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A Profile of Service Learning Programs in South Carolina and Their Responsiveness to the National Priorities

Mary Kathryn Gibson Carter
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A PROFILE OF SERVICE LEARNING PROGRAMS IN SOUTH CAROLINA AND THEIR RESPONSIVENESS TO THE NATIONAL PRIORITIES

by

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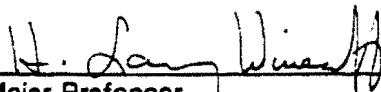
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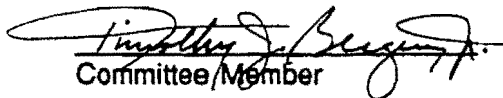
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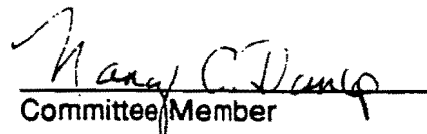
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DEDICATION

I wish to dedicate this study to the memory of my long-time friend and mentor, Dr. Carl H. Medlin, Jr. He is probably the greatest teacher I have ever known. I am honored to have worked for him from 1978 until 1992. He afforded me an opportunity to grow in my chosen profession and was a true advocate of lifelong learning. He was an inspirational leader and his influence is definitely a part of my life.

ACKNOWLEDGEMENTS

ABSTRACT

A PROFILE OF SERVICE LEARNING PROGRAMS IN SOUTH CAROLINA AND THEIR RESPONSIVENESS TO THE NATIONAL PRIORITIES

Mary Kathryn Gibson Carter

The purpose of this study was to develop a profile of Service Learning activities and programs in South Carolina; to explore the relationship between the person coordinating these activities and the degree to which Service Learning is practiced; to determine how Service Learning projects and activities respond to the national priorities of meeting critical educational, human, public safety, and environmental needs; and to determine how many students are participating and the number of hours they are volunteering in Service Learning activities. The study addressed all public schools funded in FY93 with Serve America and FY94 with Learn and Serve America money. The study employed two primary methods of data collection: questionnaires and individual interviews.

The findings documented that 39.51% of the programs have Service Learning integrated into the academic curriculum, 18.52% offer Service Learning as a separate course, and 41.98% stress co-curricular activities. The ethnographic data indicated that programs initiated by teachers involved fewer teachers than programs initiated by building-level administrators or district office administrators. South Carolina's Service Learning projects focused on meeting the four national service priorities. Most Service Learning projects in the state addressed educational needs followed by human, environmental, and public safety needs. Urban youth were heavily involved in public safety service

projects. Middle school youth focused more time on environmental projects possibly due to the middle school science curriculum.

A total of 12,967 students participated in Service Learning projects during the study totaling 161,791 hours of volunteer service. The average program size was 160 students.

One of the findings of the study indicated that a benefit of Service Learning was that students become "experts" in their specific area of service. Teachers reported that students, after being involved in Service Learning, were respected more by their peers.

A review of the historical and philosophical foundations of Service Learning was included along with a discussion of how to institutionalize Service Learning and a recommendation for revising the Service Learning continuum developed by Conrad and Hedin in 1989.

Major Professor: Dr. H. Larry Winecoff

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NATURE AND SIGNIFICANCE OF THE PROBLEM

Introduction

"The moral test of a society is how that society treats those who are in the dawn of life -- the children; those who are in the twilight of life -- the elderly; and those who are in the shadow of life -- the sick, the needy, and the handicapped."

Hubert H. Humphrey, 1977

Community Service is a long-standing national tradition. Throughout the world, Americans are known for their uniquely generous nature and willingness to reach out to those in need. Generations of our citizens have answered the call to service, both at home and abroad, offering their time, resources, and most of all their compassion (Kinsley, 1992, p. 24; Gibson & Shumpert, 1994). In his 1961 inaugural address, President Kennedy challenged the nation in his famous words, "Ask not what your country can do for you, but ask what you can do for your country," and Americans responded (Commission on National & Community Service, 1993, p. viii). In 1990, grants from the National and Community Service Act made it possible for students, regardless of age or background, to become a part of the solution in their communities. Service Learning programs have been implemented to address critical human, educational, environmental, and public safety needs. Teachers are using

Service Learning as a methodology to reinforce the academic skills taught in the classroom (Gibson, 1993; Fertman, 1994).

This concept, that ties experiences to the classroom, can be traced back to John Dewey (1938) who stressed learning as an interaction with the environment. Dewey did not directly advocate service as an educational methodology; however, his ideas on preparation for citizenship, how learning takes place, and for what purpose suggest the possibility of stimulating academic and social development through service-related activities directed toward the welfare of others (Conrad & Hedin, 1989).

The various activities in which students are engaged contribute to their individual development. Carroll Campbell (1992), Governor of South Carolina, shared the following in a speech with South Carolinians:

"...our young people are a special breed. As I have traveled throughout the state and across the country, I have learned that our children share our concern for the future. In many cases, they have already begun to strengthen the foundation we are still building. These young people realize that community service is part of being a good citizen."

The Council of Chief State School Officers (1990) has defined Service Learning as a method of teaching and learning that combines academic work with service and social action. Service Learning teaches students to give of themselves to their community. Working on problems in the community instills in students a sense of responsibility for the community in which they live. It helps the individual establish goals, work to complete the goal, and to know that their work was meaningful.

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Classroom work may lay the foundation for learning, but going into the community and actually applying what has been learned makes the learning a very real part of the student's life. Unfortunately, "many of our nation's students often leave school ill-prepared for the demands and expectations of the workplace" (Couch, 1994, p. 1). Service Learning, however, allows students to develop career awareness and to experience career exploration. Service Learning is an integral part of South Carolina's 1994 School-to-Work Transition Act, which calls for "a range of mentoring opportunities beginning no later than the seventh grade which includes traditional mentoring, shadowing, service-learning, school-based enterprises, and internships" (School-to-Work Transition Act, Section 4, Part 2). Service Learning also offers an opportunity for students to realize that they can apply their skills and knowledge to be better citizens. Learning takes on real meaning through experience as students are encouraged to solve the difficult problems they may face in their lives.

According to Nathan and Kielsmeier (1991, p. 739), Service Learning establishes new roles for students and teachers, makes use of action-based instructional methods, and leads to the learning of meaningful, real-world content. Fertman (1994) describes Service Learning as an instructional methodology having four basic elements: preparation, service, reflection, and celebration (p. 11). Students learn by doing through a clear application of skills and knowledge while helping to meet needs in the school or greater community (Council of Chief State School Officers, 1990). "Students and adults -- teachers, principals, community organization staff, community members, clergy, business leaders, parents -- are involved in all four elements" (Fertman, 1994, p. 11).

Students want to learn material they can use immediately. Seeing what they have learned put to practical use helps to stimulate interest in learning in even the most unmotivated students. Thus Service Learning combines the best dropout prevention practices and provides practitioners with an innovative way to reach at-risk students (Duckenfield & Swanson, 1992).

The benefits of Service Learning are two-fold: the entire community becomes the classroom, and students are able to make a connection between what happens in the "real world" and their classroom (Gibson, 1993; Nielsen, 1994). Communities are starting to realize that their young people are a large, untapped resource. Communities benefit every time a service project is completed (Gibson, 1993). The Children's Defense Fund agrees, noting "the experience gained through service can make a lasting difference" (1989, p. 3). The Minnesota Youth Recognition Program considers the following as features of successful programs for Service Learning:

1.   significant, necessary, and measurable service activities;

2.   youths directly involved in planning and implementation;

3.   clear institutional commitment to the service program
       reflected in goals or mission statements;

4.   community support for and involvement in the program;

5.   well-articulated learner outcomes for the program;

6.   well-designed and articulated curriculum for service that
       includes preparation, supervision, and active reflection on
       the experience; and

7.   regular and significant recognition of the youths and adults
       who participate.
       (Kielsmeier & Carin, 1988)

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Programs based on the above features allow students to be involved in the entire process, seek the support of the institution and the community, and create a caring community of learners. Service Learning provides development opportunities that can promote personal, social, and intellectual growth, as well as civic responsibility and career exploration (Duckenfield & Swanson, 1992, p. 7).

Statement of the Problem

Fertman (1994) describes Service Learning as a methodology which "is appropriate for use with all students and in all curricular areas. Ideally, it is infused into the curriculum (rather than being an add-on program), is offered for academic credit, and involves participants from the school, community, student body, and families" (p. 8). However, "Service Learning, as a relatively new social and educational phenomenon, suffers from the lack of a well articulated conceptual framework. This is reflected in criticism of Service Learning as 'fluff' and in the lack of research in this area" (Giles & Eyler, 1994, p. 77). Many adults have negative attitudes toward our youth, and instead of looking at youth as a resource, they view youth as a problem. Nathan and Kielsmeier (1991) described this perception succinctly when they wrote:

> We believe that these problems stem in part from the way adults treat young people. Unlike earlier generations, which viewed young people as active, productive, and needed members of the household and community, adults today tend to treat them as objects, as problems, or as the recipients (not the deliverers) of services. Young people are treated as objects when they are routinely classified as a separate group, isolated in age-based

institutions, and beset on all sides by advertising -- though not otherwise recognized or treated with respect. They are treated as problems when they are feared, criticized, and made the focus of preventive and remedial programs. They are treated as recipients of services when they are viewed as creatures to be pitied, "fixed," and controlled (p. 740).

In addition to recognizing youth as resources, Service Learning helps to prepare youth for the workplace by offering career awareness and career exploration. Research by the Secretary's Commission on Achieving Necessary Skills (SCANS) has identified thirty-six skills as being essential for successful employment in a high-performance workplace. "An integrative approach in which course content and the SCANS Skills are taught simultaneously will require a move away from the traditional methods of teaching, and for some teachers this may be difficult" (Crabbe, 1994, p. 27). Active learning approaches are recommended by the Secretary's Commission.

In South Carolina, many teachers see Service Learning as a vehicle for systemic change in the way teachers teach and students learn (Gibson & Winecoff, 1994; Gibson, Winecoff, Hiott, & McKeown, 1995). The Early Childhood Development and Academic Assistance Act of 1993 (Act 135) calls for South Carolina schools to develop comprehensive strategic plans. One component of Act 135 requires districts to implement innovative initiatives that involve students in active learning approaches. A key passage of the legislation mandates that these strategic plans contain:

New approaches to what and how students learn by changing schooling in ways that provide a creative, flexible, and challenging

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education for all students, especially for those at risk. Performanced-based outcomes which support a pedagogy of thinking and active approaches for learning must be supported. (Section 11 of the amendment to Section 59-20 of the 1976 SC Code)

The need for skills to enable students to compete in a global economy was further documented in the National Education Goals. Goal Three acknowledges the need for good citizenship and encourages schools to implement community service programs:

> By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. . . . All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility. (Goals 2000: Educate America Act, Section 101, Part 3 & B, iii)

There is presently no comprehensive documentation of the models and/or varieties of Service Learning programs and activities that are being carried out in South Carolina. There is a need to analyze the current status of Service Learning and determine how Service Learning is delivered, whether required, integrated into various disciplines, or offered as a co-curricular activity.

Likewise, it is necessary to determine how responsive South Carolina programs are in addressing each of the national service priorities: human, educational, environmental, and safety.

In this age of limited financial resources, there is increasing pressure for accountability, which requires documentation at all levels and requires policy-makers to set priorities for their needs for limited funds and resources. It is necessary, therefore, to analyze the current status of Service Learning to determine how Service Learning is structured in South Carolina, what types of Service Learning projects are being carried out and to what extent these projects respond to the national priorities.

Purpose of the Study and Related Research Questions

The purpose of this study is to develop a profile of Service Learning activities and programs in South Carolina. The study will address all public schools (K-12) funded in FY93 and FY94 with Serve America or Learn and Serve America funds from the Corporation for National Service. Specifically the study will address the following research questions:

1. How is Service Learning organized in K-Adult Education programs in South Carolina schools?

2. What is the relationship between the role of the person coordinating Service Learning programs and the degree to which Service Learning is practiced in schools or districts?

3. What are the various types of Service Learning projects and activities that are carried out by schools in South

Carolina, and to what extent do they respond to the national priorities adopted by the Corporation for National Service?

4. To what extent are students in South Carolina involved in Service Learning programs and activities?

Significance of the Study

The significance of this study is linked to four research questions. The first is to explore the extent to which Service Learning is integrated into various disciplines such as language arts, mathematics, and social studies classrooms across South Carolina. The Standards of Quality for School-Based Service Learning developed by the Alliance for Service Learning in Education Reform clearly state that Service Learning must be tied to the learning objectives to be truly meaningful (1993, p. 5). The Alliance stated:

Service Learning efforts should begin with clearly articulated learning goals, to be achieved through structured preparation and reflection -- discussion, writing, reading, observation -- and the service itself. Learning goals -- knowledge, skills, attitudes -- must be compatible with the developmental level of the young person.

The researcher will also look at the relationship between the person initiating or coordinating Service Learning and the degree to which Service Learning is practiced in schools throughout South Carolina. Some district level administrators coordinate programs in many schools throughout their district. In other districts, implementation of Service Learning is left up to personnel at the school building level. The purpose of exploring this relationship is to determine

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if there is a correlation between the level to which Service Learning is integrated into the curriculum and the role of the person initiating the program.

The third reason is to explore the extent to which Service Learning programs in South Carolina are responsive to the national priorities established by the Corporation for National Service. These priorities include the establishment of programs that:

1. address educational needs in improving school readiness and school success;

2. address critical health and home needs (human);

3. focus on crime prevention and crime control public safety needs; and

4. address both neighborhood and natural environmental problems. (Corporation for National Service, 1994)

The fourth reason is to understand clearly how many students in South Carolina's public schools are involved in Service Learning programs and activities. To thoroughly understand the impact of this concept, the researcher will calculate the approximate number of hours volunteered by students during a nine-month period of time. The researcher will examine schools that were funded in FY94 with Learn and Serve America funds as well as schools that were previously funded in FY93 with Serve America funds.

Delimitations of the Study

This study will employ two primary methods of data collection: questionnaires and individual interviews. In addition to the limitations which are

inherent in each of these methods, the researcher has added the following limitations:

1. The study is limited to the programs that were funded by the State Department of Education for FY93 with Serve America money and FY94 with Learn and Serve America money.

2. The study is limited to school-based Service Learning in public schools (K-12).

3. The study is limited to responses submitted by local project directors or their designees.

Additionally, the researcher has added the assumptions listed below:

1. The survey instrument designed by the researcher is valid.

2. Those persons interviewed for the study will provide, to the best of their ability, accurate and complete information.

3. Project directors and/or their designees who complete the questionnaires will provide accurate information.

A major source of data for this study will be a questionnaire modified from several survey instruments designed by Abt Associates for the Corporation for National Service. The researcher has secured permission from the Corporation to modify their instruments to collect the necessary data for this study. Since the questionnaire will be administered to 1993 and 1994 Service Learning project directors in South Carolina, the results of this study cannot necessarily be generalized to other school districts or states.

The second source will include individual interviews of a small number of project directors. Because of the nature of ethnographic research, the

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researcher has made the decision to limit the interviews to six persons -- two district office-level administrators, two building-level administrators, and two full-time classroom teachers. In addition, the researcher will seek to diversify the interviews in different types of school districts -- urban, suburban, and rural. Therefore, this study can not be generalized to others involved in Service Learning such as community-based organizations or higher education institutions.

Definitions of Terms

Citizenship Education: Encourages the development of values consistent with democratic living and, likewise, values young people as active participants in a democratic society. Community service and volunteerism are elements of citizenship education (Fertman, 1994, p. 9).

Co-curricular Activities: Most high schools in South Carolina stage service-related events during the school year: a special dance where students bring cans of food, a neighborhood clean-up, a "Toys-for-Tots" collection at Christmas, and the like. Usually these are conducted under the auspices of the student council or a student club. . . . This may be the purest form of service since the activities are strictly voluntary; students usually receive neither academic credit nor time off from school, and they bear significant responsibility for the existence and direction of the program (Conrad & Hedin, 1989, pp. 10 - 11).

Commission on National and Community Service: The National and Community Service Act of 1990 created the Commission to increase service opportunities, renew national pride, and promote civic responsibility in America. Throughout its two-year existence, the Commission remained a small, independent federal agency (Corporation for National Service, 1993, p. 1).

Community Service: Community Service and volunteerism may be, and often are, powerful experiences for young people; but community service and volunteerism only become Service Learning when there is a deliberate connection between service and learning opportunities and when that integration is accompanied by thoughtfully designed occasions to reflect on the service experience (Fertman, 1994, p. 9). Volunteering without any formal attachment to the curriculum is community service. The individual may learn from the experience; however, the focus of the program is simply service (Perkins & Miller, 1994, pp. 11-12).

Community Service Class: This Service Learning model features the interchange of action and reflection in a course which is an integral part of the school's academic program. The key characteristic is that service is the central activity, undertaken both for its own sake and to provide stimulus and focus for classroom experiences. In the classroom, the emphasis is on providing information, skills, and generalizing principles to help students learn from their experiences and to operate more effectively in their service assignments (Conrad & Hedin, 1989, p. 14).

Corporation for National Service: The Corporation was created by the National and Community Service Trust Act of 1993 to bring together federal domestic volunteer organizations including the Commission for National and Community Service, ACTION, and the White House Office of National Service (Corporation for National Service, 1993, p. 1).

Learn and Serve America: This program was funded under the National and Community Service Trust Act of 1993 and provides funding to State Education Agencies that support local school-based projects that engage elementary and secondary school students of different ages, races, genders, ethnic groups, disabilities, or economic backgrounds in a variety of Service Learning activities (Corporation for National Service Resource Guide, 1994).

National and Community Service Act of 1990: The mandate of the Act was to test innovative and model programs to "renew the ethic of civic responsibility" through service to the community (Commission on National and Community Service, 1993, p. 1).

National and Community Service Trust Act of 1993: This Act was signed into law with a mandate to increase service opportunities and civic spirit throughout the country. The wide range of programs in the Act offer Americans part-time and full-time opportunities to serve as volunteers or stipended participants, as part of a team, such as a service corps, or through an individual placement with a community-based organization (Corporation for National Service, 1993, p. 1).

Reflection: Reflection involves the use of creative and critical thinking skills in order to help prepare for, to succeed in, and to learn from the service experience and then to connect that service experience with broader issues and outcomes (Toole & Toole, 1995, p. Q-2).

Serve America: This program was funded under Subtitle B.1 of the National and Community Service Act of 1990 and encourages the development of programs in schools and community organizations that enable school-age young people to learn through active participation in community service, a process known as "Service Learning" (Commission on National and Community Service, 1993, p. 1).

Service Learning: The term "service learning" means a method:

A.   under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

B.   that is integrated into the student's academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual activity;

C.   that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and

D.   that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

(National and Community Service Trust Act / 42 USC 12511)

Volunteerism: Webster's Dictionary describes volunteerism as the principle or system of doing something by or relying on voluntary action or volunteers. The National and Community Service Trust Act of 1990 further describes this term as any individual in an educational institution or out-of-school youth engaging in an act or working without remuneration.

Outline of the Study

Chapter One presented the nature and scope of the study which included the introduction, statement of problem, purpose and research questions, significance of the study, delimitations, and definitions. Chapter Two will review all relevant Service Learning literature related to the historical perspective of the development of modern education, the education reform movement, and the Service Learning movement. This chapter will lay the foundation for using Service Learning as a methodology to reinforce the knowledge and skills taught in the classroom, as well as review the benefits of Service Learning for the student, the school, and the community. Chapter Three will describe the methodologies, both quantitative and qualitative, used to collect and analyze the data. The findings of the study will be presented in Chapter Four. This chapter will be divided into two sections. The first section will display all data from the questionnaire. The second section will contain all finding from the interviews. And finally, Chapter Five will summarize the results and discuss the conclusions related to each of the four research questions. Both program recommendations and recommendations for future research will be presented.

CHAPTER TWO
REVIEW OF THE LITERATURE

Introduction

"Everyone can be great because anyone can serve. You do not have to have a college degree to serve. You do not have to make your subject and your verb agree to serve. . . .You only need a heart full of grace. A soul generated by love."

Martin Luther King, Jr.

In this chapter, the literature review is divided into three sections. The first section contains a select historical perspective of the development of modern education. This section looks at the educational writings of Rousseau, Jefferson, Froebel, James, and Dewey. Each of these philosophers advocated utilizing active learning approaches or other methods to excite in children the desire to learn. Their basic tenets lay the groundwork for educational practices associated with Service Learning. The second section examines the educational reform movement as it relates to Service Learning. This review explores the writings of Goodlad, Sizer, Gardner, Comer, and Boyer. These educators believe that learning should be relevant and matched to the interest of students; teachers should build on students' experiences to make learning come alive. This movement also recommends utilizing community service in restructuring education. This section is intended to provide the reader with

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the knowledge and understanding of how Service Learning can be utilized as a methodology to implement many of the reform efforts that are currently being promoted across the country. The last section thoroughly examines the Service Learning literature. This section provides data to substantiate the significance of Service Learning, especially when it is integrated into curricula. This section also explores the benefits associated with Service Learning for students, school, and community. Evidence that Service Learning promotes personal growth and development, intellectual and academic growth, and social growth and development is included. Finally the researcher has brought all three sections together in the summary section of this chapter. An analysis of the three sections is presented in a matrix format to enable the reader to bridge the three sections.

A review of the Education Resource Information Center (ERIC) data base, Dissertation Abstracts International, and the Comprehensive Dissertation Index was conducted for this research. Several national journals, including the Community Education Journal (October, 1987), Educational Leadership (November, 1990), and Phi Delta Kappan (June, 1991), have devoted entire issues to exploring the concept of Service Learning. Other library reference resources used to obtain data were journals, periodicals, and selected bibliographies of books, including a collection of historical manuscripts entitled Three Thousand Years of Educational Wisdom (1968). Professional materials produced by the Corporation for National Service (formerly called Commission for National and Community Service), National Youth Leadership Council, Pennsylvania Institute for Environmental and Community Service Learning, the Council of Chief State School Officers, and the National Dropout Prevention Center also contributed to the conceptual framework of this research study.

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Historical / Philosophical Basis for Service Learning

During the past three centuries, changes in educational beliefs and practices have come about as a result of the influence of many prominent philosophers and scholars. Throughout the mid-eighteenth century, Rousseau (1957; reprint) advocated making education relevant by forging new roles for students and creating a desire to learn. During this same time, Jefferson encouraged a commitment to an ethic of service (Coolidge, 1987). Jefferson also recognized the importance of "habits of reflection" in the educational process (Foner, 1944). In the nineteenth century, an emphasis on active learning approaches for all children was stressed to better prepare them for adulthood (Ulich, 1968). Froebel strongly believed that experience was far superior to memorization of facts in acquiring a true understanding of knowledge (Bergen, 1994). In the early part of the twentieth century, James (1911) advocated a rejuvenated interest in service, especially for youth. Dewey (1933) endorsed the use of both educational projects and reflection to reinforce learning for students. Through reflection, students were able to make the connection between the classroom and real-world experiences. These educational practices provided the groundwork for Service Learning.

Jean Jacques Rousseau (1712-1778)

Rousseau's influence upon modern culture cannot be overlooked. (Bergen, 1994, p. 61). Rousseau believed that educators should excite in children the natural desire to learn. He wrote that to keep that curiosity alive, questions should be asked, and the child should be given an opportunity to resolve them (Ulich, 1968, pp. 405-408). In the Emile, Rousseau (1957; reprint) wrote, "If he asks questions let your answers be enough to whet his curiosity but not enough to satisfy it" (p. 135).

Rousseau (1957; reprint) stressed the importance of active learning approaches and stated, "Children will always do anything that keeps them moving freely" (p. 105). He endorsed utilizing apprenticeships and experiences to connect learning to the real world (pp. 162-170). Rousseau recognized four phases in child development which show the importance he placed on experience:

1. Birth through age five: During this stage, emphasis should be placed on physical activities and the child should experience life directly;

2. Ages five to twelve: Book knowledge should be curbed, so the child can learn from experience;

3. Ages twelve to fifteen: In this phase, the child learns by doing, therefore, the teacher should encourage manual activities such as astronomy, agriculture, and the manual arts; and

4. Ages fifteen to twenty: The program of study designed for these students should make use of real-life situations since they learn best during this phase by acting in a natural way. (Bergen, 1994, p. 64)

One of the hallmarks of Rousseau's philosophy is that education should be guided by the child's interest. "An interest is not the same thing as a whim, however; by 'interest,' Rousseau meant children's native tendency to find out about the world in which they live. . . . Rousseau's impact on pragmatism is his sensitivity to the part of nature in education and the natural developmental process involved in one's learning experiences" (Ozmon & Craver, 1995, p.

127). Rousseau (1957; reprint) strongly believed that student interest is a motivational power for teachers (p. 81). He believed that nature is a very powerful teacher. To illustrate the point he shared the following in the Emile:

> You wish to teach this child geography and you provide him with globes, spheres, and maps. What elaborate preparations! What is the use of all these symbols; why not begin by showing him the real thing so that he may at least know what you are talking about (p. 131).

Rousseau believed that a child could and did learn about many things from things themselves, like fire or water, and this learning did not necessarily need to come in the form of books. Rousseau wrote, "let him learn in detail, not from books but from things" (p. 148). He also insisted that if the pupil did not learn from the teacher, he would learn from others. He encouraged educators, in a renewed spirit, to think like children (p. 82).

Rousseau's (1957; reprint) strong belief in using active learning approaches is the cornerstone for the Service Learning concept. This approach, together with his beliefs in learning from experiences, tailoring learning to the interests of students, and learning from 'real-life' situations lays the foundation for the movement.

Thomas Jefferson (1743-1826)

Jefferson is regarded as our nation's first education president. He described ignorance as the enemy of the nation (Boyer, 1993) and advocated both a vision of equality and a vision for excellence in education. For the cause of equality, Jefferson tried to impose on his fellow citizens a universal and free

public education (Ulich, 1968, p. 463). He believed, for educators, the challenge was to rekindle in students the desire to learn "by showing them that it does not depend on the condition of life in which chance has placed them, but is always the result of a good conscience, good health, occupation, and freedom" (Ulich, 1968, p. 464).

Jefferson placed a high value on reasoning and inquiry skills. He believed that "reason and persuasion are the only practicable instruments. To make way for these, free inquiry must be indulged" (Ulich, 1968, p. 469). Jefferson regarded education as a lifelong learning process. He believed that learning occurs in a variety of situations and places. In Query XVIII, he shared the following analogy:

> The whole commerce between master and slave is a perpetual exercise of the most boisterous passions, the most unremitting despotism on the one part, and degrading submission on the other. Our children see this, and learn to imitate it; for man is an imitative animal. This quality is the germ of all education in him. From his cradle to his grave he is learning to do what he sees others do (Ulich, 1968, p. 470).

Community service was a major part of Jefferson's life and work. He clearly recognized the value of youth participation and service (Coolidge, 1987, p. 26). He believed that through reflection, our youth would be liberated to enjoy the American example of 'feelings of right in the people'. Jefferson hoped this would result in a long life of inquiry and reflection (Ulich, 1968, pp. 477-478). In an 1818 report to the Virginia legislature, Jefferson encouraged acquiring "habits of reflection" to enhance and improve the education level of students

(Foner, 1944, p. 401). In his memory, the Thomas Jefferson Forum was established with a mission to involve American youth in community and national service (Coolidge, 1987, p. 26).

Friedrick Wilhelm Froebel (1782-1852)

Froebel has been known primarily as the founder of the modern kindergarten; however, he also enthusiastically encouraged utilizing a variety of methods of occupying the child in such a way that in each phase of his/her activity, the child would be better prepared for adulthood (Blow, 1895; Ulich, 1968, p. 523). Like Rousseau, Froebel believed in active learning approaches. According to Froebel, children learn best by doing.

In The Education of Man Froebel (1974; reprint) declared, "children might even receive regular instruction from mechanics or farmers" (p. 236). He disliked the arrangement of the school day, and thought children would learn far more if they could devote "at least one or two hours to some definite external pursuit, some externally productive work" (p. 236). He felt that for children to become truly educated, they must cultivate their senses. Froebel emphasized that curriculum must develop the foundation of perception. He disliked memorization and felt that facts were not as important as the experience itself. He further concluded that children are stirred only when they directly experience life (Bergen, 1994, pp. 89-90). Froebel (1974; reprint) felt that productive activity interspersed in intellectual work strengthens both the body and mind (pp. 236-237). Froebel believed that experience is the best teacher and accurately described it in the following passage from Autobiography:

Arithmetic was a very favourite [sic] study of mine; and as I also received private tuition in this subject, my progress was so rapid that I came to equal my teacher both in theory and practice, although his attainments were by no means despicable. But how astonished was I when, in my twenty-third year, I first went to Yverdon, and found I could not solve the questions there being set to the scholars! This was one of the experiences which prepossessed me so keenly in favour [sic] of Pestalozzi's method of teaching, and decided me [sic] to begin arithmetic myself from the very beginning over again, according to his system (Ulich, 1968, p. 529).

Connecting the classroom to real-life experiences was again emphasized as Froebel wrote in Autobiography that "in physical geography we repeated our tasks. . . speaking much and knowing nothing; for the teaching on this subject has not the very least connection with real life, nor had it any actuality for us" (Ulich, 1968, p. 530). Froebel's passion for actively engaging children in the learning process and providing a stimulating environment of connecting the classroom to real life has enabled educators to look at various approaches to teaching. This belief, coupled with his endorsement of preparing children for adulthood, paves the road for the school-to-work movement which is essential to implementing Service Learning.

William James (1842-1910)

James wrote very little on education; however, several practical applications have emerged from his major work, Principles of Psychology, and

selected letters like "The Moral Equivalent of War." First, he was a strong advocate for utilizing applied learning approaches in the classroom. Like Froebel, he disliked methods of learning by rote and recitation. James (1911) pushed for improvements and applauded changes in secondary education. "The most colossal improvement which recent years have seen in secondary education lies in the introduction of the manual training school; . . . because they will give us citizens with an entirely different intellectual fiber. Laboratory and shop work engender a habit of observation, a knowledge of the difference between accuracy and vagueness, and . . . remain there as life-long possessions" (p. 274).

Secondly, James actively promoted the call for youth service (Conrad & Hedin, 1989, p. 2). James (1911) wrote in "The Moral Equivalent of War" that "all the qualities of a man acquire dignity when he knows that the service of the collectivity that owns him needs them. If proud of the collectivity, his own pride rises in proportion" (McDermott, 1977, p. 667). In 1906, during a speech at Stanford University, James called for young men to be drafted for tough work, such as coal mines and foundries. His idea was that young men have aggressive tendencies and this kind of constructive service would enable them to demonstrate their manliness in a peaceful way. James saw national service as a "rite of passage" for young men as they moved from childhood to capable young adults (Carin & Kielsmeier, 1991, pp. 8-11; Kinsley, 1992, p. 24). He suggested with time and education, men would regard their service with pride and all individuals would feel this civic passion (McDermott, 1977, p. 668).

James' (1911) writings also emphasized the importance of habits (p. 269). According to James, "the process of education is both the acquisition of important habits of behavior and the acquisition of ideas in ever higher and richer combinations" (Ozmon & Craver, 1995, p. 159). Once an individual has a

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habit of serving his community or nation, that habit generally stays with him for a lifetime. "Few thinkers have had James' confidence in the capacity of individuals to transform their world by tapping the energy of a voluntaristic ethic" (McDermott, 1977, p. xi). This voluntary ethic of service is the cornerstone of a successful Service Learning program.

John Dewey (1859-1952)

Dewey, the most influential educational philosopher during the twentieth century, is recognized, among other things, for his writings on pragmatism. Dewey applied pragmatism to various aspects of modern thought and life (Diggins, 1989, p. 78). "Pragmatism sees thought as intrinsically connected to action. The value of an idea is measured by the consequences produced when it is translated into action" (Bergen, 1994, p. 11). It is what happens to an idea or hypothesis when it is acted upon, tested, and verified that really matters (Diggins, 1989, p. 79).

Dewey was recognized by educators for several of his major works including Experience and Education, The School and Society, My Pedagogic Creed, Democracy and Education, and How We Think. Several themes emerged in these writings which relate to how teachers teach and students learn. Dewey wrote that learning should be matched to the interest of students; learning can occur in a variety of settings; learning should include citizen participation and reflective thought; teaching should include active learning experiences and educational projects for all students; and finally, teaching should help make the connection between education and experiences.

For almost the entire first half of the twentieth century, "Dewey's ideas prevailed in many public and private schools, transforming older formal system

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of instruction and reshaping the outlook of students and teachers alike" (Diggins, 1989, p. 79). Dewey (1938) suggested that the education system was structured in such a way that it discouraged active participation by pupils in the development of what was taught (p. 19). He recognized that student interests should provide the starting place for education (Bergen, 1994, p. 31).

Dewey strongly believed that schools were primarily social institutions. In Democracy and Education, "he reflects on the social nature of education and how it is necessary for individuals to enter into social relations to become educated. Communication is central to the education of individuals in social contexts because communication enlarges experience and makes it meaningful. Education occurs in both formal and informal settings, and philosophy's role is to help achieve a proper balance between the two" (Ozmon & Craver, 1995, p. 165).

Dewey popularized the theory of "students as citizens" (Diggins, 1989, p. 82). From his belief in democracy, "Dewey derived his notion of community, his belief in the possibility of citizenship as a mutual enterprise that addressed social ills, and his faith in the school as the potential model of democracy" (Giles & Eyler, 1994, p. 82). Dewey (1897) insisted that "through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness in the direction in which it wishes to move" (Article Five, p. 243).

In How We Think, Dewey "empirically described reflective thought" (Bergen, 1994, p. 182). Dewey (1933) suggested the following five phases of reflective thought:

1. Suggestions - this is the inhibition of tendency to act, to pursue whatever suggestion arises from the situation by stopping to consider more than one course of action.

2. Intellectualization - this is the definition of a problem and the raising of questions about the nature of the problem and possible solutions.

3. The hypothesis - this is the development of the guiding idea based on observation and previous knowledge.

4. Reasoning - this is the development of the hypothesis by applying knowledge and by developing the linkages in the sequence of ideas.

5. Testing the hypothesis in action - this is the verification through further observation or experimentation in which the problem is solved or a new problem is presented. (pp. 107-115).

Dewey (1933) stated, "The function of reflective thought is, therefore, to transform a situation in which there is experienced obscurity, doubt, conflict, disturbance of some sort, into a situation that is clear, coherent, settled, harmonious" (pp. 100-101). In <u>Democracy and Education</u>, Dewey (1916) discussed the importance of reflection after the learning experience. According to Dewey, "reflective activity is an intentional endeavor to discover specific connections between something which we do and the consequences which result" (Silcox, 1993, p. 12). He promoted reflective thinking as a strategy to improve the effectiveness of learning.

Dewey's (1897) writings demonstrated the need to include active learning approaches to engage children in the learning process. In <u>My</u>

Pedagogic Creed he wrote, "The school must represent life, life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground" (Article Two, p. 237). He believed learning could take place in countless environments. Dewey suggested that "much of education fails because it neglects the fundamental principle of the school as a form of community life. It conceives the school as a place where certain lessons are to be learned, or where certain habits are to be formed. . . . As a result, education does not become a part of the life experience of the child and so are not truly educative" (Article Two, p. 238).

Dewey (1933) was a strong advocate of utilizing projects to reinforce education and suggested the following conditions need to be met to render projects truly educative:

1.   the project must generate interest;

2.   the activity must be worthwhile intrinsically;

3.   the project in the course of its development must present problems that awaken new curiosity and create a demand for information; and

4.   the project must involve a considerable time span for its adequate execution (pp. 217-218).

Application of the preceding criteria involves "linking the principles of continuity and interaction, the process of problematization and inquiry, and the phases of reflective thought" (Giles & Eyler, 1994, p. 80). Dewey (1933) suggested that these actions were not a succession of unrelated acts, but were steps involved in an ordered activity in which one step prepares the child for the next step (p. 219). Dewey defined learning as a continuous process.

Dewey (1943) wrote in School and Society that students need to have a real motive behind what they are learning. He felt that if our education was to have any meaning for life, education needed a complete transformation (p. 28). Dewey stated that children wasted a lot of time in school and usually were not able to relate the experiences they have outside the school in any complete and free way within the school itself. In his opinion, school was isolated from life. Dewey (1943) suggested that schools needed real connections (p. 75). Just as Dewey (1938) felt that each part of an activity led to the next action, he also advocated that every experience influenced future experiences (p. 37). Dewey also suggested that to have educational value, experiences must help children grow--to be able to connect learning between a prior experience and future action and to see how a single experience is related to a broader context (Shumer, 1987, p. 16).

Summary of Historical / Philosophical Perspective in Service Learning

Each of these five great philosophers, Rousseau, Jefferson, Froebel, James, and Dewey, made major contributions to education and educational practices. A number of common threads exist in their writings, which, stated simply, encourage teachers to employ innovative practices which involve the child in the learning process in well-planned, active learning approaches with adequate time for reflection. This approach is the basis for Service Learning. Teachers must assist students in making the connection between educational experiences and the real world.

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Educational Reform Movement

In 1958, after the Russians put Sputnik into orbit, education experienced a sudden and exciting sense of renewal influenced by the passage of the National Defense Education Act which lasted until 1966. Then, for almost 15 years, "nothing happened" (Gardner, 1994). And finally in the early 1980s, the second wave of education reform emerged (Gardner, 1994, p. 6). This wave of education reform literature suggested the need for collaborative partnerships between schools, community-based organizations, and the business community to improve student performance (Goodlad, 1984). It also encouraged active learning approaches with students responsible for their own learning. The literature emphasized the need for schools to educate youth to become informed, responsible citizens (Sizer, 1992).

Research indicates that Goodlad, Sizer, and Boyer have been quoted in nearly every school reform report since A Nation At Risk (Decker & Romney, 1992, p. 38). Additionally, during this second wave of education reform, multiple intelligences and learning styles received renewed interest and attention was focused on community mobilization (Education Commission of the States, 1990). To understand these concepts, the researcher will examine the writings of Goodlad, Sizer, Gardner, Comer, and Boyer. The practical applications of their writings will be examined as they relate to Service Learning.

John I. Goodlad

In 1984, after an extensive study in over 1,000 classrooms in the United States, Goodlad recommended a comprehensive agenda for restructuring schools in A Place Called School and called for schools to be redesigned piece by piece. Goodlad described education as "a process of individual becoming.

The aim of education is to have this process occur or, better, to have it flourish. The essence of the process is the growth taking place in the individual and the meaning of that growth for the individual. The richer the meaning, the more it creates a desire for continued growth and the better the quality of the educational experience" (Goodlad, 1984, p. 37).

Goodlad calls for four conditions to be met in order for a school to succeed. The first is the development of a youth culture which is no longer shaped by home, church, and school. The second condition is the advancement of technology. Technology has moved us into an industrial, commercial, and entrepreneurial society. In order for youth to succeed in the workforce, they must be exposed to technology on a regular basis. Thirdly, the future job market will demand a better understanding between education and work and between schools and the workplace. Finally, problem-solving skills are the essential ingredient to cope with the complexities of our society (Goodlad, 1984, pp. 321-322; Goodlad, 1994, p. x). Goodlad recommends a rationale for linking organizations and schools in partnerships for school reform and encourages the use of young people in the learning process (Kinsley, 1992, p. 30). The necessity of working together is summed up appropriately in the following:

Hope for the future rests with our ability to use and relate effectively all those educative and potentially educative institutions and agencies in our society -- home, school, church, media, museums, workplace, and more. In the process, presumably, the purposes and limitations of schools will become more clear. If our analyses are sound, less and less of what can be done better

elsewhere will be done in school. . . .The perspective in what follows is that schools are only part of a network of agencies and institutions educating the young (Goodlad, 1984, p. 323).

Goodlad (1984) recognizes it is unlikely that schools will be able to do what is needed alone. Consequently, schools and communities must come together. He states, "A significant part of the academic, intellectual program of school must be realized through experiences in the larger community" (p. 1).

Goodlad (1984) also recommends that secondary curriculum be devoted primarily to the development of an area of interest chosen by the student. With this idea, he maintains that vouchers should be available for resources outside the four walls of the school building to enhance learning (p. 337). Goodlad (1994) also concludes that peer tutoring and cooperative learning assist students in acquiring knowledge and skills (p. 77). He sums up the following ingredients as necessary for quality instruction:

1. ascertaining that students understand directions before embarking on the task,

2. maintaining momentum,

3. keeping students involved,

4. using positive reinforcement and reasonable praise,

5. varying instructional techniques and designs to include hearing, seeing, moving, acting, tasting, smelling, constructing, and touching,

6. alternating the length of learning episodes,

7. providing regular and consistent feedback,

8. creating a desire for learning,

9. grouping students in various patterns for different purposes and activities,

10. providing teacher support, not controlling behaviors.

(pp. 87-92)

Goodlad (1994) realized the extreme importance of producing self-directed citizens. He believed that in doing this, schools would produce individuals who would assume responsibility for their own needs. The function of the school is to prepare every child for a world of rapid change and unforeseeable demands in which education should continue throughout his adult life (p. 49).

Theodore R. Sizer

After a five-year study of American high schools, Sizer published Horace's Compromise in 1984, which focused on learning and teaching related to adolescent education. Sizer and his colleagues conducted this study in eighty high schools throughout the country. As a result, the Coalition of Essential Schools was formed to experiment with ways to reduce the compromises teachers, administrators, and students must now make (Sizer, 1992a, p. 225). After thoroughly examining all aspects of education and educational practices, Sizer recommended nine principles for improving education. This set of nine principles includes:

1.   *Focus.* The school should focus on helping adolescents learn to use their minds well.

2.   *Simple goals.* The school's goals should be simple: that each student master a limited number of centrally important skills and areas of knowledge. . . the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than by "subjects" as conventionally defined. That is, students' school experience should not be molded by the existing complex and often dysfunctional system of isolated "credit hours" delivered in packages called English, social studies, science, and the rest.

3.   *Universal goals.* The school's goals should be universal, while the means to these goals will vary as the students themselves vary. School practices should be tailor-made to meet the needs of every group or class of adolescents.

4.   *Personalization.* Teaching and learning should be personalized to the maximum feasible extent. . . .To allow for personalization, decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5.   *Student-as-worker.* The governing practical metaphor of the school should be student-as-worker, rather than the more familiar teacher-as-deliverer-of-instruction. . . . A prominent pedagogy will be coaching, to provoke students to learn.

6.   *Diploma by exhibition.* The diploma should be awarded upon a successful final demonstration of mastery for graduation--

an "exhibition." . . . The emphasis is shifted to the students' demonstration.

7. *Attitude.* The tone of the school should explicitly and self-consciously stress values of unanxious expectation of trust and of decency.

8. *Staff.* The principal and teachers should perceive themselves as generalists first and specialist second.

9. *Budget.* Administrative and budget targets should include substantial time for collective planning by teachers and competitive salaries for staff.

(Sizer, 1992a, pp. 225-227; Sizer, 1992b, pp. 207-209)

In 1992, Sizer published Horace's School which focused on redesigning the American high school. An alliance was struck by the Coalition of Essential Schools and the Education Commission of the States to encourage the reform effort called Re: Learning. It was driven by the assumption that school practices which do a good job serving children should shape the system's policy and management (p. 209).

Sizer (1992a) believed that students need to be able to connect learning in various content areas (i.e., English, history, and math) to each other and to the real world. He placed a high premium on reflection and repose (pp. 80-81). He stated, "Training in school for specific jobs may be the most efficient means of connecting the lives of some students to the more abstract employment of a mature mind" (p. 115). In order for learning to be truly purposeful, students need to be able to demonstrate competencies learned (1992b, p. 107). Sizer strongly believed for learning to be personalized, various pedagogies needed to be used to match student interest and learning styles to the skills being taught

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(Education Commission of the States, 1990, p. 6; 1992a, p. 3; 1992b, p. 91). He felt that many students learn best "by doing" (1992b, p. 96). Students like choices: "It puts them to some degree in charge of their own learning. And the choices allow adolescents to sort themselves out by their interest, by how hard they want to work, and by the station in life to which they aspire" (1992b, p. 108).

Sizer (1992a) believed in the concept: If a student can do it, it should not be done by an adult. Using this approach, students would become more empowered and teachers would become coaches and facilitators (p. 106). Sizer (1992b) also believed that students should learn to work effectively in groups (p. 89). The probing of students' thinking process needs to be a high priority. Sizer (1992a) also focused on the importance of civic education. "If all American citizens had mastered at least the complex principles [of civic education], this would be a more just society" (p. 86).

Finally, in Horace's School, Sizer advocated learning through thoughtfully organized exhibitions in the community. Many of these exhibitions contained service components. He suggested these experiences should be considered part of the academic requirements (p. 134). He shared the following examples:

1. Recycling of all sorts of waste will be organized and supervised by a schoolwide committee, reports on its effectiveness regularly issued, and analyses of and comparisons with similar efforts elsewhere published.

2. When communicable diseases appear among the school community (strep throat, measles, viral conjunctivitis),

surveys will be promptly made by interested students, the patterns of the diseases' spread described, and information about them and their treatment quickly published (p. 133).

Sizer's study focused on several elements: personalized learning, matching methodology to learning style, connecting learning to the real world, teacher as coach, student responsible for learning, the importance of reflection, citizenship, and utilizing exhibitions to demonstrate knowledge learned. "The recommended solutions represent departures from current practice. . . . Optimally, these elements of Sizer's study provide a means to motivate students and help counter the apathy, drop-out rate and lower test scores which characterize the behavior of many students and represent current statistics in our schools" (Kinsley, 1992, p. 34).

Howard Gardner

Gardner, co-director of Project Zero at Harvard University, argued in his book, Frames of Mind, that human beings possess at least seven different forms of intelligences. He stated that schools almost exclusively focus on linguistic and logical intelligences, and standardized tests sample only portions of these two intelligences. Much of his work at Project Zero was focused on more authentic forms of assessment, as well as pedagogical approaches that involve the entire spectrum of human intelligences (Education Commission of the States, 1990, p. 14). The principle assumption of Gardner's (1983) work was that individuals are not all alike in their cognitive potentials and intellectual styles, and education could be better carried out if it were tailored to these differences (p. 385).

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Gardner's (1991) research revealed seven human intelligences: language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Each individual differs in the strengths of these intelligences (p. 12). To formulate these intelligences, Gardner (1983) used several sources: studies of prodigies, gifted individuals, brain-damaged patients, *idiots savants*, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures (p. 9). "Many people who are capable of exhibiting significant understanding appear deficient, simply because they cannot readily traffic in the commonly accepted coin of the educational realm" (1991, pp. 12-13). To sum up this point, Gardner (1983) shared the following:

It should be equally clear that current methods of assessing the intellect are not sufficiently well honed to allow assessment of an individual's potentials or achievements in navigating by the stars, mastering a foreign tongue, or composing with a computer. The problem lies less in the technology of testing than in the ways in which we customarily think about the intellect and in our ingrained views of intelligence. Only if we expand and reformulate our view of what counts as human intellect will we be able to devise more appropriate ways of assessing it and more effective ways of educating it (p. 4).

Gardner (1991) believed that schools should find ways to stimulate each student's intelligences on a regular basis. Students should participate in activities such as computing, music, bodily-kinesthetics, and theme-centered

curricula (p. 215). He also advocated middle school students being involved in learning projects and apprenticeships (pp. 214-219). Apprenticeships offer an opportunity for students to focus on the acquisition of real-world skills. In such an environment, Gardner stated that students would secure genuine understanding of the skill. Gardner advocated reflection to assist students in making the connection between the activities in which they are engaged and the kinds of project activities in which they are most likely to become involved following completion of school (p. 217).

Gardner (1993) believed in allowing students to engage in the process of discovering. If children have the opportunity to discover much about their world in a comfortable manner, they will accumulate invaluable "capital of creativity." If on the other hand, they are restrained and pushed only in one direction, then the chances that they will ever fully develop are significantly reduced (p. 31). Gardner believed the "processfolio" was an excellent vehicle for assessing true learning (p. 75). This documentation of the student's creative growth would allow the student to reflect on his/her progress. Teachers would prepare students for these experiences by planning related class discussions, and debriefing or reflecting with them afterwards (p. 76).

In Gardner's (1993) viewpoint, schools of the future should help children develop intelligences and reach goals that are appropriate to their particular spectrum of intelligences. These same individuals will feel more engaged and competent and, therefore, more inclined to serve society in a constructive way (p. 9). Gardner advocated matching individuals' learning styles not only to curricular areas, but also to particular ways of teaching (p. 10).

Gardner's school of the future would also have a "school-community broker." It would be the job of this person to serve as a liaison between the school and the community. This school-community broker would look for

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educational opportunities within the community and disseminate information about them to interested students and parents (pp. 73-74). Gardner (1993) strongly endorsed community participation. He stated:

In the past, Americans have been content to place most educational burdens on the schools. This is no longer a viable option. The increasing cognitive demands of schooling, the severe problems in our society today, and the need for support of students which extends well beyond the nine-to-three period each day, all make it essential that other individuals and institutions contribute to the educational process. In addition to support from family members and other mentoring adults, such institutions as business, the professions, and especially museums need to be involved much more intimately in the educational process (p. 79).

James P. Comer

Comer (1988) and a group of colleagues from Yale University established the School Development Program, otherwise known as the Comer Schools, to promote development and learning by building supportive bonds in inner-city, low-income, minority schools. The Comer School has nine components: parents' program; school planning management team; mental health team; comprehensive school plan; staff development; assessment and modification; no fault; consensus decision-making; and collaboration (pp. 42-48). During recent years, the program was implemented in over 50 schools, mainly elementary schools. Comer (1994) stated that the Comer Schools work in a collaborative fashion, coordinating resources and programs, to establish

and achieve school goals and objectives (p. 9). The Comer Schools have recently become involved with the New American Schools Development Corporation (p. 8).

Comer also believed that art, music, physical education, and expression can assist a child in learning basic skills. He strongly advocated the arts as a method of reaching minorities since they represent a basic part of black culture (1975, p.173; 1988, p. 127). "Some children who are less good or 'slow bloomers' at academic learning are more successful in the arts and physical education. Sometimes they turn off to school learning--and we suspect some never return--if they are not able to have success as early as some other children. The arts and physical education sometimes make it possible for them to have this success" (p.197). Like Gardner, Comer felt it was important to understand the learning styles of the child and to plan experiences in which the child could succeed (p. 219).

Comer (1988) strongly believed in children being involved in special projects, especially children who have lost an interest in learning. The special projects would contain a combination of academic learning and social skills with instruction in subjects the children would eventually need to know. Children would be involved in organizing events, sending out invitations and thank-you notes, serving as hosts and hostesses, and a variety of other service projects for the school (p. 48). He believed schools should engage children's interests first, skills second. Comer shares the following to illustrate his point:

> The schools must do more than teach basic educational skills.
> Black people have been consistently closed out of the political,
> economic, and educational mainstream of this country. As a

result, many of the skills that white children and a few black children gain because their families are in banking, education, administration, and politics are not automatically passed on to most black children. This could be done through classroom projects and programs (pp. 215-216).

Comer also felt that for the black child to succeed, the curriculum must relate to the real world. Special projects would not only make education relevant, but would also help children learn how our social system works, who makes the decisions, and what kinds of organizational and work skills they will need to influence or control their lives and the society around them (Comer & Poussaint, 1975, p. 216).

Comer (1988) argued that all the money that is being poured into education reform will be wasted, unless attention is paid to the underlying developmental and social issues--particularly for poor minority children (p. 48). Comer (1994) promoted community mobilization to address this concern. Schools need to involve parents and community to address the needs and concerns of the school (p. 8). "By involving parents or people from the community who hunt, do needlework, sing, and are involved in other activities... the school can bridge the gap between the community and the school for many youngsters" (Comer & Poussaint, 1975, p. 215). He advocated learning in intergenerational environments. He insisted young people could build on the past and learn from it as a way of gaining direction and purpose. "Schools serving black children should dramatize these experiences and serve to link the past with the present and point toward the future" (p. 215). Comer also believed students should take an active role in the education process. He promoted student participation at various levels in the operation including classroom

activities, curriculum selection and development, and student government (Comer & Poussaint, 1975, p. 363). The Comer model also encouraged cooperative learning, with students learning from each other (Hall & Henderson, 1990, p. 20).

Comer (1990) concluded that something must occur at the building level to allow those in the system to gain a new understanding. This would help administrators and teachers to create a system to support both the child's intellectual and social learning development, and to prepare the child to function later in life (Education Commission of the States, p. 4). The Comer model gives children the means to high self-esteem and opportunities to use that esteem to achieve emotionally, socially, and academically (Hall & Henderson, 1990, p. 22). Comer felt that all learning must be relevant; the child, his parents, and the entire community must be involved in the process. He stated, "In order to create a new system, a new method is needed within the system to change people trained in the old ways to adapt to new ways" (p. 13).

Ernest L. Boyer

The Carnegie Foundation for the Advancement of Teaching conducted, under the leadership of its president, Ernest Boyer, extensive research in American secondary education. Boyer acknowledged the influence of the home and the early years, but ultimately focused on secondary education. Twenty-three high-profile educators spent over 2,000 hours in high schools across the entire country. The results of this study were published in 1983 in a book entitled High School. After visiting schools across the country and reviewing the literature, the Carnegie Foundation determined the time had come for education:

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-To stress the centrality of language and link the curriculum to a changing national and global context.

-To recognize that all students must be prepared for a lifetime of both work and further education.

-To strengthen the profession of teaching in America.

-To improve instruction and give students more opportunities for service in anticipation of their growing civic and social responsibility as they become adults.

-To take full advantage of the information revolution and link technology more effectively to teaching and learning in the schools.

-To smooth the transition from school to adult life through more flexible class scheduling and by making available to students new learning places both on and off the campus.

-To reduce bureaucracy in education and give school principals the support they need to lead.

-To recognize that excellence in education is possible only when connections are made with higher education and with the corporate world.

-To increase the commitment to public education.

(Boyer, 1983, p. 7)

The themes defined above--goals, curriculum, preparedness for workforce, teaching, service, technology, connections outside school, school leadership, higher education, and community support--were the basis for the framework of their report. The report also warned that the current education

system made it difficult for students to see connections between various disciplines. The "instructional program reflects the compartmentalized view of curriculum. Students study world history at 10 am, economics at 1 pm, biology at 9, health at 2. They are taught literature in one room, civics in another; fine arts on the second floor; French on the third. While we recognize the integrity of the disciplines, we also believe their current state of splendid isolation gives students a narrow and even skewed vision of both knowledge and the realities of the world" (Boyer, 1983, p. 114). The report recommended that schools should require a Senior Independent Project to help students make connections between the various disciplines. This project would focus on significant contemporary issues in the community and would bridge the student's core curriculum (Boyer, 1983, p. 115).

In Turning Points: Preparing American Youth for the 21st Century, the Carnegie Council on Adolescent Development's Task Force (1990) recommended the following for transforming the education of young adolescents:

1. Creating a community for learning.

2. Teaching a core of common knowledge.

3. Ensuring success for all students.

4. Empowering teachers and administrators.

5. Preparing teachers for the middle grades.

6. Improving academic performance through better health and fitness.

7. Reengaging families in the education of young adolescents.

8. Connecting schools with communities.

(pp. 10-23)

The Carnegie Foundation also concluded that young adolescents should be given "opportunities to reach beyond themselves and feel more responsively engaged. They should be encouraged to participate in the communities of which they are a part. Therefore, we recommend that every high school student complete a service requirement--a new 'Carnegie unit' -- involving volunteer work in the community or at school" (Boyer, 1983, p. 209). The Carnegie unit, as historically defined, measures time spent in an academic class. However, this new unit emphasizes time spent on service. Boyer (1987) suggested a student spend 120 hours in voluntary service over four years to qualify for the unit. Students could complete this requirement during weekends, after school, or during summer vacation (p. 7). In creating this new service unit, Boyer (1983) strongly endorsed utilizing students to help organize and monitor the service program (p. 307). Boyer (1987) suggested the following components for a well-organized service program:

1. A service program begins with clearly stated educational objectives.

2. A service program should be carefully introduced and creatively promoted.

3. Service activity should be directed not just to the community but also toward the school itself.

4. A service program should be something more than preparation for a career.

5. Students should not only go out to serve; they should also be asked to write about their experience and, if possible, to discuss with others the lessons they have learned.
(pp. 8-9)

Boyer's (1987) emphasis on reflection, rather than simply service, moves this experience into the classroom. He wrote, "Service is not just giving out, it is also gaining insight. There will be joy and satisfaction, and the pain of frustration, too. In any event, if students are to be educationally affected by service, they should be asked to comment on their experience and explore with a mentor and fellow students how the experience is related to what they have been studying in school" (p. 9).

Boyer (1991) further recommended in Ready to Learn that communities must build neighborhoods for learning in order for every child to succeed in school. He proposed a Youth Service Corps comprised of high school and college youth, who would serve in a voluntary capacity in these Ready-to-Learn programs (p. 91). Boyer felt it was the obligation of the school to help students meet their social and civic obligations.

Summary of Education Reform Movement

The education reform literature recommends community service in school restructuring to help students meet their social and civic obligations and to connect academic learning with real world experiences (Boyer, 1983,1987, 1991; Comer, 1988; Sizer, 1992). Service Learning is offered as a framework and process for school restructuring to connect the community to the classroom. The literature further acknowledges the school can no longer handle the task alone (Goodlad, 1984; Comer, 1988; Education Commission of the States, 1990; Gardner, 1993). Efforts should be made to utilize the entire community as a classroom. Learning can and does take place outside the four walls of the school building. The entire community--business and industry, agencies, community-based organizations--needs to join hands and work together to educate America's youth.

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The Service Learning Movement

"Big or small, short or tall--all young people can help change our communities" (Commission on National & Community Service, 1993).

Service Learning is a relatively new theory. To describe the Service Learning concept, the researcher has divided this section into three separate parts. The first part identifies the major differences between community service and Service Learning and will delineate how the Service Learning movement emerged. The second part outlines the basic components of a good Service Learning program. The final part of this section reviews the benefits of Service Learning for the student, the school, and the community. Evidence is provided to substantiate the advantages of Service Learning in promoting personal growth and development, intellectual and academic growth, and social growth and development.

Community Service to Service Learning

Kennedy (1991) observed that Americans have served their country during difficult times--wars, depression, and national disasters (p. 771). Efforts to encourage youth to participate in community service have been on the national legislative agenda since the 1960s. During those years, the Vietnam War served as the driving impetus (Conrad & Hedin, 1989, p. 2). Youths were protesting an unpopular war, civil rights, and environmental issues. As the war came to an end and the draft was abolished, so did the stimulus that propelled their efforts (Lockwood, 1990, p. 53). Congress was interested in involving youth in some form of national service, like the Civilian Conservation Corps, Peace Corps, or Volunteers in Service to America (VISTA). Attempts at creating

legislation for national service continued during the 1970s without success. There was also a growing interest during this time in providing service opportunities for high school youth (Conrad & Hedin, 1989, p. 2; Lockwood, 1990, p. 53).

Silcox (1993) observed that a realization that government alone could not solve all the problems the local communities prompted national leaders to call for a new emphasis on community service (p. 58). In the 1970s schools across the country began offering community service opportunities to engage youth in service to their communities. This type of volunteering without any formal attachment to the curriculum is community service. While the individual may be learning, the primary focus of these activities is the service experience (Perkins & Miller, 1994, pp. 11-12). Young people found these service experiences often gave them a sense of membership in the community (Boyte, 1991, p. 766).

The educational term, "Service Learning," was coined in 1967 by Robert Sigmond and William Ramsey from the Southern Regional Education Board (Giles & Eyler, 1994, p. 78). "Service Learning is a collaborative effort which brings together schools, community-based organizations, parents, and other community members in a common enterprise of individual and community growth" (Fertman, Buchen, Long, & White, 1994, p. 1). Service Learning helps students develop the knowledge and skills to become effective, productive, caring young adults, involved in their community and nation. Being involved in this practice enables the student to reinforce the need to learn the basic core curriculum through guided involvement in real-life situations (Formy-Duval & Voland, 1987, p. 5). Learning through service establishes new roles for students, teachers, and the community (Nathan & Kielsmeier, 1991, p. 739; Brandell, Hitch, Kromer, & Misner, 1994, p. 15).

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According to research conducted by Conrad and Hedin (1989), most elementary and secondary schools were implementing community service rather than Service Learning during the 1970s and mid 1980s. Their study indicated that during 1973 over 1,000 schools were involved in community service (p. 9). Rutter and Newman (1989) estimated that by 1984 approximately 900,000 students were enrolled in community service programs. Their research also indicated that private schools, rather than public schools, were more likely to offer community service or even require a service component prior to graduation (p. 371).

The Council of Chief State School Officers reported in 1986 that 17 states were initiating or had already developed policies for school-based community service programs. Also, during the 1980s, Conrad and Hedin (1989) noted that two states, Maryland and Minnesota, required schools to offer formal community service opportunities for students (p. 5). Lockwood (1990) reported that Minnesota passed legislation which required K-12 schools to integrate Service Learning into the curriculum (p. 54). State funding for community service was established in Minnesota and Pennsylvania. Research indicated that states were not the only ones requiring community service. In 1988, the Atlanta public schools required all secondary students to perform 75 hours of community service prior to graduation (Crim, 1987, p. 19). The Commission on National and Community Service (1993) reported that the District of Columbia also had high school community service requirements (p. 36). Boyte (1991) stated the Detroit public school system required evidence of at least 200 hours of service prior to graduation (p. 766). The Commission on National and Community Service (1993) claimed that in 1991 teenagers volunteered an estimated 2.1 billion hours of service (p. 31).

Conrad and Hedin's (1989) research also indicates the most common means of community service was through co-curricular school clubs and special school events such as holiday food drives (pp. 10-12). Students were spending approximately one hour per week in service activities for which they received no academic credit. Wade (1994) reported these activities were seen as an add-on or an extracurricular endeavor (p. 6).

In 1989, President Bush initiated the "Thousand Points of Lights" aimed at promoting a new wave of volunteer service for citizens of all ages (Conrad & Hedin, 1989, p. 3). This event provided the framework for Service Learning to become a reality. In 1990, President Bush signed a bipartisan bill to fund Service Learning for K-12 schools as part of the National and Community Service Act. This bill provided funds to each state to establish Service Learning through a program called Serve America (Commission on National and Community Service, 1993). Forty-eight states and the District of Columbia applied for Service Learning grants. Of these, eight states were designated as Leader States, selected mainly for the quality and innovation of their application (Commission on National & Community Service, 1993, pp. 38-39). South Carolina was one of those states that received Leader State status. The Commission on National and Community Service (1993) envisioned enlisting young people from kindergarten to high school to participate in service opportunities (p. xv).

In 1993, President Clinton signed into law the National and Community Service Trust Act (Corporation for National Service, 1993, p. 1) which provided funds to state education agencies through Learn and Serve America to channel K-12 youths' energy and commitment to address education, individual and public safety, and human and educational needs (Perkins & Miller, 1994, p. 11).

Steps were initiated to encourage state education agencies to assist school districts in the development of effective Service Learning programs. State education agencies were charged with taking the lead in helping establish Service Learning as a viable methodology for reinforcing the academic skills taught in the classroom. According to Duckenfield and Swanson (1992) this teaching methodology enriches the lives of all students (p. 7). The following strategies were suggested for state education agencies:

1. Develop and disseminate written policies endorsing Service Learning as part of the school curriculum.

2. Demonstrate support for the concept.

3. Assign SEA staff to assist in organizing and coordinating local Service Learning efforts.

4. Highlight existing programs in SEA and state board newsletters.

5. Organize a clearinghouse on Service Learning programs, publications, and service opportunities available in the state.

6. Sponsor conferences on strategies for improving school-community relationships and on integrating Service Learning into the curriculum.

7. Assist in developing resources (videos, TV spots, etc.) on the benefits of school-based Service Learning programs.

8. Require LEAs to offer Service Learning for elective academic credit.

9.   Offer grants to LEAs for developing Service Learning programs.

(Council of Chief State School Officers, 1987, pp. 22-23)

The involvement by state education agencies enabled the concept of community service to evolve into the concept of Service Learning which includes opportunities for structured reflection and integration with the academic curriculum (Wade, 1994, p. 6). The Alliance for Service Learning in Education Reform (ASLER) suggested the following description which succinctly describes this transformation:

Although the terms are sometimes used interchangeably, Service Learning and community service are not synonymous. Community service may be, and often is, a powerful experience for young people, but community service becomes Service Learning when there is a deliberate connection made between service and learning opportunities which are then accompanied by conscious and thoughtfully-designed occasions for reflecting on the service experience (1993, p. 4).

Duckenfield and Swanson (1992) point out that students must be engaged in significant, well-planned service activities that meet real needs in the community (p. 7). Hedin and Conrad (1987) state that to be meaningful, the service experience must "benefit the larger community by providing the person-power to work on community problems that could not be as effectively addressed without such a cadre of young volunteers" (p. 11). These programs should not simply be out-of-class activities that may or may not have an

educational value. Educators must ensure that the service opportunities provide worthwhile learning experiences for students (Council of Chief State School Officers, 1987, p. 23).

Components of Service Learning

Research indicates that Service Learning facilitates school reform and school improvement (Brandell, Hitch, Kromer, & Misner, 1994, p. 11). Educators who emphasize school reform are more likely to emphasize service as part of the academic curriculum and to urge its integration into various disciplines (Conrad & Hedin, 1991, p. 745). Members of the Alliance for Service Learning in Education Reform (ASLER) set forth the following 11 standards to ensure quality school-based Service Learning programs:

1. Effective Service Learning efforts strengthen service and academic learning.

2. Model Service Learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment which encourages risk-taking and rewards competence.

3. Preparation and reflection are essential elements in Service Learning.

4. Youths' efforts are recognized by those served, including their peers, the school, and the community.

5. Youth are involved in the planning.

6. The service students perform makes a meaningful contribution to the community.

7.　Effective Service Learning integrates systematic formative and summative evaluation.

8.　Service Learning connects school or sponsoring organization and its community in new and positive ways.

9.　Service Learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

10.　Skilled adult guidance and supervision are essential to the success of Service Learning.

11.　Preservice training, orientation, and staff development that include the philosophy and methodology of Service Learning best ensure that program quality and continuity are maintained (1993, p. 2; National Dropout Prevention Center, 1995, p. 4).

These 11 principles are guidelines for schools to ensure that the full potential of the Service Learning program is realized. The key ingredient is the strong message that Service Learning actually strengthens academic learning. Students who participate in Service Learning use it to develop content skills (Anderson, Kinsley, Negroni, & Price, 1991, p. 762).

Nathan and Kielsmeier (1991) state that the most effective Service Learning programs are integrated into the curriculum. All courses--math, English, social studies, home economics, science, art, physical education--can be modified to include some form of service. Handled correctly, this enables the student to apply classroom lessons to the world beyond the classroom (p. 741). "When a school develops service projects and interdisciplinary team experiences, active learning becomes part of the pedagogy" (Anderson,

Kinsley, Negroni, & Price, 1991, p. 764). Silcox (1994) states the community becomes a laboratory which offers hands-on experiences to help children learn (p. 64). He goes on to describe the movement as one which:

Takes the problems endemic in society and uses them to develop educative projects that are framed and embellished by the school curriculum, provides hope to a growing number of educators that the elusive combination of experience, cognitive learning, and community problem solving can be achieved to form a new and revitalizing structure within schools (Silcox, 1993, p. 26).

The second standard establishes new roles for students. By performing meaningful service, students can develop and apply new skills reinforcing connections between the classroom and the real world (ASLER, 1993, pp. 5-6). Wade (1994) suggests that in the process of participating in service, the student begins to develop a lifestyle and self-concept that incorporates working with others to improve one's community (p. 6). Silcox (1995) reminds educators that since the real world is, by nature, not organized by subjects, a side benefit is that the student makes connections between the interrelationships of subjects (p. Q5). Conrad and Hedin (1991) discovered that problem-solving skills, as measured by reactions to a series of real-life situations, increased significantly for students involved in community service (p. 746). Silcox (1993) claims Service Learning moves us away from teacher-directed instruction to learning from experience (p. 25).

The third standard is crucial to the development of a well-organized Service Learning program. This involves adequate preparation and reflection. According to the National Dropout Prevention Center (1995), preparation

consists of all the activities that take place prior to the service activity (p. 7). Preparation actually lays the groundwork for the experience, which includes gathering, analyzing, and synthesizing information as well as decision-making (Gibson, Winecoff, Hiott, & McKeown, 1995, p. 4). Fertman (1994) states that preparation focuses and prepares the student for the experience (p. 11). To be successful, teachers need to use an interdisciplinary approach to prepare students for service projects (Mainzer, Baltzley, & Heslin, 1990, p. 94).

Fertman (1994) describes reflection as the experience that helps students to understand the meaning and impact of their efforts. Students are able to link what they have learned with what they have done (p. 15). Hedin and Conrad (1987) suggest that a good program challenges students to think about and reflect on the meaning of their volunteer experiences (p. 10). The National Dropout Prevention Center (1995) describes the reflection process as one which allows the student to think about the experiences, write about them, share them with others, and learn from them (p. 7). Duckenfield and Swanson (1992) state that for significant learning to occur, reflection must be well structured and have clear objectives. Quality reflection must be an interactive, on-going process from the beginning to the end (p. 15). Silcox offers 11 methods for quality reflection which include random reading, directed reading, journal writing, directed writing, oral, student-as-expert, oral facilitator and commentator, object reflection, structured activity, creative activity, and pre-reflection (1993, pp. 48-60; 1995, pp. Q8-Q10). Reflection allows the student the opportunity to talk the experience over and gain a new sense of community (Mainzer, Baltzley, & Heslin, 1990, p. 95). Rutter and Newmann (1989) advocate a reflective seminar, not simply abbreviated versions of academic classes. For every four hours of service, they encourage at least two hours of

systematic reflection (p. 373). Reflection also allows students an opportunity to focus on their accomplishments (Brandell, Hitch, Kromer, & Misner, 1994, p. 14).

The fourth standard recognizes the efforts of young people. Students should share with their peers and the community in a variety of ways what has been gained and given through service (ASLER, 1993, p. 7). Hall (1991) states that it is critical to the success of Service Learning for educators to recognize the accomplishments and transitions in the lives of young people. He refers to these accomplishments as "rites of passage" that need to be acknowledged and celebrated (p. 756). Kiner (1993) states that Service Learning experiences may be "life-changing" and needs to be celebrated (p. 140). Fertman (1994) argues that celebration must be comprehensive. "Celebration is about sharing across systems and organizations and among individuals involved in Service Learning. Students celebrate learning and achievement and the acquisition and application of knowledge" (p. 16). The number of ways celebration can occur is endless.

ASLER recognizes the importance of youth involved in the planning process and lists this as their fifth standard. Perkins and Miller (1994) state that youth often lack a legitimate role or stake in the communities in which they live. Service Learning allows them an opportunity to plan and participate to improve their communities (p. 12). Boyte (1991) claims that young people have often been characterized as steeped in a culture that glorifies "lifestyles of the rich and famous." Planning and selecting projects that meet real community needs allows students to renounce basic self-interests (p. 766). Kiner (1993) states that students provide the enthusiasm necessary for the activity to achieve the required support for successful implementation (p. 140). Service Learning provides the opportunity for students to be an important part of the solutions and to present a positive vision of youth in the community--youth who care and are

committed to making their communities better (Gibson, Winecoff, Hiott, & McKeown, 1994, p. 7).

The sixth Service Learning standard is the acknowledgement that the service experience must make a meaningful contribution to the school or greater community. ASLER (1993) states that the project must fill a recognized need and must also be developmentally appropriate for the student (p. 9). Wade (1994) concedes "by working together on projects, students can recognize their growing skills and abilities and develop a commitment to making significant contributions to their communities" (p. 7).

Service Learning adds a new dimension to the concept of evaluation. Service Learning allows students an opportunity to personalize learning and practice learning in the real world (Gibson, Winecoff, Hiott, & McKeown, 1994, p. 7). Evaluating Service Learning must involve all stakeholders: students, teachers, parents, community-based organizations, and funding groups. An accurate record of student hours, activities, locations, beneficiaries, and learning objectives must be kept. This will allow for close scrutiny of activities and identification of strengths and weaknesses (Fertman, 1994, p. 25). Silcox (1993) suggests to get a true picture of the effectiveness of Service Learning, assessment must include questions relevant to how the academic material is implemented beyond the four walls of the classroom (p. 96).

Service Learning connects schools and communities in new and meaningful ways (Council of Chief State School Officers, 1992). Once young people are given an opportunity to be involved in the community, they develop an increased sense of community involvement and a more realistic view of the value of learning (Kennedy, 1991, p. 772). The community will begin to view both schools and youth in positive ways. Service Learning has the potential to

reduce the barriers that often separate school and community (ASLER, 1993, p. 11).

The ninth standard of a well-organized program is institutionalizing Service Learning to become an integral element in the life of a school. Service Learning cannot exist if it is seen only as a "nice thing to do." Advisory councils or steering committees provide a base support for Service Learning. These committees provide an important link for the program and have a distinct advantage over solo efforts. The synergy that results when people work as a team sustains enthusiasm and support even during the most difficult times (Fertman, 1994, pp. 19-20).

Service Learning can easily be incorporated into the classroom if teachers are open to the opportunities that present themselves (Brandell, Hitch, Kromer, & Misner, 1994, p. 14). To be successful in implementing Service Learning, teachers need to learn how to be flexible (Kiner, 1993, p. 140). The Harvard Education Letter (1989) states that among the ingredients needed for a successful program are enthusiastic adult leaders and well-supervised placements (p. 6). Nebgen and McPherson (1990) advocate a Service Learning project coordinator for each school. This person would serve as a liaison to the community and would receive a stipend or release time to develop service projects (p. 91). Silcox (1991) found that the role of the teacher changed significantly as Service Learning was institutionalized. Teachers and students began working together as a team, and this relationship allowed them to develop different attitudes toward one another. The teacher assumed the role of coach. "Active learning in real-life settings has stimulated students and teachers alike to consider more creative means of service and more dynamic means of teaching and learning" (p. 759). With such rich opportunities awaiting

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students, all that is needed is a caring person to assume responsibility for overseeing the projects (ASLER, 1993, p. 14).

The last standard is the development of quality preservice and staff development opportunities. "If Service Learning is to assume real importance in educating students for the 21st century, it must be incorporated into preservice and inservice training and staff development" (ASLER, 1993, p. 15). In response to this need, the National Youth Leadership Council has sponsored a variety of conferences and collaborative planning workshops (Nebgen & McPherson, 1990, p. 91). Wade (1994) reports that Service Learning is a complex strategy that is not likely to be mastered on the first attempt. Therefore, on-going workshops are needed for teachers to improve techniques. Teacher education programs should provide practical experience by assisting with Service Learning in public schools and direct experiences for preservice teachers (p. 7).

Research reveals Service Learning is provided in three distinct ways: co-curricular programs and activities, separate courses, or integration into the academic curricula (Clark, 1989, p. 367; Conrad & Hedin, 1989, pp. 10-14; Rutter & Newmann, 1989, p. 371; Lockwood, 1990, pp. 55-56; Duckenfield & Swanson, 1992, p. 11; Fertman, 1994, pp. 31-34). Fertman (1994) describes co-curricular service activities as those linked to clubs or special events. For years clubs have been involved in a variety of service projects. Sometimes academic credit is given for such service, especially when the service is linked to learning outcomes in a regular class (p. 34). Lockwood's (1990) research found co-curricular to be the most common type of service attempted by secondary schools. Service was generally offered via service clubs (pp. 55-56). Rutter and Newmann (1989) stated when community service was a voluntary club activity, 57% of the students participating came from the college

preparatory track (p. 371). Clark (1989) states that after-school programs coordinated by a teacher sponsor can serve as the link between classwork, the school, and the community in co-curricular activities. He maintains that service projects involving large numbers of occasional volunteers can be planned and implemented with success (p. 367). Duckenfield and Swanson (1992) suggest this type of project provides volunteer service opportunities for all interested students (p. 11).

The literature suggests the second method by which Service Learning is offered is through a special class. The Council of Chief State School Officers (1992) claims these courses are typically offered for elective credit or for academic credit as a substitute for a social studies requirement. In these classes, students often gain an understanding of human psychology, community life, government, career options, and an appreciation of diversity (p. 9). Clark (1989) recommends these courses should be open to all students beginning as early as middle school. He suggests the course should be built around a solid knowledge base with community projects designed and implemented by students (p. 367). Grasmick (1992) states that many schools offer these as mini-courses organized around a variety of service projects in the school or the community (p. 30). Rutter and Newmann's (1989) research found that when service was offered as an elective course, students enrolled in nearly equal proportions from each academic track (p. 371). Lockwood (1990) describes the typical community service class:

This model features the interchange of action and reflection in a course that is an integral part of the school's academic program. Service is the central activity, undertaken both for its own sake and

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to provide stimulus and focus for classroom experiences. A typical example would be a one-semester social studies class that meets two class periods each day. Students are in the community for four days and in class for one day. . . . The two-period block is necessary to give students enough time to be significantly involved in their service assignments without impinging on the rest of their school (p. 56).

The Commission on National and Community Service (1993) cautions educators that offering Service Learning as a separate course may put stress on a school day that is already crowded. Instead, they recommend using Service Learning as a vehicle to improve the quality of teaching and learning within the regular curriculum (p. 26). The Council of Chief State School Officers (1992) states this model of integrating Service Learning into the academic curriculum demonstrates many elements of education reform: as a pedagogy, Service Learning is an instructional strategy that recognizes youth as a resource. The student becomes responsible for his/her own learning and the teacher serves as a coach. As a philosophy, Service Learning encourages the development of a caring community of learners; and as a process, Service Learning facilitates a strategy to improve the quality of education in the school (p. 4).

Fertman (1994) states the most powerful way to infuse Service Learning is to integrate a variety of service experiences across the entire academic curriculum (p. 33). He also states it is critical to give grades to students not for their service, but for what they learn. Service is only the method to facilitate the learning process (p. 35).

Duckenfield and Swanson (1992) label this method of delivery as the final and highest level of implementation. They suggest this method is rare, but very desirable. Service is actually woven into many subjects and serves as an organizing principle for the total academic program (p. 12). For example, one program reports that students research topics related to their service, document service activities, and discuss them with other students, educators, and community members (Gibson, Winecoff, Hiott, & McKeown, 1994, p. 6). Lockwood (1990) states "each academic department determines how the knowledge and skills of their discipline can be applied to help others in the community" (p. 57). Nebgen and McPherson (1990) advise for Service Learning to be effective, it must be an integral part of the existing course of study (p. 90). Conrad and Hedin (1989) suggest this level of implementation has the potential to reach all students, rather than just a few motivated ones (p. 10).

Fertman (1994) states that Service Learning should not be an extra or a special course. It should simply be a part of the total education process (p. 35). The community becomes the teacher's expanded classroom (p. 12). Conrad and Hedin (1989) have developed the following illustration to differentiate each method of delivery on a continuum (p. 10).

Co-Curricular	Service Credit	Existing Courses	Separate Course	School-wide Focus
1	2	3	4	5
Less part of regular school			More a part of regular school	

By combining curriculum content and volunteer opportunities, Service Learning provides teachers the opportunity for serious learning (Fertman, 1994,

p. 12). This process reinforces basic skills and provides students with opportunities for real-world, "job-like" applications for academic work (Gibson, Winecoff, Hiott, & McKeown, 1994, p. 5).

Benefits of Service Learning

Research indicates that combining classroom work and service can lead to dramatic improvements in student attitudes, motivation, and achievement (Perkins & Miller, 1994, p. 13; Brandell, Hitch, Kromer, & Misner, 1994, p. 11; Wade, 1994, p. 6). The education reform movement emphasizes the power of service to meet the basic objectives of schools. Benefits for students are numerous and include the following areas: personal growth and development, intellectual and academic growth, social growth and development, as well as civic responsibility and career exploration (Conrad & Hedin, 1989, p. 18; Duckenfield & Swanson, 1992, p. 7; Perkins & Miller, 1994, p. 14).

Duckenfield and Swanson (1992) define personal growth and development as the characteristics related to self-improvement and self-actualization. Their research found students involved in Service Learning had many favorable outcomes, including self-confidence and self-esteem, self-understanding, a sense of identity, independence, openness to new experiences and roles, ability to take risks, a sense of purpose and usefulness, responsibility for one's actions, and self-respect (pp. 7-8).

Conrad and Hedin (1989) found that well-designed Service Learning programs had a positive effect on the student's intellectual and academic growth. These are the cognitive skills necessary to be successful in school: gains in basic academic skills, higher-level thinking skills, improvement in content skills, motivation to learn, retention of knowledge, and increased insight, judgment, and understanding (p. 20).

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Perkins and Miller (1994) reported that social growth and development also increased significantly for students involved in service projects. These are defined as the skills necessary to relate to others in society. Their research identified the following benefits in this area: social responsibility and concern for the welfare of others, political efficacy, and an understanding and ability to relate to people from a wide range of backgrounds (p. 14).

Caim (1992) states that one of Service Learning's greatest attributes is that it teaches "civic participation." Service Learning not only engages the student in learning about social problems, but also in doing something about them. Students exercise their democratic responsibilities. By reflecting on these experiences, students can be challenged to try to solve community problems (p. 2). Fertman, Buchen, Long, and White's (1994) research found that students' sense of civic responsibility was greatly enhanced as a result of Service Learning. "Seeing that they can make significant contributions to society has changed their perspectives on their education, community, and their lives" (p. 8). Silcox (1993) claims that citizenship cannot be taught. For students to understand citizenship, schools need more than text books on government. By its very nature, citizenship requires active participation. Service Learning provides the "best opportunity to those who espouse citizenship and a rebirth of communities" (pp. 24-25).

The Commission on National and Community Service (1993) argues that young people can make a difference. Young people's energy can be channelled in productive and educational ways that lead to self-esteem, learning, cooperation, and citizenship. These projects can help implant an ethic of service in a young person that can pay life-long dividends to society (p. 26).

The National Dropout Prevention Center (1995) suggests that Service Learning can better prepare the student for the world of work. Being involved in

service projects allows students to gain work experience and to learn to make choices about possible career options. Students have the opportunity to participate in a work environment, improve their professional skills, and make contacts for future job possibilities (p. 6).

Coolidge (1987) states that placements, especially those which put students in direct contact with those most in need, significantly enrich the students' character. Through direct contacts with people being served, students begin to understand how they can make a difference. He also indicates that students are ready to serve and handle a variety of challenging jobs (pp. 26-27). Wade (1994) states that Service Learning is more than just an extra character-building activity. He suggests that Service Learning is a teaching methodology that may reach some students who have not responded to more traditional modes of instruction (p. 6).

The following outline describes how the Service Learning process directly affects student achievement (Gibson, Winecoff, Hiott, & McKeown, 1995, p. 5; Peterson, E., Winecoff, L., & Winecoff, S., 1995, p. 68).

Service Learning Process	Student Learning Results
1. Teachers plan as integral part of curriculum	Service Learning methodology, & process with real world applications
2. Students design & conduct needs assessment	Planning, designing, information gathering, communicating, & organizing
3. Students set priorities	Analysis & synthesis of information, categorizing, prioritizing, decision-making
4. Students plan service projects	Planning & decision-making

5. Teachers & students contact sites	Communications, planning, organizing
6. Students develop plan	Organizing, planning, projecting, predicting
7. Students implement project	Responsibility, punctuality, timeliness
8. Students reflect on experience	Communications, reflection, analysis, self-monitoring
9. Celebration of experience	Appreciation, pride in self & community

Boyer (1987) states that the climate outside the four walls of the school actually shapes the climate within the school itself. Service Learning allows the student to understand that formal education does have a consequential relationship to what he/she might become (p. 7). "Schools tend to function as though they were the center of the universe, rather than a part of the learning experiences of people as they journey through life" (Shumer, 1987, p. 16). Service Learning links schools and communities as students perform community service that is integrated into classroom work (Gibson, Winecoff, Hiott, & McKeown, 1995, p. 3).

Research by the Council of Chief State School Officers indicates there are many impacts for both schools and communities. The following results are noted in their literature:

Schools

1. Paradigm shift--teachers as coaches and facilitators; students responsible for own learning.

2. Motivated learners engaged in significant work.

3. Cooperative learning environment.

4.   Collaborative decision-makers among school personnel
     and community.

5.   Positive, healthy, and caring school climate.

6.   Community becomes a resource in educational process.

Communities

1.   Students provide valuable service to meet human,
     educational, environmental, and public safety needs.

2.   Schools become resources to the community.

3.   Students become active stakeholders in the community.

4.   Students gain an understanding and appreciation of
     diversity--across generations, cultures, and perspectives.

Conrad and Hedin (1989) suggest that a wide range of results associated with this practice are possible for the student, the school, and the community (p. 19). They advocate Service Learning as a path to learning that places young people in a context in which learning is real, alive, and has clear consequences for others (p. 14). South Carolina's School-to-Work legislation provides a vehicle for institutionalizing Service Learning. This teaching methodology can assist schools in addressing the needs outlined in the SCANS Report. The Commission on National and Community Service (1993) succinctly describes the benefits of Service Learning in the following passage:

> You never learn anything as well as when you have to teach it or
> do it, and there are some things children teach and do as well as
> or better than adults. Putting that logic to work is what Service
> Learning is all about (p. 28).

Summary

This chapter has provided a comprehensive look at how history has shaped educational practices in this country. The Service Learning literature traces its roots beginning in the 18th century to Jefferson (Coolidge, 1987; Boyer, 1993), the 19th century to James (Conrad & Hedin, 1989; Carin & Kielsmeier, 1991; Hall, 1991; Kinsley, 1992) and into the early part of the 20th century to Dewey (Shumer, 1987; Conrad & Hedin, 1989; Nathan & Kielsmeier, 1991; Giles & Elyer, 1994). Jefferson, James, and Dewey's practices and beliefs have helped shape the basic tenets of Service Learning. Dewey is referenced more frequently because of his emphasis on educative projects and reflective thinking (1933). The researcher also recognizes two other philosophers, Rousseau and Froebel, who contributed to this movement. They both argued for active learning approaches to best help children learn. Rousseau and Froebel's belief in connecting the classroom to real-life experiences (Bergen, 1994; Ulich, 1968) is the basis for Service Learning.

The education reform movement in this country has produced numerous extensive studies to determine good practices. These studies reveal the need for schools to be completely restructured. Five leaders in this movement have been identified: Goodlad, Sizer, Gardner, Comer, and Boyer. Each of these has endorsed strategies that have helped Service Learning to become a reality. The literature recommends that schools alone can no longer carry the torch of educating America's youth. The African proverb, "It takes a village to raise a child," has never been truer (Nielsen & Dunlap, 1992, p. 31).

The matrix on pages 73 and 74 illustrates how all three sections come together. The vertical axis lists 25 Service Learning basic tenets according to the literature review (ASLER, 1993, Council of Chief State School Officers, 1990; Conrad & Hedin, 1989; Duckenfield & Swanson, 1992; Silcox, 1993).

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The horizontal axis indicates by name each philosopher from the historical perspective section and each educator from the education reform movement section. An asterisk indicates which Service Learning components can be traced to each individual. The matrix paints a picture of how the Service Learning movement emerged. While the terminology may be new, the basic beliefs can be contributed to many philosophers and educators. Five of the basic tenets of Service Learning were recognized by nine of the ten philosophers / theorists as desirable educational practices. These include making learning relevant, utilizing active learning approaches, connecting learning to real-life situations, emphasizing the importance of experiences, and believing that education must come alive. Under the historical perspective section, Dewey recognized 19 of the 25 basic Service Learning tenets as essential to excite in children a desire to learn. In the education reform section, Boyer endorsed 23 followed by Sizer with 22 of the Service Learning basic components. Both of these educators are strong advocates of students providing community service for their school and greater community.

For the last 15 years, the education reform movement has advocated a variety of approaches to change the way teachers teach and students learn. Connecting Service Learning to the curriculum provides a way for many education reform recommendations to be practiced (Kinsley, 1990, p. 2).

Table 1. Matrix of Service Learning Basic Tenets to Historical and Education Reform Movement

Service Learning Basic Tenets	Historical Perspective					Education Reform				
	Rousseau	Jefferson	Froebel	James	Dewey	Goodlad	Sizer	Gardner	Comer	Boyer
1. Learning should be relevant	★		★	★	★	★	★	★	★	★
2. Ethic of Service		★		★			★		★	★
3. Active learning	★		★	★	★	★	★	★	★	★
4. Student responsible for learning						★	★	★		★
5. Matches learning to interest of student	★				★	★	★	★	★	★
6. New roles for students	★				★	★	★	★	★	★
7. New roles for teachers			★		★	★	★			
8. Community becomes classroom		★			★	★		★		★
9. Connects schools & communities					★	★		★	★	★
10. Belief that education should come alive	★	★	★		★	★	★	★	★	★
11. Paves road for school-to-work		★	★	★		★	★	★	★	★
12. Reflective thinking		★			★		★	★		★
13. Emphasis on reasoning, inquiry, & problem-solving skills	★	★			★	★	★	★		★

Service Learning Basic Tenets	Historical Perspective					Education Reform				
	Rousseau	Jefferson	Froebel	James	Dewey	Goodlad	Sizer	Gardner	Comer	Boyer
14. Youth as resources		*				*	*			*
15. Youth involved in planning							*		*	*
16. Meaningful contribution					*					*
17. Promotes citizen participation				*	*	*	*			*
18. Reinforces academic skills	*		*	*	*		*	*		*
19. Connects learning to "real life"	*		*	*	*		*	*	*	*
20. Educative projects					*		*	*	*	*
21. Connection between disciplines							*			*
22. Importance of experience	*	*	*		*	*	*	*	*	*
23. Authentic assessment			*	*	*		*	*		*
24. Learning Styles	*		*		*		*	*	*	
25. Learning for all students				*	*	*	*	*	*	*

Chapter Two provided a comprehensive literature review of the development of Service Learning. Chapter Three will describe both the quantitative and qualitative methodologies used to collect and analyze the Service Learning data.

CHAPTER THREE

PROCEDURES AND DESIGN OF STUDY

"I am convinced that my life belongs to the whole community; and
as long as I live, it is my privilege to do for it whatever I can, for the
harder I work the more I live."

George Bernard Shaw

Introduction

This work is a descriptive study which seeks to describe the current
status of Service Learning in South Carolina. The primary purpose is to
develop a profile of Service Learning activities and programs in South Carolina;
to explore the relationship between the person coordinating these activities and
the degree to which Service Learning is practiced; to determine how Service
Learning projects and activities respond to the national service priorities of
meeting critical human, environmental, educational, and public safety needs;
and to determine how many students are participating and the number of hours
they are volunteering in Service Learning activities.

This chapter presents the research questions, research design, and
procedures of the study. The chapter is divided into four sections. The first
section provides an overview of the research questions. Section two provides
a description of the sample. The third section describes the two methods
utilized for data collection. The final section describes the procedures used for
data analyses.

Overview of Research Questions

For the past three years the South Carolina Department of Education has received funds from the Corporation for National Service through Serve America and Learn and Serve America to implement Service Learning programs across the state. These funds were awarded on a competitive basis to school districts and community-based organizations. Programs received funds ranging from $2,000 to $36,000. This study was limited to school-based projects (K-Adult Education) that were funded in FY93 with Serve America money or in FY94 with Learn and Serve America money. Based on a review of the literature, the following research questions were addressed in the study:

1. How is Service Learning organized in K-Adult Education programs in South Carolina schools (Questionnaire, part I, items: 2, 3, 5, 6, and 7)?

2. What is the relationship between the role of the person coordinating Service Learning programs and the degree to which Service Learning is practiced in schools or districts (Questionnaire, part I, items: 4 and 6)?

3. What are the various types of Service Learning projects and activities that are carried out by schools in South Carolina, and to what extent do they respond to the national priorities adopted by the Corporation for National Service (Questionnaire, part II, items: 1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, and 5b)?

4. To what extent are students in South Carolina involved in Service Learning programs and activities (Questionnaire, part III, items: 1, 2, 3, 4, and 5)?

Description of Sample

The researcher used two sampling techniques for the study: convenience sample and purposeful sample. The convenience sample included all FY93 Serve America and FY94 Learn and Serve America project directors. This consisted of 82 programs in 32 school districts. The programs were divided with approximately one-third involving elementary students, one-third involving middle school students, and the last one-third involving high school students in service activities. In addition, there were six adult education programs which engaged out-of-school youth in Service Learning to reinforce the academic skills taught in their classrooms. This sample completed a questionnaire designed to determine the status of Service Learning in South Carolina.

The second sample was a purposeful sampling of a small number of project directors. Lincoln and Guba (1985) state, "The purpose almost always is to define a sample that is in some sense representative of a population to which it is desired to generalize" (pp. 199-200). Six project directors were chosen at random from the respondents to the questionnaire. The researcher conducted interviews with these representatives during a three-week period. The researcher made an effort to diversify the interviews by choosing different types of school districts. Two were held in large urban districts, one was conducted in a suburban community, and the final three were held in predominately rural areas. Since slightly over half of the funded Service Learning programs are operating in rural areas, this combination mirrors the make-up of project directors. Figure 1 on the following page illustrates the make-up of Service Learning projects funded in South Carolina.

Figure 1: **Makeup of Service Learning Projects in South Carolina**

Geographic Regions of State

■ Rural	54.3%
■ Urban	16%
▦ Suburban	19.8%
▨ Mixed	9.9%

Percentage
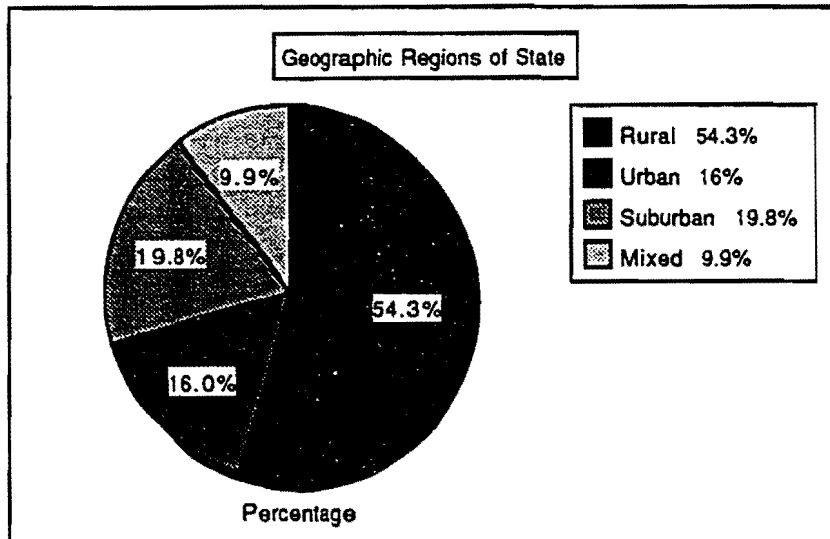
Instrumentation

The researcher used both qualitative and quantitative research methodologies to collect data for this study. A four-page questionnaire was sent to all school-based Serve America and Learn and Serve America project directors. In addition, the researcher conducted six interviews to further explore how Service Learning is delivered in South Carolina schools. The two procedures are described below in detail.

Questionnaire

A primary source of data for the study was a questionnaire (See Appendix A). The researcher developed a questionnaire by modifying several existing instruments designed by Abt Associates for the Corporation for National Service. Permission was secured in advance from the Corporation for National Service to modify the instruments (See Appendix B).

To ensure the validity of the evidence collected, two groups were used to review the questionnaire. The first group included a panel of five experts from the higher education community. Teacher educators who had previously taught Service Learning courses funded by the State Department of Education were asked to make comments, suggestions, and recommendations for improving the instrument. Their suggestions were incorporated into the final instrument.

The second group consisted of eight K-Adult Education practitioners who are knowledgeable in Service Learning theory. They were invited to test the content integrity and clarity of the questionnaire. These individuals were practitioners who completed one of three Service Learning institutes funded by the State Department of Education during the summer of 1993. These were offered for classroom teachers and school administrators (K-Adult Education) at Clemson University, South Carolina State University, and the University of South Carolina. Practitioners were selected from each of the three institutes who were not currently operating a Learn and Serve America program (See Appendix C). One hundred percent of the invited practitioners participated in the pilot test. Their tasks were to ensure that the directions on the instrument were clearly stated and to determine the time needed to complete the instrument. In addition to reviewing the instrument, they were asked to complete a seven-item comment sheet (See Appendix D). Information obtained from the pilot test was used to clarify the instructions. It was determined from the pilot test that it would take a Service Learning project director approximately ten minutes to complete the entire questionnaire.

A cover letter describing the purpose of the study accompanied the questionnaire (See Appendices E and F). This was the first step to enhance the reliability of the data collected. The questionnaire, printed with black ink on 11-inch by 17-inch electric chartreuse paper, was mailed to all 82 school-based

Serve America and Learn and Serve America programs in the state. Individuals were asked to complete the questionnaire within two weeks. The questionnaire was professionally printed and folded to enhance the overall look of the instrument. Directions were printed on the top page, and the items which needed responses were printed on the inside and back pages. According to Wimmer (1987), a well-designed, easy-to-understand instrument can have a positive effect on the response rate.

The names and addresses of school officials were obtained from the South Carolina Department of Education. Directions for responding to each of the three sections were included. A small gift of appreciation, a ball point pen with a yellow highlighter and the following printed inscription, *"Thank you for making SERVICE LEARNING a reality in South Carolina,"* was included with the questionnaire. The purpose of the gift was to thank the individual in advance for taking the time to complete the instrument. Self-addressed envelopes with collector stamps were enclosed to encourage respondents to return the questionnaires. A two-digit numerical coding system identified each questionnaire for follow-up with non-respondents. Each respondent was assured in writing on the front cover of confidentiality of responses.

Fifty-five or 67% of the questionnaires were received by the end of the two-week period. At that time, hand-written, personalized post cards were mailed to the remaining 27 project directors. By the end of the fourth week, the researcher had received 71 or 86% of the questionnaires.

A second questionnaire, including a personalized, typed memorandum (See Appendix G), a second free gift, and a stamped, self-addressed envelope, was mailed after four weeks to the 11 individuals who had still not responded. By the end of the sixth week, the researcher had received 81 of 82, or 98.78% of the questionnaires.

Wimmer (1987) reported that the average response rate to a questionnaire is forty-seven percent. However, since the study utilizes a Chi-square Test of Independence, a higher response rate is needed. Therefore, the researcher continued to do everything possible to reach all Service Learning project directors across the state. The high response rate is attributed to the professional look of the instrument, the free gift, and continued persistence.

Interviews

The researcher conducted a total of six interviews as a second source of data for the study. Two were held with school district administrators that serve as Service Learning project directors. Additionally, two interviews were conducted with school building-level administrators in charge of Service Learning, and finally, two interviews were held with classroom teachers who serve as Service Learning project directors.

Subjects for these interviews were chosen randomly from the respondents to the questionnaire. All returned questionnaires were placed in the appropriate envelope labeled district office administrator, building-level administrator, or classroom teacher. Two subjects were drawn from each envelope by an outside party. All were notified in writing that their names had been randomly selected for a follow-up interview (See Appendix H). One week later the researcher made contact with each subject by telephone to set up the interview. A consent form was provided by the researcher with a sign-off space for the subject (See Appendix I). Each interview lasted approximately 45 minutes. The interviews, used to further understand how Service Learning is delivered in South Carolina, were audio-taped and later transcribed. Additionally, the researcher took field notes. In the interview process,

confidentiality was assured to all subjects. Validity was obtained by using an overlapping method advocated by Lincoln and Guba (1985) to create triangulation. Miles and Huberman (1994) argue that stripped to the basics, triangulation is supposed to support findings (p. 266). Furthermore, they add:

> Perhaps our basic point is that triangulation is not so much a tactic as a way of life. If you self-consciously set out to collect and double-check findings, using multiple sources and modes of evidence, the verification process will largely be built into data collection as you go. In effect, triangulation is a way to get to the finding in the first place--by seeing or hearing multiple instances of it from different sources by using different methods (p. 267).

A naturalist approaches data collection totally differently from the researcher gathering quantitative data. Lincoln and Guba (1985) point out that "in contrast to the conventional inquirer, who usually approaches a study 'knowing what is not known,' the naturalist adopts the posture of 'not knowing what is not known'. Hence the study goes through several phases in order, first, to get some handle on what is salient (that is, what one needs to find out about); second, to find out about it; and third, to check the findings in accordance with trustworthiness procedures and gaining closure" (p. 235). The researcher did not use a predetermined set of questions; rather, the researcher adhered to Lincoln and Guba's three phases: orientation and overview, focused exploration, and member check. Both open- and closed- ended questions were utilized. During the third interview, two interesting issues came up in the focused exploration phase that had not previously been discussed. This exchange revealed information that may prove beneficial to the study. At that

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time the researcher made contact with the first two interviewees to afford them an opportunity to comment on the two issues. Their responses were added to the researcher's field notes. The researcher also discussed these two issues during the remaining three interviews.

Analyses of Data

Questionnaires and cover letters were mailed to the 82 identified Service Learning project directors. Respondents who completed the questionnaire used X's to indicate the categorical concepts that describe their programs. The respondents' responses were computed using both frequencies and percentages. In order to address the four research questions, a series of statistical procedures were used. Question one asked: How is Service Learning organized in K-Adult Education programs in South Carolina? The researcher addressed this research question by creating five frequency distribution tables with the discrete variables for items 2, 3, 5, 6, and 7. Each table shows the breakdown of students by elementary, middle, high school, adult education (out-of-school youth), and mixed. A calculation of the mode was also computed.

Question two dealt with the relationship between the role of the individual (classroom teacher, building-level administrator, district administrator) coordinating Service Learning and the degree to which Service Learning is actually practiced (integrated into curriculum, co-curricular, and separate course). The researcher analyzed these variables by running a Chi-square Test of Independence. This test is used for "two groups of nominal variables with two or more categories" (Freed, Ryan, & Hess, 1991, p. 78).

Question three asked: What are the various types of Service Learning projects and activities that are carried out by schools in South Carolina and to what extent do they respond to the national service priorities adopted by the Corporation for National Service? A series of distribution tables were created and analyzed. These correspond to the four national priorities of meeting critical educational, human, public safety, and environmental needs. A separate category was added for "other" projects. A mean was derived for each percentage corresponding to the four national service priorities. Additionally, the researcher presented the activities associated with the four national priorities according to geographic areas of the state--rural, urban, suburban, and mixed. The researcher also displayed this data according to participant type: elementary, middle, high school, adult education (out-of-school youth), or mixed.

Question four asked: To what extent are students in South Carolina involved in Service Learning programs and activities? This question was answered by tabulation of responses and calculation of simple percentages.

The audio tapes from the six interviews were transcribed. Field notes taken by the researcher were used to supplement parts of the tape that were not audible. Over 100 pages of data were transcribed and printed on color-coded paper for analyses (salmon for the two district office administrators, gold for the two building-level administrators, and green for the two classroom teachers). The researcher coded the data and used the constant comparative method for analysis. This method breaks down the data into smaller units that can stand alone. Miles and Huberman (1994) describe codes as "tags or labels for assigning units of meaning to the descriptive for inferential information compiled during a study" (p. 56). Clustering then sets the stage for drawing conclusions (p. 57). Data collected from the interviews were analyzed by the researcher for

emergent themes. Each of the three sections of the interview (orientation and overview, focused exploration, and member check) was analyzed separately. Lincoln and Guba (1985) predict this process is useful for both descriptive and explanatory research (p. 341). Ten themes emerged, five constructed by the researcher and five that emerged as categories by the respondents. The third part of the interview, the member check, was useful in establishing credibility. This process afforded the subjects an opportunity to correct any false interpretation of data and to call attention to other areas in which there were problems.

Summary of Design

The purpose of this study was to provide comprehensive documentation of the models and/or varieties of Service Learning programs and activities that are being carried out in South Carolina. The study also statistically analyzed how Service Learning is delivered, whether required, integrated into various disciplines, implemented as a separate course, or offered as a co-curricular activity. Additionally, the study examined how responsive South Carolina programs are in addressing each of the national service priorities.

The study, which is descriptive in nature, used a combination of both quantitative and qualitative research methodologies. The researcher processed and analyzed all information obtained from the questionnaires and the six interviews with current research revealed from the literature review.

This chapter presented the research design and procedures of the study for both the quantitative and qualitative data. Chapter Four will present the results of the data analyses.

CHAPTER FOUR
RESULTS OF STUDY

"I do not know what your destiny will be, but the one thing I know;

the only ones among you who will really be happy are those who

will have sought and found how to serve."

Albert Schweitzer

Introduction

In this chapter, the results of the study are reported in two sections.
Section one presents the quantitative data received from the questionnaire that
was mailed to the Service Learning project directors identified in Chapter
Three. The researcher received a 98.78% response rate or 81 of 82 completed
questionnaires. The first section is divided into four parts, each part
corresponding to the four research questions presented earlier in Chapter One.
Thirteen tables and six figures illustrate the data analyses for this section. The
SAS statistical software package was used to compute the descriptive statistics.

The second section contains the data gathered during the six interviews
for the ethnographic research of the study. A comparative analysis procedure
was utilized to break down and analyze the data into smaller units. A table
displayed in a matrix format summarizes the data analyses for the second
section.

Results of Data Analyses Related to Questionnaire

Research Question One

This research question asked: How is Service Learning organized in K-Adult Education programs in South Carolina schools? Five items (#2, #3, #5, #6, and #7) in part I of the questionnaire assist in answering this question. These items deal with the following:

1. context in which Service Learning is offered;

2. the use of any type of oversight committee;

3. when the service experience is held;

4. what type of project format is used; and

5. whether Service Learning is required or voluntary.

The results of this data are reported in five frequency tables. The information is broken down according to participant types: elementary, middle, high school, or adult education. Almost one-fourth or 19 programs reported serving students from a combination of different schools. These are reported on the tables as mixed. Projects listed as mixed serve a combination of two or more types of participants (elementary, middle, high school, or adult education).

Each participant section has four different rows. The information listed in the four rows corresponds to the frequency of the item, the percentage, the row percent (breaks down information by participant type), and the column percent (breaks down information for each response). Additionally, the mode for each table has been calculated and is presented at the bottom of each table.

Table 2 on the following page shows the context in which Service Learning is offered. Six options were available for respondents. These are listed across the top of the table.

Table 2: Context in Which Service Learning is Offered

	District Wide	School Wide	Grade Wide	One Content Area	Service Learning Class	Other	Total
Elementary							
Frequency	2	10	1	1	0	0	14
Percent	2.47	12.35	1.23	1.23	0	0	17.28
Row Percent	14.29	71.43	7.17	7.17	0	0	100.00
Col Percent	7.41	29.41	33.33	11.11	0	0	
Middle							
Frequency	6	9	1	2	2	0	20
Percent	7.41	11.11	1.23	2.47	2.47	0	24.69
Row Percent	30.00	45.00	5.00	10.00	10.00	0	100.00
Col Percent	22.22	26.47	33.33	22.22	28.57	0	
High Sch							
Frequency	2	12	6	4	3	1	22
Percent	2.47	14.81	0	4.94	3.70	1.23	27.16
Row Percent	9.09	54.55	0	18.18	13.64	4.55	100.00
Col Percent	7.41	35.27	0	44.44	42.86	100.00	
Adult Ed							
Frequency	3	2	0	0	1	0	6
Percent	3.70	2.47	0	0	1.23	0	7.41
Row Percent	50.00	33.33	0	0	16.67	0	100.00
Col Percent	11.11	5.88	0	0	14.29	0	
Mixed							
Frequency	14	1	1	2	1	0	19
Percent	17.28	1.23	1.23	2.47	1.23	0	23.46
Row Percent	73.68	5.29	5.29	10.53	5.26	0	100.00
Col Percent	51.85	2.94	33.33	22.22	14.29	0	
Total							
Frequency	27	*34	3	9	7	1	81
Percent	33.33	41.98	3.70	11.11	8.64	1.23	100.00

*Mode = School Wide Service Learning Programs

The data in Table 2 indicate most projects in South Carolina offer Service Learning programs and activities on either a school-wide or district-wide basis. The data indicate that 41.98% of the programs are school-wide projects followed by 33.33% with district-wide Service Learning programs. According to research, offering Service Learning as a methodology across a variety of disciplines helps to permeate a school's total curriculum (Conrad & Hedin, 1989, p. 16). The other four categories (grade-wide, one content area, community Service Learning class, and other) had a combined total of 27.68%. One high school program marked "other" on the questionnaire. In a space provided beside this response, the respondent indicated that Service Learning was used at his/her school as a strategy for reaching special needs students and was housed in four self-contained classrooms.

Table 3 displays information regarding the use of an advisory council or steering committee to guide the Service Learning program. Respondents had an option of four responses. These are listed across the top of the table.

Table 3: The Use of Oversight Committee

	Advisory Council	Steering Committee	Other	None	Total
Elementary					
Frequency	2	6	0	6	14
Percent	2.47	7.41	0	7.41	17.28
Row Percent	14.29	42.86	0	42.86	100.00
Col Percent	10.53	22.22	0	19.35	
Middle					
Frequency	5	5	1	9	20
Percent	6.17	6.17	1.23	11.11	24.69
Row Percent	25.00	25.00	5.00	45.00	100.00
Col Percent	26.32	18.52	25.00	29.03	
High School					
Frequency	3	7	2	10	22
Percent	3.70	8.64	2.47	12.35	27.16
Row Percent	13.64	31.82	9.09	45.45	100.00
Col Percent	15.79	25.93	50.00	32.26	
Adult Education					
Frequency	4	2	0	0	6
Percent	4.49	2.47	0	0	7.41
Row Percent	66.67	33.33	0	0	100.00
Col Percent	21.05	7.41	0	0	
Mixed					
Frequency	5	7	1	6	19
Percent	6.17	8.64	1.23	7.41	23.46
Row Percent	26.32	36.84	5.26	31.58	100.00
Col Percent	26.32	25.93	25.00	19.35	
Total					
Frequency	19	27	4	*31	81
Percent	23.46	33.33	4.94	38.27	100.00

*Mode = No advisory council or oversight committee

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The evidence provided by the data in Table 3 indicates that 61.73% of the Service Learning projects have some type of oversight committee, either an advisory council, steering committee, or other committee structure, to assist with implementing Service Learning. Four respondents marked the option labeled "other." In a space provided by this option, respondents indicated the following committee structures are used which provide direction for their Service Learning program:

1.   Student organizations

2.   Student representatives working with a group of teachers

3.   Parent volunteer and teachers

4.   Sponsors of clubs and teachers.

Fertman (1994) strongly encourages the use of a council / committee (p. 27). He encourages programs to include students, teachers, community members, administrators, community-based organizations, parents, and funding groups as representatives on this committee (p. 25). Adult education is the only participant type in which 100% of the programs have either an advisory council or steering committee in place.

Table 3 also provides data indicating that 38.28% of the programs have no type of committee structure in place to assist with the implementation of Service Learning. According to the South Carolina Department of Education (1994), these councils / committees are strongly encouraged, but not mandated (Grant Application Guidelines).

Table 4 on the following page describes when the service experience takes place. Programs are offered during the school day, after school, during the summer or weekends, or a combination of two or more of these options.

Table 4:   When the Service Experience is Held

	After School	During School	Summer	Week-ends	Combination	Total
Elementary						
Frequency	4	8	0	0	2	14
Percent	4.94	9.88	0	0	2.47	17.28
Row Percent	28.57	57.14	0	0	14.29	100.00
Col Percent	21.05	25.81	0	0	8.00	
Middle						
Frequency	3	8	2	0	7	20
Percent	3.70	9.88	2.47	0	8.64	24.69
Row Percent	15.00	40.00	10.00	0	35.00	100.00
Col Percent	15.79	25.81	66.67	0	28.00	
High Sch						
Frequency	6	8	0	1	7	22
Percent	7.41	9.88	0	1.23	8.64	27.16
Row Percent	27.27	36.36	0	4.55	31.82	100.00
Col Percent	31.58	25.81	0	33.33	28.00	
Adult Ed						
Frequency	3	1	0	1	1	6
Percent	3.7	1.23	0	1.23	1.23	7.41
Row Percent	50.00	16.67	0	16.67	16.67	100.00
Col Percent	15.79	3.23	0	33.33	4.00	
Mixed						
Frequency	3	6	1	1	8	19
Percent	3.70	7.41	1.23	1.23	9.88	23.46
Row Percent	15.79	31.58	5.26	5.26	42.11	100.00
Col Percent	15.79	19.35	33.33	33.33	32.00	
Total						
Frequency	19	*31	3	3	25	81
Percent	23.46	38.27	3.70	3.70	30.86	100.00

*Mode = Service Learning is Offered During School

Table 4 indicates that most programs (38.27%) in South Carolina offer Service Learning during the regular school day. Another 23.46% offer service programs and activities after school. An additional 7.4% offer service opportunities during weekends or summer months. However, 30.86% of the projects indicate their service experiences are offered on a varied schedule.

Table 5 presents the project format of the Service Learning program. This provides information concerning the number of programs that offer Service Learning as a co-curricular activity, a separate course, or integrate Service Learning into the curricula.

Table 5:   Project Format

	Co-Curricular	Service Learning Course	Integrated into Curriculum	Total
Elementary				·
Frequency	5	0	9	14
Percent	6.17	0	11.11	17.28
Row Percent	35.71	0	64.26	100.00
Col Percent	14.71	0	28.13	
Middle				
Frequency	12	3	5	20
Percent	14.81	3.7	6.17	24.69
Row Percent	60.00	15.00	25.00	100.00
Col Percent	35.29	20.00	15.63	
High School				
Frequency	7	7	8	22
Percent	8.64	8.64	9.88	27.16
Row Percent	31.82	31.82	36.36	100.00
Col Percent	20.59	46.67	25.00	
Adult Education				
Frequency	2	2	2	6
Percent	2.47	2.47	2.47	7.41
Row Percent	33.33	33.33	33.33	100.00
Col Percent	5.88	13.33	6.25	
Mixed				
Frequency	8	3	8	19
Percent	9.88	3.70	9.88	23.46
Row Percent	42.11	15.79	42.11	100.00
Col Percent	23.53	20.00	25.00	
Total				
Frequency	*34	15	32	81
Percent	41.98	18.52	39.51	100.00

*Mode = Co-Curricular

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The data in Table 5 provide evidence that 41.98% of the Service Learning programs in South Carolina are offered as co-curricular programs and activities. Conrad and Hedin (1989) state that co-curricular is the first level on the Service Learning continuum (p. 10). Another 18.52% of the programs reported offering Service Learning as a separate course. Nine of the 15 respondents in this category indicated that their programs offer students a Carnegie unit of credit. On the Service Learning continuum, this is a level four. Finally, 39.51% of the programs in South Carolina have Service Learning integrated into various disciplines across the curricula. On Conrad and Hedin's continuum, this is considered a level five -- the highest level on the continuum. Table 6 presents the above information on a Service Learning continuum as defined by Conrad and Hedin. Conrad and Hedin's level 2 (extra credit) and 3 (existing courses) were not a part of this study.

Table 6: **Breakdown of the South Carolina Projects according to Conrad & Hedin's (1989) Service Learning Continuum**

41.98%	0%	0%	18.52%	39.51%
●	●	●	●	●
1			4	5
Co-Curricular			Separate Course	Integrated into Curriculum
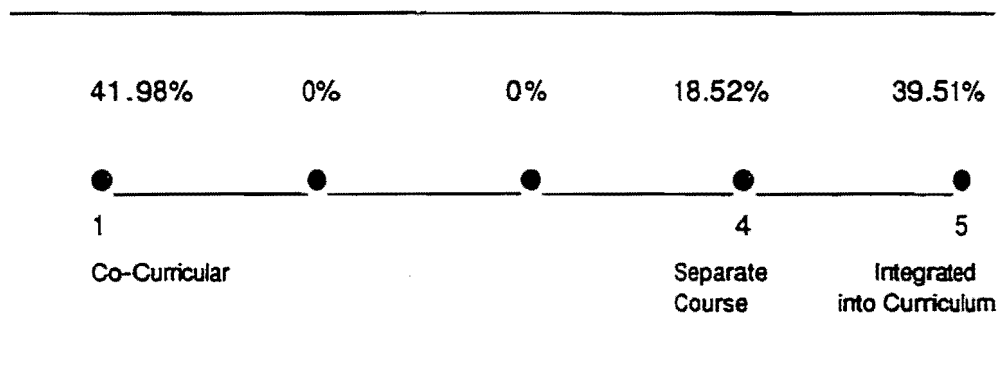
Table 7 displays information regarding whether Service Learning is required or voluntary for students. Respondents also had an option of marking "other" as a response for this question.

Table 7: Whether Service Learning Is Required or Voluntary

	Voluntary	Required	Other	Total
Elementary				
Frequency	8	5	1	14
Percent	10.13	6.33	1.27	17.72
Row Percent	57.14	35.71	7.14	100.00
Col Percent	16.33	22.72	12.50	
Middle				
Frequency	10	5	4	19
Percent	12.66	6.33	5.06	24.05
Row Percent	52.63	26.32	21.05	100.00
Col Percent	20.41	22.73	50.00	
High School				
Frequency	13	7	1	21
Percent	16.46	8.86	1.27	25.58
Row Percent	61.90	33.33	4.76	100.00
Col Percent	26.53	31.82	12.50	
Adult Education				
Frequency	5	1	0	6
Percent	6.33	1.27	0	7.59
Row Percent	83.33	16.67	0	100.00
Col Percent	10.20	4.55	0	
Mixed				
Frequency	13	4	2	19
Percent	16.46	5.06	2.53	24.05
Row Percent	68.42	21.05	10.53	100.00
Col Percent	26.53	18.18	25.00	
Total				
Frequency	*49	22	8	81
Percent	62.03	27.85	10.13	100.00

*Mode = Service is Voluntary

A vast majority, 62.03%, of programs in South Carolina indicated service is voluntary. Only 27.85% of South Carolina programs require service of students. Another 10.13% of the project directors checked "other" on the questionnaire. There was a space beside this response for the respondent to indicate what was meant by "other." The respondents who completed this option indicated that service is required for students enrolled in Service Learning courses, but is voluntary for all other students. Therefore, the data shows that a high percentage of service opportunities in South Carolina are voluntary for students.

Research Question Two

This research question explores the relationship between the role of the individual coordinating Service Learning (district office administrator, building-level administrator, and classroom teacher) and the degree to which Service Learning is actually practiced (integrated into the curriculum, offered as co-curricular activity, or offered as a separate course). Two items in part I on the questionnaire, #4 and #6, were used to answer this question. A Chi-square test of independence was used to analyze this research question.

Table 8 displays the data for this question. Each cell on the Chi-square has a frequency as well as an expected frequency. The number corresponding to the expected frequency is the number "we expect to obtain if the two variables were independent of each other, given the marginal totals of the rows and columns. Chi-square provides a measure of the discrepancy between the observed cell frequencies and those expected on the basis of independence" (Ferguson, 1971, p. 183).

Table 8: Relationship of Person Coordinating Service Learning and the Degree to which Service Learning is Practiced

	Co-Curricular Activity	Service Learning Course	Integrated Into Curriculum
District-level Administrator			
Frequency	12	9	8
Expected	12.17	5.37	11.45
Percent	14.81	11.11	9.88
Row Percent	41.38	31.03	27.59
Col. Percent	35.29	60.00	25.00
Building-level Administrator			
Frequency	12	2	8
Expected	9.23	4.07	8.69
Percent	14.81	2.47	9.88
Row Percent	54.55	9.09	36.36
Col. Percent	35.29	13.33	25.00
Classroom Teacher			
Frequency	10	4	16
Expected	12.59	5.55	11.85
Percent	12.35	4.94	1.75
Row Percent	33.33	13.33	53.33
Col. Percent	29.41	26.67	50.00
Total	34	15	32
	41.98%	18.52%	39.51%

Statistic	DF	Value	Probability
Chi-square	4	7.95	.097
Likelihood Ratio Chi-square	4	7.68	.104

Table 8 displays information regarding the relationship between the role of the person initiating Service Learning and the degree to which Service Learning is practiced. Statistical significance was judged at the .05 level (Ferguson, 1971, p. 183). The Chi-square yielded a .097, which indicates that no significant differences existed for implementation among the different types of educators initiating Service Learning.

Research Question Three

The third research question asked: What are the various types of programs and activities that are being carried out by schools in South Carolina and to what extent do these activities respond to the national priorities adopted by the Corporation for National Service? Part II of the questionnaire was devoted to answering this question. In 1994, the Corporation for National Service established the following guidelines as priorities for Service Learning projects across the country to address:

1. Educational needs

    School readiness

    School success

2. Human needs

    Health

    Home

3. Public safety needs

    Crime prevention

    Crime control

4. Environment needs

    Neighborhood environment

    Natural environment

Four formats are used to present the data for this research question. The first format displays the results for items 1b, 2b, 3b, 4b, and 5b on the questionnaire. These items asked respondents what percent of total service was devoted to each of the national service priorities. Table 9 presents the number of Service Learning projects in South Carolina which addressed each priority and the number which devoted 100% of their efforts toward the priority. Finally, the mean percent was calculated for each national service priority. Most projects responded by checking more than one need.

Table 9: **Number of South Carolina Projects Devoted to Each National Service Priority**

	Education	Human	Public Safety	Environment	Other
No. of projects addressing this service priority	68	60	45	50	13
No. devoting 100% to this service priority	8	2	1	7	0
Mean percent	45.35	46.5	22.43	40.76	30.18

Table 9 presents data indicating that 68 service projects in South Carolina focus on meeting education needs, followed by human (60), environmental (50), public safety (45), and other needs (13). Additionally, eight of the 81 projects devote 100% of their efforts toward meeting critical education needs. Another seven projects focus all of their efforts on environmental projects. The mean percent for human needs $(\overline{X} = 46.5)$ was slightly higher than the mean percent for education $(\overline{X} = 45.35)$ or environment $(\overline{X} = 40.76)$.

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The mean percent for other projects $(\bar{X} = 30.18)$ and public safety $(\bar{X} = 22.43)$ projects were significantly lower than the other three service priorities.

The second format presents four frequency distribution tables corresponding to each national service priority. A separate table is presented for projects labeled "other" (item 5a). Each priority is broken down into two parts corresponding to the subgroups defined by the Corporation for National Service in their 1994 guidelines. Each table displays the frequency, cumulative frequency, and percent for each individual item for the four national service priorities.

Table 10 presents the data for Service Learning projects that were focused on education. A total of nine different types of service projects are listed under the two subgroups of school readiness and school success.

Table 10: Service Learning Projects Focused on Education

	Frequency	Cumulative Frequency	Percent
School Readiness			
Child care	15	15	9.93
Headstart/preschool	15	30	9.93
Family literacy	15	45	9.93
Other	15	60	9.93
School Success			
During-school tutoring	24	84	15.90
After-school tutoring	29*	113	19.21
After-school mentoring	20	133	13.25
Summer program/academic assistance	12	145	7.95
Other	6	151	3.97

*Mode = After-School Tutoring

The data indicate that 35.11% of education projects focus on after-school tutoring and in-school tutoring programs. Both of these categories fall under

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the subgroup of school success. Table 9 also provides evidence that 60.28% of the programs dealing with education have projects relating to school success. In the school readiness subgroup, all four categories have equal responses for a total of 39.72%.

Table 11 displays information relating to service projects focusing on the national priority of meeting critical human needs. This priority also has two subgroups which include health and home needs.

Table 11: Service Learning Projects Focused on Human Needs

	Frequency	Cumulative Frequency	Percent
Health			
Hospitals, nursing homes	29*	29	18.95
Senior centers	29*	58	18.95
Health advocacy/education	8	66	5.23
Substance abuse/prevention	13	79	8.50
Other	3	82	1.96
Home			
Shelter support for homeless	15	97	9.80
Rehabilitating low-income housing	6	103	3.92
Assistance to senior citizens	28	131	18.31
Assistance to disabled	15	146	9.80
Other	7	153	4.58

*Mode = Hospitals, Nursing Homes & Senior Centers

Table 11 reports that 37.9% of the projects focusing on meeting critical human needs are held in hospitals or nursing homes and senior centers. These two categories are both in the subgroup of meeting health needs. The data also find that 18.31% provided special assistance to senior citizens at home.

Table 12 presents data for the public safety service priority. This need is divided into two subgroups which include crime prevention and crime control. There are nine types of service projects which focus on addressing this need.

Table 12: Service Learning Projects Focused on Public Safety

	Frequency	Cumulative Frequency	Percent
Crime Prevention			
Violence prevention/education	18	18	21.18
Conflict resolution	25*	43	29.41
Reduction of substance abuse	9	52	10.59
After school activities	19	71	22.35
Other	5	76	5.88
Crime Control			
Victim assistance	2	78	2.35
Anti-victimization programs	1	79	1.18
Juvenile justice programs	5	84	5.88
Other	1	85	1.18

*Mode = Conflict Resolution

Most of the Service Learning projects in South Carolina that focused on this issue addressed the crime prevention category (89.41%). The data indicate that conflict resolution, followed by after-school activities and violence prevention / education, were addressed by the majority of the programs. These three categories account for 62 of the 85 projects in the public safety national service priority. Only nine or 10.59% of the Service Learning projects in the state were concerned with the subgroup of crime control.

Table 13 displays data relating to the national service priority of meeting critical environmental needs. This priority has two subgroups which include

neighborhood environment and natural environment. These two subgroups have a combined total of 11 different types of service projects which focus on environmental needs.

Table 13: Service Learning Projects Focused on Environment

	Frequency	Cumulative Frequency	Percent
Neighborhood Environment			
Revitalizing/landscaping neighborhoods	19	19	15.83
Revitalizing/landscaping school grounds	32*	51	26.67
Eliminating environmental risks	6	57	5.00
Energy efficiency efforts, recycling	19	76	15.83
Other	2	78	1.67
Natural Environmental			
Conserving and restoring public lands	11	89	9.17
Trail maintenance	10	99	8.33
Community gardens	14	113	11.67
Natural resource sampling & monitoring	4	117	3.33
Environmental mapping	1	118	.83
Other	2	120	1.76

*Mode = Revitalizing / Landscaping School Grounds

More than one-fourth or 26.67% of the Service Learning projects that focused on meeting environmental needs offered projects that either revitalized or landscaped school grounds. The data indicate that two other categories under the subgroup of neighborhood environment, revitalizing / landscaping neighborhoods and energy efficiency efforts / recycling, were each addressed by 19 projects. Only 35.02% of the projects focused on the subgroup of natural environment.

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Table 14 indicates the responses for the category labeled "other projects." No subgroup or individual service projects were listed under this category. A space was provided for the respondent to briefly describe the project.

Table 14: Service Learning Projects Focused on Other Projects

	Frequency	Cumulative Frequency	Percent
Other Service Projects	13	13	100

Thirteen of the 81 programs in South Carolina reported projects in the "other" category. These 13 service projects are listed below:

1. Animal shelter / Animal science / Horse farm
2. Assisting in Christmas parade
3. Burned-out victims
4. Chamber of Commerce Convention Bureau
5. Child abuse and neglect
6. Coaching at-risk youth Little League
7. HIV / AIDS Peer Education Training
8. Nutrition program
9. Salvation Army Christmas stockings
10. School service projects
11. Special Olympics
12. Voluntary advocacy programs
13. Voter registration

The third format presents the types of programs and activities that are practiced in South Carolina according to the following geographic regions: rural, urban, suburban, and mixed. This information is displayed in Figures 2 and 3. These figures graphically display the types of service projects which are selected in each geographic region of the state.

Total for State

28.08%	
27.80%	
10.32%	
20.38%	
3.32%	

0   5   10   15   20   25   30   35   40

Rural

39.23%	
26.25%	
7.25%	
23.63%	
3.64%	

0   5   10   15   20   25   30   35   40

Urban

40.38%	
25.86%	
20.71%	
11.92%	
1.14%	

0   5   10   15   20   25   30   35   40   45

☐ Other   ■ Environment   ■ Public Safety   ☐ Human Needs   ▦ Education

Figure 3: **Breakdown of Service Learning Projects by National Priorities for Surburban and Mixed Areas of South Carolina**

Suburban

39.56%	
25.85%	
6.94%	
25.15%	
2.50%	

0   5   10   15   20   25   30   35   40

Mixed

26.00%	
31.25%	
17.50%	
20.00%	
3.32%	

0   5   10   15   20   25   30   35

☐ Other ■ Environment ■ Public Safety ☐ Human Needs ▨ Education

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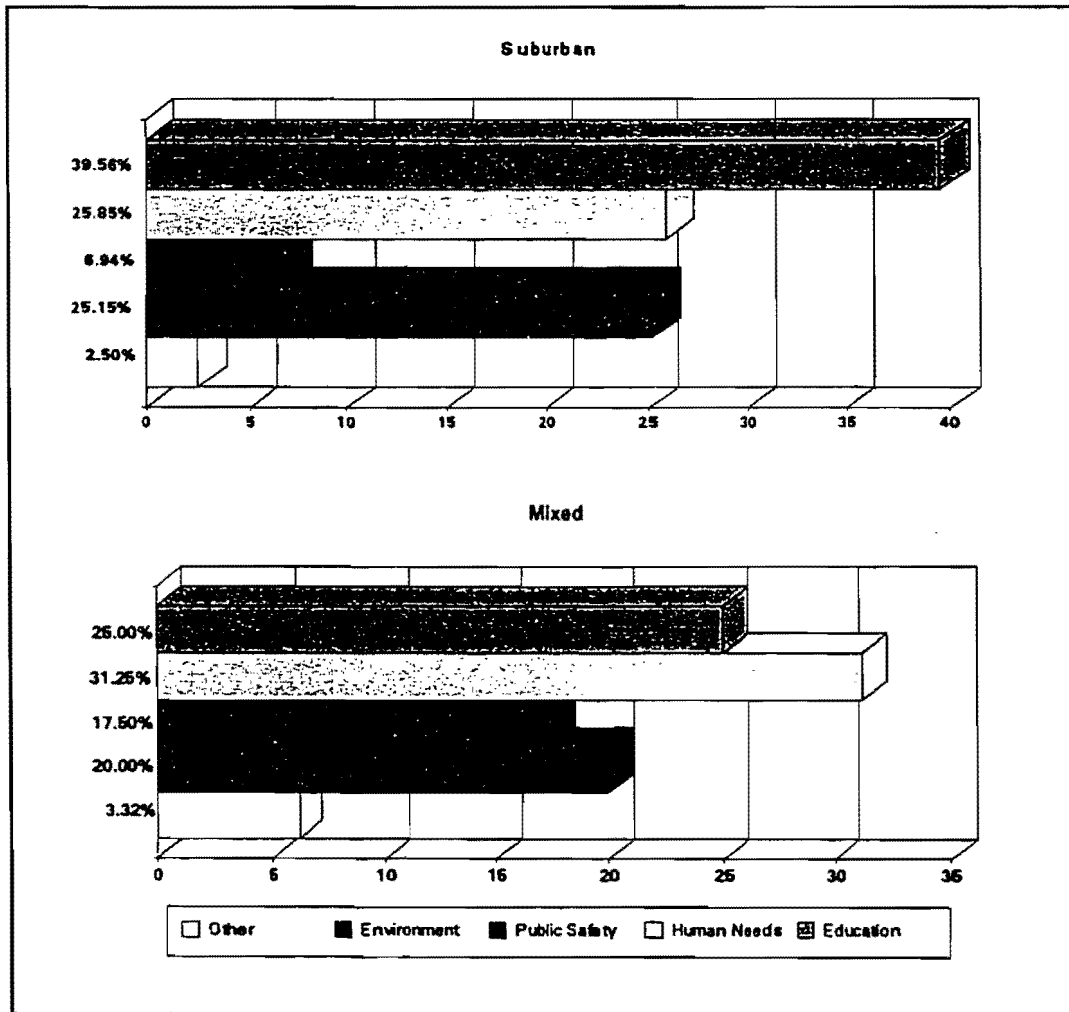
Most Service Learning projects in the state are focused on meeting educational needs (38.08%) followed by human needs (27.90%). The data provide evidence that rural (23.63%), suburban (25.15%), and mixed communities (20%) have a high percentage of projects focused on environmental issues. According to the data, urban communities list public safety as their third priority. However, the entire state only has 10.32% of programs actively engaged in public safety service projects.

Finally, the last format displays data for each national service priority by participant type: elementary, middle, high school, adult education (out-of-school youth), and mixed. Figures 4 and 5 detail the current status of Service Learning projects in South Carolina by participant type as they relate to the four national priorities of meeting critical education, human, public safety, and environmental needs. This information is relevant in understanding the types of projects that are selected / appropriate for each participant type.

Figure 4: Breakdown of Education, Human Needs, & Public Safety National Priorities by Participant Type

Education

16.18%
22.06%
29.41%
8.82%
23.53%

0   5   10   15   20   25   30

Human Needs

13.33%
23.33%
28.33%
8.87%
26.33%

0   5   10   1E   20   25   30

Public Safety

15.56%
20.00%
28.89%
8.89%
26.67%

0   5   10   15   20   25   30

☐ Mixed   ■ Adult Education   ■ High School   ☐ Middle School   ▨ Elementary School

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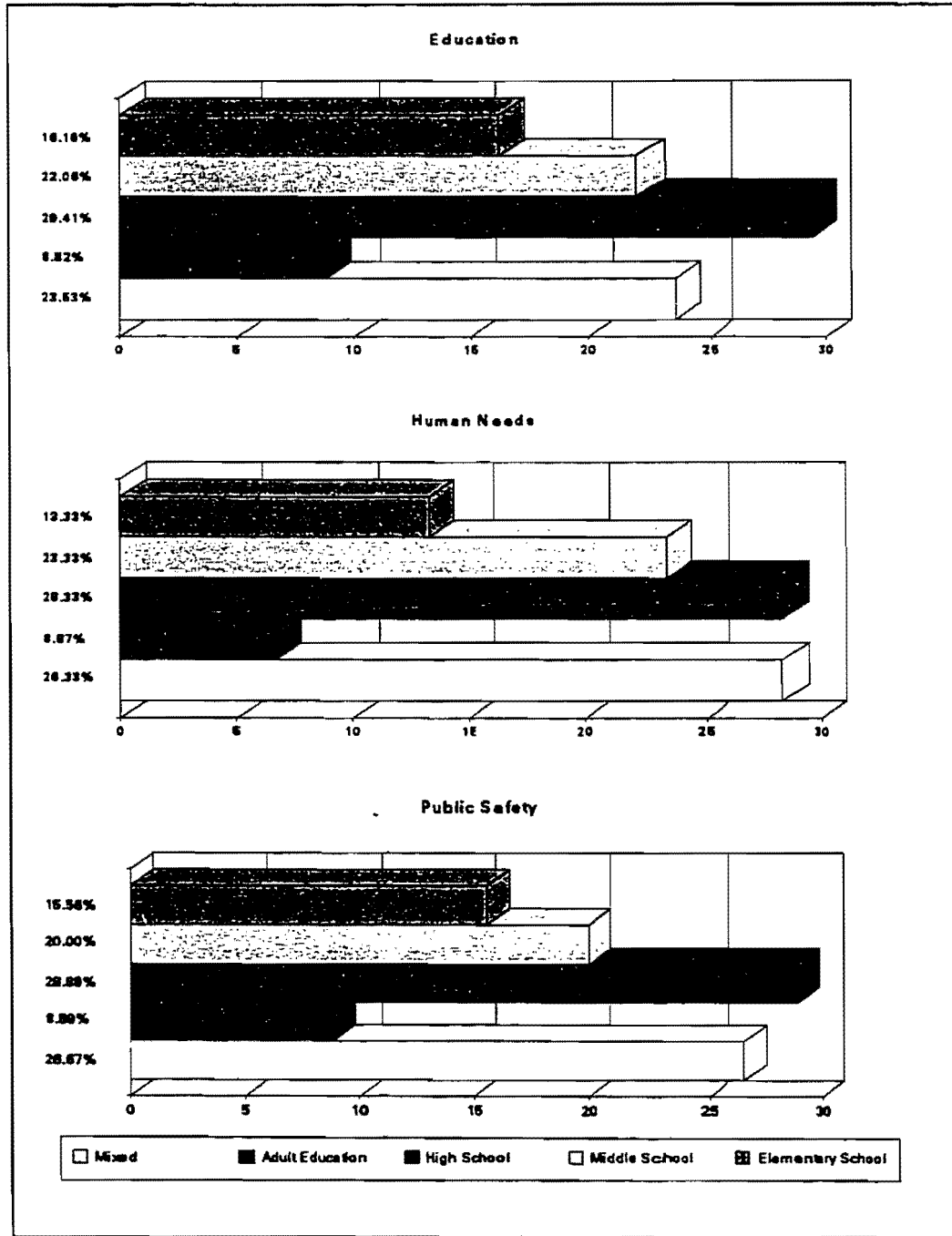
Figure 5: Breakdown of Environmental and Other Projects by Participant Type

Environment

10.42%		
31.25%		
27.08%		
6.25%		
25.00%		

0 5 10 15 20 25 30 35

Other Projects

7.14%		
35.71%		
28.57%		
7.14%		
21.43%		

0 5 10 15 20 25 30 35 40

☐ Mixed ■ Adult Education ■ High School ☐ Middle School ▣ Elementary School

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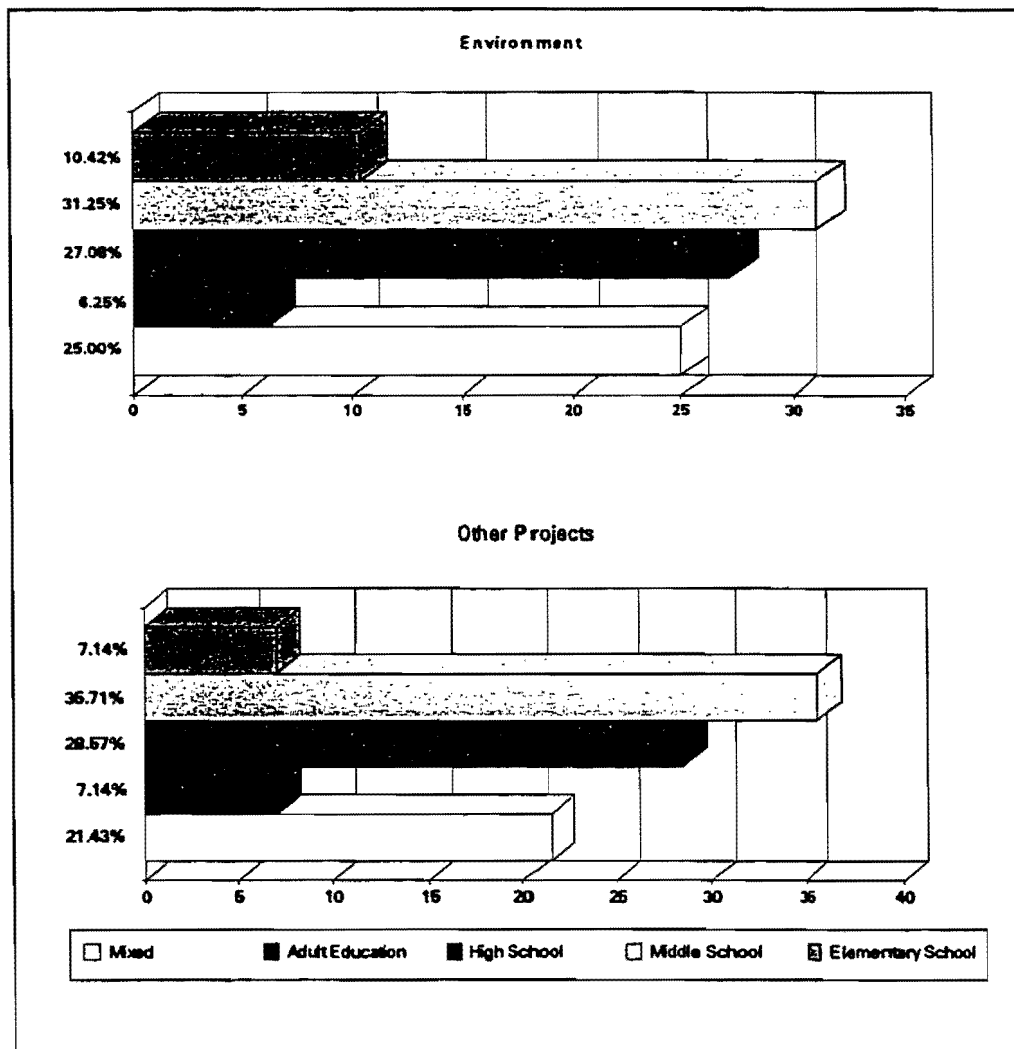
High school participants, followed by participants from programs with mixed populations, participated to a greater extent in Service Learning projects focused on meeting critical education and public safety national service priorities. Both of these participant types, high school and mixed, focused 28.33% of their efforts on projects addressing human needs. Finally, middle school students spent more time than any other participant type on environmental (31.26%) and other service projects (35.71%).

Research Question Four

The final research question posed: To what extent are students in South Carolina involved in Service Learning programs and activities? Part III of the questionnaire answered this research question. The researcher calculated the total number of participants and participant hours and converted these calculations to percentages. The results are graphically displayed in Figures 6 and 7.

Figure 6: Total Service Learning Participants

Number of Participants
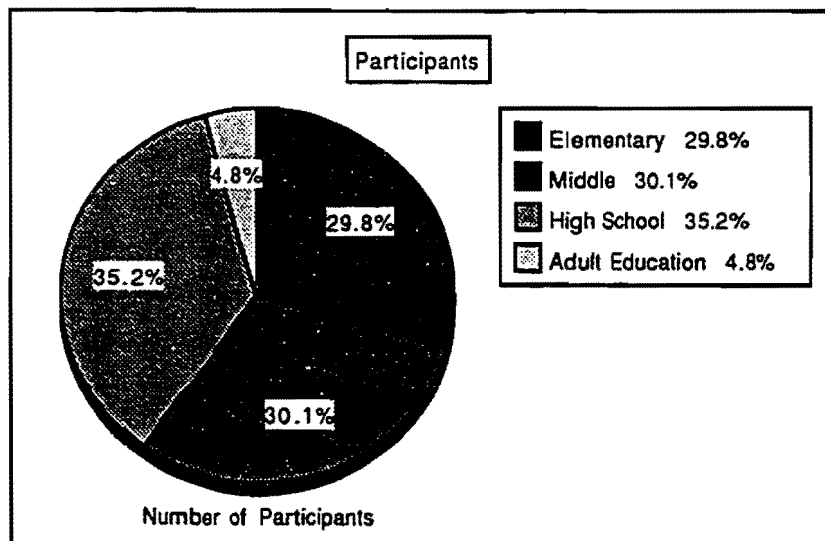
Total Number of Participants:

Elementary School Participants	3,866
Middle School Participants	3,909
High School Participants	4,564
Adult Education / Out-of-School Youth	628
Total Participants	12,967

Figure 7: Total Hours of Service by Participants
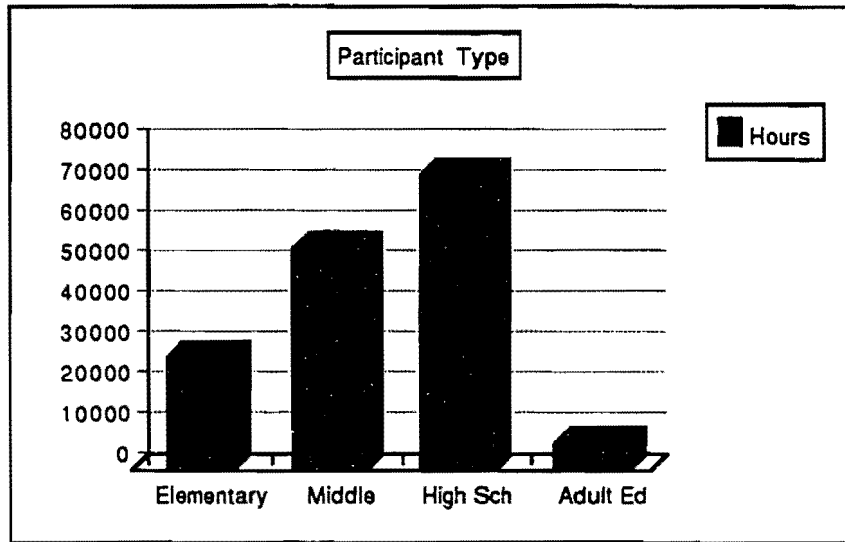
Total Number of Hours of Voluntary Service:

Elementary School Hours	27,846	17.21%
Middle School Hours	54,796	33.87%
High School Hours	72,903	45.06%
Adult Education Hours	6,246	3.86%
(Out-of-School Youth)		
Total Hours of Service	161,791	100.00%

Results of Data Analyses Related to Interviews

This section contains the data received from the qualitative research. The purpose of this research was to further explore how Service Learning is offered in South Carolina. Subjects for the interviews were chosen randomly from the respondents to the questionnaire. Six interviews were conducted by the researcher -- two with district office administrators, two with building-level administrators, and two with full-time classroom teachers. Two were held in large urban school districts, one was conducted in a suburban town, and three were held in rural areas of the state. Each interview lasted approximately 45 minutes. The questions were designed to elicit specific information pertaining to the implementation of Service Learning. The interviews were audio-taped, and field notes were taken by the researcher. A comparative analysis procedure, advocated by Lincoln and Guba (1985), was utilized to discover emergent themes.

During the third interview, two issues were brought to the attention of the researcher that had not been previously discussed. The following questions present the two issues:

1. Would Service Learning continue if federal dollars were eliminated?
2. Is the concept, "student-as-expert," one of the outcomes of Service Learning?

After discussing both of these issues with the third interviewee, the researcher talked with the first two subjects to allow them an opportunity to respond to these questions. Field notes were taken and added to the transcripts. This discussion continued with the remaining three interviewees.

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After reviewing the transcripts and field notes, ten themes emerged from the data that relate to this study. The themes include the following:

1.   Student-as-expert;

2.   Personal growth and development of students;

3.   School-to-work connection;

4.   Conducting needs assessment to determine service projects;

5.   Role of community-based partners;

6.   Level of involvement by teachers;

7.   Use of oversight committee / advisory council;

8.   Varied approach to reflection;

9.   Integration of Service Learning into core curricula; and

10.   Continuation of Service Learning programs.

Everyone interviewed recognized the fact that once a student was given an opportunity to participate in a real-life situation, which met a real need in the community, the student personally gained in a number of ways. Teachers reported that students involved in Service Learning were respected more by their classmates. One district administrator reported:

> The dynamics of the classroom changed. The students who, heretofore, had been reluctant to offer any information or opinion, who were discipline problems and were having difficulty mastering the content, all of a sudden became the ones with the information. . . .and the dynamics of the class completely changed. No longer was the "smart" child the one who had all the answers. It was the person who, up until now, did not have anything to offer.

One district-level official reported that once "students saw what they were accomplishing and everybody else valued it, their language changed. Even their body language changed." Teachers and administrators also reported students were less reticent about talking to strangers and more willing to make eye contact. An administrator reported the biggest change she had seen in students was the "realization that the world does not revolve around them." Everyone shared that students had become more "caring" and exhibited more school spirit. Teachers also explained that attendance had improved. Finally, teachers reported the growth experienced by young people had not been as academic as they had hoped it would be; nevertheless, Service Learning has helped students in other ways which will eventually impact student learning.

Several of the people interviewed had not made any attempt to work with the district's School-to-Work staff. However, both district office administrators and one teacher had strong feelings about the connection between Service Learning and School-to-Work. One district administrator acknowledged that her district "paid teachers to work several days in the summer to prepare interdisciplinary units of studies. . . .and to look at Service Learning as a strategy for introducing young people to careers." On the other hand, the teacher summed up her assessment as follows:

I am afraid that people are pretty clueless about the component of Service Learning in School-to-Work. It is mentioned briefly -- and everybody smiles. I think some people in our district think it is more fluff, and that it is a great elective. But, they are really not sure just how it fits into School-to-Work.

District administrators recognized the value of having students participate in the planning stages of a service project. Teachers encouraged students in small groups to brainstorm about various "needs they have seen in the community and are interested in doing something about -- whether it is working with small children or working with the elderly." District office administrators reported that they "conducted needs assessments with input from their community-based partnerships, the faculty, and most importantly, the students." All three groups spent a lot of time getting students prepared prior to the first visit. Most of the subjects acknowledged they were a little afraid at first. These subjects reported doing extensive research with students prior to the initial visit. School administrators advised starting small to "experience some success."

All three groups, district office officials, building-level administrators, and classroom teachers, recognized the importance of strong community partners. The partners were used in a variety of ways: assisting in writing the grant, serving as guest speakers, providing orientations for teachers / students, offering service opportunities for youth, and assisting with reflection activities. One district administrator reported using "the community-based partner as a flagship." The project directors agreed it was not easy, and one teacher summed it up as:

> The community-based partners agree that in some ways it was a
> hassle and not always easy to deal with some of the students. But
> all of the partners said it was definitely rewarding for their clients.
> They definitely want to do it again next year, and we have mapped
> out the changes necessary to make it better.

The level of involvement among teachers varied for each interview type. Full-time classroom teachers, who served as Service Learning project directors, worked with only a handful of teachers. One teacher shared, "We have several teachers involved in community service. An increasing number of teachers are beginning to get the idea of the four steps: preparation, doing the actual service, coming back and reflecting, and celebration." On the other hand, the district office administrators and building-level administrators suggested a high percentage of teachers in their schools were involved in implementing Service Learning. One district administrator reported having over 100 teachers involved in Service Learning. This administrator added:

I think they would probably be able to tell you that it was hands-on learning and it was something where children actually had to perform a service while they learned, but I do not know if they really understand the whole picture. But they will -- they are beginning to.

A building-level administrator shared that her school has implemented Service Learning into the entire social studies curriculum. Another building-level administrator added that his entire faculty is involved in Service Learning. He also stated:

We have a small faculty and many of them live in the community, and even those that are not a part of the community see it [Service Learning] as being important. We wanted one hundred percent commitment, and we were not going to implement it if we did not have it.

No teacher interviewed reported using an advisory council or steering committee to guide the school's implementation of Service Learning. Both building level administrators relied heavily on these committees. One administrator reported, "Our steering committee is made up of seven faculty members and five students (one from each school-wide team). The students had to write a brief essay about why they wanted to be involved. We also have five community members. So basically, we have an even thirdship [sic] of faculty, students, and community." The other school administrators also reported utilizing advisory committees. One reported that the president of the local Rotary Club serves on the council.

Each person interviewed placed a great deal of emphasis on reflection as a means of integrating Service Learning into the curriculum. All persons interviewed reported using a combination of small and large group discussions and journal writings. One school administrator reported using both pre- and post- reflection activities. In this method, the attitudes of students are measured before and after completing a unit of service. Another school administrator reported that reflection can take place at anytime and encouraged her teachers to use reflection throughout the lesson / service experience. A teacher acknowledged that during reflection, "students were able to share that their fears toward working with different types of people, especially mentally retarded, handicapped, or persons in nursing homes, were unfounded." One principal offered, "Teachers are using the reflection component as an entry in preparing for the state writing test." Others reported video taping students to allow the student an opportunity to witness his/her own presentation skills.

Everyone interviewed had worked hard to integrate Service Learning into the curriculum. It was especially noticeable with the district office administrators. One reported that her district had a copy of a Phi Delta Kappan

Fastback book on outdoor education. She shared, "I thought it was wonderful. It showed all the different ways you could integrate different academic content into something practical and hands-on -- both in and out of the classroom. This is how we were first able to integrate Service Learning into various content areas." Another administrator brought the entire faculty together to brainstorm in small groups. She detailed the experience:

> I decided to get them to brainstorm in groups, within their content area, using the curriculum guide of things they needed to teach anyway. I wanted to see if there was any kind of natural hook-up to a particular concept. . . .We made a graphic aid on the board, indicating the different kinds of things they were going to do, and, in every case, there was real enthusiasm. They began to see the cross-ties between their content areas -- maybe for the first time. When one person said they were going to research where flowers had come from, another one said, "We'll make your booklet for you and publish it."

Finally, the issue of whether Service Learning would continue if federal funding were eliminated was one of interest to all persons. Everyone interviewed hoped funding would continue. Local efforts for sustainability included tapping other funding resources such as Safe and Drug Free Schools money. One building administrator remarked, "It is the only way I have ever seen to get teachers and students actively involved in learning for a real purpose." The teachers felt strongly that it would change the structure of the program completely if no funds were available. One teacher shared the following concern:

We would definitely have to cut out the visits to the sites because most of our money was for transportation to the sites and for a site supervisor who went with the students. Next year, if we don't have any money (we've already talked about this), we would still do some of the things like collecting the canned foods for the Salvation Army. We could do those, but we would definitely be limited in that the students would not actually be able to go out and serve at, say, a senior care facility or a day care facility.

Administrators were a little more optimistic. One district office administrator admitted, "If it ended, that would not mean that Service Learning would end. We could do Service Learning without any funding, and certainly we know what we need to do, and we know that it works!"

Table 15 provides a matrix as advocated by Miles and Huberman (1994, pp. 108-109) to summarize the findings in the ethnographic research. The top of the matrix identifies the person interviewed -- district office administrator (person one & person two); building-level administrator (person one & person two); and full-time classroom teacher (person one & person two). The left column contains the ten emergent themes. A number ranging from 0-3 appears in each cell corresponding to the level of activity for each theme (0 = not discussed during interview; 1 = little or no involvement; 2 = moderate involvement; and 3 = high involvement). The matrix provides additional insight into how Service Learning is delivered in South Carolina.

Table 15: **Matrix of Service Learning Project Directors & Emergent Themes**

Themes	District Office Administrator		Building-Level Administrator		Classroom Teacher	
	Person One	Person Two	Person One	Person Two	Person One	Person Two
Recognized Service Learning as strategy in developing the concept of "student-as-expert"	3	2	2	2	2	2
Used Service Learning to promote personal growth & development in students	3	3	3	3	3	3
Connected Service Learning to School-to-Work	3	3	2	0	3	1
Used needs assessments in preparing youth for service projects	1	3	3	2	3	2
Utilized community-based partners	3	3	3	3	3	3
Involved high percentage of teachers in using Service Learning	3	3	3	2	2	1
Made use of oversight committee/ advisory committee	3	2	3	2	0	1
Varied approach to reflection techniques	3	3	3	3	3	3
Worked to integrate Service Learning into core curricula	3	2	3	3	2	2
Made plans for continuation of program when federal funds are gone	3	2	3	1	2	1

0 = Not discussed during interview
1 = Little or no involvement
2 = Moderate involvement
3 = High involvement

Chapter Four presented the results of the study for both the quantitative and qualitative data. A series of tables and figures were used to graphically display the information. Chapter Five will present the conclusions, interpretations, and program recommendations of the study as well as recommendations for future research.

CHAPTER FIVE

CONCLUSIONS, INTERPRETATIONS, AND RECOMMENDATIONS

"I have but one lamp by which my feet are guided, and
that is the lamp of experience."

Patrick Henry

Introduction

The purpose of this chapter is to summarize the results of the research study. The findings are presented in the context of the problem described in Chapter One, namely the need to analyze the current status of Service Learning in South Carolina and to determine how Service Learning is delivered, whether integrated into various disciplines, offered as a separate course, or offered as a co-curricular activity. Additionally, the study was to determine how responsive South Carolina programs were in addressing the four national service priorities of meeting critical educational, human, public safety, and environmental needs.

This chapter is divided into two separate sections. The first section presents interpretations of and conclusions from the results and relates findings to the literature review in Chapter Two. The second section contains program recommendations based on the data analyses as well as ideas for possible future research in the field of Service Learning. In addition, the researcher has explored two concepts that have emerged as a result of this study. These are displayed in Table 16 and Figure 8 in the second section.

Conclusions and Interpretations

The literature revealed that many of the basic tenets for Service Learning can be traced to the colonial days of American history. This movement has experienced tremendous growth since the second wave of education reform. Sizer, Comer, and Boyer suggest our youth are isolated and alienated from society. They recommend implementing Service Learning as a part of schooling to reconnect youth and help them gain a sense of community (Kinsley, 1992, p. 120). Factors that have precipitated rapid growth of Service Learning during recent years include the passage of the National and Community Service Act in 1990 and the National and Community Service Trust Act in 1993 as well as the passage of South Carolina's School-to-Work Transition Act in 1994.

This study addressed four research questions by obtaining information through a questionnaire produced specifically for this study from one developed by Apt Associates for the Corporation for National Service. The questionnaire was completed by Service Learning project directors. The data analyses were descriptive and in most instances frequency distribution tables were constructed, showing numbers and percentages.

Data indicate that most Service Learning programs are voluntary and are offered either school-wide (34%) or district-wide (27%). According to the South Carolina Department of Education Grant Guidelines (1994), school districts must implement Service Learning across an entire curriculum in order to qualify for a school-wide grant or across an entire curriculum in a minimum of three schools to qualify for a district-wide grant. The researcher concluded the Guidelines influenced the high percentage (61%) of programs being offered either school-wide or district-wide.

The findings indicate that the majority (67.73%) of programs in South Carolina have some type of oversight committee structure in place. Fertman

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(1994) contends that a Service Learning advisory council acts as a catalyst for the program. The council provides an important link between the school and the service opportunities available to youth in the community (p. 19). However, only one participant type, adult education, reported an advisory council / steering committee in place for all programs. At the South Carolina Department of Education, adult education falls under the auspices of the Office of Community Education (Nielsen & Dunlap, 1992, p. 30). Caim and Kielsmeier (1991) describe community education in Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum as:

> Community education, thought of by many only as adult education classes, is in reality a complete philosophy of education that sees the school as a resource for and full partner in the community. Community educators seek to involve a broad range of partners in their work, from the community as well as the schools, including those whom a program is designed to serve. They also work as coordinators and catalysts for change, empowering others to envision and pursue goals rather than holding onto the role of change agent themselves. . . . Community educators are skilled at running a lot of program with very little money (pp. 104-105).

The researcher concludes that the community education philosophy of involving a broad range of people in designing a program forms the basis for all South Carolina adult education programs utilizing advisory councils / steering committees. Fertman (1994) describes the role of advisory councils as providing counsel to schools and "selling" Service Learning to the public (p. 21). This council function complements the community education philosophy.

Table 5 presents data indicating that most programs (34 of 81) offer Service Learning in a co-curricular format. Another 32 programs integrate Service Learning into the school curriculum, and 15 programs offer Service Learning as a separate course. The South Carolina Department of Education (1994) strongly encourages the integration of Service Learning into the curriculum (Grant Application Guidelines). School-wide or district-wide funding is contingent on the integration of Service Learning into the curriculum. This influences the high percentage (57.93%) of programs that offer Service Learning either as a separate course or as a teaching methodology for the regular academic curriculum.

Table 9 displays the distributions of Service Learning projects for each national service priority which include: 68 for education, 60 for human needs, 50 for environment, 45 for public safety, and 13 other projects. Even though 45 projects were focused on public safety, the low mean percent $(\overline{X} = 22.43)$ implies very little time was devoted to this area. Also, only one project devoted 100% of its time to the issue of public safety. Of the 13 projects that were listed as "other," the following seven projects appear to fall under one of the four national service categories.

1.   Burned-out victims - Human Needs (Home)

2.   Child abuse and neglect - Public Safety (Anti-victimization)

3.   Coaching at-risk Little League - Education (Mentoring)

4.   HIV / AIDS Peer Education Training - Human Needs (Health)

5.   Nutrition program - Human Needs (Health education)

6.   Salvation Army Christmas Stockings - Human Needs (Home)

7.   Special Olympics - Human Needs (Assistance to physically challenged)

Of the 236 Service Learning projects reported in Table 9, 230 projects or 97% were focused on meeting critical educational, human, public safety, or environmental needs. Even though only 10.32% of programs focused specifically on public safety needs, the findings indicate that South Carolina programs were responsive to all four of the national service priorities.

Figure 5 presents data indicating that middle school students focus more time on environmental projects than any other participant type. The middle school science curriculum endorses applied learning techniques to motivate students and improve learning for the middle-level child. This may help to explain why middle school students spend so much time on environmental projects. Science teachers summarize the process:

> As science teachers we asked these questions as we prepared our students' study of living things. How could middle schoolers learn about the requirements for sustaining life and about a balanced ecosystem and then apply that knowledge to something that would be meaningful and helpful to their community (Miller, Shambaugh, Robinson, & Wimberly, 1995, p. 22)?

Figures 6 and 7 present the participants and participant hours for the entire state. A total of 12,967 students participated in Service Learning during 1994-95 totaling 161,791 hours of volunteer service. Rutter and Newmann (1989) found that two-thirds of high school programs involved 50 students or fewer. The data indicated a much higher percentage for South Carolina programs. According to the numbers reported, the average program size involves approximately 160 students. Several of the participating projects were mini-grants funded to address specific issues such as voter registration.

Therefore, the researcher has concluded that the average program size is actually much higher than 160 participants. High school participants averaged 16 hours of volunteer service per student followed by 14 hours for middle school students, 10 for adult education or out-of-school youth, and 8 for elementary students. The findings indicate that middle school and high school students spend more time on individual service projects than the other participant types. This is somewhat lower than the average reported by Rutter and Newman (1989) of two hours per week for high school students and less than one hour per week for students meeting graduation requirements. The South Carolina Department of Education (1994) allowed planning time for new Service Learning programs funded under Learn and Serve America (Grant Application Guidelines). The data obtained from the interviews indicated that several programs were not fully operational until January or February of 1995. Therefore, the researcher attributes the low number of per student participant hours to the late start-up date for new Learn and Serve America programs.

The study also addressed the research question of how Service Learning is delivered from qualitative data received from six in-depth interviews. Evidence provided by the ethnographic research paralleled much of the research from the quantitative data. The ethnographic data indicated that programs initiated by teachers involved fewer teachers than programs initiated by building-level administrators or district office administrators. The evidence also found that teacher-initiated programs were less likely to use an oversight committee or plan for sustainability for Service Learning programs once federal funds were eliminated.

The issue of "student-as-expert" was discussed in the second section of Chapter Four. Silcox (1993) found that teachers utilizing Service Learning required students to become an "expert" in the area they had chosen for their

service project. The findings also indicated that one of the outcomes of Service Learning is that the student became an expert in his/her specific area of service. Silcox (1993) outlined this process:

1. Active participation in the life of the community.
2. The democratic participation of everyone and everyone becoming an expert in a specific area of community concern.
3. A continuous processing of information in open dialogue that promoted attitude change.
4. Youth being viewed as community resources rather than being considered part of the problem (p. 59).

Chapter Four contained a discussion of what would happen to Service Learning if all federal funds were eliminated. The data provided clear evidence that school districts were beginning to institutionalize Service Learning by integrating the concept into the core curriculum. Several persons that were interviewed also said the program was coordinated with the School-to-Work program. School-to-Work addresses the skills that have been identified as essential for successful employment in a workplace. Crabbe (1994) suggests that the SCANS Skills should not be added to the curriculum, rather they should be integrated into the existing curriculum. "They are not sequential but mutually reinforcing" (p. 27). Just as Crabbe suggested an integrated approach for addressing the SCANS Skills, this study also recommends an integrated approach to implementing Service Learning in South Carolina.

The findings in this study can be traced to many of the basic beliefs advocated by the theorist in Chapter Two. Reflective thought was advocated by Jefferson, Dewey, Sizer, Gardner, and Boyer. All of the persons interviewed

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placed a great deal of emphasis on reflective thought. Boyer suggested utilizing service projects to meet critical needs in the school. In South Carolina, 32 projects focused on meeting this need. Finally, Jefferson, Froebel, James, Goodlad, Sizer, Gardner, Comer, and Boyer recommended tying education to real-life experiences in the workplace. South Carolina's School-to-Work legislation makes this possible. The study revealed that district officials see Service Learning as an opportunity to implement school-to-work.

Recommendations

The recommendations in this section are presented in two parts: program recommendations and recommendations for future research in Service Learning. These are based on the data collected and analyzed for this study.

Program Recommendations

1. There should be a vehicle at the state level to ensure that Service Learning is institutionalized. This will allow Service Learning to continue once federal funds are eliminated.

2. Other funding sources that promote an ethic of service should be identified at the state and local levels. This should be tied to the plan for institutionalizing Service Learning.

3. Local programs should place an emphasis on developing an ethic of service rather than short-term or one-time service projects. This emphasis on service will remain with the individual for a lifetime.

4. Specialized training should be made available to practitioners to teach them how to integrate Service Learning into various disciplines. Practitioners should strive to reach Conrad and Hedin's (1989) level five on the Service Learning continuum.
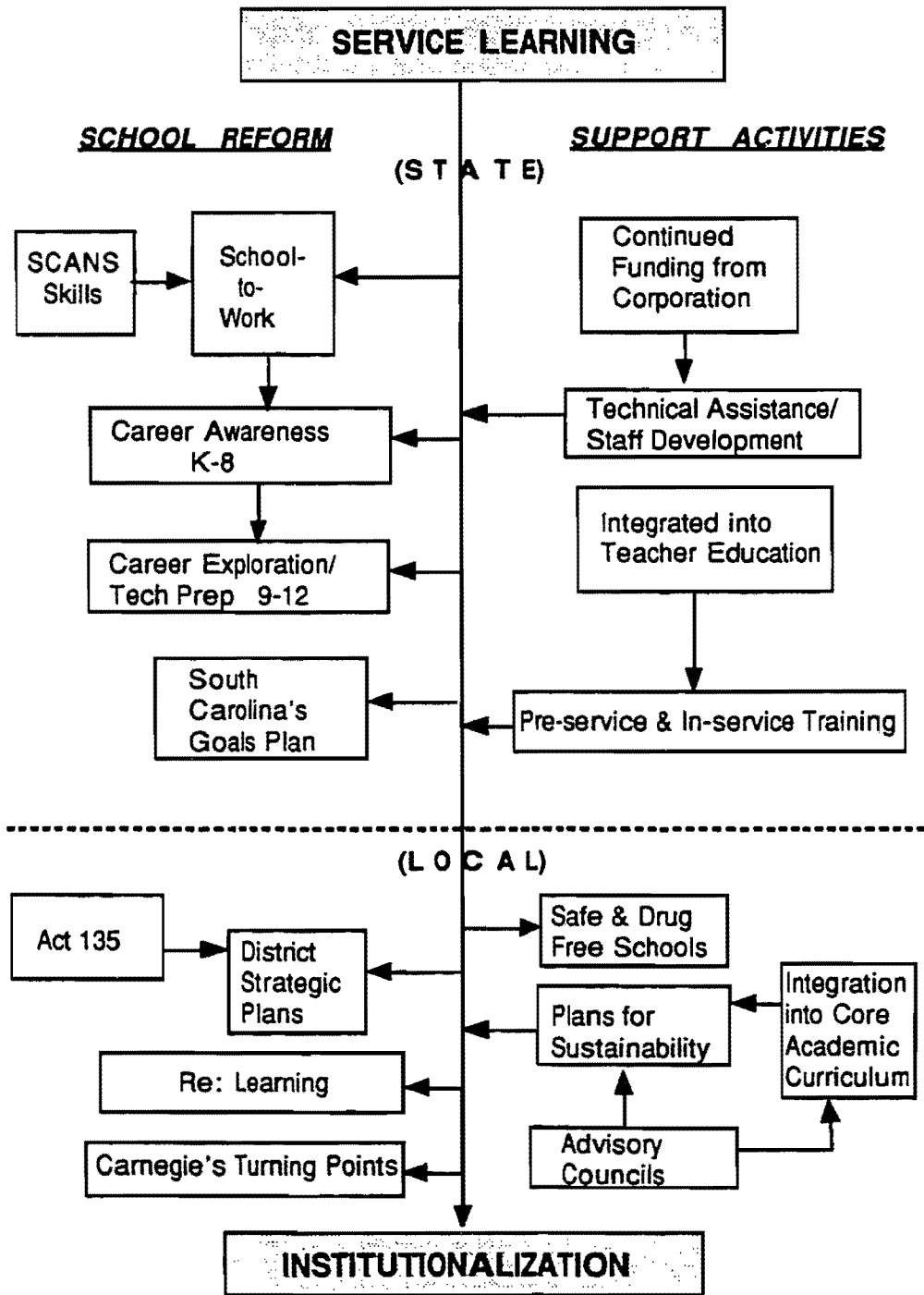
5. Model programs that exemplify how Service Learning can be integrated into the curriculum should be identified for funding. This information should be made available and disseminated to others interested in implementing Service Learning.

6. Local programs should conduct on-going internal evaluations based on the 11 ASLER Standards for a quality school-based Service Learning program. Evaluation should focus on collecting hard data related to quality programming.

7. The South Carolina Department of Education should continue to place an emphasis on funding projects that meet critical public safety needs. This could be tied to the safe schools initiative at the state level. Mini-grants should be set aside for public safety projects to ensure that South Carolina programs are addressing this critical need.

8. Advisory councils / steering committees should be required for all Service Learning projects funded by the South Carolina Department of Education. Council members should include, but not be limited to, a combination of teachers, students, and community members.

9. State and local programs should document how Service Learning improves student learning using methods such as "student-as-expert." An emphasis needs to be placed on the academic impact of Service Learning.

10. State and local programs should examine programs that are no longer funded to strengthen existing programs and plan for the future. These programs may contain viable options for funding existing / future programs.

In addition to the preceding list of program recommendations, the researcher has explored in detail two concepts that relate directly to this study. First, the researcher feels for Service Learning to be truly institutionalized, state and local programs should work toward the sustainability of Service Learning so it becomes an essential element of education and thus part of the mainstream budgeting process. The state needs to confront the challenge of establishing sustainability for Service Learning. Strategies need to be developed at the state level linking Service Learning to initiatives such as School-to-Work, Tech Prep, and the South Carolina Goals Plan (SC's response to the National Goals). Service Learning can play a pivotal role in implementing these innovative programs.

Additionally, it is important for South Carolina to continue to seek funds from the Corporation for National Service as well as encourage local programs to develop their own plans for sustainability. Act 135 established a mandate for all school districts to develop strategic plans which contain creative and challenging instructional approaches for at-risk youth. Service Learning is one approach which meets this challenge. These strategic plans, coupled with input from the community, should be the basis for a local plan for sustainability. Local programs must also find creative ways to link Service Learning to other initiatives such as Re: Learning, Carnegie's Turning Points, and Safe and Drug Free Schools.

Finally, Service Learning officials must work with teacher education institutions to ensure that Service Learning is taught as a methodology to both pre-service teachers and teachers seeking recertification. Staff development opportunities should be coordinated at the state level with teacher education institutions. Figure 8 details a plan for institutionalizing Service Learning in South Carolina.

Figure 8: Plan for Institutionalizing Service Learning in South Carolina

SERVICE LEARNING

SCHOOL REFORM   *SUPPORT ACTIVITIES*

(S T A T E)

SCANS Skills → School-to-Work

Continued Funding from Corporation

Career Awareness K-8

Technical Assistance/ Staff Development

Career Exploration/ Tech Prep 9-12

Integrated into Teacher Education

South Carolina's Goals Plan

Pre-service & In-service Training

(L O C A L)

Act 135 → District Strategic Plans

Safe & Drug Free Schools

Re: Learning

Plans for Sustainability

Integration into Core Academic Curriculum

Carnegie's Turning Points

Advisory Councils

INSTITUTIONALIZATION

The second concept suggests a modification of Conrad and Hedin's (1989) Service Learning continuum to reflect the data analyses from this study. The changes are based on whether the service experience is voluntary or required. In co-curricular activities, the student has a choice of participating or not participating in the activity. Likewise, when students enroll in a separate Service Learning course, it is still voluntary. The researcher is aware that once the student signs up for the course, the service is then mandated. Nevertheless, the student has the option of not signing up for the course in the first place.

When Service Learning is integrated into a specific curriculum, such as social studies, and every student enrolled in social studies is involved in community service, then the concept of Service Learning progresses toward being institutionalized. Finally, when Service Learning is integrated across the entire core curriculum, it becomes thoroughly infused in the way teachers teach and students learn. Table 16 displays this concept in a revised Service Learning continuum.

Table 16: Revised Service Learning Continuum for South Carolina

Available to only those students choosing these options		Every student has an equal opportunity to participate	
1	2	3	4
Co-Curricular	Separate Course	One Discipline (such as social studies)	Integrated across core Curriculum
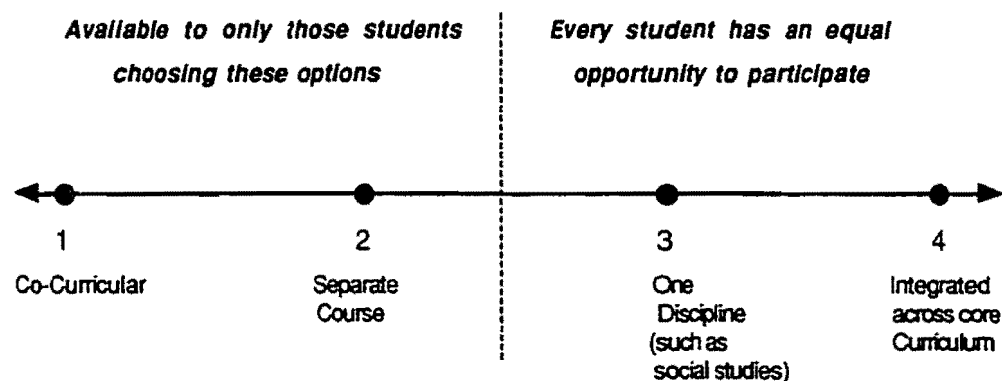
Recommendations for Future Research

Based upon the analyses of the data in this study, the researcher suggests additional investigation and research in the following areas:

1. Conduct a follow-up study utilizing a case-studies approach. This would provide a basis for validating this study and would thereby permit a useful macro approach to how Service Learning is delivered in South Carolina.

2. It is recommended that further studies be made to examine the benefits of Service Learning -- particularly the impact on student learning and motivation for learning.

3. Since Learn and Serve America has formula funding in all states, it is recommended that similar studies be conducted in other states throughout the country.

4. Since this study was conducted with Serve America and Learn and Serve America projects only, it is recommended that a follow-up study be conducted to determine the extent to which Service Learning is being implemented in all South Carolina school districts and schools. This information is necessary to examine the impact of School-to-Work and other initiatives advocating an ethic of service or active learning approaches.

5. It is recommended that future studies concentrate on how Service Learning affects academic achievement and school reform. This research should examine how students transfer knowledge from one experience to another one.

6. Additional research is needed to document the effect of Service Learning on improving citizenship skills.

7. Research is needed to determine if there is a developmental continuum of Service Learning experiences. There is a need to understand the appropriate sequence of K-12 service activities beginning with elementary students.

8. A longitudinal study of the effects on Service Learning would be interesting and should be conducted.

Summary

In summary, Service Learning is a vital instructional strategy for teaching and learning. Service Learning can also answer the calls of leading education reformers for more personalized teaching with active-learning strategies, for seeing teachers as coaches of students who assume more responsibility for their learning, and for recognizing the school as the center of the community (Commission for National & Community Service, 1993, p. 31). Service Learning connects young people to the community by placing them in challenging situations where they can strengthen the academic curriculum. Service Learning also makes the skills and knowledge learned in the classroom relevant, as young people connect their actions to the world beyond the four walls of the school with work in math, social studies, language arts, and science (ASLER, 1993, p. 3). It is hoped that the results of this study will contribute to a more ready acceptance of Service Learning throughout the state of South Carolina. The challenge is to provide all students the opportunity to learn through service. Research into the practice indicates that a well-designed service program can have a powerful impact in the way teachers teach and students learn. Service Learning provides an integrated, active, and vital way to educate the young people of South Carolina.

APPENDICES

Appendix A

Profile of Service Learning Programs and Activities in South Carolina

Directions for Completing Questionnaire

Purpose: The purpose of this study is to create a profile of Service Learning programs in South Carolina; to explore the relationship between the person coordinating these activities and the degree to which Service Learning is practiced; to determine how Service Learning projects and activities respond to the national priorities of meeting critical human, environmental, educational, and public safety needs; and to determine how many students are participating and the number of hours they are volunteering.

The questionnaire contains 3 parts.

Part I: This section contains 7 items that describe basic programs. Read each item carefully and place an X in front of the answer that best describes your program. Choose only one answer for each item.

Part II: This section has 5 parts. For each national service priority area that is a primary focus of your service activities, mark all the services you provide. Then complete part *b* by estimating the proportion of your total service time that is devoted to that priority.

Part III: In this section you will need to count the total number of students that participate in Service Learning activities. If students participate in more than one service project, do not count them twice. Next estimate the total number of student hours for all five categories. Finally, determine the percentage of Service Learning students for the total school population.

Please remember the following as you complete this questionnaire:

1. Read the directions carefully for each part before completing the section.
2. Try to answer all questions.
3. Do not include your name or the name of your district. Individual responses will be kept confidential.

This form was adapted from EIS forms developed by the Corporation for National Service.

I. Basic Program Profile

Place an X in front of the answer that best describes your program.

1. Is your program primarily

   _____ Rural
   _____ Urban
   _____ Suburban
   _____ Mixed (Briefly Describe) _____

2. In what context does your Service Learning program operate?

   _____ District wide
   _____ School wide
   _____ Grade wide
   _____ One content area/classroom (List subject) _____
   _____ Community service class
   _____ Other (Briefly Describe) _____

3. Does your Service Learning program have a(an)

   _____ Advisory Council
   _____ Steering Committee
   _____ Other (Describe) _____
   _____ None of the above

4. In what context does your Service Learning project director operate?

   _____ District level administrator
   _____ Building level administrator / counselor
   _____ Classroom teacher
   _____ Other (Briefly describe) _____

5. When is the service experience usually held?

   _____ After school
   _____ During school day
   _____ Summer
   _____ Weekends
   _____ Combination (Please explain) _____
   _____ Other (Briefly describe) _____

6. Project Format

   _____ Volunteer service (Not classroom based)
   _____ Service Learning course
   _____ Service Learning in a regular academic course
   _____ Club sponsored activity
   _____ Other (Briefly describe) _____

7. Participation in Service Learning is

   _____ Voluntary   _____ Other (Briefly describe) _____
   _____ Required   _____

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II.   Participant Activities

What are the major community service activities provided by participants in this project? Include primary services only. Place an X by all that apply. **Note: Your responses to 1b, 2b, 3b, 4b and 5b should sum 100 percent.**

1a.   **Education**
School Readiness
___ Child care
___ Headstart/preschool
___ Family literacy
___ Other (Specify) _____

School Success
___ During school tutoring
___ After school tutoring
___ After school mentoring
___ Summer program / academic assistance
___ Other (Specify) _____

1b.   About what percent of total service is devoted to education? _____

2.a   **Human Needs**
Health
___ Hospitals, nursing homes
___ Senior centers
___ Health advocacy/education
___ Substance abuse/prevention
___ Other (Briefly describe) _____

Home
___ Shelter support for the homeless
___ Rehabilitating low-income housing
___ Assistance to senior citizens
___ Assistance to disabled/physically challenged
___ Other (Briefly describe) _____

2b.   About what percent of total service is devoted to human needs? _____

3a.   **Public Safety**
Crime Prevention
___ Violence prevention/education
___ Conflict resolution
___ Reduction of substance abuse
___ After school activities
___ Other (Briefly describe) _____

3b.   About what percent of total service is devoted to public safety needs?_____

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Crime Control
___ Victim assistance
___ Anti-victimization programs
___ Juvenile justice programs
___ Other (Briefly describe) _____

4a. **Environment**
Neighborhood Environment
___ Revitalizing/landscaping neighborhoods
___ Revitalizing/landscaping school grounds
___ Eliminating environmental risks
___ Energy efficiency efforts, recycling
___ Other (Briefly describe)_____

Natural Environment
___ Conserving and restoring public lands
___ Trail maintenance
___ Community gardens
___ Natural resource sampling and monitoring
___ Environmental mapping
___ Other (Briefly describe)_____

4b. About what percent of total service is devoted to environment? _____

5a. **Other Service Projects**
___ Other (Briefly describe)

_____

_____

5b. About what percent of total service is devoted to other areas? _____

Part III.   Participant Information

This section has three columns. Indicate the total number of Service Learning students for each category (1-5).   Count students only once, even if they participate in several different service activities. Place this figure in the first column. In the second column, indicate the approximate number of hours volunteered by participants during the school year; and, in the last column, indicate the percent this represents of the total student population.

	Total Participants	Total Hours	Percent of Enrollment
1. Elementary			
2. Middle School			
3. High School			
4. Adult Education			
5. Other (Describe)			

Appendix B
Letter Seeking Permission to Modify Instrument

To: Calvin Dawson, Program Officer
               Corporation for National Service

From: Kathy Gibson, Project Director
               Learn and Serve America

Date: February 28, 1995

Re: Research on Service Learning

I am conducting a research study for the South Carolina Learn and Serve America program. The purpose of the study is to determine the extent to which Service Learning is integrated into various disciplines throughout classrooms in South Carolina. Secondly, our study will focus on the relationship between the person coordinating Service Learning and how Service Learning programs are delivered. We are specifically looking at district office-level administrators, building-level administrators and classroom teachers who take the initiative to implement Service Learning in their districts. Finally, our study will focus on how responsive South Carolina programs are to the national priorities of meeting critical human, educational, environmental, and public safety needs.

The purpose of this memo is to request permission from the Corporation for National Service to modify some of the questions in the data collection instruments that were used in FY93 and FY94. Our office will continue to use your forms to collect data for the Corporation. This study will be done in addition to our comprehensive evaluation. Our office will share all information from the study with the Corporation. The study was included in our renewal application that was sent to the Corporation last month.

If you have any questions, please feel free to contact me at (803) 734-8451. Thank you in advance for considering this request.

Approved:

Calvin T. Dawson 3/3/95

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Appendix C
Memo to Pilot Group Testing Assessment Instrument

To: Susan Helms
                 Judy Medlin
                 Irene Murphy
                 John Robinson
                 Alice Sloan
                 Carolyn Snell
                 Mary Lou Thompson
                 Vickie Zissette

From: Kathy Gibson

Date: April 3, 1995

Re: Pilot Test of Assessment Instrument

I am developing a Service Learning instrument to determine the status and extent to which Service Learning is implemented in the state. This instrument will be administered later this year to all Service Learning project directors.

As a result of your previous training and interest in Service Learning, you have been selected to review this instrument and to make any comments regarding the content integrity and clarity of the questions. To accomplish this task, I would like to invite you to actually complete the questionnaire as if you were responding for a Service Learning program you were administering. Please clock yourself to determine the amount of time that will be imposed on future respondents.

Feel free to write any comments on the questionnaire. For your convenience, I have also enclosed a comment sheet. Please record the time it takes you to complete the instrument on this form. If possible, please complete this form and return in the enclosed self-addressed stamped envelope by Wednesday, April 12.

I realize your time is very valuable, and as a token of my appreciation, I am enclosing a small gift. If you have any questions, please feel free to call me at (803)734-8451. Thank you in advance for your cooperation.

Enclosures

Appendix D

Pilot Test of Service Learning
Assessment Instrument

Comment Sheet

Name: _____ Date: _____
(optional)

Please complete the following.

1. Amount of time needed to complete instrument: _____

2. Were the directions in part one clear? _____
    If unclear, please explain: _____

3. Were the directions in part two clear? _____
    If unclear, please explain: _____

4. Were the directions in part three clear? _____
    If unclear, please explain: _____

5. Were any of the questions confusing? _____
    If so, which ones? _____
    _____

6. What would you do to improve the instrument? _____
    _____

7. Comments: _____
    _____
    _____

Please return in the enclosed envelope by April 12.

Appendix E
Serve America Cover Letter

To: Serve America Project Directors

From: Kathy Gibson

Date: April 17, 1995

Re: Service Learning Questionnaire

I am requesting your participation in a comprehensive study to create a profile of Service Learning programs and activities in an effort to determine the extent to which Service Learning is implemented across South Carolina. This study will examine programs that were previously funded with money that was made available to states via the National and Community Service Trust Act of 1990. For this study to be effective, it will be necessary for all former Serve America programs to participate.

Enclosed is a short questionnaire which will take **approximately 10 minutes** to complete. Please read the directions carefully, complete each part, and return it in the enclosed self-addressed, stamped envelope by Monday, May 1, 1995. The results of the study will be shared with you in a few months.

I realize your time is very valuable, and as a token of my appreciation, I am enclosing a small gift. Your participation is very important to the success of this study. Please feel free to call me at (803) 734-8451 if you have any questions. Thank you in advance for your cooperation.

Enclosures

Appendix F
Learn and Serve America Cover Letter

To: Learn and Serve America Project Directors

From: Kathy Gibson

Date: April 17, 1995

Re: Service Learning Questionnaire

I am requesting your participation in a comprehensive study to create a profile of Service Learning programs and activities in an effort to determine the extent to which Service Learning is implemented across South Carolina. This study will examine programs that are currently funded with Learn and Serve America funds as well as programs that were previously funded with Serve America funds. For this study to be effective, it will be necessary for all all current project directors to participate.

Enclosed is a short questionnaire which will take **approximately 10 minutes** to complete. Please read the directions carefully, complete each part, and return it in the enclosed self-addressed, stamped envelope by Monday, May 1, 1995. The results of the study will be shared with you in a few months.

I realize your time is very valuable, and as a token of my appreciation, I am enclosing a small gift. Your participation is very important to the success of this study. Please feel free to call me at (803) 734-8451 if you have any questions. Thank you in advance for your cooperation.

Enclosures

Appendix G
Follow-up Memo

To:

From: Kathy Gibson

Date: May 15, 1995

Re: Service Learning Questionnaire

Since your school received funds last year from the Commission for National and Community Service, I am again requesting your participation in a comprehensive study to create a profile of Service Learning programs and activities in an effort to determine the extent to which Service Learning is implemented across South Carolina. Regardless of how much or how little Service Learning is taking place in your school, it is critical that your school be included in this study.

Enclosed is a short questionnaire which will take **approximately 10 minutes** to complete. If you are unsure of the exact number of students that have participated in your program or the exact number of hours of service, please include your best estimate.

Please feel free to call me at (803) 734-8451 if you have any questions. Thank you in advance for your cooperation.

Enclosures

Appendix H
Memo to Persons Participating in Ethnographic Study

To:

From: Kathy Gibson

Date: May 15, 1995

Thank you for completing your Service Learning survey. As a follow-up to the survey, six (6) names were randomly drawn for an in-depth interview. I am pleased to inform you that your name has been drawn. This interview will last approximately one (1) hour and will take place at your convenience, preferably prior to the end of school.

I will be getting in touch with you to set up an appointment. Thank you in advance for participating in this project. If you have any questions, please do not hesitate to call me at (803) 734-8451.

Appendix I

<u>Informed Consent Form</u>

By signing this consent form, you are granting the researcher the opportunity to interview you regarding your school's / district's Service Learning program and to record your conversations on a tape recorder. You have given your consent to participate in a comprehensive study to determine how Service Learning is delivered and the relationship between the individual who initiates Service Learning and the extent to which Service Learning is actually implemented. It has been explained to you that the risks are minimal. Your name and / or school district's identity will not be disclosed in the study. Therefore, complete confidentiality has been assured to you.

The researcher has explained that the interview should take approximately one hour. However, it has also been explained that it may be necessary to conduct a follow-up interview.

The researcher has allowed you an opportunity to ask any questions prior to the beginning of the interview. Furthermore, it has been explained that you may at any time refuse to answer any part of a question. By signing this form, you are indicating that you are aware that you may withdraw from participation in this study without prejudice at any time.

Signature of Participant	Signature of Researcher

Date	Date

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