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\* SERVICE CONCERNS \*

Obligatory

I'd like to make a fine distinction between the words "mandatory" and "obligatory." I want all those between the ages of 16 and 26 to feel a moral obligation to give some extended time to a service project. But I would not like to get caught up in the legal and financial implications of compulsory or mandatory service.

I'd like older teenagers and young adults to feel that they would need a very good excuse not to have done some paid or unpaid voluntary service before the age of 27. Just as completion of high school is "expected" of all secondary pupils, so should a time of service seem a "normal" activity after age 16, or high school graduation.

Men/Women

Of course, I favor the opportunity to participate in national service for all young citizens; women and men together. And for all races, creeds, abilities, and socio-economic levels. That's not to say I don't think there should be service programs which are single sex. But joining these should be the choice of the volunteer, and not an assignment from some national service agent.

### Compensation

Today, there are a plethora of service opportunities, -- residential and both part and full time nonresidential. In some, volunteers receive only expenses and no salary or benefits whatsoever. In many, there is both modest compensation and expense reimbursement. Yet other programs, such as some branches and programs of the armed forces, pay above minimum wage, all expenses, and provide insurance policies.

I would have this "marketplace" method of compensation continue, knowing that some young people would be attracted to one service opportunity over another because of the financial returns as well as the job training aspects.

And I would insist that all service jobs be exempt from the minimum hourly wage. That each program should be free to pay (or not pay) as it meets each program's scope and goals.

I am mindful that this recommendation that all service programs be exempt from paying the minimum wage, is what keeps national service from getting enthusiastic endorsements from labor unions and other labor-oriented groups.

It's also what has Alec Dickson and other community volunteer supporters talking about the work volunteers do as that which would not otherwise be done. I think the scorn in Jack Kemp's remarks about picking up (or not picking up) cans in Yellowstone, follows from this defensive claim.

What Dickson and many of the conservation corps supporters are trying to do, of course, is to mollify the laborers (and their organizers); to assure them that the young volunteers are not taking jobs away from them.

But the danger is that both laborers and volunteers will believe that service work is make-work, and not something worth doing or vital to the health and success of our nation. The cynical will suspect that obligating youth for a year of service is just a delaying tactic; a punishment, if you will, for being young and energetic and full of enthusiasm.

One way to heal this false sense of service is, I would argue, to begin service in kindergarten, and continue through all the school years. Let every single pupil in every school give some time each day to a school-related chore. Sweeping, cleaning, dusting, typing, washing, preparing, stacking, running errands, and so forth. Those who do their school chores, well and faithfully and intelligently, should receive praise, but not pennies.

In addition, each school should have its own outreach program -- perhaps "adopt" a nursing home, or agree to maintain certain town parks, or operate a day-care center. Whether it's an elementary or secondary school, ways should be found to include every pupil in this outreach project.

Of course, in-school as well as school outreach service should not be reimbursed.

### Entitlements

The WWII GI Bill taught us an important lesson. This entitlement, for those choosing service in the armed forces, not only served as an inducement for enlistment and reenlistment, but proved to provide some 8 million ex service personnel with the necessary education to become a success as a civilian.

There is every reason for as many service programs as possible to offer entitlements, particularly the tying of a successful, and possibly difficult, period of service to some further education. There is even some talk, particularly in the U.S. Congress, of making service a prerequisite for college financial aid. That's more than a billion dollars in 1985 terms!

Of course, it's totally irresponsible for the federal government to require prior service before providing educational financial aid at this point, since national service is not part of the current national agenda, and there are so few service opportunities available to the target (16-26) age group.

There are some service programs which offer a cash "bonus" or an entitlement to service volunteers, to be provided if -- and only if -- the service work has been faithfully executed.

This makes enormous sense for juvenile offenders, particularly those who are institutionalized. It means that the day they are released, they are not thrown back onto the streets needing to earn or take what they need to survive, but have their bonus to start them off as participating citizens.

This paying of a fixed sum at the end of a period of service, makes sense, as well, for many low-income young people who need to be taught how to invest; how to delay immediate gratification; how to stretch money; and how to use that entitlement and their service experience to put them on that all-important career ladder.

A word about the working teenager...the 16-19 year old who'se working several hours a day in a fast-food or tourist facility.

It is presumed by critics of national service that he or she would not want to stop earning to do unpaid service; yet, if college financial aid is tied to service, the working teen may be placed in a regretful bind.

It's my contention that these employers, so dependent on their young, cheap labor force, would supply service opportunities and encourage participation for their employees. I can envision, for example, a summer tourist hotel providing transportation to and from a local retirement home for all dining room and cleaning staff.

I can easily envision a fast-food restaurant supplying the home-bound with meals and other services, and offering the transportation and necessary training for all interested employees.

#### Service Time

How long should national service be? Eighteen months? Two years? At the discretion of the volunteer?

Even though a time of service isn't mandatory; hence a fixed period of time cannot be compulsory, is there some time span which might be considered "obligatory?"

That is, unless the 16 to 26 year old volunteered for XXX hours, doing XXX type of work, would what he or she had done be considered national service?

Many advocates of national service suggest a minimum of 20 hours a week, or 1,000 hours in a year. I am more inclined to think in terms of varying the obligation time in accordance with the intensity of the service opportunity.

The young person who chooses a residential program, for example, in a facility for the handicapped, might want to count at least 18 hours of each 24 hour day as service time, and hence consider their service "obligation" completed in as little as three months.

While the student or young worker who squeezes in a few hours of voluntary service in a local retirement home a couple evenings a week between work and social engagements, might think two years was about the right time to discharge his/her obligation.

#### Who Qualifies to Offer Service ?

Every government agency and every non-profit organization. By not making national service mandatory, and hence not making it a function of government, but a democratic choice, all church organizations which carry out service projects should be able to qualify for national service volunteers.

And this could mean, were college financial aid to be tied to service, that doing church-related service work would not, automatically make a volunteer ineligible.

Theodore R. Sizer, in his "National Service Education Study," estimates that the schools could absorb as many as a million (1,000,000) volunteers annually. Mostly as mentors, classroom aides, and management helpers.

Other studies, notably one carried out by the Urban Institute, project up to 4 million service openings annually -- over and above those in the armed forces and the schools -- in such fields as: health and hospital services (clinics, nursing homes); social services (senior-citizen and day-care centers); environment and conservation; police and fire protection services; and cultural services (libraries and museums).

As for the arguments of certification and qualification, again by not making the service mandatory, this removes the need for an elaborate qualifying or certifying agency.

If, in fact, government financial aid were to be tied to completing XXX hours of service in a "qualified" service organization, those requirements would be tied to the giving of the aid, and not to the offering of service opportunities. I would avoid the certification or qualification route, agreeing with the general qualifications of all government and not-for-profit agencies. Then let the volunteers avoid those with little to offer them.

In other words, I would concentrate my energies on the selection process, making every effort to provide potential service volunteers with as much information as possible about the strengths and weaknesses -- as well as the peculiarities -- of each service program. This would be in the hands of the National Service Agents.

#### Recognition

This is essential. Yes, service has its own inner rewards, but we're bucking a 200-year tradition of not volunteering; not serving. And we need to make this obligation -- this democratic responsibility -- seem as important and as fulfilling as any democratic right.

Again, it all must start in school with the very youngest pupils being cited and honored for faithfully doing their assigned chores.

And each school's outreach project should get as much attention from the media and the community as it deserves. Occasions must be found, as well as made, to honor the service by the students and staff.

Certainly the voluntary service done by 16 to 26 year olds should be recognized, applauded, awarded, and rewarded. The armed forces have taught us how; no recruit, no matter how humble his/her assignment, is left out of notification to the home-town newspaper. All service workers should get the same attention.

And it is up to the organization, not to the volunteer, to provide the mass media and community organizations with the information they need to publicize and give recognition to faithful citizen-soldiers.

#### Publicity

I offer three examples of excellent recruiting publicity. The first is for a government-financed Canadian service program which lasts for nine months, is residential, and places volunteers in groups of 12. There is no pay; although there is a \$1 a day allowance and a \$1,000 honorarium (or bonus) which is awarded at the close of the service period.

One brochure explains, "Katimavik is an action-learning program of volunteer work. It's for young people from 17 to 21 years of age who want to acquire working experience; travel across Canada; help communities; and learn to live as a group.

"It's for young people who want to work hard -- both physically and socially; while developing themselves personally.

"So, if you are a Canadian or landed immigrant, single, in good health, and with a taste for full-time living...Katimavik needs you to carry out its many community help projects around the country."

The second example of enticing publicity describes a service program run by the state of Washington's Employment Security Department.

The cover of the brochure states in big, bold letters: "IT'S NOT A PICNIC." Then in smaller print just underneath: "It's an experience in helping others." This service program is for those between the ages of 18 and 25 who are unemployed. Each receives a modest monthly stipend, and projects last anywhere from six months to a year.

The brochure continues: "Going out into the community and providing the services that are needed -- that's what the Service Corps is all about. It's for those people who want to improve the quality of life for everyone in their community."

The Minnesota Conservation Corps is part of that state's Department of Natural Resources. The young adult program pays 18 to 26-year olds the minimum hourly wage for 6 to 12 months of 40-hour weeks. Their brochure cover states:

"IT'S MORE THAN A JOB." Next line in smaller print: "It's a commitment."

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\* THE MANAGEMENT SYSTEM \*

The Agency

Ideally, the National Service Agency (NSA) should be independent, with its own cabinet-level director; its own staff and funding. But it could be within the Departments of Labor or Education. And might best be placed in one of those departments for the trial 10-year period. And let the issue of whether it should be completely separate be one of the evaluation team's findings.

I believe that all those concerned with the move to an all-volunteer armed forces would agree with the judgment to try voluntary national service for 10 years, minimum. Unfair to attempt to determine the worth of such a program in a shorter period of time.

And further, to avoid politicizing the agency, the director should be appointed by the President for a 5-year term, renewable once.

The Agents

It's not unreasonable to ask the question: "Which should come first, the volunteers or the service jobs?" To help solve that "chicken and egg" dilemma, I have created a new community-based, federally-funded position: the national service agent (or advisor).

It's possible that the evaluation unit could determine, toward the end of the 10-year trial period, that 40,000 agents are 30,000 too many, or redundant altogether. I see all 40,000, though, as vital to the beginning years.

We haven't got 4 million service jobs for the under 27-year old set lined up. Other than the military, the largest estimate hovers around 25,000 service positions calling for 1,000 hours within a two-year period.

The public schools, for example, are expected in this plan to provide 800,000 service jobs, yet today there aren't 1,000 available throughout the entire US!

By placing these 40,000 agents singly in every public secondary school in the US, we'll have in place those charged with the task of stimulating the creation of interesting and fulfilling service jobs; the same persons who would be finding the young people to fill those positions.

In other words, the agents would be creating hens and eggs simultaneously. And to help them, they would have a state-of-the-art computer system, as sophisticated and responsive as those presently used by more than 25,000 independent travel agencies.

Each agent should recruit three volunteers; that is, three of the 16 to 26 year olds interested in meeting their national service obligation. And each would be guaranteed a \$5,000 education entitlement at the end of the 1,000 hours of service ( 5 hours a day, 5 days a week, for 40 weeks).

The agents themselves should be drawn from the large pool of reserve armed forces officers, ex volunteers from such programs as VISTA and the Peace Corps, and present as well as former participants in such community organizations as the National School Volunteers Service Program.

I do not believe that many serving now as guidance counselors in any of our secondary schools have the right qualifications or interests to be national service agents. Nor do I think the job of high school guidance counselor could be expanded to include also being a voluntary service guide.

Each national service agent, with help from the three volunteers, would need to spend considerable time investigating all service opportunities within nearby commuting distance; the better to place volunteers in the best situation for them. Also, considerable time would need to be spent getting to know the 16 to 26 year olds in the area, finding ways to match their needs with their interests and abilities.

Naturally, the better agents would be those with past volunteering experience. And I am assured, talking with officials in the major volunteer services, that there are many more than 40,000 who could be very interested in being involved in this 10-year experiment.

#### The Computer

Mindful of the motto of the White House's Private Sector Initiatives Office -- "Can't the private sector do it better?" -- the computer program, listing all available service opportunities both in this country and abroad, should be purchased after a competitive bidding competition.

And whoever supplies the computer program which would be used by every national service agent throughout the US, should supply, as well, a monthly updated paperback listing of the major service projects. Copies of these should be available in all school and public libraries.

I envision that this computer system, like the ones used by travel agents, would be constantly updated providing not only all the basic information about each service program, but space availability as well, just as is now available to travel agents booking airline flights on many different carriers.

### The Evaluators

Here I envision a small team of research specialists who would contract -- again through competitive bidding -- with field researchers to determine the success (failure) of this 10-year effort.

One concern, mentioned in the background section of this paper, is the voting record of the target age group. Certainly the NSA evaluation unit would want to know whether all this effort to stimulate service activity had resulted in a higher percentage of voters, more interest in participatory democracy (willingness to participate in jury duty, attendance at town meetings, more candidates for elective office), and so forth.

Another concern of today's school reformers is both the amount and quality of civic education in the public schools. Researchers would want to track how this had changed (or stayed the same) over the service-oriented decade.

It's possible, should a school decide to open several places for service volunteers, that it would ask one or more of these 16 to 26-year olds to supervise the in-school service chores done by all the pupils, and to help with the school-related service project.

But the evaluation team must deal, as well, with the argument as to whether 4 million volunteers are taking jobs away from adults, and whether the influx of 4 million additional volunteers has a negative, a positive, or neutral effect on unemployment.

Employment levels nationwide, as I write this paper, remain under 8 percent for the population as a whole, but more than 40 percent for young black males. Which leads to an important questions: What impact over the 10-year period did a year of national service undertaken by XXX percent of the black 16 to 26 year olds have on this figure?

Of course, it is my contention, that we will see a drop in unemployment numbers for young blacks, Hispanics, and whites as national service absorbs and trains a significant percent of the population.

There's also the enormous danger that national service -- perceived to cut across all racial and socio-economic lines -- would have not done so, but that there would be one kind of service activity (and attendant pay scales and entitlements) for one set of young Americans and a far inferior kind for another set.

This would make a travesty of what those of us in favor of national service see as a way to meet the twin goals of excellence and equity.

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\* A STATE ALTERNATIVE \*

I'm told by those whom I have every reason to believe know what they are saying, that there is no possibility that this US President this year or next will set up a National Service Agency.

Hence what would seem much more likely to occur is that one or more states, in a strong fiscal position, and interested both in school reform and in citizenship training, might set up a State Service Agency.

The needs are similar; so is the suggested management system.

There would be a director, support staff, a personnel office (for locating and hiring the state service agents), a computer program unit (to hold the competition for a service-related computer system and supervise the contract), as many state service agents as there are secondary schools, three times as many volunteers working with the agents as there are agents, and a small evaluation team.

Simultaneously with setting up this state office, the state commissioner of education would begin working with the schools to encourage them to provide a daily chore for each pupil. And further, encourage each school to choose a community service project.

And as in the national plan, each local and state office would be urged (by the state agency as well as the governor's office) to create as many service jobs as possible to offer the state's older teenagers and young adults.

The information of what they would have to offer, compensation, slots to be filled, requirements, etc., would all be prepared and place in the computer program.

Of course, all volunteer agencies in the state would look for ways they could help use these young people, and possibly sponsor invigorating media programs to give wide exposure to programs already in progress.

Again, ideally, it would be a great deal more instructive if more than one state agreed to test obligatory service for its 16-26-year old residents.

At least one Southern state; certainly one in the Northeast. One in the Midwest, and one in the far West.

Then the federal obligation could be solely evaluative. Either the U. S. Department of Education or of Labor could contract with private research teams and organizations to get answers to the questions impinging on whether national service would be in the nation's best interest.

If so, what would be the best way to manage such?

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\* CONCLUSION \*

I feel intrepid. Others, working longer and harder on this problem of how to put national service on the national agenda, have concluded that there isn't sufficient interest or will to make national service national. Or even to have a statewide trial.

Even Professor Janowitz, who declares that "...there can be no reconstruction of patriotism without a system of national service," doesn't think either enough young people, nor the federal government, are prepared at this time for an obligatory service program.

Hence, he supports what is happening now, local projects of various types, loosely federated, which, as they grow in importance, may lead, he hopes, to statewide service and eventually to a national system.

I just don't think that's the way we'll ever offer every young person the opportunity to learn what it means to serve. As Pres. Johnson said, "...when no man truly has lived who only served himself."

I don't want just one state to try statewide service. At the very least, I want several states to try. And I want federal money to support these trials; and federal evaluators to track what happens.

And I want legislators to recognize that we can't start a service program one year and close it the next, but that we must give service a 10-year trial.

But what I really want is a national service commitment.

I want us, too, to recognize that the purpose of service is not job skills (though they are important), nor comradeship (though that's essential to "the pursuit of happiness"), but citizenship -- the developing of small "d" democrats.

Our country's broken and we need to fix it. All of us need to fix it, not just a caring group here, and a worried group there, and a committed group over there. Enough patches, I'll admit, and the whole may be mended.

But this is a vast nation, and the problems with our democracy are not spread evenly throughout. We need national attention to this national problem; national attention which lets us solve the problems locally one by one.

If the present national leadership -- executive or legislative -- will not manage service for us all, are there not a half dozen states ready and willing to lead the way?

I'll volunteer to help. What about you?

end

# SerVermont

*file*

## *Students in Community Service*

10 May 1993

Susan Stroud  
Office of National Service  
The White House  
Washington, DC 20500

Dear Susan, et al:

In all honesty and earnestness, I feel that nothing less is at stake from your national service effort than a more participatory democratic way of life and a more relevant public school system in our nation.

It's such a cliché, I blush to say it, but if God is going to bless these United States, we must do a better job of preparing our youth for active, caring citizenship. And, as you know, I've long been an advocate for student community service from kindergarten through grade twelve, and for national service available to all youth aged sixteen through twenty-five.

I covered these movements for the fourteen years I was education editor of *The Christian Science Monitor*, and in 1985, with the aid of a Gould Foundation grant, spent a year researching why national service, touted by president after president in speeches, had not entered the fabric of our nation. Since then, I have authored several books on education, all calling for youth service nationwide.

The Clinton administration is doing it right; and you, who are working out the details, have my every support. When testimony before Congress is desirable, please let me know, and I will arrange for both service-learning advocates and youth to witness the importance of national service.

Yours sincerely,



Enclosure: Report of SerVermont's first seven years.

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Ser Vermont - The First Seven Years  
(1986-1992) (18pp)

**SerVermont**  
**The First Seven Years**  
[1986 - 1992]

By  
Cynthia Parsons

P.O. Box 516  
Chester, VT 05143

file



C Goodman

## Community Service Learning Program

### COMMUNITY SERVICE LEARNING PROGRAM - FAST FACTS, 9/93

#### PURPOSE:

To engage Trinity College of Vermont students, faculty and staff in community service programs designed to (1) increase development of civic and social responsibility, (2) foster concern and action for social justice and community needs locally and globally, and (3) integrate the college's commitment to service with its commitment to liberal arts education.

#### STRUCTURE:

The program is part of the college's Student Life department and is closely linked to a student club, Project G.I.V.E. (Growing In Volunteer Efforts), which fosters student leadership of community service efforts. It is staffed by a full time, 12 month Director and two 9 month work study students.

#### ACTIVITIES:

**Local-** In 1993, over 300 participants (school full time equivalent of 662) volunteered in excess of 10,000 hours of service at scores of area agencies helping children, elders, hungry persons, homeless persons, offenders, abused women and children, rape victims, animals, and the environment. A national model scholarship program assisted 18 low-income single parent students who attended Trinity full time and performed 6 hours per week of community service while maintaining high academic standards. Nine graduates of the Scholars program joined five prior graduates replacing welfare checks with paychecks.

**Statewide-** The program Director and participants were very active in multi-campus community service programs and in development of Campus SerVermont, an organization of community service program directors from Vermont colleges and universities. The program is also actively involved in the development and support of volunteer coordinator networks and in training for volunteer coordinators. Trinity's program also serves as the Vermont Hub campus for C.O.O.L. (Campus Outreach Opportunity League). We also worked in consortium with three area colleges to develop a U.S. Department of Education grant application for urban community service programming, and we are developing a literacy program grant application in cooperation with local schools and the Vermont Literacy Board.

**Regional-** The college continued active participation in Campus Compact and the National Student Campaign Against Hunger and Homelessness.

**National-** Our students participated in Alternative Spring Breaks to Washington D.C. and the Appalachian mountain region of Kentucky. They worked in soup kitchens and shelters; discussed the issues of hunger, homelessness and abuse with policy-makers including U.S. Senators and Vermont's Congressman; and shared their experiences with many of their classmates upon return to campus. The college also continued serving as the national center for the Single Parent Education Consortium which serves to bring together college program organizers to share resources, research and information about programs benefitting single parents seeking self-sufficiency through higher education. Trinity was one of 15 colleges invited to send five-person teams to participate in the Campus Compact Summer Institute on Integrating Service with Academic Study. Trinity's President, Sr. Janice Ryan, traveled to Washington to assist President Clinton's transition team working on drafting the National Service Trust Act. She also attended the White House ceremony at which the President signed the Act into law.



## Community Service Learning Program

### COMMUNITY SERVICE SCHOLARS PROGRAM

**DESCRIPTION:** The Community Service Scholars Program at Trinity College of Vermont was established in the Fall of 1989 to give single parents on welfare an opportunity to earn a four-year degree while volunteering at least six hours per week in community service projects. It was the first program in the country to pair college work with community service and in so doing, dramatically improve Scholars' self-image. The program began with 12 Scholars and now enrolls twenty-two Scholars each year. The target is for 36 Scholars to be enrolled annually.

The objectives include providing means for single parents, primarily women, to:

- develop real skills necessary for employment adequate to provide self-sufficiency
- develop critical thinking and reasoning skills for full participation in civic and social life
- develop high self-esteem and leadership skills
- demonstrate commitment to community service
- demonstrate self- and peer-advocacy
- complete requirements for a Bachelor of Arts degree in a chosen field

**SUPPORT:** Scholars receive a scholarship each year to cover educational expenses and have access to on-campus day care. Academic and personal support is provided by the Program Director, the Coordinator of Academic Advising, a campus-based social welfare case manager and by other scholars in the program in similar situations. Scholars participate in an intensive residential orientation program as well as in regular support group meetings.

**FUNDING:** Trinity College of Vermont supports the Community Service Scholars with the help of businesses, individuals, foundations and public grants. The college is now seeking an endowment for this program.

**SELECTION:** Candidates must be single parents who meet the academic standards for admission and demonstrate financial need. In particular, the program seeks parents with leadership potential, drive to take charge of their lives, and a commitment to community and public service.

**CONSORTIUM:** In 1990, Trinity's Director of Community Service Learning, Bruce Spector, organized the national Single Parent Education Consortium to bring together college program organizers to share resources, research and information.

**OUTCOME:** Over one-half of the Scholars maintain Dean's List status (G.P.A. of 3.5 or better) and the program's retention rate exceeds 90%. To date there have been 14 graduates from this Program who are successfully breaking the vicious cycle of poverty. They are pursuing professional careers in a wide range of positions and attending graduate school. One woman is a credit analyst at a local credit union; another works in biotechnology; another is an advocate for children's issues; another is pursuing her Doctorate in Economics. The additional value gained by having these women serve as role models for their families and others is one of the incalculable results of the Program.



## Community Service Learning Program

Sept. 20, 1993

Prepared by: Bruce Darwin Spector, J.D.

Community Service Learning Program Director

### Trinity's Community Service Learning Program

#### A. The history and purposes

From the time of Trinity College's founding in 1925, public and community service have been implicit in its mission and part of the College's Catholic tradition. Service to the poor is part of the heritage of the Sisters of Mercy. The college's present day mission statement explicitly stresses the values dimension of education which is embodied in the notion of learning through service.

In August, 1986, partly in response to national survey results indicating a decline in student involvement in community service and of a general climate of apathy and disinterest in social justice and civic responsibility, Trinity College President Sr. Janice E. Ryan called upon the Trinity community to actively embrace a college-wide theme of Civic and Social Responsibility. Inherent in the theme were three central objectives: (1) to provide role models for students of persons at Trinity who engaged in public and community service; (2) to create opportunities to promote recognition of our increasing global interdependence; and (3) to integrate civic and social responsibility and social justice elements into the curriculum. Pursuit of these objectives raised several questions, including whether our teaching imparts a sense of civic duty; whether it creates a mindfulness of our government or of our college policies and their impact on social justice issues; and whether the Trinity experience results in feelings of, or attitudes of, responsibility for the common good.

The Community Service Learning Program at Trinity was established in the fall of 1987 with the receipt of a three-year federal Student Community Service ACTION grant which allowed Trinity to hire a 1/2 FTE Project Director. In 1989 Trinity received a two-year F.I.P.S.E. (Fund for the Improvement of Post-Secondary Education) grant which enabled us to initiate the Community Service Scholars Program which assists low-income single parents attending Trinity full time and performing community service. The program director increased to full time and a half-time program assistant was hired. Upon expiration of the ACTION and F.I.P.S.E. grants Trinity assumed full support of the program, deleting only the program assistant position. The Scholars program has grown from an enrollment of 12 students in the Fall of 1989 to 22 students this Fall.

The mission of the Community Service Learning Program is to engage students in community service activities and projects in order to heighten students' awareness of social problems and to foster an active concern for social justice and community needs on a local

and global basis. Ultimately, the program was designed to integrate a sense of civic and social responsibility more fully into students' learning at Trinity College and to serve community needs. By heightening students' awareness of the global and local community needs and social problems, the program fosters a social justice perspective to education.

## B. Project G.I.V.E.

The initial aim of the program was to implement a student leadership model aimed at enlisting students as the driving force behind the development of community service programs. To that end, Project G.I.V.E. (Growing In Volunteer Efforts) was established. As the service-learning movement nationwide and at Trinity has expanded to include many aspects which require full-time professional staffing (i.e., integration with academic study; grant management; state, regional and national advocacy for programs; and management of large numbers of diverse participants) the Project G.I.V.E. model had to be adjusted to realistically reflect the more limited nature of what portion of the service-learning activities could be carried out by student leaders, particularly in light of their financial and time constraints.

## C. Where we are and where we're headed

Trinity's involvement in community service-learning is part of the lived experience of the college's roots, mission and character. The program assists the college in encouraging students' understanding for and appreciation of diversity, development of students' value systems upon which decisions and actions are based, and creation of socially responsible citizens eager to be involved in service to their community.

There are three major components to the program: PROJECT G.I.V.E., the COMMUNITY SERVICE SCHOLARS PROGRAM and GENERAL PROGRAMS.

PROJECT G.I.V.E. is a recognized Trinity College student club whose members participate in a wide variety of service projects in which they take a major leadership role. G.I.V.E. members serve in individualized placements in scores of local agencies serving children, elders, people with disabilities, and others. They also serve in groups at places such as the Humane Society and the Correctional Center, and they sponsor and participate in one-day events such as INTO THE STREETS and HUNGER CLEANUP to provide needed services, educate volunteers about community needs, and raise funds for those in need.

The COMMUNITY SERVICE SCHOLARS PROGRAM, established in 1989, serves low-income single parent students who also perform 6 hours of Community Service per week as part of their program of full time education and financial aid. This nationally heralded program serves 22 students and has already graduated 14 students, most of whom are employed full time in their fields or in graduate school, and are no longer receiving public assistance.

GENERAL PROGRAMS includes a wide array of programs designed to offer the benefits of service-learning to every member of the Trinity community. Included are Freshman Reach-Out (all freshmen perform service in area agencies during their first day on campus), Alternative Spring Break (students serve in Washington D.C. and Appalachia during the break), the United Way campaign, and service performed in conjunction with specific course work in courses such as Introduction to Social Work, Teaching in an Integrated Setting, and Social Justice.

This category also includes the largest component of the Community Service Learning Program, individualized placements of students at area agencies. These commitments average 4 hours per week per student and customarily last for a full academic year.

The programs are also actively integrated with the Peace and Justice program, Campus Ministry, and with Residential Life activities. Trinity's program has also established joint programs annually with the service-learning programs at the University of Vermont and St. Michael's College.

The programs have grown steadily in size and scope over the past 5 years. During the 1992-1993 school year over 300 Trinity students, faculty and staff participated in service activities which resulted in over 10,000 hours of service to the local community (and some not-so-local communities, such as Washington D.C. and Inez, Kentucky).

Trinity is also a national leader in service-learning, having initiated the Community Service Scholars Program and the national Single Parent Education Consortium, co-founding Campus SerVermont (a Vermont version of Campus Compact), and actively participating in advocating regionally and nationally for service-learning programs in higher education.

Most recently, the high quality of Trinity's program and the college's commitment to service-learning were rewarded by the selection of Trinity college to receive a grant from Campus Compact to send a faculty/staff team to the University of Colorado June 19-25 to participate in the Campus Compact 1993 Institute on Integrating Service with Academic Study. Those attending from Trinity were Oren Davis, Ph.D., Professor of Humanities; Donna Dalton, Ph.D., Associate Professor and Department Chair of Basic and Applied Social Sciences; Pam Jarvis, M.B.A., Associate Professor of Business and Economics; Marilyn Howell, Ph.D., Associate Professor of Basic and Applied Social Sciences; and Bruce Spector, J.D., Director of the Community Service Learning Program and Adjunct Lecturer of Humanities. Brent Poppenhagen, Ph.D., Associate Professor of Business and Economics and Vice President for Academic Affairs, is also a member of the team and participated in the team's preparation for the Institute.