

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Service

Series/Staff Member: Rick Allen

Subseries:

OA/ID Number: 2150

FolderID:

Folder Title:

PS: Tuition Credit/Loan Forgiveness [4]

Stack:

S

Row:

66

Section:

2

Shelf:

2

Position:

3

EARLE PALMER BROWN

2033 M STREET, NW
SUITE 900
WASHINGTON, DC 20036
202-223-0030
FAX 202-785-0892

February 26, 1993

Mr. Eli J. Segal
Assistant to the President and Director
Office of National Service
The White House
145 Old Executive Office Building
Washington, D.C. 20500

Dear Mr. Segal:

You will be interested to know that Union College in Schenectady, New York operates an innovative financial support program that allows its graduates to cancel 20% of their student loans for each year they work in community service.

Susan
Rick
Diana

This program precisely parallels the community service program your office supports for high school seniors.

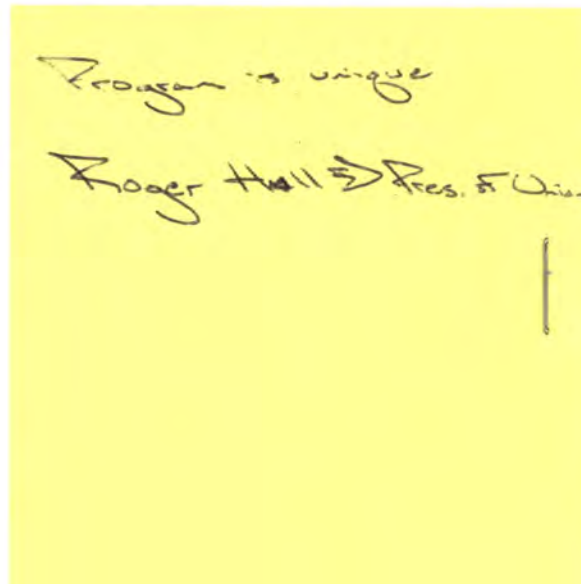
The Union College program is an excellent example for President Clinton to cite in his upcoming major policy address on community service Monday, March 1st at Rutgers University.

Please read the attached program description and call me (212/463-6914) for more details. Thank you.

Sincerely,



Edward Moed
Vice President



All concerned
F.Y.I... How
unique is this?
Does Rutgers or
any University
do this? How
can Union
afford it?
E.L.

EARLE PALMER BROWN

345 HUDSON STREET
NEW YORK, NEW YORK 10014
212 463-6900
Fax 212 463-6964

MEDIA ALERT

NATIONAL COMMUNITY SERVICE FOR AID -- A PILOT PROGRAM THAT WORKS

WHAT

One of President Clinton's most important education mandates, which is now being addressed, is to create a national service program which will provide financial aid for students in exchange for public and community service involvement. Colleges throughout the country have recently started discussing the issue and are now scrambling to work with the new administration to develop programs that can work.

WHO

One school, Union College, a top-tier liberal arts and engineering school based in Schenectady New York, started its own community service program long before it was fashionable. Known as CAUSE, or the Chester Arthur Undergraduate Support for Excellence Award, this innovative financial support program allows graduates of the college to cancel 20 percent of their student loans for each year worked in public service.

HOW DOES IT WORK?

CAUSE acts as a supplement to financial assistance programs already in existence at Union College. Recipients of CAUSE Awards - who are middle-income students - pay no interest on the loans while attending Union College or engaging in public service. CAUSE begins immediately after a graduate enters a public sector job. It completely cancels a student loan at the end of a five year period.

Areas of public service which are applicable for CAUSE include; the Peace Corps, public school teaching and not-for-profit, non-governmental work on behalf of the environment or at-risk groups (abused children, battered wives, disadvantaged elderly, drug/alcohol abuse groups, the homeless, and mental health groups, among others.)

-more-

MEDIA ALERT

NATIONAL COMMUNITY SERVICE FOR AID -- A PILOT PROGRAM THAT WORKS

WHY?

Escalating college prices have resulted in a "middle class melt" on campuses and a polarization of students. Wealthy students can afford college fees, and poor students can obtain financial help -- the middle class has been left behind. According to Roger Hull, President of Union College and an authority on the subject, "CAUSE is a wonderful incentive for students to pursue public sector careers. But more importantly, it allows select middle-class students to attend Union, who otherwise wouldn't have been able to do so because of financial difficulties."

*** Union College currently has a number of students enrolled in CAUSE. For more information about CAUSE, or to speak with Union College President Roger Hull about the idea of national community service for financial aid in detail, contact Ed Moed at (212) 463-6914.

###

get Brown
Cornell
etc. info
privately funded

EARLE PALMER BROWN

2033 M STREET, NW
SUITE 900
WASHINGTON, DC 20036
202-223-0030
FAX 202-785-0892

February 26, 1993

Mr. Eli J. Segal
Assistant to the President and Director
Office of National Service
The White House
145 Old Executive Office Building
Washington, D.C. 20500

Dear Mr. Segal:

You will be interested to know that Union College in Schenectady, New York operates an innovative financial support program that allows its graduates to cancel 20% of their student loans for each year they work in community service.

Susan
Rick
Diana

This program precisely parallels the community service program your office supports for high school seniors.

The Union College program is an excellent example for President Clinton to cite in his upcoming major policy address on community service Monday, March 1st at Rutgers University.

Please read the attached program description and call me (212/463-6914) for more details. Thank you.

Sincerely,



Edward Moed
Vice President

PART OF COURSE BUDGET & SOME
PENTTE DROPPINGS ABOUT 6 PER YEAR
MOST GOES INTO TEACHING.

All concerned
F.Y.I... How
unique is this?
Does Rutgers
any University
do this? How
can Union
afford it?
El.

EARLE PALMER BROWN

345 HUDSON STREET
NEW YORK, NEW YORK 10014
212 463-6900
Fax 212 463-6964

MEDIA ALERT

NATIONAL COMMUNITY SERVICE FOR AID -- A PILOT PROGRAM THAT WORKS

WHAT

One of President Clinton's most important education mandates, which is now being addressed, is to create a national service program which will provide financial aid for students in exchange for public and community service involvement. Colleges throughout the country have recently started discussing the issue and are now scrambling to work with the new administration to develop programs that can work.

WHO

One school, Union College, a top-tier liberal arts and engineering school based in Schenectady New York, started its own community service program long before it was fashionable. Known as CAUSE, or the Chester Arthur Undergraduate Support for Excellence Award, this innovative financial support program allows graduates of the college to cancel 20 percent of their student loans for each year worked in public service.

HOW DOES IT WORK?

CAUSE acts as a supplement to financial assistance programs already in existence at Union College. Recipients of CAUSE Awards - who are middle-income students - pay no interest on the loans while attending Union College or engaging in public service. CAUSE begins immediately after a graduate enters a public sector job. It completely cancels a student loan at the end of a five year period.

Areas of public service which are applicable for CAUSE include; the Peace Corps, public school teaching and not-for-profit, non-governmental work on behalf of the environment or at-risk groups (abused children, battered wives, disadvantaged elderly, drug/alcohol abuse groups, the homeless, and mental health groups, among others.)

-more-

MEDIA ALERT

NATIONAL COMMUNITY SERVICE FOR AID -- A PILOT PROGRAM THAT WORKS

WHY?

Escalating college prices have resulted in a "middle class melt" on campuses and a polarization of students. Wealthy students can afford college fees, and poor students can obtain financial help -- the middle class has been left behind. According to Roger Hull, President of Union College and an authority on the subject, "CAUSE is a wonderful incentive for students to pursue public sector careers. But more importantly, it allows select middle-class students to attend Union, who otherwise wouldn't have been able to do so because of financial difficulties."

*** Union College currently has a number of students enrolled in CAUSE. For more information about CAUSE, or to speak with Union College President Roger Hull about the idea of national community service for financial aid in detail, contact Ed Moed at (212) 463-6914.

###

Stride Rite Honors Public Service

Students committed to making a difference are honored for their achievements

Sharing in the development of a hepatitis vaccine for children in Thailand, returning to one's Chinatown neighborhood to educate and guide young children, working as an unpaid teacher and counselor in the short-handed Boston Public School system—these are how three of the seven winners of this year's Stride Rite Public Service prizes and grants will spend their next year helping needy people around the world.

Committed to improving the world around them, the seniors will receive awards and grants totaling more than \$50,000, enabling them to cultivate their ideals through jobs in public service. The winners are selected every year for their outstanding contributions to public service.

Five of this year's recipients will receive \$10,000 Post Graduate Incentive Grants enabling them to pursue public service jobs upon graduation. Those winners are Nancy Brune, George Goon, Jeanne Theoharis, Vincent Trien-Vinh Ho, and Adam Urato. Two seniors, Joanna Cataldo and Donald Greene, each won \$3,500 Stride Rite prizes.

"There are few investments that we've made that have such large returns as the Stride Rite Public Service Program," said Arnold Hiatt '48, chairman of the board of Stride Rite Corp., on Monday at the awards ceremony at Adams House.

President Derek Bok said, "Thanks to everyone in this room, public service is being sustained."

He noted that in his 20-year tenure, students' response to public service had nearly doubled.

"You are an investment that will yield dividends in the years to come," he said to the students assembled. In the United States one child in five lives in poverty and one child in eight is malnourished, he said. "There is terrible neglect in this society and it's terribly important to carry on the nurturing of people less fortunate. I'm deeply grateful to you."



Photo by Jane Reed

Gathered this week for the Stride Rite public service awards ceremonies were (front row, left to right) Arnold Hiatt '48, chairman of the board of Stride Rite, Vincent Ho, Jeanne Theoharis, Joanna Cataldo, Adam Urato, and Nancy Brune; (back row) George Goon, Don Greene, and President Derek Bok.

At the end of Bok's remarks, he was presented with a large plaque for his support of public service by Phillips Brooks House.

Grant Winners Grassroots Action

Brune, of San Antonio and Leverett House, will live in a worker's cooperative in Mexico under the auspices of a grassroots community development association, Ecosolar. She will assist with organic farming, health and nutritional education, and business management.

Ecosolar is located in the peasant community of Santa Maria Huexocxulo, approximately 50 kilometers from Mexico City with approximately 5,000 inhabi-

tants. The main highway does not pass near the community, so it has remained isolated and has not received many of the services that benefit the impoverished communities surrounding densely populated Mexico City, according to Brune.

"I haven't had a chance to be more involved with my culture so this award will enable me to do just that," said Brune.

Brune, an honors student in government, has a long and accomplished record in both public service and political work. She was an assistant to Texas State Rep. Lena Guerreoro and to San Antonio Mayor Henry Cisneros. In public service, she was one of four full-time volunteer

(Continued on next page)

82 Walnut St. A third drive will be Smith College, Touborg's alma

is one way to help Merry and like her who need bone marrow," rilyn Lyng O'Connell, director of nity relations and a co-organizer of e. "We're trying to increase the ool for all people who need a trans-

onnell emphasized that Touborg is only member of the Harvard com- who needs a marrow donor. Others include Patricia Redd Johnson, a raduate of the Graduate School of on, and Jeffrey DeLoid, the 2-year- hew of Bob Haden, manager of g Operations in the Facilities Mainte- Department.

ording to O'Connell, the typing pro- simple and painless, taking 15 to 20 s. Volunteers will help potential complete the required consent and eligibility forms. Medical profession- be on hand to draw the two table- of blood necessary for typing. e tested, participants will be listed with their marrow types) in the al Marrow Donor Registry, a rapidly g network of 280,000 potential . About 30 percent of all patients who the Registry find a match. Because a factor in matching marrow -and because there is a shortage of ty donors in the national bank—the for a match is even more difficult for ties.

s obviously quite important to have as people in the National Marrow Donor rogram as possible because it will e the chances of a patient who does ve a related [family] donor," said Rosenthal, director of University Services. "Increasing the number in nk will find the needle in the ck."

match is found, the potential donor is ted and asked to take part in a battery her tests.

e removal of marrow requires the ial donor to stay overnight in the hos-

(Continued on page 11)

Students committed to making a difference are honored for their achievements

Sharing in the development of a hep- atitis vaccine for children in Thailand, returning to one's Chinatown neighbor- hood to educate and guide young chil- dren, working as an unpaid teacher and counselor in the short-handed Boston Public School system—these are how three of the seven winners of this year's Stride Rite Public Service prizes and grants will spend their next year helping needy people around the world.

Committed to improving the world around them, the seniors will receive awards and grants totaling more than \$50,000, enabling them to cultivate their ideals through jobs in public service. The winners are selected every year for their outstanding contributions to public service.

Five of this year's recipients will receive \$10,000 Post Graduate Incentive Grants enabling them to pursue public service jobs upon graduation. Those winners are Nancy Brune, George Goon, Jeanne Theoharis, Vincent Trien-Vinh Ho, and Adam Urato. Two seniors, Joanna Cataldo and Donald Greene, each won \$3,500 Stride Rite prizes.

"There are few investments that we've made that have such large returns as the Stride Rite Public Service Program," said Arnold Hiatt '48, chairman of the board of Stride Rite Corp., on Monday at the awards ceremony at Adams House.

President Derek Bok said, "Thanks to everyone in this room, public service is being sustained."

He noted that in his 20-year tenure, students' response to public service had nearly doubled.

"You are an investment that will yield dividends in the years to come," he said to the students assembled. In the United States one child in five lives in poverty and one child in eight is malnourished, he said. "There is terrible neglect in this society and it's terribly important to carry on the nurturing of people less fortunate. I'm deeply grateful to you."



Photo by Jane Reed

Gathered this week for the Stride Rite public service awards ceremonies were (front row, left to right) Arnold Hiatt '48, chairman of the board of Stride Rite, Vincent Ho, Jeanne Theoharis, Joanna Cataldo, Adam Urato, and Nancy Brune; (back row) George Goon, Don Greene, and President Derek Bok.

At the end of Bok's remarks, he was presented with a large plaque for his support of public service by Phillips Brooks House.

Grant Winners Grassroots Action

Brune, of San Antonio and Leverett House, will live in a worker's cooperative in Mexico under the auspices of a grassroots community development association, Ecosolar. She will assist with organic farming, health and nutritional education, and business management.

Ecosolar is located in the peasant community of Santa Maria Huexocxulo, approximately 50 kilometers from Mexico City with approximately 5,000 inhabi-

tants. The main highway does not pass near the community, so it has remained isolated and has not received many of the services that benefit the impoverished communities surrounding densely populated Mexico City, according to Brune.

"I haven't had a chance to be more involved with my culture so this award will enable me to do just that," said Brune.

Brune, an honors student in government, has a long and accomplished record in both public service and political work. She was an assistant to Texas State Rep. Lena Guerreoro and to San Antonio Mayor Henry Cisneros. In public service, she was one of four full-time volunteer

(Continued on next page)

PHILLIPS BROOKS HOUSE
PRESERVATION

Stride Rite Awards, Grants Recognize Outstanding Public Service

(Continued from previous page)

directors of the Catholic Worker, a shelter for the homeless in New York City. Also in New York, she was the founder of Night-Time Soup Line, a program that organized group visits to subway stations and parks to deliver clothes and hot food during the winter to homeless people. She is currently a program assistant with a multicultural youth enrichment program in Cambridge that targets at-risk Hispanic high school students.

At Harvard, she co-founded Latinas Unidas, a group that helps Latin-American women at Harvard. She belongs to several organizations including the Undergraduate Council, the Radcliffe Student Advisory Council, and the Academic Affairs Committee of the Harvard Foundation. She is director of Ballet Folklórico de Atzlan, through which she teaches and performs dances of Mexico at neighboring schools and local events.

"Nancy is an idealist of the most valuable kind," wrote Anita Goldman, teaching fellow, in Brune's recommendation. "... She is self-reliant and self-motivated in ways that I have rarely encountered among my students at Harvard."

Returning to Chinatown

George Goon, of Boston and Quincy House, will return to where he grew up—Chinatown—to teach children at a community-based health clinic in Boston's Chinatown and serve as a tutoring coordinator for the English as a Sec-

A summer day-care camp in South Boston and a children's hospital in Thailand are but two of the challenging destinations for these talented and idealistic undergraduates.

experience is one of the reasons this project appealed to him. "For me the grant means a lot to allow me to continue to work with refugees."

Ho's public service experience includes founding, rebuilding, and directing Refugee Youth Summer Enrichment, a program that teaches English as a second language to refugee high schoolers around the Boston area. He also recruited Harvard volunteers to tutor refugee students in Chelsea High School. Through the Boston Refugee Youth Enrichment program he tutored Indochinese refugee children at the Jackson-Mann Elementary School and the West End Boys Club in Brighton. He also volunteered for a Chinatown Elderly Visitation program.

He is treasurer of the Harvard Vietnamese Association, tripling the organization's budget in one year.

"Vincent's story is somewhat that of the American dream," wrote Monique Dixon, director of programs for Phillips Brooks House. "He came to America from Vietnam, learned English, attended one of the best Boston high schools, and then matriculated at Harvard. Truly in overcoming these obstacles—being a

Bound for Thailand

While many of his classmates will use the coming summer months to make final preparations for graduate studies or to confirm their choices for employment, Adam Urato '91, of Framingham, will be learning Thai.

Urato, a government and premedical studies concentrator and Cabot House resident, will use his grant to underwrite the cost of a 10-month stay in Thailand beginning in October. He will initially be based at the Children's Hospital in Bangkok. There he will work with Dr. Bruce Innis in coordinating the world's first vaccine trials for hepatitis A, an infectious inflammation of the liver, and a vaccine trial for Dengue fever, an extremely debilitating disease caused by mosquitoes.

After spending the first three months working at the hospital and perfecting the language, Urato will go "up country" into the rural areas and refugee camps, where he will assist the local nurses in working directly with children who have been vaccinated as part of the trial.

"This project appeals to me because it will allow me to experience another country," said Urato. "After my year abroad, I

children from low-income families a positive summer experience. Cataldo accompanied the girls on field trips to Amish country and to Washington, D.C. In the summer of 1990, Cataldo returned to the program as its codirector, hiring and training staff members, assisting in the development of a funding proposal, and coordinating the lunch program.

Cataldo also helps the girls, ages 8 to 10, to develop self-confidence and to avoid the negative influences of their environment. She serves as a role model, teacher, and friend and maintains close associations with them year-round.

"They are just as important to me as any of the other friendships I've made at Harvard," she said. "You can't expect to do something like this without forming emotional bonds."

Cataldo has been involved with PBH activities throughout her undergraduate career. As a freshman she helped to recruit donors for the Harvard University-Red Cross Blood Drive. She has also served at the University Lutheran Church Homeless Shelter in Cambridge and with the One-To-One Big Brother/Big Sister program.

Last September, she began work as a mini-camp counselor for the City of Belmont Recreation Department. She uses her extensive energy and patience to teach arts and crafts to physically and mentally handicapped persons ranging in age from 7 to 20.

Cataldo's long-term interests include entering law school.

performs dances of Mexico at neighboring schools and local events.

"Nancy is an idealist of the most valuable kind," wrote Anita Goldman, teaching fellow, in Brune's recommendation. "... She is self-reliant and self-motivated in ways that I have rarely encountered among my students at Harvard."

Returning to Chinatown

George Goon, of Boston and Quincy House, will return to where he grew up—Chinatown—to teach children at a community-based health clinic in Boston's Chinatown and serve as a tutoring coordinator for the English as a Second Language program at the Chinese-American Civic Association.

Among the problems facing Chinatown residents are cultural and linguistics barriering the young children of the community is perhaps the most important way he can help his community.

"The education problem in Chinatown exists on two levels; the adults and the children," said Goon, a psychology concentrator. "Many adults are uneducated and thus lack both English and job skills. The only jobs available to them are low-wage jobs in restaurants and factories. The children have no choice but to matriculate at the deteriorating public schools. After school, they return to empty homes because their parents must work long hours. There is no one to guide them or help them with academic problems. Even worse, they are vulnerable to delinquency, gang recruitment, and inner-city crime and violence."

Working with children is not new to Goon. During his four years at Harvard, Goon directed the Chinatown After School program, and was a summer school teacher in the Boston Catholic Chinese community. He also worked in big brother programs and tutored in physics.

"At Harvard, Goon has worked as a tutor, teacher, and friend," wrote Mary Black, public service tutor in Quincy House, in her recommendation for Goon. "George exemplifies the life of high moral and intellectual values that Harvard cherishes. We could do no better than to honor

gram he tutored Indochinese refugee children at the Jackson-Mann Elementary School and the West End Boys Club in Brighton. He also volunteered for a Chinatown Elderly Visitation program.

He is treasurer of the Harvard Vietnamese Association, tripling the organization's budget in one year.

"Vincent's story is somewhat that of the American dream," wrote Monique Dixon, director of programs for Phillips Brooks House. "He came to America from Vietnam, learned English, attended one of the best Boston high schools, and then matriculated at Harvard. Truly in overcoming these obstacles—being a refugee, learning a new language, acclimating to a very different culture, going to and achieving in school—he has shown his courage, inner strength, and charac-

Afro-American Education

Jeanne Theoharis, from Fox Point, Wisc., and Adams House, will join the Jeremiah Burke High School in Dorchester as a full-time teacher and counselor. She will teach Scholastic Aptitude Test (SAT) preparation, offer college counseling, and teach Afro-American history.

The Afro-American studies concentrator has earned many awards, including a Time College Achievement Award, given to 20 juniors in the nation for all-around excellence. In addition she presented her paper, "Rethinking the SAT: Methods of Teaching It" at the third annual Conference of Racial and Ethnic Relations in America. She has also received funds from the Carol Pforzheimer Thesis Grant for research on why inner-city children do poorly on SATs.

She was senior editor of *Perspective*, a liberal monthly magazine; founder and chair of the Committee for Housing Rights through the Phillips Brooks House. She also organized the Southern African Solidarity Committee, a committee concerned with divestment. In addition she organized and founded seven other groups concerned with equality.

"Next year, 500 teachers may be laid off in Boston; these inner-city schools which were severely cut back last year

There he will work with Dr. Bruce Innis in coordinating the world's first vaccine trials for hepatitis A, an infectious inflammation of the liver, and a vaccine trial for Dengue fever, an extremely debilitating disease caused by mosquitoes.

After spending the first three months working at the hospital and perfecting the language, Urato will go "up country" into the rural areas and refugee camps, where he will assist the local nurses in working directly with children who have been vaccinated as part of the trial.

"This project appeals to me because it will allow me to experience another country," said Urato. "After my year abroad, I plan to go to medical school, and my main interest in becoming a doctor is to work in developing countries or underserved parts of the United States."

(PBH), Urato has already had extensive experience in helping the disadvantaged. In 1988, he served as director and tutor for the Prisoner Education Program in Billerica. In 1989 he took on the added responsibility of founding and directing the St. James Summer Shelter, a transitional facility for homeless Boston-area men.

Urato noted proudly that "in our first year, we were able to find permanent housing for eight of the fifteen we served at the shelter, and jobs for nine of them."

In 1989, he also became a tutor in PBH's Boston Refugee Youth Enrichment (BRYE) program, which offers tutoring in English and other subjects to refugee children from Vietnam, Cambodia, and Laos. And in 1990, he helped to found another component to BRYE, the 1-On-1 Big Sibling program, matching over 30 refugee children in one-on-one relationships with Harvard students.

"When people ask me about what part of my Harvard experience has meant the most to me, I always say Phillips Brooks House," said Urato. "If you're going to be here for several years, you should use your spare time well, and one of your best bets is to apply that time to public service."

Stride Rite Prizes Summer Camp Plans

Joanna Cataldo '91, of Currier House, knows that if there is a message to be

career. As a freshman she helped to recruit donors for the Harvard University-Red Cross Blood Drive. She has also served at the University Lutheran Church Homeless Shelter in Cambridge and with the One-To-One Big Brother/Big Sister program.

Last September, she began work as a mini-camp counselor for the City of Belmont Recreation Department. She uses her extensive energy and patience to teach arts and crafts to physically and mentally handicapped persons ranging in age from 7 to 20.

Cataldo's long-term interests include entering law school.

Outreach to South Boston

Around Harvard, Donald Greene '91 is known as a very athletic person. As a member of the College rugby team, his fellow Winthrop House residents have become accustomed to seeing him returning, "muddied and slightly bloodied," from rugby practice. However, they also know that he has a great passion for children, and he can sometimes be found on Saturday afternoons in the House courtyard, surrounded by children.

Greene plans to use the \$3,500 Stride Rite prize to underwrite part of the administrative costs for operating the summer day-care camp for South Boston Outreach, one of the many programs coordinated by Phillips Brooks House. The program offers free day care and recreation services to children while their mothers receive tutoring for the high school equivalency degree. Greene founded the outreach program and participated as a counselor during its first summer camp in 1990. This summer he will serve as director of the program, administering its budget and organizing recreational and cultural activities for 32 children ranging in age from 7 to 13.

"We take the kids on field trips and arrange activities that give them a chance to interact with other groups of racially and ethnically diverse kids," said Greene.

Community service has been a big part of Greene's life since his childhood in Quincy, where he performed volunteer work in a nursing home. He became involved with PBH during his sophomore year, serving as a tutor

ing coordinator for the English as a Second Language program at the Chinese-American Civic Association.

Among the problems facing Chinatown residents are cultural and linguistics barriers. The young children of the community is perhaps the most important way he can help his community.

"The education problem in Chinatown exists on two levels; the adults and the children," said Goon, a psychology concentrator. "Many adults are uneducated and thus lack both English and job skills. The only jobs available to them are low-wage jobs in restaurants and factories. The children have no choice but to matriculate at the deteriorating public schools. After school, they return to empty homes because their parents must work long hours. There is no one to guide them or help them with academic problems. Even worse, they are vulnerable to delinquency, gang recruitment, and inner-city crime and violence."

Working with children is not new to Goon. During his four years at Harvard, Goon directed the Chinatown After School program, and was a summer school teacher in the Boston Catholic Chinese community. He also worked in big brother programs and tutored in physics.

"At Harvard, Goon has worked as a tutor, teacher, and friend," wrote Mary Black, public service tutor in Quincy House, in her recommendation for Goon. "George exemplifies the life of high moral and intellectual values that Harvard cherishes. We could do no better than to honor the children of the Chinese community by encouraging such a young man to continue his work."

Aid for Refugees

Vincent Trien-Vinh Ho, of East Boston and Quincy House, will work in a refugee camp in the Philippines to teach English to youths and help prepare them for entry into the free world.

A biochemistry concentrator, Ho expects to volunteer through the Center for Assistance for Displaced Persons.

Ho, a refugee who fled from Vietnam in 1979 to Southern Malaysia, where he

overcoming these obstacles—being a refugee, learning a new language, acclimating to a very different culture, going to and achieving in school—he has shown his courage, inner strength, and charac-

Afro-American Education

Jeanne Theoharis, from Fox Point, Wisc., and Adams House, will join the Jeremiah Burke High School in Dorchester as a full-time teacher and counselor. She will teach Scholastic Aptitude Test (SAT) preparation, offer college counseling, and teach Afro-American history.

The Afro-American studies concentrator has earned many awards, including a Time College Achievement Award, given to 20 juniors in the nation for all-around excellence. In addition she presented her paper, "Rethinking the SAT: Methods of Teaching It" at the third annual Conference of Racial and Ethnic Relations in America. She has also received funds from the Carol Pforzheimer Thesis Grant for research on why inner-city children do poorly on SATs.

She was senior editor of *Perspective*, a liberal monthly magazine; founder and chair of the Committee for Housing Rights through the Phillips Brooks House. She also organized the Southern African Solidarity Committee, a committee concerned with divestment. In addition she organized and founded seven other groups concerned with equality.

"Next year, 500 teachers may be laid off in Boston; these inner-city schools which were severely cut back last year cannot stand such attrition," Theoharis writes in her grant proposal. "The Jeremiah Burke High School will be facing a crisis year next year and in a small way, with the grant, I hope to be able to ease the strain."

"Ms. Theoharis has shown, through steady, quiet accomplishment, a greater talent for identifying, formulating, and pursuing research projects than I have seen in an undergraduate and, indeed, already stands equal to highly capable master's students in these regards," wrote Roderick Harrison, recently an assistant professor of Afro-American Studies at

try," said Urato. "After my year abroad, I plan to go to medical school, and my main interest in becoming a doctor is to work in developing countries or underserved parts of the United States."

(PBH), Urato has already had extensive experience in helping the disadvantaged. In 1988, he served as director and tutor for the Prisoner Education Program in Billerica. In 1989 he took on the added responsibility of founding and directing the St. James Summer Shelter, a transitional facility for homeless Boston-area men.

Urato noted proudly that "in our first year, we were able to find permanent housing for eight of the fifteen we served at the shelter, and jobs for nine of them."

In 1989, he also became a tutor in PBH's Boston Refugee Youth Enrichment (BRYE) program, which offers tutoring in English and other subjects to refugee children from Vietnam, Cambodia, and Laos. And in 1990, he helped to found another component to BRYE, the 1-On-1 Big Sibling program, matching over 30 refugee children in one-on-one relationships with Harvard students.

"When people ask me about what part of my Harvard experience has meant the most to me, I always say Phillips Brooks House," said Urato. "If you're going to be here for several years, you should use your spare time well, and one of your best bets is to apply that time to public service."

Stride Rite Prizes Summer Camp Plans

Joanna Cataldo '91, of Currier House, knows that if there is a message on her telephone answering machine, then there is a good chance that it's from one of her "girls."

"Joanna's Girls" is the name that a group of eight inner-city youths have adopted to recognize the closeness they share with Cataldo and the impact she has had on their lives. Her involvement with the girls began in the summer of 1989, when she joined the Cambridge Youth Enrichment Program, a program coordinated through Phillips Brooks House, as a counselor.

Cataldo plans to use her prize money to

Outreach to South Boston

Around Harvard, Donald Greene '91 is known as a very athletic person. As a member of the College rugby team, his fellow Winthrop House residents have become accustomed to seeing him returning, "muddied and slightly bloodied," from rugby practice. However, they also know that he has a great passion for children, and he can sometimes be found on Saturday afternoons in the House courtyard, surrounded by children.

Greene plans to use the \$3,500 Stride Rite prize to underwrite part of the administrative costs for operating the summer day-care camp for South Boston Outreach, one of the many programs coordinated by Phillips Brooks House. The program offers free day care and recreation services to children while their mothers receive tutoring for the high school equivalency degree. Greene founded the outreach program and participated as a counselor during its first summer camp in 1990. This summer he will serve as director of the program, administering its budget and organizing recreational and cultural activities for 32 children ranging in age from 7 to 13.

"We take the kids on field trips and arrange activities that give them a chance to interact with other groups of racially and ethnically diverse kids," said Greene.

Community service has been a big part of Greene's life since his childhood in Quincy, where he performed volunteer work in a nursing home. He became involved with PBH during his sophomore year, serving as a tutor.

Greene expects to graduate this spring with honors in Celtic studies. He spent his junior year abroad studying Irish history, language, and culture at the University College in Dublin. Although the outreach program is his immediate interest, he hopes to return to Ireland in the near future. His long-range plans are to study law and to pursue a career in public service.

The Stride Rite Public Service Award Program, now in its third year, is believed to be the first in the country in which a corporation and a university have joined forces in an initiative designed to encourage students to consider public service

The education problem in Chinatown exists on two levels; the adults and the children," said Goon, a psychology concentrator. "Many adults are uneducated and thus lack both English and job skills. The only jobs available to them are low-wage jobs in restaurants and factories. The children have no choice but to matriculate at the deteriorating public schools. After school, they return to empty homes because their parents must work long hours. There is no one to guide them or help them with academic problems. Even worse, they are vulnerable to delinquency, gang recruitment, and inner-city crime and violence."

Working with children is not new to Goon. During his four years at Harvard, Goon directed the Chinatown After School program, and was a summer school teacher in the Boston Catholic Chinese community. He also worked in big brother programs and tutored in physics.

"At Harvard, Goon has worked as a tutor, teacher, and friend," wrote Mary Black, public service tutor in Quincy House, in her recommendation for Goon. "George exemplifies the life of high moral and intellectual values that Harvard cherishes. We could do no better than to honor the children of the Chinese community by encouraging such a young man to continue his work."

Aid for Refugees

Vincent Trien-Vinh Ho, of East Boston and Quincy House, will work in a refugee camp in the Philippines to teach English to youths and help prepare them for entry into the free world.

A biochemistry concentrator, Ho expects to volunteer through the Center for Assistance for Displaced Persons.

Ho, a refugee who fled from Vietnam in 1979 to Southern Malaysia, where he stayed for six months, said his personal

wisc., and Adams House, will join the Jeremiah Burke High School in Dorchester as a full-time teacher and counselor. She will teach Scholastic Aptitude Test (SAT) preparation, offer college counseling, and teach Afro-American history.

The Afro-American studies concentrator has earned many awards, including a Time College Achievement Award, given to 20 juniors in the nation for all-around excellence. In addition she presented her paper, "Rethinking the SAT: Methods of Teaching It" at the third annual Conference of Racial and Ethnic Relations in America. She has also received funds from the Carol Pforzheimer Thesis Grant for research on why inner-city children do poorly on SATs.

She was senior editor of *Perspective*, a liberal monthly magazine; founder and chair of the Committee for Housing Rights through the Phillips Brooks House. She also organized the Southern African Solidarity Committee, a committee concerned with divestment. In addition she organized and founded seven other groups concerned with equality.

"Next year, 500 teachers may be laid off in Boston; these inner-city schools which were severely cut back last year cannot stand such attrition," Theoharis writes in her grant proposal. "The Jeremiah Burke High School will be facing a crisis year next year and in a small way, with the grant, I hope to be able to ease the strain."

"Ms. Theoharis has shown, through steady, quiet accomplishment, a greater talent for identifying, formulating, and pursuing research projects than I have seen in an undergraduate and, indeed, already stands equal to highly capable master's students in these regards," wrote Roderick Harrison, recently an assistant professor of Afro-American Studies and sociology, in his recommendation.

1988, he served as director and tutor for the Prisoner Education Program in Billerica. In 1989 he took on the added responsibility of founding and directing the St. James Summer Shelter, a transitional facility for homeless Boston-area men.

Urato noted proudly that "in our first year, we were able to find permanent housing for eight of the fifteen we served at the shelter, and jobs for nine of them."

In 1989, he also became a tutor in PBH's Boston Refugee Youth Enrichment (BRYE) program, which offers tutoring in English and other subjects to refugee children from Vietnam, Cambodia, and Laos. And in 1990, he helped to found another component to BRYE, the 1-On-1 Big Sibling program, matching over 30 refugee children in one-on-one relationships with Harvard students.

"When people ask me about what part of my Harvard experience has meant the most to me, I always say Phillips Brooks House," said Urato. "If you're going to be here for several years, you should use your spare time well, and one of your best bets is to apply that time to public service."

Stride Rite Prizes Summer Camp Plans

Joanna Cataldo '91, of Currier House, knows that if there is a message on her telephone answering machine, then there is a good chance that it's from one of her "girls."

"Joanna's Girls" is the name that a group of eight inner-city youths have adopted to recognize the closeness they share with Cataldo and the impact she has had on their lives. Her involvement with the girls began in the summer of 1989, when she joined the Cambridge Youth Enrichment Program, a program coordinated through Phillips Brooks House, as a counselor.

Cataldo plans to use her prize money to expand the services provided at the CYEP summer camp, designed to give inner-city

ing, muddied and slightly bloodied, rugby practice. However, they also know that he has a great passion for children he can sometimes be found on Saturday afternoons in the House courtyard, surrounded by children.

Greene plans to use the \$3,500 Stride Rite prize to underwrite part of the administrative costs for operating the summer day-care camp for South Boston Outreach, one of the many programs coordinated at Phillips Brooks House. The program offers free day care and recreation services to children while their mothers receive tutoring for the high school equivalency degree. Greene founded the outreach program participated as a counselor during its first summer camp in 1990. This summer he will serve as director of the program, administering its budget and organizing recreational and cultural activities for 30 children ranging in age from 7 to 13.

"We take the kids on field trips and arrange activities that give them a chance to interact with other groups of racially ethnically diverse kids," said Greene.

Community service has been a big part of Greene's life since his childhood in Quincy, where he performed volunteer work in a nursing home. He became involved with PBH during his sophomore year, serving as a tutor.

Greene expects to graduate this spring with honors in Celtic studies. He spent his junior year abroad studying Irish history, language, and culture at the University College in Dublin. Although the outreach program is his immediate interest, he hopes to return to Ireland in the near future. His long-range plans are to study law and to pursue a career in public service.

The Stride Rite Public Service Award Program, now in its third year, is believed to be the first in the country in which a corporation and a university have joined forces in an initiative designed to encourage students to consider public service and teaching careers.

—Deane W. Lord, Peter Armstrong

Making Strides in Public Service

Stride Rite grants and prizes support continued community work



Photo by Laura Wulf

Community action was honored this week when seven seniors were awarded the annual Stride Rite Public Service Prizes on April 20. Above: (left to right) Deneta Howland, Erica Hashimoto, Joseph Secondine, Michelle Holdt, former chairman of the board of the Cambridge-based Stride Rite Corp. Arnold Hiatt, Samia Mora, Shiri Sella, Ellie Lee, and President Neil L. Rudenstine.

By Deane W. Lord
Gazette Staff

Seven seniors with plans ranging from working in a Washington, D.C., low-income public housing project to a Lebanese family-planning organization have won this year's Stride Rite Public Service Prizes.

Five of this year's winners will receive \$10,000 Post Graduate Incentive Grants: **Erica Hashimoto, Michelle Holdt, Deneta Howland, Samia Mora, and Joseph Secondine.**

Two seniors, **Ellie Lee and Shiri Sella**, each won \$3,500 Stride Rite Prizes for their outstanding work while at Harvard.

The seniors will spend at least the next year serving the underserved in the United States and abroad. The grants, totaling more than \$50,000, ease the financial hardship of working in public service. The winners are chosen each year for their dedication to public service and their ability to carry out their plans.

(Continued on page 15)

PHOTOCOPY
PRESERVATION

Stride Rite Prizes Honor Undergraduate Public Service

(Continued from page 3)

The Stride Rite Public Service Award Program, now in its fourth year, is considered the first joint effort in the United States between a corporation and a university to help students pursue public service and teaching careers.

"The achievements of the Stride Rite scholars are dazzling," said Arnold Hiatt, former chairman of the board of the Cambridge-based Stride Rite Corp., at the awards ceremony on April 20 in Adams House. "I sometimes wonder if there are more lessons to be learned in the larger classroom of the inner city than within the ivy walls of the University."

President Neil L. Rudenstine said he found the students' "personal sense of involvement impressive and genuinely moving."

"Community service," he said, "is a synonym because in serving, we also serve ourselves. The most exciting message of service is how we can learn from others and part of this learning is to watch and listen to see how others learn."

Post Graduate Incentive Grants

A government concentrator from Curry House and Cincinnati, **Erica Hashimoto** will work next year for Gang Peace, a youth advocacy agency based in Roxbury. Gang Peace offers a variety of services, including substance-abuse prevention and treatment, AIDS prevention, remedial edu-

Through the auspices of Freestreet, Holdt will work in a school for hearing impaired, physically handicapped, and emotionally disturbed children, and in a mental health agency/high school run by a mental health agency, where she will work with adolescents.

Holdt, who has studied sign language, has worked and studied with several theaters, including the Professional Theatre School of the National Theatre of the Deaf; the Living Stage Theatre Company, Washington, D.C.; Harvard-Radcliffe Drama; and the Experimental Theatre, Berkeley, Calif. She also performed for four years at Cambridge Rindge and Latin School, and graduated from the school with honors.

At Harvard she also has created a special concentration in drama and human development. Holdt believes "in the power of the arts and their positive influence over any community." In particular she thinks theater "contributes to the self-esteem and creativity" of every individual. In the future she hopes to create her own outreach theater company.

Her public service work with children includes serving as a drama instructor for the Cambridge Performance Project, a drama instructor for special-needs students at Martin Luther King Jr. School, drama teacher and counselor with hearing-impaired children at Camp Joy at the Horace Mann School, tutoring a learning-disabled child, and a weekend counselor for

Mora was born in Lebanon and lived there until the war broke out in 1975, when her family moved to Syria.

"My experience growing up both in Syria and the United States enables me to identify with different kinds of people coming from various cultural and economic backgrounds," said Mora. "I am personally committed to the lives of those people who helped nurture me as I was growing up but who have not been as fortunate as I have been to escape from the harsh blows of repeated warfare. I would like to give something back."

At Harvard, Mora was president of the Society of Arab Students, a counselor in the Prejudice Reduction Peer Education Program, and a director and teacher in the Refugee Youth Summer Enrichment program (RYSE). As a teacher of English as a Second Language with RYSE, Mora used peer teaching methods to work on pronunciation, brought in music tapes, took her students on field trips, and taught them practical survival skills. She taught her class how to use word processors and required each of her students to write his or her life story.

Mora hopes to become a doctor and work in public health administration and international health care.

Joseph Secondine, of Eliot House and Louisville, Ky., will develop a multifaceted adult learning program at the North American Indian Center of Boston (NAICOB). The programs will include literacy for

integrated with social service programming," he said.

Stride Rite Public Service Awards

Ellie Lee, of Dunster House and Newton, plans to use her Stride Rite Award to support the St. James summer shelter in Cambridge, which she founded and directed for two years. There she interviewed and screened clients, helped 19 clients find affordable housing and 24 find jobs or receive welfare. She also supervised 70 shelter volunteers and worked on food salvage, collecting leftover food from the Harvard dining halls and delivering it to five homeless shelters.

As a member of the PBH Committee on the Homeless, she was the founder and director of the transitional program at the University Lutheran Shelter, an emergency shelter for the homeless in Harvard Square. As case manager for 23 guests, she assisted 15 find employment or welfare assistance, and she placed 17 into permanent, affordable housing. She also coordinated the work of 25 volunteers in case management.

She is a cabinet member of PBH and has also worked in the Big Sibling Program, and the HAND program. She was the assistant student coordinator of the "Housing Now March" on Kennebunkport, Maine.

A visual and environmental studies concentrator, Lee has merged her academics with her public service. She is currently finishing

Stride Rite Prizes Honor Undergraduate Public Service

(continued from page 3)

The Stride Rite Public Service Award program, now in its fourth year, is considered the first joint effort in the United States between a corporation and a university to help students pursue public service and teaching careers.

"The achievements of the Stride Rite scholars are dazzling," said Arnold Hiatt, former chairman of the board of the Cambridge-based Stride Rite Corp., at the awards ceremony on April 20 in Adams House. "I sometimes wonder if there are more lessons to be learned in the larger classroom of the inner city than within the walls of the University."

President Neil L. Rudenstine said he and the students' "personal sense of involvement impressive and genuinely inspiring."

"Community service," he said, "is a noble endeavor because in serving, we also serve ourselves. The most exciting message of service is how we can learn from others and part of this learning is to watch and listen to see how others learn."

Post Graduate Incentive Grants

A government concentrator from Currier House and Cincinnati, **Erica Hashimoto** will work next year for Gang Peace, a health advocacy agency based in Roxbury. Gang Peace offers a variety of services, including substance-abuse prevention and treatment, AIDS prevention, remedial education, conflict mediation, and violence

Through the auspices of Freestreet, Holdt will work in a school for hearing impaired, physically handicapped, and emotionally disturbed children, and in a mental health agency/high school run by a mental health agency, where she will work with adolescents.

Holdt, who has studied sign language, has worked and studied with several theaters, including the Professional Theatre School of the National Theatre of the Deaf; the Living Stage Theatre Company, Washington, D.C.; Harvard-Radcliffe Drama; and the Experimental Theatre, Berkeley, Calif. She also performed for four years at Cambridge Rindge and Latin School, and graduated from the school with honors.

At Harvard she also has created a special concentration in drama and human development. Holdt believes "in the power of the arts and their positive influence over any community." In particular she thinks theater "contributes to the self-esteem and creativity" of every individual. In the future she hopes to create her own outreach theater company.

Her public service work with children includes serving as a drama instructor for the Cambridge Performance Project, a drama instructor for special-needs students at Martin Luther King Jr. School, drama teacher and counselor with hearing-impaired children at Camp Joy at the Horace Mann School, tutoring a learning-disabled child, and a weekend counselor for the Beverly School for the Deaf.

Mora was born in Lebanon and lived there until the war broke out in 1975, when her family moved to Syria.

"My experience growing up both in Syria and the United States enables me to identify with different kinds of people coming from various cultural and economic backgrounds," said Mora. "I am personally committed to the lives of those people who helped nurture me as I was growing up but who have not been as fortunate as I have been to escape from the harsh blows of repeated warfare. I would like to give something back."

At Harvard, Mora was president of the Society of Arab Students, a counselor in the Prejudice Reduction Peer Education Program, and a director and teacher in the Refugee Youth Summer Enrichment program (RYSE). As a teacher of English as a Second Language with RYSE, Mora used peer teaching methods to work on pronunciation, brought in music tapes, took her students on field trips, and taught them practical survival skills. She taught her class how to use word processors and required each of her students to write his or her life story.

Mora hopes to become a doctor and work in public health administration and international health care.

Joseph Secondine, of Eliot House and Louisville, Ky., will develop a multifaceted adult learning program at the North American Indian Center of Boston (NAICOB). The programs will include literacy for working parents, GED and SAT prepara-

integrated with social service programming," he said.

Stride Rite Public Service Awards

Ellie Lee, of Dunster House and Newton, plans to use her Stride Rite Award to support the St. James summer shelter in Cambridge, which she founded and directed for two years. There she interviewed and screened clients, helped 19 clients find affordable housing and 24 find jobs or receive welfare. She also supervised 70 shelter volunteers and worked on food salvage, collecting leftover food from the Harvard dining halls and delivering it to five homeless shelters.

As a member of the PBH Committee on the Homeless, she was the founder and director of the transitional program at the University Lutheran Shelter, an emergency shelter for the homeless in Harvard Square. As case manager for 23 guests, she assisted 15 find employment or welfare assistance, and she placed 17 into permanent, affordable housing. She also coordinated the work of 25 volunteers in case management.

She is a cabinet member of PBH and has also worked in the Big Sibling Program, and the HAND program. She was the assistant student coordinator of the "Housing Now March" on Kennebunkport, Maine.

A visual and environmental studies concentrator, Lee has merged her academics with her public service. She is currently finishing a film on "the endless cycle of mental and physical abuse homeless men and

chairman of the board of the Cambridge-based Stride Rite Corp., at the ceremony on April 20 in Adams. "I sometimes wonder if there are lessons to be learned in the larger room of the inner city than within the walls of the University."

President Neil L. Rudenstine said he thought the students' "personal sense of achievement is more impressive and genuinely motivating." "Community service," he said, "is a virtue because in serving, we also serve ourselves. The most exciting message of service is how we can learn from each other and part of this learning is to watch others learn to see how others learn."

Post Graduate Incentive Grants

Government concentrator from Currier House and Cincinnati, **Erica Hashimoto**, will work next year for Gang Peace, an advocacy agency based in Roxbury. Gang Peace offers a variety of services, including substance-abuse prevention and counseling, AIDS prevention, remedial education, conflict mediation, and violence prevention. "The idea is to provide youth with a support system as they struggle to distance themselves from gang membership," Hashimoto said.

Hashimoto learned about the organization through her research for her honors thesis on why boys join gangs. The topic prompted her to befriend a 12-year-old boy two years ago when she was a counselor for the Inner-City Outreach Center Program. But after the summer program was over, the boy was recruited for the gang in his neighborhood. He would ignore Hashimoto when he saw her in the neighborhood, and later was arrested for car theft and for drug dealing. Hashimoto continued to work with the Inner-City Outreach Center, and from October to September 1991, was its director. She was responsible for all facets of a summer educational and recreational program for 64 children from inner-city Boston.

She supervised a staff of 15, prepared funding proposals, managed a budget of \$52,000, and worked with

aters, including the Professional Theatre School of the National Theatre of the Deaf; the Living Stage Theatre Company, Washington, D.C.; Harvard-Radcliffe Drama; and the Experimental Theatre, Berkeley, Calif. She also performed for four years at Cambridge Rindge and Latin School, and graduated from the school with honors.

At Harvard she also has created a special concentration in drama and human development. Holdt believes "in the power of the arts and their positive influence over any community." In particular she thinks theater "contributes to the self-esteem and creativity" of every individual. In the future she hopes to create her own outreach theater company.

Her public service work with children includes serving as a drama instructor for the Cambridge Performance Project, a drama instructor for special-needs students at Martin Luther King Jr. School, drama teacher and counselor with hearing-impaired children at Camp Joy at the Horace Mann School, tutoring a learning-disabled child, and a weekend counselor for the Beverly School for the Deaf.

Deneta Howland, a sociology concentrator from Currier House and Takoma Park, Md., will work with teenagers from low-income public housing developments in Washington, D.C. Specifically, she will be placed with the Anacostia/Congress Heights Partnership in Washington, D.C., an organization that helps families in the Southeast area of the city, an underserved population, said Howland.

"Teenagers, particularly black male teens, have little, if any, choices for after-school and weekend activities," said Howland. "My project will target this population."

Her enthusiasm for public service has kept her active in Phillips Brooks House, where she was a Big Sister, cofounder and codirector of the Cambridge After-School Center, and a member of the steering committees for the general vice president and events coordinator.

She is also a member of the Association of Black Radcliffe Women, the Black Students' Association, the Harvard-Radcliffe Yearbook, and the Harvard Foundation for

helped nurture me as I was growing up but who have not been as fortunate as I have been to escape from the harsh blows of repeated warfare. I would like to give something back."

At Harvard, Mora was president of the Society of Arab Students, a counselor in the Prejudice Reduction Peer Education Program, and a director and teacher in the Refugee Youth Summer Enrichment program (RYSE). As a teacher of English as a Second Language with RYSE, Mora used peer teaching methods to work on pronunciation, brought in music tapes, took her students on field trips, and taught them practical survival skills. She taught her class how to use word processors and required each of her students to write his or her life story.

Mora hopes to become a doctor and work in public health administration and international health care.

Joseph Secondine, of Eliot House and Louisville, Ky., will develop a multifaceted adult learning program at the North American Indian Center of Boston (NAICOB). The programs will include literacy for working parents, GED and SAT preparation, and classes for continued support, including resume building and job applications.

The Stride Rite grant, said Secondine, "will allow NAICOB to hit the ground running and will give the education department time to apply for funding from other sources."

Secondine has been involved in many volunteer activities run by Phillips Brooks House. Most recently he was director of the Native American Youth Enrichment Program. Under his leadership, he doubled the number of children served, added junior counselors, and moved the organization closer to the community by finding classroom space at the Boston Indian Council. With Access Boston, he volunteered with Windrush Farms, making weekly trips to help children with disabilities do horseback riding. He also volunteered and directed the Massachusetts Hospital School program, serving as a Big Brother to children with physical and mental disabilities.

ed for two years. There she interviewed and screened clients, helped 19 clients find affordable housing and 24 find jobs or receive welfare. She also supervised 70 shelter volunteers and worked on food salvage, collecting leftover food from the Harvard dining halls and delivering it to five homeless shelters.

As a member of the PBH Committee on the Homeless, she was the founder and director of the transitional program at the University Lutheran Shelter, an emergency shelter for the homeless in Harvard Square. As case manager for 23 guests, she assisted 15 find employment or welfare assistance, and she placed 17 into permanent, affordable housing. She also coordinated the work of 25 volunteers in case management.

She is a cabinet member of PBH and has also worked in the Big Sibling Program, and the HAND program. She was the assistant student coordinator of the "Housing Now March" on Kennebunkport, Maine.

A visual and environmental studies concentrator, Lee has merged her academics with her public service. She is currently finishing a film on "the endless cycle of mental and physical abuse homeless men and women suffer." Often the homeless turn violent against themselves because "when you've been disempowered, the weakest often get victimized," she said.

Lee's parents were immigrants from Hong Kong so "I am no stranger to problems," she said. "I want to give back some of my education to the community."

She has also designed t-shirts and posters, and has done costume tailoring for CityStep.

Besides doing design, animation, and photography, Lee speaks Cantonese and reads Spanish and Latin.

Lee came to public service because she attended the PBH open house and was "overwhelmed with its opportunities." She also finds herself amazed to be a prize winner. "I'm really happy and shocked to be chosen among so many public service powerhouses," she said.

Eventually Lee wants to teach high-school students using her art as therapy and using play therapy toward education.

Shiri Sella, a psychology concentrator from Leverett House and New York City

PHOTOGRAPHY

year-old boy two years ago when she was a counselor for the Inner-City Outreach Summer Program. But after the summer camp program was over, the boy was recruited for the gang in his neighborhood. He would ignore Hashimoto when he saw her in the neighborhood, and later was arrested for car theft and for drug dealing.

Hashimoto continued to work with Inner-City Outreach, and from October 1990 to September 1991, was its director. She was responsible for all facets of a summer educational and recreational program for 64 children from inner-city Boston. She supervised a staff of 15, prepared funding proposals, managed a budget of \$52,000, and worked with community groups to improve the neighborhood.

Through Phillips Brooks House (PBH) she was a Big Sister for two years, and served on the cabinet and on the Programming Committee. She also cofounded the Migrant Farm Worker Committee, a support group to educate consumers about the safety and politics of their food supply.

Through the Harvard Program for International Education, she taught a weekly course in current events to high-school seniors, and as coordinator of the House and Neighborhood Development Program (HAND) in Currier House, she developed and implemented a program for the elderly, coordinated clothing drives, and organized volunteer activities.

As for the future, Hashimoto envisions "law school in two or three years, but I would go into public service law," she said.

Michelle Holdt of Cambridge will work in Chicago teaching theater in special education classrooms through an outreach theater company called Freestreet, which works with people living in the Cabrini housing project, as well as with pregnant teens and terminally ill children.

southeast area of the city, an underserved population, said Howland.

"Teenagers, particularly black male teens, have little, if any, choices for after-school and weekend activities," said Howland. "My project will target this population."

Her enthusiasm for public service has kept her active in Phillips Brooks House, where she was a Big Sister, cofounder and codirector of the Cambridge After-School Center, and a member of the steering committees for the general vice president and events coordinator.

She is also a member of the Association of Black Radcliffe Women, the Black Students' Association, the Harvard-Radcliffe Yearbook, and the Harvard Foundation for Intercultural and Race Relations.

Howland has spent the past three summer vacations working with the Cambridge Youth Enrichment Program (CYEP). She was codirector of the program from September 1989 to August 1990, and director from September 1990 to September 1991. Under her leadership, CYEP expanded its funding and outreach efforts to become a yearlong program. She also expanded the program to include 36 more children, in response to community need and a request from the Vice Mayor of Cambridge.

After working in Washington, D.C., for two years, she plans to go to law school and wants to work on political advocacy issues to assist low-income populations, particularly children.

Samia Mora, a physics concentrator from North House and Exeter, N.H., will find her fluency in Arabic, English, and French of great use next year when she volunteers with the Lebanese Family Planning Association. She will work in villages that have been most affected by the 15 years of civil war, providing clients with health education concerning contraceptives, safe births, and infant health care.

Secondine has been involved in many volunteer activities run by Phillips Brooks House. Most recently he was director of the Native American Youth Enrichment Program. Under his leadership, he doubled the number of children served, added junior counselors, and moved the organization closer to the community by finding classroom space at the Boston Indian Council. With Access Boston, he volunteered with Windrush Farms, making weekly trips to help children with disabilities do horseback riding. He also volunteered and directed the Massachusetts Hospital School program, serving as a Big Brother to children with physical and mental disabilities.

Secondine was also a member of the Committee on the Homeless, helping collect unserved food from Harvard dining halls to give to shelters in Cambridge. As a senior counselor with the Boston Refugee Youth Enrichment Program, he worked full-time with Southeast Asian refugee children, teaching English as a Second Language. As a Big Brother, he worked closely with a 14-year-old Khmer refugee.

On the administrative level, Secondine has served as treasurer of PBH, a cabinet member, and as a member of the steering committee, through which he was responsible for the day-to-day operation of PBH, including helping more than 75 programs manage their budgets.

He was also on the steering committee of Native Americans at Harvard-Radcliffe, working toward multicultural awareness and education.

Secondine, a folklore and mythology concentrator, plans eventually to go to graduate school to study public administration or get a degree in social work. "I would like to spend my life working on reservations toward economic development and cultural development as it is

She has also designed t-shirts and posters, and has done costume tailoring for CityStep.

Besides doing design, animation, and photography, Lee speaks Cantonese and reads Spanish and Latin.

Lee came to public service because she attended the PBH open house and was "overwhelmed with its opportunities." She also finds herself amazed to be a prize winner. "I'm really happy and shocked to be chosen among so many public service powerhouses," she said.

Eventually Lee wants to teach high-school students using her art as therapy and using play therapy toward education.

Shiri Sella, a psychology concentrator from Leverett House and New York City, was born in Israel, escaped with her family from Iran during the revolution, went to high school in Puerto Rico, and now lives in New York City. These dislocations, say her classmates, have made her sensitive to the needs of others, particularly of immigrant groups, and have given her an extraordinary ability to communicate with others.

Sella has worked with the PBH programs as codirector and volunteer for the Mission Hill After-School Program since her freshman year; she has taught English to Southeast Asian refugee children through the Boston Refugee Youth Enrichment Program (BRYE), and worked as a Big Sister with a Khmer refugee and her five siblings. When in a foiled robbery attempt the parents of her Little Sister were shot to death in their Boston apartment, Sella raised money and found clothing, books, and blankets for the children.

As a volunteer with BRYE, Sella taught a coed class of 10- to 12-year-olds. She planned an English as a Second Language curriculum, coordinated afternoon activities, and visited children's families.

PHOTOGRAPHY
PRESERVATION



Photo by Laura Wulf

The winners of Stride Rite Public Service grants and prizes, with President Derek Bok (left) and Arnold Hiatt, chairman of the board of Stride Rite (right), are (left to right): Thomas Connolly, Maria Salas, Thuy-Lam Tran, Stephan Klasen, Mark Joseph, Nhan Truong, Suzanne Panico, and Karen Gustafson (seated).

Stride Rite Honors Students in Public Service

Five seniors have won \$10,000 each as Stride Rite Post Graduate Incentive Grants winners, awards that will allow them to pursue community service projects after they graduate.

They join five other students who have won grants of up to \$3,500 for outstanding public service work at Harvard.

The winners of the Post Graduate Incentive Grants are Mercedes Soto, Nhan Truong, Becki Berner, Suzanne Panico, and Maria Salas.

The winners of the Public Service Prizes of \$3,500 are Thomas Connolly '90, Kaaryn Gustafson '90, Mark Joseph '90, Stephan Klasen '91, and Thuy-Lam Tran '90.

The program, begun last year, is believed to be the first in the country in which a major corporation and a university have joined forces in an effort to encourage students to consider public service and teaching careers.

President Derek Bok praised the program as an "important and innovative" contribution to the College, designed "to encourage students to participate in community service activities, to enhance student understanding of community problems, and, ultimately, to

consider public service careers."

The winners were selected by a seven-member committee, administered by the Office of Career Services. Students must apply for the \$10,000 Post Graduate grants and then their applications are judged by the committee. Each Harvard House nominates candidates for the public service awards, from which the committee selects five winners.

"We were overwhelmed by the quality of the candidates this year," said Greg Johnson, director of the Stride Rite Program. "One is always afraid one will have to stretch to find excellent winners. We were awed by the dedication and caliber of these students' projects and accomplishments. It was difficult to choose winners from so many worthy students."

Postgraduate Grants

Soto, of Winthrop House, and Lake Station, Ind., will spend next year working with disadvantaged children in the impoverished barrio of Juan Domingo in Guaynabo, Puerto Rico. The daughter of Puerto Rican immigrants, she served as director of the Cambridge Youth Enrichment Program that sup-

ports a summer day camp for economically disadvantaged children in three public housing developments.

Truong, of Lowell House and Goleta, Calif., an honors candidate in sociology, came to the United States from Vietnam when she was 7 years old. She will spend next year in Southeast Asia and work with children in refugee camps in Indonesia, Malaysia, Hong Kong, and the Philippines. While at Harvard she personally raised \$15,000 in cash and \$30,000 in in-kind donations to start the Boston Refugee Youth Enrichment Program to help children from refugee families in Allston and Brighton.

Berner, of Winthrop House and Sandy, Utah, will work in the State of Jalisco, Mexico, with the youth programs of SEDEPAC, a nonprofit grass-roots Mexican organization.

Panico, of Quincy House and South Boston, will work for the South Boston Outreach Program as a summer camp teacher for children and as a tutor in the Boys and Girls Club's college-preparatory program.

Salas, of Lowell House and El Paso, Texas, will work with the Juvenile

(Continued on page 10)

Publicity
JFC

Stride Rite

(Continued from page 2)

Court Conference Committees in El Paso to provide counseling for parents and juveniles.

Public Service Prizes

Connolly, of Currier House and Needham, has directed an academic tutoring program for elementary schoolchildren in an inner-city housing project in Roxbury, and was an innovative staff member of a multicultural day camp there.

Gustafson, of Adams House and Muskegon, Mich., chaired the Advocating a Better Learning Environment program, which supports people with disabilities. She also heads a Harvard volunteer program in the AIDS ward of the Lemuel Shattuck Hospital in Cambridge.

Joseph, of Winthrop House and Atlanta, Ga., cofounded a volunteer tutoring/mentor program for students at Cambridge Rindge and Latin High School. He also has served as a Big Brother and tutor through the Phillips Brooks House Association.

Klasen, of Adams House and Trier, West Germany, is director of the University-Lutheran Homeless Shelter. The program provides meals for 70 homeless people and overnight facilities for 25 individuals.

Tran, of Claverly Hall and West Hills, Calif., has directed a nonprofit camp for underprivileged children in Boston's Chinatown, and has served as a Vietnamese interpreter at Boston's Brigham and Women's Hospital.

1989

1990

1991

1992

GRANTS

12 women scientists to the Institute. Each science
 is given research funds and a stipend, a private
 and the opportunity to affiliate with an appropriate
 laboratory or research group at Harvard, or another major
 research university in the Boston area.

The women scientists' record of achievement includes
 publications, new jobs in science, and promotions.

"We very much appreciate the support of the Office
 of Naval Research for the Bunting Institute's Science
 Scholars Program," said Radcliffe President Matina
 Horner. "This program is an integral component of
 Radcliffe's ongoing efforts to encourage women to enter
 the pipeline and to develop their talents and interests in
 scientific and technical careers, and to remove irrelevant
 barriers. The award comes at a time when the pool of
 Americans pursuing careers in science and technology has
 been dwindling, and it has become critically important
 to attract significant numbers from pools previously
 untapped, such as women and minorities, to sustain and
 strengthen America's scientific enterprise, and to assure
 our international competitiveness during the 21st century."

According to a recent report from the National Science
 Foundation, women comprised only 15 percent of scientists
 and engineers employed in the United States in 1986.

(Continued on page 9)

Laiou Named Head Of Dumbarton Oaks

Angeliki Laiou, a historian who specializes in Byzantine
 history and civilization, has been named director of the
 University's Dumbarton Oaks Research Library and
 Collection in Washington, D.C. She will succeed Robert
 W. Thomson, Mashtots Professor of Armenian Studies, who
 has directed the center for the past five years.



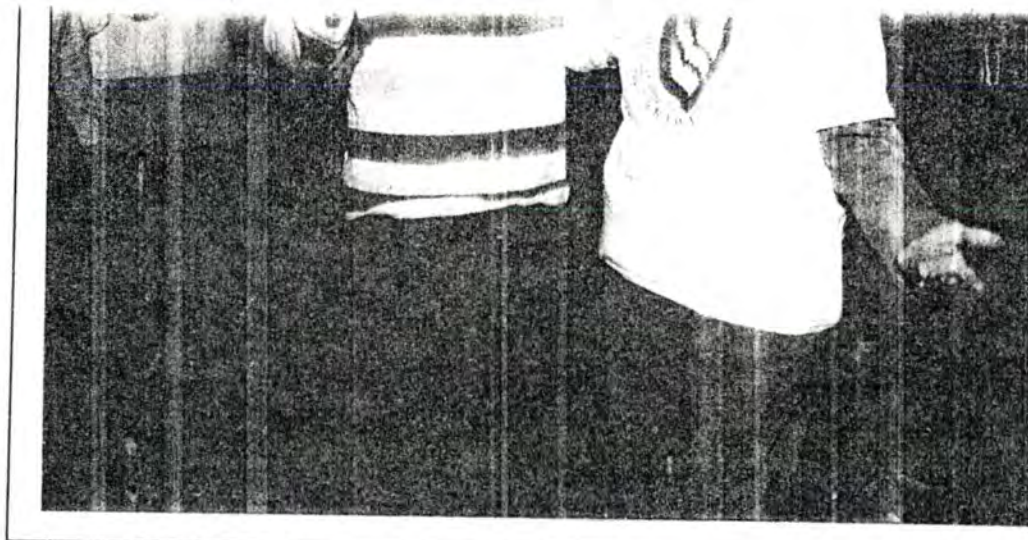
Joe Whinn

Laiou, who recently
 completed a three-year
 term as chairman of the
 Department of History,
 has taught a Core Cur-
 riculum course on the
 Crusades in addition to
 departmental courses in
 medieval and Byzantine
 studies. At Brandeis
 University, where she
 was an associate profes-
 sor from 1972-75, she
 was the first chairman
 of the steering commit-
 tee of the Medieval Stu-
 dies Program and later

Angeliki Laiou

coordinator of the program there.

"We are particularly fortunate that Angeliki Laiou has
 agreed to assume the leadership of Dumbarton Oaks,"



PRESIDENTIAL PARTYING. Out-
 going Radcliffe Pres-
 ident Matina Horner
 dances with Don
 Ridings '90, of the
 Callbacks singing
 group, during a fare-
 well party given
 Monday in Horner's
 office.

16 Awarded Stride Rite Grants and Prizes

Students are commended for dedication to a variety of public service projects

Sixteen seniors working on public service activities
 ranging from teaching in a vocational school in San
 Francisco's Mission District to working in the Bronx with
 children who have AIDS have received the first Stride Rite
 grants and awards for public service.

"We want to put piety back into public service," said
 Gregory Johnson, director of the Stride Rite Program at
 Harvard and executive director of the Phillips Brooks
 House under whose auspices the program operates, on
 Monday night in Adams House at the First Annual Awards
 Dinner.

See page 8 for other public service awards

Calling it "one of the happiest evenings I will spend
 this year," President Derek Bok said Harvard is very proud
 of the public service activities of the students assembled.

"If you look at the extent of homelessness, of crime,

the illnesses associated with poverty, I think; much to our
 shame, the United States ranks close to the bottom of
 industrialized nations" in valuing public service work.

Postgraduate Public Service Grants

Ten seniors shared a total of \$65,000 in Postgraduate
 Public Service Grants, which will help them spend next
 year working full time in public service posts that usually
 are low-paid.

"The selection committee this year was tremendously
 moved and impressed with the dedication and quality of
 the projects and plans," Johnson said.

The winners of the Postgraduate Public Service Grants
 are:

James Edison '89 of Mather House and Redlands, Calif.,
 has been the co-chair of the Chinatown Committee and
 the Phillips Brooks House Association Steering Committee
 "where he set policy for our large and austere group."

(Continued on page 12)



Laura Wulf

May 12, 1989

He will spend next year teaching conversational English in a Chinese University in the People's Republic of China under the PBHA-created program, WorldTeach. When he returns, he plans a career in public service, perhaps with the United Way.

Alexandra "Lexa" Edsall '89 of Adams House and Washington, D.C., is a social studies concentrator and has been a member of the Radcliffe Union of Students' Women's Center. She has also done support work for the Union of Clerical and Technical Workers. Next year she plans to work as an organizer for the Local 100 Branch of Service Employees International Union in Baton Rouge, La. The drive involves unionization of the support staff of school systems such as the janitors and kitchen employees and also the staffs of nursing homes. Many of these workers are women who earn \$6,000 a year and have no health or insurance benefits.

Henry Fernandez '89 of Leverett House and Poughkeepsie, N.Y., has concentrated in government and directed PBH's Mission Hill After-School Program for two years. He has also worked as an investigator for the Massachusetts Commission Against Discrimination in housing. He has been admitted to Harvard Law School and plans to work in civil rights enforcement-related law.

Teresa Finn '89 of Adams House and South Boston is a concentrator in history and literature and was the founder and director of the South Boston Outreach program at PBH. The program concentrates on tutoring low-income women who want to earn their GED and go on to college. She also has worked with Catholic high school students through the archdiocese on weekend retreats, and with the Elderly Committee and the Literacy Project through PBH. She also founded the Irish Cultural Society. Next year she will be the Education Coordinator of the Adult Learning Program at the Boys and Girls Club in South Boston, which she established. She hopes to eventually earn her master's degree in public policy, a law degree, and become an elected official in South Boston.

Anne-Marie Palacios Guerra '89 of Leverett House and Fullerton, Calif., is a psychology concentrator who began public service work through the Freshman Urban Program. She worked for the Inner-City Outreach Program tutoring at Franklin Field in Dorchester and participated in reading for the blind. Committed to bilingualism, Guerra will volunteer full time to teach English at the Mission Language and Vocational School in the Mission District of San Francisco. The school serves an economically and educationally disadvantaged Hispanic population, primarily of women between the ages of 18 and 65. She plans to become a specialist in bilingual education.

Kevin Joyce '89 of Lowell House and Roslindale, Mass., a Stride Rite scholar for four years, has concentrated in psychology. As an undergraduate he participated in CityStep, a dance company, worked for Massachusetts Mental Health Center, McLean Hospital, Children's Hospital and is an assistant teacher in the Longfellow School in Cambridge. He also worked at Boston City Hospital helping seven children with AIDS. Next year he will be an assistant teacher at the Bronx Municipal Hospital Center Pediatric AIDS Day Care Center. As an assistant teacher, he will work in a classroom with a head teacher helping prepare the curriculum. He will also work with parents and spend time with the children on the weekends. His goal is to earn a master's degree in special education and to continue to work in pediatric AIDS.

Mary Ellen Ronayne '89 of Winthrop House and Arlington, Mass., has concentrated in history and literature. She was the founder of PBH's Project Literacy, which teaches undergraduates how to teach literacy to adults at literacy centers and in correctional institutions. She was a member of the PBH Steering Committee and of the Harvard/Radcliffe Catholic Students' Association. Next year she will work with Sedgley Family Services in Materson, New Zealand, where she will teach and counsel families with problems of alcoholism and child abuse. The center serves the Maori people as well as other clientele. Ronayne wants to become a secondary school teacher of social studies and languages in the public schools.



Senior Stride Rite grant and prizewinners are: Anne-Marie Palacios Guerra; Teresa Finn; David Rosen; James Edison; Mary Ellen Ronayne; Arnold Hill, chairman and CEO of Stride Rite; Adam Alfert; President Derek Bok; (back row) Dan Stolar, Henry Fernandez, Rudy Ruiz, Jose Sanchez, Silchen Ng; (right, front) Van Linh Truong, Laura Abel. (Not shown are Marchell Wesaw, Alexandra Edsall, and Kevin Joyce.)

David Rosen '89 of Cabot House and Miami, Fla., has concentrated in philosophy and has spent time working with the homeless through the shelter at the University Lutheran Church in Harvard Square. He also studied in Israel last summer at the Yeshiva HaMivtar where he helped Ethiopian immigrants find housing and employment. He edited *Mosaic* magazine, participated in the Harvard students' Arab-Jewish dialogue, and joined an Institute of Politics study group on affordable housing for the homeless. Next year he will work in Israel for the New Israel Fund which supports projects such as the Association for Civil Rights in Israel; the Committee on Education in Oriental Neighborhoods and Development Towns, the Dai Movement for housing rights and a number of rape crisis centers. He will assist with funding, and legal and professional assistance to community groups. He hopes to continue in public policy, particularly as it concerns homelessness and low-cost housing.

Rudy Ruiz '89 from Lowell House and Fresno, Texas, has concentrated in government and spent time working with the Harvard/Radcliffe Foundation. He has been a leader in Harvard/Radcliffe Raza, a Mexican-American organization, and a summer counsellor at Keylatch in the South End. He plans to work in the Southwest Voter Registration Project in San Antonio, helping to collect data in the current court battle concerning reapportionment. He also hopes to earn a law degree and eventually work for progressive change for minority groups and the poor in America.

Marchell Wesaw '89 of Cabot House and South Bend, Ind., concentrates in German studies and directed the Cambridge Youth Enrichment Program where she also worked as a counselor. She served as a counselor in the Clarendon Hills program in Somerville and this summer she plans to establish a Native American Youth Enrichment Program using the many awards given her to begin its funding. She won the 1989 Student Humanitarian Award given by the Campus Compact and the Phillips Brooks Award given by Memorial Church. She will go to the Potawatami Indian Nation to work with Native American peoples in southern Michigan and northern Indiana where she will help them find adequate housing, and financial resources for education and job training. She wants a career in public service law helping minorities.

Stride Rite Prizewinner

This year's Stride Rite \$3,500 public service prizewinners are as follows:

Laura Abel '89 from Leverett House and Santa Monica, Calif., is concentrating in American history. As an undergraduate, she codirected the UniLu Homeless Shelter, was active in the Food Salvage program and worked for the Union of Clerical and Technical Workers. She collected blood for the Red Cross and served in the PBH Cabinet. She has been accepted into the New York Urban Fellows program for next fall and will work in the Department of Human Resources as further evidence of her commit-

ment to public service.

Adam Alfert '89 of Mather House and Atlanta, Ga., who concentrates in social studies, created a program for PBH students to be trained to work with AIDS patients at the Shattuck Hospital AIDS Ward. He also worked with the PBH's Food Salvage program and One-to-One program. His work with Family House in Dorchester led him to live there one summer to help its residents manage the house. He has deferred admission to Harvard Law School next year in order to work for the Overseas Development Network in India.

Silchen Ng '89 of Mather House and Brooklyn, N.Y., and a history concentrator was a groundbreaker in the Chinatown Youth Partnership program, where she consolidated PBH's big-brother and big-sister effort. She was the chair of the Chinatown Committee and an excellent fundraiser for PBH serving as a member of its Steering Committee. She has also served as a member of the Harvard/Radcliffe Asian-American Steering Committee. She hopes to work next year for her master's in public management to prepare for human service work in state or local government.

Jose Sanchez '89 of Lowell House and Montebello, Calif., concentrated in social studies and Latin American studies. He put much of his undergraduate effort into the Inner City Outreach after-school program, a tutoring effort for children age 7-13. Johnson called the program, "one of the show pieces of PBH, largely due to Jose's dedication." He has served as the treasurer of PBH for two years and as a member of its Steering Committee. During his summers, he has worked for the Migrant Education Program in Santa Clara. He will enter a joint program at Stanford Law School and at the Kennedy School of Government next fall, where he will study both law and public administration. After graduate school, he plans to work for the Mexican-American Legal Defense Fund, doing advocacy work.

Dan Stolar '89 of Lowell House and St. Louis, Mo., has concentrated in psychology. He has worked through the HAND program at the Harrington School in Cambridge as a big brother, counselor, and teacher of English. He learned Spanish to improve his ability to communicate with the children. He also worked with children in Theatre for Children. He plans to become a doctor because he believes medicine has "a potential continuation of the hands-on interactional community service which has been a constant in my life since the beginning of high school."

Van Linh Truong '89 of Adams House and Brighton, Mass., is a Stride Rite Scholar. He came to PBH as a counselor in the Cambridge Youth Enrichment Program before he was a freshman. He lived in Jefferson Park with a family during the summer and was elected president of PBH in his junior year. He won the Joseph Smith Prize for community service for his work with refugee children in Brighton, particularly Vietnamese and Cambodian children who spoke little if any English. He has won a Rockefeller Traveling Fellowship and will visit refugee camps in Southeast Asia next year.

News & Notes

(Continued from page 2)

10 a.m. to 5 p.m. Tuesdays through Sundays. (The art museums are closed on Mondays.)

The museums will make special arrangements for evening classes that require access to the public galleries. All evening events scheduled at the museums will continue as planned, but galleries may not be open at those times.

■ Robert Pughack, associate professor of

Only one radiologist in the nation receives this distinction each year. During his year at the Walter Reed Army Medical Center in Washington, Pughack will study cases sent to the Institute from around the world. Pughack compared the Institute to a museum where one can see many more

■ The Summer School is accepting registrations for its 114th session, which will offer undergraduate and graduate courses in more than 40 liberal-arts fields from June 26 through August 18. The school will again offer its special program for academically gifted high school students.

Reaching Out To Youths in Troubled Neighborhoods

By Marguerite Rigoglioso
Special to the Gazette

Two weeks ago, a teenage boy was killed in a random, drive-by shooting at the playground of the Villa Victoria housing project in Boston. It was the same playground where Harvard students living and working in the project as camp counselors for the Phillips Brooks House (PBH) Keylatch Program were taking their youngsters every day.

Such a backdrop of violence was not uncommon for the approximately 80 Harvard and Radcliffe undergraduates who served in 11 PBH programs this past summer, providing recreation and jobs for disadvantaged inner-city children.

During the eight weeks of the PBH Summer Urban Program, students took up residence in one of nine Boston-area housing projects, where they organized unusual academic, cultural, and athletic activities, and served as mentors and friends to nearly 600 children ages 5 to 14.

Deneta Howland '92, a counselor for the Cambridge Youth Enrichment Program, helped develop children's interest in language through journal writing and the creation of "group stories," in which each participant would contribute a sentence in sequence. She taught astronomy by having each child "become" a planet ("I'm Pluto; I may look small, but I'm really just far away," announced a camper proudly during her presentation).

Maria Elena Alvarado '94, director of the Keylatch program, which serves the heart of Boston's Puerto Rican community, took her children to places they rarely get to see—beaches, museums, historical parks, zoos, and aquariums up and down the East Coast. Campers even got a tour of sewage and recycling plants, and learned lessons about pollution in Boston Harbor.

Children in other programs created and performed in their own videos about "life in the projects"—complete with drug dealers, gangsters, and police.

"The PBH Summer Urban Program benefits these kids in so many ways," said Robert Coles, professor of psychiatry and medical humanities, and a longtime supporter of Phillips Brooks House and member of the PBH committee. "It pulls them out of potentially destructive orbits and gives them their own community with its own dignity and its own resources—no small matter in some of these neighborhoods."

"Our primary goal is to help them develop their self-esteem," said Howland. "All of them are so smart and bright—it's just a matter of getting them to know that and feel that way. Because our groups are so small, we're able to give them all the attention they need."

In addition to helping expand the horizons of the young campers, the PBH Urban Summer Program employs former campers as junior counselors. This past summer, there were nearly as many junior counselors as there were Harvard students.

Oberon "Orb" Brown, a high school senior who was first a camper and then junior counselor at Inner City Outreach program in Dorchester, this year was hired as a full-fledged counselor. "They thought I'd be fit to do it. I was really happy," he said.

Brown says he served as a role model for the younger children. "I told them I had been a camper, and they all just said, 'I can't believe it!' They all wanted to be junior counselors too."

By teaching the children academic skills and helping them to believe in themselves, Brown says his confidence also rose. "It started going well, and I realized it wasn't going to be hard at all. I realized that I know more than I think."

Anne Peretz, president of the Family Center of Cambridge and Somerville and chairperson of the PBH Association Committee, stresses the importance of the summer PBH programs to inner-city communities. "If these children weren't in these programs, they'd be hanging out on the streets, with all that implies—getting bored, getting into trouble. The Harvard students really stimulate these kids and show them what life can hold way beyond the invisible walls of the public housing development."

Deborah King, a resident of Franklin Hill in Dorchester whose sons Chris and William have been attending Inner City Outreach for four years, has noticed that her boys' tempers have "slowed down a whole lot" since they've been involved in the program.

Indeed, says Maria Elena Alvarado, "Because of the environment, there's a potential for fights every day. We help them learn how to solve their problems without fighting."

For the Harvard students themselves, serving as counselors for PBH's summer programs is rich with rewards. "The kids are so beautiful, honest, and loving," says Alvarado. "Living in the development, you really get to know them and become a part of their families. My own family is in Puerto Rico, so that's really important to me."

She adds that the opportunities PBH offers undergraduates to do fundraising and program planning have also been extremely valuable to her career development.

Deneta Howland, who will be creating mentorship programs for inner-city youth in Washington, D.C., this year as a Stride Rite Fellow, has found that her work with Phillips Brooks House has complemented and enhanced her academic studies. "My courses helped me to intellectualize what

was going on during the summer, and helped me think about how things could be done better the next year."

The Summer Urban Program, with roots dating back 14 years, is only one component of Phillips Brooks House's community service activity. During the school year, under the direction of Greg Johnson, Phillips Brooks operates 75 programs that involve some 1,500 Harvard undergraduates.

Harvard Gazette September 4, 1992

Inner-city Youth Thrive in Summer PBH Program Activities

By Ken Gewertz
Gazette Staff

Jamal Goforth, 12, has been playing chess for all of five weeks and has already developed self-confidence worthy of Bobby Fisher.

"I'm the best," he said, trying to corner his opponent's lone king into checkmate. "I bet I could beat King Ralph." King Ralph is a chess hustler who plays for \$100 a game on the streets of Dorchester.

Jamal's sister Jennifer, 10, has been practicing a dance number with the other girls in her group. Taking a break, she recalls the high points of her summer. There was roller skating, a carnival, and a trip to New York City where she saw amateur night at the Apollo and shopped for clothes in Queens.

"If I wasn't at camp, I'd just be staying home with my mother," she said.

Jamal, Jennifer, and 62 other youngsters between 6 and 13 years of age are members of Inncity Outreach, a summer camp program in Dorchester run entirely by Harvard students.

"Inncity Outreach is a very valued resource in the communi-

Harvard Gazette September 4, 1992

ty," said Gail Burton '86, director of programs at Phillips Brooks House, which sponsors the Dorchester camp as well as the Mission Hill and Academy Homes summer programs.

"Everyone in the community is aware that the students are there, and they have respect for them because they realize they're there to help the kids."

Inncity Outreach began 10 years ago as an attempt to ease tensions between rival gangs from two Dorchester projects, Franklin Hill and Franklin Field. The camp serves as a neutral meeting ground where 64 youngsters from the two projects get to know one another as individuals. So popular has the camp been with neighborhood families that there are always more applicants than can be accommodated.

"I always hate registration," said camp director Ayanna Worthington '92. "The waiting list is huge, and little kids are always coming up to us and saying, 'Can I be in the camp?' and we have to say no because there just isn't enough room."

The camp has had such a positive impact on the community, however, that even those who are not formally enrolled in the program benefit from its presence. This is due in part to the fact that the counselors, most of whom are Harvard students, live in the neighborhood for the summer.

Occupying two apartments, one in Franklin Hill and one in Franklin Field, the students serve not only as counselors, but as teachers, role models, and friends.

"It's a 24-hour job," Worthington said. "The kids come home with you just to hang out. Even kids who aren't in the program come to the apartment. In the morning they'll knock on the door at 6:30 and say, 'Wake up, it's time for camp.'"

This summer, the camp's headquarters are at Grover Cleveland Middle School in Dorchester. Campers spend mornings here engaged in educational activities that are both practical and innovative.

One group, for example, has been learning about the American political system by acting out the presidential election process and taking on the roles of Bush, Quayle, Clinton, and Gore. Another has been focusing on the lives of American black leaders, while a third has concentrated on math and science.

Clinton Dye '93 has been having his group of 6- and 7-year-old boys memorize a short poem. One by one, they walk to the front of the classroom and recite the words:

We're not here to play, to dream, to drift;
We have hard work to do and loads to lift.
Shun not the struggle; face it; 'tis
God's gift.
Be strong, oh youth, be strong.

After each recitation, the other boys applaud.

"Learning the poem is important because it shows they've gotten to the point where they can help one another rather than laugh at each other," Dye said.

Dye has been using other exercises to develop a spirit of cooperation in his group as well. He divides the group into two teams and has them compete against one another to solve math problems. But the teams are fluid, with members shifting from one to the other every few minutes.

"That way, instead of feeling you beat the other team, you feel you did the best you could do. They did really well with this exercise. I was proud of them for that."

Afternoons are taken up with field trips. These might be simple physical activities like a visit to a local swimming pool or basketball court, or they might involve something more intellectually challenging, like a trip to the New England Aquarium or the Computer Museum.

One day this summer, a group of 14- to 17-year-old junior counselors went to Bentley College where they explored the campus and talked to the director of

admissions about requirements for getting into college.

"These kids remind me a lot of myself when I was their age," said Worthington, an Afro-American studies concentrator. "I want them to learn about things I didn't know when I was a kid. There's not a lot of support in the schools they go to, and sometimes you just don't know where to go to get help."

Another activity that has been popular with many of the kids has been participating in Magic Me, a program that brings inner-city youngsters together with nursing home residents.

Melissa Debose '93 has been taking her group of 12- and 13-year-old girls to a nursing home in Mattapan where they've given the residents manicures and listened to their stories. Afterward, the girls record their impressions in a journal.

Fundraising has been a struggle for the camp. Worthington, who raised most of the \$50,000 budget during the school year, said that it is particularly hard because there are no large sponsoring institutions in the neighborhood, so contributions tend to be modest. Significant grants have come from the Stride Rite Corp., the Boston Parks and Recreation Department, and Associated Grantmakers of Massachusetts.

"We've done well, though, because the counselors are amazingly creative, so the lack of money hasn't hurt the program," she said.

But to hear the counselors tell it, they seem to be getting as much or more from their participation in Inncity Outreach as they are putting in.

"I love it because of the relationships I've developed with the kids. This is the first summer I haven't gone home to Atlanta, and working here has really kept my spirits up," said Dye.

"It's very tough, demanding work," Burton said. "It's a 24-hour job, and there are no perks. But the counselors are often changed by the experience. There are very few who don't continue some form of public service work in later life."



Twelve-year-old Jamal Goforth (left) plays a game of chess with Chinua Sanyika '93 one afternoon at

Phillips Brooks House. The game is one of the many activities inner-city youths take part in through the

Inncity Outreach program run by PBH.

Photo by Laura Wulf



Laura Rutland '93 tutors a student in a class at the Harvard Refugee Youth Summer Enrichment program for Southeast Asian high school students.

Photo by Laura Wulf

Harvard Gazette September 4, 1992

Refugee Youths: Leaping Barriers of Language in Pursuit of Success

By Shirley Levine
Special to the Gazette

After My Le Doan '93, her parents, and nine siblings escaped Vietnam by boat in 1979 and ended up in Hawaii, she was struck by the difficulties of learning a new language.

"I had wished there were a special program to get me up to speed in the language and facilitate my progress through high school," Doan remembers.

Today, she is the administrator of just such a program: Harvard Refugee Youth Summer Enrichment (RYSE) program for Southeast Asian high school students who have recently fled their homelands for political and/or economic reasons.

The benefits of the program are manifold. In providing a bridge between academic school years, RYSE helps these young refugees get a leg up on English, make friends with peers, learn more about the American culture, increase their self-confidence, and ultimately get into college.

"Participants need the RYSE program not only to advance their English skills, but also to maintain what they've already learned in their regular schooling," notes program codirector Toby Romer '94. "During the summer, these students are not necessarily otherwise exposed to English and the American culture. We provide the important element of consistency.

"Since many of our teachers and volunteers are themselves refugees who made it to Harvard," continues Romer,

"the program provides wonderful positive role modeling. This helps the students set higher goals for themselves and hold a more positive outlook on their future."

Started in 1985 by a group of Harvard undergraduates, RYSE now provides 10 English classes—with six levels ranging from beginning to advanced—to 100 local Southeast Asian refugee students, ages 15 to 23. Classes are taught by Harvard students four nights a week during July and August at the Kennedy School of Government—in classrooms, or on the lawn on nice evenings. University vans escort students home. (During the school year, RYSE's sister program, Refugee Youth Term Enrichment, or RYTE, provides one-on-one tutoring to Southeast Asian students.)

Comments from one gregarious and talkative class of advanced students included: "We learn a lot here, and it's fun too"; "Our teacher is great, like a friend, not boring"; "We do things on weekend—that's the best"; and "Now, tell us where you're from."

"There are other summer English programs in Boston," says codirector Minh Phan '93, "but they're held during the day, when most of our students are working to support their families in America and Southeast Asia. RYSE allows students to fulfill their family commitments, as well as their academic aspirations. We have the added plus of providing several teachers who are Vietnamese/English bilingual, a commodity that's hard to find around here."

RYSE teachers participate in two weeks of teacher-training before the program begins. Teaching techniques include not only lectures and homework, but also practice in leaving messages on telephone answering machines, singing jazz chants (to sharpen pronunciation and intonation), writing essays on computers, viewing videotaped lessons, and going to the grocery store with a shopping list.

Regularly scheduled weekend events range from hiking at Mt. Monadnock in New Hampshire to visiting the New England Aquarium to picnicking at Singing Beach. These and other social aspects of the program help the students make new friends within a safe and supportive social alternative to the streets of Greater Boston.

"The satisfying thing about RYSE is that the students really want to be here as a stepping stone to college," says Doan. "In fact, we have to turn half of our applicants away, since space and money limitations keep us from expanding beyond our 100-student capacity.

"One recurring frustration for both the students and their teachers," says Doan, "is that many of the most capable students end up not going to college because they must get full-time jobs to support their families. But we have a lot of success stories too. Like Jon, who came to us three years ago with no English and no parents. This month, he will enter Boston University with a full, four-year academic scholarship to study medical engineering."

Students Help Homeless Find Houses, Jobs

By Shirley Levine
Special to the Gazette

At 25, John can look back on a recently completed prison term, an ongoing struggle with drug addiction, and a disheartening stay at an emergency homeless shelter in Boston.

But John is one of the lucky ones: thanks to the St. James Shelter in Cambridge, he has a steady job at a local pizzeria and several months of sobriety under his belt.

The shelter, operated by Harvard students during July and August, offers up to 15 homeless men a place to sleep (St. James Episcopal Church in Porter Square), three meals a day, and daily counseling about job and housing issues.

Unlike emergency shelters—some of which allow guests to stay only a few nights, provide little if any counseling services, and can be home to violence and drug trafficking—St. James offers a stable, safe environment that allows eligible guests to search more effectively for full-time employment and permanent housing.

"Our goal is for all participants to be employed and housed by the end of the summer, so we look for candidates whom we can realistically help in a seven-week period," said David Sandberg '93, one of the program's five codirectors. "We get referrals from local shelters and other social service centers and then screen

candidates to determine their motivation and abilities."

Typically, half of the guests already have jobs but need help opening bank accounts, saving money, and ultimately finding an apartment. For those seeking jobs, the shelter provides a telephone and an answering machine with a generic, "homestyle" message. At the end of the program, guests may be eligible for Phillips Brooks House-sponsored interest-free loans to pay rent for up to two years.

"The keys to our success are the individualized attention that a small number of guests receive from a large number of volunteers, and our low cost of operations," said a codirector Christopher Davidson '95. "Our cost of \$12 per guest per night makes us the lowest-cost shelter in Boston."

Costs are kept to a minimum through the donations of space by the church, time and energy by 80 to 100 Harvard Summer School volunteers, food by Harvard, and supplies by many contributors. As part of PBH's Food Salvage Program, St. James codirector Maria Rogahn '95 and her volunteers collect leftover food from



Photo by Laura Wulf

Fleur Weinstock, Summer School student, talks with a guest at the transitional shelter while Ellie Lee '92 cleans up following a barbecue marking the last day of the St. James program.

University dining halls and bring it to the church and other local shelters.

Arik Grier '93, another codirector, secures donations of beds and bedding from Harvard Student Agencies and the

(Continued on next page)

Shelter

(Continued from previous page)

Harvard Dorm Crew. Money to cover other needs is raised by the students through dances, telethons, and other activities.

"One of the most important things I've learned this summer," said one volunteer, "is that the difference between being a Harvard student and being one of the St. James guests is sheer chance. Many of the homeless are not stereotypical—drunks or mentally ill people—but rather those who have experienced bad economic times and have no support network of family and friends."

Ellie Lee '92, Adam Urato '91, and Charlie Reece '92 decided to start the St. James Shelter in 1990 because PBH's University Lutheran Shelter in Harvard Square does not operate during the summer.

"More homeless people die from the street crime in the summer, when some shelters close, than from the cold in the winter," said Lee, a 1992 winner of the Ames Prize for public service. "This program was established to provide continuity. . . . We're not giving handouts here. Our guests are working very hard to help themselves; we're providing some stability and a means for self-empowerment. Of the 30 people who completed the program in '90 and '91, 24 had jobs and 19 had housing by the end of the summer.

"We're also providing a substantial group of volunteers with a positive experience in assisting the homeless. With more than 5,000 homeless people in Boston—and three million in the country—we hope these students will get excited enough to start similar programs."

Peabody Museum Offers Summer Programs On Native American Childhood

Partnership formed with Phillips Brooks House group

The Peabody Museum of Archaeology and Ethnology this summer is collaborating on a cultural enrichment program with directors and administrators from the Phillips Brooks House who run the Native American Youth Enrichment Program (NAYEP) in conjunction with the North American Indian Center (NAIC).

Formed in 1988 by Native American undergraduates at Harvard, NAYEP is an intensive, eight-week summer program that combines the efforts of the Native American community, parents, and Harvard undergraduates.

In NAYEP's own words, "NAYEP tries to foster a better understanding of the world in which the children's ancestors lived by providing the children with experiences relating to their rich cultural heritage. Folktales and stories, games and crafts, social and recreational activities will be part of the regular curriculum during the summer."

This summer, for the first time, the Peabody Museum will be taking an active role in providing cultural enrichment for the NAYEP participants.

The core of the museum's contribution and involvement will be to make available carefully selected objects related to the diverse tribal affiliations of the 30-plus young Native American participants.

Over the summer, four groups of children work in the classrooms provided by NAIC.



Photo by Joe Wrinn

Nahemah Foreman of Roxbury tries on jewelry from the collection of the Peabody Museum during a craft session on Native American jewelry.

The program is coordinated by Marion Wingfield from the Peabody Museum, and Joe Secondine '92 (of the Lenape tribe) and current director of NAYEP. Running through Aug. 25, the program serves groups of 8 to 10 children, ages 7 to 13.

Children visit the Peabody Museum seven times for Native American study activities. Class time at the museum will be supplemented by a four-session series of crafts workshops, led by local Native American

artisans, on silver jewelry, cornhusk dolls, beadwork, and pottery.

Curriculum for the Peabody/NAYEP classes revolves around a central theme: Native American childhood.

Activities will include viewing Native American objects (such as baskets, dolls, clothing) from both the collections and the exhibits in an intensive, focused way, learning about and drawing these objects, discussion and storytelling.

Summer counselors and staff of Phillips Brooks House, the public service organization, line up for grilled chicken during a July 1 picnic hosted by Anne and Marty Peretz of Cambridge. Anne Peretz, chair of Phillips Brooks House Association committee, invited all the members of the committee and staff.

Photo by Joe Wrinn



Former Stride Rite Chairman Wants to Help Children, Encourage Corporate Good Works



Stride Rite's Arnold S. Hiatt, at the company's day-care facility: He stresses grant making to help children because "If you're going to do something, that's the time to do it, in the first couple of years of life."

BOSTON

ARNOLD S. HIATT, who helped build the country's most successful children's-shoe company, thinks charity is best invested in efforts to help kids.

While it clearly makes good business sense for the Stride Rite Corporation to donate money to children's causes, that's not Mr. Hiatt's only motivation.

"If you're going to do something, that's the time to do it, in the first couple of years of life," says the man who has chaired the Stride Rite Foundation for the last 10 years.

In June Mr. Hiatt relinquished the chairmanship of the Stride Rite Corporation, which he had run since 1968, to devote himself full time to the work of the foundation and the needs of the country.

An untiring spokesman for kids, the 65-year-old Mr. Hiatt says his interest in solving community problems helped get him to work each day. "Quite honestly," he says, "it's the foundation and it's Stride Rite's involvement in community and in programs for its employees that provided me, in a way, with a greater sense of fulfillment than I would have had just running a company."

Running a company was something he did very successfully. When Mr. Hiatt became president in 1968, after Stride Rite acquired the children's-shoe company he had founded in 1952, Stride Rite made about \$43.5-million in net sales; last year, that number was up to \$574-million.

Mr. Hiatt acknowledges that many of his peers have often been skeptical of his generous business practices—especially the amount the company has given to non-profits and the fringe benefits it pro-

vides to its employees. "I think in the beginning, other people thought I was distracted, I was somewhat different, and that I would stumble," he says. "I think over a period of 19 years consisting of growth—except for one down year—people thought, You know, one commitment doesn't dilute another commitment."

Stride Rite's new chief executive officer, Ervin R. Shames, was selected because of his own involvement in non-profit affairs. He has served on the boards of the American Health Foundation and the Alvin Ailey American Dance Theatre and is now a member of the board of the New England Medical Center and the Committee for Economic Development.

"We wanted someone to continue the tradition," says Mr. Hiatt.

The Stride Rite Corporation contributes over 5 per cent of its annual pre-tax earnings to the foundation. That's far more than most company foundations receive, according to the Council for Aid to Education, which estimates that corporations on average give less than 2 per cent of their pre-tax income to charity. In its 1991 fiscal year, the foundation got \$4.3-million from Stride Rite.

Challenges for Policy Makers

Never one to be comfortable with business as usual, the former maker of Stride Rite, Keds, and Sperry Top-Sider shoes is taking advantage of his retirement time to expand his involvement in children's issues and challenge some of the most influential players in U.S. policy making. As a founding board member of Businesses for Social Responsi-

Continued on Page 10

Former Stride Rite Chairman Helps Children, Encourages Corporate Giving

Continued from Page 7

bility, a new organization of more than 60 companies that was formed at the beginning of the year, Mr. Hiatt is becoming an outspoken critic of what he considers to be corporate greed—such as giving too little to help the communities in which companies operate. He also worries that the federal government is doing too little to turn things around.

In June, he caught the attention of the press when he lambasted Vice-President Quayle's anti-regulatory Council on Competitiveness, saying it was a short-sighted effort led by a Vice-President who "has spent too much time on the golf course."

Day Care Is Primary Concern

Day care has long been one of Mr. Hiatt's foremost concerns.

In 1971 Stride Rite opened one of the first corporate child-care centers, at what was then its headquarters in Roxbury, Mass. In 1983 the company started an additional center for the children of employees and community members in Cambridge, Mass., where it had moved.

In 1990, that facility was expanded to include elderly people who needed daytime supervision. Located on the fourth floor of the company's headquarters building, it brings together 55 children and 30 elderly people.

The Stride Rite Foundation, which gave out grants totaling almost \$1.8-million in its 1991 fiscal year, including \$775,000 to those two day-care centers, is dedicated to programs that help improve the lives of poor kids.

The foundation restricts its giving to efforts in Boston and Cambridge—with the exception of gifts to United Ways in other parts of Massachusetts and in Missouri, where the company has some operations—and is most interested in start up projects that are "not popularly supported," Mr. Hiatt says.

The Massachusetts Advocacy Center, for example, which lobbies on behalf of children's rights and studies the effectiveness of institutions that serve kids, hardly ever gets money from corporate foundations other than Stride Rite.

Small Staff

The foundation's Review Committee, which is made up of seven Stride Rite executives, makes site visits to prospective grant recipients and meets every six to eight weeks to make awards.

Besides Mr. Hiatt, Ellen T. Sahl, his assistant and chair of the committee, is the only person working full time at the fund. They inhabit two rooms rent free in the offices of Goulston & Storrs, a law firm here that offered them the space as a way to help inner-city youths. Mr. Hiatt's office, previously occupied by a managing partner, overlooks the Boston Harbor.

"Everyone expects to see some great Ford Foundation office, with a garden court and a lot of staff and directors and a board room," says Mr. Hiatt. "Ellen and I are pretty much the foundation now."

Stride Rite is considered a lead-

ing proponent of improved services for children and their families in the Boston area.

"Anybody who understands corporate giving and is a member in good standing of the non-profit community in Boston knows that Arnold Hiatt has been committed for a very, very long time to children's issues," says Victoria M. Devlin, vice-president for development and marketing at WGBH, a public-television and public-radio station here that produces a weekly program for kids financed in part with \$400,000 from Stride Rite.

Stephen Bing, executive director of the Massachusetts Advocacy Center, says Mr. Hiatt's interest in young people is infectious. "He's very committed to children and very committed to the notion that it's crazy not to invest in kids," he says. Mr. Hiatt's zeal, he adds, has translated into contributions from other donors.

Mr. Hiatt has made telephone calls and written letters to get more support for the center, and, says Mr. Bing, has "gathered people together to listen to our spiel."

In the case of WGBH, Stride Rite is trying out a marketing ploy that could bring more viewers to the television station and more shoe shoppers to its own stores. To go along with its support for the station's show, "Long Ago and Far Away," the company has developed display units that sit on the counters of 900 Stride Rite stores across the country. The materials advertise the program, which renders classic children's stories and folk tales through animation, live action, and puppetry, and encourage children to make regular visits to libraries.

Pamela S. Herman, director of client services at WGBH, says that while the free publicity for the show certainly brings in more viewers, Stride Rite has much to gain from its association with the highly lauded program.

"They are known for their commitment to children and families," she says. "Here's a way to attract some attention for themselves in a really good way." With the teaching materials and posters WGBH distributes to elementary and junior-high schools, "the Stride Rite name is all over it," she says.

Giving to Harvard

Mr. Hiatt, who got his bachelor's degree in history and literature from Harvard University in 1948, has made that institution the focus of much of the company's grant making. In its 1991 fiscal year, the foundation put \$295,134 into its Stride Rite Public Service Program at the university.

Under the program, Stride Rite gives \$1,500 stipends to up to 40 Harvard students who are eligible for the federal College Work-Study program and who want to work at non-profit organizations.

The stipends pay the parts of their salaries that are not covered by the government—thereby giving their employers free labor. During the summer, those students can make up to \$2,500 each in their work-study jobs.

In addition, two graduating seniors are each given a \$3,500 award

for volunteerism and five graduating seniors are awarded fellowships of \$10,000 each for a year's work in public service.

Una Okonkwo, a Harvard junior who was born in New York but grew up in Nigeria, is now one of the coordinators of a summer program for 64 kids in Mission Hill, one of the city's poorest housing projects. A Stride Rite grant recipient, Ms. Okonkwo has temporarily moved into the development so that she can get closer to the children with whom she is working. The ground is strewn with broken glass and garbage, and the distinct smell of urine permeates the air. A stretch limousine parked on the street is the only sign of business in the area.

"It just helps you put things in perspective," says Ms. Okonkwo. "Here I am, worrying about what test is coming up next and what my grade on this paper was when there are larger issues in life to be confronted."

She hopes, she says, that by taking the kids to the Harvard campus, museums, and cultural events, she can help motivate them to develop higher aspirations for themselves. "It really raises the kids' expectations," she says. "I mean, it raises what they expect from themselves and what they want their world to be like."

To encourage employees at the Stride Rite Corporation to volunteer at non-profits, Mr. Hiatt started a program last September that gives staff members two hours of paid leave every week to tutor schoolchildren and serve as mentors to them.

The foundation provides grants to the groups that administer the program for the company, Cambridge School Volunteers and the

Cambridge Partnership for Public Education.

Mr. Hiatt says he did not anticipate the effect the program would have on the Stride Rite employees who are participating. "You know who's coming back from their weekly visit because they go out and they feel good about what they're doing and they tell their peers," he says. "And so we now have a waiting list."

Ms. Sahl, Mr. Hiatt's assistant and a volunteer in the program, says the employees who have signed up are forming friendships within the company with people they ordinarily wouldn't have gotten to know. She says she hadn't expected "that it would really help our workers communicate with each other in different departments."

'There's Always a Reason'

Mr. Hiatt hopes to get other companies interested in duplicating the program, but he says he has sensed some resistance already. "A lot of people say, 'Oh, we've got work to do—we can't afford to lose the two hours a week,'" he says. "There's always a reason. You know the biggest reason I heard for years as to why they couldn't adopt our child-care model? 'It would increase our insurance rates.' That's never even been an issue here." The company's programs, he says, have not increased its premiums.

Now that Mr. Hiatt doesn't "have to wake up at four in the morning to think about things, to get Stride Rite to work," he says he has had more time to reflect on the problems plaguing the United States and feels more strongly now than ever that what is desperately needed are programs that tap into

the energy and good will of Americans.

He dismisses President Bush's Points of Light Initiative, which aims to increase volunteerism by recognizing public-service programs, as mostly "rhetoric." The Stride Rite Foundation's next big effort, Mr. Hiatt says, will have a similar goal but will go about achieving it in a very different way, although he has yet to design any concrete plans.

A proponent of government student-loan-forgiveness programs for college graduates who want to take public-service jobs, Mr. Hiatt says: "We're going to make good citizenship fashionable again."

As a founding board member of Businesses for Social Responsibility, he also plans to encourage corporations to be more concerned with conditions in inner cities and to push for policies that will give companies more incentives to care. The millions of people living in poverty, he says, "can't buy products—Keds, Stride Rite, Chryslers," so it makes good business sense to find solutions for the poor.

Businesses for Social Responsibility—whose members include Ben & Jerry's Homemade, the ice-cream company; Lotus Development Corporation, the computer-software manufacturer; and Reebok International, the athletic-shoe company—educates business leaders and lobbies Congress, the White House, and state governments. Among its interests are promoting manufacturing techniques that don't harm the environment, policies that make sure companies and other work sites are safe and protect workers' health, and ways to step up corporate giving and employee volunteer programs.

Serves as Role Model

Michael Levett, executive director of BSR, says that the presence of Stride Rite's Mr. Hiatt on his group's board is an important reminder to other companies that socially responsive corporate behavior does not translate into weaker earnings. "As well as anybody" Mr. Hiatt has shown that "if the program of the business can have a positive impact on the workers of the community, it not only goes to the benefit of society, it goes to the bottom line of the company," says Mr. Levett, who owns several companies involved in trade with the former Soviet Union.

"He has built a successful business, he has used innovative programs, he is a decent guy," Mr. Levett says. "Those things all compute."

But what if Stride Rite stumbled and its profits declined? Would the company's commitment to the community and its employees fall that year? Mr. Hiatt answers that he has been careful to build an endowment for the foundation that could sustain its programs for four or five off years.

"That year will come," Mr. Hiatt says, "and we can't just tell children to go home, and you can't tell elders that we don't care any more."

"We can't."

—ELIZABETH GREENE

At a Glance: The Stride Rite Foundation



History: Established in 1953 as the J. A. and Bessie Slosberg Charitable Foundation in honor of the original owners of the company that operated it. The foundation, whose name has changed several times since then, serves as

the charitable arm of the Stride Rite Corporation, the maker of Stride Rite, Keds, and Sperry Top-Sider shoes. It is now headed by Arnold S. Hiatt, the company's former chairman, but a committee made up of Stride Rite employees makes recommendations about grants.

Purpose and areas of support: To serve needy children. The foundation supports groups that help disadvantaged kids in Boston and Cambridge, Mass., near the company's headquarters. Through contributions to local United Ways in Massachusetts and Missouri, it provides money to programs in additional areas where the company has distribution centers and other operations.

Assets: \$8.9-million for the fiscal year ending September 30, 1991.

Grants: \$1.8-million in its last fiscal year.

Key officials: Mr. Hiatt, chairman; Ellen T. Sahl, chair of the foundation's Review Committee.

Application procedures: Initial request should be made with a letter that includes a description of the organization's programs, the people who are served by them, and specific plans for the money requested. The proposal should also describe the organization's goals and accomplishments, the salaries of top executives, the number of volunteers, and sources of income and the amount received from foundations, corporations and other major donors. A copy of the group's letter from the Internal Revenue Service approving its 501(c)(3) non-profit status, a detailed budget, and its most recent audited financial statement are also required. The foundation suggests sending a list of the names of board members as well as the names and qualifications of the people who will be carrying out the project for which the group is seeking support.

Address: 400 Atlantic Avenue, Boston 02110-3333; (617) 574-4169.

publicity photo

Harvard College

From Roots in Vietnam Grows a Commitment to Helping Others

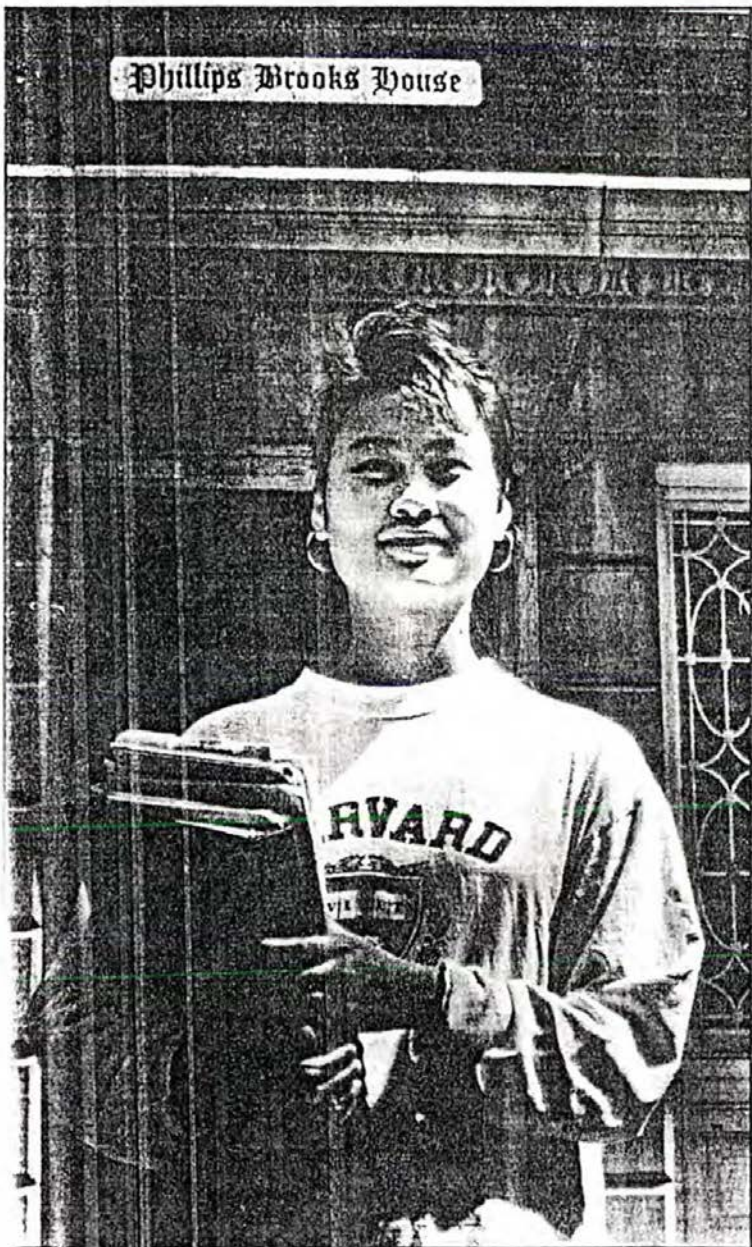


Photo by Laura Wulf

Nhan Truong '90 will work for a year, on a Stride Rite public service grant as a teacher and volunteer health aid at Vietnamese camps in the Philippines, Malaysia, and Hong Kong.

Nhan Truong '90 knows rejection. She also knows what it means to feel different, lonely, laughed at, and unable to communicate. She knows, in short, what it means to be a refugee.

"Growing up was just horrible," said Truong, whose family fled Vietnam for America "in the nick of time" 15 years ago. "I really wished I was blonde. I really wished I was American. Kids were calling [me] derogatory names, and it hurt. Kids mimicked me trying to speak English. . . . It seemed like everyone hated Asians."

Such experiences, as painful as they were, were useful in at least one respect: They inspired in Truong a desire to help other refugees adjust to their newly adopted country. As a child, Truong was aided by college and church volunteers who taught her English, took her bowling, and did their best to combat the influences of notoriously cruel schoolchildren.

As a Harvard undergraduate, she has done the same for others. In her freshman year she founded the Boston Refugee Youth Enrichment program, a Phillips Brooks House year-round project that provides tutoring and other support for East Asian refugee schoolchildren in the Boston area.

"Part of the reason I wanted to work with kids is because I'd

been tutored by church volunteers and student volunteers, and I wanted to contribute back," said Truong, who concentrated in sociology. "I've always been grateful."

Truong, of Lowell House, will "contribute back" even more at the end of the month, when she heads for East Asian refugee camps on a \$10,000 Stride Rite public service grant. For a year, she will work as a teacher and volunteer health aide at Vietnamese camps in the Philippines, Malaysia, and Hong Kong.

"I want to take that year as a learning experience and see what I'm good at—it could be teaching, it could be working in the health professions," she said. "I just want to leave it open and then what happens, happens."

Truong and her family first arrived at an Arkansas refugee camp in 1975. Soon they moved to tiny Bemidji, Minn., where they were sponsored by a Lutheran church. They later moved to Santa Barbara, Calif., where Truong's family remains.

The move to Minnesota caused a particularly jolting culture shock. Not only did they find themselves in one of the coldest areas of the country ("and I'd never seen snow") but they were one of only two Vietnamese families in a town of mainly whites and Native Americans.

"We stuck out like a sore

thumb," said Truong. "We definitely knew we were different."

In part, Truong's year in East Asia will be a chance to reconnect with her Vietnamese roots. Because her father was affiliated with the previous government, she can never go back to Vietnam—if she did, "there would definitely be trouble for me." Vietnamese refugee camps offer the only real opportunity to visit her homeland.

Visiting the camps "is like going back to Vietnam," she said. "The next best thing is going back to the refugee camps, because you really know what it's like to be Vietnamese. Everyone around you looks like you, and there are all the customs and the holidays. I left that at a young age, and I want to retrace my heritage. I love my heritage."

"When I left Vietnam in 1975 I left part of me behind. . . . My identity is not complete. I feel like something is missing inside of me."

Asked whether she now considers herself American or Vietnamese, Truong said, "I feel both. I feel like I'm a Vietnamese American, because I appreciate both aspects of Vietnamese culture and American culture."

"I cherish freedom, and you don't really cherish that," she said, "until you've lost it."

— Amy Biancolli

Harvard College

'I'd Like to Teach the World...'

Suzanne Panico '90 wants a career that will allow her to care for people, help them meet their potential, and feel good about themselves. She thought, when she arrived at Harvard, that she might find it in medicine.

Hays, of Lowell House, never envisioned teaching when they came to Harvard. Now they cannot see doing anything else.

Panico, for one, is watching peers go on to law and medical school. But she is not tempted to join them. Though she once thought of being a doctor—influenced by an older sister who is a physician—and searching for a profession that really cared about people, she no longer holds the field of medicine in such high esteem.

Now she wants to teach. "To me it's important to do something I'll be happy to do every year," said Panico, who is concentrating in science and history. "[In medicine], I'm not going to have daily contact with people or continuity with kids that I would in the classroom. In education, at this point, I can do all the things I saw medicine letting me do."

Working with children awaiting surgery at Children's Hospital over the past several years made her shy away from medicine. But it also opened her mind to teaching.

David Hays '90, whose concentration in fine arts and Romance languages and literatures has focused on art history, landscape architecture and, particularly 18th-century French gardens, is also planning a career in education, but in a different way. He feels that advanced study, research, and university teaching is the logical, if not necessary, way for him to approach the highly specialized field.

"It seems like no matter what I do I end up coming back to the little kids," said Panico, a South Boston native who exudes boundless energy when discussing her young charges.

"Being a designer, in a way it's difficult to justify things the way I'm seeking to justify what's been done [in this field]," he said.

"They never cease to amaze me, surprise me [with] their questions, their enthusiasm, their creativity. [At the hospital], unless people tell them, they don't know they are sick. They want to do everything. At that age they're very accepting of people. They don't have set notions. Unless

(Continued on page 18)



Photo by Joe Wrinn

Suzanne Panico '90 (left) and David Hays '90 both plan to pursue careers in education

'It seems like no matter what I do I end up coming back to the little kids . . . They never cease to amaze me, surprise me [with] their questions, their enthusiasm, their creativity.'

— Suzanne Panico '90

'You end up trying to create images of the spaces for yourself. In a way, by teaching, that's what you're helping people to do: imagine the space in a historical context so they can understand the space for themselves.'

—David Hays '90

Teachers

(Continued from page 17)

their parents have drilled something into them, they're pretty open to anything and anybody."

Despite her obvious zeal for her chosen field, Panico has already experienced some frustrations. During classroom observations as part of the Undergraduate Teacher Education Program, Panico has witnessed teachers receiving pink slips and now understands the degree to which the public's regard for teachers is not commensurate—financially and otherwise—with its expectations of them.

"Something has to happen [because] people aren't respecting teaching as a profession, and they're starting to care less and less," she said emphatically. "Everybody claims education is so important, but people don't want to put the money in it or to support them in any other way.

"It's frustrating in that sense—your friends ask, 'Oh, you're going to teach?' What are you supposed to do, hide in the closet? And they are the ones that expect good teaching for their kids."

But she is determined.

"It's something that I want to do. I know that I'm not going to change the world or cause a big revolution in education, but there are kids out there who are very bright, but they're not given the chance to make something of themselves. They do care. The people we work with in South Boston all care. If there are a couple of kids and I can just give them a few more tools to work

with, maybe that will help them in the long run."

Panico, who has been active forging a link between South Boston and the Phillips Brooks House and has also worked with the Environmental Action Committee and the House and Neighborhood Development program, will be on fellowship next year. Starting this summer, she will work on various programs at the Boys and Girls Club in South Boston on a postgraduate incentive grant from Stride Rite; in the fall, she will also be a freshman proctor at Harvard. Next year she plans to complete the requirements for teacher certification or earn a master's degree in education, then teach at least one year in the Boston schools.

Hays, who entered Harvard's Department of Government with sophomore standing, chuckles as he remembers crossing out fine arts as "one major I'd never try." He went on to declare himself in economics, biochemistry, and French and Italian studies until halfway through sophomore year. Then he took the advice of some friends and enrolled in fine arts, despite never having taken such a class. But he quickly found art history to be an amalgam of all else he had studied, involving subjects from history and literature to economics and politics. He was hooked.

"The subject of the garden in and of itself touches on so many other fields. You have things you can work with laid out, and objects, and at the same time it's so rich—I find it richer than architecture."

Hays credits Miroslava Benes, then a guest lecturer and now

assistant professor of the history of landscape architecture at the Graduate School of Design, with sparking his interest in landscape architecture. His role models for teaching are Benes, Fine Arts Department Chairman Neil Levine ("he has an incredible amount of energy and is really good at bringing things together"), and Professor of Fine Arts Henri Zerner, who inspires "the importance of knowing as much as one can."

"I find [that] with this field, most people, when you say you've studied garden history, they can't believe it," said Hays, of Fairport, N.Y. "It's an exciting thing to share the subject. It's something people are interested in but haven't thought about from an academic perspective."

Hays, who was managing editor of the *Harvard Art Journal*, will spend a year in England as a Rotary scholar studying views of Anglo-Chinese gardens of the late 18th century. He finds his work like that of a detective, searching for hidden clues and meanings in the creations of the green spaces.

"You end up trying to create images of the spaces for yourself. In a way, by teaching, that's what you're helping people to do: imagine the space in a historical context so they can understand the space for themselves. It's about creation, the struggle against inertia—somebody acted, somebody created this.

"It's such a rich subject, there's so much there that is interesting with the creative process," he said. "There's so much there to look into, it may take a lifetime."

—Anne McCrory

From Ivy League to isle's poor

Harvard student shows commitment to service

LAKE STATION — Mercedes Soto is off to find her own little slice of paradise.

For 22-year-old Soto, that means a yearlong commitment to the economically disadvantaged youth of Guaynabo, Puerto Rico.

The opportunity to teach in a country where it is hard to determine which region is more economically depressed is a far cry from the prestigious, ivy-covered walls of Harvard University where Soto has spent the past four years majoring in psychology with an interest in the social aspects of child development.

But, she says the change will be a welcome one.

"My parents are originally from the island and it is going to be nice to be able to learn more about the culture and heritage of my parents that I lost growing up on the mainland," she said. "And, my grandfather still lives on the island."

The program is being financed through the Stride Right Public Service Award Program at Harvard and sponsored by Stride Right, the Cambridge, Mass.-based shoe manufacturer.

Soto was one of five Harvard students chosen to receive the \$10,000 grant to enter the program that is designed to encourage students to pur-



Soto

See Valedictorian, Page B4

Valedictorian

... from Page B1

sue public service and teaching careers.

While a student at Harvard, Soto worked as director of the Cambridge Youth Enrichment Program, which sponsors an eight-week summer camp for economically disadvantaged children living in Cambridge public housing units.

She will graduate from Harvard June 7 and leave immediately for Puerto Rico.

Soto says her job in Puerto Rico will be to help re-create a school that was closed there due to the poverty of the area. As the only American, she said part of her job will be to help educate the people there to continue the programs after she is gone.

The prototype could be expanded to other communities if the first one is successful, she said.

When her year on the island is concluded, Soto says she will continue to teach but is not sure where.

"I'm not sure if I will come back to the mainland to teach or whether I will stay in Puerto Rico," she said. "I only know that I want to work with large Hispanic populations in urban areas because they need role models of color. There are not enough minority people going into education."

Soto is the first-born of four children of Delia and Gonzalo Soto of Lake Station and was the 1986 valedictorian of Edison High School in Lake Station.

Both of Mercedes' parents came to the Northwest Indiana from Puerto Rico in the 1950s.

Gonzalo Soto is employed at Inland Steel in East Chicago.

Publicity file

Stride Rite scholar brings his knowledge to Cambodia

Adam Urato graduated from Harvard University last spring. While at Harvard, Adam was a Stride Rite Scholar, and fulfilled his scholarship obligation by working for such public service agencies as a homeless shelter for men and as a tutor for Boston Refugee Youth Enrichment.

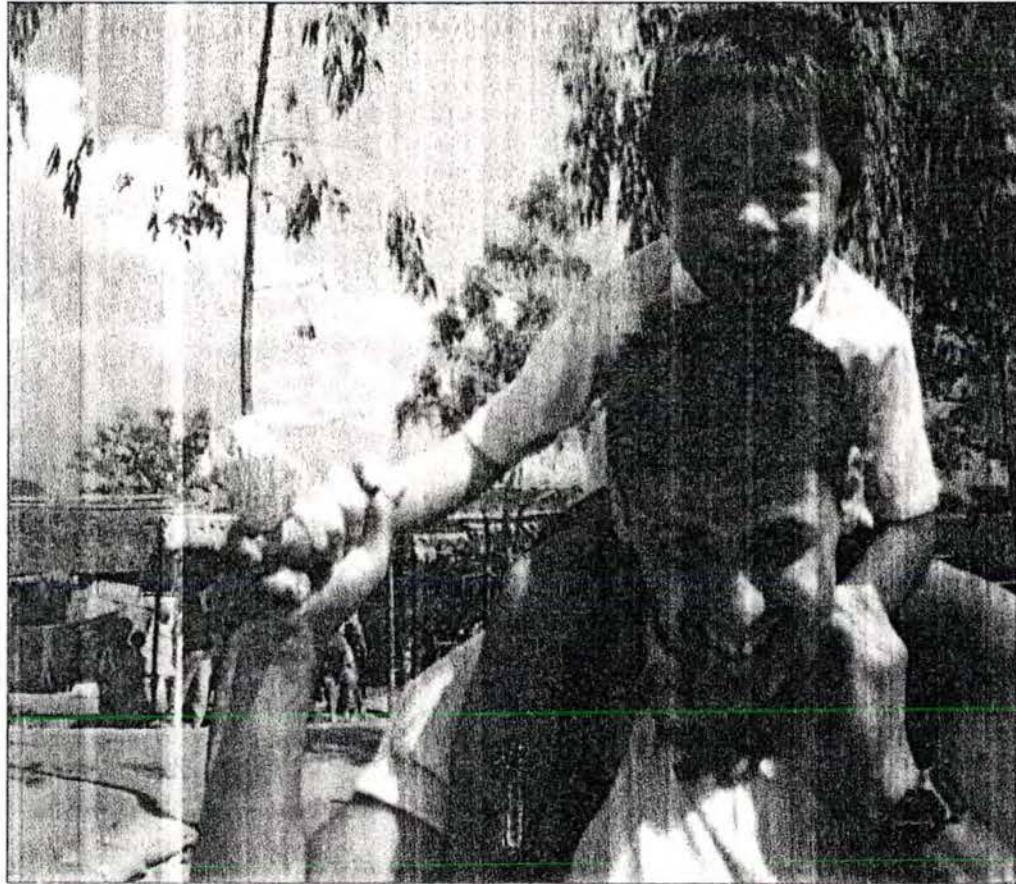
Now, as a Stride Rite Fellow, Adam can continue his work through a grant from Stride Rite which allows him to continue to work in public service for one full year. Adam has chosen to do his year's work as a teacher in a refugee camp in Cambodia.

Adam's story has been told in previous issues of *The Stride Riter*. And now, with his undergraduate years behind him, Adam is still working to help others, as his letter to Arnold Hiatt, reprinted below, illustrates.

Dear Mr. Hiatt,

Before I say anything else, I'd like to say "thank-you." Thank you so very much for making this year possible for me. I can't begin to tell you how wonderful my experience as a Stride Rite Fellow has been and how much I have grown and developed so far.

I am teaching English, Chemistry and Organic Chemistry to refugees from Cambodia along the Thai-Cambodia border. Throughout my undergraduate years as a Stride Rite Scholar at *see Urato, page 9*



Stride Rite Fellow, Adam Urato, and one of his many friends in the refugee camp where he teaches in Cambodia. Adam is able to work in the camp for one year as part of Stride Rite's Fellowship Program.

STRIDE RITER NEWSPAPER FOR EMPLOYEES APRIL/MAY 1992

Stride Rite Fellow continues public service

URATO, from page 1

Harvard, I worked for B.R.Y.E. (Boston Refugee Youth Enrichment). With that program, I worked with children and families who were from Southeast Asia. Many of the families with whom I worked were Cambodian families who came from the very same camp in which I am working today. I have gained so much more understanding about the families I used to work with, and I have learned so much over here.

The refugee camp is an amazing place in a lot of ways – it's like a bamboo city. There are 200,000 people here – 200,000! And the camp has many of the things you'd expect a city to have: hospitals, police stations, schools, jails, markets, etc. I have never seen anything like this, Mr. Hiatt, anywhere in my life. The people live in these tiny bamboo shacks with no electricity, no running water, and sometimes, not enough food. And, there are children everywhere: 50% of the camp is less than 15 years old. The piece of land that the camp is on has been described as one of the worst pieces of land on which a person could live. The soil isn't fertile, and it's so dry and dusty.

As I said before, I'm teaching English, Chemistry and Organic Chemistry here. I teach at the Faculty of Advanced Education (F.A.E.) which is the place where the high school teachers get trained. So, I'm teaching the teachers." (I guess that makes me a professor!) By "teaching the teachers," I feel as if I am part of something long-term here. My students are so good, Mr. Hiatt. They want to learn so badly. They have so many other things to deal with in their lives (post-traumatic stress disorder from the Khmer Rouge brutality, their own families, making sure they have enough to eat and drink, teaching their own students, worrying about the future, etc.) But, still, they come to class and work hard and struggle with the subjects.

The camp is also a very sad place. Almost every single person has his/her own story to tell about the brutality of the war, or more specifically, the brutality of the Khmer

Rouge. Almost everybody in the camp has had family members killed and been traumatized by the horrors of the war and the Khmer Rouge regime. It's such a tragedy. And, to make things worse, their life in the camp is often horrible. At night, bandits sometimes raid the camp; and rape and murder occur frequently. The people try to stay busy in the camp – programs like the Catholic Office for Emergency Relief and Refugees's are quite helpful – but there is a lot of boredom and despair and depression here. Many of the people would like to forget the past, are not so happy with the present, and are uncertain or worried about the future. It's not a very good situation for many of them.

However, while I do see sadness and despair and depression here, I do also see love and warmth and tremendous hope. The people here are still having children, trying to raise them as well as they can, and trying to make the best life they can for themselves. People really want to study and learn here and they often talk of how what they are learning now will be so important to the rebuilding of Cambodia. The foreigners who come here to work seem to be honestly committed to helping the Khmers in the camp and helping the Khmer nation itself to rebuild. Many of the people in the camp ask me for my address and tell me that I can come visit them when they

are in Cambodia. Everywhere I go in the camp, the little children wave to me and they love to come up to me and ride on my shoulders (look at the cute little guy on my shoulders in the picture) or let me swing them around in a circle.

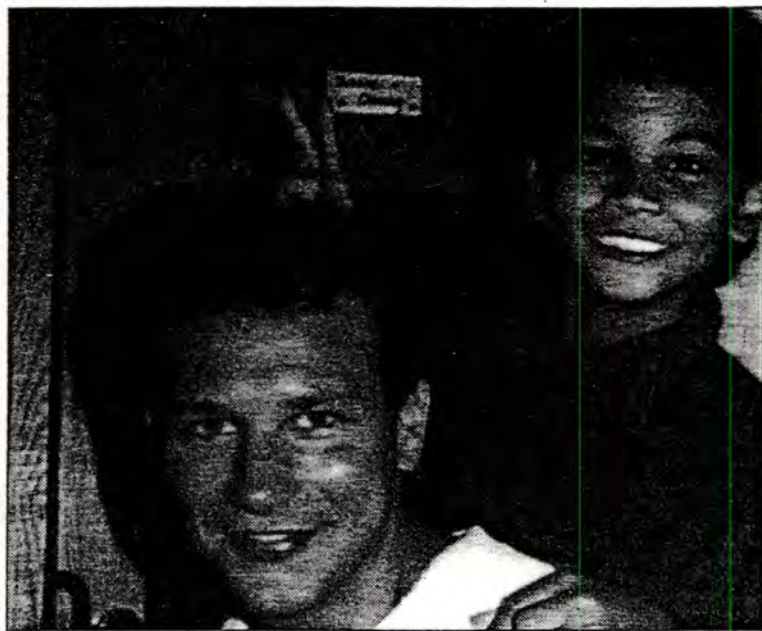
I don't mean to switch subjects too quickly, but there is something that I'd really like to tell you, Mr. Hiatt. Since I've been over here, one of the things I've realized is how lucky I was to have worked with Huyen Pham – a fellow Stride Rite Scholar at Phillips Brooks House – and how lucky P.B.H. has been to have had someone as special as she is. So many of the things that she and I had discussed and which she had emphasized in running B.R.Y.E. have really hit home for me over here. I worked with her for years on B.R.Y.E. while we were both Stride Rite Scholars at P.B.H., and while we have many good programs and many good program directors at PBH, I really don't think anyone compares to Huyen Pham. I figured you might like to know how much Stride Rite Scholars learn from each other as well as their service work.

I would like to tell you something else, Mr. Hiatt. As you may know, my father has been unemployed for the past few years after having been laid off from General Motors. Recently my family was forced to sell our home and move into an apartment because we were not able to afford the house payment. There would have been absolutely no way that I could have made this trip and be having such a wonderful and enriching experience if it weren't for your generosity and kindness. When I tell people what I am doing here, they all assume that I come from a very rich family (most of the other volunteers here do). They figure, "How else could a 21-year-old take a year off after graduating to come and work with the poor if he doesn't have a rich family?" Well, I'm able to do this because of you. And, I can't even begin to express how grateful I feel for all that you have done for me. Thank you so very, very much.

Sincerely, Adam Urato



Adam Urato in his classroom at a camp for Cambodian refugees.



Seniors to Pursue Public Service Jobs

Receive Grants to Follow Interests

By RAJATH SHOURIE
Crimson Staff Writer

Right or wrong, most people think of a Harvard degree as the ultimate passport to big bucks. Despite the Admissions Office's claims to the contrary, many students come to the College because of its reputation for producing generations of successful lawyers and businesspeople.

But not all students leave the Yard with visions of dollar signs dancing in their dreams. Many undergraduates have devoted their college career to helping the less fortunate members of the community. Over one-quarter of the student body is involved with the public service programs of Phillips Brooks House (PBH), Harvard and Neighborhood Development (HAND) and CityStep.

Now that they are seniors, several students have decided to stick with community work, unswayed by the lure of six-figure Wall Street salaries. They say they lament the lack of funds available for public service, but are pursuing their calling nonetheless.

"It is very depressing to see how many people have no direction at all, and go into investment banking and law firms without knowing what they want to do," says

Stride-Rite winner Joseph W. Secondine '92 agrees with Johnson's observation. "Like a lot of other people involved with PBH, I got drawn into it slowly," says Secondine, who chaired the Committee on the Homeless and directed the Native American Youth Enrichment Program.

Public service went from being "a part of what I do to what I want to do for the rest of my life," he says.

With his grant, Secondine will spend next year working with the North American Indian Center of Boston to create an adult education program, which will include SAT and GED preparation, reading classes for working parents, and drop-in hours for assistance with resumes and job applications.

Although Secondine became involved with public service early during his time at Harvard, North House resident Samia Mora '92 waited until the summer after her sophomore summer before becoming actively involved.

As a counselor for the Refugee Youth Summer Enrichment (RYSE) program, Mora taught English to Vietnamese refugees living in Dorchester, Chelsea and Brighton. She took students on field trips to libraries, museums

Michelle D. Holdt '92.

Holdt says she became interested in pursuing a career in public service after she participated in a workshop with the Living Stage Theater Company. The Washington, D.C.-based group includes less fortunate individuals in special drama productions.

Holdt, who is a special concentrator in "drama and human development," has taught acting to young children from troubled families at a special needs classroom. Her thesis reported the affects of her program on the students.

"People here are pretty dedicated [to public service], but I wish there were more of them," Holdt says. She says she wants to "bring arts to people who are ordinarily denied them."

The Cambridge-based Stride-Rite Corporation has given Holdt the opportunity to spend this coming year following her interest. She is one of five seniors who recently received one of the company's \$10,000 "Post-Graduate Incentive Grants" to help pursue careers in teaching and public service.

Greg A. Johnson '72, director of the Stride-Rite program, says Harvard undergraduates interested in public service benefit from a recent surge of corporate support for community work. The Stride-Rite program is in its fourth year. The Echoing Green program, which gives up to nine grants of \$15,000 to students from seven colleges, is in its second.

These sources of funding provide an opportunity and a structure for students who want to continue working in public service, according to Johnson, who is also PBH's executive secretary.

Johnson says that students develop a long-term commitment to community work after they have had a positive experience helping someone requiring assistance.

The key is having "direct intimate contact with people in need," according to Johnson. "This provides a cathartic relationship with mutual gain."

and colleges. She taught them how to use a wordprocessor and required each to write their life story.

By the end of the summer, she says she was hooked on community service.

"There is a lot of work to be done," Mora says, "and public service gives you the opportunity to create something useful, not just something to appease your own conscience."

Mora describes her experiences that summer as a volunteer and the following summer as RYSE director as "the best learning experience [she has] had at Harvard."

Next year, she will work on a public health program in Lebanon, with the Lebanese Family Planning Association. The Stride-Rite winner says she will talk about proper health care with people in the worst affected areas of the country, and that she will volunteer in health clinics in the villages.

The public service careers of Mora, Secondine and Holdt are indicative of recent trends among Harvard students, according to Gail L. Epstein, director of public service programs for Harvard College. She says that current undergraduates are more committed and involved in the programs than their predecessors.

"There has been a slight increase in numbers," Epstein says, "but more importantly, students take the quality of what they do more seriously, thinking about the community implications of their programs."

LeHuyen T. Pham '92, an Echoing Green grant recipient, says that for most, Harvard students involved in public service are interested not in padding their resumes but in making significant contributions to the lives of their fellow human beings. She says they consider public service to be their lives rather than just a part of them during their undergraduate years.

"It's not just three or four hours that you spend with kids, it's not a separate part of your life, but a way to lead your life," Pham says.

NIGHT & DAY

.....



Loc Tran (front, center), president of New Faces, with members of the group.

GLOBE STAFF PHOTO / JOANNE RA...

Vietnamese bridging the culture cap

New Faces program helps recent arrivals acclimate to life in US

By Sandy Coleman
GLOBE STAFF

SOUTH BOSTON - Four years ago, Loc Tran's mother sent him and his sister out of Vietnam to join their father and older brother in the United States. After getting separated from his sister - who later died in Vietnam - and spending two years in a refugee camp, he arrived in this country with no knowledge of English. Today, the 17-year-old is a sophomore at Boston Latin School, having graduated from the John W. McCormack School as valedictorian.

Tran is now reaching out to those following his path to a new world and a new life. He and some friends recently started a group called New Faces to help newly arrived Vietnamese refugees by providing peer counseling, tutoring and friendship.

Tran uses a game analogy to describe how he and his fledgling group view their role in helping new Vietnamese refugees. But, he knows the stakes - a chance at success and happiness vs. a slow road to nowhere - are higher than those in any game.

"It's like a ball in the field, and we are trying to get to the ball as soon as we can. We're trying to get the ball to the goal before the other team can kick it back," said Loc, 17, sitting in his South Boston apart-

'At the time when we came over, there were like no Vietnamese.'

THY-NGUYEN TRAN
New Faces' secretary

ment with seven of his "teammates."

The idea, said Tran, is to offer caring and understanding to refugees, who must overcome a slew of barriers when they arrive here. Many refugees, said Tran and his friends, are left vulnerable to gangs and drugs when coping with their new lives becomes too hard.

So far, 15 members of the group are tutoring refugees one on one once a week after school in a program called Boston Refugee Youth Enrichment, which is run by Harvard University students.

By offering themselves as tutors, group members build ties with Vietnamese students and trust among the students' parents, some of whom might be suspicious of people they don't know. And, since the education system is the first place teen-agers likely will begin to encounter frustration, tutoring is the perfect place to start, group members said.

Tran said he succeeded because

of his dedicated hours of study. But, he added, he also had the support of Adam Urato of the Harvard refugee assistance program. "Sometimes your motivation is down," said Tran. That's when New Faces is needed most.

Peer counseling unique

Agents who work with Vietnamese refugees praise the new group, which they said is unique because it consists of Vietnamese teen-agers helping their peers.

"I think it's a wonderful idea," said Van Lan Truong, Vietnamese liaison in the mayor's Office of Neighborhood Services. She is one of several advisers to the group.

"Sometimes some of us, Vietnamese in our community, are working so hard and get caught in our everyday life and forget the needs of the young people," Truong said.

Regina Lee, director of the Massachusetts Office for Refugees and Immigrants, estimates that half of the 4,000-5,000 refugees who arrive in the Boston area every year are Vietnamese.

New Faces, a group of 28, has one black member, one white member and some Chinese members. But most are Vietnamese refugees who have gone through the struggle of adjusting and emerged triumphant.

When New Faces' secretary Thy-Nguyen Tran (no relation to Loc Tran) arrived in this country with her family after escaping Vietnam by boat and surviving a violent storm at sea, she was 7 years old. She recalled how difficult it was at the beginning, and can identify with her counterparts coming over now.

"I was in a totally different world. . . . You don't recognize anything," said the 17-year-old Boston Latin student. "At the time when I came over, there were like no Vietnamese. We were walking around Park Street looking for people who were like us."

Gap between students, parents

One of the struggles the group hopes to address is a lack of communication between some parents and teen-agers. When they come to the United States, the children begin to adopt new ideas and drift from their upbringing. As they learn to speak English and parents don't, a gap develops, said Thy-Nguyen Tran.

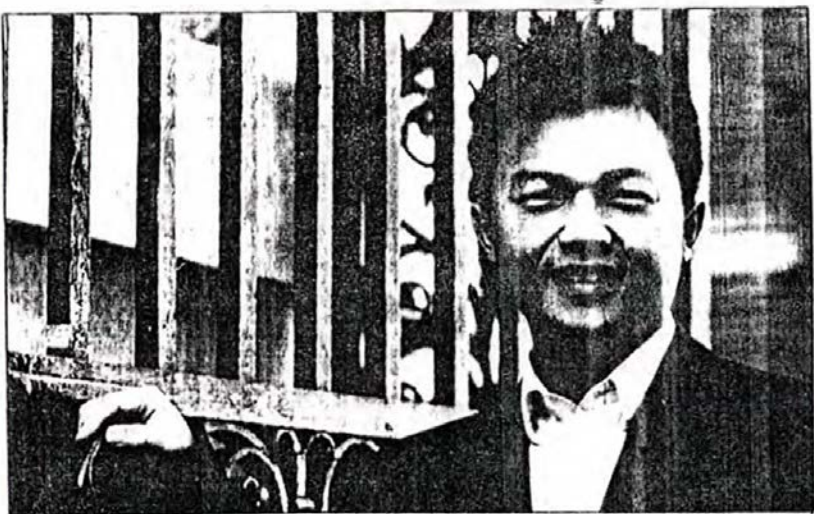
New Faces wants to help new arrivals find a balance - to fit in and grow without losing roots; to find a comfortable place between pleasing themselves and pleasing parents who cling to the safety of traditional cultural values.

"It's hard enough just trying to be a teen-ager, trying to find a place to fit in," said Thy-Nguyen Tran. The fast-talking teen-ager said she has a lot of American friends now and is involved in many school activities. However, she added, "Somehow there's always something about me that's not the same. I share a lot of similarities, but I'm not the typical teen-age girl."

In addition to helping the new arrivals, New Faces is a vehicle for members to cultivate friendships, socialize and discuss their own concerns. Dai Ha of Brookline sees the group as a place for him to reconnect to his culture, which he feels slipping away since he has become so acquainted with American culture.

"I've lost many years of speaking Vietnamese, so I need to refocus just to share how it feels to be Vietnamese again," said Ha, 14.

The group has high hopes. But members are realistic. "We're not saying we can stop gangs," said Hung Nguyen, 17, the group's vice president. "But, if we can get one kid not to join a gang or use drugs, we have been successful."



Globe staff photo/Garry Chin

Truong: Community work "challenges me in every possible way - from writing skills to negotiating, to public speaking to being able to relate to children."

Stride Rite funds helping students make a difference

By Mary Sit
Globe Staff

When Kevin Joyce graduates from Harvard University next month, he hopes to land his dream job: a \$21,000-a-year post teaching children with AIDS.

Ask why Joyce is choosing such work while many of his classmates look for Wall Street jobs paying \$50,000 a year to start, and he says: "I wanted to do something I could be proud of... something where I could make a difference."

The Harvard senior plans to do public service work thanks in part to a corporate program that rewards students for making that choice. The Stride Rite Public Service Program gives grants, prizes, book allowances and work-study funds to students who participate in public service activities, and incentive grants to those who go into public service after graduation.

This year Stride Rite, of Cambridge, is expanding the program, donating between \$300,000 and \$350,000 to Harvard and to a new program for graduating students at Northeastern University School of Law.

At Harvard, the program includes \$1,000 scholarships and \$500 book allowances for 40 students who do summer public service jobs; five public service prizes of \$3,500 each to Harvard seniors who have made outstanding contributions during school; incentive grants of up to \$10,000 each to graduating seniors entering public service programs, such as teaching; and the salaries (\$5.25 an hour) of 40 undergraduates involved in public service jobs.

At Northeastern, \$100,000 a year for three years from Stride Rite will go to 10 students in a loan deferral and loan forgiveness program.

Arnold Hlatt, Stride Rite's chairman and chief executive officer, says the athletic and children's footwear company is donating all this money for one reason.

"I do this as a businessman. It's part of corporate responsibility," said the soft-spoken, 60-year-old executive. "I think many of us have to broaden our definition of corporate responsibility. It's honoring our obligations to our customers. Our customers are obviously part of our success."

The Stride Rite grants are specifically targeted to students who enter public service because, Hlatt says, industry should try to help attract some of the best



Globe staff photo/Mark Wilson

Stride Rite's Hlatt: "I do this as a businessman. It's part of corporate responsibility."

and the brightest people to areas often overshadowed in students' minds by more attractive, high-paying jobs.

"We have to challenge the kind of people that go into public service. Public service is not really held in high esteem anymore," Hlatt says.

Van Truong, 21-year-old Harvard senior majoring in East Asian studies, is the type of person Stride Rite wants to groom for public service. Truong and his family fled their native Vietnam the week the country fell to the Communists. Truong's father, a multimillionaire who owned a sugar factory and lumber mills, lost everything.

Stride Rite lending a hand to students

■ STRIDE

Continued from Page 17

Troung's grandmother raised the eight children in the United States after Troung's mother died in 1973 and his father separated from the family in 1978.

"I feel I have some connection with those less fortunate," says Troung, who has volunteered under the Stride Rite program for four years. "I didn't intend to do any community work. I just stumbled into" it.

In the last four years Troung has worked as a counselor to inner-city youngsters, living in a housing project during the summers. He has directed the Cambridge Youth Enrichment Program with a \$40,000 budget. He has supervised 50 programs and 1,000 volunteers as president of Harvard's Phillips Brooks House, a social service organization.

"It challenges me in every possible way - from writing skills to negotiating, to public speaking to being able to relate to children," Troung says. "I use all those aspects of my personality in community work. You do get so much out of it."

Troung was nominated for Stride Rite's public service award of \$3,500, but turned it down "because I had received too much at-

tention on campus already." He is the recipient of The Joseph Smith, Public Service Award of \$2,000 and a Rockefeller grant.

But Troung says without Stride Rite's help in funding his summer volunteer work the last four years, he would not have been able to afford to do volunteer work.

"It used to be only wealthy kids could afford to head up programs because they don't have to work to get money to buy toothpaste and shampoo," Troung says. "But now people recognize that in order for working-class students to do volunteer work, it's OK to receive funding."

Hlatt says universities depend on corporate giving, but it's up to companies to challenge the way colleges spend that money. "We're going to have to use our clout to make people more issue-oriented," he said.

That's why Hlatt and Northeastern have launched the loan deferment program for graduates entering public service jobs that pay under \$28,000 a year, as Joyce plans to.

"Lawyers are desperately needed in the areas of homelessness, housing, the rights of young people and old people, people with AIDS," said Hlatt.

Hlatt, who has never worked in public service jobs himself, is well known in the community for his philanthropy. He has worked with political candidates - all losers, he notes laughingly - and served as national treasurer for Eugene McCarthy's presidential campaign.

When asked how much Stride Rite contributes to charities, Hlatt replied, "Not enough. I finally got our board up to 4 percent of our pretax earnings last year. I wasn't very happy. I had asked for 5 percent."

Hlatt says he expects the board to approve giving 5 percent of the expected \$60 million in pretax earnings this year. On average, companies contribute 1.4 percent of pretax earnings to charities, Hlatt says.

Daniel J. Givelber, dean of Northeastern's law school, said Stride Rite's gift of \$300,000 made up 60 percent of the school's Fund for the Public Interest, which will also supplement salaries of students who take public service cooperative jobs.

"We have considered it our mission to try to graduate people who still have the idealism they bring to law school. What Stride Rite has made possible is for us to save our soul," Givelber said.

Southie 'sellout' buys back in

THOMAS WOLFE crafted a literary masterpiece around the idea that one can never truly go home again.

Eight years ago, education carried Theresa Finn away from the cloistered streets of South Boston, over the Broadway Bridge and into a kind of cultural smorgasbord, where people of different hues shared different ideas in different languages.

Her first stop after St. Peter's Grammar School was Boston Latin Academy. Her second was Harvard University.

In a couple of weeks, Theresa Finn will file into Harvard Yard and pick up a ticket that conceivably could take her anywhere she wants to go. There is no career door she couldn't open, no fast track she couldn't run on.

She has chosen to take her honors degree, along with a \$10,000 public service incentive grant from the Stride Rite Shoe Corp., and go back home, back over the Broadway Bridge. Theresa Finn will continue to work in the educational outreach program she designed and implemented during her senior year.

She will live in her parents' home on East Fifth Street and work in Southie's Boys and Girls Club, tutoring women who grew up on the same streets, but never moved much farther than a corner or a housing project courtyard.

"At times it's become, well, kind of sensitive," Theresa was saying yesterday. "One of the girls I hooked school with when I was 12 is a student in the program now." In a very real sense, she has come to live the poet's words about those roads not taken. And it has not been without a certain cost to this "traveler."

"Being at Harvard and coming from Southie has been, and still is, a source of confusion for me. I've learned to live in two worlds, almost by necessity. I mean, I can lose my accent whenever I want now, become a Harvard person, with all my 'r's perfectly intact and function with the best of them.

"Then, when I'm back home I can slip back into my Southie voice, almost as if I never left."

She has wrestled over the course of her Ivy League existence to dispel the myths Southie kinfolk harbor about the Cambridge "snob plantation."

"They believe it's elitist," she said, "full of hippies and drugs. People

told me if I went to Harvard I'd lose my faith, because Harvard hated Catholics." For the last two years, Theresa Finn has served as the head Sunday School teacher at Harvard's Memorial Church.

While she has tried to convince Southie that Harvard was a little more than pampered preppies, or genius nerds, she also had to convince her Harvard classmates that Southie was not the Northeast's version of a redneck hothouse.

"I was called on to defend Southie," she said, "and to defend it, I found myself delving into its history. It was ironic in a way, but by leaving Southie, I guess I grew even closer to it."

It is not easy, as I can attest, to come from South Boston and try to probe the world beyond Andrew Square or the Broadway Bridge. You run the risk of coming down with a case of what Theresa Finn quite succinctly called "the Ray



PETER GELZINIS

Flynn syndrome." Or, in other words, to be influenced by anything or anyone outside of Southie is, in effect, to sell out or break rank.

In the proposal that won a \$10,000 grant, Theresa Finn wrote: "When I was 12, I thought life began and ended in my South Boston community. Ten years later, I know this is not true."

Yet, she has brought her larger view of the world back home, in the hope of sharing it with her neighbors. "It is hard in a way to go back, knowing that life hasn't dealt many of these women a great deck of cards." And yet she believes it is harder not to go back.

Theresa Finn has grown wise enough to realize that her salvation was not Harvard, but rather growing up in a Southie home where a family provided the love and the nurturing that allowed her to see all the roads in front of her.

One of them took her to Harvard. Fortunately for the friends and neighbors who could benefit from her journey, the road Theresa Finn chose was not a one-way street.



Association Committee

Local Members

Anne Peretz, *Chair*
Robert P. Bentley '38
Paul Buittenwieser '60
Robert Coles, '50
T.J. Coolidge, Jr. '54
Frank Duehay '55
Henry L. Gates
Arnold Hiatt '48
L. Fred Jewett '57
Kenneth E. Reeves '72
Margret Rey
David E. Rogers '88
John Shattuck
Daniel Steiner '54

National Members

Kenneth C. Aldrich '60
Mary Jo Bane
Christopher T. Bayley '60
William C. Graustein '68
Walter B. Hewlett '66
Raymond P. Lavietes '36
Telford Walker '63
Denie S. Weil '54
Frank A. Weil '53
Ginger Young '84

Board of Directors

President

Jennifer Goldberg '94

Vice President

Toby N. Romer '94

Secretary

Reshma Jagsi '95

Treasurer

Daniell G. Stevens '94

Program Committee

Maria-Elena Alvarado '94

Scott M. Finn '94

Fundraisers

Christina Ho '95

Anita J. Price '95

Events Coordinator

Derek J. Stanley '94

Cabinet Coordinators

Melissa A. Chang '94

Christopher J. Davidson '95

General Board Members

Mario F. Delci '94

Alex M. Johnston '94

John B. King, Jr. '96

Martin A. Pascual '95

Todd P. Shaiman '94

Staff

Executive Director

Greg A. Johnson '72
495-8501

Directors of Programs

Gail A. Burton '86

496-8710

Monique E. Dixon '86

496-8620

Shahrayne M. Litchfield

495-3684

Director of Grants

Edith P. Fletcher

496-8622

Administrative Assistant

Lee H. Smith

495-2116

Comptroller

Thomas E. Canel '83

496-8621

Building Manager

Robert S. Kelly

495-5526

Jana -
another example
of fin. aid/
service ~~course~~
program

March 16th

Susan,

Let me know if you need

more,

Jug

58501

**EXAMPLES OF PAST RECIPIENTS
OF STRIDE RITE COMMUNITY
SERVICE AWARDS**

Fellowships:

- A graduate who lived in a workers' cooperative and worked for a grassroots community development organization in Mexico helping to provide health and nutritional education and community business management.
- A graduate who worked in a refugee camp in the Philippines to teach youths English and help prepare them for entry into the free world.
- A graduate who served full-time as an unpaid teacher and counselor in an urban school system.

Prizes:

- A senior who has worked for three years with girls at an inner-city summer camp and as a youth counselor at the after-school program providing tutoring, counseling, and interpersonal skills.
- A senior who founded and runs a program for student volunteers in the AIDS ward of a local hospital.
- A senior who founded a shelter to provide assistance to the homeless in securing employment, housing, health care, and education.

The Stride Rite Community Service Program



THE **StrideRite** CORPORATION

FIVE CAMBRIDGE CENTER
CAMBRIDGE, MASSACHUSETTS 02142
(617) 491-8800

The Stride Rite Community Service Program is believed to be the first in the country in which a corporation and a university have joined forces in an initiative designed to encourage students to consider public service and teaching careers.

Established in 1983 by The Stride Rite Foundation and Harvard University, the program encourages students to build experience in public service while in school, honors students' outstanding contributions, and seeks to enable students to continue their public service work upon graduation.

The goal of the program is to provide a continuum of public service experience that can begin in a student's first year of college and extend up to a year after graduation.

The Stride Rite Community Service Program

ELIGIBILITY AND CRITERIA

The Stride Rite Community Service Program has three components: scholarships for undergraduates involved in public service; fellowships awarded to graduating seniors planning post-graduate service, and prizes recognizing undergraduate contributions to public service.

All public service requires direct involvement in work that helps people meet their needs for food, shelter and health, or improves educational or employment opportunities. Work involving civil or legal rights is also recognized.

▪ Scholarships for Undergraduates

Undergraduates who are eligible for federal work study can apply for a Stride Rite Community Service scholarship. The scholarship includes a \$1,000 grant, \$500 book allowance, and a salary subsidy of approximately \$1,000 (which is matched by the federal work study program with \$4,000) for work provided to a community service organization. Scholarships are awarded to approximately 40 undergraduates annually.

Scholarship recipients are selected based on financial need and the merits of their plans for hands-on community service during the summer and school year. Community service projects can be within a program already ongoing or a project developed by the student.

▪ Fellowships for Post-Graduate Work

Fellowship grants of \$15,000 are awarded to graduating seniors planning post-graduate work in public service.

Recipients are selected based on demonstrated abilities and past commitment to public service, the merits of their proposed post-graduate project, and personal and professional criteria.

Projects are expected to involve ten months to one year of involvement and are developed individually by each graduate. Projects that emphasize person-to-person contact are given preference and should involve populations of extreme and serious need.

▪ Recognition Prizes

Prizes of \$3,500 are awarded to graduating seniors who have demonstrated outstanding contributions to public service during their undergraduate years.

PROGRAM ADMINISTRATION

The Stride Rite Community Service Program has a director on campus who is responsible for gathering applications and nominations, disbursement of funds, and assisting undergraduates with public service employment placement.

The director reviews all applications for scholarships and makes final selections along with a representative of the Stride Rite Foundation.

Recipients of Stride Rite Community Service fellowships and prizes are chosen by selection committees including the Dean of Harvard College, the Director of the Stride Rite Community Service Program, a representative of The Stride Rite Foundation and Harvard University faculty members.

NOMINATIONS AND APPLICATIONS

Each component of the Stride Rite Community Service Program has individual nomination and application requirements.

For more information on applying for a specific award, please call the Stride Rite Community Service Program Director at 617-495-8501.

Listed below is information about the loan forgiveness program at Union College and ^{TWO OTHER} three similar programs. ^{SCHENECTADY & NORWICH} Need based programs are excluded from the descriptions below but included in the attached chart.

UNION COLLEGE

Union College in Schenectady, New York has a loan forgiveness program that operates similarly to our National Service proposal. If a student agrees to go to work after graduation in a public service job, Union will cancel 20% of the loan for each year of service up to five years. Public sector jobs that qualify for the award include the "Peace Corps, public school teaching and not-for-profit, non-governmental work on behalf of the environment or at-risk groups." The award is not need based and is funded mostly through Union College's budget, additional funds are acquired through private donations. The program began in 1991 and has enrolled about six students each year.

MICHIGAN STATE UNIVERSITY

At Michigan State University the Timnick Scholarship pays for 1/2 tuition, room and board for one year to students who qualify. Requirements include 10-30 hours a week working in a service project of their choice, a 3.0 or higher GPA, and cannot be used with other financial assistance whether need or merit based. This scholarship funds from eight to ten students per year.

BROWN UNIVERSITY

Brown^U has ^A two programs that provide aid to students.

~~The second approach is a loan forgiveness program~~^{is} called the public service repayment fund. Like Union College, the fund repays loans for students over a 5 year period, but on a graduating formula base starting at 15% for the first two years, 20% for years three and four and 30% for the fifth year. The fund was established by an anonymous donor and is expected to help 38 graduates.

NORWICH UNIVERSITY

At Norwich University in Vermont the Peace Corps Program provides loan forgiveness of \$5,000 for two years of service in the Peace Corps, VISTA, or an equivalent program.

CORNELL UNIVERSITY

The Cornell traditions program at Cornell University received an anonymous gift of \$7 million in 1982 to fund a \$2,500 need based fellowship to 600 students per year. Students must work 250 hours per year, engage in service for 75 hours per year and keep a 2.3 GPA.

The Starr Fellowship provides a small number of \$1,000 stipends to freshmen who have demonstrated a commitment to service preceding their entrance to college.

There are thirteen components to the youthbuild program that include worksite training, cognitive skills development to prepare students for the GED, leadership development, counseling, job placement, and even drivers education training.

Dorothy Stoneman
Executive Director
58 Day Street, 3rd Floor
West Somerville, MA 02144-2800
617-623-9900
617-623-4331 fax

CITY YEAR

CITY YEAR is probably the best known example of youth corps. It was created in 1988 and has been the model for several other spin off programs including the DC Service Corps in Washington DC and Civic Works in Baltimore. City Year is known for its diverse racial, gender and socioeconomic members who range in age from 16 to 23. Like other youth corps members receive educational benefits, stipends and a post-service benefit of \$5,000 which is used for educational or job pursuits. Until 1992, City Year was funded solely by corporate and private donations.

Sixty five percent of the projects City Year is involved with are related to human services. The remaining effort is divided between housing renovation, and conservation and natural resource management.

Recently the program "Older Kids Helping Younger Kids" served 2,500 school children between the ages of 6 and 12 in spring camps and after school programs. Areas of concentration are violence prevention, community service curriculums, and a hunger education/food drive.

Michael Brown & Alan Khazei
Co-Directors
11 Stillings Street
Boston, MA 02210
617-451-0699
617-695-0562 fax

UNIV	PROGRAM	TYPE	YR	NB	AMT	FUND	AVE PAR
UNION	CAUSE	LF	91	NO		CON	6
BROWN	PSRF	LF	?	NO	158-3570	FROM GIFT	6
NORWICH	PC PROG	LF	87	NO	2,500	FROM UNIV.	6
MICH SU	Timnial	Scholar	?	NO	12,217	H-Tim 8-10	
CORNELL	CTRAD.	LF	82	YES	\$2,500	FROM GIFT 600	
HARVARD	SR	Sch	83	YES	SRF	40	
		PR	"	NO		-	
		REPR	"	NO		-	
CAROLIN COL	PRESIDENTIAL STEWARDSHIP PROG SCHOLARSHIP	Sch WS			\$500 ALUMNI	→	
METRO ST U		INTERN AWARDS			\$200 FOUNDATION DONATIONS	→	
TRINITY		Comm-Sch - NONTRAD Scholar Program STUDENTS	89	YES	\$2,000	PRV. FOUN FIPSE	18
W. M. U		CONTEST					
UNIV. MINNESOTA		INTERIM P GRANT					
NSIT		AWARD			\$25	FIPSE	

Amt/yr	Funded	Ave. # of Part. per yr
20%	College	6
15%-30%	Anon. Gift	6

\$2,500-2yrs University

1/2 Tuition Henry Timnick 8 to 10

\$2,500 Anon. Gift 600

\$1,000 Stride Rite Found. 40

\$15,000 Stride Rite Found. N/A

\$3,500 Stride Rite Found. N/A

Alumni

Foundation Donations

University	Program	Type	Start Year	Need Based
Union College	CAUSE	Loan Forgiveness	1991	no
Brown University	Public Service Repayment Fund	Loan Forgiveness		no
Norwich University	Peace Corps Program	Loan Forgiveness	1987	no
Michigan State University	Timnick Scholarship	Scholarship		no
Cornell University	Cornell Traditions	Loan Forgiveness	1982	yes
Harvard	Stride Rite Program	Scholarship	1983	yes
	Stride Rite Program	Fellowship	1983	no
	Stride Rite Program	Recognition Prize	1983	no
Calvin College		Scholarship Work Study		
Metropolitan State University		Intern Awards		
Trinity College	Community Service Scholars Program			

Amt/yr	Funded	Ave. # of Part. per yr
20%	College	6
15%-30%	Anon. Gift	6
\$2,500-2yrs	University	
1/2 Tuition	Henry Timnick	8 to 10
\$2,500	Anon. Gift	600
\$1,000	Stride Rite Found.	40
\$15,000	Stride Rite Found.	N/A
\$3,500	Stride Rite Found.	N/A

Alumni

Foundation Donations

University	Program	Type	Start Year	Need Based
Union College	CAUSE	Loan Forgiveness	1991	no
Brown University	Public Service Repayment Fund	Loan Forgiveness		no
Norwich University	Peace Corps Program	Loan Forgiveness	1987	no
Michigan State University	Timnick Scholarship	Scholarship		no
Cornell University	Cornell Traditions	Loan Forgiveness	1982	yes
Harvard	Stride Rite Program	Scholarship	1983	yes
	Stride Rite Program	Fellowship	1983	no
	Stride Rite Program	Recognition Prize	1983	no
Calvin College		Scholarship Work Study		
Metropolitan State University		Intern Awards		
Trinity College	Community Service Scholars Program			

University	Program	Type	Start Year	Need Based
Union College	CAUSE	Loan Forgiveness	1991	no
Brown University	Public Service Repayment Fund	Loan Forgiveness		no
Norwich University	Peace Corps Program	Loan Forgiveness	1987	no
Michigan State University	Timnick Scholarship	Scholarship		no
Cornell University	Cornell Traditions	Loan Forgiveness	1982	yes
Harvard	Stride Rite Program	Scholarship	1983	yes
	Stride Rite Program	Fellowship	1983	no
	Stride Rite Program	Recognition Prize	1983	no
Calvin College		Scholarship Work Study		
Metropolitan State University		Intern Awards		
Trinity College	Community Service Scholars Program			

1992-93

THE COMMUNITY SERVICE PROGRAM

AUGSBURG COLLEGE

Community Service-Learning Program and Faculty/Curriculum Partnership

The Augsburg Community Service-Learning and Faculty/Curriculum Partnership (CSLP), in its second year of funding from FIPSE is an interdisciplinary program whose goals are to 1) develop, coordinate, and oversee service-learning programs and activities at Augsburg College 2) institutionalize community service-learning by integrating in into the curriculum of the College 3) find scholarships and salary/stipends for students with financial need who would otherwise be unable to get involved with service opportunities 4) train education majors, faculty, and K-12 teachers in service-learning as a viable educational tool.

The outcome of the program is to increase community service opportunities and participation at the College while decreasing student indebtedness. The Faculty/Curriculum Partnership will result in the integration of community service into the academic life of the College by developing a minimum of fourteen new courses with community service components within the next two years.

The CLSP consists of five core programs:

Tutoring/Literacy Program

Augsburg students tutor a variety of age groups at seven sites in the community including a public elementary school, an alternative high school for Native American youth, two inner city parochial schools, three neighborhood community centers. A full credit course entitled "Contemporary Issues in Literacy and Tutoring" is taught in conjunction with the CSLP. Students in the course are required to provide six hours of tutoring to the community each week.

Homeless Program

Students work as volunteer staff at a shelter for homeless men and women.

Freshmen Class-City Service Projects

The Community Service-Learning Program along with the Freshmen Orientation staff coordinates service projects for three hundred first year students and twenty-one faculty leaders each year as part of orientation.

Gary Hesser
Augsburg College
731 21st Avenue
Minneapolis, MN 55454

Tel: (612) 330-1000

BARNARD COLLEGE OF COLUMBIA UNIVERSITY

Evaluating Community Service Internships

"Evaluating Community Service Internships" at Barnard College is a two-year research project which began in August 1990 with funding from FIPSE. The purpose of the project is to measure the effects that community service experiences have on students, as well as to establish a system for longitudinal evaluation that can be used both at Barnard and in other community service programs. The effects being measured are: students' academic performance; debt obligations; attitudes toward community service (e.g. how highly they value service; levels of self-efficacy related to ameliorating social problems, etc); level of interest in service-oriented careers; and extent of participation in community service after graduation. Through written surveys distributed to current students and recent alumnae, we are exploring these factors and attempting to answer the following questions:

Is it student characteristics (e.g. family/personal history of volunteerism and basic demographics) or the internship experience itself which has more of an influence on students' attitudes and choices concerning community service? (i.e. Are students predisposed to be "volunteer types" or can a positive experience encourage one to become such a "type"?)

Does participation in paid, versus unpaid, internships inculcate a willingness to contribute to the public good, or do negative experience outweigh the positive ones, resulting in no increase in positive regard for, or commitment to, community service? (i.e. If they get paid, is it a better experience?)

How important is debt relief for allowing students to engage in community service during school and after graduation? (i.e. Would they have done it anyway – paid or unpaid?)

In the first year of the study, data were collected by written questionnaire from approximately 800 Barnard students and alumnae who have held various types of internships, including volunteer and paid work. Respondents include those who participated in two internship programs funded by grants from the Charles A. Dana and Ford Foundations and administered through Barnard's Office of Career Services from 1988 to 1991. These programs enabled

Barnard students to receive financial support for their work in community service organizations. The survey samples also include students and alumnae who participated in community service through sources other than the Dana and Ford programs.

In the second year of the project, these same students and alumnae will be surveyed again to obtain longitudinal data on their attitudes and behavior regarding community service. In addition, new groups of students will be surveyed through a joint effort with the Bonner Scholars FIPSE project at Mars Hill College. Data collected from students participating in service-learning at the twelve colleges with Bonner Scholars will be added to the pool of data from Barnard.

On-going statistical analysis of this data is examining the effects that these internship experiences have on the participants. It is hoped that this evaluation will benefit not only Barnard but other institutions of higher education and community service organizations as well. The establishment of an on-going system of evaluation may help us better understand the factors that encourage students to develop positive attitudes toward, and commitment to, community service. Brief summaries of survey results are available to our FIPSE colleagues upon request.

WANTED: Questions other project directors would like our data analysis to address.

Michelle Tullier
Barnard College, Office of Career Services
3009 Broadway
New York, NY 10027-6598

Tel: (212) 854-2033
Fax: (212) 854-7491

BENTLEY COLLEGE

Enhancing the Effectiveness of the Bentley Service-Learning Project: A New Dimension in Business Education

The Bentley Service-Learning Project (BSLP) was established to pioneer a special kind of business education - one that combines traditional excellence and expertise with a new level of compassion and social understanding. Incorporating community service into business education, the BSLP has, in the last two years, succeeded in linking over 400 students and 25 faculty members in 10 business, and arts and sciences disciplines with dozens of human service agencies throughout the greater Boston area. However, despite overwhelming student and community interest, student involvement and sustained community assistance have been constrained by the need of many students to earn money to defray educational expenses.

This project seeks to create, implement, and evaluate student service positions supported by scholarship and work-study funds. It also seeks to solicit corporate sponsorship of service internships. Through an expanding group of scholarship recipients, the college hopes to develop a core of student leaders with sufficient service experience and commitment to help extend a service ethos throughout the entire campus. Through the community work-study program, it will make possible more longterm student-community collaborations. Corporate-sponsored internships will open the service internship experience to students who must defray educational expenses through paid internships.

Bentley is extremely committed to the success of its service-learning program. It has, in fact, offered more service scholarships than originally planned, and service scholarship recipients are presently moving into key service programs as student coordinators and recruiters. Furthermore, interest in anticipated work-study positions in the community is already surfacing - despite the fact that the application process has not yet officially begun.

The college anticipates, that as a result of this project, more of its graduates will incorporate service into their corporate consciousness than has generally been true of business school graduates in the past. Keeping track of participants' interests and activities will eventually allow the BSLP to compare the nature and extent of their community involvement with those of other students. The BSLP will also seek to measure the former's impact on the campus as a whole. If this project is successful, it could influence the design of pre-professional programs around the country.

Edward Zlotkowski
The Bentley Service-Learning Project
Bentley College
Waltham, MA 02154

Tel: (617) 891-2170
Fax: (617) 891-2819

BROWARD COMMUNITY COLLEGE

Volunteers in Action: A Student Community Service Program

The Volunteers in Action program, in its second year of funding from FIPSE, is a student service project in which the ultimate goal is the development of a corps of student leaders and volunteers who will serve as community service aides, mentors, and tutors in local agencies, and who will continue to be active community volunteers after their VIA experience has ended.

In the aftermath of Hurricane Andrew's destruction in South Dade, VIA staff is coordinating a year-long relief effort. The college has "adopted" Florida City, one of the worst-hit and least-helped areas. Each Saturday and Sunday, groups of students, faculty and staff drive to Florida City in college vehicles to help citizens rebuild their community.

Because our volunteer services office was well-established, BCC was in an excellent position to respond effectively to the needs of our community during a crisis.

Some of the VIA students are matched with "at risk" elementary, middle, and high school youth that are referred by school drop-out prevention projects, tutoring programs, the justice system's juvenile diversionary programs, and Health & Rehabilitative Services agencies (e.g. foster care, shelters etc). By pairing these children with positive role models from BCC, often with similar backgrounds, we hope to provide the youngsters with some of the emotional support and encouragement they need to stay in school and out of trouble. Exposure to college students, college activities, and career information will also help to inspire these youngsters to pursue postsecondary education.

Volunteer activities provide our BCC students with real life experiences to enhance their growth as socially responsible citizens. Volunteerism allows students to learn new skills and feel a sense of pride in the knowledge that they are giving back to society. Our hurricane relief project is a vivid example. VIA students receive service scholarships of \$600 per year for participation in the program. In this way we are able to help students reduce potential loan indebtedness while addressing the need to provide assistance to social service organizations.

Referral agencies will assist in the tracking process to follow the results of the volunteer efforts, and we will compile information on agency and student satisfaction with the programs. The degree to which the BCC students continue their volunteer activities will also be monitored.

WANTED: Information on successful methods for program evaluation and outcomes assessment.

Judith Berson
Broward Community College
225 East Las Olas Boulevard Room 618
Ft. Lauderdale, FL 33301

Tel: (305) 761-7495
Fax: (305) 524-0329
TDD: (305) 475-6527

CHIPPEWA VALLEY TECHNICAL COLLEGE

Promoting the Ethic of Service Through the Establishment of a Student Community-Service Program

This proposal addresses the dire need for volunteers in the Chippewa Valley Vocational District. At the same time, a large pool of students with a myriad of useful skills at Chippewa Valley Technical College are not involved in community-service activities. Through this project, Chippewa Valley Technical College staff will work through the College to identify and match community agencies and student volunteers. The student participants will reduce educational indebtedness as a result of this community-service work. Outcomes resulting from this effort are: the establishment of a student community-service program, increased volunteer efforts by students, enhanced provision of services by community agencies, and reduced indebtedness for students.

The purpose of this project will be: (a) to provide planning and administrative support toward the establishment of a student community-service program through which student volunteers/participants will be recruited, trained, placed, and supported in selected community agencies and institutions; (b) to coordinate between these community work sites and the College, that will serve as the locus of control over such factors as student promptness, quality of work, training, and safety, and (c) to develop funding support from the private/business sector to subsidize financial incentives which will provide debt relief for the student.

This project will place students in new roles in which they are transformed from service recipients to service providers and become directly engaged in applying their academic learning and developing personal skills in significant tasks that improve the lives of those who are in need. Integrated into the delivery of service to those in need will be strategies to meet the developmental needs of students for self-esteem, education, basic skills, employability, and a sense of caring for others.

The project director will work closely with the project advisory committee, students, and representative from the participating community agencies/institutions throughout the entire project. Assisting the project director in this process will be three part-time project field assistants and a part-time student technician.

The project director will work at the College with the student financial aid counselor and other staff within the Student Services Office to identify students who are eligible for participating in this project. In view of the agencies being focused in this project, the College's Career Planning Center, Student Skills Center, Placement Office, Adult Education Program, and various Women's Projects and the Wisconsin Job Service will be heavily involved.

Carol Gienapp
Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, WI 54701-6162

Tel: (715) 833-6244

COLUMBIA UNIVERSITY

Community Impact: Student Volunteer Initiative Providing Social Services to the Local Community

Community Impact is an umbrella organization coordinating 25 programs in which 650 Columbia University graduate and undergraduate students volunteer, along with 50 homeless and low-income community residents. Our programs are based on the expressed needs of the community. We serve a city-wide clientele with a soup kitchen, an emergency food pantry, a clothes closet, an adult education program, and various children's programs.

Our FIPSE grant focused on developing a strong interest in public service among workstudy students and encouraging student leadership in the emergency services component of our volunteer/service program. In addition, we sought to improve the services we offer to low-income and homeless individuals and families.

Of the advancements that we have seen in our students, two stand out in particular: their assumption of leadership roles in many of our programs, and their heightened awareness of and sensitivity to the problems facing our clients and the community. We were able to develop leadership potential in our volunteers and workstudy students by encouraging them to share in decision-making processes. Through monthly written evaluations and frequent meetings, students have had the opportunity to share their ideas for program improvements based on their experience in our emergency services: General Education Development (GED) and Project Rights and Opportunities (PRO).

The purpose of our GED program is to prepare adults to pass the New York State High School exam as well as to teach them the skills that will help them succeed in higher education and employment. Through the PRO program, we encourage homeless and low-income people to enroll in our GED classes and provide counseling to help them achieve their goals. We also refer clients to job training and employment services.

The evaluation process has matured rapidly. Community Impact created several new evaluation forms including a GED student questionnaire, a goals evaluation form, and a client questionnaire. Packets of evaluations were distributed to each program coordinator in order to elicit more input and to formalize the feedback process. Community Impact has benefitted from increased feedback regarding each of our 25 programs.

In the fall, we will expand orientation training for all programs so that volunteers begin their work with a better understanding of client problems and improved community organizing skills. Over the year, we will hold training workshops which bring together volunteers with common interests and problems. We are now planning a fall newsletter and are also discussing attendance at volunteer service conferences in the North East as a way of disseminating information about Community Impact.

The challenge that Community Impact faces after the first year of the FIPSE grant is formalizing a structure that utilizes everyone's contribution while providing the best possible service to our low-income and homeless clients.

WANTED: Models of responsibility and power sharing in a multi-faceted setting comprised of student volunteers, work study students, clients from all walks of life, and professional staff members.

Sonia Reese
Community Impact
204 Earl Hall
Columbia University
New York, NY 10027

Tel: (212) 854-2617

CONNECTICUT COLLEGE

The Third Step - Urban Internship Program

New London is a small urban center with big urban problems tied to poverty. The public school system is overcrowded and underfunded. Poverty, crime, substance abuse and high risk of school failures surround the children and youth. With FIPSE support, Connecticut College Office of Volunteers for Community Service developed The Third Step Urban Intern Program to address those challenges.

Through the Urban Internship Program 25 Connecticut College students, who met financial guidelines, became Urban Interns during the first project year. An additional 25 students will become Urban Interns in the second project year. Interns earn up to \$1,000 per year in wages (7 to 10 hours/week) and receive reductions, ranging from \$500 to \$1,000, in their college loan debt. This facilitates the involvement of students in community service who may not have been previously involved because of financial barriers.

The Interns completed training in leadership development, volunteer recruitment and retention strategies, diversity and racial awareness, and the social history of New London. The Interns became liaisons between Connecticut College and the urban New London community. They worked directly with professionals and service recipients in the Public School System, the New London Housing Authority, and numerous social and human service agencies. The Interns recruited, matched, trained and supervised approximately 320 Connecticut College student volunteers who provided services in identified areas of critical need. The Interns and project staff held weekly sessions to provide an opportunity to reflect and analyze. Programmatic and management issues were addressed and strategies developed to meet the project challenges.

The results for the current year include a closer relationship between Connecticut College and the New London community. Structures and communication systems have been strengthened. Along with this, the concept of higher education is brought a little closer into the lives of those community residents who have never had traditions of higher education.

The project activities fostered the interaction of diverse groups of people. The college students and the community members established relationships instead of stereotypes. The Urban Interns and the student volunteers increased

their knowledge and understanding of socio-economic conditions and consequences. They have strengthened their commitment and social responsibility. Two Urban Interns have changed their career goals from Doctor of Surgery to Doctor of Family Medicine for community clinics. A student volunteer changed his career goal from Corporate Banker to City Comptroller. The Interns have acquired skills and abilities for program development, organization and implementation within a community setting, while earning real wages and reducing their college loan debt.

Feedback from the New London Public School indicates the volunteer tutors and mentors have positive impact on the students' school performance. The human service agencies state that Connecticut College Interns and volunteers play a key role in program operations, especially now when confronted with budget cuts and staff reductions. Public school personnel and agency personnel, staff, Interns, and volunteers, complete evaluation forms at the end of each year. A computerized statistical system has been developed and will tabulate statistics regarding demographics of volunteers and community people served as well as programmatic transactions and results.

The project is exposing the need and opportunity for community service and fostering institutional commitment. The administration of the College is discussing the integration of the loan reduction/student wages component of the project. OVCS will prepare a "nuts and bolts" "how-to" document for dissemination regarding the Urban Internship Program and will continue to participate actively in networking and dissemination through Campus Compact, C.O.O.L., and Youth Service America.

Tracee Reiser
Director, Office of Volunteers for
Community Service
Connecticut College
270 Mohegan Avenue
New London, CT 06320

Tel: (203) 439-2458
Fax: (203) 439-2700

CUNY, LEHMAN COLLEGE

Student Community Service and the Revitalization of the Bronx: Entrepreneurship in an Urban College

Lehman College of The City University of New York has developed an innovative community service internship program that involves an unusual degree of cooperation between higher education and the private sector. The heart of the program consists of Lehman student interns publishing community newspapers in Bronx neighborhoods which previously had none. Advertising revenue pays for student stipends and printing costs. Any additional revenue supports other Lehman internships in the same neighborhoods. At the College, the program is known as the Observer Project, after the generic name of the neighborhood newspapers. In addition to publishing these newspapers, students have recently begun utilizing their desktop publishing skills to inaugurate Observer Productions, providing Bronx not-for-profit organizations with low cost, high quality printing services.

These projects have energized local merchant associations and development groups. They provide a vehicle of communication for the community plus an outstanding learning experience for the students. Students can earn up to 12 undergraduate credits through courses that relate their community and academic experiences. The Lehman College initiative—particularly in this time of local and national austerity—could become a model for replication throughout the country. It features the College's institutionalized involvement in revitalizing the surrounding urban community. And, importantly, it takes advantage of an underutilized resource: the energies and talents of local college and high school students.

The Lehman College initiative also contributes to the beautiful mosaic of the Bronx; the project builds on cultural pluralism and ethnic diversity. In each newspaper, selected articles are translated into Korean and Spanish. The use of Korean promotes greater involvement among neighborhood merchants. The use of Spanish gives greater access to the newspapers to the large number of local residents who read only Spanish. In addition, student interns in the program, from at least 14 ethnic or national backgrounds, work together harmoniously, linked by a common purpose: to re-vitalize the Bronx.

Lehman proposes to build on the already established base of staff and student entrepreneurship and knowledge of desktop publishing technology to solicit contracts from other Bronx non-profit organizations to design, typeset, and produce their brochures, flyers, annual reports, etc. All revenue will be used to provide stipends for more students placed in community service internships in the same neighborhoods served by the community newspapers.

The program received a 1990 national award for innovation from the Chevron Corporation and the National College Placement Council, was recognized in 1991 for outstanding achievement by the New York City Council, and received the Citizen's Committee for New York City's Project One City Award in 1991. It has received support from the Aaron Diamond Foundation, The New York Times Company Foundation, the U.S. Office of Education, the IBM Faculty Loan Program, the Apple Computer Corporation, and hundreds of local Bronx businesses.

WANTED: Creative ideas regarding fund-raising and survival within a shrinking academic institution.

Joseph Enright
Henry Crawford
Lehman College/CUNY
Bronx, NY 10468

Tel: (212) 960-8366
Fax: (212) 960-8935

UNIVERSITY OF DUBUQUE

Students Helping Older People: A Service-Learning Program for the Dubuque Community

The Student Community Service Program, now in its second year of funding from FIPSE, addresses the problems faced by people 65 years and older in Dubuque by focusing on the needs and concerns of those who live in poverty. With the full support and commitment of four community agencies and two nursing home facilities that serve old people, each semester the University of Dubuque selects, trains, and supervises 20 students to help improve the overall quality of life for older residents. Student responsibilities include home visits, daily home-delivered hot meals, household chores, service information, congregate meals, and friendly visiting. In return for their community service, participating students will receive a \$1,500 grant. This will considerably ease the debt burden of the needy students, and will eliminate financial disincentives to serve in the community.

In this highly advanced and rapidly changing society, old people are considered to be socially unnecessary and economically unproductive. This cultural evaluation of the old is in sharp contrast with traditional societies where the elders are respected and highly revered because of their life experience and accumulation of collective wisdom. The situation is even worse for old people who are facing economic hardships, poverty, inadequate housing, and geographic immobility. Based on the conviction that helping older people is a social responsibility and civic duty, the program focuses on the needs and concerns of people 65 years and older who live in poverty and hence are in urgent need of basic social services in the community.

The dominance of the free enterprise culture in this country forces the young to be competitive to survive, which in turn reinforces individual selfishness and diminishes collective effort for the common good. The program aims to achieve the ideal of team work and collective responsibility while promoting the value of community service among students.

It is hoped that the implementation of this program will have the following outcomes:

- 1) to improve the overall quality of life in Dubuque by contributing to the well-being of the older people in our community; and
- 2) to promote community service and cross-cultural cooperation.

The ethnic diversity of student populations at the University of Dubuque (10 percent African-Americans, 15 percent international students from 25 countries, and 42 percent out-of-state students) will add a positive and unique dimension to the program.

Following a performance evaluation for the first year of the program, there have been a few modifications for the 1992-93 year. We have added two nursing home facilities to our agencies, to respond to a sometimes forgotten segment of the elderly population. A credit option has also been added, whereby students may contract to earn credit for their service experience. The internship option includes a structured, research component, as well as student volunteers critical reflection on their assignment.

The program outcomes and student volunteers' performances will continue to be regularly monitored and evaluated throughout the year by the project director, program coordinator, and representatives from agencies.

WANTED: Discussion of the Public Domain, community service, and the right of individuals/clients for privacy.

Mohammad Chaichian
Student Community Service Program
Department of Sociology
University of Dubuque
Dubuque, IA 52001-5099

Tel: (319) 589-3183

FOUNDATION FOR LONG TERM CARE

Learning and Serving Elders

"Learning and Serving Elders" addresses both immediate and long-range needs. In the short term, an increasing number of elders need extra support and assistance because of physical and/or mental frailty. In the long term, the disproportionately large cohort of "baby boomers" will be elderly when today's college students are society's decision makers. This cohort will need services at an unprecedented level and will have a disproportionately younger cohort in the work force to support care through taxes. Service-learning focused on developing leadership skills in elder care may be a societal imperative if we are to meet the demographic challenges of the next century.

To address these concerns, we established two parallel service-learning experiences for students. In both, a companion seminar highlights the policy and practice issues of elder care. In the service-learning experience funded by FIPSE and located at Mercy College, Dobbs Ferry, New York, students from Mercy and other area colleges reduce their educational indebtedness and/or offset living expenses by earning a salary or stipend from participating eldercare agencies for their services to elders. In the parallel non-FIPSE funded project, students perform similar services on a volunteer basis.

The project has five separate goals: (1) to improve care for the frail elderly today; (2) to help students understand the needs and issues of an aging society so that they can contribute to those needs as adult citizens; (3) to reduce student debt; (4) to compare the differences between a paid and voluntary learning service experience in elder care for college students; and (5) to disseminate findings.

Rosemary Linsider
Foundation for Long Term Care
194 Washington Avenue
Albany, NY 12210

Tel: (518) 449-7873
Fax: (518) 455-8908

HAMPSHIRE COLLEGE

The Holyoke Community Education Project

With a grant from FIPSE, Hampshire College, a private, independent, four-year, coeducational college of 1,250 students, encourages students at Hampshire and at Holyoke Community College, a public, two-year institution, to do meaningful community-service work in exchange for financial assistance and/or academic credit. The "Holyoke Community Education Project" is in its second year of training undergraduates in methods of teaching English as a Second Language (ESL) and placing them as assistant teachers, under the direction of professional teachers, providing much-needed ESL instruction to Spanish-speaking families in the city of Holyoke, Massachusetts.

Puerto Ricans and other Latin Americans constitute almost 20 percent of the population of Holyoke; Latino children make up over two-thirds of public school enrollment. The language barriers facing the adults often result in unemployment or underemployment, insufficient access to health care, inadequate housing, and a limited involvement in the schooling of their children. The initiative for this project came about when Holyoke community leaders, impressed with Hampshire College's innovative approach to community service, asked the College to address the need for English as a Second Language instruction in their city.

The Holyoke Community Education Project offers ESL instruction to Latino adults, with day and late afternoon classes held in the neighborhoods where the majority of these families live. Each course cycle runs for three months, with classes meeting three days per week, two hours per day. The classes are offered in a parish-sponsored community center as well as in the building housing an after-school arts center. Two professional ESL teachers provide principal instruction to the adult learners, and college work-study students serve as assistant teachers.

As of April 1992, we have enrolled 90 adult learners in our classes. Seven work-study students have taught with the Holyoke Community Education Project, four more have worked with the children of the adult learners in the after-school arts center program, and two with a "sister program" of ours, also in the area of community-based education, in the nearby city of Springfield. In addition, at least five students not eligible for financial aid have become involved in these projects as volunteers.

The Holyoke Community Education Project offers Latino adults in Holyoke an intensive but practical means for gaining adequate English language skills, which will prepare them for further education and/or increased employment opportunities. At the same time, Hampshire and Holyoke Community College students have an opportunity to receive valuable training and to earn academic credit and/or funds to apply against the cost of their undergraduate education through participation in educationally meaningful community service.

Ada Sanchez
Hampshire College
Public Service and Social Change Program
Amherst, MA 01002

Tel: (413) 549-4600 ext. 395

HARCUM JUNIOR COLLEGE

Parents and Children Together in Learning (PACT)

Parents and Children Together in Learning (PACT), an intergenerational literacy program, serves at-risk, inner-city children by training parents/guardians to be volunteer tutors in their neighborhood elementary schools. Parents represent a virtually untapped national resource for neighborhoods and schools. While many parents are willing to volunteer in the schools, they often lack the skills and/or self-confidence to do so effectively.

PACT builds on the premise that parents are the first and primary teachers of children. PACT helps these parents become the role models their schools and neighborhoods so desperately need. It provides the parents with the personal skills and self-esteem of being college students. As parents develop self-confidence, they become good tutors and learn how to create an environment that fosters success for the children and for themselves. The volunteer experience reinforces their new found sense of self-esteem, and parents learn that they can make a difference in their schools and neighborhoods.

In order to train parents to become effective tutors, the unique services and activities offered by PACT are: (1) teaching parents literacy skills by training them to use cognitive instructional techniques developed by DSI (Developmental Skills Institute) to tutor children; (2) providing counseling which focuses on both parenting skills and the adult's career needs; (3) enrolling parents as college matriculants in Metacognitive Literacy Skills (12 credits) at no cost to them; (4) providing the neighborhood schools with volunteers who work six hours per week as reading tutors; and (5) bringing together the teaching/learning team of parents, children and teachers.

The first PACT Program was established in 1990 in a Philadelphia elementary school which serves a primarily Latino population (75%). Bilingual PACT parents have the unique ability to assist bilingual children in the mastery of reading skills in both English and Spanish.

PACT has expanded to ten additional schools serving multicultural populations. These parents showed increases in their reading levels averaging 4.8 years with some individuals gaining as much as 8.0 years. Over 750 children received tutoring totaling in excess of 5,700 sessions. Teachers indicated that PACT tutors were significant in increasing the reading levels of 82% of the children who were tutored. This year, PACT will serve over 100 parents and 1,000 children in Philadelphia.

PACT empowers parents with skills and confidence to mobilize their own and their children's potential for growth and development. It fosters a new spirit of volunteerism within inner-city neighborhoods. PACT brings parents into the classroom and literacy into their homes.

Marjorie Klein
Karen Littlefield
Judy Barclay
Janet Way
Harcum Junior College
Bryn Mawr, PA 19010

Tel: (215) 526-6070
Fax: (215) 526-6086

HARVARD UNIVERSITY

Community Service Program

The Community Service Program is beginning its second year. The goal of the project is to enhance the education of professional students at the school by integrating projects in community service improvement with classroom education, and to enhance the quality of volunteer activities at the Kennedy School of Government. To the extent possible, we will attempt to relieve the financial burden of professional education for students committed to careers in the not-for-profit sector.

The project has two major components. The first is a workshop seminar introducing students to general concepts and good practices for program design and management in social services organizations that rely on volunteer help. All workshop participants will be required to volunteer on a weekly basis at a local not-for-profit organization and complete a consulting project through which they address a problem faced by that organization. We found in the first year that students obtain more from, and contribute more to, the class when they are actively involved in a volunteer activity. A side benefit is that the organizations for which the students volunteer receive free, high quality, thoughtful consultation that would not otherwise be available.

The second component is enhancement of volunteer activities for all students at the Kennedy School. During the first year we established a collaborative relationship with the School's Public Service Interest Group (PSIG), an organization run by volunteers to find and publicize volunteer opportunities in the community. During the first year, workshop participants helped PSIG to analyze and segment its market for volunteers and develop methods for tracking volunteer participation. In addition, we initiated a partnership with a K through 8 public school in Cambridge serving a large number of poor, minority and immigrant children. Volunteer opportunities, both during the school day and after school, were made available to Kennedy School students, faculty, and staff throughout the year. Approximately 40 people volunteered there on a regular basis.

The project's intended outcomes include enhanced training for future leaders in community service and social policy, and improvements in the effectiveness of community service programs at the Kennedy School. During the second year of the project, we will continue to evaluate these efforts. To the extent possible, we will also increase the financial incentives for prospective students interested in community service to attend professional school and to pursue careers in public service.

Dr. Julie Wilson
Malcolm Wiener Center for Social Policy
Harvard University
John F. Kennedy School of Government
79 John F. Kennedy Street
Cambridge, MA 02138

Tel: (617) 495-8302
Fax: (617) 496-9053

KANSAS STATE UNIVERSITY

International Community Service Exchange Program

Even as demand for opportunities for student involvement in community service increases, students and communities in rural Kansas and in developing countries face major challenges. As students work more and borrow more to support their education, they shy away from public service careers and opportunities. At the same time, the social and economic conditions of rural areas in the United States and in developing countries need the talents, the leadership and the energy that all citizens, including students, provide through community and public service. Finally, there is a growing demand from all quarters that educational institutions expand the international understanding and literacy of students.

The Kansas State University International Community Service Exchange Program (ICSEP) organizes students in service to address the needs of rural communities in both Kansas and selected developing countries, while reducing student indebtedness and expanding international literacy in both the students and communities involved. The ICSEP, working with community leaders and agencies in rural Kansas and in 3 Latin American (LA) countries (Costa Rica, Dominican Republic and Mexico), will plan and pilot a community service program to team Kansas State University (KSU) students with LA students for 3 summer months in both rural Kansas and in the LA countries to develop and implement community development projects. For participating in the ICSEP, KSU will provide \$500 scholarships for KSU students serving in LA countries. Working with community agencies and universities in the LA countries, \$400 scholarships will be provided for the LA students serving in Kansas communities.

The KSU ICSEP, in this planning and piloting year, is designed to produce a model international community service program that will provide the basis for the University to carry out a large scale integrated international community service activity. In addition to the planning efforts, the ISCEP will produce in the project year:

1) an ethic of commitment to community service and an expansion of community development skills by a minimum of 9 KSU students and 3 LA students;

2) a reduction of student indebtedness by providing a total of \$4,500 in scholarships for KSU students and \$1,200 for LA students;

3) an increase in international literacy and understanding by a minimum of 9 KSU students, 3 LA students and hundreds of citizens of the communities served in Kansas and LA;

4) an expansion of commitment to community development through service in at least 6 communities in 4 countries.

The ISCEP is designed to build a capacity within KSU and the LA countries to provide a broad range of community service opportunities for the students, the university and the communities served. It will empower these entities to use their talents to address and resolve local community issues through service.

Marvin Kaiser
Associate Dean
College of Arts and Sciences
Eisenhower Hall
Kansas State University
Manhattan, KS 66056

Tel: (913) 532-6900

MARS HILL COLLEGE

Bonner Scholars Program

In 1991, The Corolla and Bortam F. Bonner Foundation established the Bonner Scholars program in which 12 colleges were awarded grants totalling over 1 million dollars. The purpose of the program was to provide students having financial need with an opportunity to attend college and, at the same time, to be involved in public service. At least 25 students were admitted to each college as Bonner Scholars.

In 1992-93 the Foundation is committed to doubling the number of Bonner Scholars and the additional support it provides to these schools. If the schools are able to meet this challenge, then the Foundation is in a position to triple the number of Bonner Scholars funded in 1993-1994.

Each of the 12 participating colleges, given the necessary financial assistance, intends to expand the Bonner Scholars program staff to include an associate director, a 1/2 time secretary and 2 student-interns. Currently the programs are administered by a part-time staff. Additionally, each college will utilize a portion of the college work-study monies saved through the Bonner Foundation grant to support community service activities by other students.

The FIPSE supported project will develop the administrative structures needed to support the programs. An associate director will be recruited. This will be a recent student graduate who has experience with and commitment to student involvement in public service. With an appropriate staff, each participating college will be able to carry out the following activities: (1) assist in recruiting 25 new Bonner Scholars each of the next 2 years; (2) orient all new Scholars to the role of community service; (3) identify, coordinate, monitor, and assess all community service placements; and (4) expand involvement of other students in public service through leadership provided by Bonner Scholars.

Richard L. Hoffman
Mars Hill College
P. O. Box 490
Mars Hill, NC 28754

Tel: (704) 689-1142

UNIVERSITY OF MASSACHUSETTS, BOSTON

The University/Community Literacy Project

Undergraduates need not only encouragement but structure if they are truly to develop a concern for others and a commitment to community service. At the same time, their community service must receive recognition through debt relief and the awarding of academic credit for their work. The University of Massachusetts/Boston University Community Literacy Project (UCLP) is designed to provide an academic structure through which undergraduates are able to combine formal study in areas of adult education, first and second language literacy, and cross-cultural and community issues with practical field work as literacy tutors in Boston area community learning agencies. To meet the specific needs of the local community learning centers in serving adults from linguistic minority communities, the Project places special emphasis on the recruitment, placement and training of undergraduates from these communities.

The Project also provides a structure through which incentives in the form of academic coursework and credit, scholarships, tuition waivers and work/study opportunities can be offered to university undergraduates who wish to provide community service as part of their academic and personal development, and who may wish to pursue future careers in community services or education.

The UCLP is a university–community collaborative which links existing adult literacy programs with higher education structures and community resources. More than two-thirds of the literacy students are enrolled from linguistic minority communities, specifically, Hispanic, Asian, and Haitian populations. The University of Massachusetts, Boston has an undergraduate population largely representative of these communities. Therefore, the UCLP specifically targets its multicultural recruitment efforts, and designs its tutor training to emphasize representation of these communities in all aspects of the Project.

Perhaps the most innovative aspect of the UCLP model is that it involves tutors for the university student body who are ESL students themselves, while serving as literacy tutors from their own linguistic communities. The UCLP model provides a training model designed to encourage undergraduates from other linguistic backgrounds to investigate their own language and socio-linguistic experience through theoretical research and practical on-site tutoring.

The tutor training consists of two courses:

- 1) Literacy and Community addresses theories of adult education, second language acquisition, adult literacy, and ESL pedagogy. Students reflect on their own education histories, learning processes, and language strategies.
- 2) Literacy Fieldwork includes a minimum of four hours of tutoring per week at a Boston area community learning center and a weekly discussion seminar.

Both academic and field experiences enable these students to improve the reading, writing, and critical thinking skills essential to a successful college career.

Donaldo P. Macedo
Bilingual/ESL Studies
University of Massachusetts, Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

Tel: (617) 287-5760

MESSIAH COLLEGE

Service As Learning: An Integrated Approach

Messiah College is in its second year of funding from FIPSE. The goal of the project is to develop a comprehensive service learning program which integrates cocurricular service activities with formal classroom learning. The program fosters the goals of promoting service and reconciliation as a hallmark of a Messiah education, giving students opportunity to wed theory and practice develops in students a broader world perspective, and prepares students for service in cultures different from their own. The project addresses the questions: (1) How can the quality of service provided by student volunteers be enhanced? and (2) How can the learning value of service activities be increased? The project is based upon the assumption that both questions can be addressed by linking service and learning in a formal classroom setting.

The goals of the project plan include increasing the number of non-credit and for-credit service opportunities available to students; encouraging greater integration of volunteer service and formal learning; and backing-up the institution's service rhetoric with financial aid dollars. Implementation of the program during the first year included (1) hiring a Director of Service Learning, (2) developing and implementing a 6-hour service learning course sequence, and (3) committing of financial aid for students involved in specified service projects.

The expanded goals of the project during the second year include (1) infusion of service learning into the curriculum, (2) development of alternative formats for the service learning course, (3) expansion of the service learning course to Messiah's Philadelphia Campus, (4) implementation of a service learning practicum, and (5) increased coordination of community service efforts.

Infusion of Service Learning into the Curriculum. Service learning will be infused into the three major areas of the college curriculum by developing a plan for infusion which includes general education, academic major core curriculum, and electives.

Development of Alternative Formats for the Service Learning Course. The goal is to make the course more available and more attractive to increased numbers of students.

Expansion of Service Learning Course to the Philadelphia Campus. At least one variation of the service learning course will be offered in Philadelphia with coursework and placements made available to students attending the Philadelphia Campus.

Implementation of a Service Learning Practicum. A 1-3 credit elective practicum course will be offered to students and jointly supervised by the Director of Service Learning and the Director of Campus Ministries.

Increased Coordination of Community Service Efforts. Coordination will be provided through a campus-wide Community Involvement Council. A Community Development Team was initiated to build relationships within the urban community, assess needs, and develop college programming in response to identified needs.

Dr. Donna J. Dentler
Associate Dean of Community Educational
Services and Career Development
Messiah College
Grantham, PA 17027

Tel: (717) 691-6016

MOTT COMMUNITY COLLEGE

Volunteer Voices: Magazines by Telephone for the Visually Impaired

This project addresses the need for visually impaired residents to have consistent access to daily newspapers and weekly magazines and encourages college students to commit themselves to community service.

It builds upon a volunteer reading service started by MCC's Phi Theta Kappa Honor Society who have established a studio for a Flint organization, Newspapers for the Blind (NFTB). Each semester, fifteen honor students are selected based on need, interest, and leadership potential to serve as volunteer studio staff for ten hours a week. Five of the students serve as editors, and ten of the students serve as mentors for twenty at-risk students from Mott Middle College, an alternative high school located on campus. The mentors are responsible for rehearsing reading with the middle college students so that the final product is of recordable quality.

Five magazines are recorded on the NFTB computer system. They provide Time, Prevention, People, Sports Illustrated, and McCall's to 600 blind people in southeastern Michigan at the same time these publications are available on newsstands.

This year, we will expand this service to other locations using a computer networking system. The students will also gain leadership skills by doing presentations for regional and national conventions about this project.

Intended outcomes include:

- six hundred visually impaired residents having timely access to five weekly magazines by telephone;
- twenty at-risk middle college students each semester gaining poise in reading aloud, additional reading skills, and a greater awareness of world events;
- fifteen college students each semester gaining self-esteem and leadership skills, as well as tuition waivers for 12 credit hours;
- all program participants gaining an appreciation of the value of community service; and,
- expansion of Newspaper for the Blind services to other community colleges in the state and nation.

Gail Knapp, Ph.D.
Honors Program
Mott Community College
1401 E. Court Street
Flint, MI 48503

Tel: (313) 762-0350
Tel: (313) 762-0360

NAZARETH COLLEGE OF ROCHESTER

Partners for Learning Project

The Partners for Learning Project is a new interdisciplinary program established in September, 1991. It created a partnership between Nazareth College and an urban elementary school in the Rochester City School District. Project goals include: a) to engage Nazareth students in community service for which they receive either tuition debt reduction or academic credit; and b) to raise the academic performance and educational aspirations of economically disadvantaged children, while sharpening the professional skills of the Nazareth students.

Accomplishments to date include:

1) During the 1991-1992 academic year, 55 Nazareth students contributed 6,000 hours of service at School #4 as teacher assistants, tutors, lunchroom monitors, and office assistants. Nazareth College granted tuition credit to these students at the rate of \$5.00 per hour for a total contribution of nearly \$30,000.

2) Several academic departments at Nazareth have identified courses which include a community service component at School #4. Each of these courses requires that some or all of the students enrolled do some work in response to previously identified needs at School #4. Such service is related directly to course content and is required in order to receive academic credit. Participating departments include: Education, Special Education, Music, Art, Theater Arts, Biology, Social Work, Math and Computer Science.

3) Students and faculty from School #4 have come to Nazareth College for special events. In April, 1992, about 100 children had an opportunity to try out "learning centers" created by Nazareth students from our Education Department. They also enjoyed programs in Biology and Theater Arts, as well as lunch on campus. In June, a group of 45 children from Special Education classes also visited Nazareth for a program designed just for them.

Evaluation thus far indicates that the program has been very successful in the following ways:

- Given severe budget cuts in the Rochester City School District, Nazareth students were able to provide much needed services.

- Children who had been performing poorly in the classroom were able to make notable progress in their academic performance.

- Children received more individual attention.

- Enrichment opportunities were offered.

- Nazareth students came to appreciate the needs and challenges of economically disadvantaged students.

- Nazareth students experienced cultural diversity.

- Nazareth students have gained valuable professional experience and have clarified their career goals.

- Some of the children have expressed a desire to attend college.

We have been happy to share information about this project through presentations at two national conferences: the National Society for Internships and Experiential Education, and the Campus Compact Institute on Integrating Community Service into the Academic Curriculum.

Kathleen Weider, S.S.J.
Barbara J. Kuempel
Nazareth College of Rochester
4245 East Avenue
Rochester, NY 14618

Tel: (716) 586-2525 ext. 331/344
Fax: (716) 586-2452

OHIO WESLEYAN UNIVERSITY

The Columbus Initiative

This is a collaborative community service project in which Ohio Wesleyan's students work intensively with at-risk students in an inner-city elementary school, then follow these students through their middle school years (with a program already established through an earlier FIPSE grant and now in its fourth successful year) and on through their high school years with individual and group support for graduation, employment, and college preparation. The project addresses two issues: (1) how to get more college students involved in substantial community service activities and interested in careers in community and public service and (2) how to raise the academic performance and educational aspirations of at-risk students in an inner-city setting.

The cooperative project includes three inter-related and simultaneous forms of involvement between Ohio Wesleyan faculty, staff, students, administration and alumni and Columbus School teachers, staff, administration, students and parents:

(1) **Elementary level.** Fourteen trained Ohio Wesleyan students spend time with forty-seven Linden Elementary School students two mornings a week, serving in individual tutorial and cooperative learning pod sessions as "Reading Partners" and "Math Buddies." Substantial training for the college students is provided by Ohio Wesleyan Education Department faculty, and they are closely monitored and provided substantial reflective opportunities by Ohio Wesleyan's Columbus Initiative project staff.

(2) **Middle School level.** Through distinctly separate Ohio Wesleyan funding, the prior FIPSE Crestview program continues full force: over one hundred Ohio Wesleyan students are involved in providing over one hundred Crestview Middle School students with substantial tutoring, mentoring and college readiness programs.

(3) **High School level.** All Crestview Middle School students involved in the prior FIPSE program become "Crestview Project Alumni" in a "Pen Pals" program which enables them to continue their personal relationships with Ohio Wesleyan students through their high school years. Activities include personal letter writing, an OWU/Crestview Alumni newsletter prepared and edited by eight Ohio Wesleyan students, and a once-a-semester retreat/week-end workshop at Ohio Wesleyan to learn job and college readiness skills.

Ohio Wesleyan students make a one-year commitment to the program and receive a partial tuition refund or adjustment in financial aid, and in some cases academic credit as well. Rigorous pre-service training, seminars, ongoing reflection and evaluation, and close supervision both at Ohio Wesleyan and at the Columbus schools are basic to this project.

OUTCOMES: **A. For college students:** a sense of satisfaction and personal growth from helping others; an understanding of needs of youth whose life situation is likely very different from their own; a better understanding of community and public service; a clearer grasp of the systemic relationships between poverty, learning, resource allocation and personal involvement; and a reduction in the cost of their college education.

B. For Columbus students: improved academic and interpersonal skills and performance; expanded expectations of self and consequent academic accomplishments; an enhanced self-esteem as students and as individuals.

C. For faculty, staff and administration of both Ohio Wesleyan and Columbus Schools: a clearer sense of their respective needs and resources and a closer working relationship to meet those needs with available resources.

D. For Ohio Wesleyan, FIPSE, NSIEE and Campus Compact: a concrete and meaningful implementation of their commitments to promote quality student involvement in service-learning community activity; a tangible intervention/advocacy model for at-risk youth; and useful information for replication and expansion efforts in college-school partnerships.

Chaplain Jon Powers
Susan Pasters
Miles Wilson
Ohio Wesleyan University
Delaware, Ohio 43015

Tel: (614) 368-3084
Fax: (614) 369-0816

OREGON HOUSING AND COMMUNITY SERVICES DEPT.

Comprehensive Community Design and Neighborhood Improvement Program

Student indebtedness and its impact on postsecondary students has been a subject of concern and research in Oregon during the 1980's. The Oregon Office of Educational Policy and Planning (OOEPP) recently determined that the Guaranteed Student Loan Program was the largest source of financial aid in the State; that loans had increased 72% over a five year period; and that the average loan had increased 105% during that same time span. The study also found that students entering lower income professions experienced problems handling debts resulting from these loans. Another study conducted by OOEPP found that financially dependent students may be discouraged from pursuing careers in the helping and public service professions which, as a rule, involve lower-paying positions.

In an effort to reduce student over-dependence on loans and to increase student interest in and awareness of public service activities, the Oregon Services Division of the Oregon Housing and Community Services Department proposes to establish a Comprehensive Community Design and Neighborhood Improvement Program. The Program initially will focus on projects located in Portland, Oregon. It will be based on a partnership between the Department, Portland Community Design, the University of Oregon's School of Architecture, and Portland State University.

During the two years of FIPSE support for the Program, fifty upper-division undergraduate and graduate students from the University of Oregon and from Portland State University will provide pre-development planning assistance to public and private non-profit community-based organizations involved in revitalization projects that benefit low and moderate-income populations. Students will work under the supervision of registered architects in developing those projects. Participating students will receive stipends averaging \$1500 for their community service involvement, maintain journals on their project experience, and share those experiences with fellow participants.

In the Program's first two years, at least seven Comprehensive Community Design projects, which focus on upgrading of a neighborhood area, will be completed. Urban renewal and housing development project design and design work for refurbishing such public facilities as parks, playgrounds and community centers are activities that could be included within a Comprehensive Community Design project. The Program's Neighborhood Improvement

component will provide pre-development design assistance to eighteen free-standing projects in the Portland metropolitan area. Under this component, a single, specific activity (a housing development project, for example) will be the project focus, rather than a cluster of activities intended to generally improve a neighborhood area.

By the end of FIPSE's support for the Program, a reserve fund will have been established that will continue Program activities on an unsubsidized basis. That reserve will accrue from client fees, matched dollar-for-dollar by funds provided by the Oregon Housing and Community Services Department.

Dan Van Otten
Oregon Department of Housing and
Community Services
1600 State Street
Salem, OR 97310

Tel: (503) 378-4729

OREGON HOUSING AND COMMUNITY SERVICES DEPT.

Volunteers in Services to Oregon

Student indebtedness and its impact on postsecondary students has been a subject of concern and research in Oregon during the 1980's. The Oregon Office of Educational Policy and Planning (OOEPP) recently determined that the Guaranteed Student Loan Program was the largest source of financial aid in the State; that loans had increased 72% over a five year period; and that the average loan had increased 105% during that same time span. The study also found that students entering lower income professions experienced problems handling debts resulting from these loans. Another study conducted by OOEPP found that financially dependent students may be discouraged from pursuing careers in the helping and public service professions which, as a rule, involve lower-paying positions.

In an effort to reduce student over-dependence on loans and to increase student interest in and awareness of public service activities, the Oregon Housing and Community Services Department is developing the Volunteers in Service to Oregon (VISTO) Program. Through that program, high school students preparing for college and college students at risk of over-dependence on student loans, receive tuition vouchers for volunteer work at local human service agencies. Students receive a twenty-five dollar tuition voucher for each eight hours volunteered.

During the project's first year, the emphasis was on coordinating the efforts of the Oregon State Scholarship Commission, local county VISTO coordinators, and social service agencies to recruit and place student volunteers. 1900 students participated in the program during the first year. An additional 1300 students will be recruited and placed during the second year of the project. Students earn vouchers averaging \$130-150, and ranging to \$1500.

Other program objectives include developing volunteer placements that improve the operation of human service agencies and provide students with volunteer experiences that complement their academic work and increase their social awareness. The Coordinator also will be responsible for establishing a recruitment and placement system that will continue the program after the end of FIPSE support.

Ann Sukalac
Oregon Department of Housing and
Community Services
1600 State Street
Salem, OR 97310

Tel: (503) 378-4729

UNIVERSITY OF REDLANDS

Community Service Learning

The mission statement of the University of Redlands calls for the development of "responsible citizenship as part of a complete education." One way in which the University has worked to achieve this goal has been to encourage and to coordinate student service and volunteer efforts in the surrounding community, albeit with very limited administrative support. Local research indicates, however, that students, increasingly dependent on work study awards to cover expenses while in school, are hindered in their efforts to help others due to financial pressures which require part-time paid employment. Many of the on-campus work positions created for students lack the challenge and responsibility found in jobs that meet actual needs.

This grant establishes a new Office of Community Service Learning on the University of Redlands campus. The Office will serve three current needs in an integrated fashion: to assist students in finding meaningful jobs; to help students reduce debt; and to support students who have the desire to help others. A cornerstone of the new Office will be the Community Service Internship Program, which will coordinate the placement and supervision of students in paid positions of responsibility in various community service organizations. Many of the positions will also provide academic credit for the student participants. These internships will be funded in large part by a transfer of student work-study funds from on-campus jobs.

The Office of Community Service Learning will provide the necessary administrative support to initiate, monitor, and evaluate community service internships, as well as other aspects of student service and volunteerism. A director, administrative assistant, and two student interns, working with input and cooperation from other key University of Redlands personnel, will be involved in the ongoing task of matching community needs to student skills and interests, while working to raise the profile of community service on campus. It is assumed that persons immediately served by community service efforts will benefit significantly upon creation of the Office of Community Service Learning, but so too will students, who will receive valuable lessons about themselves and their society.

Community service will take its appropriate place as a fundamental tool within the University of Redlands collegiate experience.

Charlotte G. Burgess
University of Redlands
1200 E. Colton Avenue
Redlands, CA 92374

Tel: (714) 335-4053

CITY COLLEGE OF SAN FRANCISCO

Project SAVE

Project SAVE, a newly-funded FIPSE Program, addresses the need for AIDS prevention education among ethnic minorities through the training and use of minority students as peer educators.

1. Students on college work assignments train as peer educators with a City College Health Sciences instructor team and continue training with community-based AIDS organizations working with ethnic communities.
2. The Project SAVE students have their own counselor, whose assignment is to provide support through academic and personal counseling in relation to the peer education activities.
3. Members of the community organizations which participate in student training also engage in biweekly support groups to help the students perform their peer education tasks at optimum commitment levels.
4. Students then provide AIDS prevention education in City College classrooms and with student groups on campus.
5. Students also undertake to recruit volunteers via their campus presentations to provide community service with the community-based organizations that trained them.

It is our hope in Project SAVE will provide a working model for peer health education projects to address minority students. Our local community needs AIDS prevention education among minorities, among whom the bulk of the new HIV cases are appearing. If our Project achieves success in this area, it could serve as a model for postsecondary institutions nation-wide.

Institutionalization of the Project is proceeding slowly. Among the factors retarding institutionalization are the newness of the program; the coincidence of late funding decisions and an early (August) Fall semester start; funding difficulties affecting public postsecondary institutions in California, resulting from a state budget shortfall; and difficulties recruiting staff and students committed to Project goals. Nevertheless, obstacles are yielding and the

desire to institutionalize is growing. The Project SAVE instructors are already talking about getting AIDS education and peer education training into the regular curriculum. Department chairs have proved willing and cooperative in handling faculty reassignments to enable their participation in the program.

WANTED: Discussion of institutionalization in times of decreasing funding for public postsecondary institutions.

Jaime Borrazas
Robin Roth
City College of San Francisco
33 Gough Street, Room 59
San Francisco, CA 94103

Tel: (415) 241-2350

UNIVERSITY OF SOUTH CAROLINA

Community Service Programs

The University of South Carolina is a nine-campus system with the main campus located in Columbia. Building in the foundation of Carolina Cares, a student philanthropic group that has thrived at the University for over twenty-five years, the University in 1989 created the Office of Community Service Programs to institutionalize community service at USC. Development of this office was based upon the office's first FIPSE grant period of 1989-91.

Two central components are addressed in this grant: 1) student involvement in literacy issues and 2) consultation regarding community service programs and resource needs in the state of South Carolina and within the Southeast region (Georgia, North Carolina, South Carolina). Through the literacy program's efforts, hundreds of clients will improve their reading and communication skills—opening doors for themselves and hopefully breaking the cycle of illiteracy. In addition, this project is designed to provide a centralized location for information, educational programming, training, and referral regarding illiteracy and general student initiated service needs in the communities of our nine campuses, region, and state. This resource sharing will be crucial since many of these campuses are located in the more rural areas of South Carolina which are often hardest hit by illiteracy and human service needs.

The concept of educational debt reduction while becoming or remaining involved in community service (literacy training and/or consultation with other schools) is a key component of the program. The close working relationships and continued interface between the OCSP, University community, and Columbia community agencies is essential to the program's success.

Keeping in mind the importance of service and academics, and in order to address the needs of our community and our students, this innovative project is designed to address the following goals: 1) maintain an Office of Community Service Programs; 2) develop a Literacy Peer Educator Program including educational debt reduction components; 3) advise Campus Coalition for Literacy and other traditional campus community service student organizations while serving as a liaison between USC students, organizations and the area community service agencies; 4) research community service and specific literacy needs;

5) measure beliefs, attitudes, and volunteer activity of students participating; 6) evaluate all program components and utilize data for revision and development of program areas; 7) provide special project opportunities and recognition; 8) disseminate resource information regarding community service to other colleges and universities.

We are confident that our students and this initiative will improve the quality of life for South Carolinians while providing projects that instill in our students the value of lifelong service.

WANTED: Internet information

Gail McGrail
Novella Fortner
Department of Student Life
Russell House University Union
The University of South Carolina
Columbia, SC 29208

Tel: (803) 777-5780
Fax: (803) 777-7396

SPRING HILL COLLEGE

Innovative Projects for Student Community Service

As a part of its new community service program, the Albert S. Foley Human Relations Center, Spring Hill College will offer local (Mobile and Baldwin County) students tuition grants in the amount of \$3,000 per year in return for six hours per week service in the Mobile County School System's after-school programs at target middle schools. Spring Hill students will provide homework assistance to lower-income students at the middle schools. The programs also provide a snack, physical education and drug prevention lectures for the middle school students.

The goal of the project is to benefit Spring Hill students through the provision of financial aid, reducing not only their college debt burden but more importantly the number of hours many students are required to work in order to finance their education. Additionally, the project seeks to develop an awareness of the needs of others, and attitudes of service, in our students at Spring Hill. The project will further provide a greatly needed service to the public school system, which is financially strapped and unable to fund or properly staff after-school programs at middle schools. These programs play an important role in the school system's Drug Free School program, and contribute to the academic success of its students, particularly those from low-income families.

Kathleen Orange
Spring Hill College
4000 Dauphin Street
Mobile, AL 36608

Tel: (205) 460-2016

TEXAS A & M UNIVERSITY

Community Service to At-Risk Schools

Overview

Two minority groups, African-Americans and Hispanics, rapidly are becoming the majority in the Texas public schools. High school graduation rates for Hispanic students, however, are less than half of white students; black students graduate at a rate of fewer than one fourth that of white students. In Texas, 18% of all adults have not completed the 8th grade, and 36% have not completed high school. Low academic performance is such a pervasive phenomenon that, rather than speak of "at-risk" students, we speak of at-risk schools. These schools are typified by low student and teacher morale, poverty in the community, and poor school-community relations.

Strategy

A&M Universities will supervise multi-ethnic School Service Teams of 5-6 university students in providing intensive support to individual at-risk schools. School Service Teams will assist with the implementation of interventions planned by the school in consultation with the project directors, and two university professors knowledgeable about effective instruction and effective schools. Team members will help define school needs, establish baseline performance standards, and implement and monitor interventions. They will be trained at the A&M Universities to conduct parent and student interviews; to evaluate student homework and planning notebooks; and to administer and score monthly curriculum-based skill probes.

Goals

1. To improve: (a) students' learner-concepts, involvement in school, and achievement; (b) teacher work-satisfaction and morale; and (c) school climate, and the quality of schooling.
2. To improve parental involvement in and support for the public schools, including improved skills in monitoring and assisting with homework assignments.
3. To disseminate the at-risk school model.
4. To increase voluntary involvement of university students in the field of school improvement.

WANTED: Opportunities for our Ed. Psych. doctoral students to visit model public school programs for minority, poor, and low achieving youth, especially male junior high school students.

Dr. Richard Parker
704 Harrington
Texas A&M University
College Station, TX 77843-4225

Tel: (409) 845-7505
Fax: (409) 845-2209

TEXAS SOUTHERN UNIVERSITY

Patient Counseling Program for Low Income Patients

Texas Southern University College of Pharmacy and Health Sciences has developed a model Patient Counseling Program to teach fourth and fifth year pharmacy students to counsel low-income Black and Hispanic patients in the Harris County Hospital District Community Health Center Programs, who are noncompliant with their medications due to lack of knowledge. The program has developed an elective course addressing the need for training of and sensitivity to elderly patients. Recent studies by the Harris County Hospital District have shown that elderly Black and Hispanic patients seek less information about their medications and other health related problems, and comprise a majority of their non-compliant patients. The counseling efforts of the program are designed to improve patient awareness, increase medication compliance, decrease drug misuse, decrease health center visits, decrease hospital admissions and emergency room visits. This will ultimately improve the overall well-being of the patient through better health care delivery, and, concomitantly, increase cost effectiveness in the hospital district.

The students receive financial assistance that aids them with their educational costs and therefore enables them to be more sensitive to the needs of the elderly Black and Hispanic patients. The training they receive will also provide them with the level of expertise necessary to better serve this patient population. It will yield better patient compliance, and improve the overall health of the patients.

Dorothy J. Brown
College of Pharmacy
Texas Southern University
3100 Cleburne Street
Houston, TX 77004

Tel: (713) 527-7569

UNIVERSITY OF WASHINGTON

The Seattle Tutoring Center

The Seattle Tutoring Center (STC) establishes a city-wide structure for the training and placement of undergraduate students who are interested in serving their community by providing much-needed tutorial assistance to elementary school-aged children. In so doing, it seeks to develop partnerships among public and private institutions, in order to address the urgent need for teacher support in the Seattle School System, thereby improving services to at-risk students. Intended project outcomes include A) improving the academic performance, attachment to school, and self-esteem of both tutors and tutees, and B) facilitating in tutors a commitment to public service and an interest in education as a career.

During STC's first year, work-study eligible undergraduates from three local colleges will participate: the University of Washington, (UW), Seattle Central Community College, and North Seattle Community College. Upon entering the Program, students will enroll in an 8-credit interdisciplinary writing course taught at the UW. The class emphasizes the kind of reading, thinking, and writing skills needed to succeed at the university level. In addition, by focusing on theories of education, it will engage students in a critical reflection on the American educational system and their experience in it as students. Concurrently with this class, and as part of its requirements, students will provide sixty hours of tutorial services to at-risk elementary school children. This practical, hands-on experience will be integrated into students' academic study through class discussions, presentations, academic readings, and written assignments. Students will be paid \$12/hour for tutoring; they will continue in their tutoring positions at this rate of pay throughout the academic year.

Another integral feature of this class is its examination of the role of public service and citizen participation in the democratic process. Students will be encouraged to reflect on the moral dimensions of education in general, and of their tutorial experience in particular.

STC has several distinguishing features: 1) STC tutors will receive systematic and extensive training, occurring at three levels: a 10-week training course for first-time participants, site specific methodological training provided on-site, and monthly continuing education workshops. 2) In addition to this training, STC classes will engage students in a discussion of the personal and social implications of education. They will also provide the context through

which student tutors can integrate their field experience, and encourage the development of a moral perspective on community service. 3) At a time of funding shortages and program dissolution, STC is a major cooperative effort to build on existing structures and to tap largely unused resources for the provision of teacher support. The needs it has identified are mirrored throughout the U.S., and the partnerships it will develop to address these needs are applicable to local educational systems in other parts of the country.

The long-range vision for the Seattle Tutoring Center involves a curriculum offering at a number of local colleges, based on the UW class model. A central office, housed separate from any of these colleges, will develop tutor placement sites and coordinate student involvement therein. This office will be the point of contact both for individuals and agencies in the community who need tutors and for those who can provide tutors. It will also act as a resource center, coordinating tutor training. As an important step toward accomplishing this, three additional local colleges have been invited to participate in STC beginning its second year: Seattle University, and Bellevue and South Seattle Community Colleges.

Louis Fox
Undergraduate Academic Services
Internship and Community Service Office
University of Washington, DS-60
Seattle, WA 98195

Tel: (206) 685-4745

WHEATON COLLEGE

To Serve, To Learn, To Lead

The aim of Wheaton's FIPSE FELLOWS program is to reinforce the institutional ethos of service as learning and to inaugurate in the work of students chosen as FIPSE FELLOWS an innovative approach to peer advising in service contexts. In 1992, 20 student Fellows will be selected for Wheaton-stipended summer placements in local agencies and will return to campus for a year of structured activities as service team-leaders, disseminators on social issues related to their placements and, most significantly, as peer advisors to other students interested in learning from their volunteerism.

In 1987, Wheaton initiated an omnibus approach to helping students recognize and record their learning outside the classroom. Through the unique Wheaton Work and Public Service Record, students can set learning goals for work, service and internship experiences, assess their learning afterwards, and document the activity in an official second transcript.

Our goal for the Fellows is to make them a pioneering cadre of peer educators on service-learning, conducting outreach to other Wheaton students in the techniques and value of the Wheaton Work & Public Service Record. Upon return from their summer postings, the Fellows would not only educate the community at large about the issues tied to their particular placements, but they would also work in collaboration with the Filene Center for Work & Learning to counsel and advise the many other Wheaton students interested in or currently performing public service.

Each Fellow will conduct both workshops and individual sessions with students to help them capture the learning potential from volunteer activity. Like tutors in academic disciplines, the Fellows would mentor their cohort; in this case guiding them through the Work and Public Service stages of goal-setting and self-assessment.

Wheaton hopes to wed its institutional focus on student-centered service with its dedication to documenting learning outside the classroom in the FIPSE FELLOWS project. Volunteer action, leading to thoughtful reflection, culminating in official documentation—this is the College approach, and the FELLOWS will be more than role models in this regard. They will catalyze service and service-learning in their peers, further eradicating the artificial notion that true learning occurs primarily in the classroom.

WANTED:

Further ideas on training and motivating peer tutors.

Daniel Golden
Filene Center for Work and Learning
Wheaton College
Norton, MA 02766

Tel: (508) 285-7722
Fax: (508) 285-2908