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ABSTRACT

This congressional report contains the testimony that was given on the proposed Federal Voluntary Service Opportunities for Young People Act of 1987, which is an act to establish a commission to study federal voluntary service opportunities for youth, particularly a national youth service. Testimony was provided by representatives of the following agencies and organizations: Hopkins High School in Minnesota; the Minnesota State Academy for the Deaf; Carleton College in Northfield, Minnesota; Augsburg College and the College of St. Benedict, both in Minnesota; Edgewood Nursing Center; the National Youth Leadership Council; the University of Minnesota; the Minnesota Conservation Corps; the Center of American Indian and Minority Health at the University of Minnesota in Duluth; the Friends of Volunteers in Service to America (VISTA); Metropolitan State University in the Twin Cities; the Minneapolis Public Schools; and Bemidji State University. The text of a statement by Diane Hebin and Dan Conrad, entitled "Community Service as a Pathway to Knowledge," is also included. (MN)

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**COMMISSION ON FEDERAL VOLUNTARY SERVICE
OPPORTUNITIES FOR YOUNG PEOPLE ACT OF 1987**

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ED 295006

HEARING
 BEFORE THE
**SUBCOMMITTEE ON
 HUMAN RESOURCES**
 OF THE
**COMMITTEE ON
 POST OFFICE AND CIVIL SERVICE**
HOUSE OF REPRESENTATIVES

ONE HUNDREDTH CONGRESS

FIRST SESSION

ON

H.R. 3096

A BILL TO ESTABLISH A COMMISSION TO STUDY FEDERAL VOLUNTARY
SERVICE OPPORTUNITIES FOR YOUNG PEOPLE

NOVEMBER 13, 1987

Serial No. 100-38

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COMMISSION ON FEDERAL VOLUNTARY SERVICE OPPORTUNITIES FOR YOUNG PEOPLE

FRIDAY, NOVEMBER 13, 1987

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON HUMAN RESOURCES,
COMMITTEE ON POST OFFICE AND CIVIL SERVICE,
Washington, DC.

The subcommittee met, pursuant to notice, at 9:07 a.m. in room 15, State Capitol Building, St. Paul, Minnesota, Hon. Gerry Sikorski presiding.

Mr. SIKORSKI. The Subcommittee on Human Resources will come to order. I would like to welcome everyone this morning. I am going to begin with an opening statement. We will then view a short film put together by a young person on community service. Then I will introduce members of our first panel, some of the unsung heroes that we will be singing about this morning.

"National Youth Service" is a phrase that has many definitions but one common goal: the development of patriotism and community spirit by encouraging the country's youth to devote a portion of their lives to working for the community good. As Richard Danzig, leading advocate of youth service for some time, has said, "National service is not an idea, and still less a plan, but rather an ideal encompassing a variety of often inconsistent ideas. The core of the concept is the conviction that the nation and its citizens will be better off if more persons devoted a portion of their lives to public service."

A National service will benefit America in a number of ways. But none is so central as the development of a stronger sense of American spirit and commitment to the American community in America's youth. National service will instill a sense of citizenship in the full sense of the word—more than taxes, or pledging allegiance. Citizenship means involvement. It means putting back, returning to the community that nurtured you some of the talents and abilities you developed that are of help.

This idea that service to others reflects the best of humankind is not new. The ancient Roman, Pliny the Elder, who was a major philosopher, stated that "For a man to help another is to be a god." Closer to our own time and place, Henry David Thoreau wrote that "If I can put one touch of a rosy sunset into the life of any man or woman, I shall feel that I have worked with God."

So the belief that lending a hand, putting back, improves the human spirit and the human community is a common thread through our country's history. From barn raisings and quilting

(1)

bees to the Civilian Conservation Corps and the Peace Corps, from the generous welcome to the Pilgrims by America's first citizens through Thanksgiving 1987, from armed revolution through terrible world wars, from horrible natural disasters to great depressions. Throughout our history Americans have remembered the words of John Winthrop's famous sermon to the Puritans on the ship *Arabella*, as they sailed into harbor, preparing a new life in America. He said, "We must strengthen, defend, preserve and comfort each other. We must love one another. We must bear one another's burdens. We must not look only on our own things, but also on the things of our brethren. We must rejoice together, mourn together, labor and suffer together. We must be knit together by a bond of love."

National youth service can continue and reinvigorate this most American of American traditions. It must, for enormous areas of need go unmet in our society today, and huge budget deficits have stifled our ability to meet these needs. National youth service can harness the energies of America's youth to respond where traditional government cannot and will not. National youth service can mean thousands of illiterate people learning to read, better care for the elderly and disabled, child care for the working poor. It can mean safety for latch key kids, cleaner parks, and forests, and improvements in inner city housing. All without burdening future Americans with an ever-increasing debt.

Finally, youth service can directly benefit participants by providing training, job experience, personal development, and career counseling. Many of today's youth have not had the experience of responsibility to oneself and one's coworkers and employer, which comes with employment. National youth service will provide that while teaching job skills.

Why are we holding a hearing in Minnesota? The idea of a national youth service has sparked the interest of a number of Members of Congress and experts on youth volunteerism. Last April, this subcommittee held a hearing in Washington to hear from those people. We are in Minnesota today to hear from the real experts. Young people, like those in front of us right now, who participate in voluntary service now. And people who will participate in the future. We will hear from Minnesota college presidents, deans, and youth service practitioners who have a hands-on understanding of the potential of a youth force excited by public service. We are also going to hear from St. Paul councilman Jim Schiebel, who is a current board member of the Friends of VISTA, a voluntary non-partisan organization which works to preserve, protect, and promote the VISTA program.

What is being done on a federal level? A number of initiatives aimed at developing a national youth service have been introduced in Washington. Last August, I introduced legislation considered by this committee, H.R. 3096, to establish a commission to look at the opportunities for youth service in and with the federal government. Last April, I introduced two bills with Senator Dale Bumpers of Arkansas which will enable young people facing looming debts from college education to work for non-profit organizations. One presses the Department of Education simply to promote and advertise and utilize an already existing provision of the Higher Educa-

tion Act which allows a graduate to defer payment on his or her loans while serving as a full-time employee at a minimum pay level with a non-profit charitable organization. The other bill extends the current forgiveness of these loans that is enjoyed by VISTA and Peace Corps volunteers to others in similar situations.

In addition, I am cosponsoring bills to establish a commission to study youth service and provide matching grants to states and localities for operations of voluntary service programs involving youth.

Finally, I am cosponsor of a bill which grows directly from one of our nation's most successful youth service programs ever, the Civilian Conservation Corps. H.R. 18 follows in the footsteps of great, but far too small, state programs, like the Minnesota Conservation Corps. It creates a new American Conservation Corps.

I want to tell a story my dad has told me many times of his involvement in the CCC in Minnesota. My dad was involved in the CCC in Minnesota in the late 30's. He planted trees, built dams and bridges, and did a lot of conservation work that still stands today. It protects Minnesota's land and water and produces wildlife. It stands as a good symbol of what can be done when young people are organized and the government assists. The CCC saved my dad's family farm during the Great Depression. It taught my dad how to work and get along with other people. And today across America, there stand three billion trees, mighty sentinels, which stand as daily reminders of what young people can do in just one relatively small project, if we let them.

Hubert Humphrey said, "Our great universities and colleges need to become active participants in community life, not meadows of meditation nor islands of retreat." You can hear him say that. Our young must become full citizens. And public officials must not sit on their hands and watch idly while vital needs continue to go unmet in America, and the patriotism of a whole generation of Americans is squandered. There is real evidence that too many young Americans today are less interested in public service and more interested in private gain. Less in putting back and more in getting theirs. This is understandable in part. Scandals rock the White House around the basement shredders, and Wall Street and insider dealings, and some of the TV pulpits. Young people are asked to carry a larger burden of their education at the same time that it is harder and harder for middle income families to stay above water. But we know that when called to devote their talents and energies to the service of others, the youth of today are no less American than those who preceded them. They know, deep down, that as educator Nathan Schaeffer said, "At the close of life, the question will be not how much have you got but how much have you given? Not how much have you won, but how much have you done? Not how much have you saved, but how much have you sacrificed? Not how much were you honored, but how much have you loved and served?"

Let us see this film.

[Video is shown.]

Mr. SIKORSKI. That is why we called today's hearing to showcase the skills and dedication and the energy of six representatives of

Minnesota's high schools and colleges before us today. Through service projects, they have enriched the lives of many people.

We are going to hear from Mark Senn, who, with Dan Conrad, put together that video we just saw. Mark worked with the elderly in a nursing home, the Edgewood Nursing Center. That is where I got my start when I was sixteen. For two and a half years during high school, I worked as an orderly in a nursing home in the Red River Valley. You learn a lot about yourself, about life, about patience and love.

His classmate, Lisa Holmboe, has brought communication to the often isolated lives of speech impaired children. Sheila Jakes, a sophomore at the Minnesota Academy for the Deaf, has enriched Minnesota's natural resources as a member of the Minnesota Conservation Corps. Jennifer Remmick, a student at St. Ben's, has helped Special Olympic kids soar to new heights. Kristine Pettersen spends long nights volunteering at a shelter for the abused and homeless, while other Augsburg students are enjoying campus parties. Greg Rhodes graduated from Carleton College and the youth service program there and is now coordinating campus-wide service programs at Carleton.

Perhaps Minnesota is home to such inspiring young people because, as Garrison Keilor says, "all the children are above average." I pray that these special people will be the average in Minnesota and America; that the accomplishments of these young people reflect the real desire of young people across America to be a force for improving our nation and the world.

Again, thank you all. I wanted to sing for the unsung this morning, but if you heard my voice, you would pray that we would just talk. We will begin with Mark Senn, who did this video. Go ahead, Mark.

STATEMENT OF MARK SENN, COMMUNITY INVOLVEMENT STUDENT, HOPKINS HIGH SCHOOL

Mr. SENN. Thank you. I would like to start off by telling you some reasons why I think community involvement is a good idea for Minnesota and for the nation. Three reasons: it gives community help; it gives the students help; and serendipity occurs.

On helping the community: some examples are people working with emotionally disturbed children, working with the terminally ill. These are examples that I have seen and have been a part of it.

With students, it helps give them skills working in an institution, what to do and what not to do. They learn responsibility by needing to be there on time, and being counted on by the people they work with. They also learn interpersonal communication, which is very important in the world today.

The third most important thing is that serendipity occurs. They go into the program thinking that they are going to be giving so much to people who need them, and they leave the program having gained much more than they originally intended to. One example of that is the first time that I was exposed to this program was when I was with a large class of my peers. Before we went out in the field, we went to a state institution to see if it was a place where we might want to work. On the trip over on the bus we, me

and my classmates, were joking about the old people, and the mentally retarded people, being crazy and how they smelled, and how these institutions smelled. It was all a big joke to us. The reason why we were joking, now that I look back on it, is that we were afraid. Because we had never been exposed to it before, and this was a way of covering up our fears. When I entered the institution, I was immediately silenced. There were people in wheelchairs crying out, "help me, help me." There were people barking, doing some very strange things. It changed my view completely. One of my classmates that I had known since seventh grade was so overtaken by this that he joined in a procession they were having with musical instruments. This was a person I had seen go through school putting other people down, and not planning on doing much of anything. He changed immediately by this experience.

To me this is the most important thing that can happen. Besides giving the people the help, it is teaching young people some important, valuable lessons that they do not learn in school and cannot learn in any other class. It is teaching them that there are other people in the world. People that need help; that are not as fortunate as us. And not the same. It has changed my views and I was quite prejudiced against the mentally retarded and I joked about them, not giving them much credit. They are real people just like you and I. I think it is important that the youth understand this because they are going to have to deal with it when they grow older in the United States.

In closing, I would just like to say, again, that I feel community involvement and youth service is good for both the needy people and for the students. That it is serendipitous in that you receive much more than you actually give in the program on both ends. Thank you.

[The prepared statement of Mark Senn follows:]

Statement by Mark Senn
Community Involvement Student
Hopkins High School

A Community Involvement program is good for the community and the students in at least three ways: 1. It gives the community help. 2. It gives students a chance to learn responsibility and skills. 3. Serendipity occurs.

The school is one of the most powerful resources in the community. The Hopkins community has received help from students in several ways. For example, two girls worked with emotionally-disturbed kids, teaching them patience through cooking and creative projects. One boy spent time at a state institution with a young man terminally ill with a brain tumor. By being his friend, he changed the status quo by breaking down the thought that the terminally ill should just be put away. He took him out to eat--in the real world--at a restaurant. Two other students worked at a daycare center for the elderly. They helped the elderly cope with growing-older, and with activities to keep active. Often the students just sat and talked--to be a friend and to listen.

Community involvement also teaches the students a lot. It teaches them responsibility, the importance of being on time, what it's like to be counted on. They learn skills--how to work in institutions, how to work with handicapped people. The biggest skill learned is interpersonal communication.

Third, serendipity occurs. To me, serendipity means looking for one thing and finding something else of greater value. What I've suggested is that kids went out to work in their community to make a difference, to be helpful in many ways. But they ended up learning a lot about themselves and how to work with other people. The whole experience is serendipitous. They go into the program thinking they will be giving to others and end up receiving much more than they give.

I have stated that community involvement is good for the community and the students. It gives the community help in many ways. Secondly, it teaches the students responsibility and skills. Thirdly, it is serendipitous because the students receive much more than they give.

COMMUNITY SERVICE AS A PATHWAY TO KNOWLEDGE

Diane Hodin and Dan Conrad

The most important question for anyone planning to start a community service program in a school is: "What is the student likely to get out of it?" or "How will s/he be different as a result of being a volunteer?" In this article we will attempt to answer this question as clearly as we can to help educators decide if youth service is an option that should be included in their curricula.

We should note, at the outset, that we are unashamedly advocates of youth community service. Our enthusiasm is neither recently gained nor based on a compulsion to jump on the latest educational bandwagon. It is based on more than 15 years of experience running service programs, doing research and evaluation on their impact, and teaching courses and conducting workshops on experiential education for teachers, principals, and youthworkers.

It is alternately amusing and irksome to see touted as "new," an educational idea that is as old as Adam and Eve and that has had a respected place in American educational theory and practice since at least the turn of the century. We needn't recount its history here except to note that it has a history and a body of research behind it that allows claims for its efficacy to be grounded on more than speculation or wishful thinking. What involvement in community service can accomplish is solidly established. Whether schools desire to achieve what service programs can deliver is the real issue that educators must decide.

What you might reasonably expect students to get from a community service program depends, of course, on its quality. A good program can be defined very simply as one in which the student plays a significant role in working with others to perform tasks which both the young person and the community regard as worthwhile and needed. Further, a good program supports the service activities with a clear and explicit curriculum that challenges students to think about and reflect on the meaning of their volunteer

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experiences.

Both elements are critical, but the foundation is the experience itself, what the students actually do. There is a vast array of volunteer tasks that can provide a stimulus for learning. The examples that follow are but a sampling to illustrate the kinds of things young people in community service are doing every day (Conrad & Hedin, 1987).

At 7:00 a.m., on his way to school, Jeremy stops at the senior citizen high rise to put drops in the eyes of an elderly woman suffering from glaucoma. She needs the drops daily, but cannot administer them due to arthritis. Jeremy's friend Ashley will perform the same service on her way home from school this afternoon.

Two high school students, Beki and Paul, are biking around a 4th grade classroom monitoring the children's mock emergency calls on 911. They're called BATmen by the kids, for they are instructors of the Red Cross' Basic Aid Training (BAT) program, a six-session course in basic home survival skills for kids who often find themselves alone when they come home from school. It was precisely this lesson in getting emergency help that last fall enabled one 9 year-old kid to save his grandfather's life when he fell down with a heart attack.

Tony and Angela sit in a corner of the Resource Center with Chao and Thanh-na. The latter are not long removed from refugee camps near the Cambodian border. The former are peer tutors in the English as a Second Language (ESL) program at the school. They come here everyday during their 5th period. Each ESL student who desires it (100% this year) is assigned a peer tutor, who invariably also becomes an advocate and friend.

Three young men in the wood shop are building and drastically modifying skateboards. On a class visit to a day school for severely handicapped children, they noted the children's restricted possibilities for independent movement and autonomous play. An avid skateboarder among the visitors wondered whether any of the kids could move their arms enough to propel themselves along the floor while lying on a low board with wheels. It seemed possible to the staff. The young men put out an urgent call for broken or dust-gathering boards. They got some and now are dismantling them and adding width, padding, chin rests and straps.

Right after school, high school students, some members of Camp Fire, members from Boys Club, take their regular weekly turn as phone counselors at a bank of telephones of the Phone-a-Friend program. This is a service geared to children who find themselves home alone and/or lonely in the hours after school. The teenagers talk to the youngsters, who call on every topic imaginable from fears of an abusive neighbor to help with a math problem.

These examples demonstrate that there are many settings and organizations in which young people can take on significant tasks and play responsible roles. While many argue for community service as a way to enhance or remediate young people's lagging sense of responsibility, caring, and empathy, the examples above show these activities can do far

more. They can, and to be meaningful must, benefit the larger community by providing the person-power to work on community problems that could not be so effectively addressed without such a cadre of young volunteers.

They also benefit the school or youth agency from whence the student volunteers come. Two of the more obvious are increasing the range of meaningful curricular options offered to students and giving the organization a new and more positive image as a resource to the community instead of a mere "holding vat" or "preparation center" for teenagers.

Finally, and most importantly, the students gain personally and intellectually from their experiences and that is the focus of the remainder of this article.

One of the most common discoveries in studies of student service programs is that participants will report "learning more" from their service experiences than from other classes — even, and not at all infrequently, from all their other high school classes combined. This remarkable assertion occurs with such regularity in formal evaluations of community service programs and in student journals and papers that we have finally come to believe it ought to be taken seriously as a legitimate finding.

While the assertion of "learning more" is a clear fact, its actual meaning is not so obvious. In analyzing data from service programs we have concluded that the "more" attested to is not so much a reference to amount as to significance, not so much to more information but to more important insight, wisdom and knowledge. How does this happen? and why?

A simple story, that comes not from an American high school student in the 1980's out from India, many centuries ago, may serve to illustrate in one dramatic example what we have come to see as the dynamics of how students come to "learn more" from direct encounters with significant human problems.

In India, many centuries ago, a young prince stirred restlessly under the benevolent proscription of the king that his son be shielded from knowing the pain and ugliness of the world by restricting him to the sumptuous confines of the palace and the life of the royal court. One night the prince slipped away and set out on a journey on his own. On

this journey he encountered, in turn, an old man, a sick man, a dead man, and a mendicant. These encounters, with the likes he'd never seen before, shattered his narrow and comfortable view of the world and led him to devote the rest of his life to the search for Truth: about life, the world, himself. The prince never returned to the palace and never became a king. He became, instead, the Buddha.

The basic elements of the Buddha's story parallel very closely, if more dramatically, the journey of awakening described by young people in the course of their service to others. Their own words describe the process so vividly and authentically that we will provide only a phrase or two to sketch out what we see are the dynamics of learning from service and allow student comments to illustrate their meaning.

In acting as the providers of service young people shed the limiting definitions of themselves as immature teenagers and as passive, dependent, students.

As I walked through the hallway...[of the elementary school in which she was to begin leading children in theatre experiences]...I realized what I had gotten myself into...a challenge. But as I step through the door I transform from student to person.

[After describing the first day's activities, she ended her journal entry with] The first day went extremely well, but I'm glad I don't have to go through it again. Now to return to school and become student again.

They assume roles of significance,

What's kind of neat is that I'm treated as a teacher. That's something that's kind of wierd to me because I've always been the kid and then suddenly I'm put in someone else's shoes...It's not like I'm working under the teacher because I AM the teacher!

and affirm this new role through meaningful interactions with others.

I felt I talked to certain residents on an adult level, rather than adult and 'teenage' level

They enter new settings, encounter unfamiliar people, from which they gain new information and understanding about people and places hitherto foreign to them.

I feel bad when they're called bums. They realize what they are, they're street people. I kinda understand why they're there. People end up on the streets because of depression mostly. They have a divorce, or they lose the right to see their kids, and they get depressed and end up on the streets. Or they lose their job or their housing, and they get depressed.

One guy I regularly talked to a lot said suddenly one day, 'I don't want to talk to you -- you're a kid.' I was hurt. But I found out his wife had just denied him the right to see his kids. He was lashing out at me as a kid and as a woman.

They broaden their world, increase the range of places and people they know about, and with whom they feel a connection:

I have come a long way though. I remember my first few days at Oak Terrace. I was scared to touch people, or the doorknobs even. And I used to wash my hands after I left there every single day! Can you believe it? Now, I go and get big hugs and kisses from everyone. Get this -- I even eat there! That's a horror story for some people.

where they not only serve others but gain insight,

Maggie knows just what to say. She really picks me up. We came here to volunteer Maggie, but she volunteers us!

and affirmation.

I used to make jokes about retarded people when I was younger, and now they make me feel important.

Responsibility, for the person giving service, is more than obedience to external rules. It becomes a personally-felt obligation to fulfill commitments to others [as the following student discovered after missing a day at her placement]:

As I entered St. D's it was my joy to see Adam wearing a

smock covered with paint washing his hands at the sink.

"Hi," I said.

"Did you go to school yesterday?" he replied shortly.

"Yes," I said guiltily.

"Why didn't you come?" he demanded.

"I didn't have a ride to get back from here," I explained, thinking as best as I could. When I started to touch his shoulder he jerked away and said "Don't!" So I left him alone...I felt like a criminal.

And learning is not merely answering a teacher's questions to get a grade, but asking your own questions to understand and to know what to do.

[Another student, after describing another crisis] When a little one panics like that I have to wonder what goes on inside their heads? What sparks the fear? What makes them so terrified...? How come only a few children...react this way? It makes me wonder about their home life...(etc.).

And when learning is from real life, and the consequences are real, you may have to question the surface appearance, the easy answer, and grapple with the deeper complexities of life and relationships.

Paul [a severely and multihandicapped child] is like any 3 or 4 year old. He is full of energy and always wants to play...I began recalling the warm feeling he gave me when he hugged me on Monday [An event reported earlier as a great triumph]. Today, for a time, he rejected me. His behavior wasn't rational and I rationalized that he rejected me for no sound reason. I then realized that his Monday hug may have been just as irrational. I felt as though that little 'retard' had tricked me and I was confused.

Acts of service often allow, even demand, that individuals act on parts of themselves previously underutilized, perhaps even barely recognized in themselves or by others, but which are affirmed and strengthened through practice.

This can be seen in a young man choosing to work with infants,

I didn't think they would give the job to a guy. Society has always thought that men were too tough to handle children and that they didn't know how to handle them correctly, or wouldn't want to. Well, I was out to prove them wrong.

The first day I started I was a little nervous, since Jodi said that I was the first male to join the staff at New Horizon Daycare in their 17 years of service...And it wasn't that great at first. I had to change diapers, wipe noses, bottle feed them and, most of all, put up with their bloody whining and crying. I started to think that maybe I bit off more than I could chew. But after a week or two I got used to it and it was no big deal....

All I can say is that I really love these kids. Can you believe that? Enjoying being with babies? Well, they've really affected my life and I'll miss them....

and in a suburban cheerleader venturing into the heart of a city slum to minister to street people.

This was my senior year and I wanted to do something out of the ordinary...There's a stereotype of cheerleaders as being air-headed, sweet, nice, pure, petite, pretty...Well, I'm completely the opposite.

Affirming these hidden parts of the self can be perplexing to peers.

When I tell friends that I work with children they say 'How can you stand them?' or 'They're just brats, couldn't you have found something better to do?'

and may be met with disbelief. The revelation that a hockey player with the league record for most penalty minutes in a season also worked with Downs Syndrome children brought this remark:

You can't mean Gilly! Have you ever seen him play hockey? He's the meanest dude in the league!

It may even bring derision.

Oh, I hear it all the time. Just about every day people ask me, 'Don't you hate going there with all of those old people?' Darryl Reuben always gives me a classic one, 'Going to work with the old farts again, huh?' I can only ignore these remarks....

The result may be a subtle distancing — a leaving behind of one's peers and one's former, more limited, self.

I have learned so much about myself and life and God

from going to Oak Terrace. I hate to think what my life would have been like if I'd never been working there. I'd probably be as prejudiced as the rest of the people....

People die there, of course. Everybody dies, so what makes one human greater than another. We are all the same. Old people at Oak Terrace are the same as me, I am no better than them. Maybe that's the whole meaning for me going there. I just wish I could explain to others what I mean, make them understand. If they only knew.

In giving service to others, one travels on a road that brings one in contact, as it did the Buddha, with life's ultimate situations. It may be obviously and dramatically so as in seeing death for the first time:

On October 19th, I was asked to help out a woman. Her name was Mabel. I had to help her eat and to drink because she was paralyzed from the neck down. She was in a wheelchair because of her disabilities. I tried to feed her, but she refused the food. She drank some milk, but she didn't seem to swallow well. She didn't mumble, she didn't moan. She was just quiet and happy. After trying to feed her I was asked to do somebody's fingernails. About a half hour later, I went back to Mabel's room to see how she was doing, and she had passed away. I didn't know quite what to do. I proceeded to close her eyelids — like in the movies — and got a nurse.

or, more subtly, in responding to the loneliness of another's fears

One day I was thinking about Jeff (an 8th grader in a gym class where this high school male volunteered) and I remembered I hadn't seen him since they started swimming. I looked for two days to find Jeff and then the Hall Monitor helped me and I told him to get Jeff tomorrow, bring him to the Detention Room and keep him there until I got there. Well that worked out great. When I got there I took him down to a room in the locker room. He wanted to be alone and didn't want anyone to see him. So many people have picked on Jeff that he likes to be alone and away from other kids...they laugh when he can't tie his own shoes. Well now Jeff and I have our own gym class. I'm the teacher. We work in the weight room, or the upper gym playing basketball and sometimes we even run laps.

Jeff is feeling better and better about himself. We caught the one kid that has been really picking on him and took care of that and no one has been picking on him since.

or a child's tears.

Kids really notice when you've been gone a few days. When I walked in the door they went totally wild and started yelling "Susan's back! Susan's back!" and jumped all over me. I thought they were gonna smother me and I had a time calming them down. But Laura [her special charge] just sat there. I went right over there and asked what was wrong. She didn't even look at me. I didn't say a thing. I just hugged her. She had tears, and so did I.

[NOTE: the above accounts take on an added poignancy with the additional knowledge that the first writer was a "loner" himself in junior high and in perpetual trouble in senior high and that the second writer's having been "gone a few days" was the result of hospitalization from an attempted suicide.]

Seeing life more wholly, and more of it, may cast a different and more intense light on one's own life:

I can not even begin to count the number of days that I trudged into Glen Lake, thinking about all the 'huge' problems in my life I was facing: homework, fights with my sister, money about college, the right guy not calling my house, gaining too much weight, missing a party...and the list goes on. I cannot think of a single time where I came out after class not feeling 100% better about life, and also feeling guilty about only thinking negatively about things that are so trivial in my life.

and the institutions of society [This from a day care center].

First of all, the children were all put into groups depending solely on their age, it was kind of like being put into army squads...Another thing that bothered me was when Mrs....told me I wasn't to get too close to the children, that I was there as a volunteer to help watch the kids...I thought day care consisted of someone caring for another person's child...not just sit around watching so they don't get into things they are not supposed to be in.

These people don't put their emotions into what they do, and they're really not there for the kids, they are physically but they need more than that. They need a friend, not a circus tamer. They have a lot to say, but who listens? They have a lot to give, but who takes? Here it's jam 'em in and take their money!

Service provides a new perspective from which to critically analyze their own world. to notice hitherto hidden peculiarities within the more familiar.

My kids have so much loving, touching, caring affection towards me and one another. It's amazing how much better

you feel about yourself after getting all of this loving affection atmosphere. It makes me wonder where, and when, we lost all that loving and affection? You never see it in high school. In what grade does all this stop? Why does it stop? Does it have to stop? Does our society put such pressure on us that if boys hold hands in elementary school they will be laughed at and get the image of fags? Do parents, teachers stop this relationship? or is it the whole environment in which we live?

The path of service, as a journey of awakening, opens one to truths both joyful and disheartening. It may reveal beauty where ugliness was expected, friendship where there was fear; but it may also reveal superficiality in what had been meaningful and add confusion to what before had been so easily understood. It may underscore sadness, injustice, and pain — as it did for this young woman who, in her journal reflects on the loss of innocence in store for a child with whom she is working.

'I don't want you,' he stated defiantly.

I just shrugged my shoulders and told him I liked his shoes. I said they were 'cool' and that they 'looked good.' So we discussed his shoes...Somehow the subject changed to Scoobeedoo. 'I used to watch that alot!' I exclaimed. Adam told me Scoobee fell down into a tree while being chased by some man who was mad.

This is the important stuff. Talking to a tiny person about Scoobeedoo. It beats all the death in El Salvador. It puts El Salvador worlds away. Of course you don't want to tell this kid that he's going to grow up in a sick world with a demented society where people die for nothing. Kids don't understand. Adults don't either. Why mention the fact that as he gets older he will be confused, judged by others; no they aren't God but still it's their self-appointed task to judge you; or worse, you may become an asshole..The worst thing about assholes is that they don't realize that they are assholes. It's sad. So you talk to this tiny person and the world can stop or pass you by and it just doesn't matter.

Sorry, I got off on a tangent. Anyway, Adam the brat became my friend.

Yes, service can lead one to see more of life and more of the truth of life. But that is not its only power, nor its greatest. The greatest power is that it reveals what one is not powerless, that a contribution can be given, a difference can be made, that "

can do something," that "I am significant."

I never knew that a person could give so much to another by just plain being there. Those people needed me, I've never totally been wanted like this before. I can tell by their daily hugs and smiles that spread over their faces....

Before, I used to want to go into business, but now I'm thinking of going into physical therapy. It always interested me, but I never thought that I could do it. After this semester I really found out what I can and can't do. And, I think I can do it!

These comments do not reflect all that is learned from service, nor do they reflect what is learned by every student. Learning from service is, like any real learning, highly personal and idiosyncratic, reflecting both the potentialities in the learning environment and, of course, in the learners themselves. We don't mean to imply that every service experience is a roaring success. Our own contact with experience is too close for that, our own awareness of barren placements and students who don't respond to even the best opportunities for learning haunt us.

But neither are the comments above anomalies, special cases, or rarities. Adolescents are curious, they are seeking, they wonder about themselves and their world. The power of service as a path to learning is that it places them in a context where the learning is real, alive, and has clear consequences for others and for themselves. It does not reach everybody, but it reaches a far higher percentage, more deeply, than any other method we have tried.

Is this education? Is this appropriate for schools? In the ebb and flow of educational fads and fancies, a prominent catch-phrase of our time is that we ought to be stimulating "higher level thinking." Most often those enamored with this idea don't say what this "higher level thinking" should be about. When they do, the meaning of the phrase turns out to be something ranging from more intimate acquaintance with the best

thinking and writing of our culture to a more sophisticated understanding of mathematical and scientific principles. But "higher level reasoning," if it is to be truly useful, must also engage people in deepening their knowledge and understanding of themselves and their world and to think more complexly about the fundamental issues of life. For adolescents, the fundamental questions are: who am I? where am I going? is there any point to it all? The fundamental issues are those of relationship, significance, connection, suffering, meaning, hope, love, and attachment.

Are these not also what education is really about? The purpose of education cannot merely be to pass tests, accumulate facts, get decent grades, get into college. These are means, at best, the end of which must be to arrive at some truth, for myself, about myself, and about my relationship to the world in which I live.

To opt for service as a part of the curriculum involves, we believe, a commitment: a commitment that what is most important in the lives of adolescents is also what is most important in their education.

References

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Mr. SIKORSKI. Thank you, Mark. Thank you for the video and for sharing those experiences. I had the parallel experience, hundreds of years ago, when I went to the nursing home for the first time. It is good to see that things do not really change. Our next witness is Lisa Holmboe, also a senior at Hopkins High School. I noticed that you are visually disabled a little bit, and because of that you have a keen sense of hearing. You have developed your hearing and have used that with speech impaired kids. Is that what you have been working on in your community service?

Ms. HOLMBOE. Yes.

Mr. SIKORSKI. Do you want to tell us about that experience?

**STATEMENT OF LISA HOLMBOE, COMMUNITY INVOLVEMENT
STUDENT, HOPKINS HIGH SCHOOL**

Ms. HOLMBOE. Yes. Monday through Thursday I go for about one hour a day to Tanglen Elementary School and I am not in the full Community Involvement Program, but I am an intern for the first semester. I help Mrs. Tyce. I work with four students, Jake, Scott, John and Johanna. Each one has difficulties pronouncing such letters as TH, S, and R. First I try to establish a friendly relationship so it is easier for them to work with me. Since I am visually impaired, they sometimes feel uncomfortable.

Mr. SIKORSKI. They feel uncomfortable?

Ms. HOLMBOE. Yes, the students sometimes feel uncomfortable at first, so I make it that it is not such a big thing. They all really like me now, I guess. We work on flash cards and short readings of newscasts or something like that. They read from them and try to pronounce their troubled letters. For example, in each one, they may have a lot of S's, or TH's, or R's. For every good letter, they say, they receive a point. After 400 points, they get to pick a prize, which could be baseball cards or whatever. I also try to think of games that would be helpful to them and that they would get something out of, and have fun at the same time.

I guess I get a lot of personal satisfaction out of going because others have helped me so much. Being blind, they have helped me to lead a somewhat normal life as a blind person in a sighted world. So I guess it really helps me to return my thanks to them and say that you have helped me so much that I can come back and help you do something.

I would really like to see more young people getting involved in the community, because some of my friends say, "Isn't that boring? Doesn't that get repetitive?" We do a lot of the same things every day but every day the kids come in with a different attitude and they look on it as different. I guess I get a little bit more out of it everyday.

I just want to say that if I had not gotten the services I got from the other kids that have gone out into the community, and helped me, I might not be here where I am today. I think I am doing pretty good so far.

[The prepared statement of Lisa Holmboe follows:]

Statement of Liso Holmboe
Senior, Hopkins High School

I'm Liso Holmboe from Minnetonka. I am 18 years old and a senior at Hopkins High School. I have been visually handicapped since I had encephalitis at the age of three.

Monday through Thursday for about one hour a day I go to Tanglen Elementary School on the Community Involvement Internship Program. I help Mrs. Marcia Theis who is a speech therapist. I work with four students--Jake, Scott, John and Johanna. Each one has difficulty pronouncing certain letters such as "th, s and r." First, I try to establish a friendly relationship with each student so they feel comfortable working with me. Then we work with flash cards and short readings which contain a lot of those letters. For every "good" letter they say, they receive a point. I have to keep track of their points on a counter. After about 450 points they get to choose a prize. I also try to make up games that will be fun for them.

As an intern I will receive one credit toward this semester. Next semester I plan to enroll in the full Community Involvement program which requires two hours a day including a three-week seminar. This course is offered as a two-credit Social Studies course and will apply toward the required six credits needed in Social Studies.

I find that I get a lot of personal satisfaction from working with these kids. This is something I can do that is a positive influence and may develop into a possible career

choice. It also gives me an opportunity to help others as others have helped me to lead a somewhat normal life as a blind person in a sighted world.

I would really love to see more young people get involved in the community. Both children and senior citizens seem to respond to the enthusiasm and energy of teenagers.

In closing I would like to emphasize that it is important that all people get involved in their community. Without the help I received, I probably wouldn't be here today.

Mr. SIKORSKI. You have done wonderfully so far. Lisa, I thank you very much. Our next witness is Sheila Jakes, a Montgomery, Minnesota, sophomore attending the Minnesota State Academy for the Deaf, who has helped maintain the beauty and environmental integrity of Minnesota through her work with the Minnesota Conservation Corps the last three summers.

Ms. Jakes' statement is in sign language. Ms. Linda Ducklow serves as Ms. Jakes' interpreter.

Ms. JAKES. Yes, that is correct.

Mr. SIKORSKI. The floor is yours.

STATEMENT OF SHEILA JAKES, SOPHOMORE, MINNESOTA STATE ACADEMY FOR THE DEAF

Ms. JAKES. My name is Sheila Jakes. I would like to greet you all here. I am 16 years old, and am in the 11th grade. I go to the Minnesota State Academy for the Deaf. It is in Faribault, Minnesota. My home town, as he said, is Montgomery. I am here today to talk about the experiences that I had through the Minnesota Conservation Corps. My father first found out about it for me, about the Minnesota Conservation Corps, through some contacts at the school in Faribault. He was the one that told me about it. I have been participating in the program now for three summers, 1985, 1986, and 1987. Some of my experiences included—I did waterproofing of steps, I cut down trees, filled in holes in the forests, and cut down tall grass. And picked up litter and debris that was in the forest. We took care of that. This all happened in Northern Minnesota. I learned so much. I learned how to use different tools. Things like shovels, equipment for cutting down the grass, axes, and different types of breaks. I learned how to work very hard, and how to take responsibility as I have never taken it before. I learned how to get along well with my crew leader and my crew.

When I first went to the Minnesota Conservation Corps, I had never had any kind of job before in my life. So that whole thing had been a real new experience for me. It, of course, was a little bit awkward for me. The second summer, though, with the Minnesota Conservation Corps increased my experiences. My feeling of competence and self respect for me increased. Just confidence in what I could do so much that really helped me to know that I could succeed. It helped me to learn to be a person who could cooperate not only with my deaf friends, but it expanded my horizons more so that I could cooperate and get along with other people, and I am hopeful now that this will help me in future job experiences.

The crew leader was a person who really helped me learn how to get along with the other hearing people in the experience. It helped me as a deaf person in a hearing world when the crew leader and the crew people know that I can succeed. They would ask me things like, can you hear the birds singing or can you hear the fish jump in the lake? They would ask me questions like this, and I would explain no, I cannot hear those things. But instead I have eyes for my ears, and I can see things. I have very keen vision and that helps me. For example, I can see something real far away, or use my peripheral vision to see things out of the corner of my eye that they would not notice. I could see a tree falling instead of

them hearing it, and I can see real far away things, like hand signals from another deaf person real far away.

The Minnesota Conservation Corps, to me, was one of the most positive experiences of my life thus far. It helped me in communication with not only my sign language, but I taught sign language to other people who were participating in the program who were hearing people. I taught them sign language who were interested so that we could communicate together.

Finally, one of the best things to me about what I was allowed to do, I was allowed to go to Boston. They had a competition there and I won first place using some of the tools I had learned how to use here in Minnesota. I have enjoyed this all so much. It has been such a valuable experience for me being allowed in this program. I believe that working with this program has helped the state parks so much, also. It is helped them to be a more enjoyable place for people to use. It has impressed me knowing that we can do something to help keep them clean and a healthy place for people to go to. It is been a wonderful program for me to participate in and I thank you.

[The prepared statement of Sheila Jakes follows.]

Testimony by Sheila Jakes before U.S. House of Representatives Sub-Committee on Human Resources Regarding National Youth Services. Friday, November 13, 1987, St. Paul, Minnesota.

My father found out about the Minnesota Conservation Corps program through school contacts and told me about it. I participated in the program for three summers, 1985, 1986 and 1987. I cut down trees, waterproofed steps, filled in holes on steps and trails, cut tall grass, made trails and picked up litter at state parks in Northern Minnesota. I learned how to use tools such as a shovel, clippers, weed cutter, ax, rake and hand saw. I learned how to work hard, be responsible, cooperate and accept criticism from my crew leader and the crew.

When I first went to the Minnesota Conservation Corps, I never had a job before. It was a new experience. I felt awkward. During my second summer with the Conservation Corps, I gained more experience and felt braver. By the third summer, I felt even braver and gained a lot of experience. This experience gave me more confidence and I learned to be more cooperative with my deaf friends. I now have more confidence in finding a job out in the world with hearing people. My best memory is the staff and crew leader who taught me how to cooperate.

I also learned that being deaf and working outdoors has advantages. The crew leader used to ask me if I could hear the birds sing or hear the fish jump in a lake. Of course, I said no, but I explained I can use my eyes instead of my ears to see nature and use my eyes well on the job. For example, I can spot movement faster than a normal hearing person could. I can see a falling limb or tree and hand signals from a distance faster. Being with Deaf participants at the Minnesota Conservation Corps was a

positive experience. Everyone could communicate in sign language. I also had the opportunity to teach other hearing participants to sign. I liked teaching sign language to interested people.

Finally, my best experience with the Conservation Corps program was being selected to go to Boston to participate in the games. I got first place using tools that I learned how to use in Minnesota. I have enjoyed my experience with the program. I believe my work with the program helped the state parks in Minnesota be a more enjoyable place for people to use and be impressed by the neat parks. I would encourage interested, young people to go and participate in the Minnesota Conservation Corps program.

Mr. SIKORSKI. Thank you. If we have trouble with this legislation, we will have to call on you with your award winning tool expertise to do some work for us.

Greg Rhodes graduated from Carleton College. He was in a service program at Carleton College as a student and has gone on and become director of Carleton's Acting in the Community Together Program, the A.C.T. Program. As a student, Greg worked at the Northfield Food Shelf and last summer worked with the homeless in the Twin Cities. Now in his new job everyone tells me he is helping to make Carleton's Volunteer Program a model of excellence. I might mention that the person who wrote this is to my right and is also a Carleton graduate. So he had to put about two extra sentences for Carleton. Greg, go ahead.

**STATEMENT OF GREGORY P. RHODES, A.C.T. COORDINATOR,
CARLETON COLLEGE, NORTHFIELD, MN**

Mr. RHODES. I appreciate this opportunity to talk about the importance of community service and underscore some of the points made by the people who have already spoken. Such service is valuable for many reasons. Most notably, it draws the volunteers out of their own small world, enabling them to better understand human conditions. It also encourages an ethic of service. Community service as has been demonstrated here brings out the best in people, their generosity, their concern for others, and their desire to "make this world a better place."

I came late to the world of community service. In my senior year at Carleton, I finally did what I had been promising myself I would do—I volunteered at the food shelf. My commitment was not earth shattering. But my small effort had an effect, moving me from the world of promising to the world of participating. I do not think I am alone; many people experience the feeling that they should become involved, but it takes time to overcome the inertia that has kept them passive for so long. Involvement has meant a great deal to me, broadening my horizons, and making me reconsider how to channel my talents and energies. My application for the position as volunteer coordinator grew directly out of the positive experiences I have had as a volunteer.

My involvement also affected my choice of what to do this last summer. Whether to work with the homeless, to work for money, whether to travel. I did finally decide to spend the summer with the homeless. I learned many lessons. I grew a great deal. I could not sit here and describe all those things because it would take too long. But what is important for this hearing about those experiences is that there was some impetus for me to look beyond my own self interests. And that impetus was provided by my previous experiences with community service.

My story is not unique. Nor is it exceptional. At Carleton, over 270 students have been involved in community service during the first two months of school. Some have started slowly, like I did, making that first effort to get involved. Starting slowly is okay because often it leads to a rewarding and enjoyable experience, providing the impetus to do more. It is not so much how you start but that you start. Commitment and enthusiasm develop from there.

Why is community service important? I believe for three reasons in particular. First, it gives a person a focus outside of oneself, overcoming narrow self-interest. It encourages one to build relationships with new and different people, which leads to a broader understanding of people and society. It builds an ethic of service. All of these things are essential for people who want to be active participants in a democracy.

This is why the government should be concerned about, and I believe involved, in community service. Because it has an enormous stake in encouraging an active, understanding public.

What specifically should the government do? One popular idea that was mentioned by Congressman Sikorski is loan forgiveness. Harvard does this with its law students who spend a certain minimum of time after graduation doing (low paying) public service legal work.

This option is particularly important in light of the recent cutbacks in federal aid to college students, forcing them to rely even more heavily on college loans (assuming student can get them). As I can attest, finishing one's undergraduate experience with \$10,000 or even \$15,000 in loans, is frightening enough if you are entering the job market with some hope of a good salary. It could be enough to make some people pass on public service work because of the low pay.

This forgiveness option should be broadened, offering loans to students who want to do an extended community service project while they are still in school. Students from lower income families often have no choice but to work in the best paying job they can find during their summers, so they can contribute to their education. But I submit that community service work is valuable and educational and should be available to those who need to help pay for their education. The government, federal and/or state, should provide a loan to persons covering the loss of income resulting from non- or low-paying service work, allowing students to continue to pay for their education. The loan, like others, could then be forgiven if a person worked in community service after graduation. Better yet, the government could provide grants to low income students doing service work. These students are often saddled with enough debt as it is. They would very likely be unwilling to incur more even with the possibility of forgiveness.

Finally, the government should encourage institutional support for community service programs. There are many sectors where this is possible: students at secondary schools and colleges seem likely candidates, having large populations of people with a great deal of energy and enthusiasm. Federal work-study funds can currently be used to pay a student doing community service work, but the paper work discourages many schools from taking advantage of this. Applying for work study funds in this manner should be made easier.

I would make one caveat about community service. And that is that it should never be used as an excuse or a vehicle through which the government abdicates its role in providing for those in need. The notion that private charities, civic groups, and individuals should somehow take care of our hungry, homeless, and unfortunate, is a farce. This problem is too large and when we pass it off

to a group lacking the resources to address the issues adequately, we leave the problem unsolved. On the other hand, I would encourage partnerships between government, industry, and private aid groups which allows for better use of resources, and it enables individual citizens to give of themselves to help those in need. But government must be willing to take a lead role in this and provide the necessary resources.

Because community service provides a focus outside oneself, broadens one's understanding, and encourages an ethic of service, it benefits more than just those people who are directly involved. There is no doubt that the volunteer and the recipient gain from their relationship, but it does not end there. All of society benefits from the lessons volunteers learn as they become more active, engaged, understanding citizens. Service brings out the best in people. Is not that what we really want to encourage?

[The prepared statement of Greg Rhodes follows:]

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6 November, 1987

Gregory P. Rhodes
 A.C.T. Coordinator

I appreciate this opportunity to talk about the importance of community service. Such service is valuable for many reasons, most notably because it draws volunteers out of their own small worlds, enabling a deeper understanding of the human condition, and encouraging an ethic of service. Community service brings out the best in people -- their generosity, concern for others, and desire "to make this world a better place."

I came late to the world of community service. My senior year at Carleton I finally did what I had long promised myself I would do: volunteer at the food shelf. My commitment wasn't earth-shattering -- a few hours once a month, carrying bags and stocking shelves. But my small effort had an effect, moving me from the world of promising to the world of participating. I don't think I'm alone; many people experience the feeling that they should get into the game, but it takes time to overcome the inertia that has kept them on the sidelines cheering rather than on the field participating.

Involvement has meant a great deal to me, broadening my horizons, and making me reconsider how to channel my talents and energies. My application for the position as volunteer coordinator at Carleton was motivated by positive experiences I have had as a volunteer.

My involvement also affected my choice of what to do between graduation and the start of my job -- what to do with my summer. I pondered several options. The most obvious was working for the construction company that helped me earn my way through college. The money tempted me -- I could purchase yuppie toys I'd always wanted. A second option was travel, if I could scrape up the cash. But because of my volunteer experiences, a third option presented itself: working with the homeless, another game I'd been watching from the sidelines for too long.

I chose, finally, to spend my summer with the homeless of

Minneapolis. The lessons learned from this experience, the personal changes made -- are far too numerous to mention here. Indeed, they aren't really the subject of this testimony. What is important, though, is that there was some impetus for me to look beyond my own self-interest, an impetus provided by previous experiences with community service.

My story is not unique, nor is it exceptional. Two stories of other Carleton students illustrate the benefits of community service.

One Saturday a few weeks ago a student went out to rake an elderly lady's lawn. Asked how it went, he gave a warming response. He and the lady hit it off, which was especially terrific for him; the student had never had a close relationship with his grandparents, and this woman opened a whole new world to him. He saw senior citizens in a new way, one that placed them in a context that was positive. The student had grown and learned a lesson he would never get in the classroom.

Another story involves a Carleton student making weekly visits to one of the local retirement homes, building a relationship with a resident there. This continued for five or six weeks -- until recently, when the senior citizen died unexpectedly of a heart attack. The loss caused the Carleton student considerable pain, which isn't remarkable unless one considers how briefly the two had known each other. In a short time they had gained an intimacy of obvious importance to the student, and probably to elderly person as well. And such intimacy is essential in our too often cold and impersonal world. It humanizes and encourages a broader understanding of many different types of people. This is true not only for the volunteer, but for the recipient as well, who can't help but be affected by the caring shown towards himself or herself, and can also learn about different kinds of people.

The experiences mentioned are not isolated events; they represent the experiences of many people. At Carleton, over 270 students have been involved in community service during the first two months of school. Some have started slowly, like I did, making that first effort to get off the sidelines and into the game. Starting slowly is okay, because most often it leads to a rewarding and enjoyable experience, providing the impetus to do more. It's not so much how you start, but that you start. Commitment and enthusiasm develop from there. Eventually you might even become a hardcore volunteer, devoting large amounts of time to several different efforts.

Why is community service important? It gives a person a focus outside of oneself, overcoming narrow self-interest. It encourages one to build relationships with new and different people, which leads to a broader understanding of people and

society. And it builds an ethic of service. All of these things -- a focus outside oneself, a broader understanding of people and society, and an ethic of service -- are essential for people who are active participants in a democracy.

Why should the government be concerned about, and I am involved in, community service -- because it has an important stake in encouraging an active, understanding public.

What specifically should the government do? One idea that has been tossed around and gained popularity is loan forgiveness. Harvard does this with its law students; those who spend a certain minimum amount of time after graduation doing (low-paying) public service legal work are eligible for loan forgiveness.

This option is particularly important in light of the recent cutbacks in federal aid to college students, forcing them to rely even more on loans (assuming students can get them). Finishing one's undergraduate experience with \$10,000 or even \$15,000 in loans, and \$25,000 to \$50,000 for graduate students, is frightening enough if you're entering the job market with some hope of a good salary. It could be enough to make some people pass on public service work because of the low pay.

This option should be broadened, offering loans to students who want to do an extended community service project. Students from wealthy backgrounds have many choices during their summer breaks: work to help pay for college, get a paying or (more likely) non-paying internship for experience, travel, or volunteer with a community service organization. But for students from lower-income families, there is no choice but to work. Working to contribute to your own education is a positive experience, but I submit that community service work is valuable and educational. The government, federal and/or state, should provide a loan to persons covering the loss of income resulting from non- or low-paying service work, allowing students to continue to pay for their education. The loan could then be forgiven if a person worked in community service.

Better yet, the government could provide grants to low-income students unable to afford the loss of income towards college but who would like to spend a summer doing service work. These students are often saddled with enough debt as it is; they would very likely be unwilling to incur more.

Finally, the government should encourage institutional support for community service programs. There are many sectors where this is possible: secondary schools and colleges seek likely candidates, dealing with large populations of people with a great deal of energy and enthusiasm. Students at these institutions are in their formative years; lessons learned now about service

will stay with them for a lifetime. Federal work-study funds can currently be used to pay a student doing community service work, but the paper work discourages schools from taking advantage of this. Applying work-study funds in this manner should be made easier.

Another institution to encourage is the corporation. Many endorse employee community service; some even allow people to use company time. Incentives, perhaps including tax breaks, could be used to encourage more corporations to support this activity.

One caveat: community service should never be used as an excuse or a vehicle through which the government abdicates its role in providing for those in need. The notion that private charities, civic groups, and individuals should somehow take care of our hungry, homeless, and unfortunate is a farce. This simply passes the problem off to a group lacking the resources to address the issues adequately. On the other hand, creative partnerships between government, industry, and private aid groups should be encouraged, allowing for a more efficient use of resources, and enabling individual citizens to give of themselves to help those in need. But government must be willing to take a lead role in this, and provide the necessary resources.

Because community service provides a focus outside of oneself, broadens one's understanding, and encourages an ethic of service, it benefits more than just those people who are directly involved. There is no doubt that the volunteer and the recipient gain from their relationship, but it doesn't end there. All of society benefits from the lessons volunteers learn as they become more active, engaged, understanding citizens. Service brings out the best in people, and isn't that what we really want to encourage?

Mr. SIKORSKI. Thank you, Greg. Our next witness is Kristine Pettersen, who is a student at Oxford College in Minneapolis and, as I said in a previous introduction, puts in a night now and then at the homeless shelter near Oxford while her fellow students are studying or enjoying a game or partying. She is over there having her own party. Kristine, do you want to tell us your experiences?

STATEMENT OF KRISTINE PETERSEN, STUDENT, AUGSBURG COLLEGE

Ms. PETERSEN. Sure. I volunteer at the shelter for the homeless at Our Savior's Lutheran Church, which is in Minneapolis. I try to do it at least once a month. Sometimes, as you said, it is hard to get into the swing of things. And it is a whole separate world. But now that I am continually volunteering, it gets to be easier and easier. I would like to tell you what goes on once I get to the shelter.

I arrive at 6:30 p.m., and the guests come at 7 p.m. We also have a full shelter. They are always people that need to sleep overnight in the church. We have the same people coming in for about a 30 day span, the same people come in. There are usually only about three women; then there are about 18 to 19 men. First they sign up for jobs for the evening like washing the dishes.

Mr. SIKORSKI. Kristine, the 30 day span, is that a rule or is that what happens?

Ms. PETERSEN. No, that is what happens.

Mr. SIKORSKI. Naturally?

Ms. PETERSEN. Naturally, yes. Then they move on. They sign up for jobs for the night and also for the next morning. Then we proceed to go through those things. The people, the guests mainly sit in the TV room and watch TV during the night while the others are doing the jobs they signed up for. I go upstairs to the kitchen with one of the guests to help prepare dinner and we prepare an evening snack. Serve that. And have a chance to talk with people if they want to. Usually, they are really talkative. And they like to hear about my life. That helps me to clear up things in my mind. It is good for me too. Like the others have been saying, that it is a give and take situation. I have gained a lot because it is such a different reality than mine. It is so simple, the way they live. I really enjoy that simpleness, and how the biggest issues for them are washing the dishes, cleaning the tables, and who is going to empty the trash, stuff like that. Usually I am not so concerned with that. That is taken care of in my life. So that is really good for me to have a give and take.

One thing that has been hard for me is my position of authority over these people who are older than I am. Most of them are older. There are teenagers, but most of them are middle aged people. Some of them do not want to do their jobs and it is up to me to get them to do their jobs at night or in the morning. That position of authority has been hard for me, but I think that is good for my character. I have learned to stand on my own two feet, and to help other people see things that should be done.

Right now, Augsburg is starting a new program called HOPE, Helping Other People Experience. Basically, we are trying to start

a file that will be kept in the file at the college center for students to come and look up certain volunteer programs in our community. It does not necessarily have to be for the shelter. I happen to be interested mainly in the shelter so people can come directly to me and ask me about that. But we are just starting a file at Augsburg for people who are interested in community service, whatever kind strikes their fancy. So that is what happening at Augsburg. Thank you.

[Prepared statement of Kristine Petterson follows:]

Statement of
Kristine Pettersen
Student, Augsburg College

The thick bodied American Indian woman was washing her swollen face in the church basement bathroom. Her swollen eyes were encased by lumpy red cheeks marked with cuts and bruises. As I watched her look sadly into the mirror, I wondered if she'd ever had the harvest or if those same red eyes had ever gazed upon the beautiful gift of a rose. She looked at me and our eyes met; I could feel the fright moving from her soul and reaching out through her dark pupils. She spoke in mumbled tones, whispering of the night and its wretched cold. "Where will I stay?...you know I slept outside last night...now, where can I stay?"

John, a bearded man with a very pale face, shook violently, while intently looking at his hand. His eyes flickered as he struggled for control. After every attack of shaking and fluttering eyelids he would glance over to me and see if I was watching. He drew faint pictures of blind-eyed people screaming for help. He would spend his whole day just sketching and erasing until the drawings were perfect. There must have been someone inside him dying to be free, to be "normal" and in control.

The stench of decaying leather and unwashed bodies mixed with the smells of dinner cooking in the shelter kitchen as I sat in the office trying to help my homework. Guests came in and out of the tiny room for various things and a man sat doodling his toenails on the floor outside. The long pair of pants he was using terrified me. When I first entered the office I thought he had a gun or some

different. They talked with me about religion, life, marriage ^{love}, jobs, and of music. While I was listening, their voices began to sound like drops of rain dripping into an enormous barrel. The drops echoed at each falling because the immense space of the barrel could never be filled. One lost soul sat in the corner and just laughed. What was so funny?

"I was hungry and you fed me..."

Facts:

If one wants to volunteer at the shelter they simply call the church and set up a date with a staff person there. Once at the shelter, one helps to prepare a light meal & then you may sit in the t.v. lounge with the guests. Light out is at 10:00 & the volunteer sleeps overnight. Breakfast is served in the morning and all are on their way by 7:00.

Mr. SIKORSKI. Thank you, Kristine. And finally, Jennifer Remmick from the College of St. Benedict and St. John's, who, through her involvement with the Special Olympics, has helped kids who cannot walk to soar. She is a student director at St. Ben's program, VISTO. Why don't you go ahead?

**STATEMENT OF JENNIFER REMMICK, STUDENT DIRECTOR,
VISTO, COLLEGE OF ST. BENEDICT**

Ms. REMMICK. Thank you. Chairman Sikorski, I thank you so much for the opportunity to express my support for this necessary and long awaited bill. I am from Minot, North Dakota, and currently live in St. Joseph, Minnesota. I am a senior at the College of St. Benedict, majoring in elementary education, hoping to pursue a degree in special ed next fall.

As a freshman at the College of St. Benedict, I joined an organization called Volunteers in Service to Others—VISTO. VISTO is a volunteer organization consisting of six areas of interest and 17 different programs. Currently, VISTO's volunteer list is comprised of 650 names of active volunteers. The program is organized by a group of coordinators, who are also volunteers, who oversee the other volunteers in their direct contact with the recipients. These people give an average of five hours to ten hours per week.

In an organization such as VISTO, the volunteer as well as the recipient receive satisfaction. Combined, these two groups of people form relationships that help them to achieve their goals—whether they be physical, mental, or emotional. It is not uncommon to see tears of gratitude at a Special Olympics awards ceremony or lingering hugs after a Senior Citizens social. Through the giving of one's self by the volunteers, in cooperation with the unbounded acceptance of the recipients, we see the development of community between college students and children, the handicapped, and seniors.

The spring of my sophomore year, I was appointed Area Volunteer Coordinator for the handicapped. The duties of my position increased, thus limiting my contact with others. My position did, however, expand my knowledge of volunteerism. I was responsible for the operation of six areas ranging from religious education to the mentally handicapped to coaching swimming and diving to the physically handicapped. We held monthly meetings and volunteer appreciation functions. My main duty was the organization of transportation to and from the site of service. Times, dates, and meetings had to be arranged for over 90 volunteers and 130 recipients. Our handicapped program stretched over a 40 mile radius touching individuals in group homes, institutions, achievement centers, and private homes.

Last spring, I was asked to fill the last student level position in VISTO, that of Student Director. Although my time with the recipients has been virtually eliminated, I have become closer to them. After being associated with VISTO for three years, I have formed bonds with many of the recipients.

I have many duties as Student Coordinator. My job now encompasses not only the handicapped area, but an additional five areas of service. Over 650 volunteers are involved with the handicapped, senior citizens, Project Friends, religious education, youth and spe-

cial services. Again, many of my duties involve transportation and meetings, bringing together the ideas and needs of over 650 special volunteers.

As one can see, many of the jobs in VISTO deal with our funding. VISTO is a non-profit organization. Therefore, we cannot solicit or raise funds in any way. We operate solely from allocated funds from the College of St. Benedict and St. John's.

For example, neither of our staff of advisors are salaried, necessitating an annual turnover. This lack of continuity in our advisors leads to chaos and inefficiency as they adjust each fall to their position. If it would be possible to make our advisor positions salaried, ideally through an increased budget, VISTO would not only grow but operate more efficiently as well.

At the beginning of each year, VISTO submits an itemized, anticipated list of expenses for the coming year. We are given \$1,500 from each department of the respective school's Campus Ministry. This \$3,000 is then added to an agreed upon allocation from the Joint Funding Board of the two schools. Because we are private institutions, we are fortunate enough to ask for and receive these allocations and even use of facilities.

At state institutions, this would most certainly be more difficult. Without the funding made by the two schools, volunteer programs such as VISTO would not exist. For the 1987-88 academic year, VISTO has been budgeted a total of \$5,800. From this budget, we fund all transportation, duplicating, public relations, and appreciation functions. VISTO has been operating on a similar budget every year, always ending the year \$200-\$500 in debt. For the 1987-88 year, VISTO added another program. We hold this to be our yearly goal, yet VISTO received only \$300 more than last year. With this strict budgeting, we are forced to limit our expansion in other areas of volunteer service.

Without additional funding, as would be provided by this bill before the House, VISTO and other volunteer programs are in serious trouble. The additional funding would make expansion of existing programs a reality and the formation of new programs, a possibility. Without the support of our schools, VISTO at the College of St. Benedict and St. John's University would be greatly diminished. Federal funding for volunteer programs would not only encourage existing programs, it would relieve the financial burden on private institutions to support programs like VISTO. Thank you

[Prepared statement of Jennifer Remmick follows:]

HR 3096 THE COMMISSION ON FEDERAL VOLUNTARY SERVICE OPPORTUNITIES
FOR YOUNG PEOPLE ACT OF 1987
TESTIMONY GIVEN BY JENNIFER J. REMMICK

It is a great honor to represent Senator Gerry Sikorski and the current bill (HR 3096 The Commission on Federal Voluntary Service Opportunities for Young People Act of 1987) before the House. I thank you for the opportunity to express my support for this necessary and long-awaited bill.

My name is Jennifer Remmick. I am from Minot, North Dakota and live currently in St. Joseph, Minnesota. I am a Senior at the College of St. Benedict majoring in elementary education and hope to pursue a degree in special education in the fall of 1988.

My interest in being a volunteer began with an overnight camp-out with ten mentally and physically handicapped individuals. It was the longest night of my life, but it helped to define and influence my future plans. That outing was seven years ago. Since then, I have given five to ten hours per week to different programs of volunteer service.

As a freshman at the College of St. Benedict, I joined an organization called Volunteers in Service to Others--VISTO. Visto is a volunteer organization consisting of six areas of interest and seventeen different programs. Currently, Visto's volunteer list is comprised of 650 names of active volunteers. The program is organized by a group of coordinators who oversee the volunteers in their direct contact with the recipients. These people give an average of five hours per week to others in need.

I became an active VISTO member in the area of Special

Olympics, where I coached mentally and physically handicapped individuals in various sports. The following year I was appointed Assistant Volunteer Coordinator. My duties included arranging transportation and setting and coinciding times and meetings with the Special Olympics contact person in St. Cloud. I remained in direct contact with the athletes as our basketball team played in the division championship that year. It is hard to express the satisfaction and gratitude I felt after our team won after two years of work.

In an organization such as VISTO, the volunteer as well as the recipient receive satisfaction. Combined, these two groups of people form relationships that help them to achieve their goals--whether they be physical or mental or emotional. It is not uncommon to see tears of gratitude at a Special Olympics awards ceremony or lingering hugs after a Senior Citizens social. Through the giving of one's self by the volunteers, in cooperation with the unbounded acceptance of the recipients, we see the development of community between college students and children, the handicapped, and seniors.

The spring of my sophomore year I was appointed Area Volunteer Coordinator for the handicapped. The duties of my position increased, thus limiting my contact with others. My position did, however, expand my knowledge of volunteerism. I was responsible for the operation of six areas, ranging from Religious Education to the mentally handicapped to coaching swimming and diving to the physically handicapped. We held

monthly meetings and volunteer appreciation functions. My main duty was the organization of transportation to and from the site of service. Times, dates, and meetings had to be arranged for over 90 volunteers and 130 recipients. Our handicapped program stretched over a 40 mile radius touching individuals in group homes, institutions, achievement centers, and private homes.

Last spring I was asked to fill the last student level position in VISTO, that of Student Director. Although my time with the recipients has been virtually eliminated, I have become even more involved with them. After being associated with VISTO for three years, I have become very close to a number of recipients. I have many duties as Student Coordinator; my job now encompasses not only the handicapped area, but an additional five areas of service. Over 800 volunteers are involved with the Handicapped, Senior Citizens, Project Friends (Big Brother/Big Sister), Religious Education to surrounding parishes, Youth, and Special Services. Again, many of my duties involve transportation and meetings, bringing together the ideas and needs of over 800 special volunteers.

As one can see, many of the jobs in VISTO deal with our budget. VISTO is a non-profit organization; therefore, we cannot solicit or raise funds in any way. We operate solely from allocated funds from the College of St. Benedict and St. John's University. At the beginning of each year, VISTO submits an itemized, anticipated list of expenses for the coming year. We are given \$1,500 from each department of the respective schools

Campus Ministry. This \$3,000 is then added to an agreed upon allocation from the Joint Funding Board of the two schools. Because we are private institutions, we are fortunate enough to ask for and receive these allocations and even use of facilities. VISTO is often present in the halls, gymnasiums, and pools of the two schools. At state institutions, this would most certainly be more difficult. Without the funding made by the two schools, volunteer programs such as VISTO would not exist. For the 1987-88 academic year, VISTO has been budgeted a total of \$5,800. From this budget, we fund all transportation, duplicating, public relations, and appreciation functions. VISTO has been operating on a similar budget every year, always ending the year \$200-500 in debt. With this strict budgeting, we are forced to limit expansion into other areas of volunteer service. For the 1987-88 year, VISTO added another program. We hold this to be our yearly goal, yet VISTO received only \$300 more than last year.

Without additional funding, as would be provided by this bill before the House, VISTO and other volunteer programs are in serious trouble. The additional funding would make expansion of existing programs a reality and the formation of new programs a possibility. The fact that our particular VISTO program involves two private colleges is an interesting aspect on the issue of Federal funding. Without the support of our schools, VISTO at the College of St. Benedict and St. John's University would be greatly diminished. Federal funding for volunteer programs would not only encourage existing programs, it would relieve the financial burden on private institutions to support programs like VISTO.

Mr. SIKORSKI. Thank you. We heard amazing and powerful but relatively simple stories here this morning. About the great work that can be accomplished by putting back to the community that helped nurture you. You are getting a lot back out, so young people want to grab all the gusto they can. One way is in community service. Sheila and Greg and Jennifer, and Lisa and Kristine and Mark, we thank you for your stories. It is disappointing, but understandable, that these kinds of stories are not the headline news. If the six of you demonstrated in this room, here this morning, in opposition to academic standards, or against something, chances are you would have a host of media attention and some response from public officials and the rest. But that is not the situation we are in, so we have to amplify our voices as best as we can. That is why we are having the hearing and this record will magnify and ripple out like ripples on a pond.

I would like to ask how your experiences have changed how you plan your future. Mark, you talked about how it has affected the behavior of your friend. He is not here today, is he?

Mr. SENN. No.

Mr. SIKORSKI. What are your plans for the future? You are a senior in high school.

Mr. SENN. No, I have graduated.

Mr. SIKORSKI. You have just graduated from Hopkins. Where are you now?

Mr. SENN. I am not presently attending school. I am taking a year off before I go back.

Mr. SIKORSKI. Okay. Has it affected your plans?

Mr. SENN. I think if I were ever in a position of hiring somebody, I would definitely consider hiring someone less fortunate because I have been exposed to them, and I know they are good, human beings just like everybody else. They can do just as good a job, but sometimes they are not given a chance. So being exposed to that has given me an insight, so that I would not be prejudiced against them.

Mr. SIKORSKI. Good. How about you, Sheila? Should I call you Jack Pine Sheila now? How about your plans for the future? You are young, you are 16? You are a sophomore.

Ms. JAKES. Junior.

Mr. SIKORSKI. Junior. I am sorry. You were a sophomore in the program.

Ms. JAKES. Yes.

Mr. SIKORSKI. Have your plans for the future changed because of your experience in the conservation corps?

Ms. JAKES. Yes, I want to encourage people to go out to the Conservation Corps to help them learn because I learned a lot there also. I have nothing else to say.

Mr. SIKORSKI. Greg, your plans have already changed. Jennifer, how about you?

Ms. REMMICK. My sense of community, the definition of my community has expanded ten times. My love has ten folded also. But we have at St. Ben's and what I have been involved with has taught me a lot of patience and has increased my vision to somehow help. I feel like I have done something when I walk out of Special Olympics, for example, or from a religious day at a group

home, I have such a feeling of accomplishment. They give me so much. I want to spread this, I have changed my attitude totally.

Mr. SIKORSKI. In the late 1960's I started at the nursing home at about 75 cents an hour and ended up two and a half years later at a dollar something an hour. But I found that working at the nursing home was like going to a good movie. The next day you think about it, and a couple days later you are still thinking about it. Now and then you think back to scenes in that movie. Having worked at the nursing home, I was thinking about things that I never would have. Normally, I was concerned about a pimple or a date or something. I found myself thinking of a resident, someone who was having trouble or someone who was having a great time. I was part of that life. Have you found that, Lisa? Do you think about those kids that you work with now and then?

Ms. HOLMBOE. Yes, I guess. When I first got into it, Dan Conrad came to me and I did not want to be in psychology anymore. And I said, oh well, community involvement might be something I could do. I was not very excited about that. I do not know if I can do this. So then Mrs. Tyce came to me and said this might be something—I might be able to use her since she does have keen hearing and stuff. I did not know if I could do it. Now I have gone there and I give my love to the kids and they really come out. When they come with me, they cheer up so much more. On the way over, Mrs. Tyce was saying that she had a conference with one of the kids, and her parents came in and said, you know, Johanna comes home and said she really loves Lisa. It was so cool to hear that I guess. When you hear second hand about how someone really appreciates you, I did not think I was doing that big of a job. I was just going over there and working on flash cards. But I guess they really get something out of it. I feel so much better in helping them, and knowing I am helping them because they have helped me so much.

Mr. SIKORSKI. Great. Lisa, you said Mrs. Tyce is a teacher?

Ms. HOLMBOE. Yes, Marsha Tyce.

Mr. SIKORSKI. Is she here?

Ms. HOLMBOE. Yes.

Mr. SIKORSKI. Marsha, stand up, and Conrad. Other teachers, Jennifer, do you have anyone here? Sheila, do you have other people here that helped you in your programs? Mark, is there anyone else here from Hopkins?

Mr. SENN. Yes, this man right here, Dan Eckberg.

Mr. SIKORSKI. Thank you all, Marsha, Ed, and others for your efforts. One last question. I have a position on this. I think young people should be required to do so many hours of community service in order to graduate from high school. I think it should be built into the curriculum and I think everyone gains from that. That is my position, and I wanted you to know it up front, but I would love to hear if you disagree with that, or agree, or have a feeling on that, at either high school or college level?

Greg, do you have an opinion?

Mr. RHODES. I always have an opinion. I think that would be a very beneficial thing. So long as you keep in mind that there are differing levels of commitment and however you were to structure a program like that, you would need to insure that those people who are deeply committed had their avenues through which they

could serve, and those people who were not so committed but were doing it because it was a requirement, that they were treated in such a way that they were respected for their position. As I mentioned in my statement, people as they start to volunteer, get excited about it. Then commitment and enthusiasm grow from there. So the approach needs to be one that allows that commitment and enthusiasm to grow for those people who do not yet have it.

Mr. SIKORSKI. Good. Jennifer, what do you think of the idea? Making service a requirement to graduate?

Ms. REMMICK. As Greg said in his statement, getting started is the hardest part. I remember the first time, it was ten years ago, that I first went. It was an overnight campout. I thought I would die. I was so nervous to go, and after that, it only grew. And I spent more and more time and more and more hours. I put in probably ten hours a week now. I think it is an excellent idea to have it. Because initially that is the hard part.

Mr. SIKORSKI. Lisa, it gets you off your behind. And if it were part of graduation requirements?

Ms. HOLMBOE. I think it is a good just because I do not feel that the kids that do not participate in the community know. They make fun of people. It is sad how they tease kids and tease older people. I think it is a good eye opener for everyone to have to put it some hours.

You get in trouble with lie. You get 16 hours in the community. But then you are being forced to do it. My friend hates this. I think it should be optional in some ways. I think everybody should do it at some time.

Mr. SIKORSKI. At their level.

Ms. HOLMBOE. Without being forced to do it. You should get to pick what you would like to do.

Mr. SIKORSKI. Thanks, Lisa. Kristine.

Ms. PETERSEN. I think it is a really great idea. For me, I knew about the shelter for the homeless before I went and volunteered. It was really easy to read about it, and pretend to sympathize or empathize and understand it. But actually going out and doing it has changed my viewpoint. It has motivated me to continue doing that. So I think, instead of just informing people about community service, we required them to go out and actually do it, then it will sink in more. They can learn about it and really feel the problem instead of just reading about it in black and white on a piece of paper.

Mr. SIKORSKI. Mark? What is your feeling?

Mr. SENN. I am not sure that it would be such a good idea simply because of the fact that people who are forced to do something do not really get the full feeling for it. If they are forced to do something, they are not going to be—some would respond, some would not respond. Some would just go and not do a very good job. I think you really have to want to do something like this to open yourself up enough to realize it.

Mr. SIKORSKI. Which comes first, the chicken or the egg? How are we going to get people interested in programs? You yourself said that until you got out on that bus and into the hallway of that state institution, you really did not appreciate what was going on. It made a difference. But you did have a program there. Most

schools do not have a program. We are not talking about managing people and taking them out.

We are just saying: there are certain standards that we have to graduate from high school in the state of Minnesota. One of them is that you are going to do some community service. A school district is going to determine how many hours, and what kind of programming is used to support that credit, just as you have foreign language or math or English or other requirements. You are going to have a requirement of community service. Some will be less interested than others. Some will be very motivated.

But my position is that unless you have the program there, we are going to have fits and starts throughout the state. A lot of people are going to miss the opportunity. I think this is apparent.

Mr. SENN. I think they should have the opportunity to do it and to be exposed to it. But to receive credit for graduation as a requirement might be difficult. It is ideal that it would work that way. But I think it has a lot of problems and I think the school should expose it so it grows bigger so that ten years down the road, it may work. But it can cause problems.

Mr. SIKORSKI. You are right. The programming for that would be massive and the resources needed to do that are pretty sizable. I look at it a lot like brushing your teeth. You realize later on that it is beneficial.

Sheila, did you have anything to say on either of these questions?

Ms. JAKES. I just wanted to add something. The first time that I went, I was really awkward and I did not know what to do. It was really hard. I did not know where to go, what it was. Then later I slowly got into the swing of things and it is fine. I have no problem going. It is a lot of fun.

Mr. SIKORSKI. Do you think it should be a requirement for graduation from high school in Minnesota?

Ms. JAKES. No, I do not think so. Because people are really busy. I do not know. You have three years of going to school. When you go home, some people just like to rest.

Mr. SIKORSKI. Very good. Anyone have anything they need to say, they want to say, they must say? You have been absolutely fantastic. You have been inspiring and direct. I want to thank you on behalf of the House of Representatives for your time this morning and for your contribution to community. Thank you all. [Applause.]

The members of the next panel have had their lives enriched by the students we just heard from. These witnesses span the spectrum of lives that are touched by youth service programs. We have Maggie Spink, a resident of the Edgewood Nursing Center. We saw that facility in the video that Mark provided. She was featured in the video tape this morning. You were one of the stars. But you were not given credit, Maggie. I did not see your name in bright lights. Students from Hopkins High School regularly visited Maggie.

Also today we have Christopher Messer, who recently moved with his family to Northfield where school officials quickly found his reading level beyond his current grade of four. Because the school could not schedule more advanced reading classes, Carleton

students have been tutoring Christopher each week and working on special projects.

Maggie, why don't you begin?

Ms. SPINK. I was not prepared for this. I was not aware that I had to prepare a little speech.

Mr. SIKORSKI. You do not have to prepare. Why don't you just give it?

Ms. SPINK. Just give it. OK.

Mr. SIKORSKI. From the heart.

STATEMENT BY MAGGIE SPINK, RESIDENT, EDGEWOOD NURSING CENTER

Ms. SPINK. I will tell you a little bit about myself. I am 72 years old, and I cannot walk without assistance. I had three major knee surgeries that were not successful. I have spent seven years in a hospital for emotional distress. Now I can tell you why it means so much to me to have these wonderful young people visit. Mr. Conrad, whom I have met several times and have certainly been impressed with him, has made arrangements for the young people to come in and visit me. I think it works both ways. I do not know if you people have ever had the experience of visiting a nursing home, had the brunt of your family in the nursing home. It is not a pleasant experience. There are very few people there that I can relate to. Many have Alzheimer's that I cannot relate to. So by having these young people come in as they do so marvelously, come in and visit with me, it gives me a new lease on life. I cannot speak highly enough of these young people. Yet they seem to want to talk to me. I think that comes because I know life. I had a full life. I had many disappointments. And I feel that I can give to them also with understanding and compassion and really making a lot of our association. I am so happy to have this experience with these wonderful young people.

I had a couple last winter from out in the cold in Hopkins High School that visited me three times a week. They brought me such pleasure and said I did so much for them because I understood so much about life.

Now I have two other young ladies, Heather and Jamie, and they too have brought me much happiness. Yet they seem to like to talk to me because I have a full understanding of what life is about.

I am not going to make this a lengthy discourse because I was not prepared to come to speak, but I wanted you to know that I come from a nursing home. I am an invalid. I cannot speak highly enough of Mr. Connor's program here for the young people to come. We have many young people working in our kitchen, also. They too have been seeking out my advice and have paid me frequent visits. I am very fortunate, having many friends. I do not feel shortchanged that all these things have happened to me because I think I have much more experience, have profited much more from them.

Mr. SIKORSKI. You have done just great, Maggie. And I want to express our appreciation. Just as you have been enriched by talking with these kids from Hopkins High, we have been enriched talking with you and hearing your story.

Ms. SPINK. I am not accustomed to this sort of thing. It is a little foreign to me and I am trying to do a good job.

Mr. SIKORSKI. You are doing a great job.

We are going to hear Christopher, your partner beside you. Christopher, why do you not tell us your story?

STATEMENT BY CHRISTOPHER MESSER, STUDENT

Mr. MESSER. I am working on a report on how dinosaurs died off. Andy Mobley helps me by teaching me what to do to write a report, how to find books to use, and know how to plan ahead, and also to know how to set goals. It is fun. I am learning a lot. It is probably going to help me a lot in the future.

Mr. SIKORSKI. Christopher, Andy is the student volunteer from Carleton?

Mr. MESSER. Yes.

Mr. SIKORSKI. He has been helping you with accelerating your reading skills, writing skills, and the rest. You do not live in the Sixth District, do you? [Laughter.]

We do not want to get too accelerated here. [Laughter.]

How often do you meet with Andy?

Mr. MESSER. Three days a week, Monday, Wednesday and Friday.

Mr. SIKORSKI. How long? An hour or so?

Mr. MESSER. Yes, an hour.

Mr. SIKORSKI. At the school?

Mr. MESSER. Yes.

Mr. SIKORSKI. I jotted a couple of questions down. I think you have answered them. You get something out of this process, but you also mentioned, Maggie, that the kids are getting something out, too, because there is a change in their demeanor. There is a little electricity there. And you see it going both ways, do you not?

Ms. SPINK. That is what I wanted to say. It is going both ways. I am deriving so much from the young people visiting me and yet they tell me that I have helped them so much. Mr. Conrad's program has been a very wonderful service for me, and I do have a lot of friends of the young people and I really cherish that. I do not think anyone will ever know how much it means for those people to come and visit me. It is a lifesaver.

Mr. SIKORSKI. Your statements today will help a lot of those kids to know how important it is, and help a lot of other people to know how important it is to expand these programs. There are several hundred skilled nursing facilities in Minnesota alone. And there are thousands in the country. There are a host of elderly people in their homes, in nursing homes, hospitals and a host of living conditions that can benefit from contact with young people who are willing to spend a little bit of time, maybe run errands for them.

Ms. SPINK. Write letters, or read to them. There are some elderly people that we have there that have no contact with the outside world at all.

Mr. SIKORSKI. How about dancing? I was a great dancer way back. About as good a dancer as I am a singer.

Ms. SPINK. It has been a pleasure being able to give you my views and tell you a little bit about myself. I just enjoyed the whole reading area so much.

Mr. SIKORSKI. Maggie, you are how old, if I may ask?

Ms. SPINK. 72.

Mr. SIKORSKI. And you lived in Minnesota most of your life?

Ms. SPINK. Yes, all my life.

Mr. SIKORSKI. Where were you born?

Ms. SPINK. In Minneapolis.

Mr. SIKORSKI. In Minneapolis, and lived around for—

Ms. SPINK. In my growing years I went to Central High School. I will not tell you how many years ago.

Mr. SIKORSKI. I can figure that out. I am not in an accelerated math program, but I can figure that out. [Laughter.]

Ms. SPINK. I had no formal education as far as university or college, but I was a success in the business world, and was on executive payroll at a particular concern.

Mr. SIKORSKI. What kind of business?

Ms. SPINK. Super Value Stores.

Mr. SIKORSKI. Oh.

Ms. SPINK. I was assistant cashier for 15 years. Then I became ill with an emotional problem that I had and I had to leave. Why I bring out this emotional, I do not like to dwell on it, but just to let you know what type of a person I am and what my needs are and how they are being answered it with this contact with the young people.

Mr. SIKORSKI. I can see why you were executive cashier. Christopher, do you want this program to continue?

Mr. MESSER. Yes.

Mr. SIKORSKI. How did the dinosaurs croak, that is what I want to know? Have you found that out yet? How the dinosaurs disappeared?

Mr. MESSER. Some theories, not exactly how.

Mr. SIKORSKI. I better give up while I'm ahead. Thank you, Christopher. Thank you, Maggie. Very much.

Ms. SPINK. The pleasure was mine.

Mr. SIKORSKI. Members of the next panel made our inspiration and request for youth service a reality. These individuals have dedicated their lives to promoting opportunities for our young people to give a part of themselves back to society.

Jim Kielsmeier is president of the National Youth Leadership Council at the University of Minnesota Center for Youth Development and Research. He has provided Minnesota and the country with the leadership and direction necessary for establishing a voluntary service program.

Larry Fonnest is the director of the Minnesota Conservation Corps and has been affiliated with the corps for more than nine years. His leadership and foresight have given thousands of Minnesota youngsters the opportunity to enhance the natural beauty of Minnesota's great outdoors.

Ruth Myers is the director of the Center for Indian Minority Health at the University of Minnesota, Duluth Medical School, and a leader in promoting service opportunities for American Indian Youth. She has been instrumental in helping these youngsters overcome looming obstacles that many residents of Minnesota's Indian reservations face, so that they might help others.

And Councilman Jim Scheibel has been a member of the St. Paul City Council for five and a half years. Time flies when you're having fun. He concentrates a great deal of his time and energy in housing and hunger issues. He is chairman of the National League of Cities Human Development Committee, vice president of the League of Minnesota Cities, and a board member of Friends of Vista, which works to preserve, protect, and promote the program. You were a VISTA volunteer too?

Mr. SCHEIBEL. Director of VISTA. It is not the volunteer part.

Mr. SIKORSKI. Okay. Let us begin.

STATEMENT BY JAMES C. KIELSMIEIER, PRESIDENT, NATIONAL YOUTH LEADERSHIP COUNCIL, ASSISTANT PROFESSOR, UNIVERSITY OF MINNESOTA, PREPARED WITH ASSISTANCE BY RICH WILLITS, RESEARCH ASSISTANT, NATIONAL YOUTH LEADERSHIP COUNCIL

Mr. KIELSMIEIER. Thank you, Congressman Sikorski. Ladies and gentlemen, it is a pleasure to be here. I am Jim Kielsmeier with the National Youth Leadership Council, University of Minnesota. First of all, I would like to thank you for allowing us to testify today. And I especially would like to thank you for the respectful way in which you conducted this hearing, leading off with young people and asking them their opinion. I think that is where it really has to start. We really need to ask them what they feel about this very important issue. I commend you for that.

Mr. SIKORSKI. Thank you.

Mr. KIELSMIEIER. There is, quietly building, an unrest here in Minnesota related to our young people. Robert Kennedy said "the condition of youth is the best indicator of our health as a society." Young people reflect not only our collective health but our deepest yearnings and hope for the future, they are our legacy. When things are not going well with kids, it affects everyone.

In response to a lot of this concern, a number of people got together in 1986. Governor Perpich, at the urging of the state's Attorney General, Hubert Humphrey III, appointed a task force headed by State Representative, Kathleen Blatz, and Minneapolis Mayor, Don Fraser. We held hearings throughout Minnesota, conducted a pilot project that was conducted that year. And in general we sought to poll the people of Minnesota about their feelings about youth service. In response, we developed a report and then legislation was advanced for a full time youth service opportunity for young people in Minnesota between the ages of 18 and 22. That bill was carried by Representative Ken Nelson and, in the Senate, by Senator Michael Freeman. As you mentioned earlier today, that bill did not pass. There were not important problems with it in regard to the philosophy. It had to do with the funding.

A compromise, however, was reached and there was an important piece of legislation related to the youth service, in fact, compelled by the youth service, that did go through. I think it is important to our discussion of national service that you understand something about the legislation. There are 400 Community Education Districts in Minnesota. The legislation that did pass calls for youth development plans in each of those 400 Community Educa-

tion Districts. At this time, and this is voluntary, nearly 150 Community Education Districts have committed to developing youth development plans. This is the first community-funded state youth service model in the nation. School districts themselves are levying themselves to be able to do youth service.

We are going ahead in 1988, reintroducing legislation for full time youth service. I think we will get farther with it this year. I think it is important to look at national service as something more than just service for your people who are between the ages of 18 to 22. I think we need to look at it with a complete new set of prospectives. One of those prospectives is a revisioning of the place of youth in our society. Typically young people are seen as something that we have to put resources into. These are people that need something. We need to do something for them. I think what we need to think about is that young people can address unmet needs in our society. In so doing, they create value. We are not just saying we are putting resources into young people and young people soak it up. Young people create value by the things they are doing, and the things that were demonstrated by the first panel. I think it is really important.

I will skip ahead because I know we are short on time.

Mr. SIKORSKI. Just so everyone knows, every statement as prepared and submitted, or as you want them, will be inserted in the record. We will give you some time to formulate them and they will be placed in the record as such, when the final record is printed. So you can summarize as best you can.

Mr. KIELSMIEIER. The second major point I would like to make about youth service is that we often think of it in terms of people 18 to 22. I think a lot of the people here are examples of what can happen at every level of a person's growing up experience. Most people agree that what we should be about in society is creating an ethos of service, a generally accepted norm that reaches every level. And particularly the nurturing institutions of our young. I would say to think about national service, we ought to look at a developmental model of national service. I think at every level there can be a way of building in service components in the schooling experience and in the extra curricular experience of the young person.

I think one of the rationales for this, at this level, so called full time service level, 18 to 22. The service models around the country, the California Conservation Corps, and the Michigan Conservation Corps, have extremely high attrition rates. Why is that? I think learning to serve is like a lot of other things. You have to learn it incrementally. What we need to be thinking about in community service is building it into the fabric of our society. Building it all the way through. So that, in the curriculum, a young person in their classroom could be sending cards to people in their neighborhood who are homebound and have birthdays. All of the computers we have in our elementary schools could be used to develop data bases of people who have needs in that community. And that young people at every class level could take on those kinds of responsibilities. The school could become a production unit in terms of doing things in service, all the way through not only K-8 but 9-12. At the high school level, we already talked about a number of things

that are being done, and to get into the area of extracurricular kinds of activities that are centered on service. Also, civic classes and history classes could be based on service.

I think it is particularly important when you talk about service, you realize you are talking about an element of character. As Aristotle said "States of character are formed by doing the corresponding act." You become brave by doing a brave act. You become service oriented by doing service-oriented acts. We need to place people into contexts very early in their growing up experience where they learn that part of being fully human, as Ernest Boyer says, is "learning to give back" and learning to serve.

So I think we need to think about a youth service as a continuum.

At the college level, as has already been mentioned, a lot of volunteer activities could take place. There also could be some more impelling activities for collegians through the kinds of bills that you are introducing, urging people right after college, not necessarily to go right on into a high paying job but to take a year or two and be a VISTA volunteer.

In this model, service opportunities would be woven into the total fabric of growing up, much as music, art, and sports are integrated. Every able bodied—and increasingly many who are not— young people in America have daily opportunities to get involved in team sports. That we take this tradition for granted is quite a fact and a recent creation. From grade school through college and beyond, Americans are offered dozens of chances to play baseball, soccer, football, and other sports. Most of us recognize the often unstated yet still primary goal of athletic activities is helping young people to grow up healthy and happy, to learn team work, the pursuit of excellence, and appreciation for a healthy body, and good sportsmanship.

How rewarding it would be if every child had as many chances and as much encouragement to become active citizens by becoming involved in youth service at each stage of life in much the same way that they are encouraged to become involved in sports activities early in life.

While recognizing the newness of our integrated approach, I would submit that the Minnesota model, which as I have indicated earlier, involves an emphasis not only at the 18 to 22 year old level, but an emphasis in the school based level—I would submit that this integrated approach is a more reasonable approach to national service given the fact that learning to serve is an incremental educational process. Here in this state, each level of activity is budding, literally a thousand flowers are blooming here in Minnesota around many of these areas. I think it is important for us to recognize this. Finally, I would like to submit a footnote from history. In April 1861, shortly after the fall of Fort Sumter, Minnesota's Governor Ramsey pledged support to the union effort. The first Minnesota Infantry Regiment became the first volunteer unit in the north to enter the war between the states. Since then, largely in peaceful pursuits, such as Hubert H. Humphrey's pioneering proposal for the Peace Corps, Minnesotans have been in the forefront of efforts to mold and strengthen the nation. It is my hope that as you and other leaders in the Congress consider ways to

strengthen the human capital of this country through programs of national service, you will continue to call on Minnesotans for guidance and support in your worthy efforts.

[Prepared statement by James C. Kielsmeier follows:]

TESTIMONY BEFORE
THE SUBCOMMITTEE ON HUMAN RESOURCES
OF THE
COMMITTEE ON POST OFFICE AND CIVIL SERVICE

STATEMENT BY
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November 13, 1987
State Capitol
St. Paul, Minnesota

Prepared with assistance by
RICH WILLITS, Research Assistant
NATIONAL YOUTH LEADERSHIP COUNCIL

A Vision for Minnesota:
A Vision for the Nation

There is quietly building unrest here in Minnesota related to our young people. Robert Kennedy said, "The condition of our youth is the best indicator of our health as a society." Young people reflect not only our collective health but our deepest yearnings and hope for the future, they are our legacy. When things aren't going well with kids, it affects everyone.

In 1986 Minnesota Governor Rudy Perpich, at the urging of the state's Attorney General, Hubert Humphrey III, appointed a task force headed by State Representative, Kathleen Blatz, and Minneapolis Mayor, Don Fraser, to examine the needs of youth in the state and to propose a means of engaging youth more fully in the life of the community. We held 5 hearings throughout Minnesota, conducted a pilot youth service project and reported our findings. Appended is a portion of that report.

A citizen's advocacy group headed by the Attorney General, Mayor Fraser, Representative Blatz and myself and including 44 Minnesotans from around the state then developed legislation for a year round service corps based on Task Force recommendations. Bills were introduced in the Minnesota House by Representative Ken Nelson and in the Senate by Senator Michael Freeman. (Copy appended.) The program model as proposed was not funded but the legislation did yield two important outcomes:

1) As a compromise, new funding was authorized for the 400 Community Education districts in Minnesota to levy their districts to support locally-based Youth Development Plans, Youth Service being the most likely of the new projects to be developed. At this time, nearly 150 community education districts have committed to developing youth development plans. This is the first community-funded state youth service model in the nation.

2) An interagency planning group was mandated to review the Task Force report and to initiate a coordinated youth program for the state. This report is due in January 1988.

In 1988, we will again propose legislation for a full-time youth service opportunity for 18-22 year olds which is geared to addressing three clear missions:

- 1) caring for the home bound and institutionalized elderly,
- 2) addressing environmental needs,
- 3) responding to the emergency needs of the state: fire flood, tornado damage, etc.

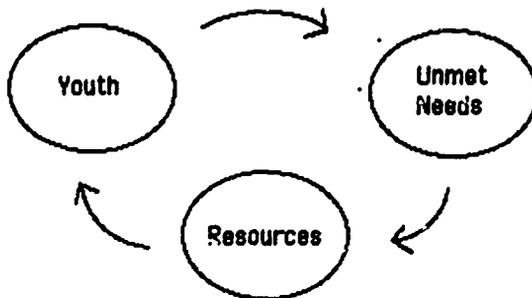
In addition, the Minnesota Youth Service Initiative has gone on record advocating a more expansive vision of youth service in Minnesota which I believe has powerful implications for the shaping of national policy on service. This vision is based on certain assumptions about youth, the needs of society and how a service emphasis can be integrated throughout the growing-up experience of young people.

The place of young people in western society has undergone a profound transformation during the last half of the 20th century. Prior to this century, the majority of young people grew up in rural households where their role and work were clearly defined and clearly needed. Even in the small towns and growing cities, most young people were part of definite communities or neighborhoods.

Along with the social fragmentation of the industrial revolution, however, work came to be something we in America saw as separate from the community one lived in. Young people left home to work in factories, and except for being wage-earners and, more recently, major consumers, their roles in society all but disappeared.

In the twentieth century this tendency has accelerated to the point where young people in general rarely know who they are, what they are to do, and to what they can feel attached. Certainly, many young people beat the odds and find their place in athletics, the arts, religion, academics, or work. Yet there are still far too many who never find such a purpose. Instead they are left to destructive temptations which, unfortunately, are all too available to them. We will not stop our young people from turning to the drug dealer and the gang until we offer them alternatives they can believe and become engaged in.

In short, structural changes in society have disenfranchised significant numbers of our youth, and so we must create new structures where young people are needed and have clear, useful roles. Flipping hamburgers at a fast food restaurant alone will not do the job. We must start with the assumption that young people need to be needed and are capable of addressing real needs in society. Those who create youth policy should view financial resources spent on young people as a catalyst for creating new resources, such as the following diagram illustrates:



Youth Service and Community Development

As young people serve, they provide a return on our investment in them.

Most people agree that we need to create an ethos of service in society, a generally accepted norm that reaches every level and particularly the nurturing institutions of our young. Currently national service for young adults is offered as the major medium to bring this about. I do not believe this is the answer. The tendency to serve is a basic element of character which is learned incrementally. Aristotle said, "States of character are formed by doing the corresponding act. Youth become brave by doing brave acts..." and so on. It would follow then that one learns to serve by being impelled into service. Eventually, once the state of character is shaped, the individual would seek out opportunities to serve on his or her own. In an earlier generation when children worked along side of parents and other adults, moving on at the age of 18 to some form of full-time service was a natural progression. We cannot assume that this will work today, it needs to begin earlier. The high attrition rate among participants in the youth service model programs is witness to modern youth's lack of preparation for a full-time service commitment. In many programs, less than 50% of those who start finish the first six months.

Here in Minnesota, our proposal is for a developmental youth service education model beginning as part of the earliest schooling experience and continuing to full-time voluntary service opportunities upon leaving high school. Key elements would be:

- Elementary and junior high schools would take on service projects as class projects. Every grade would have a specific responsibility for some need in the community such as sending birthday and get well cards to all the shut-ins and home bound elderly in their community or shoveling walks for neighbors within a three to five block radius of the school who were unable to do it themselves.
- High schools would integrate active service projects as part of their history or civics courses. In addition, special service electives for credit would be offered such as tutoring younger children or serving as a peer counselor. Some schools might require a certain number of service hours for graduation.
- State colleges would give admissions preference to applicants with demonstrated service experience. Volunteer

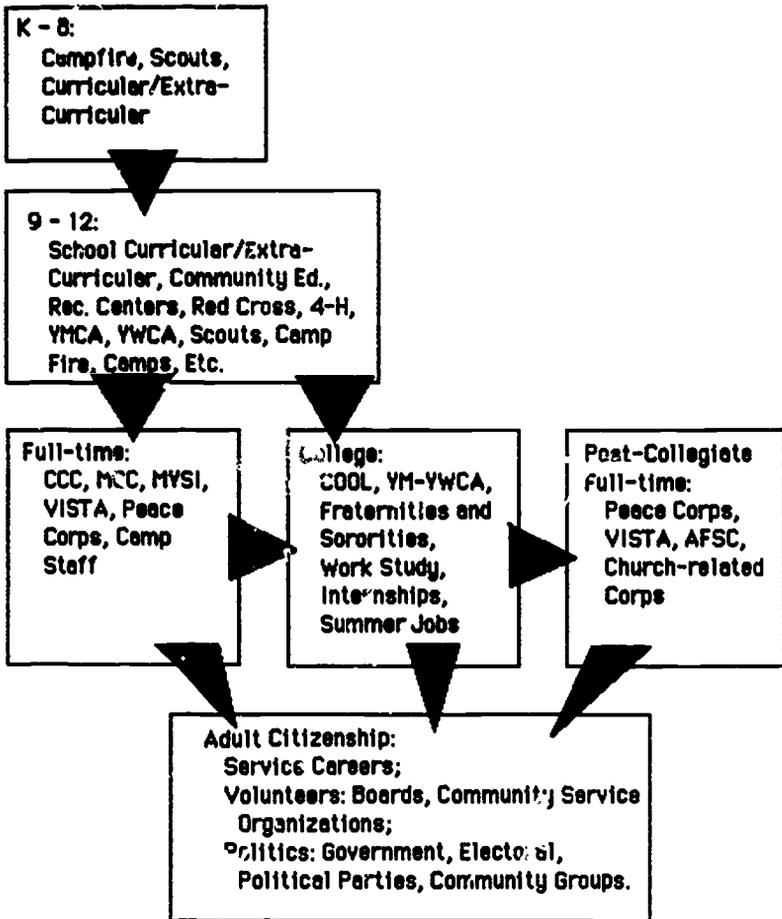
service centers supported by the administration would encourage active volunteerism on campus.

- A post-high school Minnesota Youth Service Corps would provide up to a year of full time service for those 18-22. A G.I. bill type end of service allowance would be created to encourage service corps graduates to continue with their education.

In this model, service opportunities would be woven into the total fabric of growing up much as music, art and sports are integrated. Every able-bodied (and increasingly many who are not) young person in America has daily opportunities to get involved in team sports. Though we take this happy tradition for granted, it is in fact quite a recent creation. From grade school through college and beyond, Americans are offered dozens of different chances to play baseball, soccer, football, and other sports. Most of us recognize that the often unstated yet still primary goal of athletic activities is to help young people to grow up healthy and happy. To learn team work, the pursuit of excellence, an appreciation for a healthy body and good sportsmanship are more important than the particular skills one learns in any given sport.

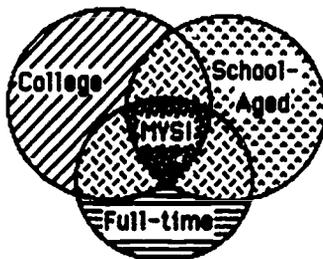
How rewarding it would be if every child had as many chances and as much encouragement to become active citizens by becoming involved in youth service at each stage of life as he/she is now likely to get to join a sports team. (See illustration following page.)

Role of Service in Citizenship Development



National Youth Leadership Council 1987

The major elements of a ladder of service are already beginning to connect here in Minnesota. Thanks to a generous grant from ACTION, the federal agency, and in collaboration with COOL, the Campus Outreach Opportunity League, the National Youth Leadership Council is organizing campus volunteer centers at each of the four year colleges in Minnesota. As already mentioned, both the school-based service effort and full-time options are already well underway. Testifying here today are people who represent all the elements.



Service elements supported by
the Minnesota Youth Service Initiative

While recognizing the newness of our integrated approach, I would submit that the Minnesota continuum model of service is a most reasonable approach to national service. Here in this state, each circle of activity is budding, literally a thousand flowers are blooming.

In April, 1861, shortly after the fall of Fort Sumpter, Minnesota's Governor, Alexander Ramsey, pledged support for the Union effort. The 1st Minnesota Infantry Regiment became the first volunteer unit in the north to enter the war between the states. Since then, largely in peaceful pursuits such as Senator Hubert H. Humphrey's pioneering proposal for the Peace Corps, Minnesotans have been in the forefront of efforts to mold and strengthen the nation. It is my hope that as you and other leaders in the Congress consider ways to strengthen the human capital of this country through programs of national service, you will continue to call on Minnesotans for guidance and support in your worthy efforts.

Mr. SIKORSKI. This capitol was built after the civil war. As you enter the rotunda upstairs you see all the trappings of that time period. And the paintings around the governor's reception room and elsewhere in the capitol highlight that time. Minnesota was the first to volunteer in the Civil War and out of a total of 176,000 people in Minnesota at that time, 25-26,000 of those men, women, and children were in that Civil War. One of every seven men, women, and children fought in that war. An incredible volunteer effort that was never matched by any other state since then.

Larry has been associated with the Conservation Corps for nine years now. We would like to have your testimony.

**STATEMENT BY LARRY FONNEST, DIRECTOR, MINNESOTA
CONSERVATION CORPS, DEPARTMENT OF NATURAL RESOURCES**

Mr. FONNEST. Thank you, Congressman Sikorski. You have spoken eloquently of your father's own experience with the Civilian Conservation Corp and the effects it had on his life. I would like to take just a few moments to amplify on that experience and share with you some of the experiences that we have today.

I will focus my comments on one of the intricate components of a broad based national service model, that component being environmental stewardship and the conservation corps movement.

The conceptual beginnings of today's conservation corps programs can be traced to William James' 1910 Essay, "The Moral Equivalent of War" and his call for a peacetime service force which would unite Americans in the common cause of preserving the national environment. Franklin Roosevelt's volunteer "Tree Army," better known as the Civilian Conservation Corps [CCC], answered that call during the Great Depression. In proving James' theory sound, the CCC employed, trained, and educated some 3,240,000 disadvantaged young men. And, in the process, rebuilt the infrastructure of the United States.

In addition to providing an opportunity to corps members and their families for a new lease on life, a sampling of the accomplishments of those young men underscores the tremendous accomplishments that they provided. And just to rattle off a few here, they constructed 63,246 buildings, 800 state parks, 7,600 impounding dams, 28,000 miles of foot and horse trails, restored 3,980 historic structures, and the list goes on and on.

With the onset of World War II, the CCC Program was dismantled but not forgotten. Twenty-eight years later, in 1970, the Federal Youth Conservation Corps or YCC was established. It was a summer youth program for 15 to 18 girls and boys. The Young Adult Conservation Corps, YACC, followed in 1977 and was a year round program for 16 to 23 year old men and women. Administered by the U.S. Departments of Interior and Agriculture and in cooperation with state governments, YACC emphasized enrolling disadvantaged youth while YCC, a much smaller and more middle-class program, did not.

Between the two programs, over 700,090 young Americans were employed between 1970 and their demise in 1982. Careful evaluation of the program showed a cost effectiveness ratio with \$1.25 in value of work performed for every tax dollar invested. That fact

coupled with a personal growth of participants and the sense of self confidence, team pride, and accomplishment they received from having performed real work, demonstrated the tangible worth of the programs.

The true value of these programs however was not realized due to limited public awareness, and according to Thomas N. Bethell's essay, "Crippling the American Conservation Corps," the programs lacked a champion. No one of importance in the Carter Administration seemed to be directly in charge nor did anyone seem especially interested in telling its success stories to the public, the press, or influential members of Congress. Responsibilities for projects were spread so haphazardly among federal and state agencies that no coherent evolution ever took place.

Because of that, the YCC and YACC programs fell easy prey in 1982 to the budget cutting zeal of the Reagan Administration. Refusing to let a good idea die, however, several state and local governments, private individual and citizen groups, mustered a ground swell of support behind the conservation corp ideal. Today, 45 states, city, and county corps operate year round in summer conservation/service programs. Some 206,000 are or have been enrolled. Like their predecessors, today's corps place heavy emphasis on cost effectively performing even natural resource work, instilling in participants the attitudes necessary for a successful employment transition, and developing personal character in the sense of citizenship. Many also provide remedial education opportunities and post corps tuition vouchers to encourage continued schooling.

To bring things a little more to home, the Minnesota Conservation Corps, the MCC, operates both summer and year round programs. Utilizing a wide range of funding sources, MCC employs approximately 60 summer youth and 110 young adults year round. All corps members earn \$3.35 per hour and receive instruction in career development, natural resource management, and environmental awareness. Corps members are not eligible for any benefits other than workers compensation.

The Minnesota Conservation Corps is more than a job. It is a service commitment to the state and its resources. The MCC affords Minnesota's young people the unique opportunity to work, earn, and learn. And it is a program that is open to all youth including the disadvantaged and the handicapped in which participants return more to the state in terms of work production than they earn in wages.

That there is a need for a National Service Program is undeniable. Franklin A. Thomas, president of the Ford Foundation, has outlined four principal reasons for national service. They are: a low cost means of fulfilling the nation's unmet social and environmental needs; a means of mitigating youth unemployment; a means of improving the character of young people by providing new channels of exploration and by fostering the spirit of service to others; and to a lesser degree, a means of strengthening the Armed Services.

I would like to talk just briefly about the first three reasons. As it pertains to meeting the nation's social and environmental needs, the Urban Institute and the American Institutes for Research have conservatively estimated that nationwide there are 1,365,000 full

time service opportunities waiting to be filled. 225,000 opportunities are available in environmental protection, energy and conservation projects alone. In Minnesota, the results of a 1985 sample survey conducted by the MCC indicated a backlog of natural resource work in excess of 50,000 person hours. That is just a very small sample. The opportunities for service abound.

When it comes to youth unemployment, the problem persists both on the national and state levels. According to a report by James R. Wetzel and the William T. Grant Foundation entitled "American Youth: A Statistical Snapshot", 11.1 percent of America's white youth, and 26.6 of her minority youth were unemployed in 1986. Wetzel concluded from his research that the unemployment gap for white youth is merely chronic, while for black youths and other minorities, the gap has widened persistently over the past 31 years.

Mr. SIKORSKI. I hate to do this.

Mr. FONNEST. You are going to cut me short.

Mr. SIKORSKI. Yes, we have another panel. We have a couple college presidents whom I want to speak, and they have to leave. We are going to have to take a short break after this panel and before that one. So I am going to have to cut you off, but everything in your testimony will be placed in the record.

Mr. FONNEST. Okay. If I could make just one closing comment?

Mr. SIKORSKI. Yes.

Mr. FONNEST. The National Association of Service and Conservation Corps Programs is a national group representing the 45 programs I mentioned earlier. On their behalf, and as a member organization, I would like to endorse and call upon Congress for their support of the American Conservation Corps bill. I would also like to lend my personal endorsement to the recommendations of the Minnesota Task Force on Youth Service and Work, and its call for expanded and enhanced service and employment opportunities here in Minnesota. The Minnesota Conservation Corps looks forward to a collaborative approach in meeting this challenge.

Finally, I would like to thank you, Congressman, for bringing this chance to Minnesota to share in forwarding the cause of national service. Our kids deserve this kind of program.

[Prepared statement by Larry Fonnest follows:]

Testimony by Larry Fonnest Before
the United States House of Representatives
Sub-committee on Human Resources Regarding National Service
Friday, November 13, 1987
Saint Paul, Minnesota

Mr. Chairman and members of the committee. My name is Larry Fonnest and I direct the Minnesota Conservation Corps, Department of Natural Resources. I want to thank you for this opportunity to speak to the issue of National Service. It is an exciting all-American concept and one which I wholeheartedly endorse.

Given the limited time available to us today, I will focus my comments on one of the integral components of a broad based national service model: that component being environmental stewardship and the Conservation Corps movement.

The conceptual beginnings of today's conservation corps programs can be traced to William James' 1910 essay, "The Moral Equivalent of War" and his call for a peacetime service force which would unite Americans in a common effort to preserve the natural environment. Franklin Roosevelt's volunteer, "Tree Army," better known as the Civilian Conservation Corps (CCC), answered that call during the Great Depression. In proving James' theory sound, the CCC employed, trained, and educated some 3,240,000 disadvantaged young men and, in the process, rebuilt the infrastructure of the nation. In addition to providing an opportunity to corps members and their families for a new lease on life, a sampling of the accomplishments of those young men underscores the tremendous contributions of the CCC:

- 63,246 buildings constructed
- 800 state parks established
- 7622 impounding dams built
- 28,087 miles of foot/horse trails cleared

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- 3,980 historic structures restored
- 98,592 acres of trees planted in logged out areas
- 2,757,419 acres of forest treated for diseased trees

The list could go on.

With the onset of World War II, the CCC program was dismantled but, not forgotten. Twenty-eight years later, in 1970, the Federal Youth Conservation Corps (YCC) was established. It was a summer youth work program for 15 to 18 year old men and women. The Young Adult Conservation Corps (YACC) followed in 1977 and was a year-round program for 16 to 23 year old men and women. Administered by the U.S. Departments of Interior and Agriculture and in cooperation with state governments, YACC emphasized enrolling disadvantaged youth while YCC, a much smaller and more middle-class program, did not.

The YCC/YACC programs employed 700,000 young Americans between 1970 and their demise in 1982. Careful evaluation of the programs shows a cost-effectiveness ratio of \$1.25 in value of work accomplished for every tax dollar invested.

That fact coupled with the personal growth of participants and the sense of self-confidence, team pride and accomplishment they received for having performed "real work" (as opposed to "make work" projects which had characterized other youth employment programs) demonstrated the tangible worth of the Corps.

The true value of these programs was not realized however, due to limited public awareness. According to Thomas N. Bethell's essay, "Crippling the American Conservation Corps," the corps lacked a champion. "No one of importance in the Carter administration seemed to be directly in charge, nor did anyone seem especially interested in telling its success stories to the public, the press, or influential members of Congress. Responsibility for projects was spread so haphazardly among so many federal and state agencies that no coherent evolution ever took place."

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The YCC/YACC fell easy prey in 1982 to the budget cutting zeal of the Reagan administration. YACC was completely eliminated while the YCC continued as a mere shadow of its former self.

Refusing to let a good idea die, several state and local governments, private individuals, and citizen groups mustered a groundswell of support behind the conservation corps ideal. Today, 45 state, city and county corps operate year-round and summer conservation/service programs. Some 206,600 young people are or have been enrolled. Like their predecessors, today's corps place heavy emphasis on: 1) cost-effectively performing needed natural resource work; 2) instilling in participants the skills and attitudes necessary for a successful employment transition and, 3) developing personal character and a sense of citizenship. Many also provide remedial education opportunities and post-corps tuition vouchers to encourage continued schooling.

The Minnesota Conservation Corps (MCC) operates both summer youth and young adult, year-round programs. Utilizing a wide range of funding sources, MCC employs approximately 60 summer youth and 110 young adults (full-time). All corps members earn \$3.35 per hour and receive instruction in career development, natural resource management and environmental awareness. Corps members are not eligible for any benefits other than Workers' Compensation.

The MCC tackles labor intensive projects for the Department of Natural Resources' Division of Parks, Wildlife and Fisheries, Forestry, Trails and Waterways, and other state and local government agencies. Corps members build bridges and log shelters, construct and maintain trails and campgrounds, improve wildlife habitat, plant and prune forests, assist in stocking fish, collect and process research data, and are available to help in natural disasters.

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The Minnesota Conservation Corps is more than a job, it is a service commitment to the State and its natural resources. The MCC affords Minnesota's young people a unique opportunity to work-earn-learn. It is a program open to all Minnesota youth, including the disadvantaged and handicapped, in which the participants return more to the state in terms of work production than they earn in wages.

That there is a need for a National Service program is undeniable. Franklin A. Thomas, president of the Ford Foundation, has outlined four principal reasons (each with its own constituency) for national service:

1. a low-cost means of filling the nation's unmet social and environment needs;
2. a means of mitigating youth unemployment;
3. a means of improving the character of young people by providing new channels of self-exploration and by fostering the spirit of service to others, and, to a lesser degree,
4. a means of strengthening the Armed Forces.

I want to take just a moment to further address the first three reasons:

1. As it pertains to meeting the nation's social/environmental needs, the Urban Institute and the American Institutes for Research have conservatively estimated that nationwide there are 1,365,000 full-time service opportunities waiting to be filled. 225,000 opportunities are available in environmental protection, energy and conservation projects alone. In Minnesota, the results of a 1985 sample survey conducted by MCC indicated a backlog of natural resources work in excess of 50,000 person hours. The opportunities for service are there!

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2. Youth unemployment persists on both the national and state levels. According to a report by James R. Wetzel and the William T. Grant Foundation entitled "American Youth: A Statistical Snapshot," 11.1% of America's white youth and 26.6% of her minority youth were unemployed in 1986. Wetzel concluded from his research that "the unemployment gap for white youths is merely chronic. For black youths (and other minorities), the gap has widened persistently (over the past 31 years)."

In Minnesota, the 1986 annual average rate of youth unemployment stood at 12.8% for all those between 14 and 21 years of age. In real numbers that percentage translates to 22,000 youth who wanted but could not find employment. The metropolitan inner cities and rural Minnesota accounted for the majority of the unemployed.

The Education Commission of the States in a recent report titled, "Reconnecting Youth" (Fall, 1985) estimated that 15% of American youth are "disconnected" from society because they are "severely disadvantaged or chronically alienated." Approximately 14 million American youth live in poverty. In Minnesota, 100,000 children are enrolled in the Aid to Families with Dependent Children (AFDC) program.

3. Character building and the nurturing of a spirit of service are important elements in the mission of the conservation corps movement. They are realized through the projects, the teamwork, the group living experience, the educational programming . . . of the corps. All youth, regardless of socio-economic or educational background, can benefit from a healthy dose of character building experiences.

his comments of corps members and parents tell it best.

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- "There are so many positive aspects of this program that I can't say what was the largest benefit. The friends our daughter made, the education, the self-sufficiency she learned, enjoyment of nature, are all of more real value than the money she earned." Parent, Crookston, MN

- "I think the MCC program has brought alot of kids from different cities together and has shown us that we are no different from anyone else. By learning that we are all on the same level as far as how people feel about certain matters. The work has been alot easier to handle because we all feel as a big happy family and everyone cooperated to get the work done right." Youth, Ft. Sneiling State Park, Bloomington, MN

- "We feel that this was one of the most worthwhile and positive experiences in our son's life. During the course of this program we watched a very positive change in our son's personality and work habits at home." Parent, New Ulm, MN

- "Living things around you need more space to grow. As I worked I began to understand nature better." Youth, Tettegouche State Park, Silver Bay, MN

In closing, as a member organization of the National Association of Service and Conservation Corps, the Minnesota Conservation Corps (MCC) enthusiastically supports passage of the American Conservation Corps Act (H.R. 18 and S. 27) now pending before Congress. The Act would provide an additional 30,500 conservation service opportunities. Its passage will mark a significant step forward in realizing a greater National Service program.

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We welcome Congressman Sikorski's bills (H.R. 2156 and 2157) encouraging community volunteer work by college graduates and the attending student loan deferment and partial forgiveness incentives. The bills offer a simple and direct approach to engaging young people in addressing the pressing needs of their home communities.

I want to lend my personal endorsement to the recommendations of the Minnesota Task Force on Youth Service and Work and its call for expanded and enhanced service and employment opportunities for our state's young people. The Minnesota Conservation Corps looks forward to the future and a collaborative approach to meeting that challenge.

Finally, my thanks to Chairman Sikorski and the members of the committee for their leadership in promoting and encouraging volunteerism. Forums such as this, help in spreading the good word about our youth and their willingness and need to be productive, contributing members of society.

Mr. SIKORSKI. You are absolutely right. We are going to do all that we can to make sure that the Minnesota program blooms and those thousand flowers become 10,000 flowers. Ruth, I will ask you to summarize. Your entire statement will be placed in the record.

STATEMENT OF RUTH A. MYERS, ASSISTANT DIRECTOR OF THE CENTER OF AMERICAN INDIAN AND MINORITY HEALTH, UNIVERSITY OF MINNESOTA-DULUTH

Ms. MYERS. Thank you, Congressman Sikorski. I think I would like to make some key points. One of the points I would like to make is that as we celebrate the bicentennial of the U.S. Constitution, in order to give a good self concept to American Indian students, I would like the record to show that the Iroquois Confederacy played a great role in the drafting of the Articles of Confederation in the U.S. Constitution. I would like to quote from Peacemaker, who was the founder of the Iroquois Confederacy and he said many, many years ago, "Think not forever of yourselves, O chiefs, nor of your generation. Think of continuing generations of our families, think of our grandchildren and of those yet unborn, whose faces are coming from beneath the ground."

We as citizens must be concerned about and interested in the young men and women, ages 17-24, valued members of our society. We must do all we can to ensure that their intellectual, vocational, social, civic, cultural and personal self growth is developed to its potential.

As Chief Seattle said in 1855:

"Whatever befalls the earth befalls the people of the earth. Humans did not weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves. Tribe follows tribe and nation follows nation like the waves of the sea. It is the order of nature and regret is useless. Your time of decay may be distant, but it will surely come, for even the whites whose god walked and talked with him as friend to friend, cannot be exempt from the common destiny. We may be family after all. We shall see."

We are family. We must revitalize our sense of community and family. As we face the future together, to work to ensure that we give to our youth a future, these are my comments. The concept of community service be integrated into the curriculum of all levels of education and I would strongly advocate that it begin when the learner begins school so when they get to high school, it is not looked at as a requirement but is embraced as a responsibility.

Community service is not some frivolous activity embarked on by citizens who have nothing else to do, but that it contributes greatly to the thread of life of this nation.

Particular attention needs to be given to encouraging youth to enter into the community service world. They must feel an ownership in this nation and that can begin by involving them in meaningful volunteer projects of which they have a major role in designing and implementing, rather than the top down mode of administration. Future leaders at all levels of society need to be nurtured and empowerment of youth in community service projects can assist in that development.

I would advocate that community service not be limited solely to low income and minority youth, but at the same time, there must be opportunities for cultural, specific programs for groups such as the American Indian and Alaska natives.

I would strongly encourage as we approach the 21st Century that community service consider entering into full blown tutoring and helping of minority youngsters in the system.

Youth service must not be simply seen as preparation for adulthood. The work of young people must be valued in and of itself as an important contribution to the community and to society.

I commend you on your interest in youth, your desire to build a bridge between their intellectual, vocational, social, and personal self. If your efforts are effective they will accomplish the Four R's for youth community service: A Role, Respect, Responsibilities, and Reward. When you establish your commissic., I would strongly encourage you to have a majority of young people involved in determining the way your bill is going to go.

In closing, I would like to read a poem by a San Filipe Pueblo young man. In essence, it tells what youth service should be about. It goes like this.

"I seek the knowledge of the ancient ones, to hear the tales of how we came to be and why we do what we do, and to know right from wrong, to understand my relationship with Mother Earth and Father Sun and All.

"I seek the knowledge of the modern scholars to gain the knowledge that will advance us and allow us to guide our destiny in the way we know is right, with harmony.

"I seek the knowledge that binds our past to our future. And when the knowledge is found, I will have discovered the greatest discovery. I will have discovered myself."

Volunteer quality community service can be a major factor in the quest for self for our youth and we as a nation will benefit greatly from the investment of resources. If I can be of any assistance, please let me know. Thank you.

[Prepared statement of Ms. Myers follows:]

PREPARED STATEMENT OF RUTH A. MYERS

I am Ruth A. Myers, from the great city of Duluth. I am an enrolled member of the Grand Portage Band of Chippewa Indians. It is a privilege to have been invited to this hearing today. My testimony is not an official statement of any of the dozen or so committees/boards I serve on, nor of my role as Assistant Director of the Center of American Indian and Minority Health, University of Minnesota-Duluth, but as a citizen of my tribe, this state and nation.

A quote from Peacemaker, founder of the Iroquois Confederacy, which was the foundation for the Articles of Confederation and the U.S. Constitution, which we are commemorating until 1991, is most appropriate today:

"Think not forever of yourselves, O chiefs, nor of your generation. Think of continuing generations of our families, think of our grandchildren and of those yet unborn, whose faces are coming from beneath the ground."

We as citizens must be concerned about and interested in the young 17-24 year old men and women of our society. We must do all we can to ensure that their intellectual, vocational, social, civic, cultural and personal self is developed to its potential.

One aspect of that self-development is sharing. As Chief Seattle said in 1855:

"Whatever befalls the earth befalls the people of the earth. Humans did not weave the web of life, we are merely a strand in it. Whatever we do to the web we do to ourselves. Tribe follows tribe and nation follows nation like the waves of the sea. It is the order of nature and regret is useless. Your time of decay may be distant, but it will surely come, for even the whites whose god walked and talked with them as friend, cannot be exempt from the common destiny. We may be family after all. We will see.

As we face the future together, to work to ensure that we give to our youth a future, these are my comments on the concept of volunteer community service, a federal, state, community and individual partnership.

• The concept of community service be integrated into the curriculum of all levels of education in this nation and educational credit be earned to give it dignity and status.

• Community service is not some frivolous activity embarked on by citizens who have nothing else to do, but that it contributes greatly to the thread of life of this nation.

• Particular attention needs to be given to encouraging youth to enter into the community service world. They must feel an ownership in this nation and that can begin by involving them in meaningful volunteer projects of which they have a major role in designing and implementing, rather than the top down mode of administration. Future leaders at all levels of society need to be nurtured and empowerment of youth in community service projects can assist that development.

• Resources need to be allocated in order to enable the low income youth of this nation to participate and care should be exercised so that all the resources are not expended on program administration.

• Community service programs must not be limited solely to low income and minority youth.

• At the same time, there must be opportunities for culture specific programs such as the American Indian/Alaska Native.

• Youth service must not be seen simply as preparation for adulthood. The work of young people must be valued in and of itself as an important contribution to the community and to society.

I commend you on your interest in youth, your desire to build a bridge between their intellectual, vocational, social, civic, cultural and personal self and volunteer community service.

If your efforts are effective they will accomplish the Four R's for youth community service: A Role, Respect, Responsibilities and Reward.

In conclusion I would like to read a poem by a San Filipe
Puebla member, Michael D. Avritt, which came from the magazine
Winds of Change, March 1987, a publication of the American Indian
Science and Engineering Society of Denver, Colorado:

Discovery

I seek the knowledge
Of the ancient ones.
To hear the tales
Of how we came to be
And why we do what we do
And to know right from wrong.
To understand my relationship
With Mother Earth and Father Sun
And All.

I seek the knowledge
Of the modern scholars
To gain the knowledge
That will advance us
And allow us
To guide our destiny
In the way we know is right.
With harmony.

I seek the knowledge
That binds our past
To our future
And when the knowledge
Is found
I will have discovered
The greatest discovery
I will have discovered
Myself.

Volunteer quality community service can be a major factor in the
quest for self for our youth and we as a nation will benefit greatly from the
investment of resources.

Thank you.

Mr. SIKORSKI. Thank you, Representative Jim?

**STATEMENT OF JAMES SCHEIBEL, ST. PAUL CITY COUNCIL,
BOARD MEMBER, FRIENDS OF VISTA**

Mr. SCHEIBEL. Thank you, Congressman Sikorski. I will do my best to summarize some of the points that I would like and know the statement will be in the record. I would like to commend you for your efforts. A lot of people pay lip service to the idea of youth serving and the concept of national youth service. Seldom do those ideas get turned into action. I am real pleased to see you taking your ideas and trying to turn them to action.

I appear today as a board member of Friends of VISTA, and my purpose is to talk of how VISTA is a model for enhancing work in the program that has been discussed here this morning.

At a minimum, the 23 year history of the VISTA provides a wealth of experiential information for these discussions. But we believe that beyond such trial-and-error wisdom, VISTA offers a successful organizational structure through which the impact of these discussions can be leveraged.

I was going to talk a little about the history of VISTA. John Kennedy and, later, President Johnson saw the need to alleviate some human need and saw the great resources available and started the VISTA Program. Since the start of the VISTA program, in 1964, 90,000 individuals have had the opportunity to provide service to people, the kind of service that we have been talking about this morning.

I thought you might be interested, some 2,700 VISTA volunteers across the United States are serving and alleviating human needs in programs like food banks, homeless shelters, drug abuse clinics, senior citizen centers and literacy organizations. In this state alone, we currently have nine VISTA projects and are utilizing 34 VISTA volunteers.

What I would like to stress today is I think we have learned a lot from the VISTA Program. I know from my experience in government, some times it is a lot easier to build upon an existing program than to start a new one. We, the board members of Friends of VISTA, believe that VISTA is that frame work.

From the VISTA experience, we learned that it is important to have some kind of mission to alleviate poverty, be part of the war against poverty. So therefore there should be some purpose for the program. I would like to add as a city official, I know we have our needs in our parks, in our libraries, in our health clinics the city provides, and could greatly use the resources of the youths in our state in this area.

We believe the service should be voluntary. We believe the structure should provide service opportunities for volunteers of all ages. I think we heard today the great exchange, how older people benefit from younger people and vice versa. I think that is an important part of any program.

So I would just like to close by encouraging you on these efforts and to learn from the history of VISTA and the other volunteer programs that we have in this state, this area, this city. And to pursue involving our young people because, like you, we have to

give these people the opportunities. I think they want to, they want to participate. But as you commented today, they need that first step. And sometimes programs like VISTA and the programs you are talking about can give people that initial push, that step, that can make a big difference in their life later on. Thank you.

[Prepared statement of James Scheibel follows:]

FRIENDS OF VISTA TESTIMONY
MINNESOTA STATE CAPITOL
NOVEMBER 13, 1987

Congressman Sikorski, thank you for the opportunity to testify this morning on the matter of a service plan and network which can most effectively enhance our national life. I appear today as a board member of Friends of VISTA, and my purpose is to detail how VISTA presents a current working model of the service plan being discussed.

At minimum, the 23-year history of VISTA provides a wealth of experiential information for these discussions, but we believe that beyond such trial-and-error wisdom, VISTA offers a successful organizational structure through which the impact of these discussions can be leveraged.

Briefly, the historical context of VISTA began in 1962, when President John F. Kennedy formed the President's Study Group for National Service on the rationale that ". . . the overseas success of our Peace Corps volunteers . . . suggests the merit of a similar corps serving out own community needs." The outgrowth of President Kennedy's study group was that in 1964, under President Lyndon Johnson, Volunteers in Service to America--VISTA--was created. The originating legislation called for the recruitment and training of volunteers to "alleviate human need." For the 23 years since enactment of that legislation, VISTA volunteers have been providing crucial services to this country and its people.

The VISTA program is a full-time volunteer effort directed at nurturing and supporting movement toward self-reliance among America's

poor and disadvantaged citizens. Volunteers work for at least one year under the direction of grassroots and other non-profit anti-poverty organizations. They live among and at the same economic level as those they serve. Since 1964, 30,000 individuals of divergent races, backgrounds, economic levels, geographic origins and ages have served as volunteers.

Currently, some 2700 VISTA volunteers serve across the United States in food banks, homeless shelters, drug abuse clinics, senior citizen centers and literacy organizations. You would be interested in knowing that in Minnesota alone, there are nine (9) VISTA projects, utilizing 34 volunteers in a broad range of services. It is noteworthy that during a time of decreasing support from the administration, VISTA continues as a viable organization and individuals continue to choose VISTA volunteerism as an avenue for service.

VISTA presents an extraordinary record of addressing unmet human needs in low-income communities throughout the United States. VISTA volunteers have helped create employment programs, health clinics, low-income crafts cooperatives, battered women's shelters, legal service centers and "sweat equity" housing programs. Volunteers have worked hand-in-hand with migrant farmworkers, the mentally and physically disabled, low-income senior citizens, incarcerated youth and adults, refugees and other disadvantaged populations to assist their efforts toward increased self-reliance.

Friends of VISTA believes that the experience and accomplishments of 90,000 volunteers over a span of 23 years is a vital resource which must not be overlooked in the current discussion about service. The structures of the future should be built upon the effective investments of the past. VISTA is a tested and proven model of voluntary service.

In the course of VISTA's successful history, components have been identified which we believe should be included in any subsequent development of a service concept or program. These components are:

1. Definition of mission should precede structural concept. While service activities can justifiably extend beyond the current VISTA model of serving low-income communities, service goals should be clear.
2. Service should be voluntary in nature.
3. Structure should provide service opportunities for volunteers of all ages and backgrounds, and for the sharing of skills across geographic areas. It should be formed to draw on both local and national resources, according to need.

While we support student loan deferment and forgiveness, we caution against focusing volunteer recruitment primarily toward college-educated persons. This would not only unfairly impact economically disadvantaged groups and middle-aged-to-older Americans, but it would severely limit the diversity of sharing that we feel has been so important a part of VISTA history.

Friends of VISTA is committed to bringing the VISTA experience to the forefront of service discussions, and I hope that my appearance here this morning will have forwarded that end. Congressional testimony is rich with statements attesting to the benefits realized in communities served by VISTA volunteers, and with the personal statements of volunteers whose scope and facility as contributors to our nation have been significantly enhanced. Friends of VISTA proposes that any program to expand the role of service be built upon the proven, functioning foundation of Volunteers in Service to America.

Thank you for your time and attention.

Mr. SIKORSKI. Thank you. Your discussion reminds me of testimony in our spring hearing voluntary organizations told us that once someone volunteers, whether it is at kindergarten level, high school level, or college, they are a volunteer for life. When someone comes to the door and needs assistance, they are ready to help. When someone from the church, school or community calls and says we need help on a specific project, whether it is a soup kitchen or a homeless shelter, they volunteer. If we can ingrain in our people a willingness to assist, to lend a hand, to put a little back from early on, we will have someone who contributes and helps and assists all the way through life. If we miss a generation, we are going to miss a generation of volunteers later on.

How much do we have to provide as an incentive in terms of material, goods, of possessions, to people to get them involved? I expect it depends on the program. If we are trying to give disadvantaged youth marketable skills, the kinds of incentives we have to put into that program have to be much greater. But when do we lose the volunteerism and community service part of the program? And when does it become just a pay for work kind of program? Conservation Corps?

Mr. FONNEST. It is difficult to determine at what points specifically that would happen?

Mr. SIKORSKI. You have not been in danger of that?

Mr. FONNEST. Not yet. We demand a lot of the young people that work in our program. They receive only the federal minimum wage. They break their backs some days doing the work that we give them. I think we can only look on that in fairness as a service opportunity or a service that they render to the state. They certainly are not receiving from the state anywhere near what they are providing to the public.

Mr. SIKORSKI. Had they been doing the same work outside they would have gotten more. In VISTA, it is minimum wage or it is nominal. It is hard.

Mr. KIELSMEIER. It is less than minimum. I think it is important if we have programs where people are helping people help themselves, and serving, it is going to be a volunteer program or service program if there is a need there. The volunteers know they are assisting somebody and they are getting something back. I think they know and I think we can judge programs that they are not doing it for the profit motive. But they are doing it to assist and be part of a community. I think that is pretty clear when people working in those kinds of programs are working for those reasons as compared to bringing home a paycheck.

Mr. SIKORSKI. You mentioned at the beginning and we're heard in earlier discussions before this hearing this morning about the need for young people to be involved as planners in order to maximize the impact on them. Do you want to expand on that or comment on the other question?

Mr. KIELSMEIER. Not to the point, I think there would be a significant stake whatever they are being involved in. I think that compensates to some extent for perhaps the low level of pay. If they are in fact accomplishing necessary work, if they feel needed, if what they are doing is important, I think most people would invest if they felt they had some say in what was going on.

Second point is I think some significant post service incentive is extremely important that suggests that there is a real benefit to completing whatever you are doing. I think there should be enough compensation through the term of service that a person would be under stress or duress to be able to serve.

I think good health insurance, and be able to defer some portion of those college loans taken off during the time of service is important.

But I think something like the old GI Bill type of compensation is extremely important. The City Volunteer Corps in New York City speak very clearly that this is one of the strongest incentives for people to be a part of the project there in New York City, which by the way involves well over 60 percent of people who are low income. The fact that they can see at the end of what they do a very tangible reward that is related to their service. It is not an entitlement, it is a reward. I think that in itself is extremely important.

Mr. SIKORSKI. Great. Do we have to worry about displacing workers in local, state, and federal governments with volunteer programs?

Ms. MYERS. I think we have to be cautious when we work with institutions or agencies that have labor groups, so you do not displace. But there are many other areas you can put youth into work.

Mr. SIKORSKI. We know about the national forests, which are money-making propositions for the federal government. There are billions of dollars in unmet services, needs that are not being met and never are going to be met unless there is a program such as this. There we have no trouble with displacing workers in most cases. But certainly this subcommittee is concerned about that. I think I have some questions I am going to submit to you for the record, and we will coordinate your testimony so that the record reflects your full statement. Thank you very much, Jim, Ruth, Larry and Jim again. [Applause.]

We are going to take a five minute break and we will be back here in four and a half minutes.

[Whereupon a short recess was taken.]

Mr. SIKORSKI. Today's final panel includes four of the leading educators in Minnesota's collegiate system. Each of these educators has been instrumental in lessening the external pressures that college students often feel during their years of study. Because of that, we are going to begin with Doctor Stephen Lewis, the newest member of this distinguished panel. He is the President of Carleton College, a recent transplant from the east coast. He is already stressing the high values of volunteering in the community at Carleton. Thank you.

STATEMENT BY DR. STEPHEN R. LEWIS, PRESIDENT, CARLETON COLLEGE

Dr. LEWIS. Thank you, Mr. Chairman. It is very nice to be here, particularly as a newcomer to both Carleton and Minnesota. As you mentioned we are on a tight schedule. Let me abbreviate a few things.

Mr. SIKORSKI. Your prepared statements will be in the record.

Dr. LEWIS. One thing I would like to stress is a point that Greg Rhodes made in pointing out the role that community service can play in one's growth as a student as well as a citizen. In one of the first talks that I gave at Carleton, I spoke about an "uncomfortable learning" which comes from having students experience tension that arises when they confront differences between people from other races, cultures, and so on.

Community service can provide that sort of life experience that helps students sharpen their own sense of values. It does so by immersing them in needs, situations, problems, and values of others much different from themselves. A student who has spent a day trying to brighten the life of a retarded child or playing cribbage with an elderly shut in, taking a walk in the park with a lonely person, or being a friend to a child from a broken home, has probably learned as much in that day about him or herself and the human condition as he or she would in the classroom, however inspiring or illuminating the subject or the teacher.

I will not go into the extent of Carleton's commitment in any detail, just to point out that Greg is a full time employee of Carleton hired to run our volunteer program. This is the third year that we have had this program. This year he has more than 800 students, close to half of those on campus this fall, who have expressed interest in community service and has already placed almost 275 of those in participating volunteer activities in the fall term, these first nine or ten weeks.

Let me turn to the question of what role government should play since that is a critical element of your investigations in the hearings today. I cannot comment comprehensively in such a short time and I received a copy of H.R. 3096 only this morning, but as a general proposition, I think that some form of loan forgiveness that was mentioned by Greg is worth pursuing. There also are some possibilities that added funding would make available to us. Mr. Chairman, you mentioned these in your opening remarks. Many Carleton students are anxious to explore careers of service. If we could provide support—for example, if we could help support internships in the summers or during the terms off—to enable our students to work in public or private service organizations, we could provide both assistance to agencies and organizations as well as real educational services for the interns. The colleges could handle identification of positions and placement; the agencies and the organizations they work for would benefit; and all of these goals could be accomplished, I am quite sure, for less costs than if the organizations tried to do their own recruiting and placement.

I would like to respond to a couple of points in Bill H.R. 3096, which I have reviewed quickly. First, I welcome the focus of the Bill on people between the ages of 17 and 24. These are years of growth and development and change where people make a transition from youth to adulthood, and of course they are the main focus of colleges like Carleton. They are years in which young people should be reaching and stretching, exploring their own limits and their own capabilities as well as how they will relate to their world. We have been pleased by the ACT Program at Carleton, and I think it is clear that it has the kinds of benefits you

speaking to in H.R. 3096. Second, I was pleased to see that the bill recognizes in Section Two that young people are a huge reservoir of talent and that voluntary service not only helps young people more intelligently choose their careers but also contributes to their education—a point I addressed more fully in my prepared remarks. Third, I was particularly pleased, Mr. Chairman, that the bill provides in section five, subsection nine, for investigating the desirability and feasibility of providing opportunities for service in local governments as well as in the federal agencies. It seems to me that this is most in keeping with long standing traditions in the United States of reliance on local institutions. It also makes it much more likely that institutions such as Carleton and other Minnesota colleges would be able to assist effectively in facilitating youth service through the kinds of mechanisms you suggested. Thank you very much, Mr. Chairman.

[Prepared statement of Dr. Lewis follows:]

CARLETON COLLEGE
 ONE NORTH COLLEGE STREET
 NORTHFIELD, MINNESOTA 55057-4010

THE PRESIDENT

(507) 663-4305

The Honorable Gerry Sikorski
 Chairman, Subcommittee on
 Human Resources
 Committee on Post Office
 and Civil Service
 U. S. House of Representatives

Statement of
 President Stephen R. Lewis, Jr.

Mr. Chairman:

As a newcomer to Carleton and to Minnesota, I am pleased to have this opportunity to appear with my distinguished colleagues on a matter that I consider to be of crucial importance--not only in the education and development of our students but also to the community in which we serve.

Greg Rhodes has already stated quite eloquently his own deep personal commitment to community service and the part it has played in his growth as a student and as a caring, involved and active citizen. In doing so he has, I believe, captured much of what a liberal education ought to be about, and too often is not. With your indulgence, I would emphasize one statement in particular that he made, because I feel it gets to the heart of the matter: perhaps as well as anything I might say:

Community service "gives a person a focus outside of oneself, overcoming narrow self-interest. It encourages one to build relationships with new and different people, which leads to a broader understanding of people and society. And it builds an ethic of service. All of these things ... are essential for people who want to be active participants in a democracy."

In one of my first talks at Carleton, I tried to strike something of the same theme when I spoke of an "uncomfortable learning." It is a phrase borrowed from one of the most effective teachers I have ever known, Robert Gaudino, a teacher of mine and later a colleague for many years at Williams College. Mr. Gaudino felt very strongly that it was essential for students to experience the discomforting tension that arises from confronting differences-- differences between people, between races, between cultures, between one's own ideas and opinions and those of others from much different backgrounds and environments. He had a profound effect on those students whom he helped to confront themselves, their own values, their sense of who they were and how they related to the world. He did so not merely by requiring extensive advance reading and study but by having students immerse themselves directly in foreign cultures, peoples, ideas--living in villages in India, for instance, or in homes of working people, rich people, poor people in different parts of the United States, and then examining their own values and assumptions in the light of the very

different values embedded in those situations. Like many of us, he was concerned also about the discomfort that most academics feel when actually talking about and teaching about values. He worried that academic departments and specialties were "too narrow and exclusive for a liberating education and not practical enough to show a student" the limits he or she could reach.

In much the same way, community service can be the sort of life experience that helps students sharpen their own sense of values by immersing themselves in the needs, problems and values of others much different than themselves--or, as Greg Rhodes put it, drawing students out of their own small world, overcoming narrow self-interest. A student who has spent a day trying to brighten the life of a retarded child, playing cribbage with an elderly shut-in, taking a walk in the park with a lonely person, or being a friend to a child from a broken home has probably learned as much in that day about himself and the human condition than he or she will in a classroom, however inspiring or illuminating the subject.

Students today often are unfairly criticized as spoiled and self-indulgent, lacking compassion, concerned only about their own careers and comfort levels. I am pleased to report that, at Carleton, our Acting in the Community Together program (A.C.T.) stands in stark contrast to that unfortunate stereotype. The program was started in 1985 by a Carleton graduate then serving as assistant to the

president of the College. In its first year more than 250 of Carleton's 1,850 students took part in one or more of 11 community service projects. In its second year 430 participated at some time during the school year. This year more than 800 students have indicated an interest in community service and 274 already have participated in the fall term. At the Northfield Community Action Center, A.C.T. volunteers have established a free Saturday morning child care service used primarily by low-income single parents and have helped to collect and stock shelves at the Northfield Food Shelf. Tutoring programs have now been established in all Northfield schools including the high school. A.C.T. volunteers who have travelled to foreign countries on Carleton off-campus study programs share their experiences as resource persons with children at Sibley elementary school in Northfield. Volunteers serve as Big Brothers and Big Sisters to children from single parent homes; they work with retarded children and adults at Laura Baker School in Northfield and Faribault State Hospital; they become companions and friends to the elderly at the Odd Fellows Home and the Senior Citizens Center.

Our commitment to this effort is illustrated by the fact that two years ago the College established a full-time position of A.C.T. coordinator, filled by a recent graduate who has served as a volunteer in the program. It is our way of saying how important this program is, not only in the growth and development of our students but also in keeping

the College in touch with the problems and issues of the wider world and meeting our responsibilities to the Northfield community in which we live and serve.

As you may be aware, an organization called "Campus Compact: The Project for Public and Community Service" was established a few years ago by a national coalition of colleges and universities. Carleton and three other Minnesota institutions--Mankato State University, Metropolitan State University and the University of Minnesota--are members of that group, and Reatha Clark King is a member of the executive committee. Its objective is to encourage more student participation in public and community service by increasing access to information, creating a greater awareness of and commitment to public service among students, and reducing the disincentives which now discourage students from service work. Campus Compact has been working with colleges and universities across the nation to provide information and technical assistance to campus programs, strengthen the links between campus and community service organizations, develop policies that reward and encourage student public service, and identify sources of funding for incentive grants. We fully support those efforts.

On the question of what role government should play, I haven't had an opportunity to review the proposed legislation. I would agree with Greg Rhodes that, as a general proposition, some form of loan forgiveness would be

worth exploring, particularly for those students from low and moderate income families who, because of the increased restrictions in federal grant programs, are forced to take out ever larger loans to finance their education. As Greg has pointed out, students with large debts hanging over their heads the moment they leave college find it extremely difficult to devote time to community or public service, however much they may wish to do so. I also think that some added funding could be helpful. Many Carleton students are anxious to explore careers of service, and if we could provide support, for example, for internships in the summers or during terms off to enable them to work in public or private service organizations, we could provide useful assistance to agencies and organizations, as well as a real educational service for the interns. I'd welcome that kind of support. The College could handle identification of positions and placement, the agencies or organizations could benefit from the assistance, and it all could be accomplished for less cost than if those organizations tried to do their own recruiting of short-term personnel. I hope these suggestions will be helpful as you explore legislative initiatives.

Mr. Chairman, thank you very much for inviting me to be with you here today.

Mr. SIKORSKI. Let me apologize for putting you people on last. I think we have some of the most distinguished educators in the state. As with the last panel, we are giving somewhat short shift and it is a function of two things. First, we try to do too much in these hearings. And it is probably better to try to do too much than too little. Second, we wanted to put the participants and recipients up front and highlight those. I know you understand, but I feel badly that we are not going to have more time to learn from the reservoir of insight that is here today.

I would like now to introduce Doctor Reatha Clark King, who is the president of Metropolitan State University, which is built on the idea of community involvement. She has long been an advocate of youth service. She has been instrumental in showing her students that there are merits to learning outside the classroom as well as inside. And she is also to be congratulated since she received due acknowledgement and acclimation this week. It is good to have you here.

STATEMENT OF DR. REATHA CLARK KING, PRESIDENT, METROPOLITAN STATE UNIVERSITY IN THE TWIN CITIES

Dr. KING. Thank you very much, Congressman Sikorski. I appreciate your acknowledgement of my ten years at Metropolitan State University. I have enjoyed it immensely. I urge you not to apologize for scheduling the presidents as the last panel. I think your order was appropriate because you will certainly get a chance to hear from us again on the same topic.

In the time allotted, I wish to quickly touch upon three categories or points. The first one is why we think community service by students is important. I wish to quickly touch on our work at Metropolitan State University. And then comment on Campus Compact, a new national organization that fosters public and community service by students. In all of this, I hope to highlight an appropriate role for the federal government.

In addition to everything else that has been said about why community service is important for students, and the points that were made in my written testimony, I would like to underscore community service as a strategy for helping students improve their problem solving skills. In this regard, I, as an adult, have benefitted immensely from community and public service. I believe community service by students would be quite valuable for this reason. So if you would take a look at the four points that I stressed in the written testimony, and add that one, I would appreciate it.

I have already noted that Metropolitan State is somewhat different from other colleges and universities because we serve older students and have strongly encouraged volunteerism and community service by students as a basic part of our mission. We have gone further to develop strategies for helping students increase their volunteer work and also get recognition through the curriculum and application of the learning from volunteerism for the degree.

Our formation strategies at Metropolitan State include a volunteer services program, in which we offer courses and internships in the field of volunteerism for women and men. We, secondly, offer a

large internship program which at the present time is funded by a grant from the Fund for the Improvement of Post-Secondary Education. This program is very attractive to students who would otherwise take loans out to pursue their education.

For all of our students, we liberally, if they are interested, consider granting college level credit for learning from volunteerism and other experiences that they have acquired before coming to Metropolitan State. As a matter of fact, we will evaluate most past experiences from work, volunteerism, travel, and other endeavors and consider that for college credit. This is one of the important philosophical concepts for academic programming at Metropolitan State.

I would like to call your attention to one particular problem, which we are dealing with now. It is the limited opportunities for people in the rural communities to gain access to these very valuable educational strategies available to people in the metropolitan area. It is difficult for individuals outside the metropolitan area to achieve scholastic recognition for their education and experience as volunteers. Because of that, we have in progress an experimental program, grant funded by the Kellogg Foundation, to help colleges and universities in the rural communities or in greater Minnesota communities learn the strategies that we have pioneered at Metropolitan State for recognizing learning from volunteerism and other work experiences.

You might ask, that if our population of students is mainly older students, how then can we bridge with colleges and universities that serve traditionally younger students? I think we can demonstrate for them, perhaps, that it is not only a respectable way to get an education, that is, community service, but that it might be a more valid strategy for learning than some of our other traditional strategies are. Therefore what we have learned at Metropolitan State might be transferrable and used to get more faculty interest in recognizing community service by their students.

In closing, I would like to just comment on this new national initiative called Campus Compact. It is an organization that was formed to promote public and community service by students. It grew out of recommendations of four college and university presidents including Frank Newman, who is with the Education Commission of the States, Father Timothy Healy of Georgetown, Doctor Swearer of Brown, and Doctor Kennedy of Stanford. These people recognized the dilemma that our students have today because of their limited opportunity to prepare to be more civic minded and become prepared to take care of some of the problems of today and into the future. They invited other college and university presidents to join with them in this Campus Compact initiative.

We identified for ourselves eight goals, and they are identified in the written testimony, so I will not read them for you.

I am pleased to report that the organization is developing very well. We have accomplished several projects including a book that lists various kinds of community service by students on various campuses. We have established a Robinson Humanitarian Award to recognize volunteerism and community service by students.

We have come, though, to the moment of truth where we charge dues to the member institutions and I am pleased to report that we still have outstanding retention of those who were originally inter-

ested. I think now about 150, maybe 200 members. The group will convene at the time of the American Council on Education Annual Meeting in Washington. I think our meeting will be on January 20, so most likely you will hear from us then.

I commend the various points of the proposed legislation. I have it before me. While my colleague president from Carleton commended you on the emphasis on the age range, I ask you to include older students also. I would ask you to consider the potential benefits of transfer of experience or shared learning between older students and younger ones. Thank you very much.

[Prepared testimony of Ms. King follows:]

TESTIMONY BY REATHA CLARK KING -- CONGRESSMAN SIKORSKI'S PUBLIC HEARING ON
YOUTH SERVICE AND VOLUNTEERISM**

November 13, 1987

Minnesota State Capitol - Room 115

I am Reatha Clark King, President at Metropolitan State University in the Twin Cities. I have served in this position for ten years and my office is located here in St. Paul. My own involvement in community service and volunteerism extends over several years both in connection with a national initiative called Campus Compact, and through our work at Metropolitan State. In the time allotted, I wish to inform you about these topics: (1) why my colleagues in education and I think that community service by students is important; (2) our work with students at Metropolitan State University; and (3) Campus Compact, a national organization that fosters public and community service by students. Also I will attempt to present some ideas on the federal role.

WHY COMMUNITY SERVICE BY STUDENTS IS IMPORTANT.

Whether today's students are younger or older, my colleagues and I in higher education consider community service by students as important for several reasons. First, community service contributes to the welfare of the communities served and the quality of life of other people. Another important reason is that the experience from community service also contributes to the students' knowledge of the world of work and allows them to test skills and knowledge they have gained in the classroom. In addition, we feel that community service by students helps them become more civic-minded and able to assist with problem-solving for the broader society both during and after their college years.

Acknowledgements:

**Dr. Carol Ryan, Faculty, Metropolitan State University
Business-Higher Education Forum, Background Materials for 6/87 Meeting

OUR WORK AT METROPOLITAN STATE UNIVERSITY. COMMUNITY SERVICE AND
VOLUNTEERISM BY OLDER STUDENTS.

Even though Metropolitan State serves older students who now show an average age of 35, we strongly encourage volunteerism and community service by students. However, very little prodding is needed to bring this about. Many of our students are already leaders in volunteer and service work before they enroll at our institution, and are therefore able to be a resource for this work by other students and faculty. Operating with an educational philosophy that advocates service as a strategy for learning for an advanced degree, Metro State offers students various options for using community service for achieving educational goals.

One of our major strategies is our Volunteer Services Program. We offer courses and internships in the field of volunteerism to women and men who wish to become administrators of volunteer programs. A second emphasis is our new community service internship program, funded by a grant from the Fund for the Improvement of Post-Secondary Education. Our goals in this program are to encourage students to undertake community service and to reduce the level of student loan indebtedness by providing stipends to cover the cost of the internship. We are seeking local foundation support for this portion of the internship program.

Finally, we evaluate some of the volunteer training and experience adult students bring to our university. We have assessed experience and volunteer learning and have awarded competence, or credit to students who, as volunteers, may have researched community issues such as land use planning or waste management. These activities might have been carried out by the student as a member of the League of Women Voters or another citizen group. We have also given credit to persons who have headed up community projects such as Bicentennial or arts festivals and to those who have served as presidents of organizations such as the Jaycees or Junior Leagues. These volunteers have received leadership training from their parent organizations, and can demonstrate the skills needed to manage a large volunteer organization.

One-to-one volunteer experience has also been recognized by the university. For example, credit would be given to a student who trained with the Minnesota Literacy Council and then tutored persons who are learning to read.

Other colleges and universities have been slow to recognize the value of these experiences and to translate them into credits for students. Thus it is more difficult for individuals outside the metropolitan area to achieve scholastic recognition for their education and experience as a volunteer. More could be done to encourage state schools to develop tests and other methods to evaluate this learning. To meet this need, Metropolitan State, supported by a grant from the Kellogg Foundation, is engaged in a cooperative project with twelve other public community colleges, state universities and private colleges in Minnesota, in which faculty members at those institutions will be trained to assess some of the prior life/work experience students have had, including work they have done as volunteers. Of course not all work one has done as a volunteer could be equated as equivalent to college course work. It is not enough, for example, to have served as a Boy Scout leader or to have collected for the United Way. However, many Minnesotans have built up significant volunteer experiences, often with the same organization, so that individuals can present considerable evidence to a college demonstrating that he or she is knowledgeable about a particular organization's mission and programs and has actively participated in training and active service for the group or cause.

More credit for this experience could be given in the workplace as well. There have been efforts by the state of Minnesota and some other businesses to equate volunteer experience with paid work experience so that persons entering or re-entering the work force would be placed at a level or in a salary range based on descriptions of their unpaid work experience as well as the paid positions they may have held.

Some organizations that rely on volunteers are beginning to assist in the process of equating volunteer experience to work experience. The Girl Scout Council of the St. Croix Valley gives each volunteer a folder^{in which} she can keep listing all of the volunteer positions she has held or wishes to hold so that she can keep a record of her work. Each volunteer position has a specific job description as well so that the individual can see which skills she has used or can develop. These skills and the training she has received to learn the skills are transferable to the work place. Furthermore, the listing of these skills is useful to the volunteer working on a resume.

Recognition of volunteer experience in a variety of ways is critical and we don't do enough of it either formally, as in the case of college credits or job evaluation, or informally within organizations or communities. In preparation for this presentation, I asked a group of well-trained volunteers what they wanted most. All said they would like more recognition for their voluntary contributions of time and service to others.

ACTIONS THAT COLLEGES AND UNIVERSITIES CAN TAKE TO PROMOTE PUBLIC AND COMMUNITY SERVICE

Campus Compact: The Project for Public and Community Service
Box 1975, Brown University, Providence, RI 02912

Develop Institutional Policies that Support Public Service Activity

- establish a campus center with a coordinated listing of volunteer opportunities and programs with a paid staff coordinator
- give preference in the admission process to students who have done meaningful volunteer work or offer special scholarships to these students
- utilize College Work Study development funds (10% of available funds or \$20,000 maximum) to develop community service placements

Provide Information and Technical Assistance

- provide adequate information on public service careers through the campus career counseling office—large campuses need to have a specialist
- make students aware of partial student loan forgiveness when working as a Peace Corps volunteer, a VISTA volunteer or as a teacher for low-income communities
- sponsor a campus-wide conference focusing on public service issues and the need for student involvement in the community
- sponsor career forums featuring graduates who have gone into service careers
- invite service agencies from the community to the campus to recruit at a campus volunteer fair
- offer fellowships for students proposing public service projects during their summer vacations

Promote Public Service Awareness

- publish school literature for prospective candidates that reflects the institution's commitment to service and the priority it is given at the university
- submit an op/ed piece from the president or chancellor to the local newspaper on behalf of public service, citing specific student volunteers as exemplary
- Submit two articles a month to students' hometown newspapers commending the student's service activity
- stress the importance of public service in commencement exercises, convocation speeches, welcoming addresses, and other public speeches

Reduce Financial Disincentives for Students Serving their Community

- offer fellowships to students who propose public service projects during their summer vacation or during January term breaks
- encourage students to work in the community as part of the College Work Study or State Student Incentive Grant (SSIG) Program
- speak out on federal tuition assistance programs that include a service component
- work with state, local, and municipal government to create a local Volunteer Corps. or to create public service internship programs

Explore Ways to Link Service to the Curriculum

- establish a faculty committee to review ways to integrate service into the academic curriculum and explore possibilities of awarding credit for service-learning
- support the faculty who are interested in civic literacy and experiential education by giving them release time to develop programs or supervise internships
- allow students to choose volunteer work as part of a senior project requirement

Recognize Public Service Initiatives

- Recognize current student volunteers or alumni who volunteer or have made public service a career, in alumni magazines
- present an award for outstanding public service at graduation or during the year
- publish in the baccalaureate or graduation program, a list of students who are active in the community

**BACKGROUND INFORMATION ON
CAMPUS COMPACT: THE PROJECT FOR PUBLIC AND COMMUNITY SERVICE**

THE ISSUE

In the face of growing complexity and danger in the problems facing American society, there are clear signs that self-interest is undermining public interest. There is today a dangerous mismatch between the country's urgent need for civic-mindedness and the parochial attitudes of its citizens. The intense demand for economic, social, and political renewal requires a far greater sense of public purpose. Higher education has a long history of developing this sense of public purpose and preparing its students for responsible citizenship. Recognizing this tradition, a coalition of college and university presidents has authorized the establishment of Campus Compact: The Project for Public and Community Service, a national action-oriented effort to increase student public service by centralizing and increasing access to community service information, heightening awareness of public service and reducing the disincentives which now discourage students from service work.

THE IMPERATIVE

The United States faces extraordinarily complex issues that demand of society a greater capacity for civic integration than ever before. Many of the most pressing issues, such as peace in the face of the proliferation of nuclear arms, effective integration of the growing minority populations, and economic stability without stagnation, inflation, or poverty are of a long-term nature and include an international dimension. These issues demand leaders with a broad understanding of the interdependencies of people and nations, and a strong commitment to what John Gardner calls the democratic compact: "Freedom and responsibility, liberty and duty, that's the deal." Yet, youth, our future leaders, are becoming increasingly isolated and their vision increasingly narrow as their purpose in life has become the fulfillment of self-centered materialism and personal career aspirations.

According to the annual ACE-UCLA surveys of incoming freshmen, students' value of money, status, and power has increased for the last decade, while the importance of altruism and social concern has decreased in this time. The values showing the greatest increase since 1972 were being very well-off financially, being an authority, having administrative responsibility for others, and obtaining recognition. The values which showed the largest decline in importance since 1972 were helping others, promoting racial understanding, cleaning up the environment, participation in community action programs, and keeping up with political affairs. Of great significance to the issue of public service is the item showing the strongest upward trend: the hope of "being very well-off financially" jumped from 40% to 70% in the past ten years and reached an all-time high in 1983 (69.3%). Also of significance is the value which showed the greatest decline: the goal of "developing a meaningful philosophy of life" declined from 82% in 1967 to 44.1% in 1983. (Cooperative Institutional Research Program, The American Freshman: National Norms, Fall 1974-1984).

This evidence of the change in youth attitudes away from social concerns exposes the crisis underlying the economic, social, and political issues facing America. This country must train leadership that can work together to find solutions to these problems. The shift in student attitudes is in part a reflection of the failure of colleges and universities to educate students with a proper respect for the responsibilities placed on them in a democratic society. As Morris Janowitz points out in the Reconstruction of Patriotism, "Today, people know a great deal about their civil rights. Do they know as much about their civic responsibilities?"

America's colleges and universities have traditionally instilled future leaders with values that emphasize working in the service of society. Institutions of higher education also have a tradition of responding to the most pressing needs of our nation. Whether in the training of the colonies' first clergy or in the promotion of more productive agriculture in the 19th century or more recently in the education of future teachers or in the support of health research, higher education has a history of serving the needs beyond the individual aspirations of student or faculty. Today with the expansion of community colleges and state college systems, the benefits of higher education are reaching more people and a more diverse group of students than ever before. As a result, the need for colleges and universities to educate students with an appropriate respect for civic consciousness is especially imperative.

Institutions of higher education must not only address the issue of civic responsibility through its curriculum, but must develop programs that allow students actual experience in the community or public sector. Through these opportunities, not only will some of society's ills be addressed, but the experience benefits the volunteer by providing the opportunity to become involved with others from different races, ages, and classes. Public and community service can do more than any academic seminar to counter provincialism and imbibe a sense of responsibility to others.

THE DISINCENTIVES OF SERVICE WITHIN HIGHER EDUCATION

Currently, too many disincentives in higher education discourage young people from public service. Financial disincentives are among the most formidable. Knowing that higher education will only get more expensive the next year, many students feel compelled to finish their degree programs in as short a time as possible rather than serve others in their city. Similarly, the debt incurred by many students during college almost dictates that they seek well-paid employment after graduation.

Finally, public service suffers from a lack of information and a lack of status. Many students have difficulty identifying the service opportunities in their own communities. Many universities do not have co-curricular service organizations on campus. Career placement offices provide abundant opportunities for large corporations to recruit on campus, but often do not do enough to encourage service careers. In so doing, universities send a message, mostly unintended, of what careers are considered worthwhile for holders of bachelors degrees. Again, this runs counter to the historical mission of higher education.

SIGNS OF HOPE

Amidst the reported dearth of youth public service, there are signs of hope that this situation could change. When several college and university presidents met on April 23, 1985 to discuss the issue of youth civic involvement, they agreed unanimously about the growing interest in public service on their campuses. Those that have given new visibility to internship programs or other service opportunities have seen a surge in student participation. Such broad support for community service at a variety of institutions demonstrates that students are willing and anxious to connect with issues and concerns beyond their personal ones. Capitalizing on the growing interest, higher education can act now to encourage students to become more involved with the world beyond the institution's walls.

The level of involvement at several universities with established public service programs illustrates the fact that students will respond when confronted with the specific opportunity to do so. For example:

- Stanford established a Public Service Center which includes a volunteer clearinghouse, an internship program, a summer and post-graduate fellowship program, a Public Policy Forum, public service career advising, and an annual conference on public service. There are many quantitative indicators which demonstrate that student awareness of volunteerism and public service has been turned around by these efforts. The rate of volunteering at Stanford for the Peace Corps and Volunteers in Asia has almost tripled over the past two years. The student Volunteer Network has turned out over 500 Stanford students to work on various community projects on "reach out" Saturdays during Fall and Spring quarters. The Stanford-In-Government program, a student-run organization, is more popular and better organized than ever before, and 72 students applied for the 14 available summer fellowships.

- At Susquehanna University, with a student body of 1800, 225 live in "project houses" each of which concerns itself with a different aspect of community life such as adopting a nursing home or serving as Big Brothers/Big Sisters to troubled children.

- At Brown University, through the campus student volunteer program, Brown Community Outreach, approximately 600 students are involved in 37 projects in the Providence community. Also, twelve students were awarded

Start Fellowships this year—\$1000-\$1500 awards given to students who delay entry to college or take time off to perform service.

- At DePaul University a medical crew and a construction crew, approximately 125 students and faculty advisors, go to South America for Winter Break. This year the students will build and develop a home for alcoholic women in Nicaragua. This opportunity is so popular that students camp out overnight in order to claim one of the 125 spots available, and students pay their own way or seek sponsorship from churches and organizations. Throughout the year the students in the living units on campus are paired with a service project, such as Friends of the Elderly, a Weatherization Program, or Big Brother/Big Sister.
- At Vanderbilt University students at the Center for Health Sciences have done the following: 45,000 health examinations for residents in rural or low income communities; assisted in the formation of more than 15 primary health care centers; helped to establish markets for small farmers in cities throughout the Southeast; established a laboratory which conducts preliminary analysis on more than 1000 water and soil samples, annually for community groups.
- At State Univ. of NY-Albany approximately 800 students are placed in 250 community and government agencies. These internships are obtained through enrollment in a class that awards credit to the students. In light of the competitiveness surrounding enrollment in this class, it seems that more students could be placed if there were staff to develop the placements.
- At Harvard the number of students doing volunteer work at Philip Brooks House, a volunteer program on-campus, has jumped from between 200 and 300 students five years ago to more than 1000 students last year. In the class of 1983, 74.9 percent gave some time to public service, while in the class of 1984 the comparable figure was 48 percent. These increases in student volunteering could be attributed to increased efforts on the part of the university to promote such opportunities. Also, the Lamont Public Service Fellowships provided stipends of up to \$1000 to enable students to do summer volunteer work—42 applied for 10 awards.
- At Notre Dame over 500 students are involved in organized service/social action groups on campus. They are working with young children in the Head Start Program, working in nursing homes, tutoring, and teaching adults how to read. There are approximately another 500 students involved in individual or dorm-sponsored service activities.

ACTION TO FOSTER PUBLIC SERVICE

Campus Compact: The Project for Public and Community Service has been established at Brown University, under the administrative oversight of ECS, to help revive higher education's commitment to training its students for responsible citizenship. Campus Compact is a result of an April 1985 meeting of college and university presidents who met to discuss efforts they could take to foster greater youth involvement in public service, and who unanimously agreed something must be done to address this issue.

Campus Compact is sponsored by a coalition of institutions of higher education. The Compact is committed to creating a coalition with geographic and institutional diversity, including private and public, four year and two year institutions. Public service is not merely make-work for "at risk" youth or a "noblesse oblige" duty of Ivy League students. It is a responsibility of all, and the coalition's membership will reflect that. Campus Compact will also address the role of older students, not only youth, in campus public service programs.

The Compact intends to take the following actions to foster public service:

- to provide information and technical assistance to on-campus public service centers across the nation
- to strengthen the links between the campuses and off-campus service organizations
- to consolidate and improve access to public service information
- to develop public policy that rewards and encourages student public service
- to raise public awareness and commitment to college student involvement public service
- to identify sources of financial support for students involved in public service programs

To strengthen on-campus activities that promote public service, The Compact intends to provide assistance for building and expanding community service projects, by working with the Campus Outreach Opportunity League. The project will also research and propose ways to redress disincentives that discourage students' participation in community service. Such measures might include special considerations in admission and financial aid, improved public service career advising, financial compensation for students taking leaves of absence to make meaningful public service commitments, and greater involvement of faculty and academic advisors in public service to stand as effective role models. One of its forms of research will be to survey the colleges and universities within the coalition to identify policies and programs at these institutions which can be used as models for other universities. The survey results will also help to highlight the gaps in civic education and be a springboard from which to develop policies to address this issue.

Nationally, thousands of community action agencies exist. The project will work with these agencies to develop networks of regional organizations where information could be consolidated and be more readily available to students. The Compact will also work with state and municipal programs. Campus Compact plans to organize a series of regional meetings with key legislators, businesspeople, higher education institutions, community leaders, and foundations. These meetings will create strong regional foundations for service work and facilitate an exchange of information between parties that might otherwise duplicate programs or not know how to hook up with other public service networks.

ECS intends to seek support from a coalition of the nation's governors. Governor Robb of Virginia, Governor Graham of Florida, Governor Kean of New Jersey, and Governor Riley of South Carolina are aware of the project and support its mission. Campus Compact will also develop ties to the business community, especially with companies that already support public service activities such as Levi-Strauss, Stride-Rite, and Xerox.

The project will work for government assistance of public service through advocating student aid for service work. For instance, many students currently supported by College Work Study are sweeping library steps or washing cafeteria dishes. The Compact will work to get Work Study back to its original purpose: financial support for students doing work directly related to their academic programs or related to public service. Similarly, the project will endorse efforts for the reauthorization of the Guaranteed Student Loan Program with provisions for extended repayment schedules, renewable deferments and principal reductions for students choosing public service careers.

Finally, Campus Compact will undertake a media campaign to raise the issue of collegiate public service on the national agenda by increasing public awareness of the urgency for a rediscovered commitment to service and by stressing the workable solutions available to address this need. Such a public campaign will issue not only a challenge to students to get involved with the community but a reminder to colleges and universities to provide an education consonant with their institutional goals of service to society.

While Campus Compact applauds all efforts to encourage public service, the following types of service will form the centerpoint of the project:

- University-sponsored service projects
- Service work in exchange for financial assistance from colleges
- Work sponsored by a community service agency
- Church sponsored service work where the goal is meeting secular needs not proselytizing new members.
- Government sponsored service work, including VISTA and Peace Corps.
- Independent service projects not sponsored by any agency.

Campus Compact: The Project for Public and Community Service appreciates the diversity in philosophies of service across American campuses. These guidelines serve only to define the centerpoint and boundaries of service for the project. By joining the Compact, colleges and universities do not give up their autonomy to define their own individual campus-based service programs. Campus Compact will not dictate its philosophy of service to any institution.

Campus Compact will, however, dictate a charge to the nation's institutions of higher education to recommit themselves to equipping their students to be the committed, compassionate citizens upon which this nation depends. These institutions must provide the leadership, resources, and focus that will enable youth to envision a better world, an interdependent one but one in which they as individuals can make a positive contribution.

Mr. SIKORSKI. At our hearing in the spring, we had the president of Brown University testify on Campus Compact. How many Minnesota schools are affiliated, do you know?

Dr. KING. I know at least four, I do not know all of them. Mankato State was an original member, University of Minnesota, Metropolitan State, Carleton, and surely there must be others. However, I would like to emphasize one point—that there are many colleges and universities with long traditions of community and public service by students and established strategies on campus for having them to do that, who are not associated, or at least active members of Campus Compact. So those of us who have bonded ourselves together in this compact are learning a great deal from these others. So it is certainly not inclusive if you are looking for a list of all of those in our country who are doing community service.

Mr. SIKORSKI. Thank you.

Doctor Davis is the past president of Macalester College and has not stopped promoting services in the community since he kind of left academia. He is currently one of the leaders of the Minnesota Literacy Campaign and is very active in youth service organizations throughout the state and the country. Doctor Davis?

STATEMENT OF DR. JOHN B. DAVIS, JR., FORMER SUPERINTENDENT OF MINNEAPOLIS SCHOOLS AND PRESIDENT EMERITUS OF MACALESTER COLLEGE

Dr. DAVIS. Thank you for the opportunity to be here. You have my prepared statement, I shall make no reference to it. It was however designed exclusively to talk to your proposal and I commend that as a valuable piece of legislation. Let me state, however, that I wish there was a representative here from Macalester College, particularly Nancy Tellett Royce, who has for the past several years run one of the most extensive programs of school/college/volunteer service for several hundred students each year involved in a variety of activities in community service.

Mr. SIKORSKI. Doctor Davis, let us extend an invitation to her, should she have the time between 2 a.m. and 4 a.m. in the morning, to prepare a statement on her experiences with that excellent program and we will put it in the record.

Dr. DAVIS. If you would like, sir, I will take the initiative in alerting her to the fact that she could submit if desired.

Mr. SIKORSKI. That is an outstanding invitation to anyone.

Dr. DAVIS. I should like to state that as one of the older people here I, perhaps, have the distinction of having by special arrangement spent a week and a half at a CCC camp location in the '30s. I know what that experience was. I know its value. I want also to state that all of my career has been committed to the issue of volunteer service. Students from the Minneapolis public schools, when I was a superintendent there, are in a large way responsible for rejuvenating, beautifying the Mississippi River bank. I observed them working to clean the river banks. That is illustrative of the work that students can do.

We need to reorient America's thinking. There is a need for the Congress in the words of the great Adlai Stevenson, to "speak sense to the American people." That line has been lost in recent

years. We need it also at the state legislative levels. One need only read newspapers to discover that the planet Earth, this terrestrial ball, is threatened for a variety of reasons including the projection of an atmospheric warming of six degrees in the next 60 years, which will have significant impact. We know also of the depletion of natural resources.

The greatest natural resource we have are the young men and women. They are deserving of attention. The program you advocate, Mr. Congressman, is good, valuable and essential. I hope very much that in some form, it can be implemented. More than that, I hope that the Commission established will look beyond the specifics of your proposal and see the possibility of developing a pattern of national effort which can guide universities and colleges, secondary schools, as well as all volunteer programs to the end that there be a coordinated effort of meeting more effectively the needs of society and the needs of youth and young adults in the United States today. Thank you.

[Prepared statement of Dr. John B. Davis, Jr. follows:]

TESTIMONY OF DR. JOHN B. DAVIS, JR.

Former Superintendent of Minneapolis Schools, and
President Emeritus of Macalester College
in Support of H.R. 3096

November 13, 1987
Minnesota State Capitol - Room 115

We celebrate the 200th anniversary of our Constitution. In speeches and writings we acknowledge its qualities and strengths which have enabled us to move, within its frame of liberties and restraints, toward a just and humane structure of government providing privilege, opportunity and responsibility for all to share.

At the same time we recognize our shortcomings, including an impressive lack of understanding concerning how our national government functions, its relationship to states and communities and its dependence on broad-based citizen participation.

Thoughtful citizens are alarmed knowing that, absent citizen involvement in, and and commitment to the processes of government, we diminish the authority of government at every level and its capacity to serve and protect the interests of all citizens.

Contributing to this risk in no small measure are millions of young Americans who for a variety of reasons are disadvantaged, alienated and disinclined toward the advantages and importance of secondary school education. They live their lives outside the framework of citizenship which has as its hallmark social conscience and commitment to the common good. We are a society increasingly marked by wide disparities in wealth, security of neighborhoods, housing, social services, educational opportunity, religious orientation and attitude toward responsible living in our democracy. As a result we are currently endangered and the threat to our future increases.

Much has been written about American youth. Many plans and strategies have

been advanced for meeting the needs of young Americans. States and communities have taken steps to increase opportunities for bringing them into the mainstream exposing them to the advantages present and potential for maximizing opportunity for self-fulfillment and service for the common good. While particular attention has been given to underprivileged youth, many are the voices raised in concern for the advantaged youth in high schools and colleges who appear to lack motivation and interest in a "national common purpose" but are rather oriented toward "unrestrained individualism."

The many reports and studies give fair warning.

It is time to act!

Study and planning should precede action.

The main thrust of H.R. 3096 is to study and recommend to the President ways by which youth 17 to 24 years of age, the advantaged and the disadvantaged, may be permitted to perform Volunteer Service in federal, state and/or local governmental agencies. By so doing they would both serve and learn. That would be good! It would be good for youth and good for those who guide them. Such a program could immeasurably benefit the nation as we seek ways of strengthening our commitment and belief in the power and virtue of the undergirding instrument of our democracy--the Constitution.

I believe further that the Commission findings could give direction to a coordinated national approach for states and localities as they seek ways to improve opportunities for their youth and young adults.

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Mr. SIKORSKI. Thank you. Doctor Leslie Duly is the vice president of the Bemidji State University and has been instrumental in bringing youth service opportunities to the Bemidji State Campus as well as service organizations in the Bemidji community. As a member of the Advisory Board of Minnesota Youth Services, Doctor Duly recently succeeded in bringing a branch of the United Way to Bemidji. Thank you, Doctor.

**STATEMENT OF DR. LESLIE C. DULY, VICE PRESIDENT FOR
ACADEMIC AFFAIRS, BEMIDJI STATE UNIVERSITY**

Dr. DULY. Good morning. I would like to echo our appreciation, Congressman, in holding this hearing in St. Paul. I would also with the time that I have available this morning wish to invite you and other Members of Congress to conduct a similar hearing in Bemidji.

Mr. SIKORSKI. I was thinking earlier when Doctor Myers was here of looking at Bemidji and Duluth for a one day kind of "double hearing" in those areas.

Dr. DULY. Yes, that would be very good because I have to remind myself as well as others that Bemidji State University serves an area in Northern Minnesota that is larger than the states of Massachusetts, Rhode Island, Connecticut, New Hampshire, Vermont and half of Maine combined.

Mr. SIKORSKI. Also, I was up in Redlake in March, and there was a poster there about Carleton students coming up for a program at the reservation at Redlake. So I know that a lot going on in the Bemidji area.

Dr. DULY. In the written testimony, I have provided, and tried to stress, two things. One, that again and again we may be focusing on volunteer service only in terms of what it provides for those who are directly involved in the activity rather than seeing it as a very critical component in higher education today. The other point I tried to develop in the testimony is that again and again especially in rural America, we are not only talking about providing student volunteers to organizations that can assist in the promotion of the overall welfare of the region but again and again we need student volunteers to establish those necessary organizations. So that in a sense we are contributing to the overall leadership development of the region. Also I would want to add that there is, in reference to the question asked earlier this morning, on growing evidence that volunteer service does not necessarily compete with the economy, but on the contrary volunteers bring necessary service skills and prospectives so they can be a source for the enrichment of the economy. We at Bemidji State have recognized during the past several years that it is not only appropriate to promote voluntary service for students, but we are trying to give that service traditional forms of recognition. For example, a Deans list might not only identify students who have done extremely well in the classroom but might also include students who have been serving the community in various capacities.

I would be very happy to answer any questions that you may have.

Mr. SIKORSKI. Excellent statements from all of you. I have two questions now. One is: what about requiring, say on the high school level, some modest community service, so that young people can be exposed to it, if they have not by that time been so exposed as a kind of price of citizenship?

Dr. DAVIS. I would like to comment quickly. I have no problem with that if there can be adequate funding for the supervision to the end that the experience a student has is valuable and is accountable.

Mr. SIKORSKI. And positive.

Dr. DAVIS. And positive. But to just assert that the public schools must now take on this burden without the personnel necessary to do it would probably be ill advised.

Mr. SIKORSKI. As Jim mentioned, the state of Minnesota allows 50 cents per capita for community education planning to determine the optimum youth program for the community. But that is my feeling as well, Doctor, that the resources have to go hand in hand. Doctor King?

Dr. KING. Yes. Congressman, I would like very much the idea of appointing the young people while they are in high school—the need, and having them develop to do volunteer service. I am thinking of my own children. One is 22, the other is 19. I know how much I wanted them to be service oriented, civic minded. I would like to offer a suggestion that might accomplish the same at an earlier age for students. That is the idea of introducing it in elementary schools; the concept of volunteerism and connecting that with the school's curriculum. I believe that there is a project done by the Memphis United Way that seeks to do this. I have not seen the details of the project, but I read about it in the United Way of America newsletter to volunteer chairpersons throughout the country. They adopted this, I think, as a centennial year project. You might want to investigate that and see if we could get it started in the elementary school level, then by the time the young people get to high school, it might be part of their culture. As you know, this year is the centennial celebration year for United Way, and I am chairperson of the board of the St. Paul United Way, so I have been very close to the National Initiatives and some of them are just wonderful. By the way, last night we celebrated the conclusion of our campaign. We achieved our goals so this morning, everything is easier.

Mr. SIKORSKI. I am going to hire you as a fundraiser then.

Dr. KING. I can only help if you need \$16.5 million. [Laughter.]

Mr. SIKORSKI. Doctor Duly?

Dr. DULY. We certainly would like to see if not a requirement, certainly the idea, vigorously supported. In Northern Minnesota in particular there are limited opportunities for the young people to see what are the benefits of education, what are the benefits of different career possibilities, and again and again, whatever can be done to promote that contact would be an excellent way to assist in the development of Northern Minnesota.

Mr. SIKORSKI. I am going to ask you to respond for the record. And I am going to ask this of other college presidents in Minnesota and elsewhere: what is the interrelationship between a college post-

graduate volunteer service program involving deferment and forgiveness of student loans and the problem with student loan delinquencies, generally? I can see a couple of issues off the top: with less money going back to the revolving fund, you are going to have less available for other things, a public relations issue and an issue of fairness, of only deferring and partially forgiving those who are in community service and others who are escaping payment totally. And there is the issue of relative priority of monies.

Dr. DAVIS. Without speaking against it, Mr. Congressman, I would point out that to the degree there is a reward or remuneration, something at the end that has a personal value, you have distorted to a degree the sense of volunteerism. I think we should keep that clearly in mind. If there is to be a forgiveness, I would reiterate the importance of having whatever voluntary work service is done, be done under the very finest, sensitive supervision with accountability as a requirement for insuring that which is done has some correspondence to that which is owed. But transcending what was owed is a commitment on the part of every citizen, each must feel that they owe the nation. So I have some concerns about it. But I would not discourage—

Mr. SIKORSKI. The way Senator Bumpers talks about loan forgiveness is that there comes a point when you have got to remove some barriers to volunteering. I thought I had a lot of debt when I left school, but right now twice as many students need to take out debt in order to complete college. And the debt has risen to be twice as large as it was when my generation was going to college. And that is pretty substantial.

Dr. DAVIS. I would make one point, to the degree that worthy college students carry debt is a representation, a reflection of the inability of the society to provide that education without significant debt. That is the other side of this coin.

Adequacy of support for public and to a proper degree private institutions from the flow of federal monies makes good sense.

Mr. SIKORSKI. That is what I would like you to address. We have a problem with delinquent loans, I suspect because we have exponentially increased the burden on students in order to get through college. We want college graduates in a competing economy. We want a higher education level. We want people to go for that American dream. But we have been stealing resources from that. I would like you to address that—and I did not want to get too much into it because we steal from the strength of your comments.

Again, I thank you very much for your contribution. You have a last minute comment?

Dr. DULY. I just wanted to point out that many of our students, for example, are driving 200 miles round trip per day. This means that it is very, very difficult for them to put in the time and to pay for the costs of volunteer service activities. We would very much like to see federal support provided not only for the student as a volunteer contributor to the community, but also to look at perhaps ways in which the volunteer organization might be enhanced in its use of student volunteers.

[Prepared statement of Dr. Leslie C. Duly follows. Also included is a statement from Rick Jackson, vice president, Metro Minneapolis YMCA:]

Presentation to the Congressional Hearing on Volunteer Student Service

by

Leslie C. Duly

Vice President for Academic Affairs

Bemidji State University

13 November 1987

Representative Sikorski and other members of the Congressional delegation and staff present this morning:

May I begin by thanking you for electing to hold this hearing to examine the need for greater national recognition and assistance on behalf of Volunteer Student Service. I appreciate the opportunity to present my views on the need for such attention. I serve as Chief Academic Officer of Bemidji State University. With a current enrollment of approximately 4500 students, Bemidji State is the only baccalaureate-level institution serving the northern third of the State of Minnesota, a service region larger than the states of Massachusetts, Rhode Island, Connecticut, New Hampshire, Vermont and half of Maine combined.

As noted in its mission statement and its firm resolve to provide an undergraduate education that empowers its students, the University is vitally concerned with promoting the intellectual, social, cultural and economic development of society and more especially of northern Minnesota. I am here this morning because of that commitment, and I am articulating one

of Bemidji State's highest priorities when I state that we enthusiastically support the establishment of a national commission to study and to promote youth service and other strategies for the promotion of community service by today's youth and college populations.

My enthusiasm, I ask you to note, also reflects a sense of urgency that through federal as well as state leadership more substantial support is given to volunteerism and new models of youth service. This support needs to be given as quickly as possible if we are to respond to the leadership and social services' needs of America's communities, both urban and rural. At the recent hearing on volunteer service held by Governor Perpich and the Minnesota Office on Volunteer Services, Department of Administration, in Bemidji, Dr. Judith McDonald, Dean of the Division of Humanities and Fine Arts at Bemidji State, testified on behalf of responding to this urgent need. She dealt in particular with several public policy issues involving the promotion of volunteer service, and I have appended a copy of her remarks to my testimony.

Turning to higher education, I wish to state that the involvement, sponsorship and recognition of community service as a part of and a complement to higher education is not an optional activity for today's University as it seeks to fulfill its educational responsibilities. There are some very significant reasons why higher education needs community service if it is to educate well its students. In a recent issue of Change Magazine, Jon Wagner, Director of University-School Education Improvement for the University of California, noted, "a separation of academic work from community service can diminish intellectual capacity, make students less

thoughtful than we want them to be, and allow less than rigorous efforts to frame and test research questions. This separation parallels similar disjunctions between action and reflection or between theory and practice, disjunctions that colleges and universities have a special responsibility to transcend." Allow me to expand upon Dr. Wegner's rationale with specific reference to Bemidji State.

As you may know, in our own general education program of courses common to all degree programs, the University has recognized the importance of the evaluation of student-based outcomes and the recording of the "value added" to the educational competencies of our students. Our continuing assessment in concert with the nationally-sponsored College Outcome Measurement Project (COMP) by ACT substantiates the paramount importance of two learning outcomes: the ability to undertake analytical reasoning and the utilization of effective communication skills. And each of these skills must be placed within an orientation of adaptability and responsiveness by today's student who seeks to be successful. Although there remains the practice both within as well as outside of the academy to measure student use of universities and, therefore their value, in terms of majors completed and degrees pursued, this index hides several realities for the college graduate. Students, on the average, change their majors more than three times while in college. Less than 40% of the students who graduate in a given major will take employment in that field. This is made more understandable when one recognizes that more than one-third of the positions to be taken by college graduates over the next ten years have not yet been invented; they will be dependent upon disciplines not yet invented. Finally, as demonstrated by the statistics and by those of us in this room, career mobility is a marked

attribute as well as expectation by college graduates. Opportunities for social interaction, group experience and organizational skills therefore are likely to be of increased importance in the future.

How to promote opportunities for students to strengthen as well as to test their abilities to solve problems, to clarify issues, and to formulate values - which are all components in analytical reasoning skills - and to gain increased communication effectiveness becomes a special challenge for today's University. First one must recognize that today's student is not necessarily a participant in a situation where in-class and extracurricular activities may blend within a self-contained environment. Today 35% of the Bemidji State student population consists of students over the age of 26 and over 30% of the students are transfer students, presenting a variety of previous educational experiences; 20% are commuters, many whom attend on a part-time basis as resources and needs permit; still others are taking our evening programs at Hibbing and elsewhere and attend other institutions by day. College is for many an experience that complements their involvement in careers, rather than as a pre-condition. For example, this fall the age range at Bemidji State for its students runs from 16 to 83. These students cannot be reached through traditional campus-based activities - their perspective goes beyond limited collegiate social institutions and opportunities. Yet many of these students may receive only a fragmented higher education--made up of courses here and courses there--unless the University itself sees ways for these students to participate in meaningful educational activities within the larger community. Herein lies the importance of our vigorous promotion of volunteer service. Adding additional significance to this point for all of our students is that we

know if a student does not participate in extracurricular or community-focused activities while in college, the chances of such participation later in his/her career are about nil. On the contrary, the more experience, the more confidence, the more interaction experienced by the student in these activities during college the more substantial will be that student's contributions to the larger community after graduation. In short, our success in education as well as our success in developing long-term leadership resources for our communities depends upon our ability as universities to vigorously encourage student involvement in community service as undergraduates. We need to focus upon the community as a way to complete our responsibilities to our students, and student involvement in volunteer community services permits a wide array of opportunities for students to apply as well as to strengthen their academic experiences and to gain needed insights into their own perspectives and talents.

In recognizing this, Benidji State has recently sought to endorse the establishment of a student-initiated volunteer office to coordinate student contributions to community services and agencies. Project SCOPE (Student Community Outreach Program, Etc.) begins this spring. Also as a University we are investigating the recording of sustained volunteer community service as a part of a students' official record; the awarding of credit for specially-designed student programs; and the establishment of a Deans' List for Distinguished Community Service. And we intend to do more. However, there are needs that cannot readily be met by the University, whose funding is based upon income credit hour production, not by students wishing to contribute to community projects. Allow me to present these needs later in my testimony.

Turning to our service area, which is undeniably one of the most beautiful environments in the nation, the generally rural, isolated yet culturally diverse population together with an absence of widespread industry, profitable agriculture and other employment opportunities have led to a quality of opportunity that is severely limited in comparison to other regions of Minnesota and the nation.

As you may know, the majority of students - 60% - who attend Bemidji State University are residents of the north central region of Minnesota. Although the percentage of high school graduates who elect to attend post-secondary institutions has historically been lower for Minnesota's northern counties, the proportion within the service region electing attendance at Bemidji State University over other institutions remains high--approximately one out of every three selecting a baccalaureate institution has selected Bemidji State University. For these students--many of whom elect associate as well as baccalaureate programs, the University is often the only avenue of opportunity for higher education. This is particularly true of the Native American student; it has been estimated that 90% of the Native Americans from our service region who attend baccalaureate institutions attend Bemidji State University. More than 250 Native Americans are currently attending the institution.

In this setting, with the University serving as the major educational force in the vast region, any effort by the institution to promote student service in community organizations pays two additional dividends. Firstly, through such service, the student becomes knowledgeable about how his/her own

community functions and how human resources may be mustered to deal with the challenges facing that community. Secondly, the community itself receives the services of the student volunteer--a decided increase in the capacity of the community's agencies and services to enhance their effectiveness. These volunteers can also bring in new talents and perspectives as well as a willingness to serve. And in a region where diverse role models of opportunity and education may not be readily seen by the younger population, campus volunteers may well be able to serve as sources of encouragement. The linking of the region to its educational resources through students serving as volunteers in its communities constitutes a very exciting outcome of a more substantial commitment to volunteer service by Bemidji State University.

Then, too, I should note that our University faculty are actively involved in research and service projects. Last year alone the University's faculty generated 1.4 million dollars in external grants and contracts alone. The range of the projects is impressive; however, what is missing from the list are projects carrying University resources into the region's civic organizations, community service organizations, and social service agencies, providing for them leadership training, management skills, computer training, or even CPR and other health-related educational instruction. In brief, there are few funds available for the initiation of projects that promote the upgrading of volunteer organizations in rural America, that provide for inservice educational needs of the community's leadership in volunteer organizations, or that support social research projects that might well promote the establishment of new volunteer organizations or alliances to take better advantage of the human resources in the region. With student

participants in such research and service programs joined by faculty with expertise to be put to uses, the students and faculty together would gain a further, enriched understanding of the importance of community service and community development. And again the community itself also would be a major beneficiary.

To the above point, I would like to add a personal observation about rural America in this time of great economic hardship and dislocation. Not only is it true that older community-based organizations, like the communities themselves, are undergoing change, but in many fields of human endeavour, no volunteer organization or service exists. Even in settings where there is a recognition that something should be done to improve the quality of life for a particular group within the population, there is sometimes an absence of education on how to establish volunteer organizations, of models elsewhere, and of networks that might put these people in touch with their counterparts in the region. Yet precisely at this time when more human services are needed to meet the needs of the entire span of the population within the region, more concerted efforts are needed to help communities understand how they may be able to augment their services through the establishment of volunteer organizations. Here, I see national support being used to enlarge the effectiveness of such services as the Minnesota State Office of Volunteer Services, the National Youth Leadership Council, and the Campus Outreach Opportunity League. What is especially attractive to me as an educator is the opportunity this would give to allow students to be problem-solvers in real life situations.

From my remarks, it should be clear that I strongly support the establishment of a Federal Commission to study and to promote Youth Service. I see a critical need for the Federal Government to provide both support and endorsement for the strengthening of opportunities for our youth to serve society. It is important for that support and endorsement to extend beyond a limited audience. One of the critical needs is to promote the recognition by business and industry, by post-secondary education and by government itself of the value volunteer service has to these enterprises as well as to the individual. We need to move beyond altruistic endorsements of volunteerism and we need to see how we all have benefits to reap as well as contributions to give to a society in which volunteerism is a way of life.

I also wish to recommend the following as a partial list of appropriate responses to some of the needs I have addressed:

1. Establishment of and providing of funds on behalf of a University-Community Volunteer Service Initiation Program. Funds would be used to permit faculty and students and leaders of community organizations to initiate student volunteer service programs, to provide for the construction of a network among volunteer organizations and the University, to provide needed educational services to the organizations, and to promote ongoing institutional recognition of the value of community service to the institution's students.

2. Concerted study of ways to support the needs and assist in addressing the costs for students to be volunteer participants in community organizations. I believe it unreasonable, considering the need for students to meet escalating costs in attending school, for students to absorb in full the expenses of sustained involvement in volunteer community service. Especially for our service region, the concept of volunteerism would be disappointingly limited if we are to have students serve only in the Bemidji area. How are these costs to be met, especially if an organization itself is struggling to perform its function? Perhaps, an enlightened study would demonstrate that a joint sponsorship by an institution, the state and the federal government would be one way to meet these costs. Perhaps, another would be for the Federal Government to provide communities with incentive grants to use student volunteers and to meet some of the costs of transportation and lodging.

3. Vigorous support for such organizations as the Minnesota Youth Services Program, with its emphasis on providing service to the individual and contributions to the community. Bemidji State University in particular recognizes that the Minnesota Youth Services Program constitutes a very attractive option to the student from rural Minnesota who may not be able to afford or who may not yet be ready for college to gain that necessary perspective to be a long-term, positive contributor to the state. We need well-funded Youth Services Programs that can serve as

orientations to long-term community commitments by our young people.

4. Consideration for the establishment, perhaps as a model program, of regional, Volunteer Service/Education Coordinators. Serving in his/her region as both a facilitator and resource for contributing to the welfare of volunteer organizations and as a field coordinator of student volunteers from both high schools and post-secondary institutions, the Coordinator/Educator would be a very inexpensive investment, yet that person would provide both broad coordination as well as continuing community interest in the volunteer concept. The person would be in a sense both a representative of the energies of our young people and an ambassador on behalf of community expectations and needs. Perhaps such roles could be performed by members of our senior citizenry - an excellent way to take advantage of the expertise of our retired people.

In closing my remarks, I wish to add that Bemidji State University wishes to express its willingness to make its resources available to achieve these and other goals on behalf of student volunteer services; we are anxious to assist in every way we can. I also wish to state that Bemidji State University shares in the expectation that as we together forge new structures to promote students as volunteers, we will be improving the educational effectiveness of those students.

Thank you.

STATE OF VOLUNTEERISM HEARING
MINNESOTA OFFICE ON VOLUNTEER SERVICES
DEPARTMENT OF ADMINISTRATION

ORGANIZATION: BEMIDJI STATE UNIVERSITY
TESTIFIERS: JUDY MCDONALD, DEAN OF HUMANITIES AND FINE ARTS
LETICIA SANBORN, STUDENT, ENGLISH MAJOR
ANN HAUGO, STUDENT, ENGLISH MAJOR
DATE: OCTOBER 28, 1987
PLACE: BEMIDJI CITY HALL

MCDONALD TESTIMONY

LET ME BEGIN BY EXPRESSING THE APPRECIATION OF BEMIDJI STATE UNIVERSITY TO GOVERNOR PERPICH FOR HIS PRESENCE HERE TONIGHT, THUS ADDING FURTHER TO HIS LONG-TERM SYMBOLIC AND POLITICAL SUPPORT OF VOLUNTEERISM. I ALSO WISH TO THANK MEMBERS OF THE PANEL FOR THIS OPPORTUNITY TO TESTIFY AS PART OF THE "VOLUNTEERS MOVE MINNESOTA" EFFORT TO INCREASE THE LEVEL OF MINNESOTA VOLUNTEERISM BY 50% BY 1990. I AM PLEASED TO ACKNOWLEDGE IN PARTICULAR YOUR MODERATOR, KAROL MCCRACKEN, WHO HAS BEEN AND IS A MAJOR CONTRIBUTOR TO THE DEVELOPMENT OF VOLUNTEERISM IN THE BEMIDJI COMMUNITY AND IN PROMOTING VOLUNTEER INITIATIVES BETWEEN THE COMMUNITY AND THE UNIVERSITY.

IF TIME PERMITTED, I WOULD RECOUNT FOR YOU THE MANY EDUCATIONAL AND SOCIAL REASONS WHY STUDENT VOLUNTEERISM IS A HIGH PRIORITY OF STUDENTS, FACULTY AND STAFF AT BEMIDJI STATE. MY STRATEGY INSTEAD WILL BE TO IDENTIFY SOME PUBLIC POLICY ISSUES THAT WE ARE ENCOUNTERING OR ANTICIPATING AS WE CARRY FORWARD OUR EFFORTS TO ENCOURAGE STUDENTS TO ACT ON THEIR IMPULSES TO BE OF SERVICE TO OTHERS AS PART OF THEIR EDUCATIONAL EXPERIENCE. I WILL SUMMARIZE FIVE POLICY QUESTIONS AND THEN ASK TISH SANBORN AND ANN HAUGO, BEMIDJI STATE UNIVERSITY STUDENTS FROM RICHFIELD AND BEMIDJI, TO SHARE WITH YOU THEIR THINKING AND EXPERIENCES WITH STUDENT VOLUNTEERISM.

PUBLIC POLICY QUESTIONS

1. HOW DO WE AS A SOCIETY REKINDLE THE "HABIT", THE SPIRIT OF VOLUNTEERISM?

NEARLY 150 YEARS AGO, ALEXIS DE TOCQUEVILLE WROTE IN DEMOCRACY IN AMERICA OF HIS ADMIRATION OF THE EXTREME SKILL AMERICANS SHOW IN "PROPOSING A COMMON OBJECT FOR THE EXERTIONS OF MANY AND IN INDUCING THEM VOLUNTARILY TO PURSUE IT." HOSPITALS, LIBRARIES, CHURCHES, AND SCHOOLS GREW OUT OF AMERICAN INGENUITY TO PROCLAIM A TRUTH OR PROPAGATE SOME FEELING, THUS SETTING THE GREAT EXAMPLES OF VOLUNTEERISM. OUR SOCIETY HAS CHANGED AND WE CAN NO LONGER ASSUME THAT FREE ASSOCIATIONS SUCH AS LADIES AUXILIARIES WILL BE THE MAJOR POOL FROM WHICH VOLUNTEERISM IS GENERATED OR THAT THE NEED FOR HELP IS A RATIONALE IN ITSELF FOR ACTION. WE NEED TO CONFRONT THIS SITUATION SO THAT OUR TIME WILL NOT BE CITED AS THE PERIOD DURING WHICH THE SPIRIT OF AMERICAN VOLUNTEERISM WAS LOST. LET US ACT NOW FOR LEADERSHIP SUCCESSION IN COMMUNITY SERVICE. WE BELIEVE THAT IT IS A QUALITY OF LIFE ISSUE FOR THE PERSON BEING SERVED.

2. WHAT VALUE, IF ANY, WILL FUTURE EMPLOYERS AND/OR GRADUATE SCHOOLS GIVE TO STUDENT VOLUNTEERISM THROUGH THEIR HIRING AND SELECTION PRACTICES?

TRANSCRIPTS, PORTFOLIOS, AND LETTERS OF RECOMMENDATION ARE SOME TYPICAL METHODS USED BY UNIVERSITIES TO VALIDATE STUDENT PREPARATION AND COMPETENCE. UNIVERSITIES WANT THEIR STUDENTS TO SUCCEED IN BOTH THEIR PERSONAL AND INTELLECTUAL DEVELOPMENT, TO BE COMPETITIVE IN THE MARKETPLACE, AND TO FUNCTION AS SOCIALLY RESPONSIBLE CITIZENS. VOLUNTEERISM HELPS STUDENTS RELATE WHAT THEY LEARN TO LIFE. HOW DO VARIOUS CONSTITUENCIES WANT THOSE RESULTS COMMUNICATED, IF AT ALL? AGAIN, WE BELIEVE THAT IT IS A QUALITY OF LIFE ISSUE. AND I WANT YOU TO KNOW THAT A NUMBER OF BEMIDJI STATE EMPLOYEES HAVE BEEN ENTRUSTED WITH THE

RESPONSIBILITY OF GIVING APPROPRIATE RECOGNITION AND SUPPORT TO STUDENT VOLUNTEERISM.

3. IS THERE EQUALITY OF OPPORTUNITY TO PARTICIPATE IN VOLUNTEERISM? CLOSE TO ONE-THIRD OF THE STUDENTS AT BEMIDJI STATE ARE THE SO-CALLED RETURNING ADULT. NEARLY 90% OF ITS STUDENT POPULATION IS ON FINANCIAL AID. A VAST MAJORITY OF THESE TWO GROUPS EITHER WORK AND, HAVE FAMILY RESPONSIBILITIES. BEMIDJI STATE ALSO HAS OVER 200 INDIAN STUDENTS ENROLLED DURING ANY ONE QUARTER. TIME, CULTURE, AND LIFE CIRCUMSTANCES NEED TO BE OVERCOME AS BARRIERS TO STUDENT PARTICIPATION IN VOLUNTEERISM.
- OTHERS TONIGHT WILL MOST CERTAINLY DESCRIBE THE GREAT NEED WE HAVE IN NORTHERN MINNESOTA FOR HUMAN SERVICES TO COMBAT POVERTY, ILLNESS, VIOLENCE, AND ALIENATION. THE POINT IS THAT VOLUNTEERISM MATTERS AS A QUALITY OF LIFE ISSUE TO THE PERSONS BEING SERVED. MOREOVER, THERE IS A JOY THAT COMES WITH BEING A SERVER THAT IS DIFFERENT FROM DOING THAT WHICH YOU ARE PAID TO DO.

4. IS VOLUNTEERISM FREE? UNIVERSITIES ARE FUNDED LARGELY ON THE BASIS OF ENROLLMENT AND CREDITS GENERATED. YET UNIVERSITIES ARE ALSO EXPECTED TO PROVIDE A VAST ARRAY OF SERVICES THAT TYPICALLY DO NOT GENERATE CREDIT AND ARE LABOR INTENSIVE. VOLUNTEERS OFTEN NEED TO BE TRAINED, OTHERS NEED TO HAVE TRANSPORTATION OR CHILD CARE PROVIDED. STANDARDS FOR VOLUNTEERISM NEED TO BE ESTABLISHED AND SUSTAINED. COORDINATION NEEDS TO BE PROVIDED BETWEEN THE UNIVERSITY AND THE LARGER COMMUNITY. EQUALITY OF OPPORTUNITY TO PARTICIPATE NEEDS TO BE MONITORED.
- THERE ARE EXISTING MODELS, SUCH AS THE BOY SCOUTS, THAT DEMONSTRATE HOW THE INVESTMENT IN PAYING FOR COORDINATION OF VOLUNTEER SERVICES PRODUCES HUMAN DIVIDENDS. OUR REGION AND OUR

UNIVERSITY NEED MONETARY ASSISTANCE SO THAT PARTNERSHIPS CAN BE DEVELOPED TO INSPIRE THE SPIRIT AND PRODUCTS OF VOLUNTEERISM. MORE IMPORTANTLY, I WOULD ARGUE THAT A CASE CAN BE MADE TO PROVIDE FINANCIAL SUPPORT TO THOSE VOLUNTEERS WHO WISH TO ACT ON THEIR IMPULSE TO SERVE, BUT ARE PREVENTED FROM DOING SO BECAUSE OF BARRIERS SUCH AS TRANSPORTATION, CHILD CARE, OR OTHER LIFE CIRCUMSTANCES. VOLUNTEERISM IS NOT FREE, BUT IT CAN BE A POWERFUL TOOL AS A LINKAGE FOR RURAL DEVELOPMENT. VOLUNTEERISM DOES NOT COMPETE WITH THE ECONOMY, IT ADDS TO ITS HEALTH.

5. DOES VOLUNTEERISM COMPETE WITH COMMUNITY LEADERSHIP OR MAKE IT MORE DIVERSE?

OUR EXPERIENCE WITH STUDENTS SHOWS US THAT THOSE WHO ARE ACTIVE IN CAMPUS ORGANIZATIONS AND COMMUNITY LIFE DURING THEIR UNIVERSITY DAYS ACQUIRE SKILLS AND DEVELOP POSITIVE ATTITUDES TOWARD SERVICE THAT ARE TRANSFERRABLE TO THE SO-CALLED REAL WORLD. MOREOVER, IT IS THIS KIND OF LEADERSHIP TRAINING THAT IS NEEDED TO KEEP RENEWING THE POOL FROM WHICH COMMUNITIES DRAW FOR LEADERSHIP SUCCESSION. ALL OF US ARE AWARE OF THE EXTENT TO WHICH COMMUNITIES NEED DIVERSE CITIZEN INVOLVEMENT TO MAINTAIN COMMUNITY VITALITY. BEMIDJI STATE SEES VOLUNTEERISM AS A WAY IN WHICH IT CAN CONTRIBUTE TO THE PREPARATION OF A DIVERSE CONSTITUENCY OUT OF WHICH COMMUNITIES WILL FIND THEIR LEADERS OF THE FUTURE. I WOULD NOW LIKE TO TURN TO TWO OF THOSE FUTURE COMMUNITY LEADERS, ANN HAUGO AND TISH SANBORN, AND ASK THEM TO REPORT TO YOU ON THEIR ACTIVITIES IN STUDENT VOLUNTEERISM.

STATEMENT OF RICK JACKSON, ASSISTANT VICE PRESIDENT, METRO MINNEAPOLIS YMCA
TO THE CONGRESSIONAL HEARING ON NATIONAL SERVICE, REPRESENTATIVE GERRY SIKORSKI,
ST. PAUL, MINNESOTA, NOVEMBER 13, 1987.

The Minneapolis YMCA has participated actively in the work of the Minnesota Task Force on Youth Service and Work. We strongly support the establishment of the Minnesota Youth Service Corps.

The YMCA has an historic commitment to the healthy development of youth. This development is directed at both the well-being of the individual and service to the community. The YMCA offers programs, and supports those of other institutions, which instill qualities of compassion, courtesy, honesty and tolerance. These civic values we view as essential to the development of citizenship and an ethic of social responsibility.

In recent years, many keen observers have noted signs indicating an erosion of social responsibility and an increase in radical individualism. Yankelevich (New Rules) notes the rampant "search for self-fulfillment." Bellah (Habits of the Heart) identifies a "cancerous individualism" which may eclipse the social contract of community responsibility necessary for democracy itself to function.

If, as Robert F. Kennedy claimed, the youth of our nation are the clearest mirror of our performance as a society, we face a clouded mirror today.

The Carnegie Foundation reports a 15 year decline in expectation of youth's participation in the political life of the country, in any form of altruism, or of concern for the interests of others. Over the same time there has been a steady rise in youth interest in those values associated with money, status and power.

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The values showing the greatest increases since 1972 are:

1. being well off financially
2. being an authority
3. having administrative responsibility for others
4. Obtaining recognition

The values which show the largest decline are:

1. developing a philosophy of life
2. participating in community affairs
3. cleaning up the environment
4. promoting racial understanding

In spite of record affluence, there exists a failure of moral commitment. Harvard's Robert Coles points out the irony in his work. Many of the "culturally deprived" he has studied have a moral sensibility. Many children of wealth and status have the finest education money can buy but lack a moral purpose. Says Coles, "They need to be asked of, to be challenged to think of others, to break out of the cell, the imprisonment of the self."

Our society is facing a crucial choice. We can resign ourselves to the trends and accept the inevitable costs of cynicism, passivity and narrow self-interest. In this case, declining vitality of our democratic institutions will be the result. Or we can reclaim the initiative, challenging our youth, and ourselves, to an ethic of service and produce contributions to the community we share.

A program of youth service claims the initiative. It targets public resources in a creative way to help youth make the kinds of contributions to community which they uniquely can make. A youth service corps will fill the

gap between teen leadership efforts we are making in the schools, YMCA and other agencies, and the adult citizenship roles we expect in this society.

The Ford Foundation study, National Service: What Would It Mean? sums up the opportunity we face: "National Service is one of the few innovations on the political horizon that, if adopted in comprehensive form, might transform the conditions of life in the United States." Grand words. Yet, what more precious resource do we have than our youth, what more noble challenge to pass on than getting something done for society that needs doing?

The YMCA finds much that is attractive in the Minnesota Youth Service Preliminary Design. Especially encouraging is the team or group work approach to the service corps, the rural and urban service components, and the design to collaborate extensively with existing community-based social service agencies, like the YMCA, to carry out the work tasks of the service corps.

We believe that a Minnesota Youth Service Corps would add an appropriate and timely contribution of state resources to assist in the essential tasks of youth development and delivery of community services. We look forward to continuing to work to make the Minnesota Youth Service Corps a reality.

Thank you for this opportunity to express our support.

Mr. SIKORSKI. Thank you very much.
[Whereupon, at 11:50 a.m., the subcommittee was adjourned.]

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