

# FOIA MARKER

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**OA/ID Number:** 1284  
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**Folder Title:**  
[Learn by Doing, the Drexel University/Philadelphia Community Connection] [loose] [1]

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Office of the Dean  
College of Business  
and Administration  
32nd and Chestnut Streets  
Philadelphia, Pennsylvania 19104  
TEL 215 895-2110  
FAX 215 895-1997

29 April 1993

Dear Mr. Segal,

Enclosed please find a course outline and relevant material for our capstone course entitled *Learn by DUing, the Drexel University/Philadelphia Community Connection*. Approximately 1000 students have experienced this award-winning class since the summer of 1989. We hope you find our work of some interest as well as being useful in your efforts to initiate, develop, and promote service learning in higher education. We have a significant amount of experience which may be an important resource in your efforts to promote service learning in higher education.

Thank you for your consideration,  
*Professor Andrew G. Verzilli and  
the Learn by DUing students of Drexel University*

cc: President Richard Breslin

# NEWS IN BRIEF

## **Breslin to serve on White House committee**

*NEWS DESK*

On Wednesday, April 21, University President Richard D. Breslin traveled to Washington, D.C. to attend a meeting with Eli Segal, director of the White House Office of National Service. Breslin was one of twenty-five university presidents selected to discuss President Clinton's soon-to-be announced National Service Legislation.

"You have some real friends in Washington," Segal told the group of 25. He added, "We look forward to a long and strong relationship between the White House and institutions of higher education which promote the ethic of service."

The group of 25 form the executive board of Campus Compact, a coalition of 360 college and university presidents committed to encouraging public service as an essential part of undergraduate education. During the meeting they expressed their excitement about President Clinton's plan to allow young people to pay for college through service.

Representing a wide array of colleges and universities, the presidents were particularly interested in how the plan will affect their individual schools and other similar institutions. Specific details as to how institutions of higher education can form partnerships with local service organizations and how institutions can incorporate service learning into their curricula were discussed at length with Segal. Bill Galston, deputy domestic policy adviser to the President, and Jack Lew, legislative counsel to the White House Office of National Service, also attended the meeting.

Other schools represented include Stanford University, Marietta College, The University of Pennsylvania and Spelman College.



**IT'S**

**TIME** to

**DU**

**it!**

# **DREXEL UNIVERSITY**

**College of Business and Administration**

## **“LEARN BY DUing”**

**The Drexel University/ Philadelphia Community Connection  
“Putting it All Back Together”**

**In the Tradition of  
ANTHONY J. DREXEL**

**“SON OF PHILADELPHIA WHO DID HONOR TO HIS  
NATIVE CITY BY THE UPRIGHTNESS OF HIS LIFE,  
HIS INTEGRITY AS A GREAT FINANCIER AND  
GENEROUS INTEREST IN THE PUBLIC  
WELFARE...” John Harjes**

**AND HIS VISION**

**“DREXEL UNIVERSITY WILL PROVIDE QUALITY  
LEADERSHIP AND SERVICE TO SOCIETY IN THE  
CREATION, DELIVERY AND USE OF KNOWLEDGE  
'IN THE ARTS', 'IN SCIENCE' AND  
'IN INDUSTRY'.**

**Curriculum Subcommittee, MSA 1991**

# “PUTTING THINGS BACK TOGETHER”

## OBJECTIVE

TO PARTICIPATE IN A “REAL LIVING  
LABORATORY” PUBLIC POLICY/BUSINESS  
POLICY DECISION-MAKING PROCESS

The purpose of this course is to have students use, sharpen and refine concepts, theories, tools of analysis, information and issues in understanding and analyzing decision-making in various public policy frameworks. These concepts and tools of analysis will cut across the various disciplines of study in the university. The specific objective is to have students from different disciplines participate on interdisciplinary teams of analysis and problem solving. Students learn from each other; they integrate and they connect the various disciplines and subject matters.

A second objective of this course is that students learn and participate in viable and important community and public interest policy projects. Also, we will be working with collection and analysis of data, public policy issues, transportation issues, streetscape, signage and environmental issues.

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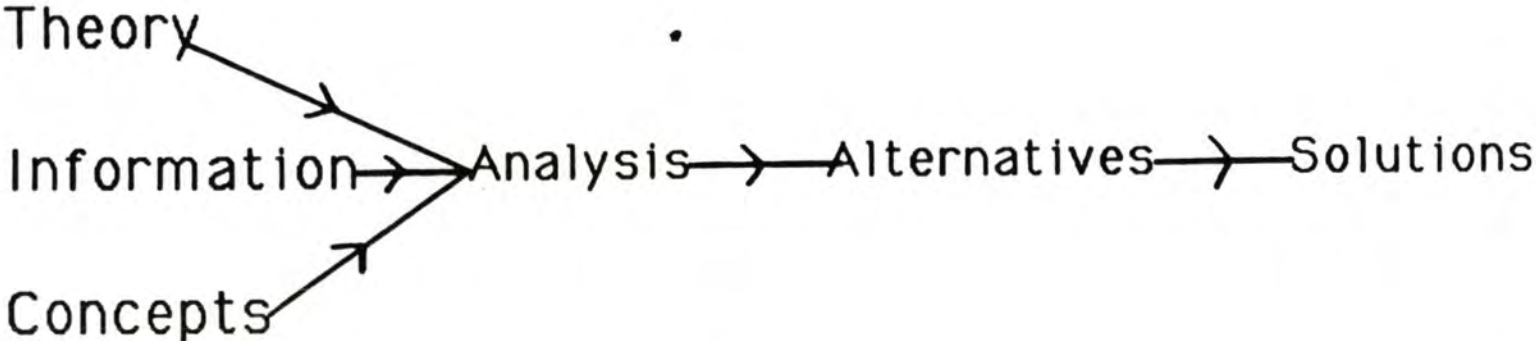
# **PREAMBLE**

**WE, THE STUDENTS OF DREXEL UNIVERSITY, TAKING PART IN THIS LEARNING BY DOING PROJECT:  
THE DREXEL UNIVERSITY/PHILADELPHIA COMMUNITY CONNECTION , FOR WHICH WE RECEIVE ACADEMIC CREDIT, IN ORDER TO SIGNIFICANTLY ENHANCE OUR LEARNING EXPERIENCE WHILE PROVIDING VALUABLE SERVICE TO OUR COMMUNITY, DO HEREBY OFFER OUR TIME, WORK, ANALYSIS, EXPERIENCES, EXPERTISE, COOPERATION, LEADERSHIP AND RECOMMENDATIONS.**

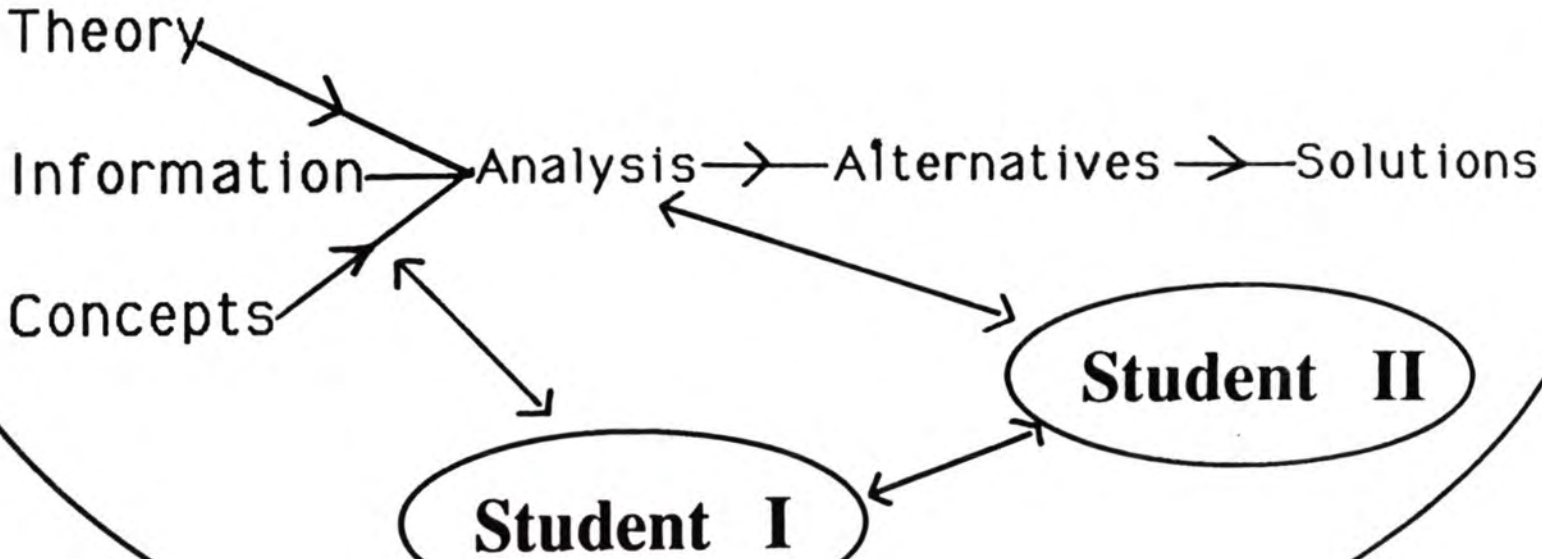
**“ ONE OF THE MOST HIGHLY  
DEVELOPED SKILLS IN  
CONTEMPORARY WESTERN  
CIVILIZATION IS DISSECTION: THE  
SPLIT-UP OF PROBLEMS INTO  
THEIR SMALLEST POSSIBLE  
COMPONENTS. WE ARE GOOD AT  
IT. SO GOOD, WE OFTEN FORGET  
TO PUT THE PIECES BACK  
TOGETHER AGAIN.”**

**Toffler**

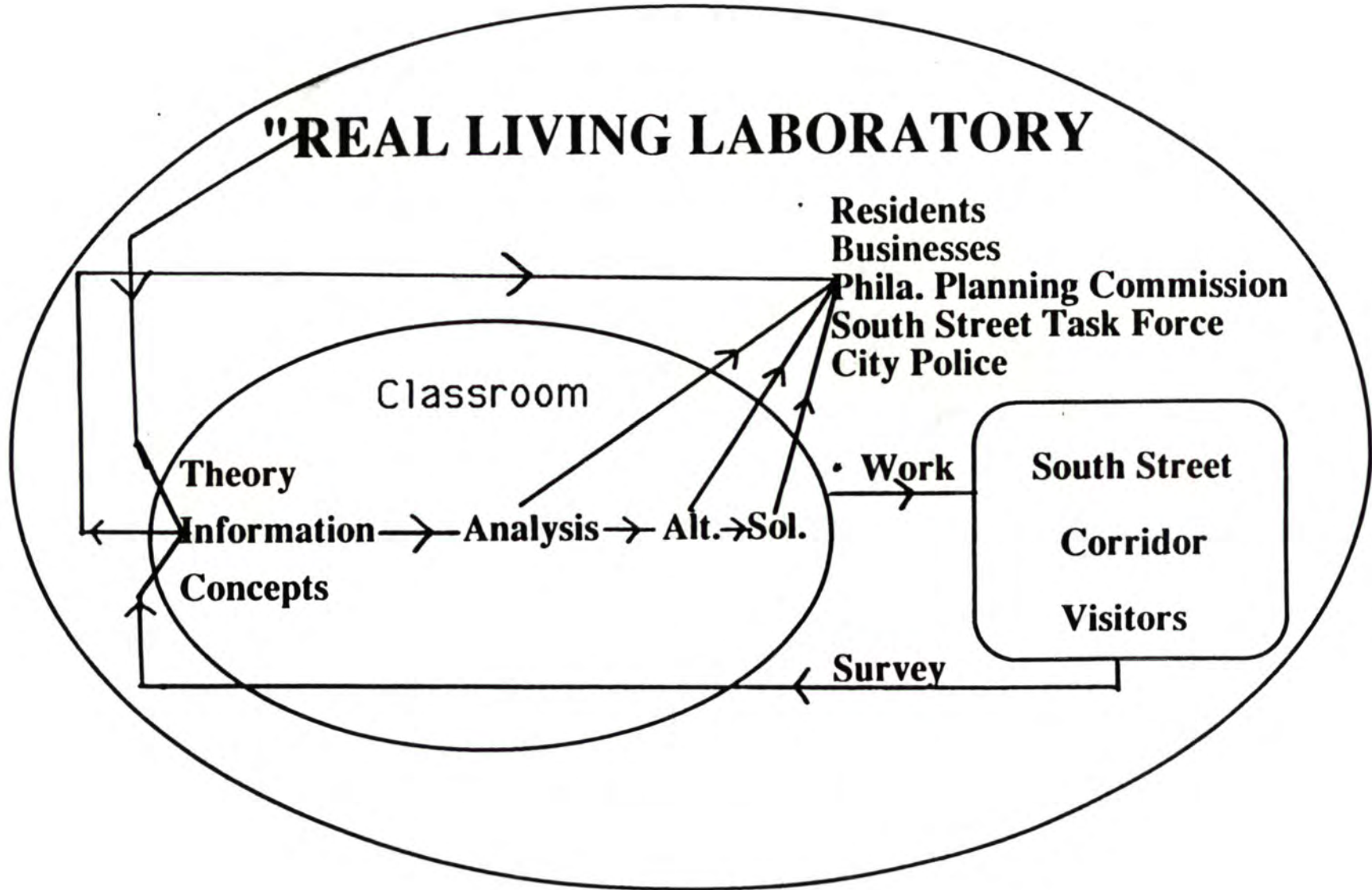
**STUDENT**



# CLASSROOM



# "REAL LIVING LABORATORY"



B/C 480

**"LEARN BY DUing"**

The Drexel University/ Philadelphia Community Connection  
"Putting it All Back Together"  
Our Way of Working is Learning  
Summer 1992

In the Tradition of ANTHONY J. DREXEL  
"SON OF PHILADELPHIA WHO DID HONOR TO HIS NATIVE CITY BY THE  
UPRIGHTNESS OF HIS LIFE, HIS INTEGRITY AS A GREAT FINANCIER AND  
GENEROUS INTEREST IN THE PUBLIC WELFARE..." John Harjes

**Du It Projects:**

**Projects Group #1**

- 1) South Street Forever
- 2) 4th & So-So
- 3) "Take a Newer Look" - Korean Community Connection
- 4) Manayunk Merchant Analysis
- 5) Powelton Village Community Connection
- 6) Center City District-"Before and After"-Photo, Survey, Video

**Projects Group # 2**

- 7) Street Department Program - "52 Pick-up"
- 8) New resource look at new resource - Save that trash
- 9) New resource looks at a new resource - Clean shores
- 10) Where have all the tires gone?
- 11) SWEEP

**Projects Group # 3**

- 12) Green Products Alliance
- 13) Environmental Index

**Projects Group # 4**

- 14) Green House Learning Museum
- 15) Cobb's Creek Environmental Project
- 16) Window on the World Project

**Projects Group # 5**

- 17) Ronald Mcdonald House Project
- 18) Project: HOPE (Help One Person Each)

**Projects Group # 6**

- 19) Western Business Experiences in the Former Soviet Union
- 20) Consolidation Journal

**Independented Projects**

- 21) "Blow Our Own Horn"
- 22) TAXI Survey
- 23) Food for thought: Campus Mall

**Completed Projects**

- 24) Reduing the city charter
- 25) HIP - HUD Information Project
- 26) Philadelphia Parking Authority Systems Analysis

### Neighborhood/Business Community

South Street Forever  
4th and So. So.  
Manayunk  
Korean  
West Philly buys West Philly  
Powelton Village Community Connection  
Doylestown  
Condomnation

### Education

So What  
Greenhouse  
Cobb's Creek  
Vanguard  
Windows on the world (W.O.W)  
Sun Dragon

### Poverty

HOPE  
Share our Strength (S.O.S)  
Housing development

### City/Public Community

Clean shore (Terminated)  
Save that trash (Hunterdon)  
Save that trash (Philadelphia recycling)  
Streets Walkways Educational Enforcement Program (S.W.E.E.P.) (Terminated)  
Taxi  
Licensing and Inspection  
Philly Inmate Labor  
Tires  
Philly Parking Authority(Terminated)  
Housing Urban Development (H.U.D.)

### Blow our our horn (BOOH)

### C.C.D.

### Global

Western Business

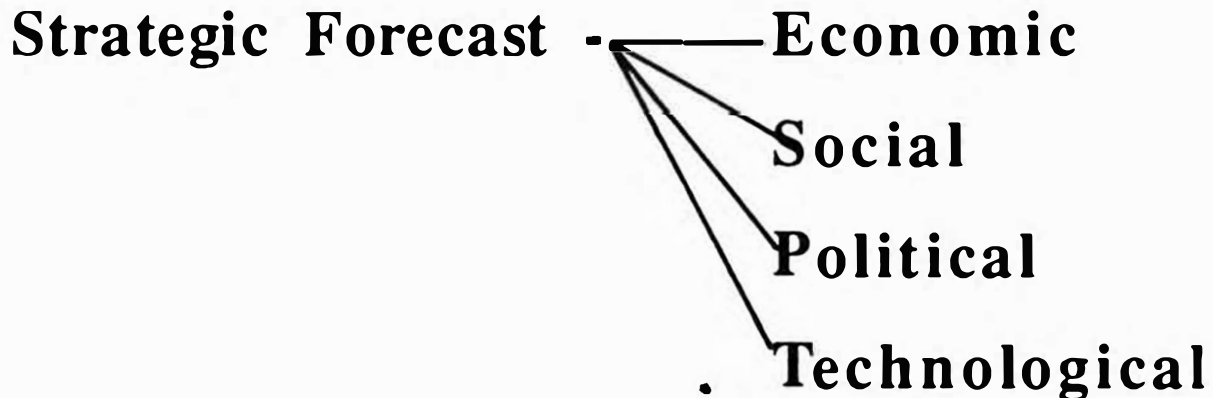
### Miscellaneous

Ronald McDonald House (Terminated)  
Food for thought (Terminated)  
Consolidation Journal  
Sage

- I. Strategy formulation**
  - a. Strategic profile**
  - b. Strategic forecast**
  - c. Resource audit**
  - d. Test of consistency**
  - e. Strength and weaknesses**
  
- II. Strengths & Weaknesses**
  
- III. Strategy Implementation**
  - a. Organizational Test of Consistency**
  - b. Strengths & Weaknesses**
  
- IV. Recommendations**

# STRATEGIC ANALYSIS

Strategic Profile - WHO AM I? (Essence)



Resource Audit

Test of Consistency

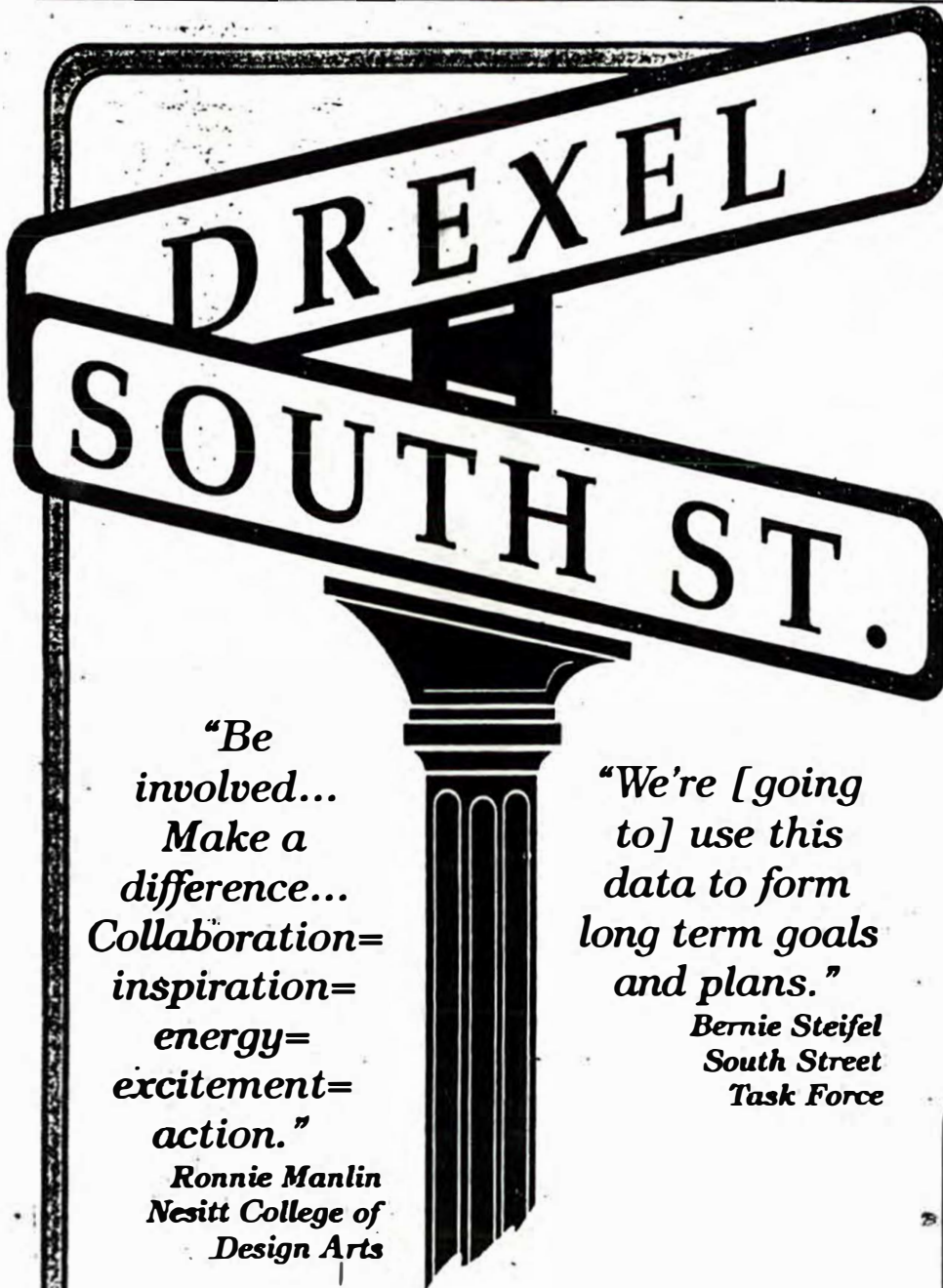
Responsibility and Accountability

Analysis

Implementation

Plan of Action

(Business Policy)



*South St. Task Force  
Drexel University Connection*

*Is bringing its year-long task dealing with issues on South Street to closure and seeks approximately 10 students in all majors to participate in a related 4-credit course/project that will work directly with a Philadelphia municipal agency during the Summer Term.*

*Interested students should contact Dr. Andrew Verzilli, Department of Economics, 895-2126.*

*A similar project, called "Grooming the Dragon," which will deal with issues in and around Drexel will be offered during the summer term in the Nesbitt College. Limited space is available. Interested students should contact Prof. Ronnie Manlin at 895-2408.*

*"Be involved...  
Make a difference...  
Collaboration=  
inspiration=  
energy=  
excitement=  
action."*

*Ronnie Manlin  
Nesitt College of  
Design Arts*

*"We're [going to] use this data to form long term goals and plans."*

*Bernie Steifel  
South Street  
Task Force*

## Executive Summary

As a consequence of gathering data about/relative to the South Street area, over the past two years, and as a result of analyzing this data, we the students of Drexel University offer the following major overall observations:

- I. Because of the physical constraints that encumber the South Street Corridor as it has developed over the past years, and the massive crowds which visit, the planning issue, by its very nature, is more complicated, integrated and comprehensive than simply the South Street Corridor. The major issue is how Philadelphia will provide areas for the use of leisure time which provide for strolling, dining, socializing and specialty/general shopping. For the East side of Philadelphia this involves more than simply the South Street Corridor. This should be a planning issue for the entire city and the surrounding area.
- II. The Residents and the Merchants clearly need each other.
- III. Interestingly, our observations do not support the expectations of both the merchants and residents concerning their arguments on the barricade issue.
- IV. The South Street area is consistent with its history in continually attracting and accommodating diverse individuals, constituents and cultures. It is this diversity which should be its strength and major basis for potential development.

# WIN/WIN

**STUDENTS**

**COMMUNITY/CITY  
OF  
PHILADELPHIA**

-----  
**"Real Living Laboratory"**

**New Resource**  
~~~~~

**Learning Thru Service**

**No \$ Cost**  
~~~~~

**Connected/Integrated  
Analysis**

**Community Self  
Determination**  
~~~~~

**Interface With Diversity**

**Basic Information  
Gathered and High  
Quality Analysis**  
~~~~~

**University/Faculty  
Integrated**

**(W)holistic**  
~~~~~

**(For Real) Reports**

**Neutral/Forum**  
~~~~~

**Classroom is the  
Work Place**

**The Work Place is  
the Classroom**

**“Colleges Urge Students to Do  
Community Service Work; Some  
Even Require it”**

Chronicle of Higher Education, June 6, 1990

**“For many Teachers, Classroom  
Lecture Is Giving Way to Projects  
That Students Tackle in Small  
Groups”**

Chronicle of Higher Education, August 2, 1989

**“Congress Moves Closer to National  
Service for College Students”**

Chronicle of Higher Education

**“LEARNING BY DOING THROUGH  
PUBLIC SERVICE”**

**CHANGE**

SEPTEMBER/OCTOBER 1989

**From: Andrew Verzilli**

**Re: Desired Characteristics of Drexel Graduates (all levels)**

A list of important characteristics of a Drexel graduate should possess and have developed through his/her Drexel Education may include:

1. An outstanding propensity to question, analyze and refine issues for decision making -
2. Up-to-date theories, concepts, quantitative tools, and skills to question, analyze and understand the implications of their decisions for themselves and society -
3. A connected framework of analysis and decision making which cuts across all traditional disciplines in the University (which is (w)holistic and integrated) -
4. The quality of being able to "follow and serve" as well as "to lead" -
5. To enhance their ability to be specialists while developing their ability to be generalists -
6. Know that their education is designed to prepare them not only for the next 5 years but to also provide a base structure for the next 10 years, 15 years, 20 years and perhaps into a new career in life, emphasizing globalization and universalization -
7. To be happy, to laugh and to make, use, and enjoy leisure time.

# **SPECIFIC EXPECTATIONS REQUIRED OF THE STUDENTS**

**The student is expected to fulfill the following requirements:**

- **To be responsible and accountable for a complete and honest participation in the work project - both as an individual student and as a member of a small sub-team and as a member of the larger team represented by the entire class.**
- **To monitor and be responsible and accountable for the agreed upon time commitment involved in the project.**
- **To read and attempt to use all required reading in both the theoretical and application connected portions of the course.**
- **To understand that the purpose of this course and project is to enhance both the specialized dimensions of the student along with the student's ability to generalize in a broader and integrated framework of analysis.**
- **In a two type written page document to summarize their experience in the course and to list specifically recommendations directed towards the task in the project and also recommendations with respect to the course - its organization and its application.**
- **To honestly assess their experience in the course for the benefit of future student participation.**
- **To make suggestions for attracting future students.**
- **To make imaginative, appropriate and efficient public policy recommendations.**

## **A BILL OF RESPONSIBILITIES AND ACCOUNTABILITIES FOR THE FACULTY MEMBERS OF THIS COURSE**

- a) to make the mission and objective of this course precise and clear to all students**
- b) to make the requirements-responsibilities-issues of accountability in this course clear and known to all students**
- c) to provide an environment that enhances or that maximizes the efficient and effective learning experience of the student-by providing an environment by which the student can look, analyze, question and be creative**
- d) to provide an environment in which the student can apply conceptual and theoretical frameworks in actual problem solving and policy decision making**
- e) to provide an honest and accurate evaluation of the student's work and performance relative to the mission of this course/their academic experience**
- f) to be honest and faithful to the mission of this course**
- g) to provide an environment by which the student can laugh and be happy**

**DREXEL UNIVERSITY**  
**LEARNING THROUGH THEORY, METHOD AND ACTION**  
**Our Way of Working Is Learning**

**PROJECT:**

Center City Special Services District  
B/C 480. Section 006, Winter Term 1990-1991  
The work for this Project is offered 2/4/91

**PREAMBLE:**

We, the students of Drexel University taking part in Learning Through Theory, Method and Action project, for which we receive academic credit, in order to significantly enhance our learning experience while providing valuable service to our community, do hereby offer our time, work, analysis, experiences, expertise, cooperation, leadership and recommendations.

**PURPOSE OF COURSE:**

The purpose of this course is to have students use, sharpen and refine concepts, theories, tools of analysis, information and issues in understanding and analyzing decision-making in various public policy frameworks. These concepts and tools of analysis will cut across the various disciplines of study in the university. **The specific objective is to have students from different disciplines participate on interdisciplinary teams of analysis and problem solving.** Students learn from each other; they integrate and they connect the various disciplines and subject matters.

A second objective of this course is that students learn and participate in viable and important community and public interest policy projects. Also, we

will be working with collection and analysis, public policy issues, transportation issues, streetscape, signage and environmental issues.

### **PURPOSE OF PROJECT:**

The purpose of this project is to collect and generate "Before and After" visual and conceptual observations and descriptions (an information base) for the Center City Special Services District area, which will focus on two of the three necessarily integrated action plans embraced by the Mission of The Special Services District; the Maintenance Program and the Security Program.

### **NEED:**

The need for these observations and descriptions is based on the interest and intention to assess the early outcomes in this extremely well designed, detailed and innovative project. An on-going information base is necessary for this analysis and assessment.

### **METHODOLOGY:**

Drexel University students (mostly seniors majoring in various disciplines across the College of Business and Administration), under the guidance and supervision of faculty members and independent consultants and various professionals outside of the University who volunteer their expertise, will gather the targeted information using focus groups to design questionnaires presented through interviews and mail, on-site color slides and on-site video recording. The "Before" agenda is planned for the remainder of this term, and the "After" agenda is planned for the Spring Term (beginning approximately March 25, 1991). This preliminary "Before and After" profile information on-gathering stage is designed to be completed by June 1, 1991.

## **AGENDA:**

**Early January to February 4, 1991**

- 1 - Preliminary gathering of information
- 2 - Students briefing of Project and Issues
- 3 - Task Team formation based on a 4 quadrant geographical assignment
- 4 - Preliminary questionnaire design and arrangements for focus group participation
  - a) residents
  - b) retail merchants
  - c) other business firms(Close work here with marketing research consultant)
- 5 - Preparation for Video and Slide Shooting (Guidance from Drexel Professor): .
- 6 - Site visits
- 7 - Ready for "DO IT" Agenda

• It should be noted that as of January 15, 1991, 260 5 x 7 black and white photographs were completed on selected areas in the SSD. These photographs are available for examination and information-gathering.

## **FUTURE AGENDA**

**February 4 and After**

**Week of February 4 - Video and Color Slide shooting begins, 2-3 weeks duration**

**Week of February 4 - Focus Group screening and selection**

## **AGENDA (continued)**

**February 8, 1991 - Focus Group Meetings**  
Carole Couzens, Facilitator  
Student participants and observers  
8:00 - 10:00 Retail Merchants  
11:00 - 1:00 Residents  
2:00 - 4:00 The Business Firms

**Week of February 11 - Analysis of Focus Group Videos and input**

**Weeks of February 11 & February 18 - Construct and code Interview Instruments**

**February 18 - Test Interview Instruments on Retail Merchants, Residents, and the Business Firms**

**Weeks of February 25 and March 15 - Conduct interviews and input to machine**

**March 21 - Preliminary scrutiny of cross tabs and distribution**

**Late February and early March - Video editing and Slide discriminations and selection for preliminary scrutiny**

**Late March - Begin preparations for "After" Project**

**Late March - early April - The "Before" information base will be available for scrutiny.**

## **OUTCOMES:**

**"Before and After" Outcomes - Videos, Slides, and Conceptual Interviews are expected by the end of May 1991.**

## **FUNDING:**

Our work is internally funded by Drexel University through the use of facilities, equipment, research assistants and teaching assistants and faculty support. Generous support in the form of time and facilities is also provided by various business people and private consultants.

Finally, the students are the major sources of funds through the use of their time, enthusiasm and work.

**THIS WORK IS OFFERED RESPECTFULLY BY THE STUDENTS OF  
DREXEL UNIVERSITY.**

**February 4, 1991**



**SHARPE JAMES**  
MAYOR  
NEWARK, NEW JERSEY  
07102

July 29, 1991

Mr. William Fauver  
Commissioner  
State Department of Corrections  
CN 863  
Trenton, New Jersey 09625

Dear Commissioner Fauver:

I was pleased to receive a copy of the Drexel University's "Learning Through Service, Inmate Labor" plan and I was greatly impressed by it. I certainly applaud and support such a practical plan, which I feel has many benefits for all involved.

The University and all who participated in developing the plan are to be congratulated.

Sincerely yours,

*Sharpe*  
Sharpe James  
Mayor

SJ:lyl.

cc: Mr. Michael Salvatore, Special Assistant to the  
Commissioner  
Mr. Robert Stephens, Superintendent, North Jersey  
State Prison

# EAST PHILADELPHIA SUN

• • • May 21, 1991 • • • Serving Society Hill, Washington Square, South Street, Queen Village, Old City & Northern Liberties • • • Free

## HANDS-ON EDUCATION IS THE RULE IN A **Drexel's**

David Auspitz thanks Andy Brezelli runs one of the most unique courses at Drexel. Michael Eversash thanks the students from Dr. Brezelli's class to be on to an idea to revive a unique Philadelphia business district. (Neither had any idea of how to spell his name, so he's evidently no paper-sharer.) Both East Philadelphia business operators donate Monday evenings to join the professor's class, in order to give the students a grade the real world as they plan their consulting engagements. The students, at the point of their course, do real projects for real customers, and labor is free.

Auspitz has been doing this for the past three or four years, and it's clearly a labor of love since there's little to benefit his Famous 4th Street edit in helping some Drexel students. He brought in Eversash last year to help explore an idea which may soon develop along the section of 4th Street where the latter's retail business, Night Dressing, is located. David Auspitz tells the story of Drexel's course, as seen from the real world, and in a separate article, Michael Eversash will introduce you to project designed to benefit Philadelphia's fabric district at 4th & SoSo.

...nce the early sixties when I was in college, I had an idea, and I finally got to express it 20 years later—25 years later—with Andy Brezelli who an economics professor at Drexel University. He has his act together. Both of us are tired of the professors with the yellow notes that come every September, finish every June, and read the same garbage again next September. This is what we call a "reality" course, and instead of using the traditional Harvard case studies we're doing real projects.

One course we're doing is South Street. That's what the original project was. The reason it started was Andy came to me and we were talking and he said "Is there anything I can do for the Reading Terminal?" We tried to do some work with the Reading Terminal and they got real

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The presentation is in two weeks. Five teams of Drexel students, aided by two long-time Queen Village businessmen, will ask a group of merchants to consider some new opportunities.

## COLLEGE COURSE WITH A DIFFERENCE

# 4th & SoSo

Michael Eversash is pleased with the timing of this interview because in a couple of weeks the students he's advising will be making a major presentation to the merchants that are his neighbors along 4th Street below South. While he's more than pleased to talk about the concept, he takes considerable care to direct the credit to the professor who runs the course (in this case, Brezelli or Brezelli). But he's clearly excited about his role in this particular project.

Professor Brezelli and David [Auspitz] really run that program. I was just kind of brought in. I'm interested in the business street because I'm a merchant on it. I also know it's important to work together. [I came in] two semesters ago.

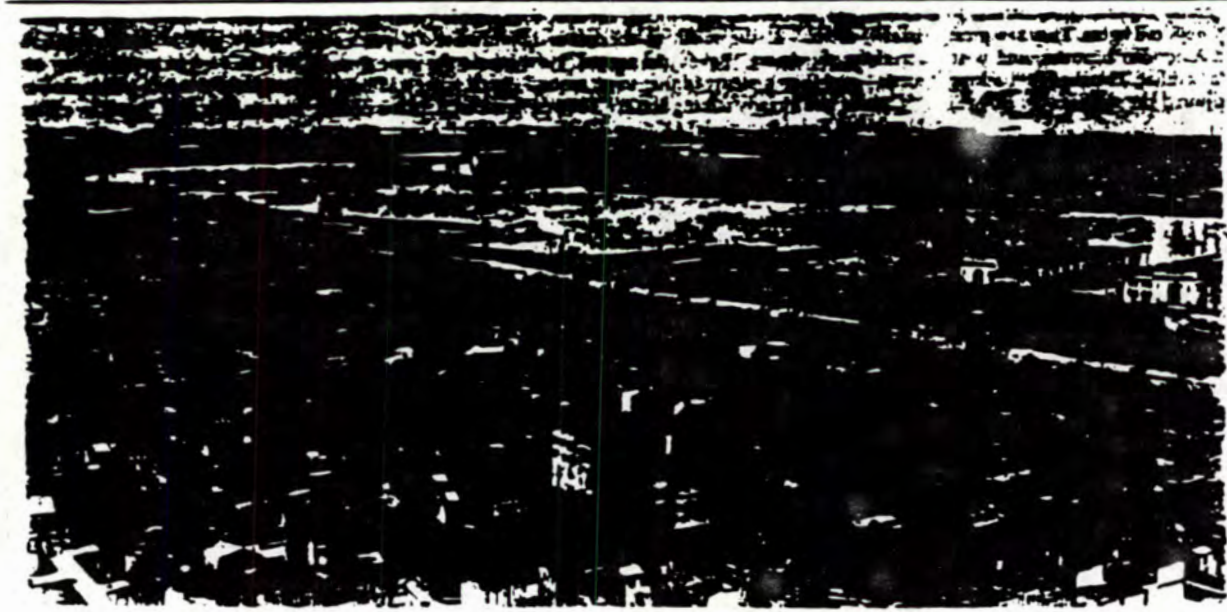
It's hard to get small merchants working together because they're so involved in their own business. This was a unique opportunity of having students learn by really doing. Real world situations.

As they were doing some South Street projects, and they saw some things on 4th Street that needed to be done—because I was on 4th Street and it's an exciting program, I just kind of got roped in. It's a very enjoyable experience for me.

Dr. Brezelli teaches the course and it's broken up into different groups. There are different projects going on, one project being 4th & SoSo, which is the name they gave—4th south of South. It hasn't been promoted as such, but hopefully down the road it's something we may play with and start to promote. Eventually, over a period of time, people may get to know it as such.

There are 25 students who elected to be involved in this project. We broke it down into five groups of five. Some of the projects are picked up from last semester—you can't always do something in 10 weeks from start to finish. Some projects have to have... not a formal ending but

Continued on page 2



## SPRINGFEST BEGETS KIDFEST IN QUEEN VILLAGE IN JUNE

(See page 5 for an 8-week program of activities for kids)

## CREATIVE KIDS AT SETTLEMENT MUSIC SCHOOL

(See page 10 for a schedule of the day's events on June 1)

... This charming view of East Philadelphia, with Queen Village in the foreground, is this year's limited edition signed print, by artist Barbara Seymour, sales of which benefit the

**WE NEED YOUR ASSISTANCE TO  
SHOW THE PHILADELPHIA  
COMMUNITY THAT DREXEL  
UNIVERSITY CARES...**

**The Drexel University  
Philadelphia Community  
Connection is sponsoring an  
ONGOING**

**“SAD CLOTHES”  
PROJECT**

**“Sad” Clothes are clothes that have  
“no body” to touch. We are collecting  
these old, tired, depreciated,  
unwanted, “sad” clothes for the  
homeless or whoever.**

**Please bring any and all articles of  
clothing to Room 03 in the basement  
of Matheson Hall**

**or**

**contact Andrew Verzilli, Kevin, Chris,  
Kishore, or Yew Chung at 895-2126 for  
more information.**

# JUST DU It!

YOU NEED AN EDUCATION TO RISE THIS NATION  
TO KEEP THE HUMAN RACE OUT OF THIS FRUSTRATION

THE MORE WE LEARN  
THE MORE WE EARN

WHEN YOU GET OUT IN THE WORLD  
YOU WANT TO BE FIRM

YOU DONT WANT TO BE A BUM OR HAVE A CAR THAT'S SAGGING  
SO WHEN YOU GO TO DREXEL YOU'LL MEET THE DRAGON

HE'LL TEACH YOU THINGS YOU NEVER SAW BEFORE  
AND WHEN YOU GET READY YOU'LL WALK OUT THAT DOOR  
WITH YOUR MASTERS OR YOUR DEGREE

AND I'LL TELL YOU RIGHT NOW YOU WILL BE FEELING HAPPY  
LIFE IS COLD BUT EDUCATION IS YOUR BLANKET

WRAP YOURSELF UP IN IT  
IF YOU LOVE IT THAN YOU'LL THANK IT

TO OBTAIN THESE THINGS YOU'LL GO FURTHER THAN FAR  
MAYBE YOU'LL WANT TO BE A LAWYER OR OWN A FOREIGN CAR

ALL YOU DO IS JUST PUT YOUR MIND TO IT AND  
JUST **DU** IT!!!!

*Chad Lee Beebea  
Age 14  
10 Lyric Court  
Sicklerville NJ 08081*

*Camden County Vocational School  
Grade 9  
Major Electronics*

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## **Clinton Presidential Records Digital Records Marker**

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This marker identifies the place of a publication.

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## OR FORUM

### **INTRODUCING STUDENTS TO COMMUNITY OPERATIONS RESEARCH BY USING A CITY NEIGHBORHOOD AS A LIVING LABORATORY**

**STEVE M. BAJGIER, HAZEM D. MARAGAH, MICHAEL S. SACCUCCI and  
ANDREW VERZILLI**

*Drexel University, Philadelphia, Pennsylvania*

**VICTOR R. PRYBUTOK**

*University of North Texas, Denton, Texas*

(Received February 1991; revision received April 1991; accepted May 1991)