

1988

## Service-Learning: An Annotated Bibliography Linking Public Service with the Curriculum

Janet Luce  
*Stanford University*

Jennifer Anderson  
*University of California - Santa Cruz*

Janet Permaul  
*University of California - Los Angeles*

Robert Shumer

Timothy Stanton  
*Stanford University*

*See next page for additional authors*

Follow this and additional works at: <https://digitalcommons.unomaha.edu/slcebibliography>

 Part of the [Service Learning Commons](#)

### Recommended Citation

Luce, Janet; Anderson, Jennifer; Permaul, Janet; Shumer, Robert; Stanton, Timothy; and Migliore, Sally, "Service-Learning: An Annotated Bibliography Linking Public Service with the Curriculum" (1988). *Bibliographies*. 31.  
<https://digitalcommons.unomaha.edu/slcebibliography/31>

This Monograph is brought to you for free and open access by the Barbara A. Holland Collection for Service Learning and Community Engagement (SLCE) at DigitalCommons@UNO. It has been accepted for inclusion in Bibliographies by an authorized administrator of DigitalCommons@UNO. For more information, please contact [unodigitalcommons@unomaha.edu](mailto:unodigitalcommons@unomaha.edu).



---

**Authors**

Janet Luce, Jennifer Anderson, Janet Permaul, Robert Shumer, Timothy Stanton, and Sally Migliore

***SERVICE-LEARNING:  
AN ANNOTATED BIBLIOGRAPHY  
LINKING PUBLIC SERVICE WITH THE CURRICULUM***

**Volume III of  
COMBINING SERVICE AND LEARNING:  
A Resource Book for Community and Public Service**

*Edited by:*

**Janet Luce, Stanford University  
Chairperson, Service-Learning Special Interest Group (1987-1990)  
of the National Society for Experiential Education**

*with the assistance of:*

**Jennifer Anderson, University of California, Santa Cruz  
Jane Permaul, University of California, Los Angeles  
Robert Shumer, National Youth Leadership Council  
Timothy Stanton, Stanford University  
Sally Migliore, NSEE**

A publication of the: **National Society for Experiential Education**

in cooperation with Campus Compact: Project for Public and Community Service

Janet Luce, *Editor*.

*With:* Jennifer Anderson, Jane Permaul, Robert Shumer, Timothy Stanton, Sally Migliore.  
*Service-Learning: An Annotated Bibliography for Linking Public Service with the Curriculum.*  
Raleigh, North Carolina: National Society for Internships and Experiential Education, 1988.

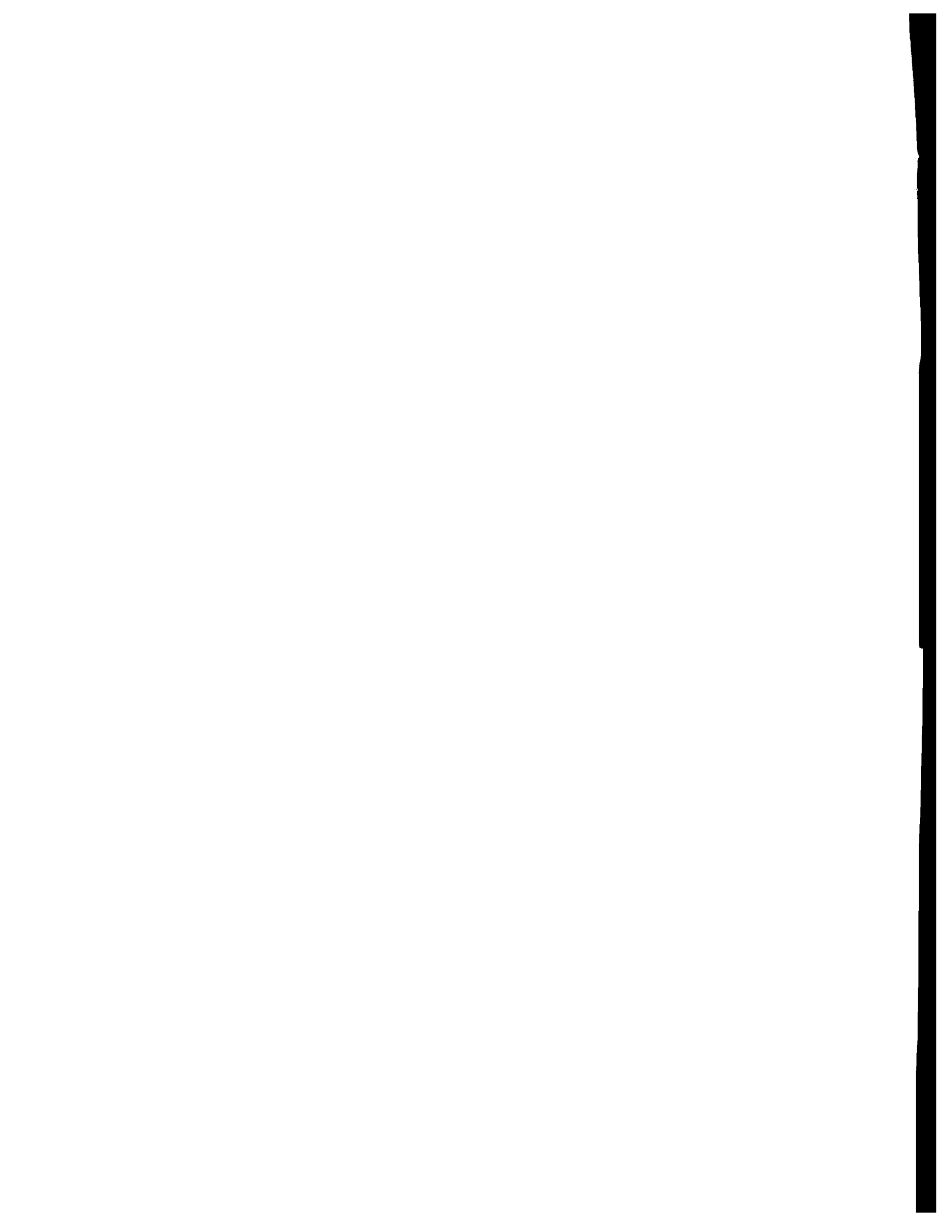
© Copyright 1988, National Society for Internships and Experiential Education (7/92 name changed to National Society for Experiential Education), Suite 207, 3509 Haworth Drive, Raleigh, NC 27609 (919) 787-3263. All rights reserved. Second printing April 1989. Third printing May 1990. Fourth printing April 1991. Fifth printing April 1993.

International Standard Book Number (ISBN): 0-937883-07-7

Cover design by Carol Majors, Sabine Moore, and Tracy Wang  
Production by Stanford University Public Service Center, Stanford, California, and  
the National Society for Internships and Experiential Education, Raleigh, North Carolina.  
Printed in the United States of America

## Table of Contents

Foreword	i
Preface	iii
I. What Is Service-Learning?	
A. Definition/History	1
B. Rationale	4
C. Service-Learning in Higher Education	10
D. Service-Learning in Secondary Education	16
II. Learning From Service: Major Perspectives	
A. Theoretical/Philosophical Roots	19
B. Experiential Education	25
C. Higher Education for Social Responsibility	29
III. Volunteerism and National Service	36
IV. Research	40
V. Implications for Practice	
A. Program Development/Implementation/Evaluation	48
B. Postsecondary Program Examples	57
C. Secondary Program Examples	65
VI. Resources	
A. Listing of Publications/Directories	69
B. Organizations	72
Author Index	77



## Foreword

Interest in "service-learning" is on the rise these days. The so-called apathy of the late nineteen seventies and early eighties has given way to a renewed upsurge in student activism and public and community service. The Campus Compact coalition of university presidents has supported these efforts on their campuses through the strengthening of campus public service programs and through advocacy for "higher education for social responsibility" at the national level. One national commission after another includes community service or internship-based learning as a key recommendation for the reform of the undergraduate curriculum. In this atmosphere the concept and practice of helping students learn through service experiences and linking that learning to the academic curriculum has returned to center stage.

What is service-learning? Where does it come from? How is it practiced well? What happens to students and communities as a result? Administrators, faculty and staff of experiential education programs which label themselves "service-learning" have multiple and sometimes conflicting answers to these questions. Their goals can include social justice, voluntary service, development of students' cognitive and problem-solving skills, academic knowledge and leadership abilities. Their practices vary as well, and there is little research on the subject. With the demise of *Synergist*, published by the National Center for Service-Learning (ACTION) until 1981, there is no full, regular journal which covers service-learning.

The Service-Learning Special Interest Group of the National Society for Internships and Experiential Education (NSIEE) has been the main torch bearer for service-learning over the past decade. We conceived this annotated bibliography at our meetings at NSIEE's 1986 annual conference as a result of our realization that the literature of service-learning needed to be pulled together, annotated, and presented – both to give coherence and strength to this particular expression of experiential education and to call to our attention the gaps in our knowledge. As with any effort of this kind, the bibliography is incomplete due to our limited abilities to find and review every relevant article that exists, and our limited wisdom as to which to include and which to leave out. In addition (and this is good news indeed!), due to the increasing rate of appearance of articles relevant to our focus over the past year, we may not be aware of good new work that exists, and cannot include, at least in this edition, those works that are yet to come. Nevertheless, we feel this bibliography well represents this growing field, and we hope it serves our readers.

Service-learning is traditionally viewed as a particular form of experiential education, one that emphasizes for students the accomplishment of tasks which meet human needs in combination with conscious educational growth. The bibliography's table of contents reflects our attempt to pull together writing on service-learning as well as other publications – about experiential education, community service, etc. – which are relevant to this concept. We offer annotations for publications which aim to define and describe service-

learning, as narrowly construed. We then list publications – theoretical, practical, and research-oriented – which we feel have much to offer those interested in service-learning, but which are more broadly focused on experiential education, civic learning, etc.

We see this effort as an evolving one. This publication represents a first iteration of a continuing effort. May we hear from you regarding publications we have omitted which you feel should be included? Are there any here we should have left out? What existing academic or professional journals should we be following in order to catch relevant work? Please remember to send us your nominations, suggestions, and criticisms regarding this bibliography, and we'll include them in the next edition. (Send these to me in care of: Service-Learning Bibliography, P.O. Box Q, Stanford, CA 94309-8620.)

Finally, I want to acknowledge all of the conscientious and thoughtful contributions made by NSIEE members and others in order that this annotated bibliography could see life. First and foremost, appreciation goes to Janet Luce, better known as "Lucie," for her excellent lead in editing of the publication. It simply would not exist without her vision, careful sifting and organizing of information, quiet assertion of deadlines to her colleagues, and sense of humor. Special thanks goes to the other members of the editing team – Jenny Anderson, Jane Permaul, Rob Shumer, Sally Migliore – who put in many hours of reading and writing as well as time conceptualizing, planning, and organizing. We must also express appreciation of the many members of the NSIEE SIG in Service-Learning without whose contributions we could not have published. They include: Howard Berry, Amy Butterworth, Dick Couto, Nadine Cruz, John Duley, Mary Edens, Dwight Giles, Jane Kendall, Bob Sigmon, Steve Schultz, Susan Stroud, and Hal Woods. Also, Sue Gray of the Stanford University Public Service Center contributed to the Resources/Organization section; Tracy Wang, a Stanford undergraduate, designed the cover; and Amy Butterworth of NSIEE proofread and produced the final bibliography. Financial and in-kind support making this publication possible came from the National Society for Internships and Experiential Education, Campus Compact, and the Stanford University Public Service Center, for which we are most grateful.

On behalf of the editing team and the Service-Learning SIG, I hope you enjoy and continually make use of this bibliography. We look forward to your comments, criticisms, and suggestions.

Tim Stanton  
Associate Director  
Stanford University Public Service Center



## Preface

This bibliography is intended to guide newcomers toward and remind service-learning veterans of key literature in the field. The annotations are divided into six chapters:

*Chapter I, What Is Service-Learning?*, includes references to works which define, describe and analyze service-learning in the contexts of postsecondary and secondary education.

*Chapter II, Learning from Service: Major Perspectives*, introduces selected theoretical and philosophical pieces which have implications for service-learning. Also included are related experiential education articles which bolster the rationale for experiential education as an integral part of postsecondary and secondary education, and writings which concern higher education for social responsibility.

*Chapter III, Volunteerism and National Service*, cites books and articles which provide background on volunteerism and national service issues.

*Chapter IV, Research*, lists research specific to service-learning. For the most part, the studies focus on program review, social and personal development, and attitudes of participants towards work, service and learning.

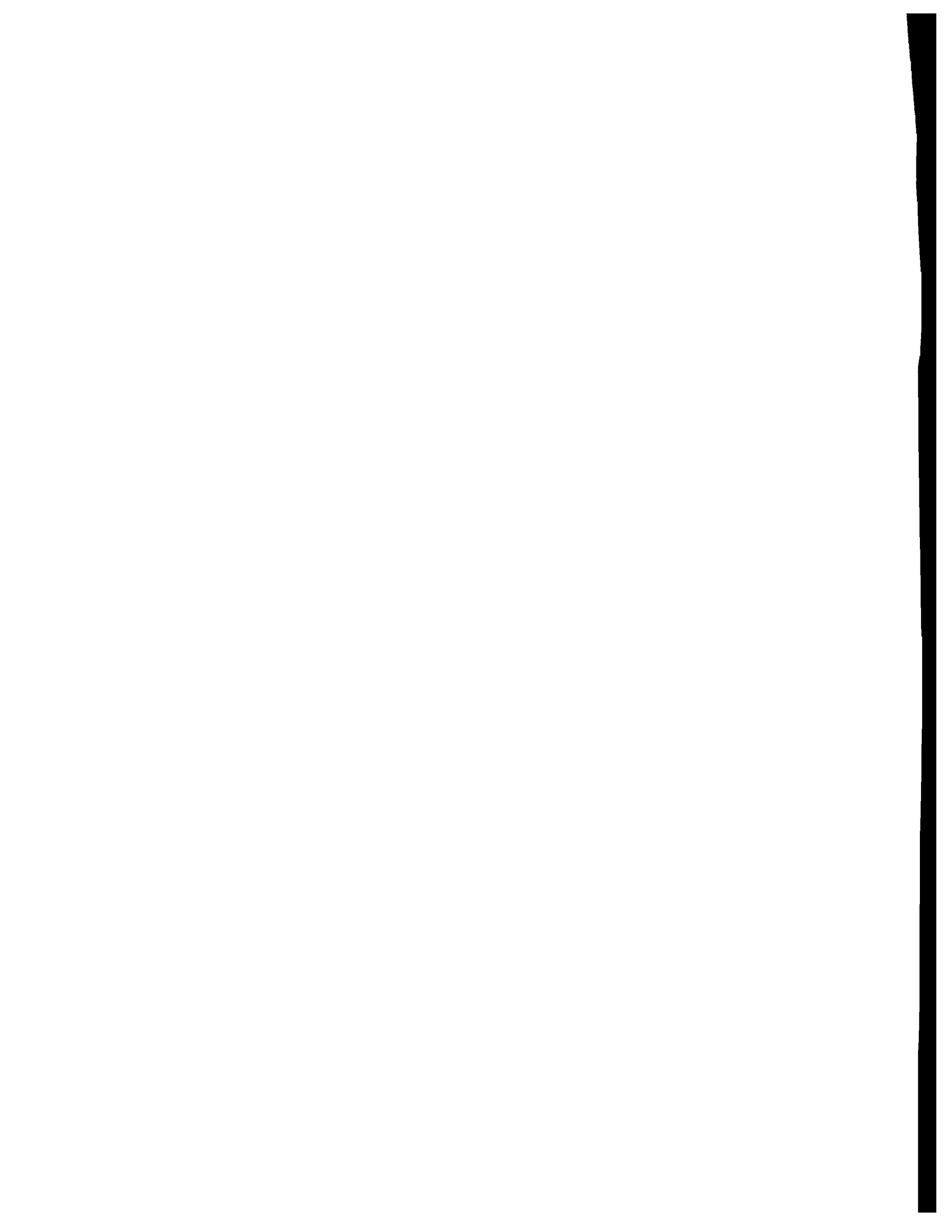
*Chapter V, Implications for Practice*, includes literature on the development, implementation and evaluation of service-learning programs as well as articles describing specific postsecondary and secondary models.

*Chapter VI, Resources/Organizations*, refers to publications which describe service opportunities in the U.S. and abroad, and lists selected educational and volunteer organizations which provide educational and support services related to service-learning.

In presenting citations we have followed the American Psychological Association format. After each annotation we have highlighted "postsecondary" or "secondary" for a quick visual reference of the educational level the piece addresses. In the process of compiling the list of citations which appears in this book we corresponded and talked to many members of the NSIEE Service-Learning Interest Group and conducted an ERIC database search. (For further information on accessing ERIC material, see page 74.) Clearly the references we have included vary in scope and quality. Most likely we have missed some pieces which should have been included. Nevertheless, we are fairly certain that the annotations in this book constitute a representative sample of key service-learning works and related literature.

We hope that this publication will stimulate additional scholarly attention and more varied research in the area of service-learning, and we look forward to reviewing and adding new contributions to the literature in future editions of this publication.

Janet Luce  
Editor



## I. WHAT IS SERVICE-LEARNING?

Sections A-D include annotated references to works which define, describe, and analyze service-learning in the contexts of postsecondary and secondary education. The guiding criterion for including references in these sections was recognition of the author's explicit focus on service-learning, as opposed to experiential education in general, and of his or her effort, whether philosophical, practical or evaluative, to demonstrate service-learning's distinguishing features. More general publications, which are related to or have implications for service-learning, are included in chapters II-VI.

### A. DEFINITION/HISTORY

Carney, J. (1979). *Past, present and future of experiential learning*. Paper presented at the North Carolina Conference on Experiential Learning, Burlington, NC.  
*Available from NSIEE.*

This overview of experiential learning identifies different forms, emphases, historical roots, evolutionary development and future projections. It provides a rich history on the development of public service internships as well as other forms of experiential education (co-op, work-study, etc.) and a definition of service-learning. It will be helpful to anyone seeking to understand the tradition out of which service-learning evolved.  
**Postsecondary/Secondary.**

Dickson, A. (1982, Spring). A service-learning retrospective. *Synergist*, pp. 40-41.  
*Available from NSIEE.*

Alec Dickson launched the British counterparts (and predecessors) of the Peace Corps and VISTA, and has advised groups and governments in many parts of the world on setting up and operating service-learning programs. In this essay he reviews the development of service-learning in the United Kingdom and assesses future possibilities. Dickson advocates injecting service-learning into all aspects of the school curriculum, and speculates that the biggest deterrent to service-learning has been the tendency to structure community service as a separate activity in its own right—rather than involving students and teachers in "the humane application of knowledge" as an integral part of courses. Although students learn from the service they render, many programs lack an "intellectual cutting edge" due to this separation from the traditional school curriculum. "It is this combination of service and learning that seems so important—for it demonstrates clearly that *intellectual challenge and the exercise of concern need not be regarded as rivals*, each striving for time in an already overcrowded syllabus."  
**Postsecondary/Secondary.**

Dollar, B. (1982). *Youth participation and experiential education: The need for synthesis and consistency*. Paper presented at the Annual Meeting of the American Educational Research Association, New York City, NY.  
*Available from NSIEE.*

Repeated policy studies have revealed widespread agreement that important developmental needs of adolescents remain largely unmet under the present system. A number of national panels and reports have consistently identified age segregation and isolation of youth as conditions preventing adolescents from learning adult roles, work habits and skills. They have recommended that academic learning be complemented by related experiences in the real world, and that youth be given opportunities to assume useful, responsible roles in order to make a successful transition to adulthood. Despite these recommendations, no unified vision or conceptualization of experience-based, participatory programming has emerged from the various reports that might guide reform. Researchers have not specifically studied programs that exemplify the practices that have been so consistently recommended. Dollar argues the need to develop a consistent conceptualization of experiential and participatory learning that synthesizes what is known about the needs of adolescents. He reports on efforts by the National Commission on Resources for Youth (NCRY) to distill and articulate the issues addressed by the various panels in their reports and to develop a model to serve as a touchstone for policymakers. NCRY developed a conceptual framework to be used as a tool for analyzing youth participation programs encountered in the field and as a guide for practice. They define "youth participation" as "involving youth in responsible, challenging action, that meets genuine needs, with opportunity for planning and/or decision making effecting others, in an activity whose impact or consequences extends to others. It also includes provision for critical reflection on the participatory activity and the opportunity for a group effort toward a common goal." The NCRY framework offers a set of criteria for gauging the extent to which a given program provides experiences that have been identified as critical to adolescent development, but which are not provided by the major social institutions affecting the young.

**Secondary.**

Giles, D. E., Jr. & Freed, J. B. (1985, March). *The service-learning dimensions of field study: The Cornell Human Ecology Field Study Program*. Paper presented at the National Conference on Service-Learning, Washington, DC.  
*Available from NSIEE.*

This paper presents four dimensions of service-learning and applies them to field study as a method of education. Giles and Freed analyze the Cornell Field Study Program in terms of: direct service to individual clients; service to organizations sponsoring student internships; service to groups or coalitions of organizations through special projects; service to a locality or geographic area through ongoing field study efforts. In considering the implications of this analysis for the design of service-learning programs, the authors conclude, "Because service-learning can be used for teaching generic skills in pre-field preparation courses, it is a model that is easily adapted to a wide range of disciplinary, pre-professional and subject areas. Indeed, these pre-field courses may be the starting point for developing institutionally unique field study curricula that will include one or more of the four service-learning dimensions outlined."

**Postsecondary.**

Gilkey, R. (1977). *Finding community. A report on service-learning in American higher education. Part one: Domestic*. Washington, DC: American Council on Education, Policy Analysis Service.  
*Available from NSIEE.*

This report presents a broad overview of service-learning in American higher education and recommends new proposals designed to promote service-learning. Gilkey suggests that the impact of service-learning on higher education is two-dimensional: economic or financial, and educational or psychological. Although the service-learning concept is difficult to define, existing programs can be classified and evaluated according to both economic and psychological criteria. Gilkey identifies three needs: 1) a need for some method of classifying service-learning programs and projects, which differ from each other in so many ways that it is sometimes difficult to discern what they share in common; 2) a need for an analytical method of program planning and evaluation in order to tell whether service-learning programs have been well-designed and managed, how effective they have been and are likely to be in the future; 3) a need for a psychological rationale for a youth policy in general and service-learning in particular. The report considers the establishment of a commission to maintain continuing interest in national youth service on behalf of American higher education.

**Postsecondary.**

Little, T. C. (1982). *History and rationale for experiential learning* (PANEL Resource Paper #1). Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE.*

Little outlines the history and rationale of experiential learning in American higher education. He comments on the variety of names for experiential learning programs (internship, cooperative education, service-learning, work-learning, practicum, field work, field study), and lists shared objectives among each of these forms of experiential learning. Little briefly discusses two important forms of experiential learning which emerged in the 1960's—cross-cultural learning and service-learning.

**Postsecondary.**

Sigmon, R. L. (1979, Spring). Service-learning: Three principles. *Synergist*, p. 9.  
*Available from NSIEE.*

A practitioner discusses three principles of service-learning and basic tools for putting them into practice. Sigmon draws on the concept of "servant leadership" (Greenleaf, 1977) in articulating a vision for an education method in which "all can better serve and be served."

**Postsecondary/Secondary.**

Stanton, T. K. (1987, January/February). Service learning: Groping toward a definition. *Experiential Education*, 12 (1), 2,4.  
*Available from NSIEE.*

This essay discusses the multiple and sometimes conflicting sets of purposes for service-learning programs. Stanton suggests that service-learning may be more of a program emphasis, or approach to experiential education which expresses a set of values, than a discrete program type. He asks whether service-learning is a form or philosophy of practice.

**Secondary/Postsecondary.**

*Synergist Index, 1972-1982.* Washington, DC: National Center for Service-Learning, ACTION. Available from NSIEE.

*Synergist* was a monthly journal published by NCSL containing definitions, program descriptions, and analyses of program administration and management issues related to service-learning, including working with faculty and principles of good practice. It was the only journal focused exclusively on service-learning, and contains some of the earliest and best writing from many of the leaders in the field. Though the journal is discontinued, the index is well organized and will lead readers to useful articles and information.

**Postsecondary/Secondary.**

## **B. RATIONALE**

Altman, S. M., Hahn, A. J., Knitzer, J. (1978, Winter). Reality classrooms: Field experience and undergraduate education. *ICUT*, pp. 56-60.

This paper: explores issues in developing undergraduate field study programs; examines the strengths a field study approach brings to undergraduate education; presents one model for conceptualizing such a program; and analyzes critical implementation strains. Altman et al. raise questions pertinent to service-learning, such as: What are the primary goals for students? Are field studies priorities directed more toward a community service orientation or toward student learning? How does the college or university relate to the community or communities in which field study situations are developed? To what extent is cooperation with universities viewed as mutually beneficial, or a one-sided relationship in which academic institutions gain at the community's expense? They conclude that the implementation of an effective field study program has many implications for higher education. Among the most significant challenges is identifying strategies for resocializing faculty to respond to the redefinition of roles entailed in field study.

**Postsecondary.**

Boyer, E. L. (1987). *College: The undergraduate experience in higher education.* New York: Harper & Row.

This book is the result of a comprehensive study of undergraduate education in America sponsored by the Carnegie Foundation for the Advancement of Teaching. As part of the study, the academic program and campus life are examined in terms of their effects on student lives. Among the many findings and recommendations is one focused on the value and importance of service involvement as part of the undergraduate experience. It

stresses performance of community service by students and—equally important—its connection to academic study. The report clearly identifies a role for service-learning in the undergraduate experience, especially among the 18-22 age group.  
**Postsecondary.**

Boyer, E. (1983). *High school: A report on secondary education in America by the Carnegie Foundation for the advancement of teaching*. New York: Harper and Row.

Based on a comprehensive study of the American high schools, the report calls for a new Carnegie Unit in Service. The purposes would be to help students understand their responsibility to the larger community, bring them into direct contact with people they seldom see or know in the community and help them see their role in solving social and community problems. These goals can be achieved by having students do volunteer work.

**Secondary.**

Carnegie Council on Policy Studies in Higher Education. (1980). *Giving youth a better chance: Options for education, work, and service*. San Francisco: Jossey-Bass Publishers.

This report presents the results of studies of education, work, and community involvement of American youth, with emphasis on the 16-18 age group. From review and integration of many studies on the subject, the Council notes the enormous cost to higher education and society in general "when our young people fail to learn how to function effectively in a democratic society." The Council goes on to offer 26 specific recommendations involving secondary/postsecondary institutions and the community, as well as labor and service policies. Among many of its recommendations is the common theme of providing service-learning opportunities for youth.

**Postsecondary/Secondary.**

Case, J. (1983, April). Defining the future of service-learning. *Experiential Education*, 8 (2), 3, 9. Available from NSIEE.

Most service-learning programs focus on the not-for-profit and government sectors and ignore the private, profit-making sector, despite the fact that this sector provides a large majority of jobs in the economy. Case argues that service-learning programs must broaden their traditional concern for human services and address the meaning of service-based experiential learning in a profit-oriented economy. Service-learning programs must adapt to the private profit-making sector so that students experience the continued relevance of social concerns to their adult lives.

**Postsecondary.**

Cohen, A. C. (1976). *The service society and a theory of learning that relates education, work, and life*. New York: College for Human Services.

Cohen comments on the recent shift in employment from industry to human services and argues for a reorganization of education which would support this trend toward service employment. In building a new model of education supportive of a service ethos,

opportunities would be expanded for students to learn from actual experience by blending theory and practice and testing academic material in real situations. The design of education would be reorganized and focused toward application in human service practice. Cohen identifies eight essential modes of providing service to empower citizens and five constant dimensions of effective service. She suggests that these themes or dimensions common to all service areas and effective work with people be reflected in the entire educational system.

**Postsecondary.**

Coleman, J. S., et al. (1974). *Youth: Transition to adulthood* Chicago: University of Chicago Press.

This Report of the Panel on Youth of the President's Advisory Committee addresses the question of "appropriate environments in which youth can best grow into adults." The focus on youth, ages 14-24, covers the institutional and environmental settings in which children learn to become adults. Major presentations include social, psychological, and physiological conditions relevant to the maturation of youth. The report presents one of the strongest arguments for inclusion of service activities as a necessary element in the growth process of youth, and is considered one of the better works on youth transition issues. Suggestions are given for alternative environments and settings which will assist youth in becoming happy, effective adults. Included in these proposals is a specific public service program for youth 16 or older.

**Postsecondary/Secondary.**

Commission on Work, Family & Citizenship. (1988, January). *The forgotten half: Non-college youth in America*. Washington, DC: William T. Grant Foundation.

This report directs attention to the hurdles that non-college young people face in their transition from school to work and their search for a career. It explores ways in which a wide range of community institutions acting in concert with the schools can respond better to preparing non-college-bound young people for adult self sufficiency by breaking down barriers between education and the world of work. Among the school-to-work approaches advocated are school volunteers and community and neighborhood service. The report suggests ways of expanding opportunities for youth to serve their communities through sponsorship from local, state, and private sources. The Commission states, "The experience of service to the community should be vigorously promoted as a third element of learning as important as schooling and work." The report includes examples of selected experiential education and service-learning programs, and encourages readers to take advantage of the extensive knowledge already available of similar model programs that motivate young people and promote school success.

**Secondary.**

Couto, R. A. (1982). *Streams of idealism and health care innovation: An assessment of service learning and community mobilization*. New York: Teachers College Press.



This book includes a description and impact analysis of a Vanderbilt University service-learning program which places students in Appalachian area health-related service projects. It contains a useful chapter on the relationship of service-learning to liberal arts education, as well as sections on principles of practice and evaluation.

**Postsecondary.**

Cross, D. (1974, December). The pedagogy of participation. *Teachers College Record*, 76 (2), 316-334.

Cross recommends service projects as challenging environments for action and reflection. He sees them providing students with opportunities for meaningful participation by involving them in responsible, productive work with important consequences for self and others. Cross suggests that "information learning should be dethroned from its custodial dominance of education to assist, when appropriate, an education that enables action." He draws upon Coleman's and Illich's visions of schooling to illustrate how a pedagogy of participation differs from information schooling. While the current school system sees instruction as preceding action, education for participation sees study as a phase of action, a complement to action, or an outgrowth of action. "School information rarely serves questions growing out of past action or purposes of present action. Most often, school serves the imagined success of remotely future action." In contrast, education for participation is founded on reflection—reflection upon past action which is directed toward future action.

**Secondary.**

Earle, J. (1980, February). *Briefing paper II: Community-based learning and service.* : Baltimore, Maryland State Department of Education.  
*Available from NSIEE.*

For the past ten years a number of advisory councils and panels have recommended that secondary schools be less segregated by age and culture, and less exclusively cognitive and egoistic. Despite the recommendations, secondary schools provide few opportunities for taking responsibility for one's own decisions, learning to manage one's affairs, or contributing in a personally satisfying way to one's community. Service-learning helps schools provide these experiences for students. Earle describes a program approved in April, 1979 by the Maryland State Board of Education which was intended to make it possible for most high school students to participate in service-learning directly related to their educational program. She discusses the context and rationale of the Community-Based Learning and Service Program, and lists the variety of models of incorporating community-based learning and service concepts in the school curriculum which were tested in Maryland.

**Secondary.**

Goodlad, J. I. (1984). *A place called school.* New York: McGraw-Hill.

In this comprehensive study of secondary schools in America, Goodlad examines the organizational structure, curriculum, and culture of high schools. He suggests that to

improve our schools fundamental changes must occur, including how schools are organized, how long students must be engaged in formal curriculum, and providing alternative settings for learning about work, community, and life skills. It is in this context that Goodlad recommends that the organizational units be changed so that students, at age 16, would be free to participate in more activities outside of school that include a "combination of work, study, and service conducted within an educational ethos." Secondary students should be allowed to engage in community service activities as long as there is an educational purpose and structure attached.

**Secondary.**

Goodlad, S. (Ed.). (1982). *Study service: An examination of community service as a method of study in higher education*. Windson, Berks, GB: NFER-Nelson Publishing Company, Ltd.

Study service, a term applied by UNESCO, is defined as "work in which students combine study leading to the award of an academic qualification with some form of direct practical service to the community," which otherwise would not be done. Chapters 2 through 6 give examples of study service programs and talk about the what and how of study service. Chapters 9 through 12 deal with the rationale for study service. Chapters 9 through 12 describe the issues and methodologies involved in the evaluation of study service.

**Postsecondary.**

Little, T. (1979, Spring). Intellectual passion. *Synergist*, 8 (1), pp. 45-48.  
*Available from NSIEE.*

This article draws upon the philosophy of Michael Polanyi to derive a rationale for service-learning.

**Postsecondary.**

Martin, W. B. (Ed.). (1977, Summer). Redefining service, research, and teaching (Vol. 18, *New Directions For Higher Education*). San Francisco: Jossey-Bass.

This volume of *New Directions for Higher Education* calls for increased attention to service by higher education—through teaching, research, and public service. Defining education as service, it focuses on service-learning as an important means for including students in this critical institutional mission. Contributors such as Edward O'Neil, John Duley and Robert Sigmon define service-learning, describe model programs and articulate critical issues and principles of effective practice. Editor Martin suggests that renewed emphasis on service as a fundamental purpose of higher education may help restore meaning to academic life. This 1977 publication serves well as a basic text for those interested in service-learning and education for social responsibility in the 1980's.

**Postsecondary.**

Meyer, P. & Petry, S. (1972). *Off-campus education: An inquiry*. Atlanta, Georgia: Southern Regional Education Board.  
*Available from NSIEE.*

This report evolved from a conference on off-campus experiential education held by the Southern Regional Education Board. Although the conference was initially conceived of as an inquiry into the educational dimensions of service-learning internships, it was expanded to include many kinds of off-campus education in addition to service-learning. The report includes a discussion of the unique nature of off-campus education, its objectives and role within the higher education curriculum, and criteria for evaluating learning.

**Postsecondary.**

Pinkau, I. (1976). *International service learning—A community college prototype*. Paper presented at the 56th Annual Convention of the American Association of Community and Junior Colleges, Washington, DC.  
*Available from NSIEE.*

Pinkau provides a brief profile of the rationale for service-learning, activities and experiences on the international scene, and an outline for planning and programming international service-learning alternatives. In international terminology, service-learning is generally referred to as study-service. Reasons for study-service tend to differ in developing versus industrialized countries. However, study-service does share some common ground in developing countries, the U. S., and international services such as the Peace Corps. Three major common interests are: development orientation for advancement of poor and underprivileged; service through structured work programs for the benefit of others; experiential learning in another cultural setting to gain an understanding of other cultures and to obtain employment skills and problem solving experience.

**Postsecondary.**

Sexton, R. F. (Ed.) (1976). *Dimensions of experiential education*. (NSIEE Occasional Paper #7). Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE.*

Experiential education, as a pedagogical process, has a wide variety of applications. This volume focuses on a few dimensions of experiential education and their applicability to postsecondary institutions. It includes an essay by Senator Hubert Humphrey presenting his "case for public service internships." In another essay, Sexton explores the relationship between experiential education and liberal arts education. He argues the need to integrate experiential education into the curriculum to expand the potential and enhance the effectiveness of a liberal arts education. Service-learning internships are considered as a means for students to develop a service mentality while providing real services to those in need and for expanding the service function of colleges and universities.

**Postsecondary.**

Shumer, R. (1987, October). Taking community service seriously. *Community education journal*, XV (1), 15-17.

According to several national surveys, community service exists primarily as an extra-curricular activity outside the realm of the school's educational purpose. While several noted authors, including John Goodlad and Ernest Boyer, have called for the inclusion of community service in secondary and college programs, most schools do not require service or make it an integral part of the regular curriculum. Shumer argues that in order to take community service seriously, connections must be made between the service and the learning derived from the service. By focusing on the learning dimension of the student, both those who are served and those who receive service benefit. Several school models that combine service with regular academic programs are cited.

**Postsecondary/Secondary.**

Stanton, T. (1987, October). *Liberal arts, experiential learning and public service: Necessary ingredients for socially responsible undergraduate education*. Paper presented at 16th Annual Conference of the National Society for Internships and Experiential Education. Available from NSIEE.

Stanton explores the traditions of liberal arts, civic education, and public service-learning and suggests that integration of respective practices would strengthen and improve each.

**Postsecondary.**

### **C. SERVICE-LEARNING IN HIGHER EDUCATION**

Atlanta Service-Learning Conference. (1970). *Atlanta service-learning conference report*. Atlanta, Georgia: Author.  
(ERIC Document Reproduction Service No. ED072718—HE003603)

The Atlanta Service-Learning Conference was organized in the spring of 1969 to explore the implications of the service-learning concept, to define the elements necessary for a successful program, and to structure and implement a program in the Atlanta area to serve as a model for similar programs in other urban centers. The report defines service-learning as "the integration of the accomplishment of a needed task with educational growth." The thesis of the conveners of this conference is that by combining the needs of society and resources of education, both groups will be better served. Conference participants recommend: (1) that colleges and universities encourage student community service, assist in assuring disciplined learning as part of this service, and award academic recognition for the learning acquired by students in service projects; (2) that federal, regional, and state and local governments, colleges and universities, and private organizations provide opportunities and supply the funds required for as many students as are needed and are willing to engage in service activities; and (3) that students, public and private agency officials, college faculty and staff, cooperate in the administration of programs in which students both serve and learn.

**Postsecondary.**

Baker, B. E. (1983). *Are we really providing a service? Some guiding principles for college-level service-learning programs*. Master's Thesis, University of Michigan, Ann Arbor. Available from NSIEE.

The intention of this paper is to address general issues that affect most service-learning programs. Baker focuses on college level programs for which academic credit is normally granted. She develops a definition of service-learning as "educational programs that foster a continuing dialogue between schools and community members and enable participants to better understand one another and further their understanding of the causes and cures of social injustice while encouraging them to take action to eliminate those injustices." The thesis of this paper is that "service-learning can be an effective educational model as well as a model for social change, but only if a concerted effort is made to ensure that service-learning programs will benefit *all* participants." Although educators have taken steps to ensure that students learn while in service-learning programs, often they have failed to give as much attention to assuring that a service is provided. Baker articulates general program goals that will help ensure that all participants benefit from the service-learning relationship and addresses the issue of emphasis and balance between these goals. She discusses the potential effects of service-learning programs on program participants, and suggests specific principles for enhancing programs and meeting general program goals.

Postsecondary.

Berry, H. A. (1987). Beyond entry level: International service learning, business, and the world. In C. M. Sakamoto & M. Fifield (Eds.). *The next challenge: Balancing International competition and cooperation* (pp. 57-62). Washington, DC: American Association of Community and Junior Colleges. Available through NSIEE.

Berry discusses the value of service-learning in international/intercultural settings and the link between international service-learning and business. Since specific jobs quickly emerge and disappear—sometimes even before students have completed programs designed for particular jobs—the ability to understand and to deal with an evolving world and its people is likely to be the most desired trait for the future, rather than specific learning and skills and specific entry-level training. Berry suggests that "beyond entry level" is where the real coalition between education and business may be, and that community colleges are in a unique position to provide a leadership role in the intentional affiliation between education and business. Although the concept of service-learning is not new at four-year liberal arts institutions, applying service-learning is new at community colleges—which enroll approximately 50% of the students in higher education.

Postsecondary.

Chisholm, L. A. (1986). Church as educator/College as minister. *Ministry Development Journal*, 11, 16-21.

Chisholm examines points of intersection between liberal arts colleges and the church and discusses a series of programs for college students, initiated by the Association of

Episcopal Colleges, which bring together learning and service in various patterns. She addresses how programs might achieve their aim of educating for understanding, compassion and service. Chisholm states: "The educational program we employ must model that which we seek to teach; it must itself involve academic study, a means of confronting our own values as we try to understand those of others, and action in the form of service."

**Postsecondary.**

Couto, R. A. (1987, October). Public service and education: *Assessing a community setting as a learning context*. Presented at the 16th Annual Conference of the National Society for Internships and Experiential Education, Smugglers' Notch, VT.  
*Available from NSIEE.*

Couto draws on twelve years of experience in a variety of public service programs at Vanderbilt University with different links to the curriculum in discussing characteristics of effective student-provided public service. "The premise of this paper is that the public service of students in a community of need is a powerful learning experience which should be linked to the teaching mission of universities and colleges. The more effective public service is, the more learning it entails." Colleges and universities have a responsibility for the students they send into public service situations to see that their work is effective and to see that their service is educational. The process of assessing a community setting as a learning context and integrating public service into the curriculum can help in meeting this responsibility.

**Postsecondary.**

Dickson, A. (1980, November). *Study service: Problems and opportunities*. Paris: United Nations Educational, Scientific and Cultural Organization.

Dickson gives a brief survey of recent developments in international study service programs and describes a variety of programs initiated by governmental and non-governmental agencies. He includes examples of programs that were stillborn or misfired—"in the belief that analysis of failure and of the factors which frustrate may be important in devising strategies for success"—and offers fifteen principles that have proved vital in ensuring the success of study service programs in Nepal and Indonesia. Dickson writes, "The importance of maintaining a balance between the service given by students in response to genuine needs on the one hand, and what they receive in return by way of learning and acquiring a deep understanding on the other, is at the heart of all approaches to study service." In developed countries the emphasis on study service tends to be on expecting students to engage in service, often at a distance from their institution. Dickson found few examples of participation by academic staff. In industrialized countries many universities and polytechnics see their responsibility to the wider community in terms of establishing specific institutes to examine particular problems rather than perceiving students as capable of contributing to national development or local needs. Common to both patterns—in developing and industrial countries—is the slowness of institutions to adapt their modus operandi and structure to meet critical situations facing society.

**Postsecondary.**

Dickson, A. (1979, Winter). Matching curriculum and social needs. *Synergist*, pp. 16-18.  
*Available from NSIEE.*

Dickson asks: "How is it possible for the curriculum to have relevance to the needs of society?" Must service always be regarded as an activity in its own right, separate from work and distinct from study? Why isn't service-learning a more integral part of the educational process, the social equivalent of apprenticeship in its most elemental form? Must educational institutions serve one purpose only? What alternatives are there for using existing resources so that service and learning might reinforce each other, so that colleges could become a resource center for help to the community as well as an institution for learning? In addressing these questions, Dickson describes eight service-learning models he has observed in different countries which serve both students and the community by restructuring university courses around the problems of society.

**Postsecondary.**

Dickson, A. (1979, May). Altruism and action. *Journal of Moral Education*, 8 (3), 147-155.  
(ERIC Document Reproduction Service No. EJ218885—AA530677)

Dickson draws from his experiences at the University of the South Pacific to consider ways the academy can teach not only cognitive knowledge, but also altruism and active community concern.

**Postsecondary.**

Fussell, D. & Quarmby, A. (1974). *Study-service: A survey*. Ottawa, Canada: International Development Research Centre.

This survey outlines trends in developing nations (particularly Asia and Africa) which have implemented study-service schemes as national policy. Fussell and Quarmby address why such schemes were created, describe different methods used to introduce study-service in educational systems, and recommend areas for future research.

**Postsecondary.**

Garrison, K. C., Jr. (1970, October). *Faculty roles in service-learning*. Raleigh, NC: North Carolina Internship Office.  
*Available from NSIEE.*

This paper attempts to assess what roles faculty members can best play in service-learning. Garrison categorizes three different levels of faculty involvement service-learning and suggests how an awareness and development of these roles might be implemented. Although this report is mainly concerned with faculty roles, it raises pertinent questions to all those involved in service-learning programs.

**Postsecondary.**

Holzer, M. F. (1982, Fall). *Humanism and service learning: Ethical imperatives for the 80's*. Paper presented at the 11th Annual Conference of the National Society for Internships and Experiential Education, Nashville, TN.  
*Available from NSIEE.*

Holzer argues that experiential educators should ensure: that students are offered the broadest possible exposure to ideas and people; that internship programs not be isolated work experiences which do not examine the broader social context of the work organization; that service-learning programs in not-for-profit agencies be strengthened as ways for students to gain both generalized work skills as well as commitment to others.  
**Postsecondary.**

North Carolina Internship Office. (1972, June). *A notebook on service-learning*. Raleigh, NC.: Author.  
*Available from NSIEE.*

This resource booklet describes seven operational and philosophical principles of the North Carolina Internship Office Service-Learning Internship Model. Service-learning is defined as "the integration of the accomplishment of a task which meets human need with conscious educational growth." The booklet: identifies roles of principal supportive participants in the service-learning internship model; suggests benefits of service-learning internships; offers policy suggestions for educational institutions and public or private organizations to enhance service-learning opportunities for young people; and outlines administrative considerations for service-learning internship programs. Appendices include resources and tools that have proven useful in facilitating student service and learning.  
**Postsecondary.**

Partnership for Service-Learning. (1988, February). *Service and Learning: Mapping the Crossroads*. (Cassette Recording). Fifth Annual International Conference, Washington, DC.  
*Cassettes available from: The Partnership for Service-Learning, 815 Second Avenue, Suite 315, New York, New York 10017.*

This conference surveyed the intersections of community service and education. Among the workshop topics were: international/intercultural concerns; college/community partnerships; practicalities of designing and implementing programs; program models combining service and learning; and models of networks and consortial structures. The keynote address by Sinclair Goodlad (author of *Education and Social Action*, 1975, *Learning by Teaching*, 1979, *Study Service*, 1982) was followed by Morris Keeton, President of the Council for Adult and Experiential Learning. Among the panelists were: Robert Hackett, Campus Outreach Opportunity League, Alec Dickson, Voluntary Service Overseas and Community Service Volunteers, Linda Chisholm and Howard Berry, The Partnership for Service-Learning, Jane Kendall, National Society for Internships and Experiential Education, and Richard Ungerer, National Institute for Work and Learning. Selected presentations have been transcribed and are available in the Partnership for Service-Learning's *Fifth Annual International Conference Proceedings* (45 pages).  
**Postsecondary.**

Partnership for Service-Learning. (1987, January). (Cassette Recording). Fourth Annual International Conference, Bard College, Annandale-on-Hudson, N. Y.  
*Cassettes available from: The Partnership for Service-Learning, 815 Second Avenue, Suite 315, New York, New York 10017.*



The tapes from the Partnership for Service-Learning Fourth Annual Conference include panel sessions and keynote presentations. Among the conference topics are: connecting service to learning; values and service-learning; and international/intercultural programming.

**Postsecondary.**

Ruopp, P. (1977, February) The educational uses of the world. *Ekistics* 255, pp. 105-110.

This paper was adapted from a Peace Corps Faculty Paper prepared by the author while Director of the Peace Corps' Division of Institutional Relations. It lists four basic guidelines which appear central to the formation of successful and durable "development service degree options" programs, the label Ruopp uses to describe the kind of program which unites preparation for volunteer service with the student's regular studies. Ruopp provides a brief historical perspective on how the Antioch model of alternating on-campus and off-campus experiences evolved, and then discusses the involvement of American universities in training young people for development service. He notes that the assumption underlying development service programs is the same assumption that inspired the introduction of work-study programs at colleges such as Antioch—that, "There is a significant pedagogical difference between knowledge about reality and direct acquaintance with it." Preparation for development service is preparation to be an agent of social change and involves educating students to understand the world ("educational uses of the world"). "Education for development service is education for problem-solving. It emphasizes the links between knowledge and the application of knowledge in a variety of cultural settings. Its focus is not only on human needs as they are expressed in an immediate situation but on the cultural context that defines that situation. It is as concerned with the quality of the human response as it is with the explanation of human behavior."

**Postsecondary.**

Sigmon, R. L. (Ed.). (1987). *Community service, civic arts, voluntary action and service learning* (Occasional Paper #8). Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE.*

This is an edited version of a panel presentation sponsored by the Special Interest Group on Service-Learning at the October, 1986 NSIEE Annual Conference in Seattle. Leaders of programs linking community service and education reflect on the current status of public and community service-learning, voluntary action and civic arts activities. The six program leaders include: Steven Shultz, Director, Westmont Urban Studies Program, Westmont College, San Francisco; Susan Stroud, Director, Campus Compact (Project for Public and Community Service); Ed O'Neil, Associate for the Kettering Foundation, and representative of the University of North Carolina at Chapel Hill; Debbie Cotton, Director, Young Volunteers in ACTION, Volunteer Clearinghouse of the District of Columbia; Richard Couto, Director, Center for Health Services, Vanderbilt University, Nashville, Tennessee; Tim Stanton, Assistant Director, Public Service Center, Stanford University, and Past President of NSIEE; Robert Sigmon, NSIEE Vice President and Associate Director of the Wake Area Health Education Center.

**Postsecondary/Secondary.**

Sigmon, R. L. (1972, November/December). *Public agency perspectives on action-learning*. Paper presented at the Conference on American Youth in the Mid-Seventies, Washington, DC.  
*Available from NSIEE.*

In this paper, service-learning projects are seen from the eyes of the agencies receiving the service. The report offers a perspective on why public agencies take on student action-learning projects and the problems encountered. In response to the issues raised, Sigmon offers a service-learning internship model developed by the North Carolina Internship Office.

**Postsecondary.**

Southern Regional Education Board. (1974). *Service-learning in the south: Higher education and public service, 1967-1972*. Atlanta, Georgia: SREB, Student Intern Project.  
*Available from NSIEE.*

The Southern Regional Education Board Student Intern Project initiated and assisted the development of permanent, state-wide Service-Learning Intern Programs in a fourteen-state southern region. It provided technical and financial assistance to public agencies and higher education institutions, published pertinent studies and material, held conferences, and generated support for service-learning internships among students, public officials and educators. This publication is divided into three sections: Section I deals with the development of the service-learning concept; Section II examines translation of the concept into a variety of settings; and Section III addresses attempts at evaluating both the concept and practice.

**Postsecondary.**

#### **D. SERVICE-LEARNING IN SECONDARY EDUCATION**

Cunningham, C. E. (1986, January). *School-sanctioned community service: The state perspective*. Washington, DC: Council of Chief State School Officers/National Association of State Boards of Education, State Education Research Center .

This study examines the extent to which states are involved in school-sanctioned community service programs. Findings reveal that no state requires participation in community service for high school graduation. Ten states have some kind of state-level mandate related to community service, ranging from Maryland requiring local school districts to offer community service for elective credit, to Connecticut who endorses awarding credit for student volunteerism, to New Hampshire, Montana, and New Jersey who provide guidelines related to issues such as school-community partnerships and work experience. At least 30 states permit students to be involved in community service, but such encouragement may be unintentionally hampered by new statewide mandates requiring more traditional courses and restricting out-of-classroom activities.

**Secondary.**

Earle, J. (1981, October). *Community-based learning and service program issues at the secondary level*. Presented at the 10th Annual Conference of the National Society for Internships and Experiential Education, Portsmouth, NH.  
*Available from NSIEE.*

This report briefly summarizes recommendations made by youth advisory councils and panels in the 1970's and suggests service-learning as one means of providing certain kinds of experiences for students (i.e.: opportunities for spending more time in the community, for taking responsibility for decisions, for contributing to the community). Earle then describes a statewide, service-learning initiative, approved in April, 1979 by the Maryland State Board of Education. She lists competencies and program goals for the Community-Based Learning and Service Program (CBLS) and describes various models tested in Maryland for linking service-learning with the curriculum. In addition, she presents data which were collected to evaluate the programs at the end of the second year of operation. The evaluation was designed to answer four questions: 1) How was the program implemented at pilot schools? 2) What types of impacts did the program have on students, schools and community? 3) What were the costs in implementing the CBLS program? 4) What critical factors might affect replicability of the program? Earle concludes that the CBLS program demonstrated that it is feasible to provide a large number of high school students with opportunities to learn about and serve their communities.

**Secondary.**

Formy-Duval, J. & Volland, E. (Eds.). (1987, October). *Community Service: A Bridge to Learning*. *Community Education Journal*. XV (1).

This issue of CEJ concentrates on service-learning at the secondary level. It includes articles from Ernest L. Boyer, Diane Hedin and Dan Conrad, Rob Shumer, and Cynthia Parsons, among others, exploring community service as a means to knowledge development, individual growth and civic literacy. Individual programs and state and national initiatives are described. Both secondary and postsecondary practitioners will welcome this publication from the National Community Education Association.

**Secondary/Postsecondary.**

Harrison, Charles H. (1987). *Student service: The new Carnegie unit*. Lawrenceville: Princeton University Press.

Results of a survey of over 1000 secondary schools indicate community service exists primarily as voluntary activities, loosely attached to school programs. The author provides a good discussion of curriculum connections as well as descriptions of several programs that exemplify voluntary and mandatory models. Although brief, the book serves as a good introduction to the nature of community service in secondary schools.

**Secondary.**

Levison, L. (1986, January). *Community service programs in independent schools*. Boston, MA: National Association of Independent Schools.

In this report, based on a national survey of NAIS member schools, Levison identifies the frequency, type, and underlying philosophies of community service offerings. Results indicate that over half of the schools had community service programs, and of those, 41% were required. Levison discovered that service programs had three basic forms: instrumental, strategic, and symbolic. While symbolic programs were in the majority, instrumental programs (included in the school's basic educational purpose) had the greatest potential to improve the affective and intellectual development of the student.  
**Secondary.**

Lewis, A.C. & Kendall, J.C. (Commentary). (July, 1988). *Facts and Faith: A Status Report on Youth Service*. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship.  
*Available from NSIEE.*

This report clarifies the underlying assumptions, barriers, and supports for youth service programs. Lewis traces the history of youth service programs and describes current initiatives at the local, state, and national levels. She explores recent changes in the rationales and issues regarding youth service and outlines the related policy implications. In the commentary, Kendall presents the importance of including in youth service programs an element of considered reflection on the service experience and supports for reciprocal learning by both the young person and the individual or community being served. She suggests using the term youth "service-learning" for such programs to acknowledge the close relationship between service and learning. She also discusses the history and status of programs for college youth.

State of North Carolina, Office of the Governor. (1983). *Service learning: A report from the governor's advisory committee to study academic credit for high school volunteerism*. Raleigh, NC: Author.  
*Available from NSIEE.*

The purpose of the governor's advisory committee was to encourage schools to provide opportunities for young people to have service-learning experiences beyond the conventional curriculum. The committee conducted a survey statewide to identify service-learning programs already operating in North Carolina schools and to develop recommendations based on successful programs. This report discusses the various categories of service-learning opportunities in North Carolina, and gives detailed examples of actual programs in each category. Although the terms used to describe service-learning experiences vary greatly, underlying different types of programs are common components that might be used as guidelines in developing successful programs. The report describes six key components of successful experiences and contains suggestions and ideas for developing service-learning programs.  
**Secondary.**

## II. LEARNING FROM SERVICE: MAJOR PERSPECTIVES

Sections A-C contain three major perspectives related to learning from service. Section A includes selected theoretical and philosophical pieces which have implications for service-learning. The selection is by no means inclusive. Rather it is intended to steer readers toward theoretical paradigms relevant to service-learning as well as articles which address the practical ramifications of these theories for designing and conducting service-learning programs. Among the selections are: theoretical articles which consider how to educate students for responsible citizenry and provide practical suggestions for conducting programs at the secondary and college level (Delve et al., Morrill, Newmann, Whitham & Erdynast); philosophical pieces intended to provoke practitioners to examine the outcomes and context of their practice (Freire, Noddings); and essays which offer varied perspectives on the learning that results from undertaking meaningful social action (Goodlad, Graham).

Additional literature related to service-learning is cited in section B, "Experiential Education." Articles in this section address: the rationale for experiential education as an integral part of secondary and postsecondary education (Chickering, Keeton, Klemp); differences between traditional, classroom-based and experience-based learning and implications for learners and teachers (Hamilton, Harrison); and the impact of experiential education on social, psychological and intellectual development (Conrad & Hedin, Kolb, Stutz & Knapp).

Section C, "Higher Education for Social Responsibility," includes essays examining higher education's civic and social agenda (Newmann, O'Neil) as well as reports illustrating the current nature and scope of student public service in American higher education (Ventresca et al.). Other articles (Schultz) call for higher education to be both a model institution dedicated to community service and social responsibility and to be a teacher of these values to its students. Higher education is called upon to fulfill these expectations through its traditional research and teaching, and also through the mobilization of its students to learn by doing worthwhile and much needed community social services.

### A. THEORETICAL/PHILOSOPHICAL ROOTS

Bachman, J., O'Malley, P. & Johnston, J. (1978). *Adolescence to adulthood: Change and stability in the lives of young men*. Ann Arbor: University of Michigan, Institute for Social Research.

This report describes an eight year study of the effects of school and work environments on young men from tenth grade to five years after high school. The focus is on the difference between high school drop-outs and those who graduate, employed and unemployed, those who attempted college and those who didn't, and those who married shortly after college and those who remained single. The results of the study indicate that staying in school for students who weren't interested in school activities did not have beneficial effects on employment success. Consequently, drop-out prevention should not just attempt to keep kids in school. Many non-school factors are considered to be important, such as learning opportunities in the home or differences in motivation. Recommendations include allowing students more time to mix work and study, offering a wider range of options that would allow alternatives, and deferring college by "stopping out" for a while to gain experience and direction. The implication of this study is that

there is a need for alternative kinds of activities that engage students in community settings like work and service. The Panel supported the conclusions of the Coleman Report (1974).

**Secondary.**

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Bandura contends that people learn through two primary methods: observation and experience. In the social learning process there is continuous interaction between people, environment, and outcomes of actions. Bandura uses the term "reciprocal interaction" to describe the influence of each element on the other, with each actor in the process having a significant and reciprocal influence on the others. The implications of this theory for service-learning are profound. Students who enter the social environment of the community to do service can learn from both people and settings and can influence people and settings. Placing students in service environments will definitely have some impact, and what educational institutions choose to do with this influence becomes a critical issue in conceptualizing what service-learning can be.

**Postsecondary/Secondary.**

Chickering, A. and Associates. (1981). *The modern american college: Responding to the new realities of diverse students and a changing society*. San Francisco: Jossey-Bass Publishers.

This volume describes the needs of today's students and implications for college curricula and instructional strategies. It indirectly makes a case for service-learning as a means for meeting curricular objectives and as a response to some of the needs of today's students. Chapters particularly relevant to service-learning are those by Perry, Gilligan, White, Duley, Miller, and Jones.

**Postsecondary.**

Delve, C. I., Mintz, S. D., Stewart, G. M. (1987). *Volunteer service learning as a dimension of student development*. Paper presented at the ACPA/NASPA Celebration, Chicago, Illinois.

*Available from University of Maryland, College Park. clo College of Journalism.*

This report explores theoretical paradigms helpful in structuring substantive service-learning programs. The authors agree with recent outcries that public service should become a higher priority in postsecondary education. In arguing that American colleges and universities must assume responsibility for promoting values, they advocate service-learning as an effective means for developing and clarifying values and preparing students for responsible citizenry. Delve et al. propose a model of service-learning which includes five phases of student development via service-learning. Their stage model draws upon Perry's Cognitive Development Model, Kohlberg's Moral Development Model, Gilligan's Model of the Development of Women's Moral Judgement, and Kolb's Learning Styles Model.

**Postsecondary.**

Elkind, D. (1984). *All grown up and no place to go: Teenagers in crisis*. Menlo Park: Addison-Wesley Publishing Company.

Elkind thoughtfully discusses the problems of adolescents growing up in today's society. As a follow-up to his book, *Hurried Children*, he points out how children are rushed to grow up and have no constructive place in society. Adolescents need guidance and direction from caring adults to assist in the transition from childhood to adulthood. One implication of this book for service-learning is that service programs might provide teens with a "place to go" to assist in the identity of self, but only if those programs include careful planning and continuous feedback to enhance the developmental process.  
**Secondary.**

Freire, P. (1973). *Education for a critical consciousness*. New York: Seabury Press.

Freire is a Brazilian educator who developed an educational philosophy out of many years' work in adult literacy programs in rural Brazil prior to the military coup of 1964. Rather than a "banking" method, in which instructors deposit knowledge and skills in students, Freire sees education as a dialogue through which teachers and students examine their life experience and develop reflective and literacy skills needed for such examination. The learners' experience is the starting point in this form of education. The instructor's engagement of learners in this pedagogy is a political act, which leads to empowerment. It is a means to reversing the socialization of learners and reinforcement of the oppression of low-income groups, which which Freire sees taking place through traditional education. Freire's philosophy provokes service-learning practitioners to examine the outcomes and context of their practice. He offers a rationale and guide for service-based learning as an empowering experience for the learner as well as those to be served.

**Postsecondary/Secondary.**

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum Publishing Corporation.

Freire, considered a "radical educator," developed his theory through his work teaching the illiterate. He observed that "those who, in learning to read and write, come to a new awareness of selfhood and begin to look critically at the social situation in which they find themselves, often take the initiative in acting to transform the society that has denied them this opportunity of participation." His theory, tied to empowering the "oppressed," advocates "active exploration of the personal, experiential meaning of abstract concepts through dialogue among equals."

**Postsecondary/Secondary.**

Goodlad, S. (1975). *Education and social action*. New York: Barnes and Noble.

Goodlad offers a British perspective on the learning that comes about as a result of undertaking meaningful social action.

**Postsecondary.**

Graham, R. (1973). Voluntary action and experiential education. *Journal of Voluntary Action Research*, 2 (4), 186-193.

Using Lawrence Kohlberg's stage theories as a reference point, Graham describes ways in which voluntary action can help to develop patterns of logical thought and moral judgment. He feels that the opportunities for youth to test adult roles and the responsibilities that go with them have been diminished by longer hours spent in larger secondary schools with fewer options for involvement. Graham supports James Coleman's recommendation that a year long service requirement in high school will help the transition from youth to adulthood by providing experiences which offer more potential for growth than classroom situations, and he agrees with Dewey and Piaget that development (stage by stage progress towards logical reasoning and moral judgment), rather than achievement, should be the aim of education. He suggests that this could be accomplished by engaging students in volunteer experiences that are a stage above that of the individual's development (as defined by Kohlberg) and that this engagement would promote the kinds of cognitive, moral and social growth that matter. He ends by calling for research to test this hypothesis.

**Postsecondary/Secondary.**

Greenleaf, R. (1970). *The servant as leader*. Cambridge: Center for Applied Studies.

This essay examines Greenleaf's notion that the best leaders are those who serve in such a way that those served grow healthier, wiser and more autonomous.

**Postsecondary.**

Greenleaf, R. (1977). *Servant leadership*. New York: Paulist Press.

Greenleaf's thesis is that great leaders are those who lead because of a desire to serve. His perspective on "leadership" and "service" help define the significance of service-learning.

**Postsecondary.**

Hersh, R. H., Miller, J. P. & Fielding, G. D. (1980). *Models of moral education: An appraisal*. New York: Longman, Inc.  
(ERIC Document Reproduction Service No. ED187641#—S0012625)

This book examines six models of moral education: rationale building, consideration, values clarification, value analysis, cognitive moral development, and social action. While no one model is sufficient to deal with the complexity of moral education, the social action model includes service-learning as a method to teach students about social values and social change.

**Secondary.**

Morrill, R. L. (1982). Educating for democratic values. *Liberal Education*, 68 (4), 365-376.

The entire issue, Winter, 1982, deals with liberal arts and civic arts—all appropriate to the background and theory of service-learning. Morrill offers several hypotheses about the theory and practice of education for democratic values, and presents practical



suggestions and examples of how to conduct programs at the college level. Morrill argues that civic education must include empowerment to act as well as cultivation of the mind. ". . . Education for democratic citizenship involves human capacities relating to judgement, to choice, and, above all, to action. To be literate as a citizen requires more than knowledge and information; it includes the exercise of personal responsibility, active participation, and personal commitment to a set of values. Democratic literacy is a literacy of doing, not simply of knowing. Knowledge is a necessary but not sufficient condition of democratic responsibility." Morrill notes that "the crucial reach to action is usually missing or more rhetorical than real" in contemporary colleges and universities. This great divide between thought and action in the educational process is a critical issue when the aim is to educate for citizenship.

**Postsecondary.**

Newmann, F. (1976). *Education for citizen action: Challenge for secondary curriculum*. Berkeley: McCutcheon Pub. Co.

In this book Newmann builds a conceptual argument that education must "help students engage in intelligent action." He offers a systematic rationale for having exertion of influence in public affairs, as opposed to simply understanding them, as a central priority for secondary education. In addition, he outlines student competencies implied by his goal in an "agenda for curriculum development," and analyzes both structural and pedagogical issues schools must face were such a curriculum to be implemented. The appendix contains a dated but still useful list of national organizations with relevant resources and schools with programs modeling aspects of the proposed curriculum. Newmann followed this publication with an action learning curriculum design of his own (see below).

**Secondary.**

Newmann, F. M., Bertocci, T. A. & Landsness, R. M. (1977). *Skills in citizen action: An English-Social Studies program for secondary schools*. Madison, WI: University of Wisconsin, Citizen Participation Curriculum Project.

This book proposes a comprehensive program in citizenship, emphasizing communication skills, moral deliberation, realities of political-legal process, community-based internships and action projects, and student use of media. It offers a rationale, programmatic suggestions and an annotated bibliography for teachers and school administrators.

**Secondary.**

Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley: University of California Press.

In examining the basis of moral action, Noddings offers a feminine view of ethics, rooted in receptivity, relatedness, and responsiveness. She argues that "the primary aim of every educational institution and of every educational effort must be the maintenance and enhancement of caring," and insists that schools can and should be "deliberately designed to support caring and caring individuals." In Chapter Eight, entitled Moral Education, Noddings addresses the question, "What would schools be like under an ethic of caring?"

She proposes three means of nurturing the ethical ideal (dialogue, practice, and confirmation) and recommends that students regularly be involved in service activities, or "apprenticeships in caring."  
**Postsecondary/Secondary.**

Schon, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Schon examines varied professions to illustrate how professionals go about solving problems and suggests that effective problem solving relies less on formal education and more on improvisation learned in practice, "reflection in practice." In so doing, and without saying so, he offers a theory and description of a form of service-learning.  
**Postsecondary.**

Schon, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass Publishers.

Schon offers a means for educating professionals for effective practice-based reflection. He presents the dilemma of educating professionals as a version of "rigor versus relevance." The focus of the book is on how to combine the higher knowledge of research-based, scientific rationality with the "mired" knowledge of working in the professional world. For Schon, the answer lies somewhere in-between, teaching practitioners to apply the rigorous act of thoughtful reflection to the everyday experiences of the workplace. Implications of this position for service-learning are that students must have reflective activities to understand the value and substance of what they do in the community. Schon calls for a "reflective practicum"—a practicum aimed at helping students acquire the kinds of "artistry essential to competence in the indeterminate zones of practice."  
**Postsecondary.**

Whitham, M. & Erdynast, A. *Applications of developmental theory to the design and conduct of quality field experience programs* (PANEL Resource Paper #8). Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE.*

This paper was adapted from a 1981 NSIEE Annual Conference workshop entitled "Social Perspective-Taking: A Developmental Rationale for the Necessity of Community Service in Experiential Education." Whitham and Erdynast consider the practical ramifications of developmental theory for designing and conducting experiential education programs. They suggest that the purpose of education is development and outline four conditions which experiential education programs seeking to promote development should strive to supply. Developmental theory has clear implications for how field experiences are structured for individual students, how educators personally interact with students, and how programs interact with the communities in which they take place. Programs designed within a developmental framework are not value neutral. The authors identify social values that emerge from the application of the developmental philosophy and method to the design of community-based programs and maintain that, ". . . experiential programs that seek to promote development must face squarely their responsibility as agents of personal and social change."  
**Postsecondary.**

## B. EXPERIENTIAL EDUCATION

Berry, H. A. (1985, Spring/Summer). Experiential education: The neglected dimension of international/intercultural studies. *International Programs Quarterly*, 1 (3, 4), 23-27. Available through NSIEE.

Berry states that experiential education is the neglected dimension of education in general, and international education in particular. He describes The Partnership for Service-Learning, a coalition of two- and four-year colleges, universities and other organizations developed to enable existing service-learning programs in several countries to be shared among colleges. Berry shares patterns that emerged in the service-learning initiative at SUNY's Rockland Community College and includes recommendations for program design and implementation of service-learning programs as well as a discussion of what students gain from the experience of study and service.

**Postsecondary.**

Brooks, S. & Althof, J. (Eds.). (1980). Enriching the liberal arts through experiential learning. (Vol. 6, *New Directions For Experiential Learning*), San Francisco: Jossey-Bass.

This volume discusses the ways experiential learning can be used as an instructional tool—providing career related experiences, service-learning opportunities, and a chance to test theory in the field—to achieve liberal arts learning goals. It provides a rationale, descriptions of practice (e.g., prefield preparation, using undergraduates as learning facilitators, contract learning), theory and program models.

**Postsecondary.**

Chickering, A. W. (1977). *Experience and learning: An introduction to experiential learning*. New Rochell, NY: Change Magazine Press.

This short monograph (88 pages) deals with the roots, definitions, problems, potentials, costs, policy implications of experiential learning and presents ten program/learning contract examples. It includes an "Experiential Learning Analyzer" which suggests questions to use in planning a program or learning contract.

**Postsecondary.**

Conrad, D. & Hedin, D. (Eds.). (1982). *Youth participation & experiential education*. New York: The Haworth Press.

This volume contains articles on the theory and practice of youth participation and experiential education. The first section contains discussions of the relationship between youth participation and the central goals of education, with special emphasis on how participation can and should be integrated with the school curriculum. It includes articles by Tyler, Graham, and Coleman addressing critical theoretical issues on youth participation as a bridge between adolescence and adulthood, and between schools and the communities they serve. The second section presents evidence from two major research studies on the impact of experiential education on adolescent development. Owens reports favorably on evaluations of Experience-Based Career Education

programs, and Conrad and Hedin conclude from their study of 27 programs that experience-based education programs have a significant impact on the social, psychological, and intellectual development of adolescents. Both studies discuss specific elements of experiential programs most critical in promoting reported gains. The final section contains descriptions of seven exemplary youth participation programs, including several service-learning programs.

**Secondary.**

Dewey, J. (1963). *Experience and education*. New York: Collier.

The "grandfather" of experiential education deplores the dichotomy between thought and action and espouses goal-directed activity as a continuous process of "reconstruction of experience." His message reminds service learning practitioners that in order for service learning to be educative, effective structures and methods for reflecting upon service experience are as important as the service itself.

**Postsecondary/Secondary.**

Hamilton, S. F. (1980). Experiential learning programs for youth. *American Journal of Education*, 88(2), 179-215.

This paper is organized around three questions: what is experiential learning; what are its purposes; and how can the attainment of these purposes be assessed? Hamilton discusses the nature of experiential learning in contrast with conventional classroom learning. He describes advantages of experiential learning over classroom learning (providing concrete substantiation to abstract concepts, immediacy of application, and exploitation of intrinsic motivation) as well as ways in which it does not compare so favorably with classroom learning (generalization and efficiency). Hamilton views experiential learning as complementary to classroom learning, rather than as a competitor or replacement, and argues that experiential learning may be a more effective means than classroom learning of achieving certain educational goals. However, activity must be supplemented with reflection in order to enhance its educational value. Hamilton concludes with a brief review of selected evaluations of experiential learning programs (primarily citizenship education/character development programs, and work experience/ career education programs) and recommendations for future research.

**Secondary.**

Harrison, R. (1978, June). How to design and conduct self-directed learning experiences. *Group and Organization Studies*, pp. 149-167.

Harrison outlines basic principles of adult learning and educational design. He argues that this approach is more promising than traditional methods for empowering adult learners and meeting their need to become continuous and self-directed learners. Harrison includes vignettes illustrating the core process of self-directed learning training designs and describes a number of ways of designing and conducting self-directed learning programs to serve participants' growth toward autonomy and responsibility as learners. His format lends itself to a wide variety of program contents (including service-learning). Almost any applied subject can be adapted with profit to the basic methods and designs described in this paper.

**Postsecondary.**

Harrison, R. A. (1969). Classroom innovation: A design primer for classroom innovation in higher education. In P. J. Runkel, R. Harrison & M. Runkel (Eds.), *The changing college classroom* (pp. 302-349). San Francisco: Jossey-Bass Publishers..

This paper addresses how to design learning situations that will maximize the values put forward in a previous paper (Harrison and Hopkins, 1967—see below) on the design of cross-cultural training. Harrison discusses the changes in values, attitudes, skills and behavior that are implied by this design for students and teachers, and suggests ways of designing and managing students in learning groups in order to maximize freedom, encounter, and learning how to learn. In particular, he talks about how these goals can be met given the following mixture of students—a highly dependent minority, a majority seeking values and identity, and another minority that is independent and self-directing.

**Postsecondary.**

Harrison, R. & Hopkins, R. L. (1967). The design of cross-cultural training: An alternative to the university model. *Journal of Applied Behavioral Science*, 3 (4), 431-460.

This is an excellent, concise explanation of the difference between traditional, classroom-based and experience-based learning and the implications for learners and teachers. Harrison focuses on the divergent goals of different approaches.

**Postsecondary.**

Keeton, M. T. and Associates. (1977). *Experiential learning: Rationale, characteristics, and assessment*. San Francisco: Jossey-Bass Publishers.

This book describes the history, present conditions, and future of postsecondary learning options and credentials with a focus on experiential learning. Experiential learning is defined and described and assessment issues and practices are discussed. While much of the material relates to adult education and "prior learning assessment" issues in experiential learning, several chapters, especially those by Keeton and Coleman, provide useful background reading for service-learning practitioners.

**Postsecondary.**

Klemp, G. O., Jr. (1977, March). *Three factors of success in the world of work: Implications for curriculum in higher education*. Paper presented at the 32nd National Conference on Higher Education. Chicago, Illinois.

Klemp analyzes successful performers in a variety of occupations to determine what characteristics clearly distinguish the outstanding performer from his or her less effective counterpart, and what effects postsecondary institutions can have on the development of these characteristics. He concludes that three factors are related to the most effective performance on the job. The first factor is cognitive skills that are exercised and developed in the process of knowledge acquisition (i.e., the ability to synthesize information from a prior analysis through the process of induction, the ability to see thematic consistencies in diverse information and to organize and communicate these insights). Two other factors critical to effective career performance are interpersonal skills (i.e., "accurate empathy"), and motivation. Klemp suggests: ". . . the cognitive

processes developed as a function of the acquisition of knowledge, rather than the knowledge acquired, are the more enduring outcomes of higher education. We need to turn away from the traditional view of process in the service of content and look instead to content in the service of process. Cognitive skills, interpersonal skills and motives are all definable as processes which operate on our knowledge base and apply it to new life and work situations. In order for these factors to be affected by postsecondary education, our notions of what constitutes a good curriculum will have to undergo radical change." Klemp cites experiential education as a means of achieving this shift in curriculum.  
**Postsecondary.**

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs: Prentice-Hall.

Based on a comprehensive consideration of learning theories, Kolb describes in detail a theoretical model of experiential learning. The model is widely adopted by many involved in experiential learning—including service-learning—in the design of experience-based programs. Kolb describes the sequence of experiential learning as a continuous cycle which includes experience, reflection, generalization, and application of theory to new experience. Among the implications of this model for service-learning is that reflection and generalization are important components of learning from experience. Those who advocate community service and are concerned about the learning dimension must ensure that programs include opportunities for reflection and generalization for participants.

**Postsecondary/Secondary.**

Little, T. C. (Ed.). (1983, June). Making sponsored experiential learning standard practice (Vol. 20, *New Directions for Experiential Learning*). San Francisco: Jossey-Bass.

This volume of the New Directions series asks how substantial and effective use of experiential learning can become the prevailing norm—or institutionalized within—higher education. It addresses the context and rationale for institutionalization of experiential education as well as values needed and obstacles to be encountered. The volume offers program descriptions and organizational strategies and will be useful for service-learning professionals concerned with program development and institutionalization in a postsecondary education context.

**Postsecondary.**

Moore, D. (1981, May). Discovering the pedagogy of experience. *Harvard Educational Review*, 51 (2), 286-300.

Using an ethnographic approach, Moore studies the social organization of educational settings outside of the traditional classroom. His observations of students over a three-year period led him to suggest that certain non-pedagogical features found in the context of the student's experience affected the education of the student.

**Postsecondary/Secondary.**

Ritterbush, P. C. (Ed.). (1972). *Let the entire community become our university*. Washington, DC: Acropolis Books Ltd.

As reflected in the book's title, Ritterbush proposes that on the average, one-third of a student's time ought to be devoted to field work or experiential education as an integral part of secondary and postsecondary education.

**Postsecondary/Secondary.**

Stutz, J. P. & Knapp, J. (1977, June). *Experiential learning: An annotated literature guide*. Columbia, MD: Cooperative Assessment of Experiential Learning.

For the purpose of this guide, "experiential learning" refers especially to "learning that occurs outside the classroom in work settings, communities, or self-directed accomplishments." The guide includes numerous service-learning references and focuses on college-level learning for which students might seek academic credit. Part A, Experiential Learning, contains sections on: rationale and history; types of programs; program planning and implementation; program evaluation and quality assurance; and faculty resources. Part B, Assessment, includes sections on: identification; articulation; documentation; measurement; evaluation; and transcribing. Part C is an alphabetical listing of all entries.

**Postsecondary.**

### **C. HIGHER EDUCATION FOR SOCIAL RESPONSIBILITY**

Astin, A. W. (1987, September/October). Competition or cooperation? Teaching teamwork as a basic skill. *Change*, pp. 12-19.

Astin briefly reports research of the last two decades which shows students markedly more interested in power, status, and money and much less concerned about helping others and contributing to their communities. He then discusses values and beliefs governing current educational practices and suggests that the values underlying recent national reform reports are inconsistent with those that govern traditional practices in higher education. Astin cites as a promising alternative recent efforts by Frank Newmann and the Education Commission of the States to promote national service for young people. Also, more consistent with the spirit of reform suggested by the national reports, are Terrell Bell's AASCU Commission on the future of State College and Universities' call for institutions to incorporate some form of public or community service as a regular part of their undergraduate program, and Ernest Boyer's *College*, which advocates a renewal of commitment to the idea of community in higher education.

**Postsecondary.**

American Association for Higher Education. (1985, June). Community service and higher education. *AAHE Bulletin*, 37 (10), 3-13.  
(ERIC Document Reproduction Service No. ED261635—HE018734)

Two articles, "Community Service and Higher Education: A National Agenda," by Charles Robb and Howard Swearer, and "Community Service and Higher Education:

Obligations and Opportunities" by Frank Newmann, Catherine Milton, and Susan Stroud, promote community service activities as a means of instilling civic responsibility among college students. The first article discusses the development of a youth service system and a national service program as a means of providing youth training while serving national social service needs. The second article addresses the college's role in developing civic responsibilities through service.

**Postsecondary.**

Bok, D. (1982). *Beyond the ivory tower: Social responsibilities of the modern university*. Cambridge: Harvard University Press.

Bok addresses similar questions regarding the uses of the university as were raised by Clark Kerr. He proposes that the university needs to maintain its "academic freedom," "institutional autonomy," and "the purposes of the university and its responsibilities to society" as limits in its responses to social problems. Given these limits, Bok proposes that access to the university can contribute to resolving racial inequality; moral development of students toward stopping the "decline of ethical standards;" research toward the quest for technological innovation; technical assistance abroad toward developing the Third World, and setting examples toward social responsibilities of research. In addition to having academic programs respond to social problems, Bok suggests several non-academic means—many of which have been tested by colleges and universities.

**Postsecondary.**

Boyer, E. L. & Hechinger, F. M. (1981). *Higher learning in the Nation's service*. Washington, DC: The Carnegie Foundation for the Advancement of Teaching.

This essay calls on college and universities to continue their services to the Nation by being involved in "educating a new generation, "generating new knowledge," and "advancing civic learning" not only among students but among adults in general. This last theme has been revitalized in 1987 via the Boyer Report as well as the establishment of the Campus Compact.

**Postsecondary.**

California Postsecondary Education Commission. (1987). *Student public service and the "Human Corps:" A report to the legislature*. Sacramento: Author.

Published by the Commission as part of its planning and coordinating activities, this report provides a historical and national perspective on student public service in American higher education and discusses issues raised in planning public service programs undertaken by the University of California and California State University systems.

**Postsecondary.**

Dowling, N. (1986, September). *Motivation and the role of faculty in public service in the University of California*. Paper presented at the International Meeting of Urban Universities, Winnipeg, Canada.  
*Available from: University of Winnipeg, Institute of Urban Studies.*



This report addresses the role of faculty in public service and what has been learned about motivations and rewards needed to effectively involve members of different colleges and schools. Public service is defined as "the extension of research, teaching, and professional expertise of faculty members for the benefit of the community and the larger society. Directed at non-university audiences, it is normally—but not necessarily uncompensated." The report uses the University of California as an example of a research institution participating in public service, and includes characteristics of U. C. faculty members who participate in public service. Among the findings is that a supportive institutional structure which provides linkage with the policy process is helpful in facilitating faculty interaction.

**Postsecondary.**

Faculty Rewards for Public Service Committee. (1983, May). *Report of the subcommittee on faculty rewards for public service*. Davis, CA: University of California, Davis, Office of the Vice-Chancellor, Academic Affairs.

This report gives examples of public service activities at U. C., Davis and suggests how they might be evaluated and incorporated into the academic review process without altering or reducing the importance of research and teaching. The following definition of public service, applicable to all university-sponsored public service activities, is suggested: Public service is "any activity based upon research or professional expertise for which the targeted audience lies outside academia or the context of one's professional peers. Public service is not necessarily a unique activity, but is a logical extension of one's research and teaching expertise." The committee found that individual faculty members often conduct research projects and activities directed toward issues of public policy and interest. Although the product of these activities may significantly impact an issue or aspect of society, rewarding individual faculty members is sometimes problematic because of the difficulty of using traditional means to evaluate public service. Among the committee's recommendations is that meritorious public service activities should be considered a positive factor in reviewing a recommendation for advancement. However, public service should be viewed as complementary to research and teaching rather than as a substitute for them. Research and teaching are the most important public services the University provides society.

**Postsecondary.**

Greenberg, E. (Ed.). (1982, December). *New partnerships: Higher education and the nonprofit sector*. (Vol. 18, *New Directions for Experiential Learning*). San Francisco: Jossey Bass.

This volume describes issues, possibilities and challenges of building new partnerships between institutions of higher education and non-profit organizations in the independent sector. It includes articles on volunteers' motives, roots of volunteerism, volunteerism and women's changing roles, and new models for education-organization partnerships. Of particular interest to service learning educators is Mark Rosenman's piece (see below) challenging universities to work with community based organizations even though their social change agendas will complicate partnership arrangements.

**Postsecondary.**

Kerr, C. (1963). *The uses of the university*. New York: Harper & Row.

The early '60's was in many ways a "good time" for higher education. It was a time in which society perceived the centrality and value of the university's invisible product—namely knowledge—to society in general. Kerr notes in regard to this time, "the basic reality, for the university, is the widespread recognition that new knowledge is the most important factor in economic and social growth. . . [that knowledge] may be the most powerful single element in our culture, affecting the rise and fall of professions and even social classes, of regions and even of nations." In view of this fundamental reality, Kerr asserts that the university can no longer simply be the carrier of cultural values and scholarship, but must also be a "service" institution, the "ideapolis" to our society. This notion applies very much to service-learning, as it advocates that students and faculty alike become involved in social needs and challenges by applying their intellectual and technical knowledge.

**Postsecondary.**

McGehee, L. T. (1985, Spring). *A special report on the coming of the civic arts network. The Antaeus Report*. Delaware, Ohio: The Antaeus Center, Ohio Wesleyan University. Available from NSIEE.

This report provides a historic context of the civic arts movement in American higher education. McGehee concludes from reviewing past decades that an expanded national civic learning network is needed within the national higher education community. He calls for increased networking of people and programs committed to civic arts within education and describes one such network which has evolved over the past decade. The Campus Civic Arts Conversation network is concerned with integrating the study and practice of the civic arts into the mission and programs of higher education, as well as strategies for linking leaders and promoting civic arts on national and regional higher education agendas.

**Postsecondary.**

Newman, F. (1985). *Higher education and the American resurgence*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

This report played a key role in galvanizing higher education leaders to reexamine and renew their institutions' civic and social responsibilities. Newmann calls for a fundamental reexamination of how we prepare students for college, how we enable them to pay for college, and how we might better train them to take responsible positions in a society badly in need of skilled and involved citizens. Of particular interest to the service-learning community are sections titled, "Education for Creativity, Risk Taking, and Civic Involvement" and "American Youth and the Ideal of Service."

**Postsecondary.**

O'Neil, E. H. (1987, October). *The liberal tradition of civic education*. Paper presented at the 16th Annual Conference of the National Society for Internships and Experiential Education. Smugglers' Notch, VT. Available from NSIEE.

O'Neil describes the tradition of civic and liberal education which first informed the impulse to found colleges and universities, and various changes which had an impact on the undergraduate experience in America. O'Neil argues that liberal education is the essential component of undergraduate education in this country, and that liberal education may be understood as civic education or education in the civic arts. He asserts that postsecondary institutions "have forgotten an essential role of the educative enterprise in a democratic society is civic education." Experiential education is an essential element of civic education, and an important component of liberal education and the undergraduate experience. Although the call for a return to classical literature traditions is an important part of recent efforts to reaffirm civic education, civic education must also provide the individual with the opportunity for practice of public life. Education for public or civic judgement requires a proper balance between promoting the cultivation of the intellectual side of civic virtue and its experiential component. "Civic education is education for the virtue of civic judgement and as such requires the opportunity for the practice of the virtue in the public realm."  
**Postsecondary.**

Palmer, P. J. (1987, September/October). Community, conflict, and ways of knowing: Ways to deepen our educational agenda. *Change*, pp. 20-25.

Current conversations about the place of community in the academy call for higher education to respond to the increase of competitive individualism and the decline of civic virtue among college students. Palmer argues that, if the academy is to contribute to the reweaving of community, objectivism—the dominant epistemology in higher education—must be countered. He writes, "We need a way of thinking about community in higher education that relates it to the central mission of the academy—the generation and transmission of knowledge." Palmer explores ways of deepening the educational agenda through community and alternative epistemologies, or ways of knowing that form an inward capacity for relatedness which objectivism destroys.  
**Postsecondary/Secondary.**

Rosenman, M. (1982, December). Colleges and social change: Partnerships with community-based organizations. In, E. Greenberg (Ed.), *New Partnerships: Higher Education And The Nonprofit Sector*. (pp. 71-80). (Vol. 18, *New Directions for Experiential Learning*). San Francisco: Jossey Bass.

Rosenman believes that higher education has an opportunity to benefit large groups of people and advance social, political and economic justice in our society by collaborating with community-based organizations. He provides an overview of three partnership models, and gives examples of key characteristics of educational institutions linking learning programs with community development. Although colleges have a long history of collaborative partnerships with social welfare agencies and nonprofit, independent sector organizations, efforts to link colleges with other community-based grassroots organizations have been problematic due to very different philosophies. Most partnerships have been limited in scope because of the comparative inflexibility of many higher education institutions. While both colleges and social service agencies tend to accept the basic structures of our socioeconomic system, in contrast, many grassroots local nonprofit education and social service organizations

are committed to empowerment, or social change to benefit the poor and powerless. This fundamental difference in social change agendas has tended to complicate partnership arrangements.

**Postsecondary.**

Schultz, S. K. (1987, October). *Learning by heart: The role of action in civic education*. Paper presented at the 16th Annual Conference of the National Society for Internships and Experiential Education, Smugglers' Notch, VT.  
*Available from NSIEE.*

In this paper, the term "service-learning" is used in a broad sense to describe "internships, field experiences and other action learning directed towards helping students become active and effective participants in public life." Schultz begins with a brief account of criticisms of American education in recent national reports which have direct implications for a renewal of the civic role of education. He then describes two contending approaches to the civic role of education—the "classical" and the "experiential" models. Schultz suggest that in order to fulfill its civic purposes, education must bring together both the classical and experiential modes of learning, and must begin by renewing civic community within the academy itself.

**Postsecondary.**

Swearer, H. (1986, July/August). The last word. *Association of Governing Boards of Universities and Colleges Reports*, 28 (4), 47-48.  
(ERIC Document Reproduction Service No. EJ340224—HE521153)

This article describes a national, action-oriented effort to increase student community service, known as Campus Compact: The Project for Public and Community Service. The effort attempts to centralize and increase access to public service information, to heighten awareness of public service and to reduce disincentives now discouraging students from doing volunteer work.

**Postsecondary.**

Ventresca, M. J., Waring, A. L., & Halleck, J. W. (1987, January). *Collegiate community service: The status of public and community service at selected colleges and universities*. Providence, RI: Campus Compact: The Project for Public and Community Service.

Campus Compact: The Project for Public and Community Service is a coalition of college and university presidents committed to increasing the number of students involved in public service and the variety of public service activities and initiatives on campuses across the country. This publication is based on the findings of a survey undertaken in Spring of 1986 to determine the nature and scope of public service activities at Campus Compact institutions. The report begins with an introduction describing the number and types of respondents in the survey. The next section analyzes public service programs at Compact schools and institutional policies that affect public service. Among the findings were that 83% of these institutions granted credit for service work. Financial considerations were the most commonly cited deterrent to public service (47 schools or 70%); career considerations were the next most common obstacle

mentioned (33 schools, or 49%); and lack of academic credit was cited by 29 schools (43%) as the third most common disincentive to participation in public service. The final section of the report includes a profile of selected public service programs.

**Postsecondary.**

Wagner, J. (1987, September/October). Teaching and research as student responsibilities: Integrating community and academic work. *Change*, 19 (5), 26-35.  
*Available from NSIEE.*

Wagner advances the notion that academic work and community service are not "two separate domains of activity and experience" that create "competing demands for the time and attention of students and faculty members." Instead, he demonstrates that community and academic work are "interdependent dimensions of good intellectual work," the essence of the university and higher education. Wagner argues that the separation of academic work from community service diminishes intellectual capacities of students to be reflective about their experience and to frame and test research questions. He calls for policies which enable students to "teach" through research opportunities and community and institutional service and which encourage students to integrate community service with academic work. Students would be assessed according to the same criteria as is applied to faculty members' teaching, research, public and institutional service.

**Postsecondary.**

### III. VOLUNTEERISM AND NATIONAL SERVICE

Volunteers have made a significant impact throughout American history. Volunteering was considered a dominant American cultural characteristic as early as 1831 in Alexis de Tocqueville's *Democracy in America*. For the last seventy-five years the call for a national public service program has sparked debate and discussion. In the early twentieth century William James called for a "moral equivalent to war," suggesting that Americans use the disciplined approach of the military world to develop an army of civic servants who would work toward the betterment of society. Since then, national service has surfaced as an issue during each major war. Major concerns have been whether service should be mandatory or voluntary and what form service should take. The books and articles which follow provide background on volunteerism and national service issues.

Danzig, R. & Szanton, P. (1986). *National service: What would it mean?* Lexington: Lexington Books.

Danzig and Szanton thoroughly discuss the implications of national service programs. They present background information on public service issues and propose four model programs, one of which is a school-based model suitable for secondary education. The authors indicate that the school-based model may be most appropriate if concern for the learning dimension of service-learning is deemed important. This is one of the best books available on national service issues. It contains an excellent bibliography.  
**Postsecondary/Secondary.**

Ellis, S. J. & Noyes, K. H. (1978). *By the people. A history of Americans as volunteers.* Philadelphia: Energize Books.

The achievements of volunteers from the time of the pilgrims to the present are documented in this book, pointing to the significant impact volunteers have made throughout American history. The book considers the concept of volunteerism and projects future trends in volunteerism.  
**Postsecondary/Secondary.**

Hinding, A., Carmichael, D., Getz, D., Jacobson, J., Lyon, K. (1987, May). *Drawing strength from the past: Documents of the YMCA student movement.* Presented at the Commitment to Service Conference. Minneapolis: University of Minnesota.  
*Available from NSIEE.*

This is a collection of writings on YMCA theology, history and practice by leaders of the YMCA student movement. The readings are grouped into four sections: an introductory section which includes overviews of major concerns in three different periods of the YMCA movement; a section which focuses on foreign work of the YMCA, using China as a case study of its larger world service work; a third section which documents the work of students during the 1920's and three important YMCA conventions; and a final section which depicts the splintering interests in the period from World War II to the 1970's.  
**Postsecondary.**

James, W. (1984). The moral equivalent of war. In B. Wilshire (Ed.), *William James: The essential writings* (pp.349-361). Albany, NY: State University of New York Press.

This essay is considered one of the first to call for a national public service. James discusses the value of warfare as a mold of strong, disciplined people and suggests that society not abandon these virtues, but rather turn them toward the betterment of society. The Nation needs an "army" of civic soldiers who are willing to work hard, sacrifice, and learn about the hardships of others.

**Postsecondary.**

Layton, D. N. (1987). *Philanthropy and voluntarism: An annotated bibliography*. New York: The Foundation Center.

This comprehensive annotated bibliography of philanthropy and voluntarism covers the concept, history and manifestations of philanthropic activity—both financial and volunteer service related—in the U. S. and abroad. It lists major resources, periodicals, organizations, etc.

**Postsecondary.**

Potomac Institute. (1979). *Youth and the needs of the nation: Report of the committee for the study of national service*. Washington, DC: Author.

America has two major problems: unemployment, especially among youth from minority or impoverished backgrounds, and a tremendous number of unmet social needs, such as care for the elderly and environmental protection. The role of service in meeting these needs is the primary focus of discussion. Topics covered include a review of the literature on service from perspectives of human development, social needs, policy implications, and constitutional issues. Also covered are models of national service, including mandatory and voluntary samples. This book contains one of the more thoughtful presentations of rationale and programmatic implications of national service, and includes an excellent bibliography.

**Postsecondary/Secondary.**

Ramsey, W. R. (1979). *National service: Implications for service-learning*. Unpublished manuscript.  
*Available from NSIEE.*

This brief manuscript outlines the history (up to 1979) of the movement to establish national service in the U. S. and identifies the key involved organizations. Ramsay focuses on implications of national service for higher education. He challenges those who look upon national service possibilities from the perspective of experiential education to become engaged in national service planning in order to ensure that the learning aspects of service, not well recognized by national service advocates, are taken into account. He asks whether internships and cooperative education opportunities ought not to be a part of national service, and calls for specific provisions for learning components in any national service implementation. Although focused on debate in 1979, this article is still directly relevant to the current revived interest in national service.

**Postsecondary.**

Scheier, I. (1986). *Exploring volunteer space: The recruiting of a nation*. Santa Fe, NM: Volunteer: The National Center for Citizen Involvement.

This is a provocative exploration into concepts of volunteerism. Scheier begins by describing the "center and perimeters of volunteer space" and ends by challenging the reader to consider the thousands of volunteer positions and activities which can exist.  
**Postsecondary.**

Slobig, F. J. & George, C. H. (1984, September). *A policy blueprint for community service and youth employment*. Washington, DC: Roosevelt Centennial Youth Project.  
*Available from NSIEE.*

The Roosevelt Centennial Youth Project is a work and service program complemented by and integrated with a significant educational initiative. It was established to increase public understanding of the problems of youth unemployment and the transition of young people from school to work and further education. To this end it has initiated a variety of programs to disseminate information as well as to develop appropriate policy responses. The Project recommends the creation of a Community Service Corps, a nationwide program open to high school graduates or holders of the General Educational Development certificate up to twenty-four years of age, who want to devote a year to community service, develop their skills and explore new interests. Corps members would be paid for their service work and would also participate in remediation and other educational activities. Enrollment would reflect a balance between disadvantaged and non-disadvantaged young women and men. In addition, a stay-in-school program would be created. This education and employment incentive program would be for educationally disadvantaged fourteen-to-twenty-one year old high school youth and dropouts in designated urban and rural poverty areas, and would provide a broad continuum of educational training services. Participation in these activities would be a condition for paid work and service opportunities that would complement and supplement the participant's educational program.  
**Postsecondary/Secondary.**

Smith, D. H. (Ed.). (1973). *Voluntary action research*. Lexington, Mass.: Lexington Books.

This collection of position papers on volunteerism examines the impact of voluntary service from a contemporary and historical perspective. Among the topics covered are: "Black Voluntary Associations," "The Voluntary Participation of College Students as a Catalyst for Change," and "Evaluating the Impact and Effectiveness of Voluntary Action."  
**Postsecondary.**

Steele, T. (1987, August). *California college students and community service: A report*. San Francisco: California Coalition on University-Community Services.

This report describes the proceedings of a conference called by the California Coalition and several other organizations to discuss pending legislation requiring California college students to engage in community service. Responding to the question, "What



would you do with 100,000 young volunteers?" the conference pulled together representatives from government, postsecondary institutions, and public agencies to consider the impact of such legislation. The report calls for collaboration among involved individuals and organizations to shape policy relating to student public service which supports and benefits all parties.

**Postsecondary.**

Youth Service America Educational Advisory Committee. (1987 May, ). *Youth Serving the Young: A policy blueprint for youth service to educationally at-risk children*. Washington, DC: Anne Lewis.

This report outlines the current context in which educational, community and political leaders can begin to provide a larger number of community service opportunities for young people. It proposes a national effort to create service opportunities to work with young, learning disabled children and gives examples of a variety of models through which young people might become involved, including: mandatory service programs in high schools; full-time, compensated service programs; and, campus- based service programs. The report distinguishes between service programs emphasizing "exposure" and those providing "engagement." Service programs with engagement are intellectually demanding and are tied to the curriculum. They include time for reflection so that students can critically examine their experiences. Although there is a growing interest in service programs, most school programs have little or no ties to the school curriculum. Service without engagement does not guarantee an effective experience for students. The report recommends that in order to cultivate high standards for service experiences, those with expertise in fostering "engagement" experiences should formulate a consensus on standards to share with others involved in youth service programs.

**Postsecondary/Secondary.**

#### IV. RESEARCH

The research represented in this section spans a fifteen year time frame and covers a wide range of topics. While there have been significantly more studies on the larger field of experiential learning which are clearly relevant, only those specific to service-learning have been included here. The studies that follow focus primarily on program review, social and personal development, and attitudes of participants towards work, service and learning. While these experiences clearly have a positive impact on self-concept and esteem, and the development of interpersonal and leadership skills, we know less about their impact on the cognitive and academic development of students. We do know that students are more satisfied with these types of learning situations, and one study indicates an overall increase in GPA (Rosmann).

The studies suggest that key elements which heighten the learning potential of these service experiences are seminars (pre-, post-, and/or concurrent), close contact between interns and sponsors, and directed reflective time (Hamilton, Conrad and Hedin). There is an indication that students' problem solving abilities are more readily developed in service-learning placements than in the classroom. There is also evidence that the long term affects are quite substantial and that there is a strong correlation between internship/field participation, post graduate pursuits, and the development of humanitarian values (Gansneder, Pascarella). One study found that service-learning programs changed teaching and administrative patterns and that this could prove to be a stumbling block to program development (Earle). Another found that more women and minorities take advantage of internships and service-learning placements than men (Gansneder).

One difficulty with this material is that the objectives of the programs studied vary greatly from purely volunteer programs to those conceived as an integral part of the curriculum or others with a career focus. Additional research is needed to test tentative findings from these studies to determine whether they can be applied to other programs. Studies based on theoretical constructs of how students learn, which tie the service and learning more closely together, also need to be conducted.

Anderson, J. (1985). *Research bibliography in experiential education* (PANEL Resource Paper #10). Raleigh, NC: National Society for Internships and Experiential Education. Available from NSIEE.

The primary focus of this comprehensive, annotated bibliography is on sponsored field study, internship and cooperative education experiences at the postsecondary level. Entries specific to service-learning programs have been included in this bibliography. Others which are not listed in this publication, but which are relevant to service-learning, concern attitudinal change in student participants, program and course design, influence of field experience on career choices, development of moral judgement, and learning environments. Those interested in engaging in research will also find useful models for their work.

**Postsecondary.**

Berman, L. (1986). *A pilot study of attitudes toward volunteerism as a curriculum entity in secondary schools*. College Park: University of Maryland, College of Education.

This study examines the attitudes toward volunteerism as a curricular offering in secondary schools among educators from 19 countries. While almost three-fourths of the respondents stated that student participation in community service was very important, only 21% said schools should engage in community service-related curriculum development. Thirty five percent indicated that community service should be incorporated into regular classes.

**Secondary.**

Conrad, D. & Hedin, D. (1982). *Experiential education evaluation project*. St. Paul, MN: University of Minnesota.

Twenty-seven experiential education programs (volunteer service, career internships, outdoor adventure, and community study/political action programs) in independent, public and parochial schools were assessed to determine their impact on the psychological, social and intellectual development of secondary students. Findings emphasized the importance of reflection on the experience as a means of learning from the experience. Furthermore, significant increases were found in measures of moral reasoning, self-esteem, social and personal responsibility, attitudes toward adults, career exploration, and problem-solving among students involved in experiential programs versus those not involved.

**Secondary.**

Earle, J. (1982, March). *Community-based learning and service: The impact of an innovation*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.  
(ERIC Document Reproduction Service No. ED214293—EA014556)

The Community-Based Learning and Service (CBLS) Program in Maryland placed large numbers of students with community sponsors during part of the school day in order to learn about and provide community services as an additional part of their instructional program. The evaluation research on this two year pilot study at one rural and one urban high school included participant observation, a survey of participating students, and almost 200 structured and unstructured interviews with teachers, administrators, students, and community site sponsors. Among the findings are that teachers were most likely to oppose the program, while students, sponsors, and parents were satisfied; that CBLS changed teaching and administrative patterns but also improved student attendance and school-community relations; and that the innovation's replicability depends on teacher involvement, support from building administrators and the state, adequate sponsor recruitment, qualified staff, and orienting, monitoring, and counseling of students. A copy of the student survey questionnaire is appended.

**Secondary.**

Gansneder, N. J. & Kingston, P. W. (1984). *University year for action interns and their post-graduate career choices: A retrospective study*. Charlottesville: University of Virginia. Available from NSIEE.

This study examines the long-term impacts on students who participated in University Year for ACTION programs from 1973 to 1976, and shows a strong correlation between internship participation and post-graduate pursuits. When compared to a non-UYA group, the UYA students: represented a greater proportion of women and minority students; were more directed in career plans upon graduation; indicated a stronger preference to human service careers by taking their first jobs in this field; and devoted more time to service activities in their communities. In retrospect, participants expressed strong positive feelings about having participated in University Year for ACTION programs and cited "the responsibility given" or "doing something that made a difference" as critical factors.

**Postsecondary.**

Hamilton, S. F. (Summer, 1981). Adolescents in community settings: What is to be learned? *Theory and Research in Social Education*, 9 (2), 23-38.

In this review of "unpaid activities that are arranged as a part of an educational program," Hamilton concludes that much remains to be learned about adolescent learning in community settings. He examines some programs in detail (Learning Web and Idyllic Foundation) and reviews research on many other experiential programs (including community service, Experience-Based Career Education, Executive High School Internship Program). Hamilton suggests that researchers build upon formal and informal knowledge bases to more narrowly focus new studies of experiential learning. He prompts us to ask important questions: how employment opportunity programs enhance self-confidence and responsibility; how cognitive knowledge is expanded; and whether there is a "pedagogy of experience" that can be articulated to those who teach in experiential learning programs.

**Secondary.**

Hamilton, S.F. and Fenzel, M. (1988). The impact of volunteer experience on adolescent social development: evidence of program effects. *Journal of Adolescent Research*, 3, 65-80.

Hamilton and Fenzel examine the value of community experience for fostering growth in adolescents' social development by analyzing changes in the attitudes, knowledge, and skills of 73 4-H volunteers aged 11 to 17. Among the measures used were participant perceptions written in journal format, reports from adults involved with the participants, and a modified version of a Social Responsibility Scale. Positive effects were found for knowledge and skills exercised in the voluntary activities, and development of participants' sense of self and pro-social attitudes.

**Secondary.**

Hamilton, S. F. & Zeldin, R. S. (1987). Learning civics in the community. *Curriculum Inquiry*, 17 (4), 408-420.

Hamilton and Zeldin report on an empirical test of the effects of an out-of-the classroom experiential learning program on adolescents' knowledge and attitudes about local

government. Comparisons are made between high school students serving as interns with local government officials in four different programs in New York State and students selected to participate in the same programs at a later time, as well as between interns participating in the four programs and students in conventional civics classes. The study yielded statistically significant differences in favor of the interns for knowledge and "political efficacy." The authors attribute these gains to students' participation in the programs and emphasize the importance of seminars and a close relationship between interns and sponsors. They use their evidence to call into question the assumption that classrooms are always the best settings for learning, particularly when the learning goals involve socially constructive attitudes about and knowledge of local government.  
**Secondary.**

Hendel, D. D., & Enright, R. (1978). An evaluation of a full-time work study program for undergraduates. *Alternative Higher Education*, 3, 21-30.

The authors state that the study examined the effects of combining on-the-job learning with course work for a group of 26 students enrolled in the University Year for Action Program. Results indicated that participation in the program had relatively little impact on variables such as concept knowledge and moral judgment, which were hypothesized as relevant outcome dimensions. Yet, participants evaluated the agency learning environments much more positively than parallel classroom experiences. Students' direct evaluations of their year-long experience provided information which was used to modify the program.

**Postsecondary.**

Lynd, H. M. (1945). *Field work in college education*. NY: Columbia University Press.

This book is an in-depth analysis of the contribution of field experience education in the liberal arts curriculum of Sarah Lawrence College. Field studies were a large component of that curriculum in the late 1930's. The college was committed to involving students directly in the practice of the social sciences and to dealing with the social needs of its immediate environment in Yonkers, New York. Helen Lynd identifies seven purposes of liberal arts education that are well served by field experience education and documents her claims with data from case studies of courses and individuals. She also reports on the importance of field experience in helping students develop skills in (1) the higher levels of the cognitive domain; (2) observation and the development of generalizations based on facts drawn from their experience; and (3) acquiring and using knowledge. The study found that enabling students to test their theoretical knowledge and relate it to actual situations through field work fosters intellectual integrity and nourishes students intellectually.

**Postsecondary.**

Newmann, F. & Rutter, R. (1985-1986, December-January). A profile of high school community service programs. *Educational Leadership*, 43 (4), 65-71.

This is a study based on a Spring, 1984 survey of public and private high schools across the country about their community service programs. The authors learned that twenty-

seven percent of schools offer some type of community service. More of these community service programs are found among alternative public and Catholic private schools. Four percent of public schools and fourteen percent of the Catholic private schools require community service as a graduation requirement. Compared to 1979, there has been a decline in the percentage of schools offering curriculum-related programs but a considerable increase in the average hours required in service and in class work in curriculum related programs.

**Secondary.**

Newmann, F. & Rutter, R. (1983, December). *The effects of high school community service programs on students' social development*. Madison, WI: Wisconsin Center for Education Research.  
*Available from NSIEE.*

This study of eight high school community service programs addresses the following questions: 1) How do programs respond to students from diverse socioeconomic backgrounds and abilities? 2) Are program participants integrated into adult community life? 3) What impact do community service programs have on the social development of participants? Through the use of pre-test, midpoint and post-tests, the authors found that community service programs contributed to students' sense of social competence and responsibility to the school beyond school; that programs differed in their impact on students; that developmental opportunities in regular school classes had more impact on social development than opportunities within community service programs; and that student and staff enthusiasm for such programs could be traced to the increased sense of personal growth and the opportunity to engage in meaningful work which the program offered.

**Secondary.**

Pascarella, E. T., Ethington, C. & Smart, J. C. (1987). *The influence of college on humanitarian/civic involvement values*. Paper presented at the Annual AERA Conference, Washington, DC.  
*To be published in Journal of Higher Education (1988, Summer).*

This major study looks at the development of humanitarian/civic involvement values for black and white college students of both sexes over a nine year period. A large sample size, 10,376 students from 487 different colleges, was chosen and was refined to 4,843 students in 374 four-year colleges. The effect of pre-enrollment characteristics, institutional characteristics, college academic and social experiences and post graduation experiences are examined in relation to the development of values. The data show that the college experience itself did have a major impact, particularly involvement in social leadership activities. The types of involvement which made a difference varied with race and gender. Although large institutions had a significant negative influence because they tended to inhibit student social leadership, this can be offset by administrative measures which effectively reduce the psychosocial size of institutions. Of interest is that employment in a social service organization had a positive significant effect on the development of humanitarian values for whites and a negative, non-significant effect for blacks. The researchers urge further study which would look at a wider range of social

leadership opportunities and would also assess the importance of the frequency, quality, and intensity of involvement. This type of research clearly has major implications concerning the impact of service-learning on the development of values.

**Postsecondary.**

Pyle, R. (1981). International cross-cultural service/learning: Impact on student development. *Journal of College Student Personnel*, 22, pp. 509-514.

Based on the ideas of William Perry, Jean Houston, Lee Knefelkamp and Art Chickering concerning how students learn and grow, Alma College (Michigan) began a cross-cultural service-learning program in Woburn Lawn, Jamaica in conjunction with the Institute of Cultural Affairs. Pyle used the Student Development Task Inventory (SDTI) from Chickering's theory of development to pre and post-test students who participated in the three week long program. Although this is a relatively short period of time, there was a statistically significant difference on three tasks (autonomy, interdependence and mature life-style plans) as well as on the total inventory when the participants were compared to the control group which was made up of students who were interested in or qualified to participate in the program but didn't. Pyle concludes that international service-learning can be valuable for students' development and that more research is needed to fully understand the learning potential in these experiences.

**Postsecondary.**

Robinson, A. G. (1975). *The effects of a community service-oriented curriculum on alienation, perceived student role and course satisfaction in community college students*. Doctoral dissertation, Nova University, Fort Lauderdale, FL.  
(ERIC Document Reproduction Service No. ED135431—JC770160)

One hundred community college students participated in this study which examined the effects of a one-hour credit community services laboratory attached to a three-hour credit social sciences course. Students were measured for pretest/posttest changes in scores on an alienation instrument and two measures of perceived student role. Additionally, comparisons were made for students in course sections with and without a community service laboratory. Results of the study indicated that participation in a community service-oriented curriculum was far more satisfying than participation in a traditional curriculum arrangement. While the community service-oriented curriculum did not reduce student alienation, it was equal to the traditional method in changing perceived student role. Overall, the study revealed that the innovative community service-oriented curriculum was both relevant and worthwhile for meeting student and community service needs. Tabular data are presented throughout the report and an extensive bibliography and study-related materials are appended.

**Postsecondary.**

Rosmann, M. R. (1978, March). *Undergraduate internships for social science majors: Development and longitudinal evaluation of a model program*. Paper presented at the meeting of the Eastern Psychological Association, Washington, DC.  
(ERIC Document Reproduction Service No. ED161812—S0011289)

This program report traces the development of the University of Virginia's undergraduate internship program which was established in 1973 to provide social science majors, chiefly psychology majors, with opportunities to apply academically derived knowledge and skills in community service areas. Funded initially by a federal ACTION grant and then by the state, the results of two separate evaluations are presented in this report. The evaluation of the current program shows that many positive results of the first internship program are still being experienced. Interns rate themselves as significantly more fulfilled, active, worthwhile, and possessing a more broadened outlook on life than students who have not participated in the program. The interns are more sure of their career choices. In addition, the interns' grade point averages improved more during their internship year than did those of other psychology and sociology majors.

**Postsecondary.**

Stanton, T. (1976). *High school student achievement in the Tamalpais activity group program: Evaluation findings*. San Anselmo, CA: Switching Yard, Student Community Involvement Center.  
*Available from NSIEE.*

This report describes an evaluation of development by high school students of group leadership and interaction skills, and positive shifts in self-esteem, gained through participation as group leaders in an after-school activity program for 7-10 year old children who lacked requisite social skills needed for regular, large-group recreation programs. Results of the study substantiate benefits to youth gained from participation in responsible service-learning roles helping others.

**Secondary.**

Usher, B. R. (1977). *Etobicoke community involvement program evaluation. Evaluation of a secondary school program involving students in community and social service activities*. Toronto, Canada: Ontario Dept. of Education.  
(ERIC Document Reproduction Service No. ED138649#—TM006308)

The Community Involvement Program (CIP) involved three grade 12 classes in the Province of Ontario. The data analyses at the end of the first year of the program indicated that the CIP had achieved its major objectives of : (1) increased knowledge of community and social agencies; (2) increased social and personal maturity; (3) enhanced academic self-concept and orientation to learning situations; and (4) increased clarification of vocational goals towards social service vocations. Interview and questionnaire data from parents, students, and agency personnel indicated that the program was well received and its continuation was supported with enthusiasm. Data gathered also supported the need for further effort in refining both the in-school and agency sections of the program to achieve greater coordination between school and work experience, and a program with even greater educational value.

**Secondary.**

Wheatley, R. (1984, November). *Volunteer internship study research report*. Marin County, CA: Switching Yard, Student Community Involvement Center.  
*Available from NSIEE.*



The Switching Yard, Youth Division of the Volunteer Center of Marin County, California, administers an experiential education volunteer internship program in public and private high schools as well as a community college. Students are placed in community-based profit and non-profit organizations for a total of sixty hours over fifteen weeks. This study sought to assess the effects of participation in volunteer internships on students' attitudes, work habits, and skills. The following areas were explored: job search skills, knowledge of self, decisions about careers/college major, knowledge of work, personal learning (i.e., communication, time management, ability to learn about organizational structures), educational linkage, and student perceptions of the community and volunteering. Answers to a sixteen question survey from thirty-four participants in four different internship periods revealed the program had positive, long-lasting effects upon students who responded.

**Postsecondary/Secondary.**

## V. IMPLICATIONS FOR PRACTICE

It is clear from section A that there is a substantial amount of data on the development, implementation and evaluation of service-learning programs. No one need reinvent the wheel! All aspects of program management are examined, from the campus administrative base to the community setting, and from student perspectives and needs to the involvement and role of faculty. Even details of recruitment, liability, transportation, funding and placement are discussed. Principles of good practice are highly evident as well as references on building service-learning into the central curricular concerns of undergraduate education.

All three sections include specific program models. The postsecondary models range from women's studies, psychology, career exploration, and sociology programs to those dealing with gerontology, civic literacy and urban redevelopment. At the secondary level there are equally as many forms of service-learning. While the majority are extra-curricular, all provide opportunities for young adults to interact with their communities. The length and intensity of involvement varies from several volunteer hours a week to complete immersion as a central part of school activities.

The postsecondary and secondary programs listed in sections B and C barely scratch the surface of what exists nationwide. For the most recent information it is best to check with state departments of education or with the organizations listed in section VI of this bibliography. In any case, the recent recommendation by Ernest Boyer and others to include community service as a graduation requirement for high school students, and the call by both legislators and educators to include field study and service in the undergraduate curriculum is sure to stimulate the development of many new programs.

### A. PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION

**ACTION.** (1986). *Managing the volunteer organization (A two-day workshop)*. Washington, DC: National Center for Service-Learning.  
*Available from NSIEE.*

This booklet presents curriculum from training sessions conducted by the National Center for Service-Learning of U.S. ACTION Agency. It is intended for school personnel involved in planning service-learning programs and for leaders of volunteer organizations. Topics discussed are: establishing the need for community service organizations; setting up and working with an advisory council; developing a one-year work plan; determining resources and budgeting them accordingly; building program support; reviewing the one-year work plan; continuing strategic planning; evaluating program achievements and revising plans; writing job descriptions for volunteers; recruiting and placing volunteers; orienting and training volunteers; and evaluating and motivating volunteers.

**Postsecondary.**

**ACTION.** (1983). *Basic concepts in student voluntarism*. Washington, DC: National Center for Service-Learning.  
*Available from NSIEE.*

This seven pamphlet series outlines key management issues in administering service-learning programs. It presents characteristic features of successful programs as well as summaries of six representative service-learning programs. The pamphlet titles are: *Program planning; Building program support; Service opportunities; Orienting student volunteers; Training student volunteers; Supervising student volunteers; Legal issues in service-learning.*

**Postsecondary.**

**ACTION** (1981). *Service-learning: A guide for college students.* Washington, DC: National Center for Service-Learning.  
*Available from NSIEE.*

This handbook is geared for students involved in the service-learning process. Chapter I provides background on the concept of service and the meaning of service-learning. Chapter II suggests resources for locating placements and faculty support and is intended to help students clarify needs, interests, and skills in relation to service projects. The remainder of the guide outlines procedures for carrying out service-learning experiences. References for further reading and examples of service-learning projects relating to various fields of study are contained in the Appendix.

**Postsecondary.**

**ACTION.** (1979). *The service-learning educator: A guide to program management.* Washington, DC: National Center for Service-Learning.  
(ERIC Document Reproduction Service No. ED197629—HE012789)  
*Also available from NSIEE.*

This is a guide for developing and managing service-learning programs at the postsecondary level. It offers a systematic approach— from assessing community needs, to developing activities to prepare and support student learning, to administrative concerns such as budgets, recruitment, and staffing. The approach is general enough to apply to most schools. The guide also provides brief descriptions of various types of service-learning programs and samples of forms used for need assessment, management and evaluation of programs. Also, a list of organizations supporting service-learning is included.

**Postsecondary.**

**ACTION.** (1978). *Evaluating service-learning programs: A guide for program coordinators.* Washington, DC: National Center for Service-Learning.  
*Available from NSIEE.*

This guide was developed for service-learning program coordinators to help them design and implement evaluations which would provide information on program activities and effectiveness. The manual contains information on basic research approaches and tools which can be used to make a more objective analysis of program effectiveness. The manual: discusses reasons for evaluation and resources available to help design programs and implement evaluations; reviews steps in preparing for an evaluation; describes various evaluation designs; provides tips on developing instruments for gathering the

needed information; examines methods of compiling and analyzing the information collected; looks at ways of maximizing use of evaluation results; and presents a case study illustrating how one service-learning program developed and implemented an evaluation. The Appendices contain samples of various forms and questionnaires used in evaluations, detailed information on certain statistical techniques, and a selected bibliography on evaluation methodology.

**Postsecondary.**

**ACTION.** (1976). *It's your move: Working with student volunteers—A manual for community organizations.* Washington, DC: National Center for Service-Learning.  
*Available from NSIEE.*

ACTION's National Student Volunteer Program produced this manual for community organizations to use in working with student volunteers, to help them develop service-learning programs which would benefit both the volunteers and the community. The first chapter examines the nature of the student volunteer movement, the various roles which can be assumed by students, and attributes of student volunteers. The following six chapters suggest ways in which community organizations can: assess their needs for volunteers; determine the extent to which students might meet these needs; develop effective volunteer programs and jobs; locate and select volunteers whose interests and skills match their needs; motivate and train staff to be supportive of the student volunteers; and evaluate the impact of specific programs. The final two chapters discuss specific concerns and offer ideas for special student volunteer projects. Included in the appendices are forms and checklists to use in working with student volunteers.

**Postsecondary.**

**ACTION.** (1973, April). *UYA: Volunteer effectiveness.* Washington, DC: National Center for Service-Learning.  
*Available from NSIEE.*

This report describes what was achieved in the first full year of the University Year for ACTION (UYA) program. Cost-benefit information was gathered from 7 of 14 colleges and universities which started programs in 1972. The report summarizes the contribution made by a sample group of 155 UYA volunteers in various program areas including: health; economic development; delinquency; legal aid; guidance and counseling; community planning; education; and housing. It provides specific details of the different projects, a summary of the service value in each program area, as well as supervisors' estimates of the salary necessary to replace UYA volunteers compared to the cost of placing volunteers for one year.

**Postsecondary.**

**ACTION.** (1973). *Training student volunteers.* Washington, DC: National Center for Service-Learning.  
*Available from NSIEE.*

This manual is designed to help service-learning educators plan and conduct systematic training activities for student volunteers. It includes sections on: assessing needs and

establishing learning objectives; setting the climate for learning and conducting learning events; and evaluating accomplishments.

**Postsecondary.**

ACTION. (1972). *High school student volunteers*. Washington, DC: National Center for Service-Learning.  
(ERIC Document Reproduction Service No. ED075746—CG007987)

This manual is intended as a resource for officials who wish to begin new high school student volunteer programs or expand existing efforts. The report distills the experience of a wide variety of successful programs in detailing how to conceive and implement school-sponsored volunteer efforts on a large or small scale. Program organization, recruitment, orientation, training, supervision, and evaluation are briefly discussed. In addition, the manual offers examples of various ways of linking service with the curriculum, as well as project ideas, sample records and forms.

**Secondary.**

Batchelder, D. & Warner, E. G. (1977). *Beyond experience: The experiential approach to cross-cultural education*. Brattleboro, VT: Experiment Press.

Moving from concepts to practice to assessment techniques, this book breaks new ground in assembling and describing the Experiment in International Living's concepts and methodology for cross-cultural education and training. Though chiefly used for programs of international scope, this book is very relevant to the pre-field preparation needs of domestic field experience and service-learning educators.

**Postsecondary.**

Borzak, L. (Ed.). (1981). *Field study: A sourcebook for experiential learning*. Beverly Hills: Sage Publications.

This guidebook to off-campus learning is written for faculty and students. The authors offer a practical understanding of field study from student, supervisor, and faculty perspectives—how to prepare for it and how to maximize learning. They include rationales, descriptions, and actual exercises, as well as "readings for reflection." Among essays of interest to those in service-learning is Jon Wagner's "Field Study as a State of Mind."

**Postsecondary.**

Brooks, S. E. & Althof, J. E. (1979). Enriching the Liberal Arts through experiential learning (Vol. 6, *New Directions for Experiential Learning*). San Francisco: Jossey Bass.

While not specifically focused on service-learning this issue includes a chapter on public service internships as well as chapters on experiential learning theory, contract learning, using undergraduates as learning facilitators and pre-field preparation.

**Postsecondary.**

Conrad, D. & Hedin, D. (1987). *Youth service: A guidebook for developing and operating effective programs*. Washington, D.C: Independent Sector.

As the title states, this is a comprehensive "how to" manual on developing and operating youth service programs. After a brief but well developed introduction on the need for service programs, the authors cover important issues involved in community-based service programs including program models, setting up and developing projects, recruitment, liability, transportation, education, evaluation, and rationale for selling the program. Also included are sample exercises, sample forms, and a brief bibliography. This is an excellent booklet for those interested in starting youth service programs.

**Secondary.**

Davis, R. H., Duley, J. S., Alexander, L. T. (1977). *Field experience. Guides for the improvement of instruction in Higher Education, No. 8*. East Lansing: Michigan State University, Instructional Media Center.

The purpose of this monograph (28 pages) is to assist in the design of service-learning programs. It provides an eight step process including check lists and sample forms for placement agreements, student evaluation by supervisors, program evaluation and an annotated bibliography.

**Postsecondary.**

Duley, J. (1978). *Basic skills for experiential learning: What skills do students need to make the most of experiential learning opportunities* (Paper #75). East Lansing: Michigan State University, Learning and Evaluation Service.

Duley concisely describes the skills students need in order to learn by doing and suggests methods for helping students develop skills through pre-field preparation training.

**Postsecondary.**

Duley, J. (1982). *Learning outcomes: Measuring and evaluating experiential learning* (PANEL Resource Paper #6). Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE.*

This paper contains tested ideas for use by field instructors desiring to evaluate students' "real-world" experiences.

**Postsecondary.**

Education for change. (1981, Winter). *Synergist*, 9 (3).

This journal volume, published by ACTION's National Center for Service-Learning, contains articles on: developing faculty support for programs; preparing students and faculty for the shift in roles required by service-learning programs; examples of elementary, secondary and postsecondary programs; principles of good practice; and institutionalizing service-learning.

**Postsecondary/Secondary.**

Fisher, J. & Reuben, E. (Eds.). (1981, June). *The women's studies service learning handbook*. College Park: University of Maryland, The National Women's Studies Association. Printed by Crestwood Press, Inc., Silver Spring, MD 20902.

This handbook provides an overview of the dynamics of field experience education from a feminist perspective. "Links between community and campus, social action and research have always been vital to pedagogy and curriculum development in women's studies." The handbook begins with essays introducing service-learning issues and rationales. It then presents a range of postsecondary models of women's studies service-learning, primarily from the view of faculty and program administrators. A series of essays follow, which feature the perspectives of students and agency supervisors as well as faculty and administrators. In the resources section, a variety of course descriptions and syllabii are included as well as a selected bibliography of resources in women's studies service-learning. Also, materials and tools for establishing or developing service-learning courses are suggested.

**Postsecondary.**

Federal Interagency Committee on Education. (1975). *Education, service and work—The multi-funded approach*. Washington, DC: U. S. Government Printing Office.

Many work and service education projects need funds from federal, state and local sources, and often project administrators are unacquainted with potential funding sources available to them. This pamphlet is intended to help overcome these problems by: 1) providing descriptions of multi-funded work and service projects, including the steps leading to multiple funding, problems faced and overcome, and program results; 2) providing an overview of 24 multi-funded service and work education projects in order to pinpoint the characteristics of local sponsors who have been successful in obtaining funds from multiple sources, and the most common techniques in overcoming problems; 3) providing a bibliography of publications, produced by federal agencies and private, non-profit organizations, which might be used by local sponsors in identifying potential funding sources. A number of service-learning projects are described, including: University of Indiana, Center for Public Affairs Service Learning; New York City, Executive High School Internship Program; Massachusetts Audubon Society, Environmental Intern Program; and Georgia Governor's Intern Program.

**Postsecondary/Secondary.**

Giles, D. E. (1986). Getting students ready for the field. *Experiential Education*, 11 (5), 1, 8. Available from NSIEE.

Giles describes the what and how of pre-field preparation in the Field and International Study Program in the College of Human Ecology at Cornell University. Written as an update and sequel to Whitham and Stanton (1979) (see below), this article discusses why pre-field preparation continues to be stressed at Cornell and how the courses have evolved through several years' practice.

**Postsecondary.**

James, B. P. (Ed.). (1974, June). *Proceedings of a workshop on position and project development for student work-learning programs, & Proceedings of a workshop on Administration and finance of student work-learning programs*. Berea, Kentucky: Berea College, Office of the Dean of Labor.

Programs of student work-learning have been variously labeled (i.e.: work-study, cooperative education, student internships, volunteer programs, service-learning, etc.). The different forms of work-learning programs share much in common, especially in the essential nature of the linkage between campus and community, theory and practice, study and application. The two *Proceedings* include articles excerpted and edited from transcripts of workshop talks at Berea College. Workshops focused on position and project development and financing and operating student work-learning programs. The articles include information on the philosophy of work-study, goals and standards for position and project development, a spectrum of work opportunities for students, structuring positions or projects, sources of support of work-learning programs, legal responsibilities and possibilities, and general administrative considerations.  
**Postsecondary.**

Kendall, J. C. (1984). *A guide to environmental internships: How environmental organizations can utilize internships effectively*. Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE*

This booklet is for staff and board members of environmental organizations interested in establishing internships or using them more effectively. The introductory section addresses: why environmental organizations host interns; reasons students seek internships; how interns benefit environmental organizations; and why educational institutions support internships. Other sections contains advice on developing good internships from environmentalists who currently host student interns in their organizations, as well as suggestions for helping programs to continue.  
**Postsecondary/Secondary.**

Kendall, J. C., Duley, J. S., Permaul, J. S., Rubin, S. & Little, T. (1986). *Strengthening experiential education within your institution*. Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE.*

This sourcebook is for faculty, deans, presidents, and program directors who wish to see their institutions utilize the full value of learning through experience. It contains a collection of advice and models—many of which are public service oriented—from universities and colleges that have worked to integrate experiential education into their institutional mission, campus values, curricula, faculty roles, financial and administrative structures, and evaluation systems.  
**Postsecondary.**



Kiel, D. H. & Sigmon, R. L. (1973, January). *Toward multi-dimensional internship programs in state and local government*. Raleigh, NC: North Carolina Internship Office. Available from NSIEE.

Student internships have many dimensions, due to different host-agency and student needs and goals. Failure to adequately analyze these needs and goals in the internship planning stage may lead to inconsistencies and inadequacies in internship programs. Kiel and Sigmon identify five basic motives for agencies developing internship programs: service; education; innovation; recruitment; and publicity. Although many agency-based internship programs have broad goals, often their program designs imply more limited goals. The authors pose a series of questions relating to program design, intern selection, and supervisory training in order to assist agencies to think through and structure multi-dimensional internship program designs. They offer the Service-Learning Internship Model as an example of a multi-dimensional internship which attempts to meet both agency and student needs, and suggest that many internship planning problems can be solved by using this model.

**Postsecondary.**

Knowles, M. (1975). *Self-directed learning: A guide for teachers and learners*. Chicago: Follett Publishing.

This simple, practical guide to becoming or stimulating students to be self-directed and responsible for their own learning is full of ideas and resources.

**Postsecondary.**

Meisel, W. & Hackett, R. (Eds.). (1986). *Building a movement: A resource book for students in community service*. St. Paul, MN: The Campus Outreach Opportunity League.

This "how to" manual, written by two Harvard graduates, gives comprehensive and practical advice on how to start and run a campus community service organization. It includes tips on fund-raising, publicity, programming, and recruitment, and contains an excellent resource guide to national organizations, and college/university service organization contacts.

**Postsecondary.**

Permaul, J. S. (1981). *Monitoring and supporting experiential learning* (PANEL Resource Paper #5). Raleigh, NC: National Society for Internships and Experiential Education. Available from NSIEE.

Experiential learners need to be supported throughout their period of study from experiences. Based on a review of existing practices and literature, five principles of good practice are inferred regarding monitoring and supporting experiential learners. Also some exemplary instruments and practices based on the principles are described in the paper. The paper is a helpful tool to effectively monitor and support service-learning students.

**Postsecondary/Secondary.**

Stanton, T., & Ali, K. (1987). *The experienced hand: A student manual for making the most of an internship*. Cranston, RI: Carroll Press.  
*Available from: Carroll Press, P. O. Box 8113, Cranston, RI 02920.*

This handbook is for students seeking to create a community internship. The authors discuss how to research possibilities, how to make the experience serve the interests of the student and community, and how to establish academic supervision and sponsorship arrangements.

**Postsecondary/Secondary.**

Stanton, T. (Ed.). (1983, Fall). The challenge of internships. *Journal of Experiential Education*, 6 (2).  
*Available from NSIEE.*

The *Journal of Experiential Education* is a publication of the Association for Experiential Education (AEE). This issue represents a collaborative effort of the AEE and the National Society for Internships and Experiential Education (NSIEE). It discusses the wide spectrum of field experience-based learning opportunities and variety of labels in use—ranging from service-learning, cooperative education, field study, to internships. Articles address challenges which practitioners of this form of education face. Among them are: How can programs become institutionalized and more widely available?; and "How can coherence and professional discipline be brought to a 'field' as dynamic, diverse, pioneering, and fragmented as experiential education?" Contributors to this issue also suggest future directions for field experience education.

**Postsecondary/Secondary.**

van Aalst, F. D. (1979). Combining career development with experiential learning (Vol. 5, *New Directions for Experiential Learning*). San Francisco: Jossey-Bass.

The contributors to this issue understand "career" as an expression of "life-style" based on the values of the Liberal Arts and public service. Therefore, theirs is a significant contribution to any consideration of service-learning as a part of the total college or university program. The authors deal with such topics as self-assessment tools, career development theory and practice, responding to minority student needs, and the several job or occupational changes which will occur during any person's career.

**Postsecondary/Secondary.**

Whitham, M. (Ed.). (1983). *Evaluating student volunteer and service-learning programs: A casebook for practitioners*. Washington, DC: National Center for Service-Learning.

This is a sourcebook for program managers who are not evaluation specialists but are committed to defining, monitoring and assessing the impacts of their programs routinely and conscientiously. The sourcebook presents examples of evaluation that have been done successfully by people currently working in the field and speaks to program planning, formative evaluation and summative evaluation, as well as the importance of involving all partners and clients involved in service-learning programs.

**Postsecondary/Secondary.**

Whitham, M. & Stanton, T. (1979). *Prefield preparation: What, why, how?* (PANEL Resource Paper #4), Raleigh, NC: National Society for Internships and Experiential Education. Available from NSIEE.

Whitham and Stanton provide an overview of issues relating to preparing students to learn effectively from field experience education. They describe types of preparation and focus on the prefield preparation course and activities sponsored by the Field and International Study Program at Cornell University.

**Postsecondary.**

Yelon, S. L., & Duley, J. S. (1978). *Efficient evaluation of individual performance in field placement. Guides for the improvement of instruction in Higher Education, No. 14.* E. Lansing: Michigan State University, Instructional Media Center.

The purpose of this monograph (28 pages) is to help coordinators and supervisors of service-learning programs save time and energy when evaluating student learning. In addition to practical suggestions on how to simplify the process it includes two very useful appendices on "Methods of Assessment," and "Tests for Varied Types of Knowledge."

**Postsecondary.**

Zanville, H. & Markwood, R. (1982). *A casebook on practice in internship education.* Boulder, CO.: Western Interstate Commission for Higher Education.

This publication provides information and analysis of internship education practices, including student recruitment, matching with placements, preparation and orientation, assessment of learning and program evaluation. There is also discussion of different approaches to administration of internship programs and six case examples representing varied program models. While service-learning is not an explicit focus, this casebook provides ample information directly relevant to establishing or improving service-learning programs.

**Postsecondary.**

## **B. POSTSECONDARY PROGRAM EXAMPLES**

ACTION. (1972, October). *1,000 volunteers: University Year for ACTION.* Washington, DC: National Center for Service-Learning. Available from NSIEE.

In the summer of 1971 ACTION, a federal agency coordinating foreign and domestic volunteer programs, announced the creation of a new program called University Year for ACTION (UYA). The program enabled students to spend one full year living and working in community anti-poverty agencies while earning credit toward a degree. This booklet outlines the goals of twenty-four UYA programs and provides a statistical profile of volunteers in terms of ethnic origin, economic background, past experience and career choice. Areas in which volunteers worked included: Administration of Justice; Community Planning and Assistance; Day Care; Economic Development; Education; Environment; Health; Housing; and Social Services.

**Postsecondary.**

Boren, N., Johnson, J. & Pawlson, G. (1982, November/December). Community-based settings for training in geriatric medicine. *Educational Gerontology*, 8 (6), 585-595.  
(ERIC Document Reproduction Service No. EJ280769—CG524326)

George Washington School of Medicine and Health Sciences is utilizing community-based sites in addition to the traditional nursing homes and chronic care clinics to balance the training of their medical, nurse practitioner and allied health students. They have found that an important factor in caring for older people is recognizing the heterogeneity of healthy elderly people and their needs, and that placing students in non-institutional settings gives them a clearer picture of these varied needs. The three successful programs described help reduce age related fears and prejudices and develop a fuller understanding of the social and psychological factors connected with aging. In return, students provide educational health services and advocacy support which optimize independent functioning and social well-being of the elderly and eliminate unnecessary or premature institutionalization.

**Postsecondary.**

Brown, P. A. (Ed.). (1985, March). *Promoting civic literacy*. Washington, DC: Association of American Colleges.  
*Available from: Association of American Colleges, 1818 R Street, N. W., Washington, D. C. 20009*

This publication provides descriptions of college programs that integrate civic issues and responsibilities, as well as an essay entitled "Liberal Education's Civic Agenda," by Arthur Levine and David Haselkorn. The essay recommends a curriculum that emphasizes basic skills problem solving, values, and ethics. The program descriptions cover arts and science study to shape students' civic capacities, while others stress practical experiences, such as internships and policy analysis. Programs include: Ohio Wesleyan University's National Colloquium to link the liberal and civic arts; Syracuse University's Center for the Study of Citizenship, Wofford College's leadership theme courses; University of Minnesota's Hubert H. Humphrey Institute of Public Affairs, which includes a seminar on leadership for professionals; Washington College's public policy forums, seminars that focus on values, and faculty discussions and debates. Additional programs, resource organizations and publications are also described.

**Postsecondary.**

Checkoway, B. & Cahill, W. D. (1981, Winter). Student workshops and neighborhood revitalization. *The Journal of Nontraditional Studies*, 6 (2), 96-110.  
(ERIC Document Reproduction Service No. EJ258209—HE515331)

This article describes an effort to integrate neighborhood technical assistance and student field training through a student workshop. Students in the Department of Urban and Regional Planning at the University of Illinois at Champaign-Urbana provided technical assistance to the South Austin Realty Association, a leading neighborhood organization in Chicago.

**Postsecondary.**

Coles, R. & Davey, T. (1976, September 25 & October 16). Young activists of the 1970's. *New Republic*, pp. 14-16 & 20-24.

In the September article Coles and Davey use the phrase "Tennessee's Saving Remnant" to refer to student activists who have committed time and energy to needy Tennessee counties. In particular they highlight efforts of the Center for Health Services. The Center evolved from a coalition formed in 1968 by Vanderbilt undergraduates, law, medical and divinity students to provide health services to isolated, impoverished Appalachian communities of eastern Tennessee. In the October article, entitled "Working With Migrants," Coles and Davey describe the Duke Migrant Project which engages Duke University students in service-learning projects where they learn firsthand how migrants live in North Carolina as well as the social, economic, political, racial struggles connected with migrant workers' conditions.

**Postsecondary.**

Duley, J. (1977, Summer). Service as learning, life-style, and faculty function. (Vol. 18, *New Directions for Higher Education*) Redefining Service, Research and Teaching, 5 (2), (23-36)

(ERIC Document Reproduction Service No. EJ164552—HE509009)

Duley describes service-learning options at Stanford and Michigan State. He remarks on the service dimension of service-learning as well as life-style possibilities for students and career goals for faculty.

**Postsecondary.**

Firman, J. P., et al. (1983, April). Students as resources to the aging network. *Gerontologist*, 23 (2), 185-191.

(ERIC Document Reproduction Service No. EJ280675—CG524232)

Based on findings from a national demonstration project, this article explores various types of service-learning and considers feasible outcomes and practical limitations of service-learning for increasing the involvement of students in providing services to older persons.

**Postsecondary.**

Fox, R. A. (1984, April). Using volunteer work to teach undergraduates about exceptional children. *Teaching of Psychology*, 11 (2), 113-115.

(ERIC Document Reproduction Service No. EJ298752—SO512714)

The findings show that students with little or no previous experience with exceptional children change their attitudes in a positive direction as a result of doing volunteer work. Many students reported wanting to do more volunteer work in the future, and some continued volunteering their services.

**Postsecondary.**

Gardner, B. S. (1977). *Building educational bridges between practically everybody. A JEP idea book on how to start a college-community partnership*. Los Angeles: University of Southern California, Los Angeles.  
(ERIC Document Reproduction Service No. ED144521—HEO09322)

The Joint Educational Project (JEP) is a partnership started in 1972 between the University of Southern California and eight public schools. The project description tells how JEP began and grew, how it works, its value for participants, and its achievements, including new curricula and applied research. The report is written for university, college, and community college educators who would like to develop a new urban orientation, career oriented curricula, or more effective community service programs in an economical way. It is also for elementary and secondary school educators who would like assistance in individualizing instruction, enriching curricula, offering bilingual and multicultural programs, and developing parent involvement in programs. Suggestions are made for the adaptation of the model for other postsecondary institutions and schools.  
**Postsecondary.**

Gelfand, D. E. & Firman, J. P. (1981, September/October). Developing and implementing service-learning in aging. *Educational Gerontology*, 7 (2-3), 191-203  
(ERIC Document Reproduction Service No. EJ254834—CG521730)

This article encourages universities to consider service-learning as an alternative to scholarly expertise when they are extending their resources beyond campus to meet community needs, particularly those of the elderly. The concept and definition of service-learning is discussed and the importance of the learning objectives, faculty involvement, and developing situations which do not create dependency relationships or negative stereotypes is stressed. The authors highlight practical considerations and problems (especially acceptance, supervision and curriculum development) that emerged as the Intergenerational Service-Learning project at the National Council on Aging was implemented. They conclude that, despite the many benefits, service-learning programs for the aging are a complex undertaking requiring substantial time, commitment, administrative support and funding. They suggest tying these programs to other federally funded programs such as work-study and the long term care centers of the Administration on Aging.  
**Postsecondary.**

Harding, G. (1974, April). *Nova: A community service/education experiment at the University of Nebraska*. Lincoln: University of Nebraska.

This report describes the University of Nebraska's efforts to establish a service-learning program which combined traditional instruction with a year-long field experience in Nebraska communities. The program was geared for undergraduates and emphasized problems related to poverty. Harding reviews the planning phase of the project, provides an administrative overview and faculty perceptions of the program as well as student volunteer descriptions.  
**Postsecondary.**

Heiss, R. L. (1971, August). *Evaluation report III: Community service institute*. Evanston, Ill.: Kendall College.  
(ERIC Document Reproduction Service No. ED086069—HE004970)

The purpose of the Community Service Institute (CSI) is to creatively involve Kendall College students in addressing the needs of urban residents. The goals of CSI are service and education. This CSI report describes activities of the project for the 1970-71 academic year, trends in student self-actualization as a result of CSI participation, cooperating social service agencies, CSI and the College Work Study Program, student evaluations, and the continuing need for CSI.

**Postsecondary.**

Hofer, B. R., Sexton, R. F., Yanarella, E. (1976, September). Exploring the psycho-political development of liberal arts interns. In *Initiating experiential learning programs: Four case studies*, (pp. 169-219). Princeton, NJ: CAEL, Educational Testing Service.

This report describes the "Ethics of Public Policy Decision Making" course at the University of Kentucky, an internship program designed to explore the ethical dimensions of public policy decision making. Students from different disciplines are placed in public service internships which involve them in professional decisionmaking. In addition, they take part in a seminar in which they reflect upon the ethical nature of these decisions and create a theoretical framework for how these decisions ought to be made. Chapters I and II of the report provide background information on the institution. Chapter III describes the philosophical and pedagogical rationale for the ethics program. Chapter IV outlines the program design. Chapter V contains the theoretical framework for the program evaluation, the evaluation design, and comments on its initial use. Chapter VI presents tentative conclusions on the program as a whole and the design for the evaluation of program participants.

**Postsecondary.**

Indiana University. (1980). *Resource development internship project final report: October 1, 1978 - December 31, 1979*. Bloomington: Author.

The Resource Development Internship Project developed service-learning opportunities for students seeking to take part in the solution of social and economic problems. Interns from a wide variety of academic institutions participated in economic development projects in local, state, and regional agencies across the midwest. This report includes program objectives, brief excerpts reflecting the scope of intern activities, and summaries of selected intern reports. A key concern was strengthening the public service effectiveness and educational value of service-learning internships.

**Postsecondary.**

Jenks, L., & Murphy, C. (1981). *Integrating the community and the classroom: a sampler of postsecondary courses*. San Francisco: Far West Lab.  
*Available from NSIEE.*

Jenks and Murphy describe community learning activities used in postsecondary social science and humanities courses. They include sample course descriptions, syllabi, resources and a bibliography.  
**Postsecondary.**

Kielsmeier, J. (Ed.) (1982, Summer). Youth: An untapped resource. *Journal of Experiential Education*, 5 (2).

This entire issue is devoted to service-learning. The articles range widely from those by Anthony Richards and Robert Sigmon which look for the roots of service-learning in the work of Kurt Hahn and Robert Greenleaf, to those describing specific program models such as the YES program at California's Humboldt State College (Joy Hardin), Project Leadership for high school students in Indianapolis (H. Dean Evans and Roberta Bowers), and Dartmouth's Outward Bound (Robert MacArthur). Other articles relate the history of the National Center for Service-Learning, argue for using the nation's youth to fight illiteracy, and speak of revitalizing and humanizing our society by unleashing the energy of young people in meaningful service projects.  
**Postsecondary/Secondary.**

Kasschau, R. A. (1978, August). *Experiential learning in introductory psychology: Student's perspective*. Paper presented at the meeting of the American Psychological Association, Toronto, Ontario, Canada.  
(ERIC Document Reproduction Service No. ED167483—S0011581)

Six independent study projects are offered to students in an introductory psychology course at the University of Houston. The projects include a term paper, book critique, independent research project, audio and/or visual demonstration, research assistance to a faculty member, and a community service option. The most popular is the community service option, selected by 31% of the students, which consists of working as a volunteer for 30 to 40 hours in a pre-authorized community service agency. Evaluations indicate that the service option increases student understanding of the job market, links abstractions of the classroom with the reality of activity in a community agency, and offers significant volunteer services to agencies which are often in need of qualified volunteers.  
**Postsecondary.**

McMillen, L. (1986, April 30). Michigan state university joins forces with blighted Benton Harbor in effort to revitalize city. *Chronicle of Higher Education*, 32 (9), 23-24.  
(ERIC Document Reproduction Service No. EJ334591—HE520730)

This article describes Michigan State University's Center for Urban Affairs and how it contributes expertise, research skills, and volunteer time to help revitalize Benton Harbor. Faculty members and students conduct studies on hotel development, street repairs, and the homeless.  
**Postsecondary.**



Newmann, S., Lyons, C., & Onawola, R. (1985, April). The development of an intergenerational service-learning program at a nursing home. *Gerontologist*, 25 (2), 130-133.

Social isolation of elderly in nursing homes often leads to overdependence and gradual physical and psychosocial deterioration. Intergenerational contact with people from outside often improves the well being and morale of institutionalized older people and helps young people develop positive attitudes toward the elderly and a clearer understanding of the aging process. This article describes an interagency program in Western Pennsylvania which integrated students' learning with service to the elderly. Outcomes were assessed through interviews and clinical methods. Results of the program were considered remarkable for the residents in that 83% did not deteriorate any further during the time spent with students. Students perceived themselves as having benefited and many continued to visit the homes after the program stopped. A manual was produced so that this program could be replicated.

**Postsecondary.**

Permaul, J. S. & Ropers, R. H. (1986, Fall/Winter). Creative educational use of existing community resources. *Innovative Higher Education*, 11 (1), 65-74.

Through the creative use of existing community resources, a large urban university has created an undergraduate program providing a balanced exposure of theoretical studies, research and clinical experience, and demonstrating the critical relationship between theory and practice. A program evaluation attributes success to use of community resources and use of a mixture of learning strategies.

**Postsecondary.**

*PULSE*. (1987). Chestnut Hill, MA: Boston College.  
*Available from NSIEE.*

PULSE, the Boston College Social Action Agency, offers students an opportunity to integrate social service and social advocacy fieldwork with the study of philosophy, theology, and other disciplines. "Inquiry and reflection, activity and community: these are the hallmarks of PULSE and a capsule rationale for the program." This publication includes course offerings, descriptions of volunteer opportunities and placement requirements, a sample learning-work agreement, and evaluation forms.

**Postsecondary.**

Sigmon, R. L. (1977, Summer). Individualized service-centered learning: A faculty view. (65-74) (Vol. 18, *New Directions for Higher Education*). *Redefining service, research, and teaching*. 5 (2).  
(ERIC Document Reproduction Service No. EJ164555—HE509012)

Sigmon describes the public health practice program at the University of South Carolina. He discusses general service-learning principles as well as implications of this model program.

**Postsecondary.**

Smith, K. B. (Ed.). (1980, December). Linking higher education and work in the city. *Connections*, 2 (3).  
(ERIC Document Reproduction Service No. ED197688—HEO13470)

Programs that link education and work and implications of the 1980 Higher Education Act for the expansion of work-learning opportunities are considered in this bulletin. The two that are specific to service-learning are the College for Human Services in New York City, which has combined classroom work with human service practice for inner-city, low-income adult students, and the Atlanta Urban Corps, which arranges paid internships in Atlanta public service agencies.  
**Postsecondary.**

Wallace, R. C. (1983, November). *Applying sociology to the teaching of applied sociology*. Paper presented at the Annual American Sociological Association Meeting, Detroit, MI. (ERIC Document Reproduction Service No. ED241425—SOO15481)

A college-level applied sociology course is described in which students use sociological theory or research methodology to solve social problems. Guidelines for determining appropriate projects are discussed and some projects students have conducted are described. Students are expected to contribute much of the direction for their project; however, structure is provided through weekly group meetings, a private consulting session, and a student journal containing weekly progress reports. Research techniques used in the projects include experiments, survey research, field work, and document analysis. One of the biggest challenges is helping the students deal with values.  
**Postsecondary.**

Werneken, J. (1980). *Guidelines for projects in community service: A college-credit course in volunteer, off-campus community work, career exploration, on-the-job experience*. Dubuque, IA: Kendall-Hunt Publishing Company.  
*Available from: Kendall-Hunt Pub. Co., 2460 Kerper Blvd., Dubuque, IA 52001*

This two-part booklet provides guidelines for students and agencies involved in Projects in Community Service, a transferable elective course offered under ten departments at Glendale Community College (Arizona). Part I, for students who wish to participate in volunteer programs while exploring possible careers and assisting in a community agency, contains a course description and lists course requirements; examines motivations for becoming involved in community service; describes techniques of personal interaction and methods of observing, listening, and report writing; and includes relevant bibliographies. Part II is a guide to help agencies in organizing student volunteer programs and utilizing student aid effectively. This section offers an overview of the program and its objectives; outlines the requirements; includes report forms; and details the responsibilities of agencies with regard to planning and providing orientation, training, supervision, and evaluation. This section also contains guidelines for student assistants.  
**Postsecondary.**

## C. SECONDARY PROGRAM EXAMPLES

ACTION. (1974). *High school courses with volunteer components*. Washington, DC: National Center for Service-Learning.

This book contains twelve case studies intended to help high school faculty design courses in which community service activities complement classroom work.

**Secondary.**

Aronstein, L. & Olsen, E. G. (1974). *Action learning: Student community service projects*. Washington, DC: Association for Supervision and Curriculum Development.

This book provides both guidelines for and case studies of community service action-learning programs. A central concern is what students learn as a result of their experiences. One difficulty in blending community service education with conventional schooling is that teachers lack experience and training in organizing community service programs for action learning. Generally teacher preservice and in-service programs do not provide teachers with the kinds of strategies which will facilitate their functioning outside of school. This book is designed to fill this gap by presenting guidelines for effective citizenship education.

**Secondary.**

Banker, N. & Chatham, K. (1976). *Experience-based career education—Program manuals*. San Francisco: Far West Laboratory for Educational Research and Development.

As cited in Danzig and Szanton's *National Service: What Would It Mean*, experience-based career education is considered to be one of the best programs to integrally involve service within the academic and educational structure of the school. The program mentioned, Highland High School in Salt Lake City, used these four "how to" manuals as a basis of development. The manuals cover Guidance and Instruction, Project Planning, Resources, and Program Overview. They provide both an overview and detailed instruction in activities necessary to establish and operate a complete secondary program that emphasizes use of the community as part of the school.

**Secondary.**

Brandywine School District. (1982) *A high school program in human ecology: Helping everyone live productively. Student handbook. And, Teacher curriculum handbook*. Claymont, DE.: Author.  
(ERIC Document Reproduction Service No. ED242611—SOO15513) and (ERIC Document Reproduction Service No. ED242610—SOO15512)

The program's goal is to provide high school students with an opportunity to become an active force in the advancement of the human condition and to develop positive attitudes to improve their effectiveness in dealing with their environment. The student handbook introduces the program, helps students decide who they are and what they want to be, and looks at: the physical and psychological development of humans; social institutions and the physical environment and their effects on people; and helping students

understand their responsibility to contribute their time and talents to helping others. A student workbook containing written exercises is also provided. In the teachers' handbook, instructions are provided to help teachers implement the human ecology program. The text of the student handbook is duplicated in the guide and specific teaching and evaluation procedures are provided, including lists of outside materials; tests; student activity sheets; and answer guides. A description of the historical development of the program is also included.

**Secondary.**

Gibbons, M. (1984, May). Walkabout ten years later: Searching for a renewed vision of education. *Phi Delta Kappan*, pp. 591-600.

Maurice Gibbons, Professor of Education at Simon Fraser University, reflects ten years later on the model he proposed in the *Phi Delta Kappan* of May, 1974. Gibbons' original article spawned Walkabout programs throughout the United States and Canada and gave birth to Phi Delta Kappa's Walkabout Newsletter. His model is useful in designing educational programs which include community service as a rite of passage from adolescence to adulthood.

**Secondary.**

Kersten, B. & Cameron, D. (1978). *Senior high adult world communication volunteer unit*. Minn.: Roseville Area School District 623.  
(ERIC Document Reproduction Service No. ED153028—CEO15655).

Designed as a course to help senior high school students find their place as adults through involvement in the community, this unit allows students to work together, do volunteer work, recruit class speakers, participate in field trips, and help plan the class. Each of the four sections includes a statement of the chief emphasis of the section, student behavioral objectives, student class obligations, materials needed (forms, information, and instructions), and class procedure (a guide for teachers suggesting learning activities for each class day to meet the objectives). A list of suggested sources to use for background information completes the unit.

**Secondary.**

Maher, R. Leadership class—For students, school, and community. (1985, October). *NASSP Bulletin*, 69, (483), 126-128.  
(ERIC Document Reproduction Service No. EJ326602—EA519293)

Maher outlines a five year old, year-round multi-faceted student leadership program in a New York state high school that serves the needs of students, school, and community.

**Secondary.**

Morris, J. H., Jr. (1984, July). *Project teen-ager—A skills exchange program: High school students volunteering with the elderly in a rural community*. Paper presented at the National International Institute on Social Work in Rural Areas, Orono, ME.  
(ERIC Document Reproduction Service No. ED258735—RCO15157)

Designed to improve self esteem and quality of life for rural adolescents and elderly, Project Teen-Ager enables these groups to exchange knowledge and skills for their mutual benefit. Initial sponsors of the program were Manning High School and South Carolina Community Long Term Care, a state agency for elderly/disabled persons who need help to remain at home. Sixty students volunteered for the project and completed a training program which introduced them to the needs and characteristics of the elderly. Fifteen elderly agreed to participate. Needs and skills of students and the elderly were inventoried and used to form complementary teams consisting of four students and one elderly person. Students spent a total of 150 hours with their elderly partners—an average of 1 hour per older person per week. Their activities included gardening, housekeeping, cooking, helping with school homework, transporting, talking, and listening. The program received active support of the community agencies and positive responses from adolescent and elderly participants.

**Secondary.**

National Association of Secondary School Principals. (1974). *25 action learning schools*. Washington, DC: Author.  
(ERIC Document Reproduction Service No. ED098703—EA006541)

This booklet considers conclusions and implications of a number of recent reports dealing with secondary education in particular and young people in general, and discusses the trend toward cooperative education, or "action-learning," programs in American secondary schools. It describes the objectives, criteria, and implementation of 25 exemplary action-learning programs.

**Secondary.**

National Commission on Resources for Youth. (1974). *New roles for youth in the school and the community*. New York: Citation Press.

The programs outlined in this book are examples of ways in which youth transition can be aided within the framework of existing social institutions. The programs provide opportunities for youth to take initiative and to carry out activities that are socially constructive and productive, and for which they can take the major responsibility. Seven types of programs are described, representing various kinds of personal roles through which young people may make significant social contributions (i.e.: youth as curriculum builders, teachers, community manpower, entrepreneurs, community problem solvers, communicators, and resources for youth). The book offers characteristics of "good" youth participation projects, steps in starting and operating programs, and selected sources of further information.

**Secondary.**

Parsons, C. (1986, January). *ServVermont: The first year, 1986*. Chester, VT: The Vermont Schoolhouse Press.

The ServVermont Initiative was first introduced in the Governor's State of the State Address in January of 1986. This memo from ServVermont's Coordinator, Cynthia Parsons, describes the first year of this statewide effort to stimulate Vermont's secondary

schools to encourage and support student community service. The intent of the initiative was: that every student in Vermont public schools do some important community service; that nonprofit organizations in Vermont train and use students to enhance the quality of service each one provided; that each government agency in Vermont make a place for student volunteers to help bring civics and citizenship lessons alive; that students be taught the value of volunteer service and that Vermont communities benefit from their efforts.

**Secondary.**

Phi Delta Kappa. (1978). *Walkabout: Exploring new paths to adulthood*. Bloomington, IN: Phi Delta Kappa's Task Force on Compulsory Education and Transitions for Youth.

Walkabout is an experience-based alternative model for secondary schooling. Its primary aim is to promote a successful transition from childhood and schooling to adulthood and community life. The Walkabout model proposes that demanding tasks be set for students in five areas in their final years of schooling. The challenges include: service, practical skills, adventure, creative expression, and logical inquiry. The basic principles of the Walkabout model, "personal challenge, individual and group decision making, self-direction in the pursuit of goals, real-world significance in activity, and community involvement at all stages of preparation and conclusion—can be accomplished in a variety of ways."

**Secondary.**

Rasinski, T. V. (1984, April). *A model of collaboration in a curricular program*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

(ERIC Document Reproduction Services No. ED247175—S0015794)

This paper presents a curriculum model designed to incorporate the concept of collaboration through a student partnership program with retired persons. Thirty eighth-grade students receiving English and History credit were paired with retired persons for six weeks. The students collaborated with their partners in a number of tasks, focusing primarily on relationship building. Through a mixture of classroom and field experiences, student activities centered around the themes of communication, history, the aging process, and careers. Specific activities included oral history interviews, daily journal keeping, movie viewing with partners, large and small group discussions, a communication training, readings, reports, simulation, a book-binding project, and party planning. Evaluations of the program were positive on an academic as well as an affective and attitudinal basis. Collaboration allowed the children in this program to gain a different view of history, improve communication and listening skills, and learn to cooperate and work with others.

**Secondary.**

Shumer, R. (1987). *Directory of secondary education experiential programs*. Raleigh, NC: National Society for Internships and Experiential Education.  
*Available from NSIEE.*

This directory provides information about twenty-two secondary school programs in the U. S. (affiliated with NSIEE) that include an experience-based format. The directory describes types of programs (including several service-learning programs), program design and staff characteristics, and lists names and addresses of staff members to contact for further information.

**Secondary.**

Wigginton, E. (1985). *Sometimes a shining moment: The Foxfire experience*. New York: Anchor Press/ Doubleday.

This book will be of interest to those involved in Oral History as a form of community service. Wigginton recounts the start and evolution of the Foxfire program in Rabun Gap, Georgia. The book is divided into three parts. Part one is the Foxfire story, including how and why the first issue of the magazine was put together. Part two describes Wigginton's basic philosophy of education as well as principles for practice. Part three applies his philosophy, showing it at work in several actual 25-30-pupil courses offered within the constraints of 55-minute periods in a traditional public high school.

**Secondary.**

Williams, R. (Ed.). (1980, April). *The voices of volunteers*. Sharon, MA: The Korda Project. Available from NSIEE.

This report examines research projects that have identified and studied the effects of volunteering on students. Section I discusses research findings on the impact of field education on student development. Service-learning is included as a form of field experience. In section II the research is bolstered by the "voices of volunteers"—student accounts of what they feel they have gained as a result of their volunteer experiences.

**Secondary.**

## **VI. RESOURCES/ORGANIZATIONS**

Section A includes publications and directories which list and describe service opportunities in the United States and abroad. A wide range of projects are represented, including residential and non-residential opportunities, and opportunities for high school through graduate school students, as well as young people and adults not enrolled in school. Selected educational and volunteer organizations which provide service-learning-related educational and support services are described in section B.

### **A. LISTING PUBLICATIONS/DIRECTORIES**

Angus, S. (Ed.). (1984). *Invest yourself: A catalogue of volunteer opportunities*. New York: Commission on Voluntary Service and Action.

This booklet contains more than 25,000 listings of domestic and overseas volunteer opportunities sponsored by North American voluntary organizations. It provides brief descriptions of placements, type of volunteer service needed, availability of stipends, and length of service.

**Postsecondary.**

Beckmann, D. M., Mitchell, T. J. & Powers, L. L. (1985). *The overseas list: Opportunities for living and working in developing countries*. Minneapolis: Augsburg Pub. House.

This comprehensive guide to service opportunities in developing countries is written from a Christian perspective. It lists short and long-term opportunities with private development agencies, the U.S. government, religious organizations, study abroad programs, international organizations, and U. S. business firms.

**Postsecondary.**

Buell, B. & Hamerschlag, K. (Eds.). (1987). *Alternatives to the Peace Corps: Gaining 3rd world experience*. San Francisco: Institute for Food and Development Policy.

This resource guide includes sections on: international voluntary service organizations; U. S. voluntary service organizations; church-affiliated service organizations; technical service organizations; study tours and alternative travel; and information on working and traveling abroad. The guide "raises important questions about the role of volunteers in developing countries and offers options to the Peace Corps as the principal route for people wishing to gain international experience."

**Postsecondary.**

Cohen, M. A. (Ed.) (1984). *Volunteer—The comprehensive guide to voluntary service in the U. S. and abroad, 1985-1986 edition*. Yarmouth, Mass. : CIEE/Intercultural Press.

Written in cooperation with the Commission on Voluntary Service and Action, *Volunteer* contains introductory information on voluntary service, and lists voluntary service programs sponsored by 175 organizations in the U. S. and abroad.

**Postsecondary.**

Hubbs, C. (Ed.). *Transitions abroad: Guide to international study, work and travel*. Amherst, Mass.: Author.

*Available from: Clayton Hubbs, 18 Hulst Road, Box 344, Amherst, MA 01004.*

This monthly magazine focuses on international travel, work and study abroad programs and includes first person accounts of experiential learners and their travels. It provides an exchange of information and ideas for experiential learners who have wanderlust. Special issues focus on specific countries, areas, and topics.

**Postsecondary.**

Migliore, S. A. (Ed.) (1987). *The national directory of internships*. Raleigh, NC: National Society for Internships and Experiential Education.

*Available from NSIEE.*

This directory provides complete descriptions of 26,000 internship opportunities in over 2,000 organizations across the country. It lists opportunities for students from high school through graduate school and beyond as well as for young people and adults not enrolled in school. It includes internships in government, nonprofit organizations, and corporate settings, and contains indexes by field of interest, location, and name of host organization.

**Postsecondary/Secondary.**



Morehouse, C. T. (Ed.) (1984). *International directory for youth internships with the United Nations, its specialized agencies, and nongovernmental organizations*. New York: Council on International and Public Affairs, Inc.

This directory of internships and volunteer opportunities is for those interested in gaining practical experience with the United Nations system, its specialized agencies, and those nongovernmental organizations which are closely affiliated with the work of the United Nations. It includes a country-by-country listing of field offices for the U. N. Information Centres and the U. N. Development Programme and university programs related to the U. N.

**Postsecondary.**

Nineham, F. & Woodworth, D. (1982). *The international directory of volunteer work*. Oxford, England: Vacation Work.

This directory contains descriptive listings of residential and non-residential volunteer opportunities worldwide and addresses for further inquiry. A wide range of volunteer projects are represented (i.e.: workcamps, childcare, counseling, conservation, sick and disabled, youth, elderly, and social and community schemes). Although the majority of listings are in the United Kingdom, listings from Europe, Israel, Africa, Asia and Australia are also included.

**Postsecondary.**

Rainey, P. (1982). *Harvard guide to public service: A resource list*. Cambridge, MA: Harvard University, Office of Career Services and Off-Campus Learning.

This publication, written by the Coordinator of the Public Service Program in the Office of Career Services and Off-Campus Learning at Harvard, is designed to provide assistance to students planning a career in public service. It is divided into chapters on self-assessment, overview of major public service fields, fund-raising, and resources for over 50 public service areas.

**Postsecondary.**

Roberts, J. E., Gliozzo, C. A. & Shingleton, J. D. (Eds.). (1987). *Directory of international internships: A guide to international internships sponsored by educational institutions, governmental agencies, and various organizations*. East Lansing: Michigan State University, Office of Overseas Study.

This directory contains information about internships offered to undergraduate and graduate students which is divided into four major categories: educational institutions which only accept students enrolled at their institutions; educational institutions whose programs are open to all students; government agencies; and organizations. It is indexed by specific topics which relate to geographical area and by internship sponsors.

**Postsecondary.**

Smith, D. (Ed.) (1987). *The fourth of July resource guide for promotion of careers in public, community and international service*. Allentown, PA.: Middle Atlantic Placement Association.

This carefully edited directory includes a bibliography of public service career directories arranged by topic, and extensive listings of domestic and international volunteer service organizations, peace and social justice organizations, and service-oriented publishers. While aimed at career placement counselors and students searching for public service employment, it should prove very useful to staff and students seeking service-learning internships here and abroad.

**Postsecondary.**

Stanford International Development Organization (1985). *Overseas development network opportunities catalog*. Stanford, CA: Overseas Development Network.

This catalog was compiled by students of the Stanford International Development Organization, an affiliate of the Overseas Development Network. The guide is tailored for students and recent graduates and lists more than 50 internship, research, and entry-level employment opportunities in the international development field. Both U. S. and international development organizations are included.

**Postsecondary.**

Student Pugwash Internship Clearinghouse. (1985). *The technology and society internship directory: A comprehensive guide to Washington, D. C. internships*. Washington, DC: International Student Pugwash.

This directory lists internships in Washington, D. C. organizations which encourage the participation of science and non-science students in issues and policy related to the impact of technology and society. It is divided by headings of media/communication; national security/nuclear weapons; health and safety; consumer issues; energy and environment; general science and society; and population and international development. Most internships are with non-profit organizations but there are also positions available with business, government agencies and research groups.

**Postsecondary.**

## **B. ORGANIZATIONS**

ACTION, Office of Public Affairs, Washington, DC 20525. (202-634-9108).

ACTION, the federal domestic volunteer agency, was established in 1971. Its programs include VISTA (Volunteers in Service to America), Foster Grandparent Program, RSVP (Retired Senior Volunteer Program), and Senior Companion Program. Service-Learning grants are administered through the Division of VISTA/Service-Learning Programs, ACTION. Application kits and technical assistance on grant preparation are available from the ACTION State Office.

American Association for Higher Education (AAHE), One Dupont Circle, Suite 600, Washington, DC 20036. (202-293-6440).

AAHE is a national organization of individuals joined in two related purposes: to advance the quality of American higher education and to advance their own effectiveness as teachers, learners, managers and policy makers.

American Educational Research Association (AERA), 1230 Seventeenth Street, NW, Washington, DC 20036. (202-223-9485).

Special Interest Group/Education in Field Settings promotes communication among those conducting research on experiential education in field settings; field studies, internships, museum education, community education or collaborative education. Research on service-learning and related areas are included in the focus of this special interest group.

Association of Experiential Education (AEE), C. U. Box 249, Boulder, CO 80309. (303-492-1547).

AEE provides educational and support services for experiential education. Its services include: annual national and regional conferences; an information and employment clearinghouse; a professional network among members and a network with the Forum of Experiential Education; an association publication, the *Journal of Experiential Education*; publication services for books and resource materials.

Association for Volunteer Administration (AVA), P. O. Box 4584, Boulder, Colorado 80306. (303-497-0238).

AVA is an international, multi-discipline membership organization of professionals in volunteerism and volunteer administration. Its mission is to promote and strengthen the profession of volunteer services management. AVA provides training workshops and events, networking and leadership opportunities, and sponsors a professional certification program in the field of volunteer management. It also publishes a journal, newsletter, and other quarterly reports.

Campus Compact: Project for Public and Community Service, Box G, Brown University, Providence, RI 02912. (401-863-1119).

Campus Compact is an organization established by college and university presidents committed to encouraging public service initiatives on their campuses. It provides: information on public policy that encourages public service and sources of financial support; documentation of the wide variety of public service activities at selected Campus Compact institutions and of the variety of university structures supporting student initiatives; and referral to member institution programs.

Campus Outreach Opportunity League (COOL), 386 McNeil Hall, University of Minnesota, St. Paul, MN 55108. (612-624-3108).

COOL provides on-site consulting to students, conducts workshops and a national conference, and publishes guides on how students can match their interests with the needs of the community. It has also produced a student reference and resource guide for college-level service programs.

Council for the Advancement of Experiential Learning (CAEL), 10840 Little Patuxent Parkway, #203, Columbia, MD 21044. (301-997-3535).

CAEL is an educational association which fosters experiential learning and the assessment of its outcomes. It publishes both conceptual and practical materials for field experience educators and institutions, and holds national and regional conferences and training sessions.

Educational Resources Information Center (ERIC), U. S. Department of Education, Washington, DC 20208. (202-254-5500).

ERIC is a decentralized nationwide network sponsored by the U. S. Department of Education. It is designed to collect educational documents and to make them available to teachers, administrators, researchers, students and other interested persons. The ERIC database consists of two subfiles: Resources in Education, covering unpublished education research reports and projects, and Current Index to Journals in Education, covering approximately 750 journals and serial publications. All records in ERIC contain informative abstracts. Unpublished items may be purchased from the ERIC Document Reproduction Service in paper copy or microfiche.

ERIC documents cited in this bibliography are the result of a search of the database using the DIALOG Information Retrieval Service. The following descriptors were used in the search: *Secondary/Higher Education; Liberal Arts/Humanistic Education; Experiential Learning; Affective Objectives/Empowerment/Values Education; Social Action/ Social Responsibility; Public/Community Service; Volunteers; Service Learning.*

National Center for Creative Community, c/o Ivan Scheier, Director, P. O. Box 5434, Santa Fe, NM 87502. (505-984-6735).

This Institute for the Advanced Study of Volunteerism was founded in 1986 in order to conduct think tanks, action incubators, and outreach institutes as well as to develop a library and information system on volunteerism. Other major activities are program and organizational development, surveys and evaluations, and the development of fundraising strategies and a network facilitation capability. The Institute is geared toward leaders of entirely or mainly volunteer groups, along with the independent or freelance volunteer.

National Society for Internships and Experiential Education (NSIEE), 3509 Haworth Drive, Suite 207, Raleigh, NC 27609. (919-787-3263).

Founded in 1971, NSIEE is a diverse resource organization and a network of experienced service-learning practitioners committed to "fostering the effective use of experience as an integral part of education, in order to empower learners and promote the common good." NSIEE houses the national resource center on service-learning and other approaches to experiential education. NSIEE's services are for faculty, program directors, administrators, field sponsors, researchers, policymakers, and students. The services include: publications, newsletters, a national talent bank of experienced service-learning educators, technical assistance and information services to support new or existing programs, and informal special interest groups on related issues. The publications include a research bibliography, guides for institutional planning, a national directory of specific opportunities, and papers on key issues in designing effective service-learning programs, including pre-field preparation, monitoring and supporting the learning outcomes. NISEE also provides consultants to top-level administrators and policymakers who want to strengthen support for service learning.

Operation Civic Serve, Building 111, Fort Mason, San Francisco, CA 94123. (415-928-7652).

Operation Civic Serve is a non-profit, statewide, catalyst seeking close cooperation between schools, non-profit organizations and public agencies hosting college students performing community service in California. It closely cooperates with COOL and Campus Compact.

Partnership for Service-Learning, 815 Second Ave., Suite 315, New York, NY 10017. (212-986-0189).

The Partnership for Service-Learning is a consortium of colleges, universities, service agencies, churches and related organizations united to foster service-learning and to develop and share domestic and international service-learning opportunities for students. It hosts programs in England, Jamaica, Ecuador and the Philippines and sponsors an Annual International Conference.

Society for Intercultural Education, Training & Research (SIETAR), 1505 22nd St. N. W. Washington, DC 20037. (202-296-4710).

SIETAR is an international association of individuals and institutions concerned with promoting effective intercultural interaction. It publishes a bi-monthly newsletter of information on intercultural activities, research, and publications, and a quarterly journal of articles on theory, practice, and field research design along with book reviews. SIETAR hosts an Annual International Congress as well as regional seminars, workshops and institutes throughout the world.

VOLUNTEER—The National Center, 1111 North 19th St., Suite 500, Arlington, VA 22209. (703-276-0542).

VOLUNTEER—The National Center is an independent, national, non-profit organization which works to support and stimulate more effective volunteering by citizens. It offers a clearinghouse, technical information, training and publications.

The Washington Center, 514 10th St. N.W. Washington, DC 20004. (202-624-8000).

The Washington Center is an independent nonprofit organization that enables students to earn college credit for internships and academic seminars in the nation's capital. The Center offers special internship opportunities in the independent sector which include a full-time internship, a course on nonprofit management and philanthropy, and a speakers series program. Student participants design and carry out their own community service projects.

Youth Service America (YSA), 1319 F St. N.W., Washington, DC 20004. (202-783-8855).

This National organization advocates, encourages, and gives technical support to youth community service programs. It recognizes three streams of service: conservation corps, college programs, high school and junior high programs. YSA publishes a bimonthly newsletter, *Streams*, and a national report on youth service programs.

**Index**  
**alphabetical by author's last name**

- Alexander, L.T. 52  
Ali, K. 56  
Althof, J. 25, 51  
Altman, S.M. 4  
Anderson, J. 40  
Angus, S. 69  
Aronstein, L. 65  
Astin, A.W. 29
- Bachman, J. 19  
Baker, B.E. 11  
Bandura, A. 20  
Banker, N. 65  
Batchelder, D. 51  
Beckmann, D.M. 70  
Berman, L. 40  
Berry, H.A. 11, 25  
Bertocci, T.A. 23  
Bok, D. 30  
Boren, N. 58  
Borzak, L. 51  
Boyer, E.L. 4, 5, 30  
Brooks, S. 25, 51  
Brown, P.A. 58  
Buell, B. 70
- Cahill, W.D. 58  
Cameron, D. 66  
Carmichael, D. 36  
Carney, J. 1  
Case, J. 5  
Chatham, K. 65  
Checkoway, B. 58  
Chickering, A. 20, 25  
Chisholm, L.A. 11  
Cohen, A.C. 5  
Cohen, M.A. 70  
Coleman, J.S. 6  
Coles, R. 59  
Conrad, D. 25, 41, 52
- Couto, R.A. 6, 12  
Cross, D. 7  
Cunningham, C.E. 16
- Danzig, R. 36  
Davey, T. 59  
Davis, R.H. 52  
Delve, C.I. 20  
Dewey, J. 26  
Dickson, A. 1, 12, 13  
Dollar, B. 1  
Dowling, N. 30  
Duley, J.S. 52, 54, 57, 59
- Earle, J. 7, 17, 41  
Elkind, D. 21  
Ellis, S.J. 36  
Enright, R. 43  
Erdynast, A. 24  
Ethington, C. 44
- Fenzel, M. 42  
Fielding, G.D. 22  
Firman, J.P. 59  
Fisher, J. 53  
Formy-Duval, J. 17  
Fox, R.A. 59  
Freed, J.B. 2  
Freire, P. 21  
Fussell, D. 13
- Gansneder, N.J. 41  
Gardner, B.S. 60  
Garrison, K.C., Jr. 13  
Gelfand, D.E. 60  
George, C.H. 38  
Getz, D. 36  
Gibbons, M. 66  
Giles, D.E. 2, 53

Gilkey, R. 3  
Glozzo, C.A. 71  
Goodlad, J.I. 7  
Goodlad, S. 8, 21  
Graham, R. 22  
Greenberg, E. 31  
Greenleaf, R. 22

Hackett, R. 55  
Hahn, A.J. 4  
Halleck, J.W. 34  
Hamilton, S.F. 26, 42  
Harding, G. 60  
Hamerschlag, K. 70  
Harrison, C. 17  
Harrison, R. 26, 27  
Hechinger, F.M. 30  
Hedin, D. 25, 41, 52  
Heiss, R.L. 61  
Hendel, D.D. 43  
Hersh, R.H. 22  
Hinding, A. 36  
Hofer, B.R. 61  
Holzer, M.F. 13  
Hopkins, R.L. 27  
Hubbs, C. 70

Jacobson, J. 36  
James, B.P. 54  
James, W. 37  
Jenks, L. 61  
Johnson, J. 58  
Johnston, J. 19

Kasschau, R.A. 62  
Keeton, M.T. 27  
Kendall, J.C. 18, 54  
Kerr, C. 32  
Kersten, B. 66  
Kiel, D.H. 55  
Kielsmeier, J. 62  
Kingston, P.W. 41  
Klemp, G.O., Jr. 27

Knitzer, J. 4  
Knowles, M. 55  
Knapp, J. 29  
Kolb, D.A. 28

Landness, R.M. 23  
Layton, D.N. 37  
Levison, L. 18  
Lewis, A.C. 18  
Little, T.C. 3, 8, 28, 54  
Lynd, H.M. 43  
Lyon, K. 36  
Lyons, C. 63

Maher, R. 66  
Markwood, R. 57  
Martin, W.B. 8  
McGehee, L.T. 32  
McMillen, L. 62  
Meisel, W. 55  
Meyer, P. 9  
Migliore, S.A. 70  
Miller, J.P. 22  
Mintz, S.D. 20  
Mitchell, T.J. 70  
Moore, D. 28  
Morehouse, C.T. 71  
Morrill, R.L. 22  
Morris, J.H., Jr. 66  
Murphy, C. 61

Newman, F. 32  
Newmann, F. 23, 43, 44  
Newmann, S. 63  
Nineham, F. 71  
Noddings, N. 23  
Noyes, K.H. 36

Olsen, E.G. 65  
O'Malley, P. 19  
Onawola, R. 63  
O'Neil, E.H. 32



Palmer, P.J. 33  
Parsons, C. 67  
Pascarella, E.T. 44  
Pawlson, G. 58  
Permaul, J.S. 54, 55, 63  
Petry, S. 9  
Pinkau, I. 9  
Powers, L.L. 70  
Pyle, R. 45

Quarmby, A. 13

Rainey, P. 71  
Ramsey, W.R. 37  
Rasinski, T.V. 68  
Reuben, E. 53  
Ritterbush, P.C. 29  
Roberts, J.E. 71  
Robinson, A.G. 45  
Ropers, R.H. 63  
Rosenman, M. 33  
Rosmann, M.R. 45  
Rubin, S. 54  
Rutter, R. 43, 44  
Ruopp, P. 15

Scheier, I. 38  
Schon, D. 24  
Schultz, S.K. 34  
Sexton, R.F. 9  
Shingleton, J.D. 71  
Shumer, R. 10, 68  
Sigmon, R.L. 3, 15, 16, 55, 63  
Slobig, F.J. 38  
Smart, J.C. 44  
Smith, D.H. 38, 72  
Smith, K.B. 64  
Stanton, T.K. 3, 10, 46, 56, 57  
Steele, T. 38  
Stewart, G.M. 20  
Stutz, J.P. 29  
Swearer, H. 34  
Szanton, P. 36

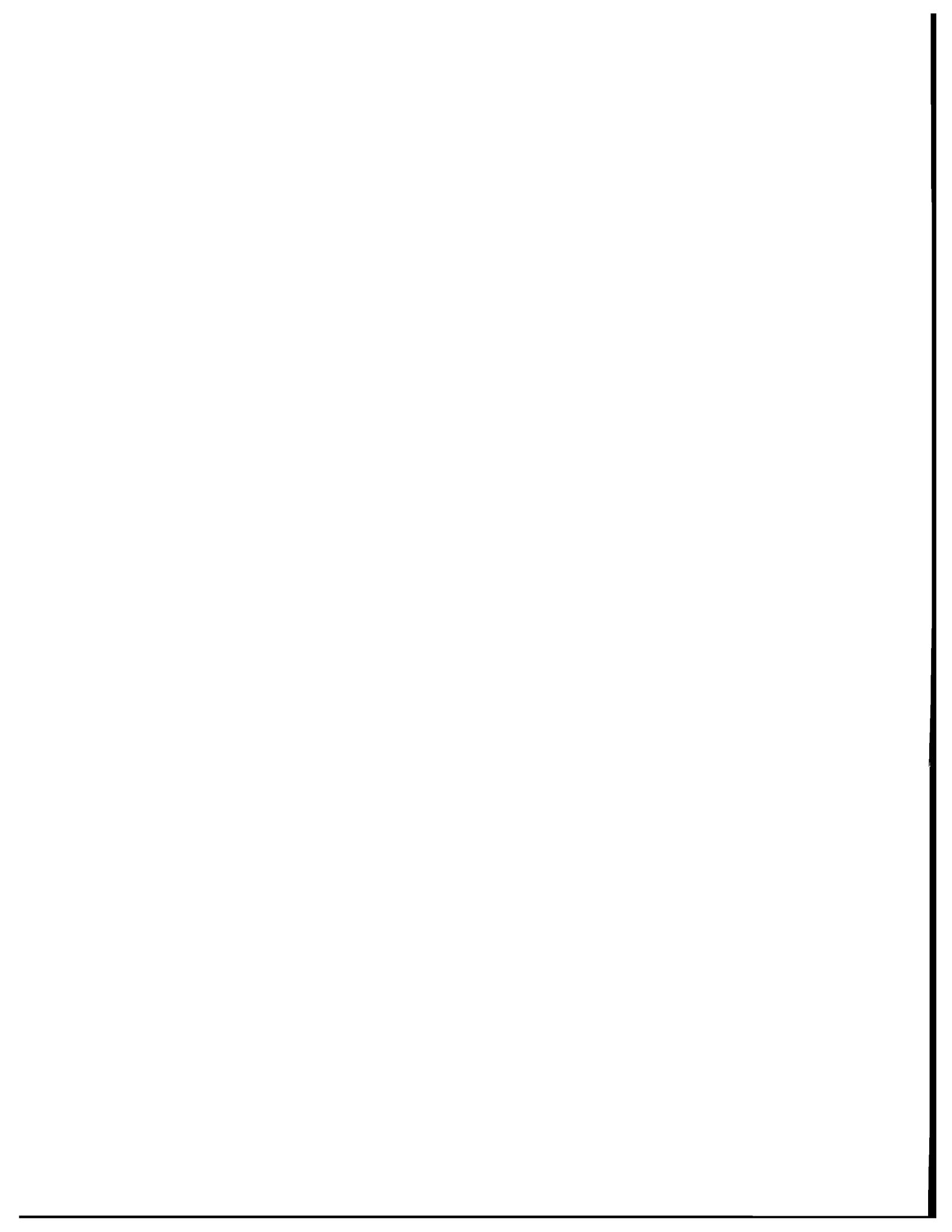
Usher, B.R. 46

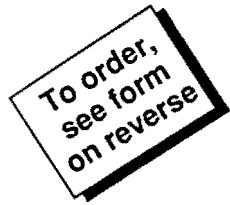
van Aalst, F.D. 56  
Ventresca, M.J. 34  
Voland, E. 17

Wagner, J. 35  
Wallace, R.C. 64  
Waring, A.L. 34  
Warner, E.G. 51  
Werneken, J. 64  
Wheatley, R. 46  
Whitham, M. 24, 56, 57  
Wigginton, E. 69  
Williams, R. 69  
Woodworth, D. 71

Yanarella, E. 61  
Yelon, S.L. 57

Zanville, H. 57  
Zeldin, R.S. 42





# COMBINING SERVICE AND LEARNING

A Resource Book for Community and Public Service

Jane C. Kendall, Editor

A three-volume collection of the best materials written to date about combining service and learning. Features both new writing and important classics.

*A publication of NSIEE in partnership with the Mary Reynolds Babcock and Charles F. Kettering Foundations and in collaboration with 91 other national and regional organizations.*

"COMBINING SERVICE AND LEARNING is an essential resource for all those interested in establishing their own community service programs. This comprehensive book successfully blends some of the most thoughtful perspectives on service to date, with practical advice from those in the field. A 'must' for those who wish to connect learning to life."

— Ernest Boyer, President, Carnegie Foundation for the Advancement of Teaching

"This is a useful distillation of the lessons learned in the last two decades about programs that combine service, citizenship, and education. Practical examples and the principles that seem essential for success are highlighted. As the nation seeks opportunities to provide this kind of experience to more of our people, this is a valuable resource."

— David Broder, National Political Correspondent and Columnist, THE WASHINGTON POST

"This extraordinary book looks at service-learning from all the angles that matter. It shows how our democracy might become better when students are properly prepared to take civic action. It shows how our colleges and universities might engage more fully in learning — and in life!"

— Zelda Gamson, Director, New England Resource Center for Higher Education

"COMBINING SERVICE AND LEARNING is an impressive, comprehensive book on service programs. The massive task of assembling this reference work will pay real dividends as Americans recognize the benefits which accompany programs for service and learning."

— Bill Clinton, Governor of Arkansas

"Community service deserves to become part of the education of every student in America, from kindergarten through college. In COMBINING SERVICE AND LEARNING, the field's leading experts explain why — and how to make it work effectively in every community. This essential handbook can help educators bring the concept of community service to life for millions of students across the country."

— Senator Edward Kennedy, Massachusetts

"COMBINING SERVICE AND LEARNING is a treasure trove of practical guidance for addressing the national crisis of public disengagement. The 1980's celebration of individual gratification robbed our young people of a vision of the rewards of active citizenship. As we enter the 1990s, all

Americans concerned about our future are asking how we can prepare today's youth to meet the unprecedented challenges of the 21st century. COMBINING SERVICE AND LEARNING is a major contribution to answering this question. It offers both inspiration and concrete lessons for re-engaging young people.

COMBINING SERVICE AND LEARNING pulls no punches. It does not romanticize learning through community experience. It clearly poses the toughest questions. Leaders in the field ask what is necessary to turn a community service activity into a practice that builds the capacities and ongoing commitments of all involved.

In one place, COMBINING SERVICE AND LEARNING is the collected wisdom of decades of experience and reflection. It can well serve to spur a national dialogue on the meaning of democracy itself. As a people we simply can no longer afford to teach our youth that being a good citizen means not causing trouble and that democracy is merely a set of fixed institutions we have inherited. This impressive work can go far in helping to redefine democracy as the problem-solving practices of active citizens, and schools as places where citizens learn the rewarding arts of democracy."

— Frances Moore Lappé, Author, DIET FOR A SMALL PLANET, Director, Institute for Food and Development Policy

"This is a valuable and important book — one much needed at this time, when community service is becoming more and more a part of the life of so many young people."

— Robert Coles, Professor of Psychiatry and Medical Humanities, Harvard, and Author, CHILDREN IN CRISIS and THE MORAL LIFE OF CHILDREN

"COMBINING SERVICE AND LEARNING is an important and unique contribution to the community service efforts taking place in schools and colleges across the entire country. I hope it will be used extensively in colleges and schools because these volumes represent the most comprehensive collection of information on the educational value of community service."

— Frank Newman, President, Education Commission of the States, and Campus Compact Co-Founder

“COMBINING SERVICE AND LEARNING is an excellent resource for both teachers and community persons interested in expanding students’ awareness of social concerns. Of special interest to me were the sections on successful and unsuccessful programs, and most importantly, what factors contributed to their success or failure. We as educators must encourage young people to become more involved in mean-

ingful activities that will break down pre-conceived cultural prejudices. Children truly are our only future. This book proves the theory that a society that is involved with each other is a healthy society.”

— *Ninon H. Cheek, 1989 Wake County Teacher of the Year and 7th Grade Language Arts Teacher, Carnegie Middle School, Raleigh, NC*

**VOLUME I:**

- Essential principles for combining service and learning
- Rationales and theories
- Research
- Education for civic and social responsibility
- Intellectual, moral, ethical, career, and leadership development
- Cross-cultural learning
- Public policy issues and guides
- Institutional policy issues and guides
- Strategies for gaining support
- History and future of the movement to combine service and learning

**VOLUME II:**

- Practical issues and ideas for programs and courses
- Linking with the curriculum
- Managing programs

- Monitoring, supporting, and assessing both service and learning
- Program models and case studies in:
  - colleges and universities
  - K-12 schools
  - government, community-based, and youth-serving organizations
- Recruiting, orienting, training, supervising, evaluating
- School/community relations
- Liability and other legal issues

**VOLUME III:**

- a fully annotated bibliography
- Janet Luce, Editor, with Jenny Anderson, Jane Permaul, Rob Shumer, Tim Stanton, Sally Migliore
- a project of NSIEE’s Service-Learning Special Interest Group in cooperation with Campus Compact

**ORDER FORM**  
**Combining Service and Learning: A Resource Book for Community and Public Service**

	Current NSIEE Members	Members of Cooperating Organizations	Non- Members	# copies	Price each	Total
Volume I	\$ 32	\$ 38	\$ 54	_____ x _____	= \$ _____	
Volume II	32	38	54	_____ x _____	= \$ _____	
Volume III	10	13	15	_____ x _____	= \$ _____	
* Less Discounts:	-10% for 2 volumes ordered together-			_____ x _____	= \$ _____	
	-15% for 3 volumes ordered together-			_____ x _____	= \$ _____	

\* For these discounts, all volumes must be ordered at the same time.

**PLEASE SEND ME:**

The publications marked on this form. (Be sure to send the complete page with your order).

Total cost of Publications = \$ \_\_\_\_\_

Plus handling fee (REQUIRED) = \$ \_\_\_\_\_

Includes 4th class postage plus processing costs. For orders up to \$25, add \$2.50. For orders over \$25, add 15% of total publications cost.

Plus 1st class postage = \$ \_\_\_\_\_

(optional). Since 4th class delivery takes 4-6 weeks, we suggest you add 1st class postage. In addition to the handling fee, add 10% of the total publications cost.

TOTAL PAYMENT DUE = \$ \_\_\_\_\_

**FULL PAYMENT OR CREDIT CHARGES MUST ACCOMPANY ORDER.**

Name \_\_\_\_\_

Title \_\_\_\_\_

Program/Department \_\_\_\_\_

Institution/Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone ( \_\_\_\_\_ ) \_\_\_\_\_

Are you a member of NSIEE? yes  no

I would like information about NSIEE membership.

Make checks payable to NSIEE. Credit card users complete credit card section. All prices subject to change without notice.

**Credit Cards:** \_\_\_\_\_

Visa \_\_\_\_\_ Mastercard \_\_\_\_\_

Card Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

**Mail to:** \_\_\_\_\_

**National Society for Internships and Experiential Education**  
 3509 Haworth Drive, Suite 207  
 Raleigh, NC 27609  
 Phone (919) 787-3263  
 Federal Identification #52-1010211