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MIGRANT CHILDREN'S EDUCATION
AND
COLLEGE STUDENT VOLUNTEERISM

A Report to the U.S. Department of Education

Prepared by Lisa Hazirjian and Carolyn Corrie for the Migrant
Children's Education and Documentation Project at the Center
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EXECUTIVE SUMMARY

This report relates the findings and recommendations of the Duke Center for Documentary Studies' Migrant Children's Education and Documentation Project. The mission of our two year pilot project has been to determine the effects of college student volunteerism upon the education of migrant children and to develop a national plan for greater college student volunteer involvement with the agencies that serve them. Over the past two years, we have involved Duke students in the lives of migrant farmworker children in eastern North Carolina, both to document their special educational needs and to determine how college students could best help meet those needs.

The main component of our project has been a ten week service-learning internship for fourteen Duke students and recent graduates during the summer of 1990 and eight during the summer of 1991. Each summer, students lived in a rural community in North Carolina and worked with migrant and seasonal farmworker families in a public school program, a Migrant Head Start center, a migrant health clinic and a legal services program, as well as through individual tutoring efforts.

We found a common link in the motivations of all the participants in this project, from the Department of Education and the Center for Documentary Studies, to the college student interns, to the service providers and advocates in whose agencies the students worked. While each individual's specific motives may have varied widely, each has shared a deep concern for the futures of migrant children. While we applaud this caring about the lives of others, we would like to suggest that we all try harder to include farmworkers themselves in decisions about programs that will affect them. This project has attempted to do so through a documentary method of inquiry, letting migrant children and adults speak for themselves as much as possible.

We have examined the latest college student volunteer movement through a study of national and regional organizations which promote service and a close look at specific campus-based volunteer programs at a sampling of schools. These examples, many of them new programs, indicate the increase in the numbers of students involved in service and give an idea of the variety of the programs available. Students across the nation have demonstrated tremendous creativity and commitment as they find ways to link their lives with members of the communities around them.

We have profiled three national organizations--SCALE (Student Coalition for Action in Literacy Education), Empty the Shelters, and Break Away: The Alternative Break Connection--which we see as the most appropriate models upon which to base a national program promoting student volunteerism with migrant families. The recent college graduates who founded and currently lead these three programs

provide examples of some of the best methods for creating networks among student volunteers and promoting increased community service. Even with small staffs and limited budgets, they are able to inspire students, help build strong campus-based volunteer programs, serve as clearinghouses for information, and effectively link students from all over the country.

We have examined the components of our own summer internship program, including the initiation of the project, recruitment of interns, preparation for the summer, the housing search, intern placements, orientation, funding, and the internship experience itself. We conclude that interns have much to offer migrant children and the agencies which serve them. Interns bring gifts of enthusiasm, creativity, friendship, and special skills, such as Spanish-speaking ability. In return, interns learn many valuable lessons from both farmworkers and agency staff.

We found that in order for internship projects to be of the most benefit, good communication among all parties is essential. Interns and the sponsoring agencies must have clear expectations about their goals and roles for the summer. Preparation by both the interns and the agencies is also critical. Interns who are able to speak Spanish are most valuable to the organizations, and some experience in education is helpful for interns working in the school programs.

Through the interns' observations, the comments of service providers, and the words of migrant children themselves, we have described what these observers define as the primary educational needs of migrant children and the programs that serve them. Many of these needs cannot be filled by even the most dedicated efforts of volunteers. Farmworkers' low wages rarely earn them enough family income to rise above the poverty line. In order to meet even their basic family needs, children must work in the fields, from as young as age four. Some children miss many days of school and fall far behind their peers; others simply drop out. In addition, the mobility of their lifestyle contributes to poor attendance and the difficulty of keeping up with other students or staying in school at all.

These difficulties are compounded by the language barriers faced by today's migrant students, who are predominantly Hispanic. Educational programs need to find teachers who speak Spanish in order to help children catch up in other subjects while they are learning English and to enable schools to communicate with parents. In addition, special attention should be given to providing individualized English language instruction.

Other barriers to educational achievement include transportation difficulties. Migrant families live in isolated areas and current transportation services are inadequate for their needs. Few families have their own cars to bring children to school. Quality of teaching was also

noted as a problem in the programs where interns worked, a problem common to many rural school districts.

These problems underscore the need for greater funding for migrant education programs and all service agencies for farmworkers. Severe budget cuts over the past decade have reduced the length and the quality of migrant programs. Only with increased funding will teacher/child ratios be reduced, improving individual attention and care for all children. In addition, better funded programs will be able to hire the teaching staff required and the materials necessary for quality instruction

Migrant students often lack self-determination and tend to look to others for direction. Their lack of self-esteem is particularly troubling, and is one area where college students could work to make a real difference.

We have three major recommendations for ways to better meet the educational needs of migrant children. First, we urge the federal government to commit greater resources to migrant education programs. With current levels of funding we will never be able to meet adequately the basic needs of even the few children who manage to make their way into the school-based programs for which they are eligible. Increased levels of funding will allow for better teachers and materials, smaller class size, and longer summer programs.

Second, we recommend an increased effort to accommodate the special educational needs of migrant children through innovative programs that take into account the migrant lifestyle and through special language instruction for students whose native language is not English.

Our final recommendation is for a national program to foster increased student volunteerism with migrant families.

INTRODUCTION

This report examines how college student volunteerism can be channeled toward contributing to migrant education programs. It is based upon our experiences organizing and participating in our two-year pilot summer internship program, and our discussions with participants in the summer program, student volunteer groups, migrant education practitioners and policymakers; we are grateful to them all for their cooperation and contributions.

We have attempted to draw from a broad range of sources and numerous points of view. However, there are undoubtedly many other college volunteer efforts and local migrant education agencies from which much can be learned. This report is not intended to be an all-inclusive or exhaustive study on the topic. It presents our conclusions from our experiences and the recommendations we are able to make on how to best involve college student volunteers in the educations of migrant children and the provision of other types of services to migrant and seasonal farmworker families.

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In the spring of 1990 the Center for Documentary Studies embarked on the Migrant Children's Education and Documentation Project. Under the direction of Dr. Robert Coles, a Center associate and the Pulitzer prize-winning author of Children of Crisis, fourteen Duke students helped design, prepared for, and participated in a summer service-learning internship program in rural North Carolina. They spent ten weeks learning about the lives of migrant farmworkers and their families by volunteering with agencies that provide for the educational needs of migrant children.

For many of the interns, their experiences with farmworker families did not end with the termination of the internship in August. One went on to full time employment with the East Coast Migrant Health Project. Another followed a family back to Texas and Mexico, and spent time in Florida working with children, all the while documenting their lives with his camera. Another former intern spent several months interviewing three families who had settled out of the migrant stream in North Carolina. Several members of the group worked hard to produce a book of photographs, essays and poetry which we have called "Migrant Summer." Another student put together a traveling art and photography exhibit that included work of the interns as well as the migrant children. Two students decided to coordinate the project for the new group of eight interns, and prepared for the summer of 1991.

Over the course of two summers, interns worked with over 250 migrant children in East Coast Migrant Head Start centers in Smithfield and Newton Grove and in the Johnston County Public Schools Migrant Summer School program in Benson. They provided voluntary assistance to chronically overburdened staffs and

offered individualized attention to inadequately served students. As teaching assistants they worked one-on-one with their pupils, reading to pre-schoolers, spelling with third graders, explaining mathematical concepts to teenagers, and offering encouragement to all. As art, computer, and physical education instructors, they added exciting, creative activities to the school day. Perhaps more valuable than anything else, the interns became friends, confidantes, and role models to the children they met.

For one week in the summer of 1990 and two weeks in the summer of 1991 the Center sponsored an intensive documentary workshop in the Benson public school program. Wendy Ewald, a documentary photographer and teacher whose work with children includes her book Portraits and Dreams: Photographs and Stories by Children of the Appalachians, led classes for fourth, fifth, and sixth graders. The first summer, students produced documentary projects about their families and their communities, using Polaroid cameras previously donated to the Center for a project in Durham led by Ms. Ewald. The second summer, the students moved on to learn and practice black and white photography. The photographic and writing project gave these students an exciting opportunity to reflect and to share creatively the aspects of their lives that are rarely addressed in school.

Although the summer program was originally organized as a school-based education project, an early lesson learned by the interns was that a migrant child's education is affected by much more than what goes on in a schoolroom. The interns realized that they could learn a great deal and also offer important assistance to farmworkers by working outside of the schools. The first summer, many interns worked part-time at Farmworkers Legal Services and Tri-County Community Health Center, assisting the staffs of these organizations in many ways, particularly with outreach to the camps and the provision of transportation to the clinic or other places farmworkers needed to go. These additional volunteer efforts developed into full-time internship placements for the summer of 1991. Some interns spent evenings at labor camps and trailers, tutoring and playing with children in their homes. Others attended church services and assisted in church-based programs for the migrant population.

The project's mission, at the most basic level, has been to determine the effects of student volunteerism upon the education of migrant children and to develop a national plan for greater college volunteer involvement with the agencies that serve them. The individual missions of the project's participants, however, have been rooted less in research and policy development goals than in deeper personal reasons. The personal motivations that underlay the desire of hundreds of individuals to participate in this project, from those at the Department of Education to those at the Center for Documentary Studies, to the students of Duke University, the administrators and teachers at the Migrant Head Start centers and the Johnston County Migrant Summer School program, the children and parents who use these programs, and the staffs of the Tri-County Community Health Center and Farmworkers

Legal Services, merit some discussion to place the project and this report in proper perspective.

All the people involved in this project have been united by a common and profound concern for the well-being of this nation's migratory children and their families. Let us not enumerate here the specific injustices withstood by generations of migrant and seasonal agricultural and fishery laborers and their families; at this moment, we do not need to know those facts. At this moment, all of us need to be reminded that as human beings we do not and should never need a battery of reasons to care about the conditions of one another's lives.

As humans, we care. The future of migrant children, the future of this nation as a whole, must constantly be linked and relinked to the fundamental motivation that underlies our political and social agendas. Our success in meeting the nation's challenges is contingent upon our ability to draw upon our shared compassion as a means to transcend the obstacles and divisiveness inherent in our struggles.

In order to develop a plan for nationwide student volunteer service with agencies that serve migrant children, it is worthwhile to consider the particular motivations of the groups who would be actively involved in such a program. The reasons student volunteers cite for their participation in community service projects are as varied as the individuals themselves. What is most striking about all their explanations, however, is the odd combination of tentativeness and assertiveness that characterize their searches for what they feel are adequate responses to questions about their motivations. The tone of their answers, as much as the content, suggests that college students' decisions to devote an hour or a summer to community service should be considered as they consider them, in the context of the lives they lead. College students lives are structured by questions, not just about daily lessons but, more broadly, about personhood. Their lives are shaped by answers, by theories and by decisions about what roles they are to play in the world. Quite often, their choices to participate in community service reflect both a deliberate, reasoned step toward defining their lives in the context of a community in which they share, and an uncertainty and curiosity about their identities as a member of American society.

The enthusiasm agencies show for the idea of increasing volunteer participation in their programs, while encouraging to those seeking a place to contribute their services, should be understood first and foremost as a discouraging sign. Agencies dedicated to providing migrant education programs and other services for farmworkers are desperate for help. They cannot afford to hire either the quantity or quality of staff they need if they are to do a thorough job of addressing their clients' needs. There are rarely enough teachers to provide migrant children with the one-on-one tutoring that offers the most promise for meeting the challenges of migrant education, and there are too few teachers adequately skilled in speaking Spanish, the native language of the majority of today's migrant children. The educational infrastructure constructed to meet the specific

educational needs of migrant children is in desperate need of fortification. It is no wonder that migrant educators welcome any assistance they are offered.

Finally, it is important to be sensitive to the element of paternalism in our collective decision--that of the Department of Education and the Center for Documentary Studies--to create a new plan to help address the needs of a population of which we are not a part. It is peculiar, at times even embarrassing, that we take it upon ourselves to help these migrant people, often without giving adequate consideration to what they would do, what programs they would develop, if they were the ones with the power to make these decisions.

This project has not gone to great enough lengths to include the migrant population in the planning of programs to better meet their needs, but it has attempted to begin this process. By taking a documentary approach to much of the work related to this project, we have attempted to let migrant children, parents and families be our guides. The oral history and group documentary publication that accompany this more formal report are essential elements in this project. These documents give voice to the people in behalf of whom we are working, as they themselves speak on their own behalf. Still, more should be done by this program and all programs that seek to assist farmworkers to solicit the input of farmworkers themselves. It is their lives that are affected by the plans and policies that are made by concerned others. In addition, we should spend more time seeking solutions that would eliminate the need for many of these services by empowering farmworkers themselves to make significant changes in their own living and working conditions.

The primary educational needs of migrant children, as observed by participants in the Center's migrant project and as noted by the migrants, educators, and policy analysts with whom we have conferred, can be gleaned from the labels we assign them. As migratory people, these children suffer from the educational deficits that result from moving from school to school, sometimes many times during the school year. As members of migratory farmworker households, they often join their elders at work; low wages and an unpredictable supply of work for migratory laborers frequently demand that every member of a family work. Sometimes the appeal of an income and the tangible results of field labor are more inviting than attendance in new schools with unfamiliar students and, sometimes, unsupportive teachers. As migrants, these children need the means to keep pace with schoolwork, and they would benefit from programs that would counteract the temporariness and uprootedness of their lives.

As children, they need to be cared for and nurtured. Horace A. Judson, a former migrant child who beat the odds, earned a Ph.D. from Cornell University and went on to be a college administrator, wrote in "Reflections of a Former Migrant" of the needs migrants have as children and the role teachers can play in their lives:

The qualities needed for teachers of migrants are probably not different from those needed by any other teacher, except maybe in degree, professional dedication, subject area mastery and, above all, respect and concern for others, as well as an abiding understanding and belief in the worth of each individual. You cannot really teach someone you do not respect. A student without self-respect cannot maximally benefit from the educational process, if at all...

Self-respect is a necessary prerequisite and an essential continuous element in the educational process. As teachers of migrant students, you can have no greater goal than to help students establish a sense of self-worth if they do not have it, and to maintain it if they do. By the same token, you can commit no greater travesty than to erode some vulnerable student's positive self-image.

Because of the particular circumstances of their lives, migrant children are more likely to be heavily influenced by the positive --or negative--experiences they have with educators. But all children, not just migrants, need the kind of teachers Dr. Judson describes.

The vast majority of migrant children in most regions of the nation today are Hispanic. Many of them are the first ones in their families to learn English. Like all children whose native languages are not English, migrant children are at a tremendous educational disadvantage in most American schools. They often are unable to understand lessons and homework assignments, and they have few places to turn for extra help. They need to be instructed in the language they understand while they are being taught to understand the standard language of instruction, or else they fall even further behind.

While concerned in part with evaluating the effects of student volunteerism on the education of migrant children, the Migrant Children's Education Project bases the rest of its mission upon the assumption that student volunteers can and should make a positive contribution to agencies that work with migrant children. Certainly there is much that college students can add to the educational lives of migrant children--there may even be some things that college students, more than any other group of people, are best equipped to provide--but the scope and magnitude of problems afflicting migrant children's lives are far beyond the realm of what student volunteers have the resources to address.

Everyone involved with this project has expressed apprehension about recommending a national program of student volunteerism as a solution to the problems in migrant education. We cannot in good conscience endorse our own plan without insisting that a much greater commitment of federal resources be allocated to migrant education programs. Student volunteers cannot be maximally effective in the present system of migrant education; on the contrary, just like migrant educators and children, they can only make do with the paltry resources presently at their disposal. Perhaps more importantly, volunteers

should not bear the responsibility of offering critical services that ought to be provided by professionals.

Is it absurd to fear that a social policy totally dependent upon volunteer efforts might emerge? Perhaps not. Indeed, we need search no further than last winter's State of the Union address to find evidence that volunteerism has become a cornerstone of this nation's social policy. The Bush administration's sincere dedication to the promotion of community service appears devoid of any appreciation of the need for federal services. While encouraging civic responsibility, the federal government continues to act with irresponsibility, by failing to provide the national resources at its disposal to the people most in need. We would like to offer a different vision of community service, one which recognizes the shared responsibility and interdependence of all segments of our society, public and private.

## STUDENT VOLUNTEERISM

Many people wrongly apply the 1980's label "Me Generation" to young people today. No term could possibly capture the broad range of ideals espoused by students of the 1990's, but trends on campuses across the nation indicate that the label "WE Generation" would more aptly describe the character of today's young people. Campus Compact, a coalition of college and university presidents who are committed to fostering public service opportunities on their campuses, recently compiled information on trends in student service. They cite dramatic rises in student involvement in campus-based service ranging from 40% to 400% at colleges and universities around the nation, and a concurrent growth of national, regional and campus-based student service organizations.

The results of this surge in student service is manifested in benefits both to the communities where students volunteer and to students themselves. Despite the difficulty of the challenges they face, college volunteers around the country have a substantial, positive impact upon other people's lives. They help agencies stretch their limited resources and allow them to address more people's needs more thoroughly. Especially important in work with children, student volunteers bring individualized attention, enthusiasm and hope to strained agencies and needful people.

The impact of service experiences upon students' lives is tremendous. Volunteerism provides students with an opportunity to extend their educations beyond the theoretical realm of the classroom and into the practical arena of the community. Through working within a community, volunteers learn about not just the complexities of meeting human needs, but also the importance of compassion and citizenship to meeting those needs. Volunteerism deepens students' sense of responsibility for others and helps them to think more critically about how to fulfill their responsibility as members of American society.

Now is an ideal time both to investigate the nature and success of student service programs and to generate student interest in volunteering with new agencies and populations. This section first looks briefly at the student service network, the functions they serve, and the educational initiatives they have sponsored. Then it looks further at a selection of campus-based service programs, many of them oriented toward addressing the needs of migrant or homeless families, in order to determine what sorts of education-oriented volunteer activities have been most successful. As a compilation of college volunteer projects aimed at educating younger children, it is only a small start; a thorough directory of these projects would be an invaluable tool for students, educators and others interested in establishing or improving this kind of service project. Finally, this section provides a more in-depth profile of three new national organizations promoting student service which we have found particularly helpful in shaping our own plans for a national network of student volunteers working with farmworkers and their families.

## **The Student Service Network: National and Regional Organizations**

For further information on these organizations and their publications, please see the bibliography and list of organizations in the accompanying manual, Into the Fields: A Guide and Resource Manual for Student Initiatives with Farmworkers.

### **ACTION:**

Under the Domestic Service Act of 1973, secondary and post-secondary students are encouraged to participate on a part-time basis in community-based service projects. The Student Community Service Program (SCS), an ACTION program, focuses on involving students in projects to help combat poverty and poverty-related problems. Recent SCS programs included projects at the Geneseo Migrant Center and at the Cornell University College of Human Ecology, both in New York. The Geneseo program involved area students in a wide range of activities aimed at meeting the needs of the region's migrant population, while the Cornell program paired local high school students, many of them from recently settled farmworker families, with migrant children in Big Brother and Big Sister programs. The volunteers also tutored adults and helped to organize artistic and cultural events.

### **Bay Area Homelessness Program:**

The Bay Area Homelessness Program is an example of a multi-university collaboration around a single issue of common concern. Students from nine colleges and universities in the San Francisco area encourage student volunteerism with agencies serving the needs of the region's homeless population and teach others about homelessness. Coordinated by members at San Francisco State University, the program stresses the importance of homelessness prevention.

### **California Mini-Corps:**

The California Mini-Corps program is not actually a service project, but rather a formal training program for future teachers of migrant children. Mini-Corps provides paid opportunities for former migrant students who are in college pursuing a teaching career to work as teaching assistants and role models in classrooms with migrant children. Mini-Corps participants help provide for students' educational needs, serve as role models, and gain valuable experience for their future teaching careers.

### **Campus Compact:**

Campus Compact describes itself as "a coalition of college and university presidents who are committed to fostering [community service] opportunities on their campuses.... Campus Compact provides information, funding and technical assistance to member campuses; creates incentives for student involvement in

service by helping shape policy at the federal, state and local levels; and promotes a national awareness of the important resources college students offer in the public interest." Presently 235 colleges and universities are members of Campus Compact.

Campus Compact runs a special program, Campus Partners in Learning, in order to promote mentoring programs in which college students work with at-risk youth. Their research reveals that a majority of dropouts do not lack academic ability, but rather lack the self-confidence and support they need to complete school. They cite the findings of the 1987 National Forum on Youth at Risk, which identified mentoring as one of five effective ways to help at-risk youth. (Parental involvement, early childhood education, interagency and public/private collaborations, and restructuring of schools are the other means the Forum identified.) Campus Compact stresses the importance of one-on-one mentoring relationships as a way to increase children's self-confidence, and adds that the "greatest difference a one-on-one relationship can make for the youth involved is in attitude, self-esteem, and motivation, rather than exclusive attention to academic matters."

Campus Compact has provided grants for colleges and universities to develop model programs for mentoring; detailed information about these programs is available in their publication "Linking College Students and At-Risk Youth: Strategies for Planning and Conducting Campus-Based Mentoring Programs." In this report they draw a distinction between community service "exposure programs" and "engagement programs," noting the greater effectiveness of programs that "have explicit, detailed, and comprehensive objectives, are unswerving in their commitment to service, are intellectually demanding, and allow time for reflection on social problems, social policies, and personal feelings about helping."

In addition, Campus Compact enumerates six training and support elements that should be provided to student mentors. These are quoted from "At-Risk Youth and the Role of College and University Students":

- 1) An orientation which clearly outlines the goals of the program, and the expectations for student volunteers. Students must also be encouraged to share their reasons for participation, and their expectations for involvement.
- 2) An introduction to the community's culture and school district by a youth expert from the area, such as a middle school teacher or community agency director.
- 3) A lecture/discussion/workshop with a youth expert on child development and communication techniques.
- 4) Ongoing (bi-weekly or monthly) get-togethers for students to share their observations, frustrations, ideas, and questions.

5) Scheduled program director/coordinator office hours so that students know there is a time to ask questions and seek advice.

6) A referral list of youth-related community resources.

**Campus Outreach Opportunity League (COOL):**

Campus Outreach Opportunity League is a national organization run by recent college graduates and present college students in order to promote and support student community service. COOL staffers visit campuses to help people develop their plans for promoting and improving student community service activities, and COOL affiliates -- thousands of students and others from over 600 schools and 250 organizations -- and others meet in national meetings in order to share ideas and resources. COOL also publishes books and a bimonthly newsletter to help students and others develop community service projects. They also run special projects such as Mixing It Up, a program that draws upon the diversity of people in order to strengthen community service by utilizing the different experiences and beliefs of people from different backgrounds. COOL also serves as an informal conduit of information for people interested in finding out what sorts of community service programs are being organized and participated in by students at schools across the nation. COOL is presently investigating ways to support a much-needed database and almanac of student community service projects from across the nation.

**Children's Defense Fund (CDF):**

The Children's Defense Fund (CDF) provides a voice for the children of America, giving particular attention to the needs of poor, minority, and handicapped children. CDF works to educate the nation about children's needs and stresses the importance of preventive action.

CDF's report "Service Opportunities for Youth" provides a concise overview of the history of youth service and looks briefly at present trends. It also profiles a sample of national agencies that work on youth service issues.

The report also explores a few issues about youth service. One important point it raises is that "[t]ypically, disadvantaged youths are thought of as recipients of service, not givers," and that programs in which the traditional recipients become providers are extremely valuable in building self-esteem, preventing school drop-out, and fulfilling other goals for the recipients. One example they list is the Valued Youth Partnership Program (VYP) in San Antonio, Texas, a dropout prevention program for Hispanic students. Through VYP, at-risk high school students are given the opportunity to volunteer as tutors for younger children. VYP tutors are trained for their positions and are involved in fieldtrips specially designed to expose them to role models and community opportunities.

The report ends with a warning against the risk of youth service programs becoming exploitative of volunteers. They explain, "for older teenagers and young adults, the distinction

between service and employment can be blurred easily. When service activities are used as a substitute for real job opportunities, they can end up exploiting rather than enriching young people." They also point out that "when large-scale service programs, in their effort to perform useful projects in the community, end up displacing paid employees in the public or private nonprofit sectors, the broader public interest is poorly served."

**Florida's Office for Campus Volunteers (FOCV):**

Created by the Florida legislature to increase collegiate involvement in community service, Florida's Office for Campus Volunteers (FOCV) is Florida's hub for student volunteerism. Staffed primarily by recent graduates, FOCV works with students at over 60 colleges and universities in Florida. FOCV publishes a newsletter and provides grants up to \$1000 for Florida students to begin new community service projects.

**Maryland Student Service Alliance:**

The Maryland Student Service Alliance is an example of a state-based, public sector program to promote student service programs. The Maryland agency initially concentrated on fostering service among high school students. It now includes younger students, and it is exploring ideas for a statewide college service corps.

**National Association of Student Ys:**

The National Association of Student Ys can provide information about the volunteer activities of local student Ys throughout the nation and can search for other information through their telecommunications network.

**National Society for Internships and Experiential Education (NSIEE):**

The National Society for Internships and Experiential Education (NSIEE) promotes community and public service learning as one of many ways people of all ages may learn through experience. NSIEE publishes a newsletter and resource books, convenes regional and national conferences, maintains a national resource center, and provides consulting services. In addition, NSIEE promotes ten principles of good practice, which were developed in consultation with over 70 organizations interested in service and learning. These principles are explained in detail in the Wingspread special report "Principles of Good Practice for Combining Service and Learning".

According to the Wingspread special report, an effective program:

- (1) - engages people in responsible and challenging actions for the common good;
- (2) - provides structured opportunities for people to reflect critically on their service experience;

- (3) - articulates clear service and learning goals for everyone involved;
- (4) - allows for those with needs to define those needs;
- (5) - clarifies the responsibilities of each person and organization involved;
- (6) - matches service providers and service needs through a process that recognizes changing circumstance;
- (7) - expects genuine, active, and sustained organizational commitment;
- (8) - includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals;
- (9) - insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved; and
- (10) - is committed to program participation by and with diverse populations.

#### **National Student Campaign Against Hunger and Homelessness**

The Campaign, a project of the PIRG's (Public Interest Research Groups), was launched in 1985 "to help students turn their concern for people who are impoverished into thoughtful and effective action." The Campaign works with over 500 schools in 45 states to help students strengthen their organizing and leadership skills. The Campaign and the schools in its network promote activities such as fundraising, service, advocacy and education/awareness raising. Special programs include a national Hunger and Homelessness Week in November, an annual conference each October, and the Hunger Clean-up in April. Ongoing initiatives include SPLASH (Students Pushing for Legislative Action to Stop Hunger and Homelessness) and Food Salvage. The Campaign publishes a monthly newsletter called *Students Making a Difference* and several resource guides.

#### **National Youth Leadership Council (NYLC):**

The National Youth Leadership Council (NYLC) is a non-profit organization affiliated with the University of Minnesota. NYLC conducts work in youth service at both the state and national levels. It sponsors a National Youth Leadership Project in which over one hundred 10th and 11th graders participate each summer. College students serve as primary leaders in this intensive program for developing service-oriented leadership among teenagers. Participants come to the project in teams sponsored by schools and service agencies, and go back to their homes with increased motivation and skills for service. Many of the projects designed and implemented by former Leadership Project participants

have focused on peer mentoring and other forms of youth working with youth.

In partnership with the Minneapolis Public Schools, NYLC works in the Summer WalkAbout Program, a collaborative program involving families, teachers, and college, high school, and elementary school students. The WalkAbout program's primary aim is to improve skills and enhance self-esteem, motivation for learning, connection to the community and social interaction in targeted students from grades K, 2, 5, 7, and 12. These students are involved in basic skills activities in a community based, experiential learning atmosphere.

NYLC also publishes a seasonal newsletter and numerous books on topics related to youth service.

**Northern Rockies Action Group:**

The Northern Rockies Action Group publishes a variety of pamphlets for public interest organizations. Their guide "Successful Internships" discusses service internship programs from an agency's point of view, addressing issues about why to work with interns and how to design an internship program. It discusses the importance of providing interns with both staff and financial support, defining the parameters of the internship, and developing appropriate orientation, supervision, and evaluation.

**The Partnership for Service Learning:**

The Partnership for Service Learning defines itself as a "consortium of colleges, universities, service agencies, and related organizations united to foster and develop service-learning in higher education." The partnership offers service-oriented study abroad programs, publishes the newsletter Action/Reflection, and consults with campus based service programs.

**Youth Service America:**

Youth Service America is dedicated to promoting and developing youth service programs for young people of all ages. Based in Washington, DC, it works to mobilize support for youth service projects throughout the country.

## Colleges and Universities

These are just some of the service programs at some of the colleges and universities around the nation. These are presented in order to provide examples of what is being done on some campuses and what might be done on others. Most importantly, however, these examples should serve as evidence of the creativity and commitment of students interested in community service and as inspiration for everyone interested in enhancing community service throughout the nation not only to emulate successful programs but also to create innovative programs in answer to new challenges.

### **Berea College, Berea, Kentucky:**

Located in rural Berea, Kentucky, Berea College has a number of unique attributes. In order to be admitted, prospective students' economic backgrounds must place them beneath Berea's income limit. Over half of Berea's students receive full-financial aid. The college itself is located in a small community, and most of the children reached by their community service programs, like Berea students, come from lower socioeconomic backgrounds. In addition, Berea has a labor program under which all Berea students are required to work. One work option is to participate in community service. Many service projects are student initiated and managed.

Through the Students for Appalachia (SFA) community service program, students participate in a number of highly-developed programs that provide educational assistance to younger children. It has two tutoring programs, one which pairs roughly 100 Berea students with children in grades K-12 for one-on-one tutoring, and another that provides drop-in tutoring for children who do not have a one-on-one tutor. The Learning Loft is open Monday evenings for parents to drop their children for two hours of extra help with school work and skills.

Students for Appalachia sponsors three group mentoring projects, which are developed through weekly meetings between college students, local schools, and members of the community. KIDS (Kids Into Doing Something) works with elementary school children, while GO (Girls Only) and TUFF (Teens United for the Future) work with teenaged girls and boys, respectively. The programs are designed to promote learning as a fun activity, to build participants' self-esteem, and to expose young children to college in an inviting way. Individual college mentors also work with community children through the Berea Friends program.

During the summer Berea runs a Summer Day Camp program that combines education, community service, arts and crafts, and games for over 100 local children. About a dozen Berea students participate as staffpeople, tutoring children and running camp activities. The camp day begins with a half-hour of full group activities, and then staff and campers break up into smaller groups for computer center time, journal writing, campus recycling walks, crafts, and other activities. Campers are recruited from

Berea's academic year programs, and through word of mouth between schools, guidance counselors, and parents.

Berea students participating in SFA projects attend an overnight preparatory retreat focused on leadership, personality, and group dynamics issues. Tutoring programs provide specialized orientation, and weekly staff meetings provide for group cohesion, supplemental training, and related speakers. All student volunteers contribute to a service log, noting their activities, the positive and negative aspects of their daily experiences, and any additional reflections.

Among the elements that Students for Appalachia cites as essential to effective service programs are a link with the community, strong group communication and cohesion, developed structure and programming, a functional site, student initiative and leadership, a stress on reflection and self-development, and integration of service with curriculum. SFA also notes the importance of the support of Berea's administration in the success of their program as a whole.

#### **Brown University, Providence, Rhode Island:**

Brown's is one of a growing number of campuses around the country with a strong public service infrastructure. Its Center for Public Service maintains contacts and a resource library which students, faculty and administrators use to identify local, national, and international service opportunities. Brown Community Outreach serves as the campus clearinghouse for information on local volunteer opportunities.

The Center for Public Service operates an English as a Second Language program. The Brown ESL Student Tutoring program (BEST) provides college student volunteers to work with English language students of all ages. The Center also offers a mentoring program to prevent substance abuse and dropout among middle school students who live in local public housing, an adult literacy program, and a mentoring program with third graders.

The Center for Public Service also offers fellowships and awards that enable students to make a prolonged commitment to community service. One student, with support from the C.V. Starr National Service Fellowship, spent a semester tutoring and teaching inner-city children. Another student was awarded a President's Community Service Fellowship to provide a summer program for ESL children.

More detailed information about all the activities of the Brown Center for Public Service is available in their annual report.

#### **University of California, Los Angeles:**

UCLA has a large, diverse student body in a large, diverse city. Students at UCLA participate in a number of different tutorial programs, many of them based upon ethnic background. Some of the programs run out of the UCLA Community Service Commission office are Amigos del Barrio, the Armenian Tutorial Project, the Asian Education Project, the Korean Tutorial Project, and Working for Immigrant Literacy Development (WILD). Both

Amigos del Barrio and WILD serve members of California's migrant community.

Student volunteer projects at UCLA are also most often student initiated and organized and student volunteers at UCLA are often able to receive academic credit for their work in the community. Arrangements can be made for credit through field studies and internships programs, and many classes include field service components.

UCLA is also a site of a Campus Compact Partners in Learning project. The UCLA/CPIL project matches UCLA volunteers with sixth graders who are at risk of not making the transition to secondary school.

#### **University of California, Santa Cruz:**

As at UCLA, students at UC-Santa Cruz often receive academic credit for service performed through field study programs, and a number of classes incorporate service with coursework. One such class is a section of first year composition for bilingual students, in which students are paired with Hispanic fifth grade pen pals. The students correspond weekly, and the Santa Cruz instructor volunteers one day a week in the fifth grade classroom. The fifth graders visit campus five times a year, and the Santa Cruz students meet with their pen pals' families. One assignment in the Santa Cruz composition class is to write bilingual books for the fifth grade classroom. This program is an excellent example of successful faculty initiative.

#### **California State University, Fresno:**

Through the College Ambassadors program at Fresno, migrant college students go to lower schools in the community to promote education. The Ambassadors spend time in Fresno schools, speak with parents to address their concerns about children going to college, and participate in a conference for migrant junior high students. The Ambassadors program is in many ways the ideal program for college student service with migrant children, as migrant college students can provide empathy that other college students cannot.

#### **Cornell University, Ithaca, New York:**

Two years ago faculty and staff at Cornell began a public service network to explore questions about campus-based volunteerism, and a public service center has just been established on campus. Perhaps the most exciting dimension of Cornell's service-related activities, however, is its faculty-in-service program, which encourages faculty initiative and involvement in student service programs.

One project initially supported by the faculty-in-service program arranged for four Cornell students from New York City to promote reading among children and families in Harlem. The program identified youths through Cornell's Cooperative Extension Nutrition Program in Harlem and arranged for the volunteers to work at youth groups and in children's homes to encourage the idea that reading is fun. The program aims to promote family-wide literacy by building young children's interest in reading. The

success of the program's first year resulted in a great demand for more Cornell volunteers and a grant of \$25,000 from a New York based foundation.

**DePauw University, Greencastle, Indiana:**

DePauw's 4-1-4 credit calendar lends itself to a novel service learning program. The University Chaplain's office oversees 18 mission programs during DePauw's winter term. Through the Winter Term in Mission Program, students have provided temporary full-time service to a variety of social welfare agencies throughout the nation and world. The mission programs send student teams with professional advisors to mission sites. Scholarships for participants are available through the Samuel Westerman Endowment.

One mission this winter sent a team of students to Immokalee, Florida, where they worked with Habitat for Humanity, a temporary shelter for homeless men and families called Friendship House, the Redlands Christian Migrant Association, the Guadalupe Center, and the Immokalee Child Care Center.

**Duke University, Durham, North Carolina:**

The Migrant Children's Education Program is only one in a full range of student service programs at Duke. The Interns in Conscience Program, the summer service component of the Leadership Program, served as a model for the development of Migrant Children's Education Program. The Interns in Conscience program places students in ten week internships with non-profit agencies in four cities. Programs are organized topically: New York City interns address issues of homelessness, Washington, DC interns work with children in crisis, Durham interns educate at-risk children, and Atlanta interns work on health issues. Leadership program staff and student coordinators design well-defined internships that include mentorships with an agency staffpeople. Prior to the internships, students take a half-credit preparatory course taught by internship alumni and fundraise to cover summer living expenses. During the internship period the interns live together and participate in weekly seminars.

The Interns in Conscience Durham project, Educating At-Risk Students, runs a summer program for at-risk youths at the Edgemont Community Center, serving children ages 5 through 18. Interns also volunteer with a Chamber of Commerce program that works with high school students, developing their school and life skills and helping to find them apprenticeships in the Durham community.

During the academic year a variety of opportunities exist for Duke students to volunteer with Durham children in educational and social capacities. A student service organizer volunteering with the Durham Housing Authority has been working toward expanding a tutoring program run in four public housing projects in order to include African-American history, Science and Engineering, and Computer Science components in the program. A graduate student pursuing his Master's in Teaching coordinates an Academic Enhancement Seminar aimed at preventing ninth graders at Durham High from dropping out by working with them in a tutorial capacity

in school. New Duke programs focus on literacy for hourly employees and mentoring with employees' children.

During the spring of 1991 representatives from all of Duke's educational service organizations joined together in an Education Task Force. The Task Force's first project was to design and run an orientation program for the semester's volunteers. The group held a week-long event to raise campuswide awareness of educational issues and volunteer opportunities.

Duke program coordinators emphasize the importance of developing strong relationships between volunteer groups and the agencies with which they work. A collaborative process is needed to define goals and roles for volunteers. Student organizers also cite the importance of avoiding territoriality and building leadership within groups of volunteers, and they suggest allowing as many individuals as possible to be responsible for some aspect of the program they are working on, so as to avoid ownership and promote strong commitments. They also stress the desirability of providing comprehensive orientation programs for tutors and mentors and of strengthening the link between community and classroom activities.

#### **Georgetown University, Washington, D.C.:**

A three part program to combat illiteracy has been developed between Georgetown and Sursum Corda, a low income housing project in Washington, D.C.. Students volunteering with the Sursum Corda Youth Tutoring Program attend a training session, spend two hours a week tutoring a child, and participate with the child in three or four social events. The Georgetown University Young Scholars program brings twenty junior high students from Sursum Corda to campus for a twenty week Saturdays program. The teenagers are matched with big brothers and sisters, spend three hours in tutoring sessions each week, and participate in special projects and field trips. A Sursum Corda Adult Literacy Program grew out of parents' interest in learning how to read to their children. Georgetown students provide one-on-one literacy tutoring to parents four nights a week.

#### **Gettysburg College, Gettysburg, Pennsylvania:**

Education majors at Gettysburg can participate in Co-Star, a service learning program designed to develop cross-cultural sensitivity among future teachers. After taking a course in teaching culturally different children, students can receive a summer stipend and course credits for tutoring children in their homes.

An experimental program began this January for Gettysburg students to work with migrant families. Thirteen students are visiting migrants' homes twice a week to teach English and help the families with their other needs. Four students are receiving college credit for their involvement.

About a decade ago a different program for Gettysburg students to work one-on-one with migrant children was run out of the campus Chaplain's office. Two evenings a week, 50 college students would tutor 50 migrant children. The program stressed

serious study during two one-hour shifts, but also created time for social activities during a half hour break.

**Haverford College, Haverford, Pennsylvania:**

Volunteer tutors from Haverford participate in a variety of specialized programs. Some work with emotionally disabled students, others staff Kid's Connection, a nighttime homework and tutoring program, and still others teach English as a Second Language through the Nationality Service Center's ESL programs.

During the summer Haverford students work with local high school students to run a camp for children from neighboring communities. The Serendipity camp program led to an academic year offshoot, Crazy Critters, in which college students meet on campus with five and six year olds twice a month to work on social projects. Most recently, the Critters program produced a huge mural for American troops stationed in the Persian Gulf.

**Glendale Community College, Glendale, Arizona:**

Strong community service programs have been developed throughout Arizona's Maricopa Community College system. Unlike four year colleges, where the campus is the central community for most students, community colleges are a part of the larger community to which their students belong. Many students have jobs, spouses, and children; few enjoy the freedom of most four year college student's flexible schedules. Therefore, while public service is promoted on campuses, it is rarely initiated and organized by students. Rather, Maricopa students often volunteer within already existing volunteer programs in their communities.

Still, some service programs are originated at the colleges. At Glendale Community College, one such program is the ESL/Spanish Tutoring Project. Through this program, monolingual Spanish speakers and monolingual English speakers work as buddies to develop each other's second language skills.

**Mesa Community College, Mesa, Arizona:**

Students and professors from Mesa are among the many volunteers who tutor through Guadalupenos United for Advancement and Development (GUAD). A non-profit social service agency in a community of 5000 Hispanics, Mexicans, and Native Americans, GUAD started recruiting volunteers to tutor people of all ages in 1985. Over seventy GUAD volunteers now tutor almost 100 members of the Guadalupe community.

**University of Miami, Coral Gables, Florida:**

With help from a grant from Florida's Office for Campus Volunteers, residents of a University of Miami living group are working with migrant children from a Homestead migrant farmworker camp and from the Centro Campesino after school program. The program began with a holiday program that brought fifty migrant children to University of Miami's Apartment Area for Halloween events. Apartment Area residents gave candy to trick-or-treaters, painted children's faces, and set up apple-bobbing and other party activities. The Apartment Area hosted holiday events the

following Easter, and then decided to become more involved in the lives of these children. They are presently developing programs to help these children and their families through mentorships, tutorials, and home building efforts.

**Michigan State University, East Lansing. Michigan:**

Students at MSU volunteer with agencies that serve the state's large migrant population. Ties between MSU and migrant service agencies are especially strong because of the school's agricultural extension program nurtures strong links between the university and its surrounding community. Many agricultural schools and land grant universities around the country have projects aimed at migrant populations as part of their extension programs; these projects might provide an opportunity for student volunteers to make a contribution to migrant communities in other states.

**State University of New York, various locations:**

Field experience and internship programs have been designed for the New York State Migrant Education Tutorial Outreach Program (TOP). Students at State University of New York (SUNY) schools that participate in TOP can volunteer in-school tutoring programs, parent education, and an adolescent outreach program. By fulfilling field experience course requirements, volunteers may receive course credit for their work.

The interest of migrant education TOP coordinators in participating in college student volunteer programs varies widely. Some see college students as a great asset and express their desire to work together with interested students, while others prefer not to expend extra energy working with volunteers whose personal academic schedules prevent them from making a permanent commitment to programs. Regardless of their individual preferences about working with college volunteers, TOP administrators share an understanding that working with volunteers requires a commitment of staff time, planning and support if the volunteers are to be able to make a valuable contribution to the program.

**State University of New York, College at Brockport:**

A few students from SUNY Brockport, a teacher's college, work one-on-one with migrant students in the tutorial and outreach programs provided at Brockport as part of the state's tutorial outreach program for migrants. The Brockport students are work-study workers in the migrant education program; a few students have occasionally volunteered with the program, but volunteer situations have not worked out well because firm commitments were not established between the program and the volunteers.

**The University of North Carolina, Chapel Hill:**

A wide range of service opportunities are available at UNC-Chapel Hill, many through the Campus Y. Students working with the Campus Y organize big buddy, tutoring, and dropout prevention programs. They have developed structured activities for the children living in a Chapel Hill apartment complex, and provided

companions for youth offenders in Butner, North Carolina. The Campus Y runs Project Literacy, a program that works locally with both children and adults and that houses the national coordination agency for the literacy movement, the Student Coalition for Action in Literacy Education (SCALE). A new service-learning center has just opened at UNC called APPLES (Allowing Persons to Plan Learning Experiences in Service) which will seek to integrate volunteer experience with the curriculum.

**The University of Notre Dame, Notre Dame, Indiana:**

Notre Dame offers summer service projects through its Center for Social Concerns. Since the program's inception in 1980, over 600 students have participated in a broad range of eight week service internships with social service agencies. The program draws heavily upon alumni support, using local alumni club funding to provide \$1400 stipends to students interning in club communities. Students who intern in locations with small alumni clubs receive stipends through the help of the Andrews Scholarship Fund.

**The University of Pennsylvania, Philadelphia, :**

Penn has a well-developed, multifaceted student service infrastructure and experienced staff people with valuable insights about education-oriented service programs. They stress the need to emphasize the quality of programming over the quantity of participants, to provide training for tutors, to define program expectations clearly, and to continually re-evaluate programs in order to make improvements and combat volunteer attrition. They note the problem of discontinuity that arises when students on a college calendar work with children in agencies on full-year or public school calendars and suggest college break programs to compensate for this discontinuity. Finally, they call attention to the need for support systems for tutors, who encounter problems such as drug addiction, housing crises, and domestic violence in their work with young children; in order to address these situations, or just to cope with them, education volunteers need access to non-educational social agencies.

**Princeton University, Princeton, New Jersey:**

The Princeton University Class of 1955 has established a Public Interest Internship Program that sponsors summer and full-year public service internships for students and recent graduates. Project 55 internships must meet a number of criteria, including integration of knowledge and action, nonpartisanship, and a "focus on changing the system rather than treating symptoms."

**University of Portland, Portland, Oregon:**

Students at Portland worked with a Catholic church and a group of area farmers to improve the conditions at local migrant camps.

**Reed College, Portland, Oregon:**

Students at Reed College became involved in Oregon's migrant population when a Reed alumnae became a nurse and worked with a

migrant health project. A few students from Reed volunteer in a pre-natal education program that provides support to pregnant Spanish speaking migrants. Volunteers for this project must be women who are fluent in Spanish and who have access to transportation. Others at Reed participated in an alternative spring break project in which they helped rehabilitate a community center for migrant workers in Cornelius, OR.

**Stanford University, Stanford, California:**

Stanford students who wish to devote their summers to public service can qualify for \$1500 grants (with supplemental funds available for financial aid students) through the Public Service Summer Fellowship Program sponsored by the Haas Center for Public Service and Memorial Church. Prospective fellows submit project proposals, which are evaluated on the basis of the need and support for the project in the community, the feasibility of the project, the level of interaction with the community, the level of innovation of the project, and the qualities of the applicant.

The Stanford Literacy project reaches the area's migrant farmworker population by providing one-on-one literacy help.

**Vanderbilt University, Nashville, Tennessee:**

Vanderbilt University is a national leader in developing alternative spring break projects, in which students spend their mid-semester vacations working full-time on volunteer projects. One recent alternative spring break project sent over twenty students to Indiantown, Florida to work with and learn from Guatemalan refugees who work as migrant farmlaborers. Over 200 students participated in a wide range of student-run programs. Each program included an orientation and training period prior to the program, a focus on community involvement during the program, and a reorientation period for reflection and local action after the program. Vanderbilt has written a guide to creating successful alternate spring break programs and has published it with COOL.

**The University of Vermont, Burlington, Vermont:**

A broad variety of service opportunities are available at the University of Vermont through its Center for Service-Learning and other organizations. The Center refers students to community-based service opportunities and serves as an umbrella organization for a number of campus-based projects. For-credit volunteer projects, field studies, and intensive internships can be arranged through the Center. In addition, the University of Vermont is one of many colleges where the Alpha Phi Omega co-ed service fraternity, as well as other Greek organizations, participate in community service activities.

One novel project at the University of Vermont is the Vermont Children's Magazine. For over twenty years, UVM students have taught creative writing and art to elementary school children in Burlington, and have helped them create a magazine.

**West Virginia Wesleyan College, Buckhannon, West Virginia:**

Eight students at West Virginia Wesleyan are working in a rural elementary school as part of a semester-long volunteer program that has been integrated with a for-credit independent study. The students underwent a twenty hour training that included lessons on Appalachian culture and child development. They spend a minimum of three hours each week with the children with whom they have been matched. They meet at the children's schools and homes and on campus.

**Yale University, New Haven, Connecticut:**

Students at Yale work with the Christian Community Action Youth program to provide year-round assistance to children from a family shelter. The program began with a day camp in which Yale students brought children from the shelter to local museums, pools, and other enjoyable places. An academic year program, similar to the summer program but requiring a smaller time commitment, was added later.

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Three Model Organizations

We have examined the following three national organizations in-depth because we feel they represent some of the best methods for creating networks among student volunteers and promoting increased student involvement in community service. Even with small staffs and a limited budget, they are able to inspire students, help build strong campus-based volunteer programs, serve as a clearinghouse for information, and effectively link students from all over the country. We hope to initiate a similar national program to promote student involvement with farmworkers.

Break Away: The Alternative Break Connection:

During the 1986-1987 school year, students at Vanderbilt University in Nashville created a program called Alternative Spring Break (ASB). The concept was fairly simple. Students would spend their school vacation engaged in service, working with organizations that were grappling with some of the nation's most pressing problems, such as poverty, hunger, racism, illiteracy, environmental degradation and inadequate housing. A team of students could work as close as the school's home town or as far away as another country. The communities would gain from the work performed by the students, and the students would gain an understanding of the world around them and their role as responsible citizens.

The Vanderbilt ASB program caught on and quickly grew, from 50 students at four sites in 1987 to over 220 students at fourteen sites in 1991. Students at Vanderbilt discovered they were not alone as they began to hear from schools across the country that had similar programs, as well as many others interested in starting alternative break programs on their campuses. In response to numerous requests for information and technical assistance, the staff of Vanderbilt ASB collaborated with COOL (Campus Outreach Opportunity League) in 1990 to write a guide called Break Away: Organizing an Alternative Spring Break. In addition, they created a Sitebank, a computerized database of community organizations, in order to allow schools across the nation to develop worksites with already existing grassroots organizations.

The requests for information and help kept flooding in, overwhelming the student volunteer staff of ASB and the staff of COOL. In response to this demand, students at Vanderbilt decided to create a new national organization, separate from the Vanderbilt ASB program, aimed at promoting quality break programs. They submitted a proposal for start-up funding to the chancellor's office at Vanderbilt, and were granted their request. Two codirectors were hired (both former student coordinators of ASB) and the office of **Break Away: The Alternative Break Connection** opened in June of 1991. Since that time, the staff has established contact with 70 schools and have established firm relationships with 40. The Sitebank has grown to include over 70 community organizations from all over the nation and world, and linkages between campuses and communities are growing.

The stated mission of Break Away is "to promote service on the local, regional, national and international levels through break-oriented programs which immerse students in often vastly different cultures, heighten social awareness, and advocate life-long social action." The promotional material continues:

Break Away was created to help students, faculty, and administrators at institutions across the country in their efforts to create strong ASB programs that will benefit both the students and the communities involved. We believe there are many college students who would like to become involved in community service, but are daunted by what they are afraid would be a substantial time commitment out of their busy schedules. Through an ASB program, these students can discover the joy of service in a way that does not interfere with their regular academic commitments, and they re-enter the campus environment energized and eager to become involved on a more regular basis. In this way the student community service movement will be further strengthened both in numbers and in quality.

In addition to the resource guide and the Sitebank, Break Away now offers several other services and programs. The staff members make consultative visits to campuses which are starting a break program or which want help improving an existing program. Periodic regional conferences are being planned for campuses throughout the country with a theme of "bringing it back home," in order to keep attention focused on the need for sustained service in the local community. Students and members of community organizations will come together to make new friends and contacts and to share ideas and plans. A quarterly newsletter now links students across the country and keeps them up-to-date with the community service movement and break programs everywhere. One special project developed for this year is the Nashville Challenge, which will bring together students from six high schools and six colleges in the Nashville area for a break program in order to come up with a plan to make Nashville a model city for student-community involvement. Another special project is the Florida Plunge, a joint venture of Break Away and Habitat for Humanity, which will create break projects for students in the weeks before and after the national COOL conference held in Orlando in late February.

In addition to the two co-directors, Break Away has student volunteers and interns working in the office and on special projects. The organization is governed by an Advisory Board consisting of students, community organization representatives, university staff and administrators, with positions slotted for a foundation representative, a media representative and two corporate representatives. The board's functions include review of the budget, assistance in preparing yearly agendas, decision-making on long-range goals, representation of Break Away at conferences and other events, and assistance with training at regional conferences.

Empty the Shelters (ETS):

Empty the Shelters is an off-shoot of the National Student Campaign Against Hunger and Homelessness. After the Campaign's 1990 fall conference in Philadelphia, "Working Together in Student-Community Partnerships", several students and staff members of the Campaign decided to try to make that slogan more of a reality. Two staff members, both recent graduates of the University of Pennsylvania, decided to found Empty the Shelters to help students move beyond direct service toward advocacy and community organizing work. They consulted with several community-based organizations in Philadelphia which focus on low-income housing issues, and established contact with many homeless or formerly homeless people as they structured the project. Together they planned a summer experience for students from all over the country to come to Philadelphia to work with and learn from homeless persons and community organizers who are attacking the root causes of homelessness.

Thirty-eight students or recent graduates from fifteen schools came to Philadelphia for eight weeks in the summer of 1991. Each student was required to raise \$500 for ETS and to contribute \$100 for his or her own housing for the summer. The summer began with a one-week orientation, and then students began their work with various community organizations. The students became very involved in the work of several grassroots organizations as well as a coalition effort to pressure the Philadelphia Housing Authority to make changes in their policies and programs. On-going reflection and educational activities were an important part of the summer, and leadership development was integrated into the program. By the end of the summer, student participants were energized and activated by all they had seen and done, and were ready to go back to their home campuses to put into practice what they had learned in Philadelphia. The ETS staff will continue to assist this first group of students in their campus efforts as well as plan for next summer's internships in Philadelphia. The program is considering expanding to San Francisco, Chicago and Atlanta for the summer of 1992.

The Student Coalition for Action in Literacy Education (SCALE):

In the fall of 1988 two students at the University of North Carolina at Chapel Hill founded Project Literacy in order to link students interested in teaching literacy skills with new learners on the campus and in the community. A year later, in conjunction with COOL, they decided to launch SCALE (Student Coalition for Action in Literacy Education) and work to increase student involvement in literacy nationwide. Through contacts from a series of conferences, surveys and the federal Student Literacy Corp, SCALE now corresponds with over 500 campus groups.

SCALE's mission statement summarizes their primary goals and philosophy:

- mobilizing student involvement in literacy
- building on the idealism and enthusiasm of college students
- increasing literacy as a tool for the transformation of individuals and society, as a vehicle for social justice
- entitling the development of literacy skills in the language of the learners choice
- developing leadership opportunities for both college students and new readers
- creating a mutual learning process with new readers and others involved in literacy
- promoting partnerships between campuses and communities
- linking the college student movement with national organizations committed to literacy

SCALE promotes nationwide student volunteerism with literacy through four core programs and two special projects. SCALE serves as a national network for campus based literacy programs, conducts site visits to help strengthen the campus based literacy movement, maintains a database of literacy programs, and raises campus awareness of literacy issues.

One of SCALE's special projects is the North Carolina College Student Literacy Coalition, which is building a strong network on the state level. In addition, the Peer Consulting Network program will train 15 teams of student leaders to serve as peer consultants for campuses in their own regions, in order to localize leadership and outreach efforts. SCALE also publishes a newsletter and other informational materials.

SCALE staff includes two co-directors (the founders of SCALE, both 1990 graduates of UNC-Chapel Hill), an office manager and part-time interns and volunteers. In 1991 the Summer Fellows program was initiated to provide opportunities for students to become more involved in organizing outreach and support programs. SCALE is governed by a board of directors which includes literacy experts, college students, volunteer program coordinators and new readers. In addition, a high-profile Board of Advisors (with First Lady Barbara Bush serving as Honorary Chair) provides support and encouragement for SCALE's efforts.

**THE CENTER FOR DOCUMENTARY STUDIES'
MIGRANT CHILDREN'S EDUCATION AND DOCUMENTATION PROJECT**

The following section explains and evaluates the Center for Documentary Studies' Migrant Children's Education and Documentation Project in terms of its purpose as a student community service project. By focusing on the volunteer aspect of the project, it may understate the importance and value of documentary work. Our documentary mission has been an essential component of our work with migrant children. It has been through entering the lives of these children and their parents, through seeing the labor camps where they live, attending the churches where they worship, and working with the agencies where they go for aid--in short, through a documentary style of inquiry into their lives, their joys and their needs--that we have discovered how we might, as volunteers, friends, and citizens, help to improve the quality of their lives.

All the people involved in this project have struggled with the role of student volunteers in the lives of migrant children. We have questioned our roles as altruistic outsiders entering a foreign community as uninvited guests, and at times we have been unable to reconcile our genuine desire to help with our audacity to interfere.

We cannot deny that one of our intentions through student volunteerism is to give something of ourselves to people with unmet needs. We should not deny that this intention is good and should not pretend that it is wrong for people to help other people. Yet we also must remember that our good intentions provide only a tenuous justification for our actions, that our actions have implications. Good intentions are not always a sufficient safeguard against doing harm. This warning should not discourage us from acting, but should inform the way in which we choose to act.

We should remember that even in our charity we are exercising our power over others. We should strive toward relinquishing our control to the people whose lives we seek to improve. We cannot give migrants or anyone else any service as valuable as the self-determination we can permit them to claim.

Many people who have worked with this project feel that more than a service or documentary program, the migrant project is an experiential education opportunity for college students. Without a doubt, the program had a profound, formative impact upon the student interns. By virtue of their experiences, the interns were the recipients of a unique education in the lives of rural North Carolina's migrant farmworkers. They learned lessons that cannot be taught in a classroom, discovering for themselves what is meant by poverty, disease, racism, deprivation, domestic violence, addiction, and oppression, and also by pride, family, culture, work, charity, and spirituality. The tremendous value of the project as an experiential learning program is undeniable, but as merely an educational laboratory the project might not be justifiable.

A student community service project, at its best, does more than allow volunteers to provide a service and receive an

education in return. At its best, it is an opportunity for a young person to share in the lives of others, to become part of a group of people with common interests, and to join in building a stronger community. Someone who participates in a student community service project may be thought of as one who learns by working with a diverse group of people united by a common purpose to provide for people's needs. There are no clearly defined providers and recipients in such a project; rather, there are simply people working together, sharing in their accomplishments.

This is one ideal for student volunteerism, one toward which we have not always strived, but one which we have occasionally achieved. The interns who participated in the Migrant Children's Education and Documentation Project care deeply about this ideal, as deeply as they care for the farmworker families with whom they spent their summers. While the rest of this section may focus upon the notion of utilizing student volunteers to help meet the educational or other needs of migrant farmworkers and their families, the greater potential for student community service projects should not be forgotten.

Pre-Internship Planning and Logistical Concerns

Initiation of the Project:

The Migrant Children's Education and Documentation Project began nearly a year before the first student interns began their summer work in the farmworker communities of rural North Carolina. In the late summer and autumn of 1989, the Center for Documentary Studies explored the ways in which Duke student volunteers could help meet the educational needs of migrant children. When the Center decided upon an intensive ten week summer internship program in which Duke student interns would work with migrant education agencies, the Executive Director and staff assistant immediately began contacting school administrators in the Johnston and Sampson County, North Carolina public schools and the East Coast Migrant Head Start Program. A Duke alumnus with experience organizing summer service-learning internships through Duke's Interns in Conscience Program and with familiarity with rural North Carolina was called upon to consult on the planning and design of the program. In addition, a student with experience as both a participant and organizer of the Interns in Conscience program was brought on as a student organizer.

Recruitment:

The 1990 summer interns were recruited mainly by word of mouth. The program organizers spread word of the program to people they knew were interested in teaching, people who spoke Spanish, and people who had a strong interest in community service and experiential learning. Sixteen people initially expressed their intentions to participate in the program, and all but two of them became summer interns.

For the 1991 summer internships, we recruited through advertising in the student newspaper, posting flyers, and making presentations to students in education, Spanish, and other related classes. Out of over forty people who initially expressed interest, eight ended up participating in the summer internships. Several factors contribute to this high attrition rate. Students at Duke explore many different options for the summer, and many are unable to afford to volunteer for the summer and/or are intimidated by the idea of raising their own funding. Only some students are able to cover their living expenses through their fundraising efforts, and many need to be able to contribute from summer earnings to the cost of college tuition.

Preparing the Interns: The House Course

Also during the fall semester of 1989, members of the migrant project team designed the syllabus for a spring semester house course, a half-credit class taught by a student under the supervision of Dr. Coles. The course, "Migrant Farmworker Children, Education, and Documentary Studies," was designed to serve as a classroom introduction and preparation for the summer internship. In addition to readings and short written assignments, the class required students to volunteer with local agencies serving children. The weekly class was limited to the fourteen students committed to participating the internships and all were required to attend.

The work-study student helping to organize the project took primary responsibility for the running and teaching of the spring 1990 house course. In addition to leading weekly discussions, she was responsible for logistical matters, such as finding a meeting place for the class, arranging for weekly speakers, organizing a trip to Smithfield, and generally responding to students' questions and concerns about the summer program. The Center's staff assistant offered considerable help in completing these tasks. While the work study student served as the primary contact for the students, the Center staffperson served as the official link between the students and the Center.

The spring of 1991 house course, called "Migrant Farmworkers in North Carolina", was led by two former interns, one a recent graduate and the other a Duke senior. The two served as co-coordinators of the entire project and together took responsibility for recruiting interns, planning the class, working with the sponsoring organizations to make intern placements, helping interns fundraise for their living expenses, and locating housing for the summer. The recent graduate served as the official link between the students and the Center for Documentary Studies during the semester, and the senior took over upon her graduation and served as the liaison and coordinator throughout the summer.

The 1991 house course was redesigned to make it much more practical for the interns, and incorporated what we had learned from our experiences the previous summer. Lengthy reading assignments were cut down to a more manageable size, and other readings more applicable to the migrant situation in North Carolina were included in the syllabus. The coordinators also located several relevant films and videos for the class to view.

Speakers came from the various organizations where interns would be spending the summer, and were able to provide a much more realistic picture of migrant life, the important issues facing farmworkers, and the work being done by service providers and advocates. The class was open to both interns and non-interns, and a total of over twenty interested undergraduate, graduate students and even a Duke instructor participated.

Although the second house course was greatly improved, some additional changes may be made for next spring. The 1991 interns felt that the class gave them an excellent policy preparation, in some cases making them better informed than the staff of the agencies where they worked. However, several students commented that they would have liked to have met or heard from farmworkers themselves before the summer, and perhaps have had a local farmer come to give his or her perspective. One field trip had been arranged in the previous spring to visit a farm near where the interns would be working, but few interns were able to attend.

The value of field trips out to the camps, farms or agencies was not agreed upon by all former interns. Some felt it would be a great improvement upon the class, while others commented that "nothing can really prepare you for your first visit to a labor camp" and argued that the class worked best as currently designed: an introduction to the major concerns of farmworkers and to the agencies available to assist them. In addition, many students are not able or willing to take time on a weekend during the school term to take field trips. In conclusion, it seems that these opportunities should be available to interested students, but not required. However, every effort should be made to bring farmworkers or former farmworkers to speak to the students, and to bring in the perspective of the farmers. We expect the class will continue to be improved annually with the new ideas of each group of returning interns.

The Center sponsored the house courses not only because we felt it was important for future interns to be familiar with the problems faced by migrant farmworkers, but also because we felt it was important to link community action with reflective thought. Our idea was not simply to apply learning to real life situations, but to accustom students to reflecting on the service they perform and to thinking about the situations they discover.

Housing:

Finding temporary housing for a group of college students in rural North Carolina proved to be one of the most challenging aspects of organizing the internships for both summers. The ideal we sought was an inexpensive form of housing that would be convenient to the agencies where the interns would work, that would both house all the interns in one location and provide them with some measure of privacy, and would be comfortable during a hot North Carolina summer. For the summer of 1990, the project coordinators contacted realtors, answered advertisements in local newspapers, negotiated with area motels, and called upon personal contacts from churches and other organizations in the area. It proved important for representatives of the Center to meet

personally with potential housing providers in order to calm the fears they seemed to have about renting to college students.

Ultimately, arrangements were made for the 1990 interns to live at the Short Journey Center in Smithfield, a religious retreat center that provided most of the basic amenities the interns desired. The students lived barracks-style in two bunk-bed furnished, air conditioned "bedrooms". While they lacked personal space, they did have air conditioning and ample bathroom facilities.

The major problem with living at the Short Journey Center was its distance from the agencies where the interns wound up spending most of their time, with the exception of the Shiloh Head Start program in Smithfield. Half the interns did not own cars and were constantly frustrated by their difficulty in finding transportation to and from agencies at the times they wanted to go.

For the summer of 1991, coordinators and interns decided to try to find rental housing closer to Newton Grove and Benson, where all of the interns would be working. (The Smithfield Shiloh program is no longer an East Coast Migrant Head Start grantee.) Sponsors were contacted, newspapers were searched, and realtors consulted for any leads. Several fairly large houses were located, but the owners proved unwilling to rent for just three months. Finally, we contacted the Office of Residence Life at Campbell University in Buies Creek, which agreed to rent dorm spaces to the interns. The women were housed in a big, beautiful air-conditioned former home, but due to Campbell's single-sex living assignment policy, the men had to live in a different dorm. While the housing itself was certainly acceptable and affordable, it would be better for the entire group to be able to live together. In addition, the interns once again had to travel long distances (15-25 miles) to get to work. However, the coordinators had stressed the importance of having a car, and each intern was fortunate enough to have his or her own transportation for the summer. We may never find the ideal situation of having a group house (or two) close to the agencies in Newton Grove, but we will continue to search.

Intern Placements:

Quite ironically, the choice of housing at the Short Journey Center was a major factor in determining where the interns would volunteer the first summer. Initial contact had been made with child care and public school programs in both Johnston and Sampson Counties; when housing was chosen in Johnston County, within ten miles of the Shiloh Head Start program, it seemed clear that it would be most convenient for the interns to work primarily with Johnston County organizations. Meetings were arranged with the administrators of the Shiloh Migrant Head Start program and the Johnston County Public Schools Migrant Summer School Program. Neither program had previous experience working with a group of college volunteers, but both welcomed the opportunity to have interested, energetic young people working with them. The organizers and administrators discussed the possible roles interns might play with each agency, as classroom aides, subject leaders,

recruiters, or other kinds of assistants, but specific decisions about intern duties were left for the summer.

Our experiences during the first internship summer taught us that the Center, the interns, and the agencies we work with need to collaborate better on establishing the precise roles student volunteers will play within agencies. An inordinate amount of time and frustration was exhausted during the summer because interns' responsibilities were not clearly defined at the outset. It was also decided that education, health and legal services agencies can help volunteers be more effective by providing brief training sessions.

Another problem with placements the first summer was created by the reduction in funding for the public schools migrant education program. The director was forced to cut two weeks off the formerly six-week program. When the interns arrived in Johnston County, they learned of this change and those students planning to work in the public school began to look for other opportunities for the six weeks until the school program started. Many volunteered at the health clinic, legal services program and through individual tutoring efforts.

Because of the positive experiences the first summer's interns had working through the Tri-County Community Health Center and Farmworkers Legal Services, these were expanded to become full-time placements in the summer of 1991. In addition, the uncertainty over the future of the Shiloh Head Start program, which ultimately did lose its migrant funding, precluded using that center as a site for intern placements. Interns were thus initially offered the options of working for the health and legal services programs for ten weeks, or spending six weeks with these programs and four weeks with the public school program. In late spring, we learned that a new East Coast Migrant Head Start center was to open in May next door to the health clinic in Newton Grove. One intern decided to work at this new center in addition to her work at the public school program. In all, four interns worked at the health clinic, three worked with the legal services program, three with the public schools, and one with the Head Start program, with several of the students working at more than one agency. Because many of the 1990 interns felt that they had "spread themselves too thin" we recommended to the second group that they focus their energy on working with farmworker families through only one or two agencies. Again, interns found ways to informally involve themselves with farmworkers through individual tutoring, religious programs, and social activities.

Orientation:

In addition to the house course preparation, the 1991 coordinators decided it would be helpful for the interns to have a short on-site orientation to learn their way around the counties where they would be working and to visit all the agencies which work with farmworkers. The interns spent the first two days engaged in these activities. In addition, they were able to visit another Duke student's family farm and take tours of tobacco, cotton, cucumber and sweet potato fields. For most students who

had grown up in urban or suburban environments, this day was an important education in itself.

In addition to the group orientation, each agency provided an orientation for its interns, ranging from one day to a week. This training helped clarify intern responsibilities and helped the interns more easily fit into the on-going work of the organizations.

Funding:

Funding has been the single greatest concern for prospective interns and Center staff. The first summer, interns had to raise money individually in order to be able to support themselves during the summer. Many turned to hometown civic organizations, churches, and family friends for financial backing, while others have drawn upon personal savings and family support. Three students who qualified for work-study funds earned money by working for the Center. The 1990 group's \$2500 housing expenses were paid by the Head Start program through an agreement arranged by Center staff. The 1991 interns were again expected to raise funds for the summer, which several were able to do through individual contacts. In addition, the group was fortunate to learn in April of the generous support from the US Department of Education to cover their living and traveling expenses. However, the award came too late for those students who originally expressed interest but were forced to drop-out because of the lack of funds.

While some students at Duke have been able to participate in the internship program despite a lack of financial support, many students have been deterred. Representatives from other colleges and universities who have expressed great interest in starting programs similar to ours have raised concerns that students at their schools do not have the same resources as Duke students and would not be able to garner enough support to finance a summer internship. A federally sponsored national program could enable a great many more students, particularly those with financial needs, to participate in summer service projects than are able to do so currently.

The 1990 and 1991 Summer Internships

The following account describes in more detail the experiences of the student interns during the summers of 1990 and 1991. It examines the role agencies play in meeting the needs of migrant families and evaluates the contribution student volunteers were able to make through their work in these programs. The evaluations and comments of interns and sponsors are included as well as excerpts from interviews done with some of the migrant students themselves. In a later section we will examine more closely the needs of migrant children and of the education programs that serve them. For an additional perspective on the internship program, see our half-hour video, "Into the Fields," which documents the interns' experiences in the summer of 1991 and

will be used by other colleges to recruit students to participate in similar projects.

East Coast Migrant Head Start Project:

During the summer of 1990, all fourteen interns spent time at the Shiloh Migrant Head Start Center in Smithfield, North Carolina, a grantee of the Arlington-based East Coast Migrant Head Start Project. This proved to be a somewhat unfortunate time for the Center to initiate a relationship with this program, as it was under close scrutiny from the Arlington headquarters for many of the very problems observed by the interns during their time there. One of the biggest problems was that the center was trying to serve too many children--the demand for day care is so great--and in doing so, the center compromised the standards of care rightly required by the East Coast Migrant Head Start project. At the end of our first summer, we heard that the status of the Shiloh center as an East Coast Migrant Head Start grantee was in question, and during the winter it was confirmed that their migrant funding would be discontinued. At the last minute, part of the funding became available for a new center in Newton Grove, sponsored by the Episcopal Diocese of North Carolina, called St. Martin's Children of the Land East Coast Migrant Head Start. One Duke intern spent the majority of her time with this program. Her experiences showed a great improvement over the previous summer at Shiloh, both in terms of the quality of the services provided to the children and the ability of the program to incorporate student interns. As this experience proved to be extremely positive we plan to continue to place interns at St. Martin's.

The volunteers worked as classroom assistants, translators, bus supervisors and recruiters at the Head Start centers. In the classroom, their responsibilities included assisting with activities such as songs, games, arts and crafts, music, and reading. They helped supervise children in the lunchroom, on the playground and on the long early morning and late afternoon busrides. Several interns accompanied the social services coordinator on her visits to parents and efforts to find new eligible children. Other interns accompanied children to the doctor's office. One student drew a series of creative new visual aides which brightened the classroom and cafeteria walls.

One of the problems during the summer of 1990 was the lack of clarity in the interns' roles at Head Start. Often interns found themselves pulled from one room to another to fill in for staff who were out for the day or out for an hour. The classroom caregivers seemed uninformed about the purpose of the interns' stay and this created certain tensions between some teachers and interns. Often interns wondered whether they were truly wanted and needed, although they could see the need for more individual attention to the children. This experience taught us the importance of having the sponsoring organization let their own staff know about the internships and the need for all staff members to have input on how best to involve the interns in their work. In addition, more formal introductions should be made between the interns and staff at the start of the program.

The interns certainly had some impact on both the children and the Head Start centers. For three year olds in an overcrowded classroom, they were the extra person who sometimes sat down to read a book with one of them. They brought fresh enthusiasm to the classrooms, and they showered the children with encouragement and attention. For overburdened staff people, the interns were extra hands to help them cope with whatever situations arose. For the interns themselves, working at Head Start provided a valuable way to work with and grow to love a group of young children. In addition, interaction between the staff at the centers and the interns, especially during the second summer, proved valuable to both. The following remarks from evaluations done by the director and staff at St. Martin's illustrate some of these benefits.

I think it's a great program. It hasn't just been free labor; it's been a very active exchange of ideas and backgrounds.

The students have a great impact on our organization because the children love to be around the students. I wish the students were able to stay the whole season. They help this organization a lot.

[The intern] has had a very profound impact on our organization. She has improved the quality of care we are able to provide, not just because of her caring attitude, but because the adult-child ratio was improved, allowing individual attention to each child. She also worked extremely well with the other caregivers and set a good example, because of her dedication and work ethic. She may not realize it, but she has made a very positive permanent impression on every child she has worked with.

The interns also learned from their experiences at Head Start. Few had worked with very young children before and they gained a great deal of experience in early childhood education. Most were surprised at how much they enjoyed the time they spent with the children. Others learned more specific lessons, such as the one described below:

Success came gradually. I began this internship with a patience level of zero. I wanted the toddlers to play what I was playing and to keep the magic markers on the table. I soon learned after much frustration that it was okay if they colored on the floor and the table. I learned not to pick them up and try to make them do something. In short, I learned to be more patient.

Benson Public School Migrant Summer School Program:

Interns were able to make a large contribution to the migrant summer school program through the one-on-one attention they gave students, the special art, computer, and physical education classes they ran, and the relationships they developed with the students. The interns who worked as teaching assistants in the classrooms offered extra attention and support to the younger children, while they were able to relate with the older children and act as role models. Many of the teacher-intern relationships were strained, however; while some teachers worked well with junior assistants and appreciated their input, others felt their authority challenged and their domain invaded by classroom volunteers.

All the interns and teachers agreed that a particularly important contribution interns made to the program was through the special programs they offered in the summer of 1990. The migrant students simply would not have had an art class, a computer class, and a physical education class if interns were not there to organize and run them. The program was too short, due to budget cuts, for the classroom teachers to cover all the academics and plan for additional special activities. In addition, these funding cuts prevented the director from being able to hire separate teachers for the various activities. The interns who led the special classes enjoyed autonomy, and the teachers' roles were not challenged. In 1991, however, the interns were most desperately needed as teacher's assistants with the two youngest classes, which were very large. The special classes were not able to be offered. Hopefully, in future summers we will have sufficient numbers of interns to run an art, physical education, and computer program as well as provide extra hands in the classroom.

In their evaluations, the teachers stressed the special benefits provided by interns, particularly the one-on-one attention provided to the children, their ability to serve as positive role models, the provision of special programs and the addition of fresh ideas, enthusiasm and energy. These qualities are evidenced in the following remarks from the staff member's and director's evaluations:

I learned from the volunteers, and I think they learned from us. Everything can sound good on paper, but nothing beats HANDS-ON experience. Migrant children need a lot of love, encouragement, self-building activities, and some success-oriented motivating work. They need hugs and people who really care about helping them become the best that they can be. Volunteers who are willing to give of themselves freely are vital to a program such as ours. We cannot possibly meet all the needs, but the more caring hands we have working together for the good of the migrant children in Johnston Co, the more hugs and love we can give, the more teaching will be done-- and more learning will occur.

They were delightful, full of energy, creative, respectful, eager to learn and willing to help. They help meet the goals for these children not just educationally but in all ways.

I think by just having volunteers at our school is a good influence on the migrant kids, because these are young men and women and they can relate to the kids.

I have worked with the Duke interns for two years and both have been very pleasant experiences. The students seemed aware of the work level, fast pace, and limited time so they rolled up their sleeves and worked hard. So far your interns have been super people. Thanks!

The migrant students themselves seemed to appreciate the extra attention and interest of the interns. The experience proved to be the first contact many of the migrant students had had with college students. In interviews done with fourteen migrant students in the Benson program in the summer of 1991, several described the benefits of having the interns in their school program.

Lately, the college students from Duke have been coming here and they're really interesting to talk to and get to know. You sort of have an idea of what it's like to go to college and you give yourself more goals to shoot for--Age 15

They're fun to talk to. They help you on stuff you don't understand. The college students, even if you don't need help, they ask you instead of waiting for you to ask them, to make sure you understand.--Age 13

The college students were more special than the other teachers. They tutor us, and tell us about drugs, you know, not to do drugs. And they help you a lot, they always be in back of us, telling us to stop doing things and to do things.--Age 12

They talk to us. When we'd be walking down the halls they'd stop and talk to us about what you are doing here and how it is in college and stuff. So they told us how it was, how sometimes it was hard but sometimes you do fun stuff. They can help us by just talking to us about what we're doing and asking us questions about what we are doing and stuff--Age 13

I like it when someone works with me one-on-one because you feel more secure about yourself, about the questions you're asking, because even if you

ask a really dumb question, no one's going to laugh at you.--Age 15

The interns also gained from their work at the public school. We would like to share one of their comments below:

I learned a lot about the actual migrant situation. I feel incredibly more informed, and it's also made me think much more seriously and concretely about the state of education in this country, not just for migrant children but for all children. It's stuff I care a lot about but now I know more first-hand what it's really like.

Not everything went perfectly, of course. The evaluations also indicated several areas where improvement is needed in the internship program at the public schools. For example, relationships with some teachers were described as "not the best" during the first summer, and the short time period of the program did not give people time to work out the problems. It became clear that the needs of the teachers and the needs and skills of the interns should be more carefully examined for future placements. In addition, it was suggested that more time be available for teachers and interns to work together on planning activities for the students.

Interns could be particularly helpful in working with children who have limited English abilities. Since very few of the teachers or staff members know any Spanish, the interns were particularly helpful for the younger children who knew no English at all. Even the older children, who were fluent in oral ability could use extra ESL tutoring in reading and writing. Interns should have some training in teaching ESL, if possible.

Several teachers noted that it would be helpful for interns to have a background in education. One suggested a brief course in areas such as tutoring techniques and discipline strategies. In the future, more effort should be made to recruit students from education classes, or who are on their way to becoming certified to teach.

The director also noted that interns need to be better prepared on what to expect, both on the positive and negative side. "Idealism in the interns is highly desirable," she writes, "but it needs to be tempered with some 'real-world' common sense."

Overall, the experiences at the public school program proved to be positive for the overburdened teaching staff, the migrant children in need of individual attention, and the college volunteers who gained new skills, new perspectives, and new friends. The problems are ones which can be worked out with clearer communication and a greater effort to prepare interns for work in the classroom.

Tri-County Community Health Center:

Many interns went to a migrant camp for the first time as outreach volunteers with the Tri-County Community Health Center. Administering health questionnaires and testing blood pressure, they saw the physical impact of migrant farm labor on people's bodies. High blood pressure, heart disease, substance abuse and diabetes were commonplace, as were skin diseases and infections. Interns learned of the spread of AIDS in the migrant population through infected tattooing needles and prostitution, and some went to migrant camps as AIDS prevention instructors. Often, outreach for the purposes of health screenings or AIDS education introduced interns to farmworkers with whom they would later become friends.

Other interns became an important addition to Tri-County's Prenatal Care Program, by teaming up with pregnant women to make sure they could get to their health and social services appointments. More than anything, the interns were able to offer support and companionship to the pregnant women, who may have lived in a camp filled mostly with men and who were often left home alone (when they were fortunate enough not to have to work in the fields). Friendships were also formed through this program.

In the summer of 1991, one intern worked with the Substance Abuse Prevention Program at Tri-County. He was primarily responsible for organizing a weekend recreation program for area farmworkers, particularly the single males, many of whom are stranded in labor camps all weekend with nothing but alcohol and drugs to help pass the time. The idea of having a recreation program had been discussed for several years, but the overburdened staff at the clinic would not have been able to make it happen without the help of this Duke intern. He enlisted the support of local churches and civic groups in providing food, funding, and sporting equipment. Transportation to the clinic from the labor camps was provided by the Episcopal Farmworker Ministry bus. The program was a huge success, with participation growing each week, hitting over 60 for several weeks. Two Sundays a month workers came to the clinic lawn to play soccer, basketball and volleyball, as well as ping pong, cards, dominos, checkers and other board games for the less athletically inclined. Farmworkers and volunteers together enjoyed grilled hotdogs and watched movies. The other two Sundays, farmworkers went on field trips, to places such as a baseball game and the state fair. This project is a perfect example of the type of impact an intern could have in a farmworker service organization, in increasing the capacity for additional special programs that help meet farmworkers' real needs. One of the farmworker participants had these eloquent words to say about the recreation program:

We all enjoyed the game as well as the trip. We are very happy to know that there is people who care, and look upon us as people also. It' people like you who give us hope and motivation to strive for a better way in life. [The clinic staff} is a group of fun-loving and true caring people. They have made it possible for many camps to come together. We are happy to be part of the program. . . life

was boring here before they started this program. Now we all have something to look forward to doing, as well as meeting new people. . .

The interns learned from both farmworkers and the staff of the clinic, many of whom became role models and mentors to interns considering careers in public service of some sort. The following comments from interns evidence the kind of growth and learning that happened over the summer.

My time at the clinic was wonderful. I have never had such an enlightening and incredible summer. The clinic's greatest strength is the people that work here. To me, they are heroes. I have never met so many people with such a great attitude about the service they perform. Certainly part of the payment they receive comes from the experiences they gain; the perspective on life they learn from the patients; the stories of struggle and perseverance they witness.

I feel like I have learned so much through the internship, and it is only the beginning. Through this experience I have found much greater courage to help others.

The interns' sponsors (or "mentors") at the clinic found the relationship rewarding as well, as described in their comments below:

The Duke interns were very useful in maintaining highly efficient communication with the migrants, serving as a liaison with local agencies on behalf of this population.

I thoroughly enjoyed getting to know the interns. I also enjoyed watching them grow through this experience.

He was a creative, resourceful and tireless worker. He exceeded our expectations as an intern, especially as regards to the amount of involvement with the program and with farmworkers.

The problems mentioned by the clinic staff included a desire to have **all** the staff know about the interns' visit in advance, and hear more about the purpose of the program. Several staff members were concerned about the documentary aspect of the program, as they did not want representatives of the clinic taking pictures in migrant camps. In the future, decisions should be clarified in advance as to the role of documentary work for those interns who will be working at the health clinic.

One mentor mentioned that she would like to have some say in which intern was placed with her. We may ask students and mentors

to meet before the final placements are made. It was also suggested that more special projects could be created for interns to work on (such as the recreation program). Finally, the staff stressed the importance of Spanish-speaking ability for interns to be able to communicate with all the patients.

Farmworkers Legal Services of North Carolina:

At Farmworkers Legal Services, student volunteers served as translators, transportation providers, outreach workers, and office assistants. Through this work they were exposed to the legal problems migrants face. Men came to the office when the terms of their employment were not met. Women came with babies in their arms when their crewleader tried to evict them illegally. Truckloads of migrants who had travelled to the area only to find that the work they were promised had been given to someone else came to find out their options.

Because the 1990 interns volunteered at the last minute, when they learned of the reduced time of the public school program, the FLS staff had not had time to prepare projects for the interns, and all too often interns found themselves sitting in an office with little to do.

This situation was greatly improved in the summer of 1991. The staff expected the interns and prepared an excellent two-day orientation at both the Raleigh and the Newton Grove offices. Interns were fully incorporated into outreach teams, and worked on several special projects, such as developing informational material on programs available to abused women and helping to put together a discrimination case against the Department of Motor Vehicles. The internship at FLS proved an excellent way for interns to meet farmworkers and better understand the many legal problems they face. The ability of all three interns to speak Spanish was important for this placement, as much of their work involved communicating with clients in Spanish and translating for clients at various other agencies.

The staff at Farmworkers Legal Services emphasized the important role interns could play in their organization:

By providing transportation and translation for clients, the range of services we offer is broadened. We are able to do outreach to many more farmworkers by including students on outreach teams. Students' ability and willingness to do routine tasks frees our professional staff to concentrate on more technical or specialized work.

Students bring fresh energy to our office. They also have time to establish relationships with clients which helps to make a busy office seem less impersonal to clients.

One of the interns, who is now considering a career in law, describes her summer work at FLS:

I have gained great respect for the agency I worked with and had a fantastic summer. I learned from the actual experiences in labor camps and from talking to people. However, being at FLS and seeing how it operates and attempts to change situations through advocacy has been another large part of my learning.

Through their work at both Farmworkers Legal Services and the Tri-County Community Health Clinic, interns were able to learn about and help to address the many non-educational problems that have an effect upon the education of migrant children. Time after time, the interns witnessed the ways in which poverty, homelessness, poor health, and other conditions that are too often a part of migrancy adversely affected migrant children's educational progress. The educational problems of migrant children are inextricably linked to the other adverse conditions in their lives. Only limited progress can be made in alleviating migrants' educational difficulties without addressing their other problems.

Individual Tutoring:

In addition to the educational work the interns did through migrant education agencies, a few interns arranged through the Benson schools migrant recruiter to tutor families in their homes. The interns who tried to tutor children individually often found their efforts to be futile. They had no formal materials, and their tutees were very easily distracted in their home surroundings. Their educational contributions were limited to helping their tutees improve their English pronunciation and explaining the meaning of English phrases.

Some of the interns who wanted to tutor resigned themselves instead to spending time with their tutee families and simply getting to know each other. While their original educational intentions were left unfulfilled, their newfound friendships were greatly valued.

If student interns have experience tutoring and have instructional materials to use, they might be able to make significant educational progress with migrant children as individual tutors. Student interns might also teach English as a Second Language to the many adult migrants who do not speak, read, or write English. Even if they are not able to make much progress teaching skills in migrants' homes, however, interns should venture out of educational agencies and into migrants' homes when they are welcomed. Both interns and migrants stand to gain from the social learning that can take place through these experiences.

Post-Internship:

After an intensive immersion experience such as this, student interns need to reorient themselves to a non-internship lifestyle. We did not plan any formal reorientation program to help the 1990 interns reassimilate into college life or to facilitate continued reflection. Rather, the former interns' friendships provided them

with a natural support network, and work on internship-related documentary projects provided an outlet for creative reflection.

After the 1991 internships, interns were asked to reflect upon their experiences through a written evaluation form. Upon their return to school in September, a half-day retreat was organized for the returning interns from the migrant project in conjunction with the Interns in Conscience Program. This time provided interns with a chance to share their stories with students who had witnessed similar events, and to think and discuss how to further their interest and involvement in community service work. One student is writing about his experiences through an independent study class with one of the Center's associates, documentary novelist Lee Smith.

The former interns are currently meeting to plan for a third summer of internships with farmworkers in eastern North Carolina. This year, the Center has decided to co-sponsor the internship program with the Interns in Conscience Project of the Leadership Program, a part of Duke's Institute for Policy Sciences and Public Affairs. The migrant project will be one of five internship sites where students work in organizations that seek to assist impoverished and powerless individuals and families. The other sites and topics include the homeless in New York City, at-risk children and youth in Washington, D.C. and Durham, and health care in Atlanta. Dr. Coles will remain the advisor to the migrant project. In addition, the Center will provide opportunities for students on any of these programs to explore documentary methods.

Lessons from Our Internship Project:

Through our experiences organizing and participating in the migrant internship project at Duke, we have learned many important lessons about the role of college students volunteers in migrant education and other service agencies. For the details on what we learned about organizing such a project, please see our resource manual. Several dominant themes have appeared in the previous descriptive section, which are summarized below.

First, we must stress the importance of good communication among all parties involved in such a project. Expectations should be realistic and clear. The internship coordinators and the agencies that sponsor interns should meet long before the summer to discuss their goals for the program, what specific roles the interns will play, and what will be expected or required of the interns, in terms of skills needed, the time commitment and types of talks to be performed. Any staff who will be working with the interns should be involved in this process. The needs of the farmworker population should be of foremost concern, and to the extent possible farmworkers themselves should be included in the planning process. Throughout the summer, the coordinators should keep in close contact with both sponsors and interns to ensure that the program is working out to everyone's satisfaction.

Preparation for the summer is also important for both the interns and the organizations where they will be working. The house course has proved to be an excellent way to introduce students to the problems facing farmworkers and to the various farmworker service providers and advocates. In the future, we will

include more farmworkers and farmers in the class, to provide more diverse perspectives. The organizations themselves should plan brief orientation sessions for the interns to help acquaint them with the work of the organization and facilitate early involvement.

In addition, we learned that students should make an effort to learn certain skills before the internship begins. To be most effective, interns should have some Spanish-speaking ability. For those students interested in working in the schools, some background in education is desirable, particularly in teaching English as a Second Language.

The Needs of Migrant Children

This section consolidates the observations about migrant children and their educational needs as observed by the interns, the teachers, other service agency sponsors, and the migrant children themselves.

Very early in the first summer two interns spent a day doing outreach work with the Shiloh Migrant Head Start Child Development Center. They drove across Johnston County with Shiloh's outreach coordinator, searching for vans with Florida license plates and tattered children's clothing left to dry on a line, any clues to tell them where there might be migrant children eligible to enroll in the Head Start program.

After enrolling a few children in the program, they stopped at the home of a family that had been sending their children to Head Start unwashed and in the same clothing over a period of weeks. They found that the family lived in a ramshackle shanty where the electricity had been disconnected. The parents were not home. Presumably, they were both working in the fields, perhaps nearby, perhaps as far as fifty miles away. Two children were there, however: a six year old girl, herself a graduate of the Head Start program, had been left to take care of her one year old baby brother. When the interns arrived they found the baby sick with diarrhea sitting in a sweltering room drinking sour milk.

This experience was a jolting introduction to the lives of migrant children in rural North Carolina. In the heat of summer many migrant infants and children live in makeshift homes with little or no ventilation, often without indoor plumbing, sometimes without electricity. They sleep in crowded rooms on torn mattresses, and a few have only one set of hand-me-down clothes. Crowded and noisy living conditions make it difficult for children to do homework. They have no permanent home, and only temporary schools and temporary friends.

Most migrant children have the very best lives their parents can provide for them. The migrant parents we met were very concerned about their children's educations, and, like parents everywhere, would do all they could to help their children succeed. Most of the children we interviewed reported that their parents talked to them about school, encouraging them to study hard and do their best to have an education. One child noted: "They ask me how was my day, what was I doing, and do I have any trouble with my work, 'cause they really want me to move up in the world like most black people."

Their children have high aspirations for themselves as well. When asked what they wanted to be when they grow up, their responses reflected these dreams--an athlete, an artist, a doctor, an engineer, a coach and a police woman were among the career choices. Unfortunately, the reality of their current situations and their future opportunities may clash dramatically with their parents hopes and their own dreams.

As farm laborers, migrant parents work long hours of manual labor at low wages to try to earn enough money to provide for

their families. However, with average household incomes of only \$5,291 (Economic Research Service, USDA, 1988), it is no wonder they are forced to turn to their children for help in meeting the families' basic needs. Interns witnessed or heard of many migrant children working in the fields, from as young as age four. Interns describe their frustration and outrage at this situation:

Just the nature of the work is a problem. Here was a family of six to eleven year olds who would skip school to go out and work in the fields because the family needed the money. It was very frustrating to see a six-year-old go into the fields and work instead of going to class.

One of the main disadvantages facing migrant children is that they are often not able to attend school because they are needed to work . . . I will always remember a six year old boy who would sporadically miss days of school. I would ask him where he had been and he would say "working." He would then go on to tell me how much he preferred going to school than working.

Out of the thirteen children we interviewed at the Benson Migrant Education Program, eleven help their parents or other relatives by working in the fields. Out of the other two, one said her parents do not do farmwork at all, and the other had only been in North Carolina for one month. The children quite candidly discuss the work they perform:

Interview with Jose, age 8.

Do you ever help your parents in the fields?

Yes.

What do you do?

I take the cucumbers and put them in a basket. And then we put them in a box and then we take them and then they put them in a truck.

Do you like doing that?

No.

How come?

It's too hard.

Do you ever help with the tobacco?

Yeah.

What do you do with that?

When they bring like a big basket and then they have leaves, and then I put them in a circle and then you put them in, and there's a man on the other side, and you turn it, and they put like a big needle and then they put them in like a house.

Is that the tobacco barn?

Yes.

Interview with Sam, age 9.

I had one friend, but I haven't seen him since the first day I went to work.

Went where?

To work, in the fields.

What do you do?

Pick up cucumbers.

So you're helping your daddy?

Yes, and my mom.

Do you like working?

Yeah. I likely got bitten by a snake one day. It was in a ditch and I jumped across and didn't see it. But they got an axe to chop it.

Interview with Jorge, age 13

What were you doing before this school started?

I was working in the fields with my uncle.

What will you do when this ends?

Go back to work.

Do you like it?

Yeah, it's all right, I get money.

Would you rather do that or be in school?

Be in school. It's hot out there when you work.

Interview with Erica, age 15

Have you ever worked in the fields?

Yes, last year I did. I worked barning tobacco, because they didn't have enough people. I think I did it during this program, in the afternoon. They didn't have enough people, because some people got sick from all the chemicals they put on it. So I went, and well, I got really dirty. I didn't get sick, but it made me itch. You have to work really fast, you know. The trailers come really quickly, and you have to empty them fast so they can take another one out to get more. It's hard, if you've never worked before. So you take the tobacco and put it on this metal thing and you fill 'em up and then take them out and put them in the barn.

The greatest challenge in migrant children's lives has long been recognized as their uprootedness, their constant moving from place to place, their never establishing a sense of home and always leaving new friends. Their mobility disrupts their entire lives, not just their educations. Our observations confirmed this oft-cited problem, although there were some cases where parents had done their best to lessen this problem. For example, one student reported that someone in her family would stay with her in Florida until school ended in June before heading up to North Carolina to join the others. The family would make a point of returning to Florida before the school term began in the fall to prevent her from missing any of the school year. Other children are not so fortunate. One child reports that after spending just

two months at school in Texas, his family moved to Mexico for three months where he did not attend school at all. He then returned to North Carolina for the final two months.

Not only do migrant children fall behind educationally when they change schools, but they have difficulties adjusting socially. Children whose first language is Spanish in particular find it hard to come to North Carolina schools, where few of their teachers or peers can understand them. Under these circumstances, we were amazed at how quickly the children we knew did adapt to a new culture, learn English and adjust to a new system. One student describes her experiences:

In the 7th grade, I was here at Benson, then we went to Mexico in the middle of the year, and when we came back we moved and I went to a different school. I did not like it. It's hard to be the new kid. You really have to prove yourself to other people so they can get to know you, who you really are and what you are about. It's hard and some kids just don't want to talk to you, and you really have to keep yourself under control, and try not to be somebody you're not. And that can get you in a lot of trouble sometimes. You can say lies about yourself and then all of a sudden you say the truth. So you have to be yourself, and try to maintain your capability of yourself.

As the migrant population has become predominantly Hispanic, language barriers have become as pressing an educational issue for migrant children as uprootedness. Several of the children we interviewed expressed their preference for schools in Texas over schools in North Carolina simply because of the acceptance of their own language in Texas and the fact that there are more people in Texas with whom to speak Spanish.

When Hispanic migrant students are in school, they are at a severe learning disadvantage because of their difficulties with the English language; nearly all the teachers in the Johnston County public schools' two migrant programs cite language skills as their students' greatest need. Interns working in the Benson program saw that Mexican children often struggled with mathematics because they do not understand English instructions and terminology. Eight year olds whose speech suggested that they have mastered English could not understand beginning reading books, and eleven year olds lacked any confidence in their ability to figure out the spelling of the words they use in conversation.

By age twelve, many migrant children spend more time in the fields than they do in the classroom; if migrant children do not learn to read and write English by the time they reach adolescence, the chances are high that they will never learn. Preventing English illiteracy among these children--and combatting the English illiteracy of their parents and the problems it poses to their families--is the greatest challenge facing the educators of migrant children.

One intern noted the importance of being able to speak Spanish with the little children at the Head Start program who have not yet learned any English. For many migrant children, attending Head Start is their first experience leaving their parents and spending the day in a school setting. They get frightened, upset, and excited, and many of them seem more alienated than comforted when adults try to calm them speaking a foreign language. Whether Head Start classes are to be conducted solely in English or in both English and Spanish, teachers and staff people need to be able to speak Spanish so they can meet the personal needs of Spanish-speaking children.

In addition to needing to speak Spanish to children on some occasions, migrant Head Start staff should know Spanish so they can speak directly to Hispanic parents. Interns who attended Shiloh's graduation ceremony during the first summer were shocked that the entire event, with the exception of a few songs the children sang, was conducted solely in English. Most of the parents in attendance spoke little or no English. Having a Hispanic recruiter and calling on volunteers to translate is not adequate for a program that serves predominantly Spanish-speaking families. The new Head Start program at St. Martin's has done a better job of hiring Spanish-speaking staff members for their center, which should be the practice at all Migrant Head Start centers.

In rural North Carolina, where migrants do not live in one concentrated area but instead are spread across hundreds of miles, providing transportation to bring children to educational agencies is a serious problem. A few student volunteers rose at dawn to be bus monitors for the Head Start centers. They rode on fifty mile routes to pick up infants and young children near their camps. At Shiloh, they put babies into child seats and, because there were not enough special seats for everyone, strapped some children as young as one year old into flimsy seatbelts and hoped there would not be an accident. An hour and a half after the first children were picked up, the bus load of sleepy children arrived at the Head Start Center.

Obviously, it does no good to offer services for migrant children if the children cannot get to the place where services are provided. Migrant Head Start programs do the best job they can with their limited resources to bring children to programs as safely and quickly as possible. In the Shiloh program, migrant pre-schoolers had to take trips over an hour long, often without proper safety restraints, just to get to the Head Start Center. The transportation situation was horrible, yet knowing these children's alternatives as well as they did, the interns reluctantly tolerated it.

Some fortunate parents are able to send their pre-school children to a Migrant Head Start program, where the children are cared for from early in the morning to mid-afternoon. Neither the Shiloh Center nor St. Martin's could accommodate all the children who were eligible to enroll, and some parents did not even know the programs existed. The many children who are not able to attend Head Start are either taken out to the fields or are left behind at migrant camps.

Migrant Head Start programs are an absolute necessity for migrant children and their families. They are the only safe place for migrant children six weeks to five years old to go while their parents are working. Head Start provides them with healthy meals, medical care, clean places to play, and adult supervision. The program also introduces young children to a school atmosphere, teaches them to interact with their peers, and prepares them for elementary school. However, more space needs to be available for all children who need it, more transportation should be provided, class size should be reduced, and the quality of teachers should be improved, including the hiring of more migrants themselves, when possible.

The Benson Public Schools Migrant Summer School program faced some of the same logistical problems as the Head Start program. Summer school students had excessively long bus rides to get to and from the program, and many eligible children could not be accommodated. Many qualified migrant children spent their days in the fields working rather than in school learning. One intern noted: "I feel that college students could be a big help in reaching more of these families where children really want to learn but our unable to go to school due to lack of transportation."

Worst of all, however, there was no summer school program for any migrant children for most of the summer; because of the financial constraints in the program, migrant summer school was in session for only four weeks. Every teacher who responded to our evaluation cited funding needs as their biggest concern in migrant education. Without adequate time with the students, adequate materials, and appropriate student-teacher ratios, few gains can be made in migrant education.

Once the summer school program started in July, other logistical problems were obstacles to teaching the children. Each student was to follow an educational prescription based upon his or her performance on diagnostic tests. It took most of the first week for tests to be administered, reviewed, and turned into personalized curricula; in the largest class, the process took nearly two weeks--half the session--to complete. The last few days of the program were dedicated to administering achievement tests. Some students actually spent more of their time in the testing process than in any kind of learning process.

All of the interns felt that some other means of developing individualized lessons needs to be devised for any program as short as four weeks. Many of the students had a great deal of difficulty with the diagnostic tests they were given, and while the tests eventually helped to pinpoint the areas in which each student needed special help, they also reaffirmed many of the children's beliefs that they cannot perform the tasks they are expected to complete in school.

Once the students had their personalized curricula, they lacked adequate materials. The instructional materials for the older children had literally fallen apart; salvaged sheets were kept in a looseleaf binder, and students took turns getting the pages they needed, often waiting for the single copy of a worksheet.

Even in the short length of time the summer school program ran, students made progress in mastering skills. They also benefitted from having a clean, safe, supervised place to go during the days while their parents and siblings were at work, from getting a nutritious breakfast and lunch, and from receiving vision, hearing, and dental examinations and treatment.

An intern who had contact with all the classes summed up the teaching in the Benson program by noting that she saw the very best teaching she had ever seen, and also the very worst teaching she had ever seen. Some teachers gave incredible amounts of energy and care to their students and found exciting ways to engage them in learning. Others were distant, did not respect their students, and were unwilling to try new approaches. The administrator in charge of the program has expressed her disappointment in the quality of some teaching, and she is re-evaluating the process for selecting summer school teachers.

In speaking with representatives from migrant education programs around the nation, it has become clear that inadequate local migrant programs often reflect local public education programs that are deficient in general. Teachers in rural North Carolina are among the lowest paid in the Southeast, and while high wages would not guarantee quality teaching, low wages are a major factor in quality teachers' decisions to work elsewhere. There are some excellent teachers working in rural North Carolina, but there are not enough; the dearth of quality teachers throughout rural America can be seen in the education of migrant students.

Discrimination proved to be another barrier facing migrant children, most of whom belong to a minority population. Since the summer program was designed specifically and solely for migrant children, it gave them an opportunity to be in school and be on relatively equal ground with their classmates. Unfortunately, many of the teachers in the migrant summer program seemed to lack cultural sensitivity and personal knowledge of migrants' lifestyles. Rather than learn to pronounce foreign names, some teachers Anglicized their Hispanic students' names. One exhibited more serious and pronounced racism, stereotyping all Hispanics as well-raised, good kids while complaining of African-American students' "black attitudes."

Interns also noted the racial tensions between the black and Hispanic children in the program, which teachers did little to control. While some of the children reported they had felt no or little racial discrimination or tension, others had encountered difficulties. The following is an excerpt from an interview with a nine year old boy.

Q: Tell me about the other kids in your class.

A: Some of them, they want to fight all the time. I try to walk away, but they keep messing with me. Well, there was a white boy, he called me a nigger, so I picked him up by his throat and threw him half-way across the hall. That was in the second grade.

The Benson Public School cafeteria at lunchtime during the Migrant Summer School Program might have seemed perfectly normal to a casual observer, but something seemed peculiar to those of the interns who ate there every day for four weeks. The racial divisions that could be explained as childhood insensitivity among the youngest children exhibited itself more starkly with the oldest children, who segregated themselves at separate lunchroom tables. A huge cultural divide was apparent; it was not, however, the most disturbing characteristic of the lunchroom crowd.

What was truly strange about this particular room full of just under 100 elementary and junior high school children was that it was quite orderly and quiet. These children were more than well-behaved; with a few exceptions, they were frighteningly obedient. They were that way everywhere, with the occasional exception of physical education class, which provided their only recess time.

What was disturbing about their behavior was not so much that they followed directions, but that they needed directions. The intern who taught art classes saw this most clearly. The kindergarten students would try creative things, but children as young as seven lacked any belief in their own abilities to do something new. The intern who worked with fourth, fifth, and sixth graders saw the same thing in his class, where the children always wanted to trace things rather than draw them and where they were always asking a teacher or teaching assistant what they should do.

Many of the children seemed to lack any sense or claim to self-determination. There was something heroic about the few children who ever questioned a teacher's authority or consciously disobeyed an instruction. There was something hopeful about seeing a few migrant children refuse to do what they were supposed to do.

These are children who are more likely to go to work at age twelve--or at age six--than to graduate from high school and go on to college. These are children who, even in the many cases where their parents want them to get an education, will be breaking with family tradition if they do not stay in the migrant stream. These are children who will be defying many of their teachers' expectations if they graduate from high school. These are children who especially need to learn how to make up their own directions; otherwise, they will have no other opportunity than to continue to follow along in the migrant stream.

Perhaps the greatest need in migrant education, and the greatest role we can play as volunteers and friends, is to raise migrant students' self-esteem. One intern stated:

It is important to find teachers who will understand the lifestyle of these children and who will build upon the desire in them to continue learning despite the odds against them. It is important to find teachers who will show them that they can do it.

**HOW WE CAN BETTER MEET
THE EDUCATIONAL NEEDS OF MIGRANT CHILDREN**

A Recommitment of Federal Resources to Meeting the Needs of Migrant Children:

While we are hopeful about the potential for increased college student volunteerism with agencies that provide for migrant children's needs, we realize that even a national corps of the most committed and able student volunteers will be unable to provide for the bulk of migrant children's unmet needs. Student volunteers can add a valuable personal dimension to migrant education programs and they can assist agencies in meeting many professional needs, but they cannot take the place of trained staff and they cannot remedy the fiscal problems that plague migrant service agencies.

We also know that volunteers cannot be very effective working with agencies that are barely functioning. The professionals who attempt to meet the many needs of migrant children and farmworkers struggle to do their jobs with meager resources, rarely knowing if they will have enough funds to continue their work a month or a year later. Many hardworking, committed individuals sacrifice their personal security in order to serve the migrant population, yet constant financial worries prevent them from giving their full energy and attention to their clients. Migrant children and their families will never be adequately served until the agencies meant to provide for their needs are adequately supported.

We need to reverse the past decade's trend of reduced federal support for migrant education programs. In its draft policy brief "Summary Information on Chapter 1 Migrant Education Funding", the Interstate Migrant Education Council found that from 1979 to 1989 as the number of full-time equivalent (FTE) migrant students increased by 43%, allocation of federal funds to migrant education programs increased by less than 16%. In 1979, \$629.89 were allocated per FTE migrant student, whereas only \$507.76 were allocated in 1989. In constant 1979 dollars, this amounts to only \$279.83 per FTE migrant student.

The results of these cuts were apparent in the programs where the interns worked, in the materials and in the transportation problems that prevented the schools from reaching all eligible migrant children. These cuts were most apparent when the Johnston County migrant summer school program could not afford to be open for more than four weeks. These cuts were most apparent when young children were seen working in tobacco and cucumber fields or left at home without adult supervision. We cannot hope to address the educational needs of migrant children without a recommitment of the federal government to full funding of migrant education programs.

We recommend that the Department of Education increase funding to migrant education programs across the nation to per child allocations comparable to those of the late 1970s. With increased funding, programs could run for longer periods of time, hire qualified, quality teaching personnel, provide adequate and

appropriate materials, provide more individualized attention to each student, and better prepare migrant children to meet the challenges ahead.

An Increased Effort to Accommodate Migrant Children:

In addition to full funding of special educational programs for migrant children, we have seen a need for an increased effort to accommodate migrant children's special educational circumstances. We have spoken with migrant children and parents who have encountered inflexible state education systems that prevented migrant students from advancing from grade to grade because they missed required end-of-year examinations. Certainly migrant students should not be exempt from achievement tests that ensure a student has mastered the skills needed to move on to the next grade, but surely provisions can be made to allow migrant students who are not in attendance when tests are administered to make up the examinations when they return to school. Being left back in school is one of the major contributing factors linked to students' decisions to drop out. There are enough obstacles to migrants' educations without schools' staunch regulations becoming a deterrent to staying in school.

There are many programs around the nation that are doing a great deal to adjust to the special educational circumstances of migrant children. The Texas Migrant Council has taken an appropriate, novel approach to providing consistent educational services to migratory children: they provide migratory tutors. The Geneseo Migrant Center runs a study-at-home correspondence course specifically designed for migrant farmworkers. Florida's migrant education programs include a summer institute for migrant high school students at the greatest risk of not graduating, and an advocate program to connect migrant students with a full range of educational and non-educational services. The local migrant education program in McAllen, Texas involves the entire community in a wide array of activities to support the district's 3,000 migrant students. Special programs encouraging migrant students in McAllen to go to college, from campus visits with formerly migratory college students to scholarship programs funded from within the community, help to account for the 33% college attendance rate of McAllen's migrant students.

We recommend that the U.S. Department of Education find ways to encourage similar innovations around the nation as part of a renewed commitment to meeting the educational needs of migrant children. The futures of over half a million children depend upon it.

An Expanded Plan for Student Action

Student volunteers can help migrant children, their families, and the agencies serving them to cope with their situations. In doing so, college students will benefit from the educations they will receive from their experiences, as well as from the bonds they will form with the people with whom they work.

Until children no longer migrate while their peers learn to read and write, until children no longer pick cucumbers and succor

tobacco while their peers learn mathematics and history, until children no longer struggle to understand workbook questions written in an unfamiliar language while their peers struggle to figure out answers--in short, until migrant children no longer have special educational needs--there will be plenty that student volunteers can contribute to them. Based upon our experiences and the input of representatives from other student volunteer programs and migrant education, health and legal services agencies, we have developed a framework for a nationwide program of student volunteerism with migrant and seasonal farmworker children and their families.

Over the past three months we have solicited the input of potential sponsoring organizations in our efforts to create a national network of volunteers working with farmworkers. We have developed a needs assessment survey and have sent a preliminary mailing to over one hundred organizations. We targeted national and regional groups as well as agencies in North Carolina and Florida for this first mailing. We have received responses from nearly forty representatives of education, health, legal services, job-training and advocacy groups for migrant and seasonal farmworker.

Our preliminary findings indicate a great need for help in the work of these agencies and demonstrate that student volunteers have much to contribute through wisely and efficiently planned programs. However, our respondents also reinforced the fact that there is little student volunteers alone can do to change the social, economic and political forces which keep farmworkers in positions of poverty and voicelessness.

When asked to rank the primary concerns of the farmworkers they served, the program directors or staff overwhelmingly listed wages as the top priority for their client population. Without adequate income, farmworkers are unable to provide for the basic necessities of food, housing, or health care, the lack of which contributes to educational deficits and other problems. Living conditions were listed as the second greatest concern to farmworkers, followed by immigration status. Learning English was fourth, while working conditions were ranked fifth. Day care, education and transportation were also listed as high priorities. An appropriate student volunteer effort, therefore, must be aimed at addressing all of these diverse problems.

Only half of the survey respondents currently have student volunteers or interns working in their programs. However, nearly all expressed a strong interest in involving college students in the work they do. Only those organizations (four in total) geared toward providing technical assistance or those engaged only in networking felt they could not use students. Most organizations felt they could use between two and four interns. The proposed activities varied, depending on the type of organization. Most school programs want students to serve as tutors or teaching assistants. Some also suggested that students could serve as social workers, health aides, bus monitors and interpreters for home visits. One migrant education director noted the benefits of student volunteers in her program: "They have been a tremendous assistance to Yadkin County schools. Students test scores are

higher due to the one-on-one instruction which causes the students to develop higher self-esteem. Volunteers make our students feel special and serve as role models."

Several non-school organizations suggested that students could do research on issues which affect farmworkers. Other programs want students to do outreach, to develop educational materials for farmworkers, to raise the awareness of the general population on farmworker issues, to teach English, and to help with fundraising, translation and transportation. Several organizations were able to propose special projects which the full-time staff did not have time to work on but would enhance their programs tremendously. We found that when we were able to speak personally with program directors the ideas for special projects seemed to flow. As one sponsor of interns commented in her survey: "Our organization has been able to take on more projects than it otherwise would have been able to, and have accomplished them in a timely manner" Another respondent noted: "They allow us to do things that might have been left undone, due to vast job responsibilities."

In addition, we asked respondents what other ways students could work with farmworkers, outside of their own organization. Many mentioned educational programs, for both children and adults, particularly the need for ESL and literacy classes. In addition, work on advocacy and organizing projects was stressed. Assisting in health clinics was a frequent response, as well as general social service work and day care.

We recommend the expansion of the Duke internship project to other universities and other farmworker communities across the nation. We are currently developing a grant proposal to submit to the Fund for the Improvement of Post-Secondary Education's "Innovative Projects for Student Community Service" section. We feel that this would be an appropriate funding source for the expansion stages of our program. The national plan we propose aims to provide college student volunteers to work with farmworker families and the agencies that serve them in all the places they travel and at all times of the year. Using our own program as a starting point, we have devised several major expansions that could ultimately lead to coordinated involvement of student volunteers in migrant education and other service and advocacy programs throughout the nation.

STUDENT ACTION WITH FARMWORKERS: A PROPOSAL

Mission

To bring college students and migrant and seasonal farmworkers and their families together to learn about each other's lives, share resources and skills, and work for social change.

Goals

- To educate students and others on college campuses about the situations of farmworkers.
- To find out from farmworkers, service providers and advocates what needs exist among the farmworker population.
- To help students build internships and other volunteer projects that will be mutual learning experiences for college students and farmworkers.
- To serve as a clearinghouse of information on farmworker issues, agencies and resources.
- To link together students, farmworkers and other advocates from around the country to share their experiences and ideas and to develop better programs to meet farmworkers' needs.

Phase I: Needs Assessment Survey January to June 1992

During the next six months, students from the Duke project will continue to establish contact with farmworker organizations and service agencies across the country. We will describe our desire to involve more college students in their work, and through our needs assessment survey attempt to discover the primary needs of farmworkers and how college students can best become involved with this population. We plan to contact the following types of organizations: public school migrant education programs, Migrant Head Start centers, migrant health clinics, migrant or rural legal services programs, job-training programs, and grassroots organizations. At the end of this time, we will have a database of farmworker agencies across the country with their suggestions for involving student volunteers in the work they do. This survey will provide a much better idea of what programs already exist and will give us ideas for the creation of new efforts and new ways for students and farmworkers to interact.

In addition to summer internships, we envision the creation of full-year programs in the "home states" such as Florida or Texas, that might involve tutoring projects in the schools or migrant camps, big sibling projects, adult literacy efforts, health education programs, and many other initiatives.

During this time we will also increase our contact with the student service network and try to find other college campuses with student volunteer projects working with farmworkers.

**Phase II: Southeastern Summer Project
July 1992-August 1993**

During this year we will plan and implement the Southeastern Summer Project, a service-learning internship experience for thirty students from schools in the southern part of the Eastern migrant stream with a target area of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia. We will recruit a diverse group of students who will be united by a desire to become involved in community service with farmworkers. Students will receive a stipend for their ten weeks of community service and will have the option of also receiving academic credit. Housing will be provided for the student interns.

During the year we will develop three sites for students to work with farmworkers, most likely in three different states, such as South Carolina, North Carolina and Virginia. Students will work with education, health or legal services programs which serve migrant and seasonal farmworkers and their families. The specific nature of their internships will be developed according to the needs of the farmworker population in each area. For example, some students may concentrate on adult literacy work, others may work in the public schools or migrant Head Start centers, and others could create new materials for worker safety projects. In each site, the goals will be to create innovative approaches to solving problems faced by farmworkers and to help empower farmworkers themselves to meet their own needs in the long-term.

The summer will begin with an intensive two week orientation period for all thirty interns at one of the three worksites. The orientation will involve readings about migrant and seasonal farmworkers, rural poverty, community development and other related topics. Students will also view various videos or films on these issues. In addition, students will have an opportunity to meet and talk with farmworkers, advocates, service providers, community organizers and others with expertise and experience in this type of work and environment.

The students will be divided into three groups of ten and will spend the next two months at their worksites in rural communities. Each site will be staffed by a student project coordinator. The director of Student Action with Farmworkers and a faculty member from one of the participating colleges will spend time at each site. Throughout the summer, the groups will meet regularly to discuss their experiences and to consider their work in larger contexts. Students will also be asked to reflect personally on their experiences through a journal or weekly reaction paper. At the end of the summer, those students receiving academic credit will complete a longer in-depth paper on a topic related to the summer.

Through this summer experience students will be able to apply their talents and energies to some of the most pressing problems faced by America's farmworkers. They will learn from farmworkers about a different way of life and culture. Students will learn from the staff at the agencies where they work and will hopefully become more interested and capable of entering a career in public service. Other activities for our first year will include the creation of a newsletter, brochure and other program materials. We will build a diverse Board of Advisors to help guide the program.

**Phase III: Local and Regional Leadership
September 1993-August 1994**

Students who have participated in the summer project will return to their own colleges and universities ready to initiate campus-based community service projects working with farmworkers in their area. These projects will be created and implemented at the local level by students, faculty, administrators, agency staff, and farmworkers to suit the needs of the members of that community. Student Action with Farmworkers' staff will continue to work closely with these groups to help them develop quality programs. In this way, the project will grow exponentially, from the original thirty students to an estimated one hundred and fifty students in this second year.

During this phase we will also reach out to other schools in the eastern stream while continuing to support the efforts of those students who participated in the summer project. We will present our project and resource materials at various community service and migrant education, health or legal services conferences and to contacts at campus volunteer centers. We will assist interested contacts in developing a service-learning program for students at their school to work with farmworkers. The emphasis during this phase will be on schools in North Carolina and Florida, states which contain the largest concentration of farmworkers on the East Coast and states where there has been a strong interest shown by college students in initiating new projects.

Another important goal during this phase will be to establish strong regional networks, and to create leadership opportunities for students in each state or region. For example, the schools in south Florida could link their efforts and have a few students serve as the coordinators for the various schools in their area. This would create stronger relationships on a local level, and facilitate the process of placing student interns from different schools into the program in that area.

In the spring of 1994, we will hold our first conference. This will be a chance for students, farmworkers, community organizers, advocates and service providers from all over the region to come together to share ideas and energy in order to improve their programs or initiate new ones.

**Phase IV: Westward Expansion
September 1994 and beyond**

During this time we will begin to work in the Mid-West stream, and eventually will reach the west coast. It should be noted that throughout the first three phases we will work with any school in the nation who is interested, but that the focus of our outreach, in order to be most effective, will remain on the East Coast.

Networks:

We are currently developing relationships with the following organizations in the student service movement: Campus Outreach Opportunity League (COOL), VA COOL, Student Coalition for Action in Literacy Education (SCALE), BreakAway: The Alternative Break Connection, Florida's Office for Campus Volunteers (FOCV), and the National Society for Internships and Experiential Education (NSIEE).

We are in contact with the following national or regional organizations that work on migrant farmworker issues: East Coast Migrant

Head Start Project, Migrant Legal Action Program, Farmworkers Justice Fund, East Coast Migrant Health Project, National Commission on Migrant Education, Eastern Stream Center on Resources and Training (ESCORT) and the National Farmworker Ministry.

In addition, we are in contact with nearly fifty organizations in North Carolina and Florida. We have a mailing list of several hundred other organizations with which we plan to communicate.

Outcomes:

The migrant farmworker internship project is different from most internships because the focus is on both providing service to members of a community and at the same time providing structured opportunities for a group of students to learn and grow from the experience. During their ten weeks in eastern North Carolina, the Duke interns realized that "education" was a mutual process, and that they learned as much from the migrant children and their families as they were able to teach.

In an ideal project, students, farmworkers, the organizations that serve farmworkers, the university, and the society at large all benefit. In this mutually beneficial relationship, college students can assist farmworkers by helping with transportation, serving as translators, teaching English, doing outreach work with a health screening team, and providing extra hands in a migrant day care center or public school program. Farmworkers, in return, have much to teach college students about a different way of life, a different language and culture, and the importance of work for social change and justice. The overburdened and financially-strained organizations that work with farmworkers, such as legal services programs, health clinics, schools, and community-based groups, can benefit from the energy and talents of student interns. In return, the staff of such organizations can help students learn and encourage more young people to enter careers in public service. The university benefits when students return to campus and share what they have learned, encouraging more students to join in the community service movement. The society benefits when migrant children receive a better education, when health care is available to more farmworkers, when people of different backgrounds and cultures interact and develop greater respect for one another, and when people from all cultures move on to socially responsible leadership roles.

The impact of a project such as this is very difficult to measure. During the initial Southeastern Summer Project, thirty students will be affected from approximately ten to fifteen schools. They will then reach out to students on their campuses and home communities to share what they have learned and help others become involved on the local level. In addition, Student Action with Farmworkers will be working with contacts at other interested campuses to assist in initiating new service projects. Projected impact for Phases II, III and IV follows:

Phase II: 30 students

Phase III: 150 students

Phase IV: 300 students

Evaluation:

Each intern will be asked to write an essay before they participate in the Southeastern Summer Project to capture their initial impressions about farmworkers and community service work in general. At

the end of the summer, they will evaluate the experience and discuss how, if at all, their views or goals have changed.

When projects are initiated on the local level, each participant in an internship or other volunteer effort will complete a written evaluation form for the project coordinators at his or her school, which will be forwarded to the national office. In addition, the organizations that sponsor interns will complete an annual evaluation for the campus and national office. We will ask that each school we work with evaluate the information, networking, and consulting services of Student Action with Farmworkers.

Structure:

We will build a Board of Advisors who will help steer the direction of the organization and set various policies. We will recruit a diverse group of board members, including students, faculty, administrators, farmworkers, advocates, and service providers from different parts of the country and with different backgrounds.

The original staff will consist of one project director, chosen for his or her experience and expertise in working with both college students and farmworkers, who will be assisted by two or three work-study students. With each phase, we hope to add a staff person who will take responsibility for working in a particular geographic region.

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## CONCLUSION

Overall, our experiences from the past two summers have shown that student volunteers can help the agencies that try to meet the needs of migrant children and their families. They can have an impact upon individual children's lives at a personal level. They can even help to empower migrant children with educational achievement and with improved self-esteem. As Dr. Robert Coles has said: "We're not going to change the so-called structural or economic problems that create this kind of migrant living. But we can be of some help as individuals or groups of individuals reaching out to particular children, to particular groups of children, to particular communities of migrants." At the same time, Coles adds, students can benefit from the experience: "Students can learn an enormous amount about the country they live in, about the communities that are not so far away from where they are getting an education. They can learn this way. Otherwise, they won't learn at all."

However, the range of problems preventing migrant children from receiving proper educations are rooted in basic national values and priorities. Migrant children are the losers in the political games that perpetuate the migrant farm labor economy and allow the nation's educational infrastructure to decay.

As tutors, translators and friends, student volunteers can do little more than treat the symptoms of the underlying social problems that damage the education and future hopes of migrant children and their families. Perhaps the greatest contribution student volunteers can make to these children is to bring attention to their plight and to demand that we as a nation--not as a thousand points of light flickering dimly in the darkness of our countryside, but as a responsible national community of compassionate people--provide for the basic needs of migrant children.