority of two.

The problems at Redfield School have been reduced but they still threaten the effectiveness of many volunteer programs throughout the country. Too often it is assumed that volunteer programs "happen" automatically—that the volunteers can just be put to work in a project and then be forgotten or ignored. But that *laissez-faire* approach does not work, especially with students.

For one thing, students are particularly sensitive about being used by established institutions. They often bring to their work a sense of urgency; they want to achieve significant results quickly. If they are shunted aside to some unimportant, make-work activity, they are likely to resent it. Sometimes their notion of what can and should be accomplished will sound far-fetched and naive to the seasoned professional. But their hopefulness can be a source of creativity and dedication if it is allowed to express itself in significant action. At the Redfield School, the students were much better able to appreciate the deficiencies in the program when

they were honestly informed of the School's precarious financial condition, of the restrictions imposed by state law, of the manpower shortages and of personnel factors that affect any organization. As soon as the students felt that their concerns were heard and were shared by the school administration, they were able to identify with the warden and support his programs. Or (in the case of the two who felt that their differences were not resolved) they were able to be extricated from the program and sent back to their school for reassignment.

In addition to the problems that result from poor communication, there are those that involve faulty administration. Frequently the overworked administrator will allow his volunteer program to slide and often to deteriorate to the point where little is actually accomplished. For example, an anti-poverty agency in a large Midwestern city recently arranged for a group of two hundred college students to teach English and math at an evening program in a community school. The time put in by the volunteers was counted by the Federal Funding Agency as part of the city's share in the cost of the program. Continued funding of the project was contingent upon the contribution of the volunteers, but their tutoring was not considered an essential part of the community school program. Three nights each week they came from a local college, but they seldom met anyone associated with the school system.

In the beginning a large number of children turned out for the evening classes. As the year progressed, however, their numbers steadily declined. It soon became apparent to the college volunteers that no one was responsible for the program. There was no help with recruitment, no guidance with curriculum, no records kept on the progress of tutees, no follow-up evaluations made of their work. When student coordinators went to the director of the community schools to discuss these shortcomings, they were welcomed enthusiastically into his office and thanked for their "valuable effort." They were told that their work was deeply appreciated, that it was crucial to the survival of the program. When they asked whether they could be given administrative support and assistance, the official promised that he would "get someone right on it." It was later discovered that he did ask two teachers at the school to stop by occasionally to "see how the volunteer program was working out." One of the teachers dropped in one evening and noted that everything seemed to be running smoothly.

But, in fact, the college volunteers were deeply disillusioned. Many used their mid-term exams as an excuse for dropping out, and the numbers showing up declined steadily. After a year of negotiation with the program director, the students decided to terminate the project, and it ended with dissatisfaction on both sides. The students felt that they were used simply as statistics to support a funding request; the director of the program felt that the students were irresponsible and impatient—that they did not live up to their commitment.

This may or may not be an extreme example, but it illustrates the danger involved in taking volunteers for granted. They can add signifi-

cantly to a variety of programs but their work *must be supported* through careful planning, supervision and guidance. Though many students insist upon freedom and independence—and they do need the freedom to make responsible decisions—they also need support and encouragement. Like any other group they need to be treated as individual human beings. They have the same anxieties and needs as the rest of us; they want to feel that what they are doing is significant, that their ideas and feelings count. You must sometimes walk an extremely narrow line between allowing volunteers to run their own program and providing them with support and direction. In every instance an appropriate balance must be worked out through careful discussions with the people involved.

More practical and specific suggestions on how to set up and operate a volunteer program will be discussed in later chapters; here we only intend to communicate a sense of what it is like to work with students of this generation. An awareness of their needs and their strengths is one of the most important requirements in setting up an effective program. But it is also important to understand the special characteristics of the student community. Failure to do so can easily undermine even the best of programs.

Perhaps the greatest misunderstandings result from the public debate about the radicals, the generation gap, the counter-culture, and the new consciousness. We are saturated with opinions and prejudices on the subject, but any sweeping generalizations about youth culture are of little practical use in the actual conduct of a volunteer program. The generalizations tend to dissolve as soon as you begin to work with individual students. A student who barges in with long hair and an Indian head band may be as conservative and as cautious as any middle-aged school teacher. The student with a tie and sport jacket may be as unprincipled as a big-time racketeer. Hair style, labels, and theories about youth are misleading. The only way to find out what volunteers can produce is to put them to work and watch the results. If the program is well-planned and well-run, the clichés about what students are like will disappear behind their concrete achievements.

Another important fact to keep in mind is that four years can make a tremendous difference in the maturity and outlook of a student. The freshman, away from home for the first time, is quite a different person from the senior, who has had four years of independence. The latter is filled not only with new ideas, but with wide-ranging experiences: a summer working in a factory, a position of leadership on the campus, exposure to community problems. It may be necessary to limit some programs to upper-classmen; in other projects, freshmen and sophomores may work more effectively.

There are also several built-in limitations that should be considered as you plan for student volunteer programs. For one thing, be aware of their academic calendar. Most students not only spend three months away from the campus during the summer, but they also have long weekends, midterm vacations, and holiday breaks throughout the year. This inter-

mittent schedule can make it difficult to involve students in programs which require year-round participation and regular attendance. Furthermore, there are periods during the academic year when exams or papers fall due, and students are unusually hard-pressed for time. During these critical periods they may be tempted to spent less time on their volunteer projects and more time with their books. Such factors must be considered in the initial planning stages of a program, and you must decide whether to alter your schedule to meet that of the students, or whether you will require them to make a firm commitment of time before they begin. This problem of scheduling should not discourage you from using student volunteers, but do not forget to consider it when you set up your calendar.

Sometimes an apparent liability can be an advantage. For example, in working with mentally retarded children at a state hospital, several university students we know were dissatisfied that they could not become more intimately involved. Believing that a close relationship with the children would contribute to the therapy, they asked the staff psychiatrist for an intensified schedule. Some of the students expressed an interest in spending their summer at the hospital; they wanted to continue their work year round. The psychiatrist pointed out, however, that a close relationship with many of the children would be detrimental. It would build up a dependency on the "big brothers" and eventually, when the volunteers could no longer visit the hospital, the break in the relationship could be devastating to the child. In this case, the irregular schedule of the students proved to be preferable to a more regular one.

There are other programs in which a student's life style and schedule make his participation particularly appropriate. In community centers, emergency service teams and hot lines, students can often volunteer for time slots during the day or late at night when adults are occupied with their jobs or families. Students also work well in programs for children. They are close enough in age to establish a natural rapport, but old enough to bring fresh experience and knowledge to the encounter. Frequently their are eager to work with people of differing cultures, race or economic background. Students are often open to new people and new experiences, and not tied in to the perspectives of their own past.

This openness can be deceiving, however. Especially in interracial projects it is important to be alert to a hidden racism. The bright-eyed student who comes rushing in to "help somebody" may be motivated out of a thinly disguised guilt. He may talk a good line, but project a demeaning paternalism to the minority people he works with. Student idealism can be a compound of naïveté and innocence, guilt and compassion, self doubt and genuine concern. It would take a psychiatrist to sort out the mixture of motives in many cases. As a person responsible for working with students, you cannot possibly sort out these motives, or restrict programs only to those students who meet an exceptional standard of maturity. But you can be aware of the more obvious problems, and in some instances you may have to direct certain students toward tasks that do not involve delicate interpersonal relations. We do not recommend

playing amateur psychiatrist, but try to be aware of the more obvious signs of destructive behavior, and be prepared to deal with them intelligently.

A final area of potential misunderstanding concerns the question of social change. While only a small minority of students are radical in the sense of actually working for the overthrow of the government and the major institutions of our society, some may be radical enough to work deliberately against the policies of the agency or group with which they are associated. Sometimes the conflict can bring about needed change. Other times, as in the case with the two students at the Redfield School, the conflict is destructive and causes considerable trouble for an administrator or community leader who is trying to run a program. In your own case, do not be hasty in deciding that conflict is destructive. Most creative students have real doubts about the viability of our institutions. You may expect hard-hitting questions and criticisms from them, but do not be intimidated. Students have been known to articulate a radical line and attack a program or institution ruthlessly as a way of testing its leadership. What they often respect most is a straightforward expression of your purpose, a frankness in dealing with your problems and a willingness to listen to differing opinions. Moreover, students may come up with criticisms and suggestions that sound offensive at first, but prove to be a valuable basis for change. It is important to "tune in" to what they are saying. Your openness and sensitivity may help to break down barriers that separate you from the volunteers, and what you hear may improve your agency.

In sum, working with student volunteers is not simple. It is not easy. They present a peculiar set of challenges. But where they are used effectively, the possibilities can lead to important and needful change.

3 exploring the field

Having sketched out the possibilities and the limits of students volunteering, we will now discuss the ways and means of getting started. How can you, as a member of a citizen group or public agency, contact the students? How can you break through the barriers that separate town and gown and begin tapping the considerable resources of the student community?

The first step must be to determine whether or not there are volunteer programs already in operation. Do agencies or groups in your community now use student volunteers? If so, you should locate the person on campus who is responsible for their work. If he is a student who has simply organized a group of friends on an informal basis, a phone call, letter, or perhaps a personal visit may put you in touch with other students with similar interests. At the same time you should probably contact the Dean of Students or an appropriate officer responsible for student affairs. Let him know of your interest. He may be able to refer you to a faculty member or administrator who will work with students in setting up a program. The best volunteer programs usually combine student manpower and leadership with support from both faculty and administration. At many universities a formal volunteer program will already have been set up. If this is the case, its central office should be in touch with all elements of the University. It should help you find the resources you need on campus, and deploy students to your agency. You should begin discussions with this office to determine whether or not volunteers can answer your needs.

Don't be discouraged, however, if there is no formal program in operation at the University in your area. Your request may well be the catalyst that gets one started. If your first telephone call does not produce results, write a letter to the President's office. It will almost certainly be answered, perhaps by an officer in charge of community relations. University personnel are increasingly sensitive about their relationship with the local community. If you have a legitimate need and can use volunteers you should expect at least an initial hearing.

If you receive no response, try the University's Office of Public Information. Look at the general catalogue, hand book, or other publications that list student activities. You might try calling the University's central telephone exchange and asking for any group on campus that does volunteer work, such as a fraternity or religious group. You could place a small ad in the student newspaper or on the student radio. A poster or

flyer may attract some inquiries. In most cases these tactics will not be necessary; we mention them only by way of emphasizing the variety of ways you might use to approach the University. And remember: on every campus in the country there are students who will want to volunteer if they are only exposed to the opportunity.

Once you have made the initial contact, invite representatives from the University to visit your agency or project. Discuss with them the full range of your program, your current needs and your long range objectives. During this conversation the students may have their own suggestions on how they can be of use to you. You may be surprised by the possibilities that come up in this first meeting.

From your point of view, the main objective of this first meeting should be to determine what resources and talents the students are prepared to contribute. How aware are they of the responsibilities involved in coordinating a volunteer effort? Do they have previous experience in working with an agency or group such as yours? Are they already organized to supply and coordinate a volunteer effort? The extent of their experience in the volunteer field should be fairly easy to determine. You should also be able to determine to some extent how well you and they will be able to work together. Simply getting acquainted with each other is an important aspect of this first meeting.

Perhaps the most important single factor in the success or failure of a project is the viability of the relationship that you work out with the students. At a second meeting, therefore, you should get down to hard facts. Do they expect simply to show up on a Monday evening and go to work? Are they aware of the importance of orientation, training and supervision? What arrangements have they in mind for recruiting volunteers and for providing transportation, evaluation and follow-through from year to year? The answers to these questions will indicate the kind of relationship you may expect to have with the volunteers. It is extremely important to work out a clear understanding of which responsibilities are to be assumed by your group and which are to be assumed by the students. For this reason, it may be helpful at this point in our discussion to review several of the more common kinds of relationship that can exist between community groups and student volunteers.

The most simple kind of relationship (and the least satisfactory) is one in which you assume all the responsibilities yourself. You contact and recruit the students, you train them, you supervise them and you direct their work. Many community agencies use this method, and where there is no volunteer agency on campus, it may be necessary to begin on this basis. But there are real disadvantages that you should also recognize from the outset. The students you recruit in one year may lose interest, and the next year you will have to begin from the ground up. You will have to recruit and train a new supply of students; you will have no way of assuring the continuity of your program; you will not be able to stay in touch with (or even be aware of) the full range of resources represented on the campus. You will have more control over the program, but past

experience with college volunteers shows that when they are not involved in some way in the planning and direction of their activities, their participation is short-lived and irregular.

If there are no other options and you have to start from the ground floor, encourage the students to organize a formal volunteer program for themselves on campus. This organization can do its own recruiting and advertise your needs. It can elect leaders and insure the continuity of a program from year to year. It may also have visibility within the University and attract more interest than you could alone. In fact, students with a volunteer program may be able to gain official recognition from the University. Their activities might then be published in University catalogues and the student newspaper. Such visibility and recognition is helpful because your needs will be known to a much wider constituency, and you will be able to draw upon a much larger reserve of volunteers.

Recognition from the University may also mean that the volunteers can receive class credit for their work. If so, they may have to complete a list of required reading, write a paper or submit reports. They may discuss their work in a class or seminar under faculty direction. Such an arrangement offers advantages and also possible liabilities. Though more volunteers may sign up for a credit project and be supervised in their work, their commitment may be shallow. They may be more concerned about abstract ideas and concepts than about the people and problems of the community. Also, curriculum requirements may put unnecessary restrictions upon them. Meeting the standards of academic excellence may not always coincide with meeting the needs of your agency. Whether or not you decide to use students who are working for academic credit depends largely upon your own sense of priorities and the kind of arrangement that can be worked out. The experience at universities across the country shows that "volunteering" for credit can be successful if it is carefully planned in advance. And remember, too, that much of the responsibility is yours. A challenging, well-designed project can on its own evoke the enthusiasm and commitment necessary for students to continue their involvement over the long haul.

Another kind of relationship that you might have with student volunteers involves a specific tie with the faculty or administration. At some universities office space and free time are made available to a faculty member or administrator who works with a volunteer program. For example, at one major state university, architecture students talked with a group of community people who wanted to design a neighborhood center. Their ideas caught the imagination of a faculty member who was willing to become the "architect on record," and with the sanction and sponsorship of the School of Architecture, the students actually produced plans for a new building. The community people were then able to secure funding from the state and their new center was actually built. The success of the project convinced the School of Architecture and the University Board of Directors that a non-profit corporation should be created to involve students and faculty as consultants to various community groups

that can use their services. This elaborate program began, however, with the very small and informal effort of a handful of students. The story illustrates the open-ended possibilities of a volunteer program that is coordinated on the campus, and organized to include support from the faculty and administration.

A fully developed volunteer program raises its own funds, or secures funding from the University. It often provides transportation for its own volunteers—sometimes even a fleet of cars or buses. It also has a campus organization to provide necessary back-up services for its volunteer projects. Sometimes a specific student or faculty member will be assigned to work directly with you. He will be the person you will contact as problems arise during the year. Through him you can refer requests for additional volunteers, program reports or publicity that may interest the student community. Normally this "project coordinator" will work with you in the program planning. He will help write up your project and see that your needs are made known to the students.

It is advisable to meet with your contact person regularly throughout the year. He may request that a person from your staff meet with the volunteers to iron out any difficulties that are encountered. He will relay to you any complaints, suggestions or comments that the volunteers may have to offer. Obviously this person will play a crucial role in your program. Especially if he is a student, he will probably have the trust and confidence of the volunteers and may be able to act as a "troubleshooter" who can resolve problems before they grow out of proportion.

There are several specific functions that a project coordinator normally carries out himself or delegates to other students. His chief areas of responsibilities include recruitment, orientation, training, supervision and evaluation. While the project is in operation, he acts as liaison between your staff and the volunteers. In the end, he will help you to determine whether the project should continue, be improved or phased out. If the students have no project coordinator, urge them to appoint one.

Regardless of how well organized the volunteer program is at your local University, all of the responsibilities outlined above should be shared by you and the student coordinator. You should be responsible for the orientation process—for introducing volunteers to your aims and purposes and to the people they will be working with. You should be involved with the training and supervision of the students while they are on the job, and with evaluation and planning for improvements Depending upon the nature of your organization and its activities, these tasks will require a varying amount of effort and sophistication, and because they are of such major importance, we will discuss them in a separate chapter.

Before moving into these areas, however, let us take a close look at three actual projects to see what difficulties and benefits are involved in working with students. The case studies also demonstrate the essential components of an effective program.

4 how it works

The Neighborhood Center

SNCA (Students for Northside Community Action) was initiated six years ago by a ten-man committee of students and community workers. They came together to discuss possible programs for a low income neighborhood near the University—the Northside community. It was decided that the most immediate need which could be met by student volunteers was the lack of recreation for children and teen-agers. So the students began a recreation program which they hoped would lead them to further involvement in the community. They saw the program as a coalition of students and neighborhood people working together. They had difficulty at first involving the community people, but eventually they did achieve a measure of cooperation. The program now involves 30 University students and operates out of the Northside Community Center, a large, vacant hall owned by a Baptist church. The following are the comments of several Northside residents who have had direct experience with the program.

Mrs. Slocum, a community leader and organizer of a teen program for Northside youth:

> "I'll have to admit that when the SNCA volunteers first came to us with their idea for a program I was not impressed. They didn't include many of us who are active in the neighborhood in the planning of their program. They just appeared and announced that they wanted to run a recreation program. We had no idea who they were or why they had come. I was worried, too, because I suspected that if my teenagers had a choice of attending my program or one run by the college students, they'd choose theirs.
>
> "But it didn't work out like that. The SNCA people began with little kids, so they weren't competing with my program at all. And the children seemed to enjoy being with the students.
>
> "Things went on well for two or three years. Then the program had a new leader—a radical. He told the teenagers to picket the school and to do other things I didn't approve of. But since he's left, things have come 'round again.
>
> "My oldest boy is in the program. Somehow the attention he gets from the college students has really made a difference in his behavior. Two or three of the students even go to baseball games when Jimmy plays! It really means a lot to him.
>
> "The SNCA volunteers have been helpful to lots of people. They

helped one family that was burned out. When we had our annual community clean-up they were right there with the rest of us. They even got a truck somewhere."

Mr. Ralph R. Commings, the Elementary School Principal:

"We have found that SNCA volunteers are a real asset to our activities in the Northside community. We have given them the use of our gym after school, and they seem genuinely appreciative—especially during the winter months when the plumbing and heating in the Community Center are off. They help us with community projects like the school census, and people cooperate because they know the volunteers personally. The volunteers also enjoy the work; it gives them a chance to meet the parents of the children they work with.

"SNCA volunteers have also been helpful in ways we never expected or planned. For instance, SNCA wanted to start a day-care center, but couldn't raise the funds. After talking to the student coordinator, I was able to work out a means to run the program through the school with federal funds. The day care center opened this fall, and the initiative came originally from the college students.

"The only real failure I know of did not involve SNCA volunteers directly. A group of students from one of the fraternities on the campus came down one weekend and painted the Community Center. The next week there was a splashy headline in the paper about students helping 'the poor.' For weeks the neighborhood was up in arms. The Northside has many problems and a good share of poverty, but the people don't think of themselves as the 'helpless poor.'"

The Reverend Reinhart Baker, Minister of the Baptist Church that owns the Community Center:

"I was pleased to be included in the initial planning stages of the SNCA program. Although there have been times when I thought that the program didn't do much, things have been going well lately.

"At first we ran into a problem with the Community Center itself. The Church owns it, but we expect the volunteers to keep it in shape since we do not charge them rent. Well, this winter when the heat failed, the toilets plugged up, and the kids had to use the bathroom in the Church. One afternoon they ran wild. They threw paper and crayons all over. It took us half a day to clean up.

"Then the SNCA people extended their program. They held classes at night when we have choir practice. The kids stopped coming to choir and went to SNCA classes instead. But things began to change when a group of their people came to a Church trustees meeting. We expected they wanted something from us, but they just came to let us know what they were doing, and to ask if we had any suggestions for them. We managed to straighten out the conflict with the choir and to set up a committee to supervise the maintenance of the building. Some of the volunteers have even begun

attending the Church on Sundays. Now we feel that SNCA people are becoming a real part of the community."

Mrs. William Wheeler, a community resident and mother of a boy in the SNCA recreation program:

"When the volunteers started coming, I was really suspicious. I'd heard how wild and radical college students are, and they looked it. Long hair, bell bottoms, and bare feet. I didn't want my kid hanging around with them. But then one of them came to our building to do the school census, and I got a chance to talk to her. She seemed nice, so I let Jerry go to the recreation period the next day. He's been going ever since. Since I work, it's a real relief to have someone take care of him for a good part of the day.

"Everything considered, I feel that the SNCA people are good for our kids. Now that I've gotten to know them, I don't even mind their sloppy clothes and long hair.

"Only once was there any really serious problem. That was when some volunteers came to paint the Community Center. They weren't the regular volunteers, but we thought they were at the time. Later a big article with pictures came out in the paper. The students talked about working for the underprivileged kids of Northside. And my Jerry was in the picture! Let me tell you I didn't like that one bit. We may be poor, but when someone uses us just to get publicity for themselves it hurts.

"Some SNCA people came around to apologize later. It wasn't their group and it never should have happened. It took a long time to make up for the mistake, though."

The Lemon Valley State Prison

"I'm the Director of the Lemon Valley State Prison. Lemon Valley has long been regarded as the most progressive correctional institution in the state. Student volunteers have been working here for more than ten years, chiefly in a recreation program—running baseball and basketball competitions, and the like. This year we discovered, almost by accident, that students can accomplish a great deal more than we ever believed they could.

"Last fall we planned a new program in vocational therapy. Experienced sociologists were to conduct motivation seminars with the prisoners to try to determine what sociological patterns had led them to crime. Based on their findings, the sociologists were to determine what employment opportunities best matched the needs of the individual prisoner. Then they were to set up training programs corresponding to the prisoner's potential. The idea was that new career opportunities coupled with a more positive self-image might help the prisoners erase their dependence upon anti-social behavior and crime. As it turned out, the funding for the program was never approved by the State Legislature.

"I was explaining the problem to one of our students one day, and he suggested that volunteers could set up a scaled down version of the same program. I dismissed the thought at first, knowing it would be hard to win approval from the Prison Board. Besides, I didn't think undergraduates should be set loose to work that closely with hardened convicts. Students simply lack the training and experience to make it work.

"But the kid kept after me, and I could see his enthusiasm rise as we talked over the idea. Finally, I agreed that if he could find some faculty members at the University to help, we might be able to work out some kind of a modified program.

"Three days later he returned to my office with two well known faculty members, one of whom was Chairman of the Psychology Department! They said that if we could structure a project that would give the students a comprehensive view of the penal system, they would offer a seminar in penology. So back we were at the original problem. Could undergraduates develop enough sensitivity to give effective reinforcement to a prisoner's self-image? Could they pick out his latent interests and translate them into a possible career? With proper training and supervision it was at least worth a try.

"As of this writing the project has been under way three months. The enthusiasm of the students is amazing. One group of three juniors is spending upwards of 16 hours a week in the project. As usual, the students work with recreation, but in addition, they teach at the prison school and work alongside trustees in the machine shop. Then, with the prison psychiatrist and the University professors, they analyze their insights into individual prisoners. In this way, they learn a great deal about psychology, and they make a valuable contribution to us.

"It is still too early to give a fair assessment of their accomplishments, but everyone seems to be satisfied at this point. The potential for helping the prisoners reach a career commitment seems high. Whether we can get the deep-rooted commitment that will break the habits of crime can't be determined until we review the records of the first class of parolees. In any case, we have all been surprised by the possibilities that have emerged from the experiment. It is now clear to us that volunteers don't have to function in 'light-weight' roles. Given the proper circumstances and back-up support, they can assume major responsibilities."

The Housing Forum

"I am a retired carpenter. I have a small house in a small town not far from the State University, an institution of about 10,000 students. Since my wife died and my children moved away, I rent out my extra rooms to several of the students and add a little to my Social Security income. About four years ago Jim, a fellow who works for the University, moved in next door, and we got to know each other. One day we were talking

about the housing situation in our town. Getting around as I do, I hear a lot about the students moving into the neighborhood and renting rooms. Everyone likes the extra money, of course, but there's a lot of complaining about the noise at night and the mess students make when they rent a place. Sometimes they do really serious damage.

"Well, Jim said the students have their complaints too—mainly high rents and lack of service. He also said that a group of them had gotten together a while back with some of the homeowners to work out these problems. He invited me to come to a meeting of what he called The Housing Forum to express my ideas.

"To tell the truth, I didn't expect much from the meeting. I've been to others like it and nothing ever seems to happen. However, when I got there, things seemed to be different. A group of about 50 (some students, some homeowners) were sitting around expressing their points of view. They were going over a list of complaints that had come in the week before from each group. When they came up with one that seemed to involve a violation, they would try to get the people involved to work out the problem without going to the city.

"And they weren't concerned just with specific complaints either. They talked about the number of poor families that would be forced to move out of their houses as the University took over more and more land and as new students moved in. Someone mentioned that 6,000 more students are expected in the next few years. Everyone could see the problems that would create. The University would have to buy up land for new dorms. Other students would move into the neighborhood. Rents would go up, and some families couldn't afford to live here anymore.

"A professor from the University suggested that we do a survey on the housing situation in the next three years. A couple of students said that what we needed was action, not a survey. I agreed with this point. When people are being pushed out of their homes, it seems pretty ridiculous to come up with a survey. It's a matter of *doing* something.

"It was decided finally to have a group contact the University and try to set up a discussion about the plans for expansion. Someone said that if we let the people there know that the community is upset, they might slow down. Or maybe they'd find some other way to house the students.

"After this first meeting, I decided to attend The Housing Forum meetings regularly. It's been about three months since I first went, and it's amazing what has happened. The big break came when the newspaper did a story on us. The article even discussed the chance of rent strikes against landlords who wouldn't cooperate. For our town, that was a radical idea, and it stirred up considerable interest.

"As the weeks passed, The Forum meetings got bigger. Some of the important men in town began attending. Two members of the Board of Realtors, The Vice President of the Bank, and a couple of City Councilmen came fairly regularly. The Chamber of Commerce voted to support The Forum and even offered to help negotiate problems between tenants and landlords.

"Last week it was announced that the Long Range Planning Committee at the University decided to freeze enrollment, at least until the City Council completes a study of future housing needs in the community. Most of us feel that The Forum has something to do with this decision. Jim says we were the deciding factor.

"Our Forum now has over one hundred regular members and the official backing of more than twenty different community groups. A local businessman pays the rent on a storefront so that we have an office. We plan to set up a clearing house so that anyone who has a housing problem (either students or landlords) can simply call in. His problem will be referred to our Housing Inspection Committee which will handle the issue immediately.

"For me, The Forum turned out to be more helpful than I ever expected. At one of the meetings I heard about a federal loan program for home improvements. I was able to qualify and now have four rooms completely done over. Even the street I live on has been cleaned up by a neighborhood campaign that one of our student members got started. The thing I remember when I look back is that I first thought a citizens' group like ours would never get anything accomplished, especially with so many students involved. I'll have to admit, I was wrong."


VIST

5 planning and development

Perhaps the most important element in the operation of volunteer programs (and the one most frequently ignored) is planning.

- By planning, we do not mean a vague projection of ideal goals in a distant future. We mean specific, down-to-earth coordination of needs with resources.

This type of planning is done not in a secluded think-tank or ivory tower, but in the field and on the job. It involves talking with volunteers and the people they work with, seeking out new contacts in the community and on the campus, collecting the shared experience of everyone involved in a project, and using that experience to achieve results. Planning in this sense is done not so much on paper, with reams of reports and surveys churned out (though both may be helpful at some point); it is done in meetings and conversations with the people actually involved. Planning in this sense is a joint project which includes everyone and anyone who can contribute to the success of a program. Perhaps the chief advantage of this form of planning is that all the participants have a sense of belonging, a sense that in very real and concrete ways, they are shaping the institutions and contributing to the people with whom they live and work.

Planning is, therefore, a democratic process. It is also continuous. It does not imply that at one point in time a group of experts sits down to chart out an unalterable document—a master plan that will be binding for years to come. It means that from beginning to end, flexibility is built into a program. It means that the students and community people can respond quickly to new situations, redeploy their resources, and take advantage of new opportunities.

With this introduction in mind, let's look at the planning process as it works in practice (as well as some of the problems that result from a lack of planning).

Coordinate Your Needs and Resources

The initial step is to determine what needs your agency or group may have that can effectively be met by student volunteers. It is not enough to know, for example, that there is a shortage of housing or medical services in a community. There must also be compelling reasons to believe that a student project may answer these needs. Volunteer projects have often

ended in failure and frustration precisely because the services offered by the students were wholly inadequate to meet the need.

In the early years of the volunteer movement, tutoring was the one project most often organized by students. Faced by the overwhelming needs of the urban schools in this country, college students by the thousands rushed out to tutor. The hopes and idealism of this period were fantastic. But one-to-one, individual tutoring cannot replace inadequate facilities and over-crowded buildings; it cannot attack all the fundamental injustices that cause children to fail. Consequently student volunteers often saw their effort dissolve as their tutees returned to the same destructive surroundings. The more successful programs achieved results with individual children; some were given the opportunity to go to college. But recently dissatisfaction with these tutoring programs has been growing, because they do not strike at the heart of the problem. The concern now is to create programs that will contribute to a more basic social change.

Be Flexible

In one suburban area, college students have set up an experimental school that takes elementary age children for three hours, two afternoons each week. This alternative "community school" is located in the neighborhood where the children live. The children are released from the public schools with the approval and support of the Board of Education and the tutors are trained by the faculty of the School of Education at the local University. The program supplements the regular curriculum of the public schools, and tests out new ideas that may in time be adapted for use in elementary education.

This project grew out of a traditional tutoring program that many people were ready to abandon because of its lack of innovativeness. Instead of giving up, however, volunteers met with the Board of Education to discuss their frustration and sense of failure. It was agreed that the effort of the tutors might be more productive if it led to new concepts in elementary education.

This evolution illustrates an important element in the planning process. Volunteers, teachers, and members of the Board pooled their ideas to redeploy the student volunteers. Since the traditional system of tutoring was not working effectively, new goals and objectives were established. No one can guarantee that the "community school" will evolve ideas that can be used, but the participants believe that there is a reasonable chance of success. After one semester in operation representatives from all the groups concerned met again to evaluate the results. It was decided that enough had been achieved to justify the continuation of the project. It was also discovered that the community school program could be continued with the same children at an area summer camp. The necessary funding was pieced together through a foundation grant, some work-study

money channelled through the University, individual contributions, and support from local churches.

In short, planning must remain flexible. As new resources become available, be ready to change your goals and activities to use them effectively.

Involve People from the Community

In the major case studies included in the previous chapter, it is apparent that planning was kept flexible. The SNCA group, the Lemon Valley State Prison program, and The Tenants' Forum all evolved from one stage to another. In each case the community agencies, citizens, and students consulted and discussed major changes. Each group had the opportunity to feed in its own ideas, experience, and suggestions. A major exception to this pattern occurred when the students from a fraternity decided on their own to paint the Community Center. By their own standards, this program was successful: the building was given a fresh coat of paint. They left the project with a feeling of satisfaction—and the publicity to boot. But from the point of view of the neighborhood people, the project was a fiasco. They felt that they had been used by a paternalistic and self-serving group of outsiders. A latent distrust of the students was confirmed, and the good relations which the other students had established in the neighborhood were strained. A project may command elaborate resources, its volunteers may be motivated by the highest ideals, but if its strategy is insensitive to the needs of the people involved, failure is certain.

In one city in the Far West, a group of prominent citizens wanted to start a recreation program for high school students who complained that there was "nothing to do" on week days after school. Over a two year period, the citizens groups actually raised enough money to build a fully equipped gym and hire a professional director. Students at a nearby college were also recruited to "work with youth." Soon after the program was put into operation, however, it became obvious that only white teenagers were using the building. Since the community was 70% black, the town fathers were deeply concerned. At a meeting of the City Council, several black teenagers expressed their anger over the location of the building. It had been built in an all-white neighborhood, and the programs were dominated by a clique of white students. Everyone agreed that a mistake had been made. The staff indicated a willingness to restructure its entire program to attract the black students. Elaborate plans were made; the Board of Directors was reorganized to include more blacks. But three years later, the center was still all white. What was thought to be a relatively minor detail in planning, proved to be the all important point. From the very beginning, the black teenagers could have articulated their sense of the importance of neighborhood and their desire to operate their own turf; but they were not consulted. The best-laid plans will go

awry unless people from the community are included in the planning process.

Involve the Student Volunteers

For several years college students have been working at a children's hospital in the Midwest. They come on weekends and take small groups of handicapped children outside for organized games in a public park. On rainy days they do arts and crafts inside the hospital. Insurance regulations and safety precautions require the presence of a nurse at all times.

Recently a new hospital administrator was hired and he decided on his own that the general shortage of staff could no longer justify using a nurse for the volunteer program. He therefore informed the students of his decision to cancel the program. The students, however, demanded a meeting with him to review the needs of the hospital and the reasons for cancelling the project. During the discussions it was discovered that several of the nurses doubled during the week as teachers in a hospital-run school for permanently disabled children. One student suggested that volunteers could work in the school as teacher's aides. When the idea was investigated it was found that by placing college students in the classroom, two nurses could be freed for regular duty elsewhere. One of these nurses was assigned to the volunteer recreation program.

This flexibility should have been built into the program from the beginning. It was unfortunate that the recreation program was organized so that it put unnecessary demands on the nurses' time. Regular conferences between the hospital staff and the volunteers might have hit upon the eventual solution at a much earlier stage.

Include a System of Regular Review

Volunteer projects, like other institutions, have a tendency to become entrenched and justify their own existence. They may perpetuate themselves long after they have outlived their usefulness. Especially when a project has been called "a success," it has difficulty recognizing its need to be restructured, or even phased out entirely. But it is irresponsible for a project to continue simply because it is successful according to priorities set up years before. For this reason, a system of regular review should be part of any volunteer program.

At one university in the East, an independent review board consisting of three people—a student, a member of the community, and a member of the University—studies all the activities of the volunteer program every other year to determine whether it should continue at all, and if so, under what conditions. The very existence of this reviewing process keeps every

aspect of the volunteer program alive and responsive to the needs of the community and students. Any group of volunteers or agency using volunteers would be well advised to include some kind of regular review process in its own organizational structure.

In planning and developing a volunteer program, you should always remember that change is probably your most important commodity. The activities of your volunteers are directed towards change within the structure of society, and it stands to reason that the organization of your program will itself be subject to change. Plan for it from the very beginning. Be careful to:

- Coordinate your needs and resources
- Involve people from the community
- Involve the student volunteers
- Include a system of regular review.

As for running a volunteer program, you will need to consider some of the specific techniques discussed in the next chapter.

6 shared responsibilities

Having seen how to set up, plan, and develop a range of volunteer programs (and there are many project ideas in the final chapter), we now turn to the specific day-to-day tasks that are the responsibility of agencies or community groups who use volunteers. Since the variety of programs is so wide, all of the suggestions contained in the chapter may not be relevant to your own situation. Please adapt, modify, or revise the specific ideas at will, but do consider each major area. Most projects will make some provision for funding, orientation sessions, and training and supervision. Certainly there should be evaluation of the volunteers' progress. Each of these components will be discussed in turn, along with an often neglected aspect of volunteer programming: how to complete or phase out a project that has met its goal.

Funding

In terms of cost per man-hour, volunteer programs represent an efficient, low-cost resource available to a community. And as we have indicated earlier, the quality of these services can be surprisingly high. Yet volunteer programs are not free. In most instances the major expense will be transportation. There are also administrative costs, publicity, and program expenditures. To make the most effective use of volunteers, you will need to build in support services that do require funding.

Fortunately, the students often assume a major share of these costs. A volunteer either provides his own transportation or uses the car-pool maintained by the organization. Publicity and some program money may also be paid for. The students may raise their own funds through individual contributions, through the student government, or through the Dean of Students. Or they may seek the outside help of foundations and government.

Even with the most well financed programs, however, there are some very real, though indirect costs which you will assume. You will have to devote your own time to the project; there may be additional wear and tear on your building. Your maintenence and personnel costs may increase. Furthermore, it may be advisable to provide program money, professional training, or a paid supervisory staff. Too often agencies assume that since volunteers work for nothing, they should work *with*

nothing—or at least not spend money needed for the more critical services of an institution. But if the possibilities described earlier in this manual are realized, then the work being done by volunteers will be central to your entire operation. If volunteers are providing important services, that fact should reflect itself in your operating budget.

Another responsibility will be to support the fund raising efforts of the students. A member of your group or agency may be asked to write up a project description, and you may be called upon to present your needs in person to large groups of potential donors. Perhaps you have contacts in the community who would not support your agency directly, but could channel funds through the students. You may have exhausted your own sources of income, but there may be other groups or individuals who would give to your program precisely because you are involving students. To the extent that your program represents an innovative and effective use of volunteers, your chances of attracting foundation and private money are significantly improved.

There may be particular costs which your agency will assume. As the Lemon Valley Prison, the salary of the psychiatrist who supervises the vocation seminars is paid by the institution. The Prison also pays for athletic equipment and other program supplies. The students are responsible for transportation (maintenance of a van, gas, oil, and insurance). The University is willing to free two faculty members from part of their regular teaching load and to include the project under their blanket liability insurance.

The Housing Forum still does not have regular financial support. Funds are raised as needed by individual contributions or special projects, and the absence of a regular budget imposes strict limits upon the program. Volunteers and community people often have to pay expenses out of pocket, uncertain of when and if they will be reimbursed. Such *ad hoc* funding arrangements are often necessary at the outset, but you should secure more definite support for the long haul.

In addition to meeting day-to-day costs, there are car repairs and other sudden expenses which must be taken care of immediately. If the project is curtailed in mid-stream for the lack of a hundred dollars to repair a car, or if the students have to divert their energy to fund raising at a critical moment in mid-year, even the best designed project will suffer.

Another expense that you will have to meet, either by yourself or with the students, is insurance. You may need additional liability coverage for the volunteers. If they take children on field trips or lead recreation, a liability policy will definitely be necessary. Sometimes the University policy will cover your program to a degree—sometimes not. You should be certain of your insurance situation before the project begins. Perhaps the University lawyers or insurance agents can help. In any case, this item should be high on your list of priorities.

In meeting these needs, you may have to develop new funding sources. We have mentioned foundations and government—both of which require lengthy negotiations, detailed project proposals, and systematic account-

ing of expenditures. If you want to pursue these sources, you may need expert council and advice.

There are, however, local sources of support that can be tapped directly by a local agency. The Chamber of Commerce, service labs, churches, and United Funds may be willing to assist. These organizations have contributed to volunteer projects in the past, and may be fertile resource for your immediate needs. Local foundations may be relatively easy to approach; your City Council may be willing to underwrite a project.

In sum: the point to be emphasized is that if you are willing to sponsor a volunteer project, it is essential to secure adequate funding.

Orientation

Your first direct contact with the students (and often the most important), will be at an initial orientation meeting held sometime before the project begins. This session should provide a friendly welcome, but it should also be short and to the point. Students are eager to begin working; they will not want to sit through rambling discussions of your program and its history. Simply convey to them a sense of what your agency is about, what you are trying to accomplish, and how you are going about it. Only if the volunteers appreciate the importance of what you are doing can you hope to achieve their enthusiastic support.

The fact that the students have signed up for your project represents an initial interest. You must build upon this interest and help the volunteer identify with the needs and interests of your organization. College students are typically wary of bureaucratic procedures and impersonal organizations. The very sight of forms and statistics, buildings and equipment, may turn them off if they do not sense the human dimension of your work. Much of the student reaction against the "establishment" may simply reflect their lack of exposure to the personal side of what goes on in our major institutions. Likewise, their apathy or paternalism toward the local community may betray a simple ignorance of who the people are who live in a particular place.

Orientation, therefore, is more than a formal introduction to an organization or program; at best it is the beginning of a working human relationship between the students and the people with whom they will share mutual interests. In your conversations with the volunteers, be as frank as possible. An open statement of your needs and problems (even your failures) will impress them more than a smooth presentation of your successes and past achievements. They may rightfully be bored by the history of your organizations if they do not gain a sense of how they, as volunteers, relate to your present and future.

In some cases, part of the responsibility for orientation may be assumed by the students. Perhaps the student project coordinator can organize with you a general introduction to your community with a tour of the

neighborhood and discussions with community people. This may take place before or shortly after the project begins. You may want to follow up this introduction to the community with an introduction to your agency or group. If so, the focus should be upon the particular project which the students will carry on. Again, the session should be as short as possible. Limit your remarks to subjects of direct relevance to the project. Allow opportunity for questions and feedback from the students.

Initial orientation sessions should be followed up periodically with additional opportunities for exposure to the various dimensions of your program. In the case of many community organizations, an appreciation of the total needs and culture of your people will enhance the volunteer effort. Students who are bussed into a school or hospital in a volunteer program may actually never have occasion to walk the streets and meet with the people. Consequently they cannot be expected to have a broad understanding of community problems. Likewise, students who lead a recreation program at a mental hospital will be handicapped in their relationship to the patients if they are unaware of the rhythms and experiences of living day in and day out at such an institution.

The need for orientation cannot easily be demonstrated, but its importance must be stressed. In a sense, orientation provides the very foundation of the relationship that should be present in all aspects of your work with volunteers.

Training

In addition to giving the volunteers a feel for your community and project, it may be necessary to train them in specific skills that they will use on the job. This may be done through pre-service training, in-service training, or a combination of both. Pre-service training, for example, could involve a short lecture in the special techniques of remedial reading, and it is most appropriate to offer where the skills required can be packaged in a single presentation (a lecture, film, or panel discussion). In-service training could involve a continuing exposure to the methods of group therapy, program administration, or other skills that can only be acquired over a long period of time. In-service training has the advantage of allowing the volunteers to go to work immediately, but it requires a longer commitment of time and energy on your part.

An example of a highly developed training program is one offered to volunteers at a mental hospital in the Far West. The pre-service training takes place during a three day weekend which the new volunteers spend at the hospital. They are introduced to the entire hospital program during this period. The out-going volunteers pass on their experiences as well as the practical skills needed to conduct "remotivation sessions" with the mental patients. A member of the hospital staff coordinates the sessions; department heads explain their respective operations. A training film demonstrates the techniques of therapy that the volunteers will support.

Then, for a three week period, the volunteers are given in-service training under the careful guidance of experienced volunteers and hospital personnel.

Not every project will require such a formal or intense training session. Much can be accomplished through informal discussions with experienced volunteers, group leaders, or agency representatives. Nor must all training be done at the project site; a session on the campus can be more appropriate in some instances.

Training itself may be done by experienced volunteers who work alongside the new recruits for a period of apprenticeship. It may be provided by a member of your staff, or a professional person who volunteers for this purpose. There is a wide variety of training techniques available, and you will have to develop the one most effective in your project. If your program requires sensitivity to the dynamics of interpersonal relations, professional trainers might be used to good effect. In urban areas where work with minority people is involved, a sensitivity to the needs and culture of the local community may be the most important aspect of the training sessions. An articulate community leader might act as your consultant and trainer. He could work also alongside the volunteers during their first days on the job, pointing up the specific attitudes and habits that result in misunderstanding.

For some projects, faculty members at the University may have specific technical knowledge that would be valuable in training. In this case (as in all aspects of student volunteering) the cooperation of all elements of the University and community is important. Remember that the responsibility for training does not rest exclusively with your agency or community group. If the skills required can be taught by former volunteers, use them. If members of your own staff, community people, or faculty can be helpful, seek out their cooperation. In some projects training will be unnecessary. Students work quite naturally in recreation programs or reading to the blind. But when professional skills are required, the training process may have to continue throughout—as, for example, in the case of volunteers working with lawyers on legal aid or with an architect in urban planning.

Supervision

One of the most troublesome questions in working with student volunteers is how to draw a workable balance between freedom and control. Do you simply turn the students loose to work out their own plans and programs, or do you provide a structured setting with carefully defined responsibilities and constant supervision? College students may increase the difficulties involved here because their attitude toward authority is often so hazy. Though they may insist upon freedom, spontaneity, and independence, they may, in fact, lack the experience, skill, or maturity to work effectively in a free-wheeling situation. Having sought out the un-

structured assignment, they may later realize the need for guidance and support. As a person responsible for volunteer programming, you may have to assist the students in this rather tortuous area.

From your own point of view, you have a legitimate responsibility to insure that the students work in cooperation with your agency and its staff. If the students can be placed in positions where they work alongside community people or directly with your professional staff, supervision can be built in naturally. If not, you will want to develop other systems that will not be offensive to the volunteers.

At the Lemon Valley Prison, supervision is provided in the machine shop by the regular staff, and the vocational therapy sessions by the prison psychiatrist. University faculty also play a supervisory role in the on-campus seminars. Perhaps a better model is the "unstructured structure" that The Housing Forum worked out. This involves experienced community people as well as city planners who, in effect, "supervise" the students simply by bringing their own knowledge and expertise to the meetings. There are no "supervisors" as such, but their very presence serves that purpose in an unstructured way.

Even where it may be necessary to assign a staff member to a formally structured supervisory position, this should be done in such a way that the students' freedom and responsibility are not unduly restricted. For example, in the prison project, it would not be advisable for the volunteers to play amateur psychiatrist with the convicts, but the presence of the professionals could control the situation if the students ventured in too deeply.

If there is a mutual trust between your own group and the volunteers, the need for supervision will be less acute. If it is clearly seen as a method of supporting and assisting the volunteers, they will welcome your help. But if they see you as a rigid authority, interested primarily in rules and restrictions, then your chances of succeeding are severely lessened. Remember too to remain flexible. If a volunteer's performance is unsatisfactory, you may want to consult with the project coordinator on campus. He could refer the volunteer to another program for you. Such a decision may be difficult for you to make, but it would be wrong to keep on a disruptive volunteer simply to avoid dealing with the issue. Your relationship with the on-campus coordinator should be honest enough to allow a frank discussion of such a touchy problem.

Evaluation

Often we think of evaluation as that last gasp at the end of a year when final reports are written, statistics compiled, and a measure of success or failure drawn up. But evaluation should not be limited to the final moments in the life of a project. The chief purpose of evaluation is to insure flexibility and creativity while the program is going on. Evaluation involves the constant checking of progress against goals and objec-

tives, so that strategies can be altered and goals redefined whenever it may be expedient to do so. You should evaluate a project every time you meet with the project's student leader. Evaluation takes place whenever you receive feedback from your own staff, the community, or the volunteers. If the other components of a program are working, there will be a constant process of communication between your agency and the students, between professional staff and volunteers, between agency representatives and community people. As you assess the reports that come in from everyone involved, take time out periodically to ask whether your major goals are being achieved and whether you are making maximum use of your resources. If not, you may have to spend more effort in planning and development.

It is important that evaluation be an open-ended and public process. Give your staff and the volunteers a clear sense of how you see their work. If you continually inform your people of their progress, if there is a consensus about how the project is going, then it will be far easier to make difficult decisions when problems come up or changes are necessary. At the end of each year or at the conclusion of a project, it may be helpful to have a written evaluation. These will be useful for your records, for fund raising, and for publicity.

Beyond these general guidelines, there are specific procedures for evaluation that have proven workable in a variety of projects. Because evaluation is often a subjective process, it is important to build in specific procedures in order to insure that you do not simply rely on instinct or intuition. You should arrange regular meetings with your staff, with the volunteers, and with the student coordinator to review all aspects of the project. It may be helpful to meet with these people individually and then as a group. Public criticism may release the frustrations of a group, whereas a private interview with a volunteer may reveal a wholly different set of problems (or positive experiences).

A group of volunteers who work in a community center in the Far West are asked to submit written reports of their work every month to the project coordinator. These reports include verbatim narratives of conversations with community people. When the volunteer sits down and discusses his report with the coordinator, the two of them are often able to perceive much that would otherwise go unnoticed. The insights gained in these sessions have proven extremely useful in evaluating the over-all effectiveness of the project. They are also useful as a means of determining what should be included in the orientation and training sessions.

Whenever you begin to measure the success or failure of a project, it is important to distinguish between the subjective reactions of the people involved, and the objective results as measured against your goals and purposes. A feeling of success and satisfaction on the part of the volunteers may have some personal worth, but if the goals of the project are not achieved, you may have to do some serious restructuring. Also check the results of your program against other needs and priorities. You may

have two hundred enthusiastic volunteers and an impressive record of success, but if the volunteers can fill a more vital need elsewhere, perhaps they should be redeployed. And this brings us to the difficult question of how to phase out a project when its time has passed.

Completing the Project

As we have seen, one of the chief advantages of working with students is their flexibility, mobility, and resourcefulness. Even so, they can be surprisingly loyal to a program which no longer suits the needs of the time. When a student invests hours of work and great physical and emotional effort in getting to know an individual child through an inner-city tutoring program, he may find it hard to believe that it would be better to redirect his energies into a Tenants Association or Community Center. When a project has been continued year after year, supported with adequate funding, a bank account, transportation, and supplies; when everyone is familiar with the procedures involved in making it work, it may be difficult to believe that the project is not a permanent institution. Traditions die hard, even on the college campus.

Perhaps the final measure of whether you have incorporated effective planning and evaluation into a project is whether there is an end in sight. If a project has a realistic goal, it may well be phased out within a year. In fact, there is growing evidence that *ad hoc* projects which draw people together for a short period of time, for specific purposes, often represent the most effective use of manpower. A hospital might invite a college drama group to put on a play for its patients; a community center might deploy teams of volunteers to paint and repair vacant apartments; a board of education might call in students to help with guidance and counseling. None of these projects requires long commitments of time, but the results may be real and concrete. The coordinator of volunteer programs at the University may have a list of volunteers who are willing to serve on short notice for short assignments.

In addition to the *ad hoc* project, there are others that can be completed within a semester, a year, or a student generation (four years). A pilot program to develop new ideas in urban education should make its contribution and disband; a tenant's organization should secure enforcement of the housing codes and then restructure. Actions of short duration have particular appeal to students because they normally spend only four years in a community and then move on. If they volunteer during their sophomore or junior year, their time horizon is a scant two to three years away. If they can be involved in the over-all planning, operation and completion of a project, they may identify strongly with it.

Even when a program has never satisfied the need addressed, it still might be advisable to terminate. There may always be a need to supplement the education efforts in our state prisons, but a volunteer program

ought to see its innovations translated into the prison system itself. There may always be children who do not respond to the teaching in our public schools, but teaching methods developed in tutoring programs may be the basis for curriculum reform. Volunteer programs offer a unique opportunity for experiment and creativity, but their contribution will be lasting only if it is woven into the fabric of institutions, agencies, and groups that make up the larger society.

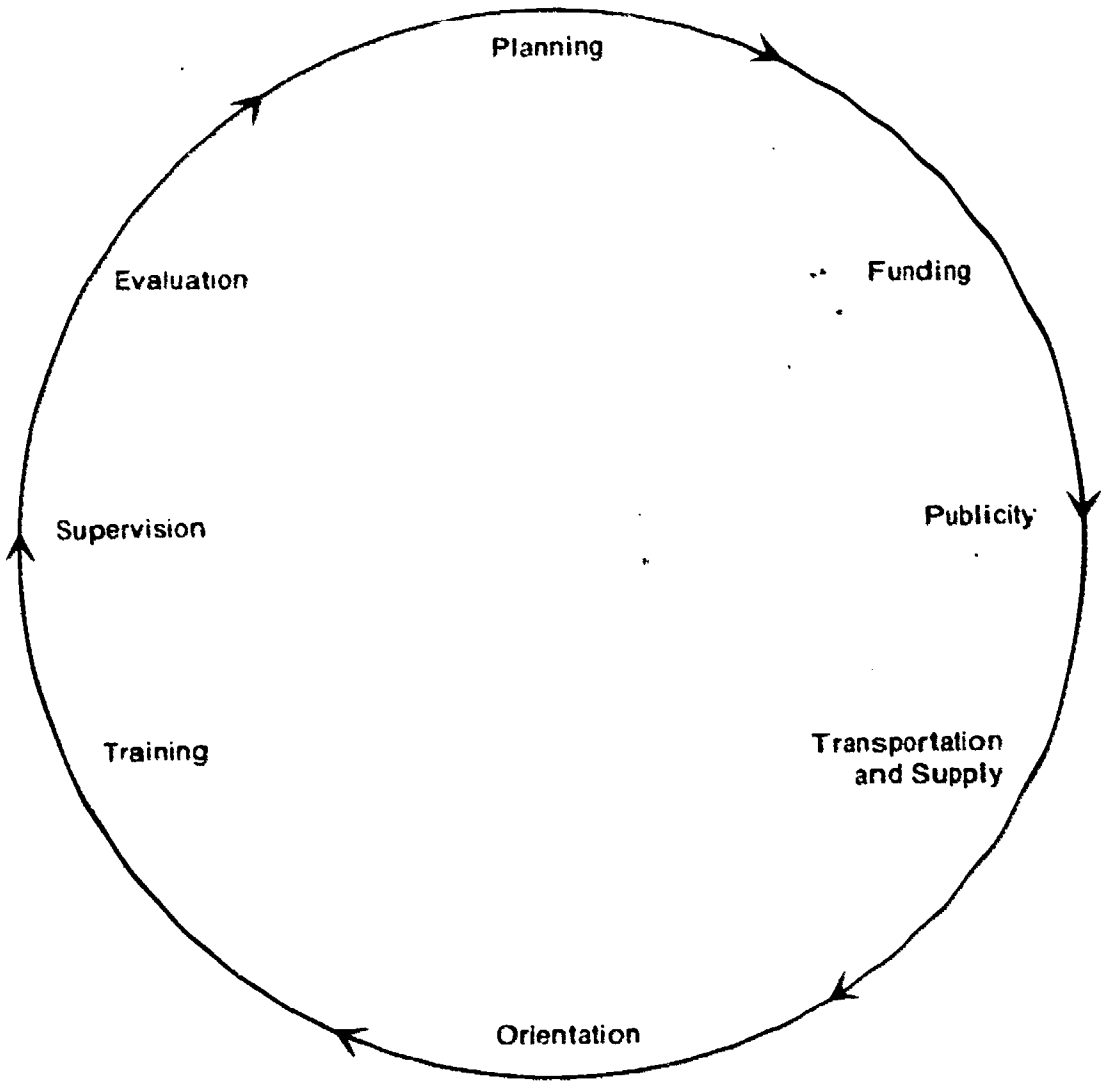
A word should be added about picking up the pieces when a project is completed. It may be possible for you to help the project coordinator redirect qualified students to other projects. Perhaps the same group can perform a different service within your own agency or neighborhood. It may also be a good idea to hold a final debriefing session; you can review mutual frustrations and accomplishments, and share your reflections about the project and the future. If the students are turned off by an impersonal orientation, they may be equally discouraged to be simply let go at the end of the year.

Putting It Together

The major components we have been discussing are not separate or unrelated pieces. They all link together in a process of planning and development which continues throughout the life of the project. If one link in the chain fails, the whole may fall apart.

A failure to supervise the volunteers adequately may mean that they are not, in fact, accomplishing your original objectives. You may have insufficient evidence to evaluate their progress, and you may find yourself caught at the end of the year dissatisfied with the very idea of student volunteering. The project at the Redfield School described in Chapter II is a case in point. This project nearly failed because the school administrators lost touch with what the students were actually doing. The break in communication led to a more general misunderstanding and eventually a severe conflict. This project was saved because the Board of Trustees and the students sat down and worked out the procedures that were necessary to insure adequate supervision. You should do the same.

Though many of the program components can be carried out in an informal and unstructured way, they should *all* be carried out. It may be instructive to picture them in a circular pattern:



Note that the process always returns to the planning stage. As evaluation leads to restructuring, the planning process begins again, and you have to review each component to see that it is working according to plan. If your project is vital, you may go through this cycle several times during the course of a year. The three case studies included in Chapter IV illustrate this procedure. As problems arose, plans were altered; as new resources were developed, the projects were restructured. A project that serves its purpose will always be dynamic, flexible, and responsive to changing conditions.


NEIGHBORHOOD
FAMILY CARE
CENTER
HEALTH & SOCIAL SERVICES
48/19

7 shared benefits

In previous chapters, we have concentrated on the value of volunteering to the community. We have shown how to plan and develop a program that will make a significant contribution to your community. But it is also important to recognize that these projects benefit the students as well.

By hosting a volunteer program you provide a very real opportunity for the student to relate what happens in the classroom with what happens in the "real world." You bring him into contact with people and problems he may never have known. When a student of psychology translates the ideas he picks up in a textbook into the flesh and blood situation he encounters by volunteering in the evening; when an economic major is involved with the basic but crucial problem of setting up minority businesses; when an architecture student is called upon to design a building that people will actually inhabit—then the abstractions of the classroom become the vital and real elements of human experience. The students learn more than a set of new ideas, they learn what it means to take responsible action for the people who live in their community. Incidentally, it is the experience of college deans that when students do take time out to work in the community, the new exposure, far from distracting them from their academic life, actually deepens their appreciation of learning itself.

One student in the Midwest reports:

> My freshman year at college was a real disappointment. My courses were interesting enough, but I simply couldn't see spending eight to twelve hours every day buried in my books. What relevance does that have when you know there are people who do not even know how to read or write? How could I study astrophysics when people in our college neighborhood are actually hungry?
>
> In my sophomore year I joined our Neighborhood Action Committee at the suggestion of my faculty advisor. I spent two nights each week in the Neighborhood Center manning a telephone and meeting with people who are trying to change things in the community. They organized a rent strike, they renovated an apartment building, and they improved the physical appearance of the entire area. As I became involved with the Action Committee, I was impressed by the need for professional skills. The community desperately needs the assistance of committed teachers, doctors, social workers, businessmen, and lawyers. The few professional people who joined the Committee play a vital role.
>
> For me the important thing was the realization that I am in college precisely because I want to acquire the skills that could be of use here

> and now. I'm still not sure about astrophysics, but I know now that all my hours at the books can be relevant. I believe that my college education is providing me with the training and perspective to make a real contribution in the future.

It may be helpful when introducing volunteers to the community if you emphasize just this point. Your people should know that they are contributing as much to the students' lives as they are receiving. The chance to know and to relate to people of different ages and backgrounds, the opportunity to see at first hand community organizations and agencies that *are* working toward constructive change—these experiences all add immeasurably to the students' experience.

The final chapter of this manual presents a survey of project ideas drawn from around the country. Some of these projects are now in action, some are on the drawing boards, some are still in the dreaming stage. As you scan the list and review the case studies included throughout the manual, you will note an amazing variety of projects aimed at an array of social problems. If the student volunteer movement continues to exhibit such creativity and growth, it will play an increasingly significant role in the future of this country. It will be enhanced, moreover, by new concepts of education that are beginning to challenge the traditions of higher learning. A look at the larger context of change in higher education may help to explain the future of volunteering.

In the past the University was considered a place of quiet and refuge. Scholars and students were expected to lead a monk-like existence, secluded from the pressures of the outside world. Quite intentionally, universities were "ivory-towers" of learning, set apart from the political, economic, and social environment. It was thought that ancient languages and cultures could best be appreciated in quiet isolation.

Today the urgency of our social problems, combined with the widespread recognition that we need to work out new ideas and new solutions, point to a very different role for higher education. Rather than a place of retreat, the University may become the testing ground for new concepts in urban planning and for creative ideas in such diverse fields as agriculture and economics. Gradually the ivy covered gates are swinging open. The campus is becoming a meeting place for community people. Scholars and students are moving out into the world to work, study, and act. Community people are coming to the universities to take credit courses in a wide range of subjects. Students are participating in an ever widening range of community activities. New ways are being found to use University facilities for the benefit of local citizens. In turn, those same citizens are bringing fresh ideas to the campus. Extension programs, open admission, field education, and work-study programs all mean that the very distinctions between town and gown are disappearing.

In this context the student volunteer movement is only one element in a trend of great historical importance. In planning for the future, your agency or group might well consider the long range implications. A straightforward volunteer project in your community may pave the way

for more significant relations with the University. The volunteers may well be the "ice-breakers" that occasion new perceptions of the opportunities for mutual action.

If the best programs now in operation across the country were combined in one place, that community would experience an extraordinary social change. There are many projects that strike at the fundamental causes of poverty, racism, pollution, and urban decay. The collective experience of these scattered projects argues persuasively for the effectiveness of student volunteering.

As you scan the ideas included in the last chapter, you may discover the seeds of an idea that will grow in your area. If you do decide to move ahead in the planning and development of a project, we hope that the ideas contained in this manual will serve as a helpful guide. This book will be successful to the extent that it stimulates your thinking and summarizes past experience so that your projects can be organized with maximum effect.

8 high schools and the future

Our discussion to this point has been limited to programs involving college volunteers, but many of the principles and procedures discussed also apply to high school students. In fact, high school projects may eventually become the most important part of the whole volunteer movement.

Like college students, those in high school also seek new ways of becoming involved in their community. They too are aware of the need for social change. Their idealism and concern is matched by an awareness on the part of school administrators that a volunteer program can be an important addition to the student's experience, and even to his formal education. In some instances high school programs parallel their college counterparts in organization and effectiveness. At a school in New England students spend a full semester in local community service. The students are required to find a position, prepare a project proposal, win the approval of the Project Board (composed of faculty, students, and community people), attend periodic seminars and counseling sessions with members of the Board, and submit a final report. This program is considered an intrinsic part of the school curriculum.

The community has responded favorably to this program. Each year more agencies and groups request volunteers; each year the tasks which the students undertake become more sophisticated.

Across the country, high school students are also involved in work with churches and service clubs, community action agencies and government programs. In one state, high school students assist with the Food Stamp program, receiving and filing applications, interviewing applicants, and distributing stamps to eligible recipients. In another area, students staff an Opportunity Center for disadvantaged children and thereby help fill the vacuum left when the local Headstart Program was phased out. High school volunteers man telephones in neighborhood centers, serve as welfare aides, visit the homes of elderly persons, and paint and repair dilapidated buildings.

Despite the array of services which high school students can provide, there is a relative lack of organization in most schools. Many of the projects are run in *ad hoc* fashion, with little coordination or official help from anyone.

If you think you can use high school volunteers, try approaching the school principal or appropriate counselor directly. In planning your project, you should make closer ties with the school administrators than would be required in working with students of college age. High school students may need more orientation, training, and supervision; their job descriptions and method of reporting may have to be more specific. In general there should be more guidance and review. But their contribution can be just as fresh and energetic as that of college volunteers.

An important fact to remember is that most high school volunteers will be living at home. Their parents should therefore be aware of your project; in most cases, they will have to approve of the student's activity. You may be able to establish a good working relationship with the parents by including them in your planning process, and perhaps in supervision or some other function of the project. In high school programs, it is just as important to earn the support of parents as any other group.

Do not underestimate what these volunteers can do. There is good evidence to suggest that adolescents mature earlier and can assume greater responsibility than is usually conceded. As in the case of college volunteers, they should be included from the very beginning in the planning process; they should also participate in the evaluation of their own work.

During orientation and training sessions do not "speak down" to them. They are quite able to understand and articulate ideas as well as adults. They can also add an element of spontaneity and enthusiasm to a group, and their suggestions may be surprisingly perceptive.

In sum, students at the secondary level represent a valuable resource which can be mobilized to contribute to a community. Doing so may require some more initiative and direction on your part, but high school students are eager to be involved, and school officials are increasingly willing to provide the cooperation you will need.

9 project ideas

This final chapter briefly describes a number of volunteer projects now in operation or being planned. As you scan the list, you may note some ideas that will be useful in your community.

Education

The Study Center

A storefront office to which high school students in need of tutoring come for help. The Center contains a lounge-library where students relax in overstuffed chairs to read, study, or talk. This room is self-policing. During certain hours talking is encouraged; at other times, silence is the rule.

The Community School

Operates in a major city and offers high school course credits to community people, young or old. Sponsored by the Board of Education, this school-without-a-campus meets in borrowed church buildings, in business offices after 5:00 p.m., and in two rented storefronts.

The Language Lab

Students teach English to Italian and Mexican-American employees in local businesses. In turn, students benefit from the opportunity for conversation in Italian and Spanish.

Volunteers Cooperative

University students, experienced in volunteering, train prospective high school tutors and help to prepare them for work in elementary schools.

Teacher's Aide Program

Designed to relieve a teacher shortage in an urban high school. College students act as gym instructors, assistant teachers, study-hall monitors. They have made it possible to lower the average class size significantly throughout the school.

Day Care

A center sponsored by a national women's organization. Students act as recreation leaders and assistant teachers. Their volunteer help makes it possible for the center to continue operating despite a serious program deficit.

School of Skills (S.O.S.)

A church sponsored program. Academic tutoring by college students is offered along with instruction in the trades by electricians, carpenters, and other skilled workers. The auto mechanics course is always filled to capacity. A course in practical economics was also popular. No paternalistic image is possible since neighborhood people contribute on an equal basis with students.

Employment training and opportunities

Project Equality

Organized by the black and third world students on an urban campus to pressure the University and local businesses to adopt a more aggressive hiring policy for minority groups. Students act as a liaison with the local anti-poverty agency. They locate minority people who qualify for training and/or employment. They work with the employee after placement to iron out conflicts or special problems that arise.

Computer Careers

Specific skills in computer programing are offered by students at a neighborhood center. The students also track down job opportunities in the area and act as a placement service for their "graduates."

Job Training

Programs sponsored by government or private agencies use students as teachers in special assistance classes including: economics, accounting, engineering, computer programming, management training.

Economic assistance

Project Provide

A group of economics majors offers their services to community groups which need to raise capital or program money. The students help with funding requests, conventional financing, and special projects.

The Consumer In Action (CIA)

Works with an urban Family Assistance program to research and publicize consumer information. Students produce a local shopping guide. They also provide information concerning wholesale and retail outlets and discount stores.

Income Tax Service

In operation January through April. Business students help disadvantaged citizens fill out and file income tax forms.

Neighborhood Co-op

Students assist in running and staffing a cooperative food store and credit union.

Business Education

--Business students provide technical assistance to minority businessmen. Faculty members of the Economics and Business Department meet with the students to work out actual problems. Projects include: marketing feasibility studies, financial analysis and loan packages, development of management seminars, and government funding sources.

Industries Unlimited

Students work with a consortium of private agencies to assist in setting up new industries. Problems in production, management, and marketing are worked out. New industries now produce furniture, candles, ceramics, glass and metal work. Some volunteers stay on for more than a year.

Environment and ecology

Environmental Action

In cooperation with local or national ecology groups, students campaign for neighborhood clean-ups and trash collection; run pick-up centers for bottles, cans, and refuse; win support for environmental legislation in city councils, state legislatures, and Congress.

National Parks and Forests

Students volunteer to work with recreation projects, building camps and shelters, and constructing mountain trails.

Environmental Education

Students work in the planning and development of a degree-granting environmental university. They also help to edit an environmental magazine.

Community organization

Social Action News

A student run newspaper created after a meeting of agency representatives, students, and University personnel. The paper reports events of social and humanitarian interest. It helps to keep the community informed of activities sponsored by a variety of agencies and groups. Essentially an information network, it reports social service and action projects not covered in depth by the commercial news media.

The Urban Workshop

Students from the Architecture and Urban Planning Department at a local university are asked to attend meetings of the City Council and other government and private agencies. They exchange their reactions during a weekly seminar, and each term they draw up a list of suggestions. Several ideas advocated by the students have been enacted by the city.

Suburban Action Campaign

Grew out of a panel discussion organized by students at the request of a local church. Students were asked to speak on the urban problems of an inner-city neighborhood where they were involved in a volunteer program. Several of the panelists decided to continue as a separate group. They make themselves available to suburban service clubs, women's groups, churches, and schools to lead seminars on urban problems.

Legal Services

In cooperation with community schools and agencies, law students teach a class in "popular law." Practical points of law helpful to community people are discussed. In particular, information concerning installment buying, housing regulations, and welfare rights is stressed.

Vest Pocket Parks

Students work with citizens groups, solicit funds from the business community, and help to turn vacant lots into miniature playgrounds. They assist with recreation, arts, and crafts.

Work with children

Workshop in Child Study

Organized by a group of agency executives who are concerned about the quality of volunteer action. Volunteers from a variety of children's agencies meet weekly to share their ideas and experience. Volunteers trade program ideas and inform each other of the needs and accomplishments in their own areas of work.

Camp On Wheels

Students use busses provided by the University to take neighborhood children on field trips and overnight camping trips. Museums and historical sites, sports events, concerts, and plays are also included on the agenda. A variety of agencies or groups contribute to the expense.

State Home for Boys

College students "adopt" a dormitory of pre-adolescent boys who have been referred to the state home by the courts. The students provide recreation, arts, and crafts. They supervise a short wave radio station and direct a drama group.

Neuro-Psychiatric Care

Students serve as assistants in therapy, remedial education, and recreation. They spend several days in each division of a state hospital, and are integrated into the full range of hospital services.

Day Camp

Students act as counselors at a day camp for poverty children. Their work involves recreation, drama, art, music, field trips, camping, and visitation in children's homes.

Community health

Neighborhood Health Clinic

Students help to set up health and hygiene programs. They assist nurses and doctors in patient write-ups and lab work.

Psychiatric Hospital

Uses volunteers as psychiatric aides. Students also help in the dietary and housekeeping departments.

Family Planning Clinic

Has a training program which provides students with basic nursing skills, interview techniques, and a knowledge of supplies and equipment. Students work with nurses and doctors in the day-to-day operation of the clinic.

Correctional institutions

Prison Action Committee

Involves students as teachers in a prison school. Volunteers also collect data, information, and complaints from prisoners, and they act as advocates for prison reform. On occasion volunteers help to secure legal aid for individual inmates.

Parole Assistants

Working through the Board of Parole, students are assigned to work as assistant parole officers. They work chiefly with juvenile offenders, helping them to find a job or return to school.

Workhouse Aides

Students volunteer to work for a one-to-two-year period in a state workhouse. They assist with group therapy and training sessions, job placement, and career development.

Housing

Tenant's Association

Students work with neighborhood people to organize a rent strike, to push for enforcement of housing codes, and to have more significant representation on the City Planning Board.

Community Development

Students work with a private citizens group to design, finance, and build low-income housing for their neighborhood. The students secure the assistance of the Architecture Department at the University. They also organize recreation, arts and crafts, and remedial education for the neighborhood children.

Miscellaneous services

The Hot Line

Students work alongside volunteers from a variety of community organizations to man a 24-hour telephone answering service. Anyone in need of conversation with a sympathetic listener or specific emergency help may call in. Volunteers are trained to listen, and if necessary, to refer the caller to proper professional help.

Television Workshop

University students use T.V. monitors and video recorders with teenage youths in a neighborhood center. The teenagers produce their own plays, news shows, and other material, some of which is broadcast on local television.

Project Together

Students hold rap sessions with high school drop-outs, mentally handicapped citizens recently released from medical care, former drug addicts,

parolees, and other individuals in transition to and from institutions of health and education. The purpose of these rap sessions is to share the experience of readjustment, and to provide sympathetic feedback during a time of difficult change.

Emergency Service Program (ESP)

A twelve-hour emergency service center deploys students to individuals or groups with emergency needs—i.e., child care for welfare mothers who are hospitalized, clothing drives for disaster victims, emergency transportation for the sick.

Senior Service

Students recruit help from senior citizens and work with them in a variety of volunteer agencies. Retired white collar workers assist in job training; widows teach home-making; couples teach arts and crafts. Senior citizens team up with college students to adopt "little brothers" and "little sisters" at a nearby orphanage.

Food and Clothing Bank

In cooperation with a local church, students maintain a supply of food and clothing to be distributed by a committee of neighborhood people to individuals and families with temporary emergency needs.

Cross-Cultural Arts Fair

Organized by third world students and Spanish-American clubs in a large metropolis, a side street is closed off for an exhibition of arts and crafts, Spanish cooking, dancing, costumes.

Appendices

Appendix A: A community

The following is a short announcement that may be used to alert community people to the possibilities of student volunteering. It may be reproduced as is or revised. It is intended for distribution to community groups or agencies who may have a potential interest in using student volunteers, but who would be discouraged at the outset by a manual as lengthy as this one.

Can You Use Student Volunteers?

Can you use student volunteers? If you belong to a citizens organization or public service agency, chances are good that student volunteers may be able to provid your group with the critical help it needs.

Within the past ten years, college and high school students have assumed a major role in social service and community action. Moving far beyond their traditional role as tutors and counselors in recreation programs, they now provide effective support in hospitals, neighborhood service centers, prisons, and schools.

Are your schools overcrowded? Students can act as assistant teachers, classroom monitors, or gym instructors. Is your staff overworked? Student volunteers can provide critical assistance to neighborhood health clinics, social agencies, government agencies, legal storefronts, and church groups. If you are interested in obtaining further information about the possibilities of using volunteers contact: [your name and phone number].

Appendix B: Sample volunteer evaluation form

Name of Volunteer_____ **Date**_____

This evaluation form represents a minimal record of a student's work. After filling in the rating scale, please feel free to make additional comments.

	Superior	Above Average	Average	Below Average	Poor	Don't Know
Ability to work with other volunteers						
Ability to work with your staff or people						
Dependability						
Leadership Qualities						
Resourcefulness						
General Effectiveness						

General reactions of immediate co-workers, staff, and neighborhood people to the volunteer: _____

_____

_____

Additional Comments: _____

_____

_____

What was the volunteer's job description? _____

_____

_____

_____

What were his hours? _____

Would you be willing to write a reference for the student?
Yes ☐ **No** ☐

Evaluation by _____ **Agency** _____

[Two copies of this form should be filled out: one to be filled by the Student Volunteer Program, the other by the host agency.]

Appendix C: Sample contract form

In order to provide the most effective services, the student volunteers program and the host agency agree to assume responsibilities as follows:

	Agency	Student Program	Joint
Project Planning			
Transportation			
Fund Raising			
Publicity			
Program Supplies			
Insurance			
Recruitment			
Orientation			
Training			
Supervision			
Evaluation			

Student Coordinator _____

Agency Representative _____

Project Description _____

_____

_____

_____

[Though not a legal document, a contract of this type may help you clarify the division of responsibilities that you have worked out with the volunteers.]

Appendix D: Questions for agencies using student volunteers

The following questions should be kept in mind when you enter into the planning stages of a volunteer project. The answers need not be written out or drawn into your "contract" with the student volunteers, but there should be at least a tacit understanding of how each component of a project will work.

The Initial Planning Stage

Does the project have a clearly defined set of goals?
Does the project contain the means to reach these objectives?
Have you projected a reasonable time schedule for meeting your goals?

Transportation

Have you made adequate arrangements for transporting the volunteers?
Are the vehicles in good repair?
Do you anticipate difficulty getting enough drivers?
If your program grows, can you provide additional transportation?

Funding

Have you provided for adequate funding? For transportation? Program supplies? Publicity?
Is there a contingency fund for emergency expenses? (Car repairs, extra supplies, etc.)
Who will cover the indirect costs and how?
Who will provide insurance? Have you determined whether your coverage is adequate?

Publicity

Have you checked with the students about on-campus publicity?
Are there ways you can publicize the volunteer project within your own agency? In the community?
Will your publicity be offensive to any of the people involved in the project? Should you insure anonymity? Is individual recognition of the volunteers advisable?

Program Supplies

Do the volunteers have adequate supplies or program materials?
Are the supplies being used effectively?

Are the volunteers being reimbursed for out-of-pocket expenses?
Are the volunteers paying for supplies out of their program budget or as individuals? Is this advisable?

Insurance

Have you checked with your insurance agent about liability coverage? For the volunteers? For your staff or people?
Does the University policy cover your program, and to what degree?
Is there adequate insurance on the vehicles used in transporting the students?
Are you meeting the conditions of your insurance policies?

Recruitment

How many volunteers will you need? Is it likely you will have enough volunteers?
If you recruit too many volunteers, can you direct them to other projects?
Can you recruit additional volunteers if you need them during the year?
Do you have plans for replacing volunteers who drop out?

Orientation

Does your orientation program give the volunteers an understanding of what your agency is and how it operates?
Do the volunteers know the people they will work with? The community? The neighborhood?
Do the volunteers understand how their project relates to your overall goals and objects?
Is the orientation program too long?

Training

Does your training program provide the skills that the volunteers will need to be effective?
Will additional training be necessary once the project begins?
Would the volunteer program be improved if you could provide dynamics? Teaching methods? Technical skills?
Are there special characteristics of culture or religion that the volunteers should be aware of in working with your people? How are these needs addressed in your training program?
What is the total amount of time devoted to training and orientation? Are the volunteers put to work quickly?

Supervision

Does your method of supervision allow continuing feedback from the volunteers?
Are you in touch with their questions and problems as they arise?

Do the volunteers feel restricted by the supervisors? Do they have a sense of freedom?

Do the volunteers feel that there is too much supervision? Or too little?

Do the supervisors relate well to the volunteers?

Evaluation

Is the project making satisfactory progress toward your goals?

If the goals are not being attained, can they be defined in more realistic terms?

Are there any technical problems that could hurt the project? Problems with transportation? Supplies? Buildings?

Do the volunteers carry out their assignments? Do they follow instructions? Are they regular in attendance?

Do the volunteers cooperate effectively with your staff and community people?

Has the project helped you to perceive new goals or new ideas for using volunteers?

Does the project contribute to the over-all purpose of your agency? Is it meeting a basic need of the community?

Does the project contribute to the lives of the students?

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