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ABSTRACT

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Student Life Studies
University of Minnesota

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EXPERTNESS, TYPE OF APPEAL, AND
INFLUENCE IN THE INTERVIEW

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University of Minnesota

The purpose of this study was to explore further the impact of expert-
ness on an interviewer's ability to influence a client. Previous studies
have shown that expert interviewers are more persuasive than inexperienced inter-
viewers (Strong and Schmidt, 1970; Patton, 1969; Bergin, 1962). More recently,
Strong and Dixon (1971) found that when an interviewer was interpersonally
attractive, his expertness had no effect on his influence; but when the inter-
viewer was unattractive, his degree of expertness was critical to his influ-
ence. This finding suggests that the impact of expertness is complex and is
mediated by other variables in the interview process.

One of these variables may be the way influence is attempted, the man-
ner in which the interviewer presents the views he wants the client to accept.
Strong and Matross (1973) have proposed that congruence between "power base"
and type of appeal is an important determinant of influence. A power base
is a positive quality, such as expertness or attractiveness, attributed to
the interviewer by his client. Strong and Matross suggest that appeals to
personal experiences and opinions are congruent with the power base of inter-
personal attractiveness, while appeals to impersonal data and facts are con-
gruent with the expertness power base. They propose that incongruence between
power base and appeal leads to resistance rather than the desired influence.
One implication of this formulation is that an interviewer who is perceived
as both expert and attractive will be influential with both personal and im-
personal appeals, while an interviewer who is perceived as attractive but
inexpert will be influential with only a personal appeal. Thus while expertness

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38 009 783

may not affect the strength of an attractive interviewer's influence, it may increase his freedom to utilize different types of influence.

The hypotheses tested in this study were the following: 1) An attractive interviewer's perceived expertness will have no impact on his influence when he uses a personal appeal. 2) An attractive interviewer's expertness will control his influence when he uses an impersonal appeal: when the interviewer is perceived as an expert he will obtain influence; when he is perceived as inexperienced, he will not obtain influence.

Method

The hypotheses were tested in a three-session experiment in which subjects' opinions were obtained before and after a 20-minute interview. In the interview, the interviewer attempted to influence the subjects' opinions.

Subjects

Subjects were 57 male volunteers from an introductory psychology course in the College of Liberal Arts, University of Minnesota. They received points applying to their course grade for their participation in the experiment. Their ages ranged from 18 to 32 years; with a mean of 20 years; a majority were sophomores.

Procedure

On sign-up posters and in the first session subjects were informed that the purpose of the study was to explore the impact of the interviewer's expertness on the usefulness of a diagnostic interview in improving the accuracy of students' self-estimates of their achievement motivation. Students were told that short interviews with skilled counselors had been found to result in more accurate ratings of achievement motivation. Our purpose now was to determine whether the improvement was due to the expertness of the interviewer or the opportunity the interview afforded the student to examine his experiences.

The students then completed their initial rating of their achievement motivation on a stanine rating scale in which they were asked to indicate how motivated to achievement they were compared to other college males by checking one of nine points on the scale from "very much less" to "very much more". The percentage of college men who would rate themselves at each stanine level was indicated on the scale. After the ratings, the students signed up for their interviews.

Subjects were assigned to one of eight conditions determined by (a) two interviewers, (b) inexperienced and expert interviewer introductions and (c) two types of appeal. Assignment of subjects to conditions was random within self-rating levels. Seven subjects were assigned to all but one cell, which had eight subjects. An analysis of variance of initial self-ratings by interviewer, introduction and type of influence appeal yielded no significant differences among conditions. The two interviewers were male graduate students in counseling psychology. They received 12 hours training in their interviewing roles, in which they learned to portray the "attractive role" developed by Schmidt and Strong (1971). The interviewer was friendly and responsive to the student throughout the interview, and indicated that he liked the same things the student liked.

The interviews were held in a seven-day period one week after the first session. When a subject reported for his interview, he was greeted by the receptionist and given a typewritten sheet which stated that the interview consisted of a discussion of the subject's achievements in his academic and extra-curricular experiences in high school and college. The sheet also introduced the interviewer to one-half of the students as "Your interview will be with Dr. _____, a psychologist with several years experience in diagnostic interviewing with college students." For the other half of

the students, the statement read "Your interview will be with _____, a first year graduate student in psychology who has offered to participate in this study." In addition, in the expert condition a nameplate was on the interviewer's desk identifying him as Dr. _____, along with several psychology journals and books. The items were removed in the inexpert condition. After reading the introduction, the student was directed to the interview office. The interviewer greeted the subject and began with a brief statement of the structure of the interview. The subject then related his past experiences concerning his achievement, with occasional comments and interjections from the interviewer. After 16 minutes the interviewer began the appeal by commenting that he had gained an understanding of the subject's achievement motivation. He then asked the student how he would rate his achievement motivation compared to other college men. After the student stated his rating, one-half of the students received the personal appeal:

"Mm.Mm. I can see that. You know just in talking with you and comparing what you have told me with what other male college students have told me, my opinion would be that you have need achievement motivation compared to other college males."

The interviewer followed with a one-minute rationale of his rating, citing examples from the interview which "led" to his opinion. The other half of the subjects received the impersonal appeal as follows:

"Mm.Mm. I can see how you might see it that way (pause). However, it is apparent that you are definitely more motivated than the average college male in need for achievement. Obviously if you want to be accurate you will adopt this finding. I guess you'd like to talk about it more because of this discrepancy, but quite honestly it would not be helpful to me."

In the blank in both appeals, the interviewer inserted a descriptive phrase from a stanine scale which was three levels away from that which the subject had rated himself before the interview. In all cases the interviewer's opinion was three levels lower than the initial rating. After the appeal,

the interviewer indicated the end of the interview by stating, "Ordinarily these interviews are quite routine, but I have really got a great deal out of talking with you. I thoroughly enjoyed it. Thank you."

The student then returned to the receptionist and rated his need for achievement again. He also completed an Interview Reaction Questionnaire consisting of 30 true-false statements about the interview, and a 100 item adjective checklist describing the interview. The student indicated how descriptive each of the adjectives was of the interview on a 5 point scale from "not at all descriptive" to "very descriptive". The third session was seven days after the interview. Students completed the self-rating of achievement motivation a final time as well as a form on which they were asked to give their overall reaction to the experiment. Students were then individually de-briefed. Achievement motivation rating change scores were derived by subtracting the student's rating immediately after the interview from his rating before the interview (immediate change score) and subtracting the student's self-rating one week after the interview from the pre-interview rating one week earlier (final change score).

To test the two hypotheses, the self-rating change scores and adjectives were analyzed with an analysis of variance of the following orthogonal contrasts: 1) Expert versus inexpert introduction within personal appeal. 2) Expert versus inexpert introduction within impersonal appeal. 3) Personal versus impersonal appeal. 4) Interviewers. Contrasts 5, 6, and 7 examined interactions between interviewers and contrasts 1, 2, and 3.

The true-false responses of the Interview Reaction Questionnaire items were evaluated by chi-square.

RESULTS

Self-Ratings and Change Scores

Means of the subjects' achievement motivation ratings before the interview, immediately after the interview, and one week after the interview were 5.89, 5.07, and 5.14 respectively; standard deviations were 1.66, 1.63, and 1.69 respectively. Intercorrelations among the three administrations were .68 (before and immediately after), .71 (before and one week after), and .94 (immediately after and one week after).

The means and standard deviations for the immediate change scores and final change scores are presented in Table I. For the immediate change

insert Table I about here

scores, the mean changes obtained with personal appeal (range from $\bar{X} = 1.13$ to $\bar{X} = 1.86$) are larger in all comparisons than mean changes with the impersonal appeal (range from $\bar{X} = .43$ to $\bar{X} = 1.57$). For Interviewer A the changes obtained with the expert introduction are larger than with the inexpert introduction with both the personal appeals ($\bar{X} = 1.86$ for expert versus $\bar{X} = 1.29$ for inexpert) and impersonal appeals ($\bar{X} = 1.57$ for expert versus $\bar{X} = 1.00$ for inexpert). For Interviewer B mean changes with inexpert introduction are larger for both personal and impersonal appeals (with personal appeals: $\bar{X} = 1.29$ for inexpert versus $\bar{X} = 1.13$ for expert; for impersonal appeals: $\bar{X} = .57$ for inexpert versus $\bar{X} = .43$ for expert). The differences between changes obtained with expert versus inexpert introductions are not appreciably different within the personal appeal as opposed to within the impersonal appeal. As can be seen with the above means, Interviewer A obtained more opinion change in all conditions than did Interviewer B. The pattern of means for change scores

one week later are not appreciably different from change scores for immediately after the interview. The major difference is that the amount of change obtained in the expert-impersonal condition increased for Interviewer A (from $\bar{X} = 1.57$ to $\bar{X} = 1.71$) and decreased for Interviewer B ($\bar{X} = .43$ to $\bar{X} = .29$), further accenting the differences between interviewers.

The results of the analysis of variance of orthogonal contrasts for the change scores are presented in Table II. None of the differences reached the required .05 level of statistical significance for the immediate change scores.

insert Table II about here

The greatest differences were between interviewers ($p = .06$) and between the personal and impersonal appeals ($p = .10$). These two differences became slightly stronger in the analysis of the final change scores with interviewer differences achieving the $p = .05$ level and appeal differences achieving a level of $p = .08$.

Perceptual Effects

For the personal appeal seven items from the adjective check list differentiated between the expert and inexpert introductions. When introduced as experts, the interviewers were regarded as significantly ($p < .05$) more orderly and controlled, but less talented, impulsive, motivated, and persevering than when introduced as inexperts. For the impersonal appeal six adjectives yielded significant introduction differences. When introduced as experts the interviewers were evaluated as significantly ($p < .05$) more polite, but less energetic, talented, active, motivated, and thorough than when introduced as inexperts.

Ten adjectives produced significant appeal differences. When using the personal appeal the interviewers were seen as significantly ($p < .05$) more

knowledgeable, serious, skillful, logical, casual, accurate, thorough, tolerant, and talented, but less dominant than they were using the impersonal appeal. In addition, five items from the Interview Reaction Questionnaire differentiated between the personal and impersonal appeals. A significantly greater number of subjects ($p < .05$) receiving the personal appeal than those receiving the impersonal appeal reported that the interviewer looked at things in a way similar to themselves, seemed to like them, was helpful in clarifying their views and helped them get a more accurate picture of themselves. Significantly fewer ($p < .05$) of those receiving the personal appeal than the impersonal appeal reported that the interview left them anxious or upset.

Interviewer differences were found for four adjectives. Interviewer A was evaluated as significantly ($p < .05$) more energetic, outgoing and persevering and significantly ($p < .05$) less awkward, tolerant, and humorless than Interviewer B. No significant perceptual differences were noted for the other three contrasts in the analysis.

DISCUSSION

The results do not support the predictions in any useful way. While, as predicted, the degree of expertness did not make a difference with the personal appeal, the degree of expertness did not make any difference with the impersonal appeal either. The results do suggest, however, that expertness and impersonal appeals are somehow related. While not constituting a statistically significant trend ($p = .11$ on final change scores), impersonal appeals by Interviewer A tended to obtain more influence when he was introduced as an expert than as an inexperienced, while Interviewer B tended to obtain less influence as an expert than as an inexperienced using the impersonal appeals. Subjects responded to the interviewers differentially and particularly so

with the impersonal appeal and expert introduction. The students' open-ended responses to the experiment one week following the interview offer some insight into this difference. Many comments about B's "expert" interviews were ambivalent. While subjects mentioned that he was a pleasant, likeable fellow, they were disappointed in his skills. Two representative comments were "My interviewer knew we weren't where we were supposed to be, but he didn't get us there either" and, "During the interview I did most of the talking. The interviewer's questions seemed to guide the discussion at times (I think I controlled the direction mostly) to clarify my points and the like. I didn't look at myself any closer than I had done before. I was not impressed with the interview at all." Comments about Interview A's skill and his expert interviews were much more positive. One subject noted "His presentation was logical and rational; he made it easy to accept." Other subjects noted that Interviewer A "utilized my comments for his evaluations. He had a very professional point of view." The difference (the greater expert effect of Interviewer A) was particularly evidenced in his expert-impersonal appeal condition. One student who interviewed with A reported that "My reactions were very much concerned with the blunt statement he had made and his reasoning for such a statement. Later I attempted to discover the reasoning he may have used by examining myself." Another subject said "I gave it some thought between the sessions, mostly trying to see how the interviewer came to his decisions." Subjects in this condition seemed to assume that Interviewer A had good reasons for his conclusion and that it was up to them to find them. This phenomena did not appear for Interviewer B or for the inexpert conditions for Interviewer A. These subjects' remarks suggest that behavioral evidence of expertise such as controlling the interview with well-timed and logical questions produced the differences in the interviewers' persuasiveness.

The expert and inexpert introductions may have accented the behavioral differences by creating different subject expectancies of the interviewers' behavior. Interviewer A, by confirming the expectancies of an expert role, gained enough credibility to persuade students even when he offered no good reason for his blunt statement. For Interviewer B, the expert introduction may have led the subjects to expect more directness and control than he exhibited. Perhaps Interviewer B was more persuasive as an inexpert because the subjects did not expect a likeable graduate student to be as directing as a Ph.D. psychologist. The extensive literature on client expectancies (e.g. Goldstein 1962, Bednar, 1970) appears quite relevant.

The different perceptual impacts of the personal and impersonal appeals are rather suggestive. The interviewers were consistently evaluated more positively when they used the personal appeal than when they used the impersonal appeal. Although appeal differences in influence were not as evident as were the perceptual differences, final change score appeal differences did approach significance ($p = .08$). The comparatively few words embodied in the two appeals did seem to have a differential impact. This finding suggests the need for continued research on the content and style of interviewer interventions, in addition to examinations of interviewer characteristics.

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TABLE 1
 MEANS AND STANDARD DEVIATION OF CHANGE SCORES^a BY
 APPEAL, INTRODUCTION AND INTERVIEWER

	Interviewer A						Interviewer B					
	Inexpert			Expert			Inexpert			Expert		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
<u>Immediate Change</u> ^b												
PERSONAL	7	1.29	1.11	7	1.86	1.07	7	1.29	1.50	8	1.13	.35
IMPERSONAL	7	1.00	1.16	7	1.57	.98	7	.57	1.13	7	.43	1.40
<u>Final Change</u> ^c												
PERSONAL	7	1.29	1.11	7	1.71	1.11	7	1.29	1.38	8	1.00	.53
IMPERSONAL	7	.71	1.11	7	1.71	1.11	7	.57	1.13	7	.29	.76

^a Stanine Units

^b First self-rating minus second self-rating

^c First self-rating minus third self-rating

TABLE 2
 ANALYSIS OF VARIANCE OF CHANGE SCORES^a BY
 ORTHOGONAL CONTRASTS ON APPEAL BY INTRODUCTION BY
 INTERVIEWER CELL MEANS

SOURCE	df	Immediate Change ^b			Final Change ^c		
		MS	F	P	MS	F	P
Expert vs Inexpert within personal	1	.30	.24	.62	.03	.03	.85
Expert vs Inexpert within impersonal	1	.32	.26	.62	.91	.82	.37
Personal vs impersonal	1	3.56	2.82	.10	3.59	3.24	.08
Interviewer	1	4.70	3.73	.06	4.58	4.13	.05
Interviewer by C1	1	.96	.76	.38	.91	.82	.36
Interviewer by C2	1	.88	.70	.40	2.87	2.58	.11
Interviewer by C3	1	.63	.50	.49	.64	.58	.46
ANOVA error	49	1.26			1.11		

^a Stanine Units

^b First self-rating minus second self-rating

^c First self-rating minus third self-rating

of a hands-on art appreciation project put together for classroom use by CEMREL, Inc., the St. Louis-based education company. The participatory exhibit, which will be at the Smithsonian Institution's National Collection of Fine Arts until the middle of the year, emphasizes the "how to" aspects of enjoyment of all the arts—music, dance, literature, theater, film, and the visual arts. The exhibit is scheduled to visit New York, Winnipeg, Nashville, Allentown, Pa. and Charleston, W. Va.

Inquiries about the exhibit, *The Five Sense Store: An Aesthetic Design for Education*, may be directed to the Smithsonian Institution Traveling Exhibition Service, Smithsonian Institution, Washington, D.C. 20560. For further information about the Aesthetic Education Program developed by CEMREL under the direction of Dr. Stanley S. Matija contact Verna Smith, CEMREL, Inc., 10646 St. Charles Rock, St. Ann, Mo. 63074.

Prevlab: Multi-Interest Kits for Prevention of Loneliness, Anxiety and Depression

"Loneliness Cure: A Load of Junk," James G. Driscoll, *The National Observer*, Jan. 27, 1973.

Say you're 50 years old, recuperating from a heart attack, feeling lonely and blue, and some nutty friend wheels an overloaded baby buggy into your hospital room. The buggy is full of junk:

Two toy snakes. A copy of the *Boston Post* from 1942. A Halloween mask. A *Newsweek* magazine from 1948. An illustrated pamphlet about frogs. A 1923 *National Geographic* with a story about manufacturing hair nets in China. A kaleidoscope. A menu from a Chinese restaurant in Albuquerque. Two "official" police badges, made in Japan and sold for ten cents. And much more.

What do you do? You throw out your friend, call his psychiatrist, and have him committed. Anyone who brings junk instead of flowers or candy—or booze—to a sick friend must perforce be sicker. Right?

Well, wait a minute. Maybe you'll just peek at that 70-year-old friend's...

memory-stirring headlines from World War II: "Air Raid Test All Confusion." They usually are—you know. "Speeders May Lose Gas Cards" also rationing was announced and it is coming back. "Will Boston City Non-Victory Garden." Loss the... roommate, who's 21 a... injuries in a car wreck mean he may never walk again. You point out a baseball headline, "Yankees Favored Over Cardinals in Series," and a photo of your favorite, Joe DiMaggio. He's heard of DiMaggio but thinks Henry Aaron is better. The argument is on.

The Lively Scer

A nurse walks in a clown and with... Halloween mask. Her brother-in-law drops in, pins a police badge on his lapel, and cracks a few jokes. They're not great, but you never dreamed he had even that much wit.

Your room's a lively place, thanks to Dr. Frank R. Mark and his idea called PRFV-IAE (Prevention of Loneliness, Anxiety, and Boredom). Dr. Mark's hobby project of a baby buggy full of fascinating discards from basements and attics: he also has two smaller sizes of these "hobby kits" in an attache case and a cookie box.

A physician with the U.S. Department of Health, Education, and Welfare in Rockville, Md. Dr. Mark has been concerned about the prevalence of loneliness, anxiety, and boredom in hospitals, jails, mental institutions, nursing homes, and homes for the elderly.

"Major Diseases"

He links the three maladies and is "dead certain" that more than 10 percent of the population is affected by them. "They may be America's major diseases," he declares.

Dr. Mark says at least half the elderly are bored or lonely. So are most of those confined to institutions, plus "a high percentage of middle-aged women and college students." He defines their basic problem as "a lack of sensory input."

They do... enough with other peo...

ple. They don't feel, touch, smell, see, and hear enough stimulating things. How do you combat that? For those confined in institutions or at home, the sensory input can be increased by introducing "high interest items" into their immediate environment.

Collecting Kit Items

In his travels, Dr. Mark has picked up many such items for his hobby kits. Travel folders from Asia, Europe, and the United States. A shell collection on a sheet of cardboard. A "Reader's Digest" from March 1938 with a story, "How About a National Lottery?" An old Sears catalog. A magazine called Iraq Petroleum dated January 1957. A puppet.

I looked through this captivating junk in Dr. Mark's office and could hardly tear myself away. A September 1923 National Geographic has an ad for a new Maxwell car—the kind Jack Benny allegedly drives. The cost: \$985. There's a colorful kaleidoscope, and how long since you're gazed into one of them? A Boston Post from 1944 (the newspaper is out of business now) sports dramatic headlines: "Yanks Capture Most of Leyte: and "Yanks Join Big Battle to Free Port of Antwerp."

Limited tests of Dr. Mark's kits show that most patients are as fascinated as I was. A 20-year old secretary, confined at home for three months after an auto accident, said the kit's "many surprises kept me and my family and friends occupied for many hours." Her young friends enjoyed looking at old publications, "the shoes, hair-styles, bathing suits, dresses, etc., gave us a chuckle."

The National Institute of Mental Health is examining Dr. Mark's idea, and it's being tried in several cities. In Lincoln, Neb., city jail inmates were so pleased with kits they received that they put together some child-oriented kits and sent them to the Cedars Home for Children.

Dr. Mark recently lectured at a nine-day seminar on loneliness, anxiety and boredom at the University of Nebraska in Lincoln. The 30 students—clergymen, hospital officials, social workers, among others, received three academic credits for completing the seminar

and a week's field work in which they had to establish rapport with an institution resident, find out his interests, design a hobby kit to reflect those interests, and bring it back to him.

Dr. Karen Dinsmore, the seminar's organizer and an assistant professor in the university's human development department, calls Dr. Mark's idea "simple but effective—it's great." I agree, and I can't understand why it hasn't caught on in more places.

Maybe its handicap is its simplicity. The idea involves no scientific breakthroughs or complex theorems; it just works. I can't imagine anyone not being fascinated by the Oct. 11, 1948 issue of "Newsweek" Dr. Mark found for a kit. The magazine contains a prediction by 50 "political experts" that Thomas E. Dewey would trounce Harry S. Truman for the Presidency of the United States.

[Dr. Mark suggests that items for the multi-hobby kits should be chosen on the basis of having one or more of the following characteristics:

- appeal to vision, tactile, or odor senses
- have humorous or gimmicky aspect
- have cultural or historical interest
- project the user into a different setting
- make good conversational pieces or tend to initiate activities
- need some active involvement (handling) by the patient
- are not perishable
- have a potential long range of patient interest time
- can be used by a variety of patients, visitors, and volunteers
- do not require prolonged concentration

Among the suggestions Dr. Mark provides is a list of items that can be included in kits with cash values of approximately \$50, \$20, and \$6.

He also has a model that illustrates modification of a nursing home or hospital with the following features:

- display cases built into the walls of the hallway
- wallpaper with panoramic scenes
- a bird feeder and telescope placed on balconies

- a number of small statues on exhibit
- a small area set aside for small animals (kittens)
- built-in bookcases
- space for plants, fish tanks, etc.
- different decors for each room (ex., Egyptian room)
- table with built-in hobby kits
- items such as radios, television sets, phonographs can be added
- a group of volunteers (a school, class, scout troop, Red Cross, etc.) should have continuous responsibility for servicing such an area.]

Many Mansions—Making Them Habitable

Calvary Episcopal Church, New York City. Background paper, NIMH Alternative Pursuits Project, 1972.

One of the alternatives groups that responded to the theme of Alternative Pursuits was a parish in New York about to celebrate its 125th anniversary. The answers to a questionnaire for further details, sent to prospective teams by Conference Design, Inc., suggest another powerful resource seeking alternatives: the church and the worshipping community. Here's how this church group answered the following questions:

Your Group and Your Thing: Many Mansions, Making them Habitable.

What do you call yourself: People of God, as gathered at Calvary Church.

Why did your group project get started: "As it was in the beginning, is now, and ever shall be—" our need to know who we are and why.

How are things now compared with when the group began: Many changes in the life of this church have made it crucial for our people to build community, albeit of frail, broken, incomplete pieces, cemented together with love for the whole humanity we are entrusted with, and have almost betrayed.

What's given you the most satisfaction or biggest success: Sharing deep feelings and awe—being with people alive to the possibil-

ities inherent in us to learn, to grow, and to know; being part of the process of becoming. . . .

What have been the most difficult problems or roadblocks: Too many of us losing sight (vision), fearing ourselves, fearing change, feeling alone and powerless, hopelessness, apathy, pain, shame, losing touch with inner resources, ego problems, stunted emotional growth, tensions, stresses, in sum, the conditions that have conditioned the modern man woman ken.

What kind of experiences or insights would you like to share or receive: ways to serve the Lord of all creation and rejoice in his days; to meet with others who are asking questions never thought of yet, and searching for new ways to bring individuals and groups closer to what they can be, and are, in God's eyes; to bring into play skills in cross-age and cross-cultural communications; adapting new roles and models for being.

If your group was just beginning now, what might you do differently: Start younger. Create more opportunities for young and old to share needs, strengths, experiences, and find ways to free imprisoned selves and ideals. Broaden the conception of community to all aspects of life and death, so that all of life would be served, all life systems revered, and the planet preserved.

* * *

A newsletter accompanying the questionnaire described the great variety of regularly scheduled and special events that take place in the church, and in the adjacent ten-story parish house. In addition to a daily schedule of worship, prayer, healing and counseling services, there were classes in yoga, sewing, theater practice, meetings of Alcoholics Anonymous, Feminist Forum, Gay Counseling, organ recitals, string music ensembles, sacred rock ("The Seven-Fold Gift"), Scouts, Arts and Architecture walking tours, bicycle tours, nursing home and prison visitations, food co-op, tenants' cooperative and clinic, law forum, adult theology and Bible study groups, book discussions, theater, choir, a "community of growth," and "Camp Farthest Out." The Council on Adopt-

able Children, Dignity, a Presbyterian Youth Group, the Order of St. Helena, the Painted Women's Ritual Theatre, Parish Counseling Centers, Inc., the Seminary of the Streets, Spoken Words, the Sons and Daughters of the Pilgrims and the Young Adult Institute and Workshop (for mentally handicapped young adults) are among the new programs that have been added to the roster at Calvary House.

The mix and juxtaposition of people and programs seem to release energies synergistically, most noticeably in the lives of the older parishioners whose zest and joie de vivre are one of the remarkable differences visitors note when they attend worship and community events at Calvary.

New Style "Free Enterprise" in San Francisco

Thomas Albright, "A Unique Co-op of Talent," *San Francisco Chronicle*, Jan. 8, 1972.

Free Forms at "One" Warehouse

Except for its hot mustard exterior paint job, the immense, six-level building at the corner of Tenth and Howard streets looks like any of the older warehouses and light industrial plants that form most of the surrounding neighborhood.

Once inside, however—via a door marked simply, "One"—you plunge into an utterly mind-boggling complex of winding corridors and free-form rooms, and free-form personalities, specialized know-how and sophisticated technology that are coming together in an unprecedented new way.

"One" contains a sizeable amount of space that is being used as studios by painters, sculptors, ceramists and other artists and craftsmen. But it also houses fully equipped television and radio studios; film, photo, and video processing labs; a computerized data bank, experimental free school and professionally-manned clinic; and a staggering variety of other, continually evolving and overlapping activities.

Activities

These activities are the work of some 200 people and 60 organizations who are involved in "One" on a regular basis, and who range from students and recent university graduates and drop-outs, to Ph.D's, electronics specialists and other highly trained professionals who have pulled out of the normal stream of economic life to join in a cooperative sharing of talent, experience and physical resources. They bring with them not only knowledge and skill, but often costly and highly specialized technological hardware as well.

A year-and-a-half old, "One" is the senior member of a loose network of similar warehouse "projects" that has already grown to include a larger "Artaud," at 17th and Alabama streets, and several smaller complexes. In the works are others in San Francisco and the East Bay.

The idea for "One" originated with Ralph Scott, an architect and engineer by training who was then sharing space with a dozen other people in smaller warehouse quarters.

At its most practical level, Scott explained, the plan grew out of the fact that there were "a lot of people who needed to find an alternative way to deal with economic problems such as low income, or unwillingness to sacrifice their integrity for a reasonable salary. There are great numbers of people today who have talent, experience and a command of money, but refuse to pay the price. There are others—people with master's degrees and Ph.D's—who simply can't find jobs."

Proposal

Scott formulated a proposal, an associate, Craig Brown, went on the radio to talk about it, and within three days a dozen people were manning a switchboard to receive calls from individuals and collectives interested in joining.

The group, by then numbering about 100, was able to negotiate a five-year \$50,000 per annum lease on the 84,000 square foot building—a one time candy factory which had long stood vacant—from, as Scott puts it, "a very supportive landlord."

The building that "One" took over was a

largely empty shell of bare cement exterior walls, floors and large pillars supporting the ceilings that divide its six levels—a basement, four storeys and a smaller, roof-top “penthouse.”

Task

The group's first task was therefore an extensive renovation job, dividing the building into “spaces” (the word “room” with its connotation of compartmentalization is avoided at “One”) appropriate to the needs of their occupants.

Rent

Occupants pay 6½ cents per square foot for their spaces, which are generally measured in terms of “bays,” or the area between four of the large interior pillars. A “bay,” Scott points out, is equivalent to an average three-room apartment, and rents for \$23 a month. Many spaces are considerably larger than a single bay, and an occupant's rent may total \$150 or more a month, including a portion for utilities and other common expenses.

Some spaces are skeletally functional. Some are lined with thick carpeting and supergraphics that bend around streamlined, curving walls, and some take the form of grotto-like environmental sculptures with crusty, Gaudiesque walls. Individual spaces are constantly being changed, exchanged, added to or subdivided in an “organic” response to changing needs, Scott said.

Alterations

Like the architecture, the make-up of “One's” population is in a process of continual alteration.

“We don't aim to be self-contained,” Scott said. “That would be logically absurd. But we do try to point in that general direction, including as many different skills as we can. We began with a very broad range that had some holes in it. Most of these holes are now being filled.”

Many of One's facilities are likely to be in use at any hour of the day or night—part of “One's” attack on compartmentalization is

to do away with set, 9 to 5, work routines that serve to separate a person's job from the rest of his life.

Articles

“The articles of association provide that anyone can chair a meeting until someone else objects,” Scott said. “And all decisions must be arrived at by consensus, meaning that any single dissenting vote can prevent a decision. At times, the meetings work well. At times they drag on for 8000 hours. But no one has ever suggested that we eliminate consensus.”

“One” participants readily concede that their unique cooperative experiment gives rise to new problems as well as new potentials. About half the original members have remained, but this means that half have also dropped out.

Difficulties

“There are psychological problems that occur,” Scott said. “Many are related to closeness. People make some heavy demands on each other, although overall they are directed toward maturation and responsibility. And you can't hide behind protocol. You have to confront every situation as it comes up. It's hard, but it can also make for fulfillment.”

On balance, at least, it appears as if the “One” concept is sure to grow.

Talent

“We're the avant-garde of a tidal wave of surplus talent, training and glorious expectations,” a leaflet published by the group pronounces. “The ultimate triumph of industrialism was to apply the techniques of the assembly line to the production of a labor force for post-industrialism . . . an educated, highly skilled, specialized and available working class to fill the software mills of the new technology. We were to become that working class. Five jobs were promised when there was only one available. So here we are. Free, because we're irrelevant.”

At the same time, “we are making use of a wasted, cast-off resource of our economic

system," Scott said. "In recent years, companies found it was cheaper to warehouse in the suburbs than in the city. The area is full of buildings like this, standing empty and unused.

"We've learned to make an important distinction between process and product," he added. "In the 19th Century Utopian communities, someone defined an objective and then everyone worked to fulfill it. Our objectives, along with everything else, change every day in response to different demands and needs and the realities of the urban scene. This is no Utopia."

Career Development Center in Dallas

Peter A. Janssen, "Skyline, the School With Something for Everyone," *Saturday Review*, November 11, 1972.

Skyline High School, a \$21-million, Texas-size superschool, sprawls over eighty acres of flat, barren fields on the eastern outskirts of Dallas in the no man's land between the freeway and the housing developments. In back, next to the tennis courts and the football field, aeronautics students work on half a dozen airplanes and a helicopter in the school's own hangar. On one side horticulture students grow flowers in the school's own greenhouse. On the other, construction-trades students learn carpentry, bricklaying and glazing from the same instructors who run the unions' apprentice programs. In front a fleet of twenty-nine yellow buses carries students back and forth from the city's other high schools for three-hour classes in almost everything—from modern Hebrew and Greek to advanced seminars in the humanities and sciences, where students do more independent work, at a faster pace, than they would be permitted to undertake at many colleges.

All this—and much more—makes Skyline, one of Dallas' seventeen public high schools, one of the most interesting comprehensive secondary institutions in the country. Skyline is a "magnet" school, attracting students from all over the city to its special offerings; it also is a new concept in "ca-

reer education" (not to be confused with "vocational education") that combines fast-paced academic work with hands-on training for real jobs.

Skyline also is *the* school in Dallas. The son of the mayor goes there; so does the son of the superintendent of schools and the children of five of the nine members of the Board of Education. It has the active support of Dallas's leading citizens; indeed, a fulltime man at the Chamber of Commerce coordinates various advisory committees of 300 local business, labor, and intellectual movers-and-shakers who help chart the school's future.

Actually, Skyline is a sometimes uneasy blend of three schools under the same roof. First, it is a comprehensive high school for 1,429 sophomores, juniors, and seniors who live in its area. (Another 500 black and Chicano students are bused in from other parts of town under a court desegregation order.) Second, it is a Career Development Center, where students from other Dallas high schools spend three hours a day in one of twenty-eight "clusters" of related courses. This fall 1,471 students from other schools are enrolled in clusters at Skyline for half the day but remain there for their other courses; another 830 take only the cluster at Skyline and return to their regular schools for the rest of the day. Third, Skyline runs a Center for Community Services for 3,000 students at night, offering trade and apprenticeship courses as well as academic courses leading to a high school diploma.

The Career Development Center makes Skyline significantly different from most other high schools. The clusters themselves range from Business and Management Technology, Computer Technology, Higher Mathematics, World of Construction, Metal Technology, and Food Management to Man and His Environment (the "humanities" cluster). The emphasis in the clusters, or course, is to prepare students for jobs and careers. Skyline has the latest materials and equipment in the trade courses; it also has hired teachers from industry and labor unions who are up-to-date not only on job speciali-

ties but on what the Dallas job market really needs. At Skyline, students learn to make a brick wall by making a brick wall—again and again—because there is a need for bricklayers in Dallas. The school actually runs the apprentice programs for all the building-trades' unions and the printers' union—and more than 1,600 students are enrolled in them.

Many of the clusters emphasize special projects—and cooperation with other clusters. Students in architectural drafting are drawing up blueprints for model homes. They will place advertisements in the Dallas newspapers this winter, offering sets of the blueprints for sale at \$35 each. The profits, if any, will be used to send students in the class to meetings of other architectural students across the country.

In an even more ambitious project the construction-trades cluster is building two houses about half a mile from school. When they're completed this spring, they will be sold—by sealed bid—for about \$35,000 each and the profits will be plowed back into more materials for building more houses. Several other clusters are involved in the house project. The drafting students drew the blueprints; the carpenters, bricklayers, electricians, sheet-metal workers, air-conditioning students, and plumbers are all working on the construction site; photography students are shooting still and motion pictures of the construction for a school record; students in the horticulture cluster are in charge of the exterior design and planting; and students in the printing cluster are designing brochures and ads for the final sale.

All of this, of course, doesn't happen by accident. Almost everything at Skyline is planned—often far in advance. The school itself, however, is one result of the assassination of President Kennedy. "When that happened," says one Skyline administrator, "Dallas had a cultural shock. We had been a very conservative, complacent southern community. Then, all of a sudden, we stood for everything bad in American life. After the assassination everybody knew we had to do something."

The city's business leaders started community meetings about how to change Dallas' image. They produced a Goals for Dallas program with several recommendations. One called for updating the way people got jobs in Dallas—and that meant creating better vocational training. The Dallas school district, simultaneously, was planning to build a new vocational school on the eventual Skyline site. In 1967, with the backing of most civic and business organizations, Dallas voters approved a \$67-million bond issue for many of the Goals of Dallas proposals. It included \$21 million for construction of the new vocational school.

The next year Nolan Estes arrived as the city's new school superintendent (he had been associate commissioner of education in Washington, D.C.), and he started expanding the concept of the new school far beyond vocational education. Estes wanted to make it something special in order to attract all kinds of students. "It's very important to emphasize the broad concept behind the school," says Dr. Marvin Berkeley, former president of the school board. "We changed it after we noted the negative aspects, the stigma, of vocational education. If it were only a voc. ed. school, it wouldn't attract anybody but voc. ed. students. So we planned it deliberately with something for everybody."

As usual, the idea was ready before the building. Skyline had its share of construction problems—cracks appeared in the supporting beams—and it opened in September 1970 in temporary quarters; 700 students attended classes in an orphanage near the freeway, and 200 more sat in an old furniture store. The first class actually moved into Skyline itself in April 1971.

Even today Skyline has not entirely solved the problem of providing more than a hyped-up version of vocational training for kids who want to enter the job market. "Most people," says Paul Harris, curriculum director for the Career Development Center, "think that vocational education is good for anybody but their own child. We do have a stigma to overcome. In some areas we can design a curriculum pretty easily—on bricklay-

ing, programing a computer, on anything that's based on skills. But skills change. Take cosmetology. The market now is for eye tabbing, placing false eyelashes on a lady lash by lash. That's fine today, but what about next year? So we have to teach concepts that endure, and that's difficult. It's particularly difficult when you get into academic skills. How do we package social studies to give somebody a saleable skill?"

Despite such problems, Man and His Environment has evolved into a solid, if free-wheeling, curriculum, ranging over law, psychology, sociology, religion, criminal justice, education, political science, anthropology, and philosophy. "Man" is Skyline's most open cluster. Its classroom is one long room originally designed as a cosmetology studio; its three teachers ("learning directors") are all called by their first names. The curriculum is broken down by days. On Monday everyone meets in large groups for lectures; on Fridays everyone meets in small special-interest groups. The rest of the week is spent on field trips—to the jail, the courts, day-care centers, the zoo—or on independent study. "We want the kids to learn about human behavior, to refer to the interrelationships of people," says Ann Schuessler, one of "Man's" learning directors. "If they can learn something about that, they won't have any trouble finding the right career."

Last spring the administration took a poll of 10 percent of the students in the Career Development Center. The result: 95 percent said they were taking courses they couldn't take in their regular high schools; 84 percent of the white students, 92 percent of the black students, and 100 percent of the Chicano students said they want to come back. "Those percentages," says B.J. Stamps, "tell us we're doing something right."

Jobs for Sale

Behavior Today, January 29, 1973, p. 2.

Psychologists R. J. Jones and Nathan Azrin recently teamed up with the Illinois State Employment Service to perform a unique ex-

periment in job-finding. They ran a newspaper ad offering a \$100 reward for information that led to a job for one of their applicants, and in one week located 10 times as many openings as they had in two weeks with a similar no-reward-ad.

The project began when Jones' and Azrin's concern over the employment problems of ex-mental patients prompted them to take a fresh look at the job-finding process. They set up a social-reinforcement model which portrayed the process as a closed network in which job-information is exchanged for social reinforcers. A survey of graduate students in their department confirmed this view. Of the 120 full-time jobs they had held, two-thirds of the leads came from friends or relatives with inside information.

Their experiment showed the system could be opened up by changing the reinforcement contingencies. The reward ad resulted in 19 openings and 8 placements, while the no-reward ad created one opening and placement. The average cost-per-placement of the reward ad was only \$130, compared to \$470 for the no-reward ad and \$490 for private agency fees.

Turning Workers Into Human Beings

"The Job Blahs: Who Wants to Work?" *Newsweek*, Mar. 26, 1973, (General Food's, Topeka, Kan., Gaines Pet Food plant.)

While people have been complaining about work since it was invented, there is a widespread feeling that there is something different about today's discontent. As a result, the managers of American business and industry are now coming up with plan after plan—some pure public relations, some quite innovative, but all designed to pacify unhappy workers. From giant General Motors Corp. to a tiny, 50-worker unit of Monsanto Chemical's textile division in Pensacola, Fla., literally hundreds of companies have instituted "enrichment" programs to give workers a sense of satisfaction on the job and send them home with a feeling of accomplishment.

And the movement is growing rapidly.

Lyman Ketchum, a manager of organizational development for General Foods and the father of a pioneer enrichment program at GF's Topeka, Kans., Gaines Pet Food plant, has been practically forced to get an unlisted telephone number. "I was getting ten to twelve calls a week from corporation executives who wanted to talk to me about it," Ketchum reports. "I have just had to say 'no.' I have too much of my own work to do."

The amount of actual discontent and alienation may be limited in scope. But where it exists, it is important, and increasing numbers of companies are trying to do something about it. Among the best-known and most successful are on-going programs in Topeka, Hartford, Fort Lauderdale, and Medford, Mass.

"I used to work as a construction laborer and every morning I hated to get up," 21-year-old Andy Dodge recalled as he relaxed in the comfortably furnished employee lounge at the Topeka Gaines Pet Food plant. "Now, it's different. I'm still just a laborer, but I have something to say about my job. If I get sore about something, I bring it up at the team meeting in the morning. If I want to go to the bathroom or make a phone call, I do it. I just ask someone else on the team to cover. I really feel more like a human being than a worker. After this, there is no way you could get me to go back to regular employment."

Andy Dodge is one of the lucky 72 production workers at the revolutionary, five-story Gaines' plant, a brainchild of General Foods' Lyman Ketchum. Until two years ago, pet-food production was limited to the company's plant in Kankakee, Ill., run along conventional lines and plagued by conventional factory problems: a lackadaisical work force, a 5 percent absentee rate and occasional acts of sabotage (Someone once dumped a batch of green dye into a hopper and spoiled an entire day's production of dog food.) Thus, when the demand for pet food outstripped Kankakee's capacity, Ketchum persuaded his superiors to try something new: a plant designed around people, not jobs. The result is the Topeka facility.

While it is highly automated, the plant is still burdened with a number of menial jobs with a sizable potential for boredom. So, to insure that both the rewarding and unrewarding jobs are shared equally, Ketchum devised a model workers' democracy. The employees are split into semiautonomous teams, ranging in size from six to seventeen, depending on the operation. Each team selects its own foreman and, at the start of each shift, determines how to meet production quotas, divides up job assignments and airs grievances. Moreover, each worker is trained to do practically any job in the plant, from filling bags on an assembly line to monitoring the complicated controls of machines that cook and mix the pet food.

Even more unusual, the team leaders interview and hire replacements, and the teams discipline malingerers. "If someone is goofing off," says William Haug, 38, "the team members get on him. If this doesn't work, we have a team meeting. If there is a personal or family problem, team members often help. Sometimes it is just a matter of time off to straighten out problems, but we don't have many of them."

To further expand the individual worker's feeling of involvement and responsibility, Ketchum erased most of the lines dividing the white- and blue-collar workers at the Topeka plant. There are no time clocks, no special parking privileges for executives and everybody eats in the same cafeteria. At lunchtime, it is not unusual to see plant manager Ed Dulworth, a 38-year-old graduate of General Motors Technical Institute, playing ping pong with a production worker.

Predictably enough, the result is an exceptionally high level of worker contentment. "Everything is left up to the individual to expand himself," sums up 26-year-old Joe Ybarra. "We are responsible for the product we turn out. A guy can come to work here without a feeling that management is on his neck." As one result, the absenteeism rate at Topeka is less than 1 percent, vs. 5 percent at Kankakee.

Even more important to the executives back at General Foods' headquarters in

White Plains, N.Y., the Topeka plant is a glowing financial success. "Even after [allowing for the new] technology, we get a productivity rate here that is 20 to 30 percent higher than at Kankakee," says Dulworth. "We need only about two-thirds of the Kankakee work force to get the same production."

Could the Topeka plant work in a larger, more complicated setting? To a degree, says Ed Dulworth. "I think it is transferable in terms of the basics, and the basics are that work can be organized for both business needs and people needs and it pays off both ways," he told NEWSWEEK's Tom Joyce. "The problem with this is that managers are looking for models. They want a package you can put in place and have it pay off. Well, the nature of job design is complex and each program must be developed to fit specific situations."

Careers in Change

Careers in Change, Gloucester Community Development Corporation, Gloucester, Mass. Alfred Duca, Program Supervisor.

[This program description was extracted from a grant application requesting funding for a three-year training program for approximately 100 young people with drug problems, or considered high-risk potential users. The hypothesis is that the environment in which drug use flourishes can be changed to provide opportunities for young people to gain current satisfactions and a basis for optimism concerning their future. Opportunities provided by a support group for self-actualizing activities and the acquisition of employable skills would serve as a demonstration project for other communities to replicate what has been successfully begun in Gloucester.]

The general objective is to offer to actual or high-risk drug abusers an opportunity to enjoy meaningful and satisfying work leading to the acquisition of employable skills. The project will provide these opportunities primarily through the use and direction of lay community resource people, integrating their efforts with individual therapeutic work organized in Massachusetts Mental Health Region IV.

Careers in Change is an outgrowth of a process started in an *ad hoc* way by a few

concerned citizens. Gloucester is a depressed community, with chronic unemployment, low incomes, and a high percentage of immigrants with low ability in English. Only 20% of its high school graduates seek post-secondary education in a State in which 60% of the high school graduates seek higher education. In Gloucester, 60% of the high school population indicate a preference for vocational education, but there are facilities to accommodate only 20% of those seeking training for employment. With a population of 28,000, Gloucester has an estimated heroin-addicted community of 250.

The catalyst of the *ad hoc* citizens' group was Alfred M. Duca, a sculptor and inventor of new metal-casting techniques and polymer paints. He involved dozens of young people in designing and executing large works of sculpture utilizing many skills and various materials. He helped young people create replicas of colonial hardware and pewter utensils, and involved them in restoration of cemeteries and old buildings. He found other members of the community who also "love their work" and enlisted them. The community resources included a local blacksmith who devised a portable furnace and taught young people how to cast objects of their own design. The director of the Massachusetts Horticultural Society began working with young people in landscaping and gardening, an outgrowth of a cemetery restoration project stimulated by a local history enthusiast.

In all these projects, the young people have ranged from hardcore addicts to students merely disenchanted with school because they felt they were not getting anything out of it. There was no segregation or identification of drug-users, and no coercion concerning participation. In the case of each individual, an attempt is made to develop a skill that leads to further skills with income potential.

One important aspect discovered by the community was that as such activities are successful in alleviating drug abuse, so are they useful in solving other problems. That realization enabled the group working with

drug-endangered young people to attract cooperation and support from other sources with other concerns. The project attracted interest and support from economic development agencies, the public schools, historical societies, arts and humanities councils, etc.

The program is multiple-funded, with a three year performance-dependent support grant from the New England Resource Center for Occupational Education, and a four-year performance-dependent renewable grant from the Office of the Handicapped, Division of Occupational Education of the Department of Education, Commonwealth of Massachusetts.

Other collaborative arrangements made by the *Careers in Change* project included the drug rehabilitation agency in Gloucester, and the guidance department of the high school, both of which refer project participants. The community action agency and the Neighborhood Youth Corps have cooperated on the economic development level, as well as developers of a Federalist Period waterfront site. The project provides the developers of Fisherman's Wharf with period hardware, wrought and cast-iron balconies and railings, period glass and signs, lamp-posts, granite posts, paving blocks, special outdoor tables, concrete benches, fixtures, fountains and sculpture. The developers intend to create space for fifteen street-level shops and will provide outlets for the youthful craftsmen associated with the project.

The Cemetery Restoration Project, begun in the summer of 1972, as an ongoing training site, has created an interest in the past as young people literally dig into colonial history in the burial ground. The young people have acquired specialized skills in repairing damaged tombstones and making reproductions in various media.

The Horticultural Unit has developed landscaping skills, understanding of land-use, and experience in maintaining a nursery for plant propagation and distribution.

Skills and experience growing out of the work projects led to the formation of a Grounds Development and Management Team, which has submitted a contract proposal to the Society for the Preservation of

New England Antiquities for the development and management of the gardens and grounds of twelve historic homesites in the Cape Ann region.

PAPPY'S Power Plant

Phoenix Alternative Pursuits Programs for Youth, Office of City Manager; Mary Beth Collins, Drug Coordinator.

[This project, which stemmed from NIMH's Alternative Pursuits Program, shows how the resources of a city agency, through imaginative leadership, can be used to inspire, coordinate and support innovative youth programs.]

We have entered into an energy crisis, a human energy crisis. Our young people, particularly our young adults, have an abundance of time to spend on what they want to do. However, this is sometimes painful. People are uncertain about what they want to do. The result of this has been the channeling of energies into activities which are often destructive. When the use of chemicals is involved, these energies may be actively destructive or completely passive. However, if they use life and the resources around them, these energies can go into good and great activities. This is what PAPPY'S Power Plant is all about.

Turned on to life, geared up to go, young adults need a place through which to channel their energies, from which to receive guidance, learn how to open doors, learn what to do with this energy. They need expertise. They need resources and "how to's."

Phoenix saw this need and did something. We did PAPPY—Phoenix Alternative Pursuits Programs for Youth. PAPPY evolved as an answer to repeated requests for help in finding ways to do things, made to the City Drug Abuse Control Coordinator's Office. This office, under the direct responsibility of the City Manager, received these requests from young people either on the fringe of, in, or out of the drug world.

We found that efforts seeking tools for expression fell into three different categories. First, there were the movements such as "Save the Phoenix Mountains," Bike Paths, and various other ecological projects—in other

words, "The Causes." Then, there were the economic projects, the money makers, such as the Bug Line. Then there were the recreational programs such as the development of concerts in the parks, art shows and river floats. Initially, a small project, the kind that could be handled over a weekend, was the first attempted.

Whatever the project, a leader had to be involved. He or she would pull in a staff of three or four to make all the plans. They would sign up others for the actual day of the project. In the City's offices, they were allowed to use the telephone; they were allowed to use a limited amount of office supplies; and they were allowed to use a limited number of copies of various directives. The workers are unpaid, but rewarded at the end of each project either with a picnic or a party of some kind. Through these initial short projects, two prime components started to appear. These projects gave the individual a chance to express his own personal identity; they gave the individual a chance for involvement and development of his own communication skills with other individuals, and they gave the individual a chance for his own personal expression.

These short projects seemed to spark something. Young people were coming in and saying, "What else can we do?"—"When is the next project?" and were being answered. "What are you interested in doing," and "What do you want to get into?" And an idea emerged that this could work into an effective prevention program.

Within City Government itself are myriad resources such as budget, legal, zoning, public information specialists, etc. Within their immediate contacts are service agencies of all kinds. Certain needs and certain voids appeared which had to be met. A pattern of "banks" emerged.

The resources of the City were divided between the "bank" of expertise and the "bank" of objects. The "bank" of training and the "bank" of knowledge represented unmet needs of the community. They were thus priority areas of concern.

Within the community college system were various core programs aimed at needs for

paraprofessional personnel. Some of these met some of the needs of the drug agencies, but none answered the total need of the young people who wanted to be involved—involved in helping people.

An advisory committee was formed by the community college administrative staff, made up of agency representatives. A survey of possible job placements for trainees and graduates was completed. The result was beyond expectations. From the roughly 50 programs contacted came commitments for field placements from all and promises of over 100 jobs. The next procedure is to carry the plan through the many review committees to final approval and accreditation by the State Board of Regents.

The bank of knowledge needed a place, a physical setting within which it could store and distribute all kinds of materials having to do with drug abuse control. The Central Public Library was chosen. The staff was appointed. The National Clearinghouse for Drug Abuse Information promised help in the form of training and materials, if setting and staff were made available. The State Plan called for the creation of a State Information Center; and all ideas melded into the present DRACON (Drug Abuse Communications Network) Center. Through the use of our State Library System, the Center's materials can be sent Statewide. Through the use of a computer terminal, the Center is tied to the National Clearinghouse Computer and its over 200,000 items. It also serves as a source for further information to go into the computer. We now had two active banks—one organizing and polishing service workers, and another ready with instructional and informational materials for use when needed—two energy centers capable of making that meaningful, constructive living a bit easier to achieve.

The two other banks are evolving. One is the bank of expertise. Through using Urban Corps interns, a complete inventory of all service agencies in our City's areas was made. The services were divided into 10 categories and then placed by means of different colored dots on maps to show the areas which may need further work, as well as areas of duplica-

tion. A file index according to category and another according to alphabet were made. The index allowed for constant revision, a factor we considered in organizing this effort. Next to be placed in this bank will be those persons willing to help—willing to give a share of their time—starting with those who have already aided in some of the projects.

Finally, we are forming the bank of objects, such as where to get a bus for outings, trucks to move things, food for hungry people who are working on projects, lodging, stages and sound systems for concerts, tubes for river floats, etc.

PAPPY thus has the four banks and is open for business.

In starting the small projects, we focused on a variety of areas. By using our Urban Corps interns we established summer yoga lessons in the parks.

This requires the following procedures:

1. To receive Recreation Department approval
2. To contact separate recreation leaders and to schedule the event at their particular areas.
3. To develop some publicity.

The next small project was parks concerts. This too required a set of procedures as follows:

1. Getting approval of the Parks Board
2. Contacting the recreation leaders
3. Signing up various local groups, bands, etc.
4. Finding a stage
5. Borrowing a sound system
6. Providing a minimal amount of publicity in the neighborhood
7. Signing up local young people to aid the police in serving as marshals

PAPPY also helps in other ways, such as a referral resource in emergency counseling, in coordination of all young adult activities including some work with other youth programs in the Valley, particularly when they are to be involved in big highway cleanups, bike path rallies, large concerts, and bazaars in the parks.

Earlier this summer, PAPPY felt we had really gotten our feet wet, and we went BIG!

An Urban Corps intern working in the Drug Coordinator's Office read an article in a magazine on a "Bug Line"—a free shuttle bus service for college students in San Diego, California. Contacts were made—a survey was taken as to the most likely route for such a shuttle bus service in Phoenix and over to the University in Tempe. The University granted assistance.

Because it was a youth activity (and an interesting one at that) the City paid a small consultant fee in order to enable the Urban Corps intern, and another college student, to do an on-the-spot research of the San Diego Bug Line.

And now, City departments really came into play. The City's Transit System helped with routes in order to avoid duplication. The City's main Maintenance Department aided in establishing ways and means of getting repair services. The City's Budget and Research Department helped with their budget. The City's Public Information office helped with contacts to artists and public relations firms. The City's Legal Department helped in guiding through the licensing and signing ordinance requirements. The City's Police Department aided by describing its problems with hitchhikers.

Private industry had its input. A local bank helped with contacts for prime financing through their Economic Development Department. The leading outdoor advertising company helped with possible problems and stumbling blocks on prices, types of signs, etc. Advertising agencies loaned books on advertising. The concept caught the imagination of many. A stereo set was even donated for the bus, and carpeting was provided at an extremely low cost.

Through enlisting the aid of the student body president at Arizona State University, office space on the University grounds itself is being obtained at a nominal cost. The beauty of the entire project is that it is youth-initiated, for youth, with youth and by youth, utilizing resources available in our community.

Out of these beginnings have come some very interesting developments.

Our Police Department, although already

working along these lines through young police trainee programs, ride-along programs and other community relations ventures, has come to understand and respect the value of peer persuasion in certain crowd situations and has been willing to work with young adults, in providing maintenance of order at concerts and other gatherings.

Our business community has learned that young adults can, are willing to, and will thoroughly develop a project, taking one thing at a time and going from point one to another to achieve their objective. They will use given advice and will recognize and praise donated assistance.

The financial institutions are discovering that young people have a very deep sense of responsibility and are willing and anxious to work closely with the institutions in learning about money management.

Although we are only months old, guidelines have been developed.

1. The "Power Plant" is a center where young adults are comfortable.
2. Two types of personalities should be evident—the experts and the young adults.

The experts or ombudsmen should be fully understanding of their roles as resource people willing to accept this role without any sort of control or direct guidance. The young people who take part in this type of energy center

should recognize that this is a resource, not just a place to escape from guilt, but a place where they can get help in making their dreams a reality.

What is described above is one form of power plant—one way to mobilize a community and its resources. What is needed is an individual or small group willing to take the time to put in the effort to dig out those individuals and groups who will help, not to the point of exhaustion, but to the point of personal fulfillment. In this way, this is a two-way road.

The power plant could start out as simply as a phone-answering service made available through the efforts of one "shut in," or one city official, or one worker in a service agency.

The power plant could be a place to which people could come and get help in making their dreams realities, staffed with ombudsmen, knowledgeable about what is going on in their community.

The power plant could be a network of places, each one fitting the needs of their particular community area, providing not only knowledge about resources which could be used to do things, but also referrals for assistance in problem solving of a wide variety.

It is up to the community what kind of "power plant" it cares to develop. Beautifully, it takes one person to get it started.

CHAPTER V

A Resource Directory With Bibliographic Notes

It was not our intention to provide a complete directory of resources of relevance but somehow the list kept growing. The entries are partly bibliographic, and the decision to combine a directory with a bibliography presented problems of organization. The choice of a geographic arrangement seemed a useful way out of the dilemma.

Of course, no list is ever complete, up-to-date, or fully balanced. The age of mobility and rapid social change diminishes the shelf-life of any directory. Many of the entries also suffer another handicap: they are minimally funded, non-profit, and themselves at the mercy of budget cuts, inflation, and other economic vicissitudes. The amount of assistance that any one group or organization can give is therefore limited. Much of the information listed is free.

Perhaps the best purpose this chapter can serve is as an incentive for communities to develop their own resource and information networks.

Whether the initiative is taken at the city hall level, or in a grass roots collaborative, such an information exchange can be built around the resources available in libraries, the media, universities, community colleges and Boards of Education, museums, churches, social and public service agencies, public and private, and businesses. The same kind of pooling of resources can be arranged for hardware as well as information.

As most of the early success stories in the search for alternatives attest, communities are richer in resources than were dreamed possible until somebody started taking an inventory of the possibilities, as well as the problems.

The listings in the Resource Directory and Bibliography are not alphabetical. Instead, they are grouped into three categories reflecting the number of entries in this collection. The categories, as determined by this criterion, include Mega-States, Midi-States, and Mini-States.

The Mega-States amount to five: California, District of Columbia, Illinois, Massachusetts, and New York.

The Midi-States are Maryland, Ohio, Pennsylvania, Virginia, and Wisconsin.

The remaining States, the Mini-States, include Alabama, Arizona, Colorado, Connecticut, Florida, Georgia, Indiana, Iowa, Kentucky, Louisiana, Michigan, Minnesota, Montana, New Jersey, North Carolina, Oregon, Tennessee, Texas, Utah, Vermont, and Washington. Canada also is included in this category.

CALIFORNIA

Alternatives Journal
Newsletter of the Alternative Culture
P. O. Box 36604
Los Angeles, Calif. 90036
Richard Fairfield, Editor.

Association for Humanistic Psychology
116 Hoffman
San Francisco, Calif. 94114
Newsletter: *AHP Newsletter*. Norma R. Lyman
and Carol Guion, Editors.
The Journal of Humanistic Psychology, published
twice a year, spring and fall, \$6.50 per year
Thomas C. Greening, Editor.
School List, by Walter Bougere, is limited to de-
gree-granting institutions with humanistic orienta-
tion, organized by States.
AHP holds an annual conference, publishes a list
of growth centers, and sponsors a book-ordering
service for the purchase of books, tapes, and films.

Berkeley Center for Human Interaction
1820 Scenic Ave.
Berkeley, Calif. 94709
Big Rock Candy Mountain
1115 Merrill St.
Menlo Park, Calif. 94024
Published by the Portola Institute, \$8 a year.

Bridge Back
6723 South Avalon Blvd.
Los Angeles, Calif. 90003
Roy Evans, Founder and Executive Director.
A community program organized by ex-drug de-
pendent persons to provide supportive services to
drug dependent persons, ex-offenders, and hard-
core unemployed. Hotline, 24-hour telephone crisis
intervention and information service, detoxifica-
tion, residential live-in, 90-day temporary housing.
Uses community resources (medical, legal, psychi-
atric) in referrals. Development center, discussion
groups 3 nights weekly. Will share knowledge in
areas of discussion groups (rap sessions), out-
reach, residential settings, etc.

Center for Studies of the Person
1125 Torrey Pines Rd.
La Jolla, Calif. 92037
David Meador, Director

Center for the Study of Social Policy
Stanford Research Institute
Menlo Park, Calif. 94025
Willis W. Harman, Director

Committee on Alternatives to
Drugs
P. O. Box 851
Berkeley, Calif.
Contact: Lori Granit, Administrative coordinator.
Formerly Committee for Psychedelic Drug Infor-
mation.
Publications: *A Guide on Programs and Policies*

Coronado United School District
Coronado Plan for Preventive Drug Abuse Education
706 Sixth St.
Coronado, Calif. 92118
Contact: Dr. Marvin L. Bensley

The approach developed in the Coronado Plan is
now in use in some 30 States. Basically a values-
oriented approach to the prevention of high risk
behaviors, the K-12 curriculum guide is free to dis-
tricts wishing to adopt or adapt the program. The
Coronado Unified School District budgeted ap-
proximately \$5 per pupil per year to implement
the program, which included Coordination/Admin-
istration, Inservice Training of Teachers, Research
and Evaluation, Instructional Materials, and De-
velopment of Teacher Guides.

Herbert O. Brayer, former coordinator of the
Coronado program, is now Coordinator of the
Orange County Drug Abuse Prevention Education
Program, 1250 South Grand Ave., Santa Ana,
Calif. 92705. In addition to materials available from
Dr. Bensley, Dr. Brayer can provide a series of
information materials, called "Overheads Plus."

Educators Assistance Institute
Subsidiary of System Development Corporation
9841 Airport Blvd.
Los Angeles, Calif. 90045

Special resource packages:
Risk Taking Attitude-Values Inventory
Pictorial Inventory of Careers
Priority Counseling Survey
Career Decision-Making

Effectiveness Training Associates
110 So. Euclid Ave.
Pasadena, Calif. 91101

Dr. Thomas Gordon, Director
Training workshops offer three basic courses: Par-
ent Effectiveness Training; Teacher Effectiveness
Training, and Leader Effectiveness Training. Sys-
tem is basically an approach to dealing with prob-
lems honestly.
Parent Effectiveness Training, by Thomas Gordon,
Peter H. Wyden Publishers, 750 Third Ave., New
York, N. Y. 10017. \$6.95.

Esalen Institute
1776 Union St.
San Francisco, Calif. 94123
Michael Murphy; David Baar
Esalen Catalog, \$2. a year lists programs, bio-
graphies of leaders and news.
Big Sur: Richard Price; Ken Price

Fearon Publishers
Lear Siegler, Inc.
Education Division
6 Davis Drive
Belmont, Calif. 94002
*Selected Free Materials for Classroom Teachers,
1972-73*, by Ruth Aubrey. (Includes suggestions
for uses of the materials, and tips on how to
utilize local resources.) \$2.

Friends of the Earth
529 Commercial St.
San Francisco, Calif.
Contact: David Brower
Monthly magazine, *Not Man Apart*, \$5. a year.

International Society for General Semantics
P. O. Box 2469
San Francisco, Calif. 94126
Catalog of books and teaching aids on semantics
and communication. (They also have a 20¢ version

of the *Uncritical Intercence* Test designed to test ability to reach logical conclusions.)

The John F. Kennedy University
Institute for Drug Abuse Education and Research
Martinez, Calif.

Allan Y. Cohen, Director
Eric Schaps, Associate Director

Learning - The Magazine for Creative Teaching
Education Today Co. Inc.

530 University Ave.
Palo Alto, Calif. 94301

A new and useful monthly (9 issues, \$10.) will interest alternative-seekers. The May, 1973 issue contains a page of free or low-cost resources, an article on "exploring and exploiting your community." "Money—you can get it," and helpful hints for utilizing volunteers.

Manas Publishing Co.

P. O. Box 32112

El Sereno Station

Los Angeles, Calif. 90032

The word "manas" comes from a common root suggesting "man" or "the thinker." The journal is concerned with the principles which move world society on its present course, and with search for contrasting principles that may be capable of supporting intelligent idealism under conditions of life in this century. Three sample copies will be sent without charge. Rates are \$5 a year, 2 years \$8, and 3 years \$12. Highly recommended for committed activists who like to think, and to keep in touch with the best minds of these and older times.

Meditation Research Information Exchange

Beverly Timmons, Coordinator

Langley Porter Institute

101 Parnassus Ave.

San Francisco, Calif. 94122

(For a comprehensive bibliography of meditation research, write to the above.)

National Center for the Exploration
of Human Potential

976 Chalcedony St.

San Diego, Calif. 92109

Herbert Otto, chairman. Series of courses, workshops, and training materials. Brochure and publications list available.

Trainer's Manual, The Group Facilitator Training Program, by Dr. A. J. Lewis, Martin L. Seldman, Ph.D., and Herbert A. Otto, Ph.D., \$1.75, plus \$5.00 postage and handling.

National Press Books

850 Hansen Way

Palo Alto, California 94303

Organizational Development in Schools, edited by Richard A. Schmuck, and Matthew B. Miles. (Improving schools by developing their abilities to act as self-renewing networks of people.)

"One" Warehouse Co-op

1380 Howard St

San Francisco, Calif. 94103

Contact: Ralph Scott, Mary B. Janowitz

An abandoned warehouse converted to a co-op includes about 60 organizations using space—studios for sculptors and painters, craftsmen. It also houses

fully equipped television and radio studios, film, photo and processing labs; a computerized data bank, experimental school, a professionally-manned clinic. "One" is the senior member of a loose network of similar warehouse projects in San Francisco and the East Bay.

Pennant Educational Materials

P. O. Box 20633

San Diego, Calif. 92190

Published *Valuing in the Family, A Workshop Guide for Parents*, by Herbert O. Brayer and Zella W. Cleary, \$3.95.

Project Community

2717 Hearst Ave.

Berkeley, Calif.

William F. Soskin, Project Director

Interim Report, *Children of "The Good Life."* "The Origins of Project Community: Innovating a Social Institution for Adolescents," by William F. Soskin, Neil W. Ross, Sheldon J. Korchin, in *Seminars in Psychiatry*, III:2, May, 1971.

San Francisco Dancers' Workshop

321 Divisadero St.

San Francisco, Calif. 94117

Ann Halprin, Director

Creating collectively through rituals and dance.

Simulation/Gaming News

Box 8899

Stanford, Calif. 94305

5 issues a year, \$3., a tabloid-size publication for novices and pros. Intended to put people in touch with each other and with other information sources.

Simulation in the Service of Society

The Society for Computer Simulation

Box 2228

La Jolla, Calif. 92037

John McLeod, Editor, a monthly newsletter on social problem-oriented computer simulation. \$9 a year, two sample issues free.

University of California at San Diego

San Diego, Calif.

A college level course on "America and the Future of Man" was developed and tested, and will be printed in at least 55 newspapers in September, 1973. The course consists of 20 lectures by a variety of scholars. Readers may affiliate with a college to take examinations on the material for college credit. Idea is to reach the person turned off by school, but interested in learning on his own. Funded by the National Endowment for the Humanities. Caleb A. Lewis is project director.

Vocations for Social Change

4911 Telegraph Ave

Oakland, Calif. 94609

Magazine, *Workforce*, \$10 a year, serves as a clearinghouse for radical change projects in this country. Formed in 1967 to help overcome the dichotomy between one's "life" and one's "work," VSC first focused most strongly on alternative institutions trying to meet people's needs rather than make money. Now aims toward helping the bulk of people working within and challenging the mainstream institutions. "As important as changing these institutions, though less often discussed, is the need to apply our goals in our own lives. If

we are to create any type of better society, we must learn now to stop stereotyping and categorizing people . . . and to resist the elitism and competitiveness that have been taught to us." VSC operates as a small, living and working collective, making decisions by consensus, sharing office and household duties equally, and working to share skills and knowledge so as to function without a hierarchy.

Whole Earth Truck Store
558 Santa Cruz Ave.

Menlo Park, Calif. 94025

The Portola Institute, which funded Whole Earth Catalog and Big Rock Candy Mountain, has published also *Deschooling, Deconditioning*, edited by Cliff Tolin and Johanna Putnoi. A 64-page newspaper size item, it contains descriptions of learning exchanges such as Pacific High School's Apprenticeship Program, Evanston's Learning Exchange, Baltimore's Openings Networks, Philadelphia's Parkway School, the Wilderness School, and the Learning Resources Exchange of St. Louis. \$2.75.

The Wright Institute
2728 Durant Ave.

Berkeley, California

A Journal/Newsletter of Community Involvement for Social Change.

Youth Resources, Inc.

The Questers Project

Box 4166

Palm Springs, Calif. 92234

Paul J. Marks, A New Community—Format for Health, Contentment, Security.

Creative plan adapted from Hunza villages . . . a way for Americans to attain the "integral environment."

Zephyros Education Exchange

1201 Stanyan St.

San Francisco, Calif. 94117

Membership, \$10 a year brings a copy of "Your City Has Been Kidnapped," and a series of "de-school primers," suggestions and activities for ways to enjoy learning. Zephyros is an educational co-op of teachers, parents, toymakers, and students.

Dr. Beatrix A. Hamburg

Department of Psychiatry

Stanford University Medical Center

Stanford, Calif. 94305

Reprints available of "Peer Counseling in the Secondary Schools: A Community Mental Health Project for Youth," *American Journal of Orthopsychiatry*, (42)4, July 1972. The article by Dr. Hamburg and Barbara B. Varenhorst, Consulting Psychology, Palo Alto Unified School District, reports on a peer counseling program that trained high school and junior high school students to help other students with personal problems or situational stress. Training was provided in small groups in weekly sessions, covering behavioral principles, issues of relevance to adolescents. Supervised practical experience was gained by the students who completed the program (155 out of 162 who entered training.)

Western Behavioral Sciences Institute

1150 Silverado

La Jolla, Calif. 92037

SIMILE II catalog of games and simulations developed at the Institute, P. O. Box 1023, La Jolla, Calif. 92037.

SIMILE II will review games and simulations for publication, primarily for classroom use. Send brief descriptions in general terms. If it appears to be something they may publish, you will be asked to submit simulation via registered mail.

DISTRICT OF COLUMBIA

Action on Safety and Health

(ASH)

2000 H. St. N. W. Room 301

Washington, D. C. 20006

John F. Banzhaf III, Executive Director

Formerly *Action on Smoking and Health*, founded by the man who brought us anti-cigarette commercials on television, this non-profit action group, mainly young lawyers and law students, have broadened their efforts to include pressure on regulatory agencies and television networks to reduce violence and deceptive advertising on television.

America the Beautiful Fund

219 Shoreham Building

Washington, D. C. 20005

Funds small beautification projects.

American Association for the Advancement of Science

1515 Massachusetts Ave. N. W.

Washington, D. C. 20005

Publications: *Science*, weekly, now combined with *The Scientific Monthly*, \$20 per year; AAAS Bulletin; *Science for Society, A Bibliography*, Third Edition, 1972, by Howard T. Bausum.

The American Association for Health, Physical

Education and Recreation

1201 Sixteenth St. N. W.

Washington, D. C. 20036

Leisure and the Quality of Life, by Edwin J. Staley and Norman P. Miller. \$6.95.

American Personnel and Guidance Association

1607 New Hampshire Ave. N. W.

Washington, D. C. 20009

Publications Sales Dept.

Directory of Counseling Services, \$3. Describes 384 U. S. services and agencies, types of counseling, fees, directors, staff.

The Personnel and Guidance Journal, monthly, \$20 a year, to non-members. (The May, 1973 issue Vol. 51, No. 9, "Psychological Education: A Prime Function to the Counselor," includes an introduction to the field, conceptual models, techniques, programmatic approaches and social applications. It contains an article by Norma B. Gluckstern, "Training Parents as Drug Counselors in the Community.")

APA Clearinghouse on Precollege Psychology and Behavioral Science

1200 Seventeenth St. N.W.

Washington, D. C. 20036

Newsletter, *Periodically*, subscriptions free upon request. Margo Johnson, Editor.

The Clearinghouse gathers and disseminates infor-

mation on the teaching of psychology at the secondary school level and the teaching of behavioral sciences at the elementary school level. Advisory Board: Delbert G. Eberhardt, Robert M. Gagne, Robert Koff, Barbara Ellis Long and Henry S. Pennypacker.

Archives of Institutional Change
3233 P. St. N. W.

Washington, D. C. 20007
Publisher: *D. Omethens.*

Kathleen S. Paasch, Editor, *Learning Resources Beyond the Campus: Improving Educational Opportunities Through Institutional Change.*

Association for Childhood Education
International

3615 Wisconsin Ave. N. W.
Washington, D. C. 20010

Journal, *Childhood Education*, \$12 regular membership, \$4 students.
Catalog of publications available.

Association of Voluntary Action
Scholars

Rm. 202, 1785 Massachusetts Ave. N. W.
Washington, D. C. 20005

AVAS is an autonomous interdisciplinary and interprofessional association of scholars and professionals interested in and/or engaged in research, scholarship, or programs related to voluntary action in any of its many forms, i.e., "all kinds of non-coerced human behavior, collective or individual, that is engaged in because of commitment to values other than direct, immediate remuneration." AVAS attempts to foster the dissemination and application of social science knowledge about voluntary action in order to enhance the quality of life and the general welfare of mankind.

Publication: *The Journal of Voluntary Action Research*. David Horton Smith, Center for a Voluntary Society, is Editor.

Center for Educational Reform
2115 S. St. N. W.

Washington, D. C. 20008

A clearinghouse for people interested in educational and social change.

Publications: *EdCentric*, a monthly magazine of educational change which links those issues with other movements to change America. \$5 for one year, 10 issues.

Source Catalog a descriptive directory of projects at all levels of social change. (See Source, Inc. for Source Catalog information.)

Directory of Free Universities and Experimental Colleges, updated periodically. \$.50.

Center for a Voluntary Society
1785 Massachusetts Ave.
Washington, D. C. 20036

John Dixon, Director. Jan Margolis, Information.

Publications: *Journal of Voluntary Action Research*
Journal of Current Social Issues
Booklet: *Citizen Action—Vital Force for Change*

Training programs and seminars to increase skills of volunteers in shaping local and national policies.
Evaluation Bibliography, \$.50.

Children's Defense Fund

1763 R. St. N. W.

Washington, D. C. 20009

A new national children's rights project with the mission to seek reforms in the education, classification, treatment and care of children by both public and private institutions.

Main offices in Washington, D. C., and Cambridge, Mass., with field representatives in Denver, New York City, Ann Arbor, Mich. Brochure available. Newsletter planned. Contact William Smith, at above address.

Common Cause

2030 M. Street, N. W.

Washington, D. C. 20036

John Gardner, Chairman.

A citizens' lobby. \$15 annual dues. Newsletter, *Report from Washington*, 10 issues a year.

Day Care and Child Development Council of America, Inc.

1401 K. St. N. W.

Washington, D. C. 20005

Executive Director: Ted Taylor

President: John Niemeyer

Newsletter, monthly, *Voice for Children*.

Drug Abuse Council

1828 L. St. N. W.

Washington, D. C. 20036

Thomas E. Bryant, M. D., President

Bethuel M. Webster, Chairman

Private non-profit organization created by a consortium of foundations to provide an independent source of information, policy evaluation and research funding in the field of non-medical drug use and drug abuse. Does not fund State and local programs on an operational basis. Projects include: (1) Analysis of Public and Social Policies; (2) Analysis of the Premises of Public Policies; (3) Analysis of the Consequences of Selected Policies and Programs; (4) Information Activities (Assistance in finding sources of funds, handbook series and newsletters); (5) Continuing investigation and exploration of new ideas in education, media effectiveness and new medical directions.

Gryphon House

A Division of Maya Enterprises

1313 Connecticut Ave.

Washington, D. C. 20036

Published series on Contributions of Behavioral Science to Instructional Technology, by the National Special Media Institutes. *The Affective Domain: A Resource Book for Media Specialists*, \$4.95.

High School Student Information Center

1010 Wisconsin Ave. N. W.

Washington, D. C. 20007

Newsletter on student rights. Also serves as clearinghouse for high school students.

Mid-Atlantic Training Committee,
Inc.

1500 Massachusetts Ave. N. W.

Suite 325

Washington, D. C. 20005

John Denham, Director

A non-profit cooperative of educators, group facilitators, organization development consultants and

training advisers, serving the area between New York and North Carolina. In addition to scheduled programs in human relations training and basic skills, consultative services and custom-designed programs may be arranged. Individual and corporate membership. Brochure and current schedules available upon request.

National Association of Social Workers
15th and H Sts., N. W.
Washington, D. C.

Works with other coalitions to strengthen community health centers and other social programs. A revised manual on how to influence decision-makers will be available at \$5.30.

National Center for Voluntary
Action (NCVA)
1625 Massachusetts Ave., N. W.
Washington, D. C. 20036

The NCVA is a nongovernmental, nonprofit organization which promotes and supports volunteers and voluntary efforts nationwide. Its work includes assisting communities in development of local Voluntary Action Centers; providing data on voluntary efforts through its Clearinghouse; and sponsoring the annual National Volunteer Awards. Newsletter, *Voluntary Action News*, free upon request.

George Romney, Chairman.

A book, *Helping the Volunteer Get Started: The Role of the Volunteer Center*, is available from NCVA, \$1. It is designed for the new or struggling volunteer center with little experience in operational details.

National Coordinating Council on
Drug Education
1211 Connecticut Ave. N. W., Suite 212
Washington, D. C. 20036

Paul Perito, President
Gail Krughoff, Editor, *National Drug Reporter*, \$9 a year.

National Education Association
1201 16th St. N. W.
Washington, D. C. 20036

Task Force on Drug Education, Robert. Luke, Chairman

Publications-Sales Section 102:
Alternative High Schools: Some Pioneer Programs (#1) ERS Circular No. 4, 1972. Brief descriptions of 47 alternative high school systems during 1971-72, with bibliography, 56 pp. No. 219-21514, Educational Research Service.

Cable for the Voiceless (#2). Cassette tape of May 1972 Publi-Cable Seminar in Washington, D. C. by Tony Brown, Dean of Howard University's School of Communications. Publi-Cable is a coalition of 200 individuals representing 60 national organizations concerned with access to existing and future cable TV channels, \$9. 388-11968, NEA Publishing.

The Wired City and Those Careless Promises (#11). Cassette tape of keynote speech by Fred W. Friendly at the above seminar, \$9. 388-11970.

National League of Cities
U.S. Conference of Mayors
1612 K. St. N. W.
Washington, D. C. 20006

Information on Federal Aid to Local Government
National Planning Association
1606 New Hampshire Ave. N. W.
Washington, D. C. 20009
Clash of Culture: Management in an Age of Changing Values, by Carl H. Madden. Report Number 133, October, 1972. \$2.50.

National Urban League, Inc.
733 Fifteenth St. N. W. Suite 1020
Washington, D. C. 20005
Interim Report, *Assessment of Adequacy of Drug Abuse Programs in Selected Inner-City Areas*, October, 1972. Prepared by Research Department.

Potomac Associates
1707 L. St. N. W.
Washington, D. C. 20036
Non-partisan research and analysis organization which seeks to encourage lively inquiry into critical issues of public policy.
Published *U. S. Health Care: What's Wrong and What's Right*, by Stephen P. Strickland, \$2.45.

Public Citizen, Inc.
P. O. Box 19404
Washington, D. C. 20036
Founded by Ralph Nader, \$15 annual dues support such groups as:

Tax Reform Research Group
733 15th St. N. W.
Washington, D. C. 20005
Health Research Group; Retired Professionals Action Group; Citizen Action Group; and Litigation Group, all at
2000 P. St. N. W.
Washington, D. C. 20036
Center for the Study of Responsive Law
P. O. Box 19367, N. W.
Washington, D. C. 20036
(publishes research reports from the above study groups)

Source, Inc.
P. O. Box 21066
Washington, D. C. 20009
Source Catalog No. 1—Communications. 120 pp. \$1.75. 1972.
Source Catalog No. 2—Communities/Housing. 255 pp. \$2.95. 1972. Chicago: Swallow Press
Source Catalog No. 3—Communities/Design. 1973.
Source Catalog No. 4—Communities/Control. 1973.
The Source catalogs are organizing tools, and guides to groups engaged in community actions and projects to encourage creative working relationships among people.

The Coalition for Human Needs and
Budget Priorities
1717 Massachusetts Ave. N. W.
Suite 403
Washington, D. C. 20036
Henry Maier, Chairman; Barbara Williams, Executive Director.
An alliance of more than 100 groups, religious, unions, health associations, education groups, social workers, and individuals, with its main job the re-writing of the Federal budget. Weekly newsletter and information about local membership. Volunteers and contributions needed.

League of Women Voters

1730 M. St. N. W.

Washington, D. C. 20036

Kit, *How To Be Politically Effective*, \$3. Includes an action handbook.

When You Write to Washington: A Guide to Citizen Action, 35c.

Cable Television Information Center

2100 M. St. N. W.

Washington, D. C. 20037

Attention: Information Group

W. Bowman Cutter, Executive Director

CTIC publications include the loose-leaf *Publications Service*, continually updated for decision-makers responsible for cable television. \$25, and *Cable Television: Options for Jacksonville*, 2 vols. 318 pp. \$15.

Corporation for Public Broadcasting

888 16th St. N. W.

Washington, D. C. 20006

A nonprofit, nongovernment corporation established by Congress to promote and finance the development of noncommercial radio and television.

Public Broadcasting Service

485 L'Enfant Plaza, S. W.

Washington, D. C. 20024

New York Office: 1345 Avenue of the Americas

New York, New York 10019

PBS is a private, nonprofit corporation chartered in Washington, D. C. to select and promote programs and distribute them to noncommercial TV stations across the country.

D.C. Federal Agencies

National Institute of Mental Health

(See MARYLAND)

Action

806 Connecticut Avenue, N. W.

Washington, D. C. 20525

Agency includes Peace Corps, Vista, Older Americans Volunteer Programs.

Department of Justice

1405 Eye Street, N. W.

Washington, D. C. 20537

Contact: Drug Enforcement Administration, Preventive Programs Section, Dr. John Langer, chief.

Federal Communications Commission

1919 N Street, N. W.

Washington, D. C. 20536

Law Enforcement Assistance Administration

633 Indiana Avenue, N. W.

Washington, D. C. 20530

National Audiovisual Center

General Services Administration

Washington, D. C. 20405

Depository of Government agency films and filmstrips. Write for catalog. Prints for rent and for sale.

Office of Education

400 Maryland Avenue, S. W.

Washington, D. C. 20202

Contact: Dr. Helen Nowlis

Director of Drug Education

Office of Child Development

Project Head Start

Department of Health, Education, and Welfare

P. O. Box 1182

Washington, D. C. 20013

Beautiful Junk, by Diane Warner and Jeanne Quill. Free. Ideas for using common community and home materials for arts, crafts and construction in classrooms.

National Endowment for the Arts

Washington, D. C. 20506

Information Contacts: Director for Architecture and Environmental Arts Program.

A Federal agency authorized by the National Foundation on the Arts and Humanities to provide grants for projects, including research, in architecture, landscape architecture and environmental design.

Information Contacts: Director for Education Programs, for information on grants for special innovative projects in Arts education. Director for Dance Programs, for information about grants to assist dancers, choreographers and dance organizations in the creation of new works, touring, workshops, criticism, management, national services, and dance films.

Director of Music Programs, for information on grants to assist musicians and professional music institutions.

National Endowment for the Humanities

806 15th St. N. W.

Washington, D. C. 20506

Youth grants, fellowships, stipends and summer seminar grants totaled \$4.7 million for 1973-74.

Dr. Ronald Berman, Chairman.

Contact: Darrel deChaby

Edythe Robertson

The program's purpose is to help humanists who have completed their professional training to develop their abilities as teachers, scholars, writers and interpreters of the humanities. The term "humanities" includes, but is not limited to, the study of: language and linguistics, literature, history, jurisprudence, philosophy, archeology, comparative religion, ethics, arts (criticism, theory and practice), those aspects of the social sciences which have humanistic content and employ humanistic methods, and the study and application of the humanities to the human environment with particular relevance of the humanities to the current conditions of national life.

Office of Child Development/Children's Bureau

Newsletter: *Advocacy for Children*

Miss Jean Reynolds

National Center for Child Advocacy

Children's Bureau, OCD

Box 1182

Washington, D. C. 20013

Office of Consumer Affairs

Executive Office of the President

Washington, D. C. 20506

Virginia H. Knauer, Director

Guide to Federal Consumer Services, \$1. (Superintendent of Documents, U. S. Government Printing Office.)

Superintendent of Documents
U. S. Government Printing Office
Division of Public Documents
Washington, D. C. 20402

Monthly Catalog, \$7 a year.

Research in Education, \$21 a year.

Human Needs, \$3.50 a year. Provides coverage of all Federally supported social and rehabilitation services (child care, aging, delinquency prevention, welfare, vocational rehabilitation, etc. Lists career openings in State and local agencies and quarterly regional editions.)

Catalog of Federal Domestic Assistance, \$7.25

Catalog of HEW Assistance Providing Financial Support and Services to States, Communities, Organizations, and Individuals.

Youth Development and Delinquency Prevention
Administration

HEW South, Room 2311

Washington, D. C.

Contact Dave West and Izanne Leonard, Youth Development Branch. Newsletter, *Follow Up*, a service to young people and adults interested and involved in promoting youth participation in the programs and services which affect young people; information about youth-run and youth-initiated programs which could serve as models for others. Social and Rehabilitation Service: Pamphlet, *Delinquency Prevention Through Youth Development*, takes a fresh look at present public policies for dealing with youthful deviance, and presents an emerging strategy for helping the nation's youth, DHEW Pub. No. (SRS) 72-26013, and *Better Ways to Help Youth: Three Youth Services Systems*, Pub. No. (SRS) 73-26017. \$.55, Superintendent of Documents.

ILLINOIS

Alternatives, Inc.
2550 West Peterson Ave.
Chicago, Ill. 60659

A program to mobilize and train adolescent leaders from three communities on the north side of Chicago to develop their own alternatives to drugs. Also provides emergency and longer-term services and works to re-orient the services of community institutions to be more responsive to needs of the young.

Argus Communications
7440 North Natchez Ave.
Niles, Ill. 60648

Media in Value Education—A Critical Guide, by Jeffrey Schrank, \$4.95. Good reference for teachers doing work in humanistic and religious education, with particular emphasis on value clarification. Summarizes about 100 films useful in teaching value education, with suggested questions for discussion.

Warm World. 1973 catalog, free, reproduces miniature posters of the series, and other materials. (The catalog itself can serve as a classroom or group catalyst or exercise in communication or value clarification.)

The Center for Curriculum Design
823 Foster Street

Evanston, Ill. 60202

Noel McInnis, Director.

An excellent resource book, *Somewhere Else: A Living-Learning Catalog*, with an introduction by John Holt, developed by the Center, is available from Swallow Press, Inc. 1128 Wabash Ave, Chicago, Ill. 60605. Single copy orders may be ordered from the Center, \$3.25 postpaid.

Other materials, presentations, consultations, and networking services are designed for educators, organizations and civic groups concerned with preserving and rekindling in young people the enthusiasm for learning and for themselves which they have in their early years. Also methods of developing alternatives within and to the school experience, and imparting whole-earth perspectives on the human/environmental conditions. Watch for Donald B. Benson's "A Design for a World University," and "Guidebook to the Universe," works in progress, based on the assumption that learning rather than toil will be the primary human activity from now on.

Church of the Brethren Laboratory Learning Program

1451 Dundee Ave.

Elgin, Ill. 60120

Counter Culture Law Project

360 E. Superior

Chicago, Ill. 60611

Contact Lee Goldstein

A collective composed of legal workers, law students and lawyers "struggling to overcome the professionalism, sexism, and elitism inherent in the law, as well as to diversify our skills so as not to be narrowly categorized."

Human Development Institute
(a division of Instructional Dynamics, Inc.)

166 East Superior St.

Chicago, Ill. 60611

Human development resources, interpersonal communications, affective domain materials. Catalog.

META: Midwest Ecumenical
Training Association

50 Forest Knolls

Decatur, Ill. 62521

National Housing and Human Development Alliance
Box 667

Wheaton, Ill. 60187

Aims: to help religious communities and other church groups formulate human development programs and promote housing developments that respect the dignity of all the human beings involved in them.

Southern Illinois University
Edwardsville, Ill. 62025

Veteran World Project, Peter Gillingham, Project Director. Report: *Wasted Men: The Reality of the Vietnam Veteran*, was developed in cooperation with the Southern Illinois University Foundation; the U. S. Office of Education, Division of Manpower Development and Training, and sixty Vietnam-generation veterans. It "represents an almost unique voice from the silence . . . many Vietnam veterans have almost given up trying to communicate to others what they have experienced . . . it is a cry for help, but it is also an appeal to be seen

as what they are: men and women who have serious problems, but also have unrecognized and unexamined potential." Available for \$3.

NEXTEP Fellowship Program, Merrill Harmin, Director, involved in discovering ways to humanize classroom learning environments. The NEXTEP approach is one of the most comprehensive efforts in this direction.

Who's Who Among American
High School Students

540 Frontage Road
Northfield, Ill. 60093

Annual National Opinion Survey of the highest achieving high school students.

Center for New Schools

431 S. Dearborn
Suite 1527

Chicago, Ill. 60605

Nonprofit corporation helps communities in planning, operating and evaluating experimental school programs.

(*Harvard Educational Review*, August, 1972, published "Strengthening Alternative Schools," by the Center for New Schools, on the Metro School, Chicago.)

Model Cities/Chicago Committee on

Urban Opportunity

640 North LaSalle St.

Chicago, Ill. 60610

Child Development and Early Childhood Education. A guide to understanding the development and needs of the child from birth to age five. \$5.

The Swallow Press, Inc.

1139 S. Wabash Ave.

Chicago, Ill. 60605

Publishes resource books from the Source Collective, The Center for Curriculum Design, et al.

An Alternative Future for American II, by Robert Theobald, \$2.

Somewhere Else, A Living-Learning Catalog, Introduction by John Holt. \$3.25.

The Source Catalog #1, Communications, \$1.50.

The Source Catalog #2, Communities/Housing, \$2.95.

Urban Research Corporation

5564 South Shore

Chicago, Ill.

John Naisbitt, President

In cooperation with the Bank of America, Donnelly Mirrors, Lockheed, Ralston Purina, and the United Auto Workers, URC is sponsoring a national conference on "The Changing Work Ethic," in San Francisco, June 3-5, 1973. Seminar sessions will include reports from many companies on what they are doing to improve job satisfaction.

MASSACHUSETTS

Action for Children's Television

46 Austin St.

Newtonville, Mass. 02160

Newsletter: ACT, details activities in the field of children and media.

Resource chairmen in 22 areas serve as link between their local communities and ACT.

Paperback book, *Action for Children's Television*,

New York: Avon Books, 1970, \$1.25.

Film, 16 mm. color, "But First This Message."

The Center for Humanistic Education

University of Massachusetts

Amherst, Mass. 01002

Gerald Weinstein, Director. Associates include Alfred Alschuler, Robert Sinclair, Sidney B. Simon.

Graduate and undergraduate courses in Education of the Self, Values Clarification, Humanistic Curriculum Development, Theory of Psychological Education, Race Relations, Strength Training.

Center for Community Economic Development

1878 Massachusetts Ave.

Cambridge, Mass.

Published *The Community Land Trust—A Guide to a New Model for Land Tenure in America*. Introduction by Robert Swann.

Education Development Center, Inc.

55 Chapel St.

Newton, Mass. 02160

A private, nonprofit corporation engaged in educational research and development, EDC administers a number of projects in curriculum and school development.

The EDC Publications Office distributes free of charge an annual report, *A Guide to Project Activities and Materials*.

A Bibliography of Open Education, by Roland S. Barth and Charles H. Rathbone, contains descriptions of 265 books, articles, films and periodicals related to open education. Brochure available.

Center for Law and Education

61 Kirkland St.

Cambridge, Mass. 02136

Publishes *Inequality in Education*, quarterly, \$6 a year to libraries, free to individuals.

University Center

650 Beacon St.

Boston, Mass. 02215

Booklet, "The Anti-Achiever: Rebel without a Future," by Stanley Sherman, David Zuckerman and Alan Sostek. (The authors run a Center for Alternative Education for teenagers.) \$1.

Gloucester Community Development Corporation

P. O. Box 15

Gloucester, Mass. 01930

Al Duca, Project Director

Dayna Feist, Project Coordinator

Information Resources, Inc.

P. O. Box 417

Lexington, Mass. 02173

Published *The Guide to Simulations: Gaming for Education and Training*, by David W. Zuckerman and Robert E. Horn.

Moral Education and Research Foundation

Laboratory for Human Development

Larsen Hall

Harvard University

Cambridge, Mass. 02138

Contact: Lawrence Kohlberg

New Alchemy Institute

Box 432

Woods Hole, Mass. 02543

and

15 West Anapamu
Santa Barbara, Calif. 93101

The New Alchemists are science-minded people and technicians who plan to devote their lives to making ecologically sound applications of scientific knowledge in behalf of those who are attempting to build ecological alternatives for the future.

New World Coalition
410 Boylston St.
Boston, Mass. 02116

A mail-order catalog *Shop the Other America*, for "consumers with a conscience." \$50.

Dr. Charles Hampden-Turner, theoretician behind the idea of social marketing, as exemplified in this and similar catalogs, was also a contributor to *Psychosources*, where this item was found: "In this catalog community groups describe their organizations and offer their wares. Many of the products are hand-made and the prices look very reasonable. The groups involved are diverse. . . ."

NWC has three basic programs: Self-tax movement; an education network, social marketing campaign.

Project Place
32 Rutland St.
Boston, Mass. 02118

Facilities include *Place House*, 31½ Dwight St., with wide range of supportive services for young people under 18; switchboard counseling and referral; emergency mobile van with 24-hour counseling and paramedical service; drop-in counseling; consultation, education/training; a farm in New Hampshire. In 1971 *Place* organized New Community Projects, designed to meet needs of persons wishing to explore and undertake changes in the ways they live their lives, with focus on facilitation of communal and cooperative living. NCP provides a clearinghouse of information and counseling where interested individuals and groups can explore expectations, fears, and possibilities of intentional group living. "NCP does not wish to prescribe an alternative; we do wish to engender the seeking of alternatives."

Perception Laboratory
Veterans Administration Hospital
200 Springs Road
Bedford, Mass. 04122

Contact: Dr. Thomas B. Mulholland
(Information about the Biofeedback Society.)

Psychological Education Project
Harvard Graduate School of Education
Longfellow Hall
Applian Way
Cambridge, Mass. 02138

Norman Sprinthall and Ralph Mosher, Directors
Working in conjunction with the Newton Public Schools, they have developed a program using experiential study of psychology as a means of educating pupils in their own personal and psychological development.

National Humanities Faculty
1266 Main St.
Concord, Mass. 01742

Dr. Arleigh D. Richardson III, Director.
The NHF operates under the auspices of Phi Beta

Kappa, the American Council on Education and the American Council of Learned Societies. It is funded by the National Endowment for the Humanities and grants from private trusts and foundations.

Makes available a faculty of over 800 nationally recognized scholars and artists to public, private, parochial, elementary, middle, and secondary schools to assist teachers in making their programs more content-oriented. Participants may expect up to 20 days of intensive work with the faculty, exploring ideas and educational approaches, absorbing suggestions on materials, discovering untapped talents and resources, evaluating existing programs, learning more about interdisciplinary humanities programs, etc. Schools wishing to apply for Individual Project Programs should apply to the Director. Deadlines are March 15, August 1, and November 1.

School of Education
University of Massachusetts
Amherst, Mass.

Conducts Education Marathons in spring and fall. Open to public. Information: Chuck Schwan, Jerry Thomas, Sheila Inderlied, Marathon, Room 227, School of Education.

Synecetics Education Systems
121 Brattle Street
Cambridge, Mass. 02138

William J. J. Gordon, author of *Synecetics*, defines the word, "the joining together of different and apparently irrelevant elements." Synectics theory applies to the integration of diverse individuals into a problem-solving, problem-solving group. It is an operational theory for the conscious use of the preconscious psychological mechanisms present in man's creative activity."

Values Associates
P. O. Box 43
Amherst, Mass. 01002

A team of educational consultants with extensive experience in the area of values, sponsor and conduct workshops, in many parts of the country. They are: Dr. Merrill Harmin, Director of NEXTEP Teacher Training Program, Southern Illinois University, Edwardsville; Dr. Howard Kirschenbaum, Director of the Adirondack Mountain Humanistic Education Center; Ms. Marianne Simon, teacher, dance, drama, creative expression; Dr. Sidney B. Simon, Professor of Humanistic Education, University of Massachusetts. Brochure and schedule of workshops available upon request.

NEW YORK

Adirondack Mountain Humanistic
Education Center
Upper Jay, N. Y. 12987

Howard Kirschenbaum, Director
Sidney Simon, Associate Director
Marianne Simon, Associate Director
Clifford and Vera Knapp, Outdoor and Environmental Education Specialists
Publications: *Humanistic Education Quarterly*, \$2 a year. Workshops, and a basic library in humanistic education publications for sale.

Architects Renewal Committee in Harlem
221 West 116th St
New York, N. Y. 10026
Monthly, *Participatory Planning: A Magazine of People and Their Communities*, \$3 a year.
Aspen Institute for Humanistic Studies
717 Fifth Ave
New York, N. Y. 10022
and
P. O. Box 219
Aspen, Colorado 81611

Catalyst
6 East 82 St.
New York, N. Y. 10028

Felice N. Schwartz, President
The national program's aims are to expand career opportunities for college-educated women. It works with women, local resource groups, employers and educators to open new channels of communication among them. Distributes self-guidance publications, work toward strengthening resource groups that provide educational and counseling services for women, functions as a national clearinghouse for information on such groups, fosters the development of educational programs responsive to the needs of adult women at the undergraduate and graduate level, represents the strengths and advocates the needs of women to employers, informs women about personnel needs of employers and vice-versa.

Book, *How to Go to Work When Your Husband Is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anghow*, by Felice N. Schwartz, Margaret H. Schifter and Susan S. Gilotti, published by Simon and Schuster, 1972.

Communications for Social Solutions, Inc.
23 West 16 St.
New York, N. Y. 10011

Newsletter: *ADIT: Approaches to Drug Abuse and Youth* Marilyn Rosenblum, Publisher; Claudia Stern, Editor. Monthly, Sept. through June; July Summer Supplement \$15 per year.

Crisis Intervention
560 Main St., Suite 105
Buffalo, N. Y. 14202

Quarterly, \$10 a year. Contact Gene Brockopp and Michael Parkin. Theory, research, and how-to's welcome.

Bantam Books
666 Fifth Ave.
New York, N. Y.

Among the many paperback sourcebooks, Bantam lists:

Open Education--A Sourcebook for Parents and Teachers, edited by Ewald B. Nyquist and Gene R. Hawes (Education Development Center, Inc.)
Creating the Future: A Guide to Living and Working for Social Change, edited by Charles R. Beitz and A. Michael Washburn, (resources contributed by the Vocations for Social Change Collective).
Psychosources: A Psychology Resource Catalog, from the publishers of *Psychology Today*. (a 215 pp. compendium in Whole Earth Catalog format, with entries divided into Identity, Learning, Roles, Mind, Communication, Therapy, Organization, Po-

litical Psychology, Culture, Last Words, and Access Information, \$5.

Behavioral Publications, Inc.
2852 Broadway--Morningside Heights
New York, N. Y. 10025
Books and periodicals on social problems, therapeutic intervention, and human services. Catalog available.

Brakeley, John Price Jones, Inc.
6 East 43rd St.
New York, N. Y. 10017

Publishes *Philanthropic Digest*, Summary of News about Giving to Education, Health, Religion, Welfare and the Arts. \$10 a year, 16 issues, subscription only. Gladys F. MacGee, Editor.

The Center for Understanding Media
75 Horatio St.
New York, N. Y. 10014

John Culkin and Robert Geller, Program Directors, Antioch College Graduate Studies in Film and Media, for elementary school teachers, administrators, librarians and media specialists; secondary and community college educators new to film and media programs; and film and media people with prior experience in teaching and organizing programs.

Members collaborate in implementing media programs in 170 schools in greater New York area.

Student Coalition for Relevant Sex Education
300 Park Ave. South
New York, N. Y. 10010

The coalition was formed with assistance from Planned Parenthood by a group of New York City students, many of them trained in the group and peer counseling processes provided by the Board of Education's SPARK and Peer-Group Program.

Dialogue House Associates, Inc.
45 West 10th St. Apt. 7B
New York, N.Y. 10011

Workshops featuring The Intensive Journal and Process Meditation, based on the writings and research of Dr. Ira Progoff. Brochure, schedule of workshops, and list of books and cassettes available.

Dialogue House Associates have centers in a number of cities.

Dryden Associates
P. O. Box 363
Dryden, N. Y. 13053

Published *Volunteers Today--Finding, Training and Working with Them*, by Harriet H. Naylor. A basic reference on volunteerism and the wise development of their potential.

Educational Products Information Exchange
Institute
(EPIE Institute)
463 West St.

New York, N. Y. 10014

EPIE am, the educational consumers' newsletter. \$15 per year. Special Reports.

The Foundation Center
888 Seventh Ave.
New York, N. Y. 10019
and

1001 Connecticut Ave., N. W.
Washington, D. C. 20036

The Foundation Center was chartered in 1956 as an educational institution by the Board of Regents of the University of the State of New York. It is an independent agency, dedicated to the public interest and governed by its own board of trustees, usually half of whom are foundation officials and half public members from outside the foundation field.

The Center gathers and disseminates factual information on the philanthropic foundations through programs of library service, publication, and research. The Center's libraries in New York and Washington, D. C., contain extensive collections of books, documents, and reports on the foundation field and current files on the activities and program interests of more than 26,000 foundations in the United States.

The Center prepares and publishes *The Foundation Directory*, a standard reference work; the latest, *Edition 4*, published in 1971, contains basic information on 5,454 foundations. *The Foundation Center Information Quarterly*, the first issue of which was published in October 1972, includes updated information on the larger foundations listed in the *Directory* as well as listings of foundation annual reports on film, bibliographies, information on the foundation grants data bank, and announcements of new Center publications and services. The Center also compiles and publishes *The Foundation Grants Index*, a cumulative record of foundation grants, which appears in *Foundation News*.

Grafton Publications, Inc.
667 Madison Ave.
New York, N. Y. 10022

Newsletters: *Addiction and Drug Abuse Report*, monthly, \$22 yr.

Youth Report, monthly, \$22 yr.

Special Reports: *Axioms of the Youth World*, \$2.50
Serious Projects for Youth, \$2.50
1973 Guidelines for Dealing with Youth, \$5.
Alternatives to Apathy, Drugs and Loneliness, \$5.

Samuel Grafton, Editor; Edith K. Grafton, publisher.

Harper's Magazine

2 Park Ave.

New York, N. Y. 10016

A new "Wraparound" section has been added, edited by Tony Jones. It treats subjects of general cultural interest in reportorial and historical perspectives, and invites your own participation in exploring the themes further, and in helping develop future themes. Format similar to the pioneer, *Whole Earth Catalog*, though geared more to urban lifestyles.

Human Relations Education Project

Board of Education

City Hall

Buffalo, N. Y. 14202

James J. Foley, Director

A Title III project that trained teachers in affective learning experiences for human relations train-

ing. The project produced an annotated bibliography and two supplements on human relations education, a list of annotated techniques for affective learning experiences, and a *Guidebook to Learning Activities*, \$4.00.

Laboratory Training Network

Star Route 109

Box 5

Saranac Lake, N. Y. 12983

Contact: Newton S. Fink

The Macmillan Company

866 Third Ave.

New York, N. Y. 10022

Gateway English series by Marjorie B. Smiley, et al., a junior/senior high school literature and language arts program developed in Hunter College Project English. Concerned with significant human themes: *Who Am I?*; *Coping*; *A Family Is a Way of Feeling*; *Striving*, etc.

Also, *Origins of Humanness Student Readings*, of the ACSP series.

Morena Institute

259 Wolcott Ave.

Beacon, N. Y. 12508

Center for training in J. L. Moreno's technique of psychodrama in which patient adopts roles of individual personality traits to understand self in relations to others.

George Morrison Studio

212 West 29th Street

New York, N. Y.

Theatre Games

The Motivation Center

17 Chevy Drive

Centereach, N. Y. 11720

Jim Nugent, Director

Conducts in-service seminars in staff and student motivation for schools and colleges.

National Commission on

Resources for Youth

36 West 44th St.

New York, N. Y. 10036

Mary Conway Kohler, Director

Peter Kleinbard, Editor, Newsletter, *Resources for Youth*.

A nonprofit organization that collects and disseminate information on innovative programs which provide youth with opportunities to assume rewarding and responsible roles in society. *Quarterly* newsletter is free; booklet, *40 Projects by Groups of Kids* briefly describes action projects that can be adapted as summer projects by community agencies and schools. 128 pp. illustrated, \$2.

Films: *The Young Filmmakers* describes a project in N. Y. C. in which students of high school age work independently to produce films on subjects of interest to them, 20 minutes, color. *The Sonoma Youth Project* describes a project in California where high school students do sophisticated physical therapy with children and adults in a home for the retarded. It also shows the training and communal living situation the students have set up for themselves, 30 minutes.

National Council of Churches

Department of Educational Development

Room 708

475 Riverside Drive
New York, N. Y. 10027

New York University
School of Education
23 Press Annex
Washington Sq.
New York, N. Y. 10003

Now offers a degree in Media Ecology. Publishes the *Media Ecology Review*.
Alternate Media Center

Public Education Association
20 West 40th St.
New York, N. Y. 10018

David S. Seeley, Director
Monthly newsletter, *Perspectives on Drug Education*, Alan S. Meyer, Editor, and Director, Drug Education Center.

Regional Plan Association
235 East 45th St.

New York, N. Y. 10017

A series of town meetings "Choices for '76" was televised in the spring of 1973 in anticipation of the 200th anniversary of the founding of the Republic. They opened discussion of alternative policies for housing, poverty, environment, transportation, cities and government, and asked residents to choose the direction their region should take. Based on what people have chosen to do to solve problems regionally, a final Town Meeting on Government has been planned for fall of 1973.

Francis Keppel, Chairman.

Russell Sage Foundation
230 Park Ave.

New York, N. Y. 10017

Publishes The Social Science Frontiers Series, *The Corporate Social Audit* is No. 5 of the series.

Charlotte Selver—Charles W. Brooks
160 West 73rd St.

New York, N. Y. 10023

Courses, seminars, study groups, workshops throughout the country: non-verbal experience and communication; practical workshop in perception; towards expanded consciousness; walking, standing, sitting, lying; sensory awareness and meditation; study of breathing; being all there.

Information: San Francisco—Jeannie Campbell,
1822 Bush St. 94109
Los Angeles—Mary Shor, 10274
Chrysanthemum Lane 90021

SIECUS (Sex Information and Educational Council
of the U. S.)

1855 Broadway
New York, N. Y. 10023

Mary Calderone, Director

Emphasis is on sexuality as a field of health rather than morals. Brochures and lists of literature available. A detailed descriptive catalog of existing filmstrips, made between 1959 and 1972, \$2.

Ballantine Books, Inc.
101 Fifth Ave.

New York, N. Y. 10003

A Catalog of the Ways People Grow, by Severin Peterson. Paperback edition, \$1.65. (A detailed list of persons and explanations of processes, descriptions, excerpts, and extensive directory of re-

sources devoted to the study and development of human potential and self-awareness.)

Child Welfare League of America, Inc.

67 Irving Place

New York, N. Y. 10003

The League's present program includes a wide variety of services to agencies in the U. S. and Canada that care for children. It develops standards for services; maintains a library/information service; conducts research; provides consultation; holds educational conferences, publishes professional materials, and works with national and international organizations to improve policies affecting the welfare of children.

Dell Publishing Co. Inc.

750 Fifth Ave.

New York, N. Y. 10017

Big Rock Candy Mountain: Resources for our Education, created by Portola Institute, the people who brought us *Whole Earth Catalog*, \$4.

Educational and Consumer Relations

J. C. Penny Company, Inc.

1301 Avenue of the Americas

New York, N. Y. 10019

Publishes *Forum*, twice a year, \$1.25 per issue. The Spring/Summer issue, 1973, "Attitudes, Behavior and Human Potential," Spring Summer, 1972, "Value Clarification," Fall/Winter, 1970, "Quality of Life: Youth's Involvement."

Insights Into Consumerism, and *Consumer Behavior:—What Influences It?* concentrate on concepts to help consumers understand why they behave as they do in the marketplace. Single copies, \$1.25. Local J. C. Penney stores will make available free to educators single copies of the above; also available free on a loan basis, filmstrips and teaching units. Catalog of educational materials available.

The Hastings Center Institute of Society, Ethics and the Life Sciences

623 Warburton Ave.

Hastings-on-Hudson, N. Y. 10706

Membership \$15 a year; students \$7, brings the Hastings Center Report, bi-monthly, an annual bibliography, special reports on institute conferences, the annual survey of study group findings, and the thrice-yearly Hastings Center Studies. Daniel Callahan, Director; Willard Gaylin, M. D., President.

Mental Health Materials Center,
Inc.

419 Park Ave. South

New York, N. Y. 10016

Information Resources Center, *Selective Guide to Materials for Mental Health and Family Life Education*, \$35. (Order from Perennial Education, Inc., 1825 Willow Road, P. O. Box 236, Northfield, Ill. 60093)

Teach Us What We Want to Know, by Ruth Byler, Gertrude Lewis and Ruth Totman. Report of a survey of health interests, concerns, and problems of 5,000 students in selected schools from kindergarten through grade 12, published for the Connecticut State Board of Education by the Mental Health Materials Center, \$3.

School Prevention of Addiction Through Rehabilitation and Knowledge (SPARK)

Board of Education
110 Livingston St., Room 235
Brooklyn, N. Y. 11201

Program Director: Arthur Jaffe
Program Director, The Peer Group Program, Earl Jung

The SPARK program is at work in all 94 of New York City's public high schools, through group and individual counseling, training peer leadership cadre, home visits, parent workshops, parent/child group sessions, community involvement, curriculum development, in-service training for teachers, referrals of emergency cases, visitations by staff to "feeder" junior high schools, student field trips to therapeutic communities, and the exploration of alternatives, such as poetry, drama, music, karate and yoga.

The Viking Press
625 Madison Ave.
New York, N. Y. 10022

The Viking/Esalen book publishing program conveys some of the approaches and ideas developed through Esalen. Subjects vary from psychology to education, and from meditation to civil liberties. The books divide themselves between theoretical statements, personal accounts, and exercise manuals to develop consciousness. One of the series is *On the Psychology of Meditation*, by Claudio Naranjo and Robert E. Ornstein.

Other Viking titles pertinent to alternatives to drugs: *Getting There Without Drugs: Techniques and Theories for The Expansion of Consciousness*, by Buryl Payne, *Human Teaching for Human Learning: An Introduction to Confluent Education*, by George Brown, and *Ways of Growth, Approaches to Expanding Awareness*, by Herbert A. Otto and John Mann.

Metropolitan Information Service
Center for New York City Affairs
New School for Social Research
72 Fifth Ave.
New York, N. Y. 10011

City Almanac, \$15 a year, 6 issues. Blanche Bernstein, Editor.

Provide Addict Care Today, Inc.
(PACT)

415 Madison Ave.
New York, N. Y. 10017

Rexford E. Tompkins, Chairman; Ward Chamberlin, President.

Initial goal is to develop jobs for rehabilitated addicts and place qualified, pre-screened applicants in these jobs. Concentrates on the private sector and on the leading companies of New York City. Newsletter *PACT Report*.

Rochester Institute of Technology
135 Jefferson Rd.
Rochester, N. Y. 14623

Plans for the establishment and operation of an "Urbanarium" to become operational in 1974. The Urbanarium will develop community education

programs for people normally not enrolled in formal education programs, using a variety of learning formats, including exhibits, television programming, workshops, simulation exercises and publications to help people of the Greater Rochester area explore future options open to the metropolitan area. The Institute will disseminate reports, results, findings and methods developed through a grant from the W. K. Kellogg Foundation. The project is seen as a national prototype which, after evaluation, could be a model for use in other communities.

The University of the State of New York
The State Education Department
Division of Higher Education
Albany, N. Y. 12224

Issues periodically, *Educational Opportunity Forum*. Special issue on Psychological Humanistic Education, Vol. I, No. IV fall, 1969, includes bibliography by Alfred Alschuler and Terry Borton on Humanistic Education, Psychological Education, The Eupsychian Network, Affective Education, Curriculum of Concerns, The Human Potential Movement, Personological Education, Synectics, Personal Learning, Intrinsic Education, etc.

Celebrations Group (Marilyn Wood)
Festival Music Company (Bob Wood)
100 Third Ave.
New York, N. Y. 10003

Communal and collaborative celebrations, environmental events, and festivals.

Action Priorities, Inc.
154 West 57th St., Studio 847
New York, N. Y. 10019

Charles F. Schwep, President; Spenser (Sonny) Jameson, Executive Vice President; Merle Gulick, Chairman of the Board.

A private-public sector partnership between the Bristol-Myers Product Division, the Addiction Services Agency, and the Board of Education brought action teams to four elementary schools, five junior highs, and 11 high schools in New York City. Action supervisor/trainers involved the adult school coordinators and five youth leaders selected in each school in rap sessions to identify the problems that the students thought most pressing. Training was provided to students in conducting surveys, data collection and analysis and resources provided to assist students in designing "products," i. e., magazines, poetry anthologies, videotape reports, rap rooms, films, plays, puppet shows, poster exhibits, etc. The objective of the action program is to help identify and solve problems within our communities, especially the problem of drug abuse and the many conditions which cause it, by involving young people in the process of making positive changes.

New Careers Development Center
238 East Building
Washington Square Campus, New York University
New York, N. Y. 10003

Publications include selection of "Training Guides" and "Research Papers." Example: *Guide to Funding New Careers Programs*, \$5.

MARYLAND

National Institute of Mental Health
Dr. Bertram S. Brown, Director
5600 Fishers Lane
Rockville, Maryland 20852

Federal agency with responsibility for mental health research, training, and services. Contact:

Division of Scientific and Technical Information
Julius Segal, Ph.D., Director

National Clearinghouse for Mental Health Information

Carrie Lee Rothgeb, Acting Chief

(Write for publications lists and information relating to programs.)

National Institute on Drug Abuse
Dr. Robert DuPont, Director
11400 Rockville Pike
Rockville, Maryland 20852

Federal agency with responsibility for activities in areas of drug abuse research, prevention, treatment, and rehabilitation. Contact:

Division of Resource Development
Stuart Nightingale, M.D., Director

Drug Abuse Prevention Branch
Dr. John Olsen, Acting Chief

National Clearinghouse for Drug Abuse Information

Jean McMillen, Program Manager

(Write for publications lists and information relating to programs.)

National Institute on Alcohol Abuse and Alcoholism
Dr. Morris E. Chafetz, Director
5600 Fishers Lane
Rockville, Maryland 20852

Federal agency with responsibility for research, treatment, rehabilitation, and information dissemination on alcohol abuse and alcoholism. Contact:

National Clearinghouse for Alcohol Information
Terry Bellicha, Acting Assistant Director

9119 Gaither Drive
Gaithersburg, Maryland 20760

(Write for publications lists and information relating to programs.)

The American City Corporation
Urban Life Center
American City Building
Columbia, Md. 21043

Newsletter, *New and Renewing Communities*, \$25 a year.

Contact: Jean Straub

Futuremics, Inc.

P. O. Box 48

Annapolis, Md. 21404

Monthly newsletter, *Footnotes to the Future*, \$10 a year. Futuremics, Inc. is a consulting firm and association of professionals committed to helping individuals, groups and organizations meet and solve problems which have a direct bearing on the future.

Human Relations Task Force
Synod of the Chesapeake
320 Hillen Road
Baltimore, Maryland 21204

Institute for Consciousness and Music

721 St. Johns Road
Baltimore, Maryland 21210

The Institute
Rock Hall Farm
Box 174

Dickerson, Md. 20753

Specializes in the art of cultural change. Two current projects: study of the future of a small town (Media, Pa.) and future of a large restaurant. S. Frederick D'Ignazio and Clark Wilson, directors.

Mid-Atlantic Training Committee, Inc.

5603 North Charles St.
Baltimore, Maryland 21210

Contact: Virginia Culley

A nonprofit cooperative of educators, group facilitators, organization development consultants and training advisers, serving the area between New York and North Carolina. In addition to scheduled programs in human relations training and basic skills, consultative services and custom-designed programs may be arranged. Individual and corporate membership. Brochure and current schedules available upon request.

OHIO

Board of Interdenominational Training in Ohio
412 Sycamore St.

Cincinnati, Ohio 45202

Community Service, Inc.

Box 243

Yellow Springs, Ohio 45387

Founded by Arthur Morgan to study small communities as an alternative to city culture, CSI has pioneered in developing patterns of intentional community. Under Griscom Morgan's direction, CSI is an information center and counselor to small communities. Membership is \$10 per year, which includes newsletter, and quarterly, *Community Comments*. Write for membership information and literature list.

New Schools Exchange Newsletter

St. Paris, Ohio

Bill Harwood, Editor, \$10 a year.

Formerly located in Santa Barbara, NSE has moved to an Ohio farm, where it will continue to work with the Center for Experimental Education, Antioch College.

The Ohio State University Libraries

Office of Educational Services

Columbus, Ohio

Published *Alternatives in Print*, a national directory of alternatives organizations and publishers, arranged geographically and by subject. Compiled by the American Library Association, Social Responsibilities Round Table Task Force on Alternative Books in Print.

Task Force on Mobilizing Community Program Resources for Intergroup Resources

Akron Public Library

55 S. Main St.

Akron, Ohio 44362

Contact: Laurel Fisher

Charles Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio

Values and Teaching. Working with Values in the Classroom, by Louis E. Rath, Merrill Harmin and Sidney B. Simon. \$3.95. (A theory of values and a classroom methodology.)

New Priorities in the Curriculum, by Louise Beiman, \$6. (Framework for developing process-curriculum.)

Pflaum/Standard
38 West Fifth St.
Dayton, Ohio 45402

Published the *Search for Values* program, developed by The Center for Learning, Inc., Villa Maria, Pa.

Search for Values: Introduction by Sidney B. Simon. Dimensions of Personality Program for High Schools and Adult Education. Brochure and materials list available.

The Mother Earth News
Box 38

Madison, Ohio 44057

Bi-monthly magazine with a wide variety of "how-to" articles relating to alternative vocations.

PENNSYLVANIA

Group Life Institute
Central Pennsylvania Synod
Lutheran Church of America
Room 208

900 South Arlington Ave.
Harrisburg, Pa. 17109

Media & Methods
134 N. 13th St.
Philadelphia, Pa. 19107

Research for Better Schools, Inc.
1700 Market St., Suite 1700
Philadelphia, Pa. 19103

One of the regional educational laboratories with the primary objective "to create and demonstrate a rich array of tested alternatives to existing educational practices."

Publications include *An Annotated Bibliography on Administering for Change*, by Louis M. Maguire, Sanford Tenkin, and C. Peter Cummings. Brochure available.

TEAM: Training Ecumenically to
Advance Mission
1211 Chestnut St.
Room 906
Philadelphia, Pa. 19107

Affective Education Development Project
Room 325
Philadelphia Board of Education
21st and Parkway
Philadelphia, Pa. 19103

Norman Newberg and Terry Borton, Directors. Has been developing curriculum and providing in-service training for "process education"; the theory and application of this curriculum are explored in Borton's *Reach, Touch and Teach*. (McGraw-Hill.)

The Architects Workshop
Philadelphia Chapter

American Institute of Architects
2012 Walnut St.
Philadelphia, Pa.

A Primer for Community Design Centers, published as part of a demonstration Federal grant project to study CDC's, emphasizes that the professional planners should be on tap, and not on top, that they should work with the community to achieve goals the residents want to achieve, rather than operating in a vacuum.

Committee for the Future
130 Spruce St., Suite 17B
Philadelphia, Pa. 19106

A non-profit organization "dedicated to bringing the options for a positive future into the public arena for decision and action." Uses the SYNCON process for synergistic convergence. Jerry Glenn, SYNCON Coordinator.

New Worlds Newsletter.

Group for Environmental Education, Inc. (GEE!)
1214 Arch St.

Philadelphia, Pa. 19107

Alan Levy, Richard Saul Wurman, and William B. Chapman, Directors

Nonprofit corporation engaged in innovative curriculum, materials, and program development in learning areas related to man's interaction with his physical surroundings.

Current publications available from The MIT Press, Cambridge, Mass. 02142.

Our Man-Made Environment: Book Seven, \$4.95

Yellow Pages of Learning Resources, \$1.95

The Nature of Recreation, \$4.95

Man-Made Philadelphia, \$3.95

The Process of Choice, \$10.00

VIRGINIA

Communities, Inc.
P. O. Drawer 426

Louisa, Virginia 23093

Community Publication Cooperative formed by several collectives involved in publishing hopes to provide a service to as wide a readership as possible, in both urban and rural communities, with the objective to "provide many alternatives to many people."

Midwest Office: *Communitas*, Box 223

Yellow Springs, Ohio 45387

Western Office: *Commune North, The Alternatives Foundation*

P. O. Drawer A.
San Francisco, Calif. 94131

In addition to back issues of several merged publications, the Co-op publishes *Community Market Catalog*, \$1. Subscription to *Communities* magazine is \$6 a year (seven issues).

Hollins College
Dept. of Psychology
Hollins College, Va.

Contact Paul Woods, Editor of *Source Book on the Teaching of Psychology*, to be published summer, 1973 by Scholars Press, Ltd., P. O. Box 7231. Includes 40 course outlines and teaching bibliographies in 14 traditional areas of psychology, plus materials on behavior modification, community mental health, and other recently developing fields.

Loose-leaf format to permit annual supplements and revisions. Based on Course Outlines Project of the APA's Division on the Teaching of Psychology.

Journal of Applied Behavioral Science

1815 North Fort Myer Drive
Arlington, Va. 22209

Published by the NTL Institute for Applied Behavioral Science

NTL Institute for Applied
Behavioral Science
1815 North Fort Myer Drive
Arlington, Virginia 22209

NTL Institute was organized in 1947 to apply what behavioral scientists have learned in the last half century about man, organizations, and social systems to the problems of individuals, families, schools, businesses, service organizations, churches, industry and Government. It does so by educating men and women to recognize and develop their potentials in response to the dazzling array of alternatives in life styles, careers, and patterns of interaction available to them. An NTL founding principle is to serve as a focal agency in developing the laboratory method of learning group dynamics. It is now organized into five centers: Development of Individual Potential, Professional Development, System Development, Black Affairs, and Macro System Change, all located in the Washington, D. C. area.

NTL Learning Resources
Corporation

2817-N Dorr Ave.
Fairfax, Va. 22030

Produces books, exercises and other materials in the applied behavioral sciences. List available.

Community Leader Training
Associates, Inc.

511 Monte Vista Drive, S. W.
Blacksburg, Va. 24060

Donald R. Fessler, Director
Logical Problem-Solving and Group Effectiveness training for community leaders.

Simulation Sharing Service

Box 1176

Richmond, Va. 23209

George McFarland, Editor. Newsletter, \$5 a year. (of value to those interested in simulation games in religious education.)

WISCONSIN

Alternative Sources of Energy

Route #1, Box 36B
Minong, Wisconsin 54859

Contact: Don Marier

Newsletter, *Alternative Sources of Energy*, bi-monthly, \$2 year. Issue No. 9, Feb. 1973 is a bibliography.

Dane County Drug Abuse

Training Center

31 Henry St.

Madison, Wisconsin 53703

Dave Joranson, Program Director

Educators Progress Service, Inc.

Randolph, Wisconsin 53956

Educator's Guide to Free Films, an 800 page list-

ing, updated annually, of free loan films from various sources. Similar volumes cover curriculum materials, tapes, transcriptions, and filmstrips, \$11.75.

National Center for Innovative Higher Education

University of Wisconsin

Green Bay, Wisconsin

Information-sharing among experimental colleges and programs across country.

The Student Association for the

Study of Hallucinogens, Inc. (STASH)

638 Pleasant St.

Beloit, Wisconsin 53511

Founded and solely controlled by students, STASH disseminates unbiased and valid information about psychoactive drugs. Support:ng membership is \$5 and entitles member to newsletter STASH CAPSULES, bi-monthly. Sustaining membership is \$125. Includes subscription to *Grassroots* information service, in binder format, updated by monthly supplements, a *Directory of Drug Information and Treatment Organizations*, STASH Capsules, a monthly *Drug Education Report*, and subscription to the *Journal of Psychedelic Drugs*. Membership includes access to the resources of the STASH library through computerized, custom bibliographic searches and hard copy documentation service.

Wisconsin Coalition for Educational Reform

216 N. Hamilton St.

Madison, Wisconsin 53703

In cooperation with Freedom Through Equality, Inc., Milwaukee, and the Wisconsin Student Union, prepared and distributed:

Wisconsin Student Rights Handbook

A Handbook for Parents

A Student Book—how-to's on high school organizing.

Institute for Research on Poverty

The University of Wisconsin

Social Science Building

1180 Observatory Drive

Madison, Wisconsin 53706

The Federal Government's main organization doing basic research on the problem of poverty, its nature and its possible causes and cures. Through a multi-disciplinary approach analysis is carried beyond formulation and testing of fundamental generalizations to development of relevant policy alternatives.

Bibliography. "Income Support Schemes: References and Selected Annotations from Academic Literature," a list of the Institute's Discussion Paper and Reprint series, free. Renee K. Barnow, Assistant Editor.

CONNECTICUT

Croft Educational Services

100 Garfield Ave.

New London, Conn. 06320

Educational journals for school administrators and teachers, and professional books for educators. *Federal Aid Service*, newsletter.

Education Ventures, Inc.

209 Court St.

Middletown, Conn.

Materials and games to teach achievement motivation.

The Greater Hartford Process, Inc.
100 Constitution Plaza
Hartford, Conn. 06103

Olcott D. Smith, Chairman, Board of Directors
Marion E. Morra, Director of Communications
Report, "The Greater Hartford Process", prepared by GHP and The American City Corporation, \$10.
Occasional Newsletter: *Work in Progress*.

The New England Training
Institute

125 Sherman St.
Hartford, Conn. 06105

Number Nine: A Crisis-Growth Center for Young
People

266 State St.

New Haven, Conn. 06511

Ted Clark and Dennis and Yvonne Jaffe.

The Teachers' Center at Greenwich

1177 King Street

Greenwich, Conn. 06630

Director: Celia Houghton

Director of Advisory Service: Jenny Andrea

Publication: "The Center," and Open Education
Workshops.

ALABAMA

The Association for Creative Change
107 South 20th St.

Birmingham, Ala. 35233

Formerly the Association of Religion and Applied
Behavioral Science

Contact: The Rev. William A. Yon

The Southern Poverty Law Center

Washington Building

Montgomery, Ala. 36101

Julian Bond, President

ARIZONA

Educational Innovators Press, Inc.

5315 E. Broadway

Tucson, Arizona 85711

Develop. and Writing Behavioral Objectives, A
Handbook Designed to Increase the Communica-
tion of Laymen and Educators, \$1.95.

Booklets for developing evaluative skills, \$1 each:
A Scheme and Structure for Evaluation; Evaluation
Design; Coding and Writing Test Items; A
Case Study; Proposal Guidelines; Performance
Objectives; Needs Assessment.

Futures Conditional

Box 1531

Wickenburg, Arizona 85358

A Participation Trendletter to Create a More
Humanistic Future, Co-founder and Editor: Rob-
ert Theobald; Associate Editor, J. M. Scott; Par-
ticipation Editor: Beverly Bodiroga. Subscription
\$24 a year.

Futures Conditional hopes to facilitate and stimu-
late two kinds of active participation among its
readers by (a) linking individuals and groups who
are already involved in creating ideas, projects or
programs and (b) collecting or creating new syn-

ergetic interaction materials. The May, 1973 issue
contains a chart outlining specifics of how to
participate.

Tempe Elementary School District
No. 3

ESEA Title III, "Preventing Drug
Abuse"

P. O. Box 27708

Tempe, Arizona 85282

Dr. Ethel C. Anderson, ESEA Title III Project
Coordinator

This school district studied in detail the extent of
drug abuse in its elementary and junior high
schools, and found that the decision to try drugs
generally occurs between 9 and 12 years of age.
The Tempe programs, like the Coronado program
which influenced its development, combines a cog-
nitive approach with the affective domain, center-
ing around the concepts of values and decision-
making in situations involving choices between
more-or-less risky behaviors. Information and ma-
terials are available about the program.

COLORADO

Aspen Institute for Humanistic
Studies

P. O. Box 219

Aspen, Colorado 81611

R. O. Anderson, Chairman

J. E. Slater, President

Publications: *Aspen Institute Quarterly* (free)
1973 Program and Brochure available upon re-
quest. Occasional papers on: the Aspen Executive
Program; the Communications and Society Pro-
gram; Environment and the Quality of Life; Sci-
ence, Technology and Humanism. One of the sum-
mer programs in 1973 is "Education, Work, and
the Quality of Life," under direction of Dr. James
O'Toole.

Education Commission of the States

822 Lincoln Tower Building

1860 Lincoln St.

Denver, Colorado 80203

Magazine, *Compact*, annual subscription \$6. (six
issues.) [The June, 1970 issue included a State-by-
State summary of drug abuse programs in an
issue devoted to "Drugs in the Schools."]

Educational Change, Inc.

Box 2450

Boulder, Colorado 80302

Publishes *Change Magazine*, monthly, \$6 student
subscription; \$12 professionals, and \$15 other.
George W. Bonham, Editor-in-Chief.

ERIC Clearinghouse for Social

Studies/Social Science

Education

855 Broadway

Boulder, Colorado 80302

Robert S. Fox, Director

Newsletters: *Keeping Up*, and *Looking At* free
upon request.

The Social Science Education Consortium (SSEC)

855 Broadway

Boulder, Colorado 80302

The primary mission of SSEC is the delivery of

innovation in social science education to the classroom and to bring together social scientists and teachers to improve teaching and curriculum development for the elementary and secondary schools. Annual subscription to SSEC Social Studies Curriculum Materials Data Bank, \$12. Binder format, two supplements a year.

Western Interstate Commission for Higher Education
P. O. Drawer "P"
Boulder, Colorado 80302

Robert H. Kroepsch, Executive Director
A public agency through which the 13 western States cooperate to increase educational opportunities for westerners, to expand the supply of specialized manpower in the West, to help universities and colleges improve both programs and management, and to provide public information about the needs of higher education.

Brochure and subscription rates to publications available.

Systems Approach to Program Evaluation in Mental Health, a collection of papers developed by the Program Evaluation Task Force of the Western Conference on the Uses of Mental Health Data. Project sponsored by WICHE and NIMH.

FLORIDA

The Center of Man
P. O. Box 14126

University Station
Gainesville, Fla. 32601

Contact: Barbara Downing

Department of Health and Rehabilitative Services
Florida Drug Abuse Program
Tallahassee, Florida

Leisure Studies Program
University of South Florida
Tampa, Fla. 33620

A clearinghouse for information on leisure studies.

GEORGIA

National Organization of Human Services (NOHS)
2800 Camp Creek Parkway (Q4)
Atlanta, Ga. 30337

Membership requirements: employment in positions working to solve psychological, sociological and behavioral problems of individuals and groups—may be student, or graduate of an approved educational program preparing human service workers.

West Georgia College
Psychology Dept.
Carrollton, Ga. 30117

Mike Arons, Chairman

"Southern outpost of humanism. Our primary emphasis is on the student's personal development . . . the less predictable he is, the more successful we are."

INDIANA

Educational Alternatives Project
Indiana University
Bloomington, Indiana

Vernon H. Smith and Robert D. Barr, co-directors.
Publication: *Changing Schools: An Occasional Newsletter on Alternative Public Schools*. Special Issue No. 006 on evaluation for alternative schools.

The Institute of Human Relations Training
3843 Washington Blvd.
Indianapolis, Ind. 46205

Annual *Journal of Human Relations Training and Directory of Who's Who in Human Relations Training*, \$6 a year.

National Instructional Television Center
Box A
Bloomington, Indiana

"Inside/Outside," a 30-part series of television programs, produced by NITC in cooperation with a consortium of some 30 State Departments of Education, health and mental health agencies, will be broadcast into classrooms in at least 30 States, beginning September, 1973.

The series deals with emotions and attitudes, and is designed to stimulate discussions of values and morals. Each 15-minute segment depicts contrasting points of view, and without reaching a resolution, prompts the teacher and pupils to discuss possible courses of action. Dr. Orvis A. Harrelson, a physician and educator in Tacoma, Washington, was chief consultant to the series.

NITC also has Centers in Washington, D. C., Atlanta, Milwaukee, and San Francisco.

IOWA

University Associates Publishers and Consultants
P. O. Box 615
Iowa City, Iowa 52240

A Handbook of Structured Experience for Human Relations Training, by J. William Pfeiffer and John E. Jones. (3 volumes, at \$3 each. Each book contains 25-30 exercises widely used in human relations training, for improving communication, listening, self-awareness, group dynamics, and non-verbal communication.)

KENTUCKY

Perceptual Alternatives Laboratory
University of Louisville
Louisville, Ky. 40208

Emerson Foulke, Director

LOUISIANA

Department of Psychology and Counselor Education
Nicholls State College
Thibodeaux, La. 70301

Contact Walter A. Dickenson for reprints of "A Humanistic Program for Change in a Large City School System," (Louisville Public Schools) *Journal of Humanistic Psychology*, fall, 1970.

MICHIGAN

National Community School
Education Association
923 East Kearsley St.
Flint, Michigan 48503

Contact: Nick Pappadakis
Basic Reference: *The Community School Basic Concepts, Functions and Organization*, by Frank J. Manley and W. Fred Totten, Allied Education Council, Distribution Center, Galien, Mich. 49113, \$7.95.

New Life Environmental Design Institute
Box 648

Kalamazoo, Michigan 49005
Contact: Richard Tilmann, Sharon Tilmann, or Chuck Bidleman
Assists individuals and organizations, public and private, official and counter-culture in designing projects directed toward effective social change and alternative life styles. Newsletter, *Alternatives Network Bulletin Board*, and a distribution service, at cost, for information about worthwhile community groups. NLEDI evolved a campaign, "Operation Involvement," sponsored by the Community Relations Department of the City of Kalamazoo.

North American Student Cooperative
Organization (NASCO)
2546 Student Activities Bldg.
Ann Arbor, Mich. 48104
Community Market Catalog, \$1, order from Box 426
Louisa, Virginia
Newsletter, resource bank of manuals, films and bibliographic material on all aspects of cooperative development and operation. Conferences on co-op education and management training.

Outside the Net
P. O. Box 184
Lansing, Mich. 48901
Subscription, \$2 a year. Alternative education emphasis.

MINNESOTA

National Hotline and Switchboard
Exchange, Inc.
The Exchange
311 Cedar Ave. South
Minneapolis, Minn. 55404
Monthly newsletter. *The Exchange*, \$10 a year, includes 1973 edition of National Directory. Newsletter only, \$6. Staff: Ben Beitler, Steve Bhaerman, Frank Caprio and Becky Perkins.

Winston Press, Inc.
25 Groveland Terrace
Minneapolis, Minn. 55403
Published *Clarifying Values through Subject Matter: Applications for the Classroom*, by Merrill Harmin, Howard Kirschenbaum, and Sidney B. Simon.

Education Exploration Center
3104 16th Ave. South
Minneapolis, Minn. 55407
Established the Minnesota Consortium for Multi-Alternative Education to organize and share resources. Newsletter.

Ecology Placement Service
1711 Lincoln Ave.
St. Paul, Minn. 55105
Monthly Bulletin of opportunities for work in such

fields as air pollution control, agricultural research, education research, marine sciences and engineering.

MONTANA

Gallatin Council on Health
and Drugs
Box 1375
Bozeman, Montana 59715
Contact: Marie E. Harland, Associate Director
Crisis center, workshops, in-service training for teachers. Youth Employment Service, Volunteer Aide program for teenagers, self-awareness camp for 5th and 6th graders, Arts and Crafts program, and rap sessions.

NEW JERSEY

"Get Your Head Together"
12 High Street
Glen Ridge, N. J. •
Contact: Bryan or Judy Orr
A youth development facility offering free medical, legal, and psychiatric services.

National Youth Development Center
411 Hackensack Ave.
Hackensack, N. J. 07601
National Council on Crime and Delinquency has planned a new Center to develop and direct a nationwide program with three specific objectives: (1) monitor and effect allocation of youth resources at all governmental levels; (2) promote diversion of children from the criminal justice system; and (3) promote alternatives to incarceration for delinquents through effective community-based services and use of volunteers.
Contact Fred Ward for information at above address.

NORTH CAROLINA

Smith Richardson Foundation
Center for Creative Leadership
5000 Laurinda Dr.
P. O. Box P-1
Greensboro, N. C. 27402
John Red, Jr., President. The Center has launched a program of continuing fellowships and special short-term internships. Fellows get salary and support for a year. Fellowships are for scholars; the internships are aimed at persons from business and industry. Idea is to get a mix of individuals involved in management development, leadership training and assessment.

Technical Assistance Development System
The University of North Carolina
A Div. of the Frank Porter Graham
Child Development Center
625 W. Cameron Ave.
Chapel Hill, N. C. 27514
Replication Guidelines. (The outcome of a conference to discuss First Chance Projects.) Tadscrip #1, 1972.
Program Planning and Evaluation, by Jarres Gallagher, Richard Surles, and Andrew Hayes.

OREGON

Office of Federal Relations
Extension Hall Annex
University Campus
Corvallis, Oregon

Developing Skills in Proposal Writing, by Mary Hall, \$10.

TENNESSEE

Committee of Southern Churchmen,
Inc.

P. O. Box 12044
Nashville, Tenn. 37212

Katallagete (Be Reconciled), Journal of the Committee of Southern Churchmen. James Y. Holloway, Editor; Will D. Campbell, Director. Quarterly, \$2 to \$5 contribution includes Journal.

TEXAS

Consultant/Trainers Southwest
3709 Locke Lane
Houston, Texas 77027

Contact: Ms. Mary Beth Peters

Graduate Program in Mental Health Information
University of Texas at Austin
Austin, Texas 78712

Contact: Barry M. Cohen

Graduate students in mental health information at the University of Texas at Austin are producing the first national publication for people involved in communication efforts in the field of mental health and mental retardation. The magazine will cover all facets of communication, ranging from advice on low-budget operation to information on innovative programs. Ideas, advice, inquiries, or contributions for publication should be sent to the above address.

UTAH

Olympus Publishing Co.
937 East Ninth St.
Salt Lake City, Utah, 84105

Career education, pre-school home-based learning environment.

VERMONT

Stephen Greene Press
Box 1000
Brattleboro, Vt.

Published *The Home Health Handbook: A Preliminary Guide to Self-Help and Rural Medicine*, edited by Stu Copans and David Osgood. Third edition. \$3.95. (The other two were mimeographed and given away.)

From Preface: "We know the Handbook will never be finished, complete, or sufficient, and we need people's criticisms and comments to help it keep evolving. Please write to us c/o the Stephen Greene Press and tell us what you like, what you disagree with, what seems wrong to you from your experience, and what you think we should include in the next printing."

WASHINGTON

Northwest Passage
1000 Harris St.
Bellingham, Wash. 98225

Fortnightly journal of ecology, politics, the arts, and good healthy living, \$6 a year, \$125 for a lifetime.

Provincial Leadership Training Committee
1551 10th Ave., East
Seattle, Wash., 98109

Contact: Mrs. Lynn Young

The Re-Evaluation Counseling
Communities

International Reference Committee
719 Second Ave. North
Seattle, Wash. 98109

Harvey Jackins, Director

Present Time, newsletter for The Re-Evaluation Counseling Communities, published by Rational Island Publishers, P. O. Box 2081, Seattle, 98111.

"If a distress pattern attacks you (and nothing else ever does), help is always close at hand. This help is the human being inside the distress pattern, the pattern's first victim and your natural ally against it. Reached in the ways you know or can learn, the human being will emerge to your support and the two of you will celebrate a cooperative human triumph over distress and unreason."—Harvey Jackins.

Jail and Prison Rehabilitation Project

P. O. Box 5313, K. St. Sta.

Tacoma, Wash. 98405

Newsletter: *Prison Reform Views*, George Zantua, Editor-in-Chief. Ron Hanna, Director. Membership \$5 a year; \$3 students, \$10 patron.

CANADA

Abraxas
812 16th Ave. S. W.
Calgary, Alberta
Canada T2R 0T2

Susan Lewis, Project Director

A drug project designed to investigate an alternative lifeskills approach to drug abuse prevention.

Challenge for Change/Société Nouvelle

National Film Board

P. O. Box 6100

Montreal 101, Quebec

Canada

An experimental program established by the Canadian Government as a participation between the National Film Board and certain Federal Government departments. It was designed to improve communications, create greater understanding, promote new ideas and provoke social change. Newsletter, *Access*. Editor, Elizabeth Prinn; Associate Editor, Dorothy Todd Henaut.

Human Behavior Research Group,
Ltd.

108 Hazelton Ave.

Toronto

Ontario, Canada M5R 2E5

Program "Opportunities for Youth," in its third year, with expanded budget, has been judged successful on several counts, mainly pragmatic. Its significance as an experiment in "culture design for an unknown culture," has not been broadly perceived, according to W. R. Clement, Director, Policy Research Unit.

EPILOGUE

Perhaps one Third Century resolution we Americans might consider making is foregoing our tendency to turn all pursuits, and words, into fads. Unless we are careful, "alternatives" might become the Fad Word of 1973 before the real meaning of the experience has permeated the social body. Fortunately we have such creative spirits as Kurt Vonnegut among us to afford new words for social relationships and the human quandary.

In *Cat's Cradle*, he introduced us to a number of terms that come as near as any to capturing the mood of the modern searcher for sense in a seemingly mad world. The following insights are from "The Books of Bokonon," with exegesis by Vonnegut.

"If you find your life tangled up with somebody else's life for no logical reasons," writes Bokonon, "that person may be a member of your *karass*. Man created the checkerboard; God created the *karass*." By that he means that a *karass* ignores national, institutional, occupational, familial, and class boundaries . . .

A *duprass* is a *karass* built for two.

A *granfalloon* is a false *karass*, of a seeming team that is meaningless in terms of the way God gets things done.

A *wampeter* is the pivot of a *karass*. No *karass* is without a *wampeter*. Anything can be a *wampeter*: a tree, a rock, an animal, an idea, a book, melody, the Holy Grail. . . . At any given time a *karass* has two *wampeters*—one waxing in importance, one waning.

A *wrang-wrang*, according to Bokonon, is a person who steers people away from a line of speculation by reducing that line, with the example of the *wrang-wrang's* own life, to an absurdity.

Bokonon also says: "Pay no attention to Caesar. Caesar doesn't have the slightest idea what's really going on."

Although volumes issued under the aegis of a Federal Agency do not ordinarily afford the intimacy of an author's preface and epilogue, this represents an effort to change a few entrenched habits.

So, in addition to the formal credits and acknowledgements that follow, I would also like to give credit where credit is also due: to my *duprass* and *karass* which include Lura S. Jackson, who has been the *wampeter* of the Alternative Pursuits *karass*; individual members of Alternatives teams who have kept in touch and continue to share their enthusiasms and doldrums. A few new members entered this *karass* and kept faith with the project, protecting me from the *granfalloon*s and *wrang-wrang*s: Rowan Wakefield of the Aspen Institute; Tom Pike, Calvary Episcopal Church, New York City; Donald Barnes and Virginia Newton, Institute for Educational Development; Floyd Flom, Economic Development Council of New York City; Sharon Hewlett, Manpower Career Development Agency; Jane Garmey, John Jay College of Criminal Justice; Tom Reade, Brooklyn Community College; Josh Reynolds, Stress Transformation Center, New York City. An assortment of teachers, volunteers and students in several New York City High Schools, have shared their excitement and frustrations in the process of introducing new programs in their schools. I was also fortunate to have a

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—Louisa Messolonghites

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