University of Nebraska Omaha
DigitalCommons@UNO

Higher Education

Service Learning

12-1991

Voluntary Action on the College Campus - From Theory to Practice

Debra Floerchinger

Follow this and additional works at: http://digitalcommons.unomaha.edu/slcehighered

Part of the Service Learning Commons

Voluntary Action on the College Campus – From Theory to Practice

By Debra Floerchinger

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

President and Mrs. Bush committed his administration to the promotion of volunteer service in the President's Inaugural Address in January 1989. The "Points of Light Initiative" was announced in June 1989 to advance volunteerism and community service on the national level. This initiative created a foundation to promote these ideals.

As stated by the President, "This foundation would issue a call to all individuals and institutions in America to claim society's problems as their own; to identify, enlarge and multiply community service initiatives that work; and to develop, discover, and encourage leaders in community service" (Bush, 1989).

A five-member advisory committee on The Points of Light Initiative Foundation originally met in Washington, DC, on Oct. 30, 1989, to hear witnesses and to discuss proposed recommendations. The group met to review and finalize its report on Dec. 11, 1989 (President's Advisory Committee, 1989).

The publicity surrounding this initiative leads us to believe that volunteerism is the catch phrase of the 1990s. In actuality, voluntarism and community service have been around for a long time and their popularity has reflected a rather cyclical nature on college campuses as well as in the nation as a whole. A thorough investigation of the trends both serves to educate as well as to promote longevity of this important phenomenon.

Defining the Terms

In contrast to voluntarism, which connotes principles or values of volunteer participation in human service systems, volunteerism focuses on the persons who volunteer, the services they provide, and the professionals to whom they relate. Volunteers are defined as individuals or groups who contribute services to human service programs without remuneration (Haeuser and Schwarts, 1980).

Van Til (1988) described the three sectors of the economy in relation to community service and economics. Basically, business commands 80 percent of our economy. The government sector, which is second in size, captures approximately 14 percent of the economy's bulk. The third sector, which is also called "voluntary" or "independent" or "nonprofit," constitutes the remaining 6 percent of the national economy.

"Two conclusions are certain: that people have multiple reasons for volunteering, and that people's motivations for volunteering often change through time."

David Horton Smith (1974), a leading author in the field of voluntary action, distinguished at least five main types of voluntary action with corresponding types of individual "volunteers" and various types of groups and organizations. These main types are: (1) service oriented voluntarism, which is dedicated to helping others or doing things for others; (2) issue-oriented or cause-oriented voluntarism, which is directed at changing some kind of public issue such as the environment; (3) consummatory or self-expressive voluntarism, which is aimed at enjoyment of activities for their own sake or the sake of personal self-expression and self-realization, without any major focus on altruism or external goals; (4) occupational/economic self-interest voluntarism, which is aimed at furthering the occupational and/or economic interests of its participants; and (5) philanthropic/funding voluntarism, which is aimed

at raising and/or distributing funds to non-profit and voluntary organizations of all kinds.

Here we will focus on service, issue-oriented, and philanthropic voluntary action.

America: Who Volunteers?

In 1988, Independent Sector, a non-profit organization, commissioned the Gallup Organization to conduct a national survey on the giving and volunteering behavior of Americans. The findings of this study reflect the most current published information available.

Basically, two findings provide an overview of the nature of community service activities. One is that the base of volunteerism is growing, and the other is that the profile of the American volunteer is changing. Bailey (1989) found that the typical volunteer can be characterized as the following: female, caucasian, and employed with an annual income of between $20,000 and $40,000.

Hodgkinson and Weitzman (1988) noted that in statistical terms, approximately 80 million adult Americans, or nearly half of the American adult population, are active volunteers. It is also noted that of those who volunteer, an average of 4.7 hours per week, or 244.4 hours per year, is contributed to volunteer activities. This translates into 19.5 billion hours in both formal and informal volunteering. Americans who volunteered formally in 1988 gave 14.9 billion hours – the equivalent of services provided by 8.8 million full-time employees. The value of this time is estimated at $150 billion (Berry, 1989, p. 72).

It is further estimated that more than 3,000 public and private high schools have community service programs and more than 550 colleges and universities have programs involving an average of 500 students per campus. Rutter and Newman (1989) estimated that 4 percent of regular public schools required community service for graduation and about 8 percent offered academic credit for community service. Many colleges and uni-

versities are also implementing such requirements (Dodge, June 6, 1990). In the past five years, hundreds of new programs have been created on college campuses and in high schools across the United States.

Volunteerism on Campus

Theus (1988) quoted statistics from a 1987 Gallup Poll that asked 542 students on 100 randomly selected campuses nationwide if they were currently involved in any charity or social service activity. Thirty-five percent answered "yes."

Another more recent study was conducted jointly during the fall of 1989 by the Higher Education Research Institute at the University of California at Los Angeles and by the American Council of Education. It questioned more than 200,000 students enrolled during the academic year at 403 colleges and universities about their academic interests, social attitudes, and goals. Among other findings, a record number of freshmen (44.1 percent) said influencing "social values" were very important to them. Almost one-quarter of the freshmen said participation in community action programs was very important, and 62 percent of the students surveyed had

performed volunteer work within the past year (Dodge, Jan. 24, 1990; *Higher Education and National Affairs*, 1990).

"From the earliest origins of higher education, the transmission and support of values or moral development has coincided with the missions of individual universities."

The Campus Outreach Opportunity League (COOL), created in 1984, is a national non-profit organization that promotes and supports student involvement in community service. COOL offers community service advice to students and staff on more than 700 campuses and in July of 1991 announced 75 campus affiliates.

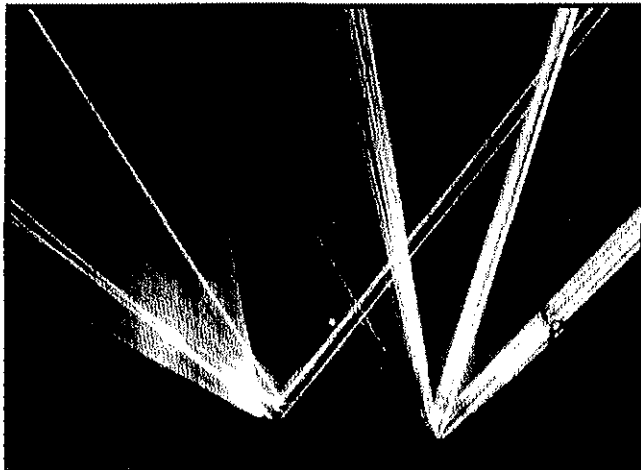Campus Compact is a task force originally organized in 1985 by a group of college and university presidents with the help of the Education Commission of the States. This group now boasts 267 presidents across the nation (N-K Collison, 1990). They admonish postsecondary educators to "undertake not only the intellectual, but also the moral training of America's collegians by institutionalizing campus-based community service and funding student volunteer opportunities" (Theus, 1988, p. 29).

Campus Compact, in conjunction with the ACE/UCLA Cooperative Institutional Research Program (CIRP), is currently studying volunteers on college campuses and longitudinal findings should be available in 1992. Students will be interviewed to ascertain whether there are different levels of participation in colleges actively sponsoring service programs.

Motivation and the Search for Meaning

"You can find what you are looking for in helping others. When it comes right down to it ... what all of us want out of life are two things; meaning and adventure ... If you walk this path with me, I can promise you a life full of meaning

and adventure" (President George Bush, June 21, 1989).

Formal motivation theory often is used as a theoretical rationale for voluntary action. Just a few of the leading authors and their theories include J.R. Kidd's (1977) discussion of extrinsic and intrinsic motives; Herzberg's (1968) motivation and hygiene factors; Adams' (1965) and Olson's (1965) discussions of social exchange theory; and Homans' (1961) equity theory. Social exchange theory defines interaction based on the exchange of costs and rewards in which participants attempt to maximize the rewards received and they minimize the costs incurred in the exchange. Equity theory, a sub-theory of exchange, defines a relationship as an exchange in which individuals incur costs and obtain rewards for their participation. Altruistic behavior has also been described as combining the three motivations of: (1) reward cost; (2) social responsibility and reciprocity; and (3) good moods and feelings.

A 1975 U.S. Census Bureau survey listed seven top reasons that people provided for their involvement in community service. The top reason given was "wanted to help people" (53 percent). Other responses included "enjoyed volunteer work" (36 percent), "had a sense of duty" (32 percent), "had a child in the program" (22 percent), "could not refuse" (15 percent), "had nothing else to do" (4 percent), and "hoped activity would lead to a paying job" (3 percent).

The 1988 Gallup survey (Berry, 1989) indicated that people who volunteer do so because of a strong commitment to personal goals and values. The most frequently mentioned motivations included the individuals' need to be useful, the desire to help a family member or friend, and a sense of religious obligation. They also felt obliged to help those who were less fortunate.

Specifically on college campuses, Neale and Johnson (1969) found at the University of Minnesota, students who volunteered felt that the desire for personal experience and fulfillment of moral conviction were most important. Less weight was given to the chance to meet new friends, the fulfillment of political convictions and rebellion against society. The main reasons given by students who did not volunteer were lack of time, lack of knowledge in how to join, and unfavorable attitude toward people in social activities, lack of required skills, and lack of personal rewards in participating.

Gidron (1978) found that in student volunteers under 25 years of age, most participated in voluntary service because of the opportunity for a learning experience. In a survey of student blood donors, Leonard (1977) found that 70 percent of donors were motivated out of a sense of social responsibility, 10 percent contributed out of a sense of obligation and the remaining 20 percent donated blood for a variety of reasons.

Fitch (1987) examined characteristics and motivations of college student volunteers who were members of registered student organizations whose primary aims are to provide service to the community. The students indicated that although altruistic reasons were important, egoistic rewards were also necessary ("It gives me a good feeling or sense of satisfaction to help others" ranked first; "Because of the people I meet and friendships I make with other volunteers" ranked third). "I am concerned about those less fortunate than me" ranked second. One of the last reasons given was that "it was an assignment or requirement for a class, organization, or group."

Two conclusions are certain: that people have multiple reasons for volunteering, and that people's motivations for volunteering often change through time.

"Even if your campus has yet to implement a volunteer center or community service learning component, there are things you can do as an individual to promote volunteerism ... "

Values Transmission in the University Community

The role of values transmission on the college campus is indisputable. From the earliest origins of higher education, the transmission and support of values or moral development has coincided with the missions of individual universities.

In discussing values transmission and the role student affairs professionals should adopt, the literature is fairly specific in direction. Generally, there is an agreement that student affairs professionals should become the values leaders of the campus community. This relates to community service in a variety of ways.

Chickering (1981) hypothesized that college unions can have an impact on student growth in five major areas, including the development of humanitarian concern. Chancellor Dr. Charles E. Young (1983) stressed that the university needs to support and nurture the spirit of voluntarism as it is a "place of light, of liberty, and of learning" (p. 38).

Ernest L. Boyer reported in 1987 that students needed a relationship between what they learn and how they live. He recommended that service projects, including volunteer work in the commu-

nity or college, should be an "integral part of the undergraduate experience" (p. 218). At a 1990 meeting of the American Council on Education, Boyer again suggested that institutions sponsor campus-wide discussions on a variety of topics, link students to faculty advisers on a long-term basis, and encourage students to "relate their learning to the realities of life" by participating in community-service programs (Wilson, 1990).

The book *Campus Life: In Search of Community* (1990) outlines six principles that are noted to provide an effective formula for day to day decision-making on the campus and define the kind of community every college and university should strive to be. These include: (1) being an educationally purposeful community; (2) an open community; (3) a just community; (4) a disciplined community; (5) a caring community; and (6) a celebrative community. Under principle five, it is specifically suggested that " ... all students be encouraged to complete a community service project as an integral part of the undergraduate experience (p. 54)."

Kuh, Schuh, White and Associates (1991) concluded from their examinations of a variety of colleges that "Involving Colleges provide opportunities for students to render service to their communities beyond the campus through local, regional, and international programs (p. 373)."

Social responsibility, according to Fitzpatrick (1988), has often been implied rather than explicitly stated. In her article "Social Responsibility in Higher Education," Fitzpatrick cites current opinions regarding social responsibility as a mission of higher education and illustrates how programming fosters this mission. She challenges readers with two questions that professionals might ask: "Do we role model values that promote social responsibility?" and "How do we assist our students in using their values in particular situations?" (p. 194)

The concept of developing a sense of "mattering" is an important one to students on a college campus. "Marginal" students may be defined as students who do not feel as though they fit in or belong. Promoting volunteerism and community service has been suggested by Roberts and Brown (1989) as one specific way that universities can empower students to feel worthwhile or significant.

In spite of the urgings of academic and student affairs writers, there still seems to be a lack of action on the part of many institutions of higher education. Five specific roles for higher education were indicated by O'Connell (1985) in the development of active citizenship and personal community service. They include: research on the legitimate topic of voluntary action; teaching about citizenship and community service; providing career development in public service administration; providing education to older students

about volunteer leaders' roles; and providing citizenship education.

The Importance of Mentors

The influence of others is documented in *Giving and Volunteering in the United States: Findings From a National Survey* (Hodgkinson and Weitzman, 1989). It was reported that 40 percent of the respondents were asked to volunteer and 39 percent learned about such activities through participation in various organizations. Further, 75 percent of the individuals who were asked to volunteer did so, while only 45 percent of all adult Americans actually do volunteer. Berry (1989) concluded from this information that many Americans are not being asked to volunteer and do not do so.

The university studies concur. Neale and Johnson (1969) noted that student volunteers were involved because their families and friends placed a high value on social action. Fitch (1987) also found that students considered parents and friends as the most significant influence on their becoming volunteers. Seventy-eight percent of the respondents in his study reported that their parents were volunteers.

Robert White (1981) stressed the importance of role models in the development of humanitarian concern and volunteerism. Potentially, students whose parents or friends are not directly involved in volunteer activity may still be encouraged by faculty and staff members on the college campus. Levine (1989) and Bojar (1989) discuss the many opportunities that students and professors may share in providing public service and in formal academic settings. Martin (1984) argued that academics in particular should be expected to be involved in social action. Many faculty persons serve as organization advisers on our campuses. Their influence in values transmission should not be overlooked (Emmett, 1983).
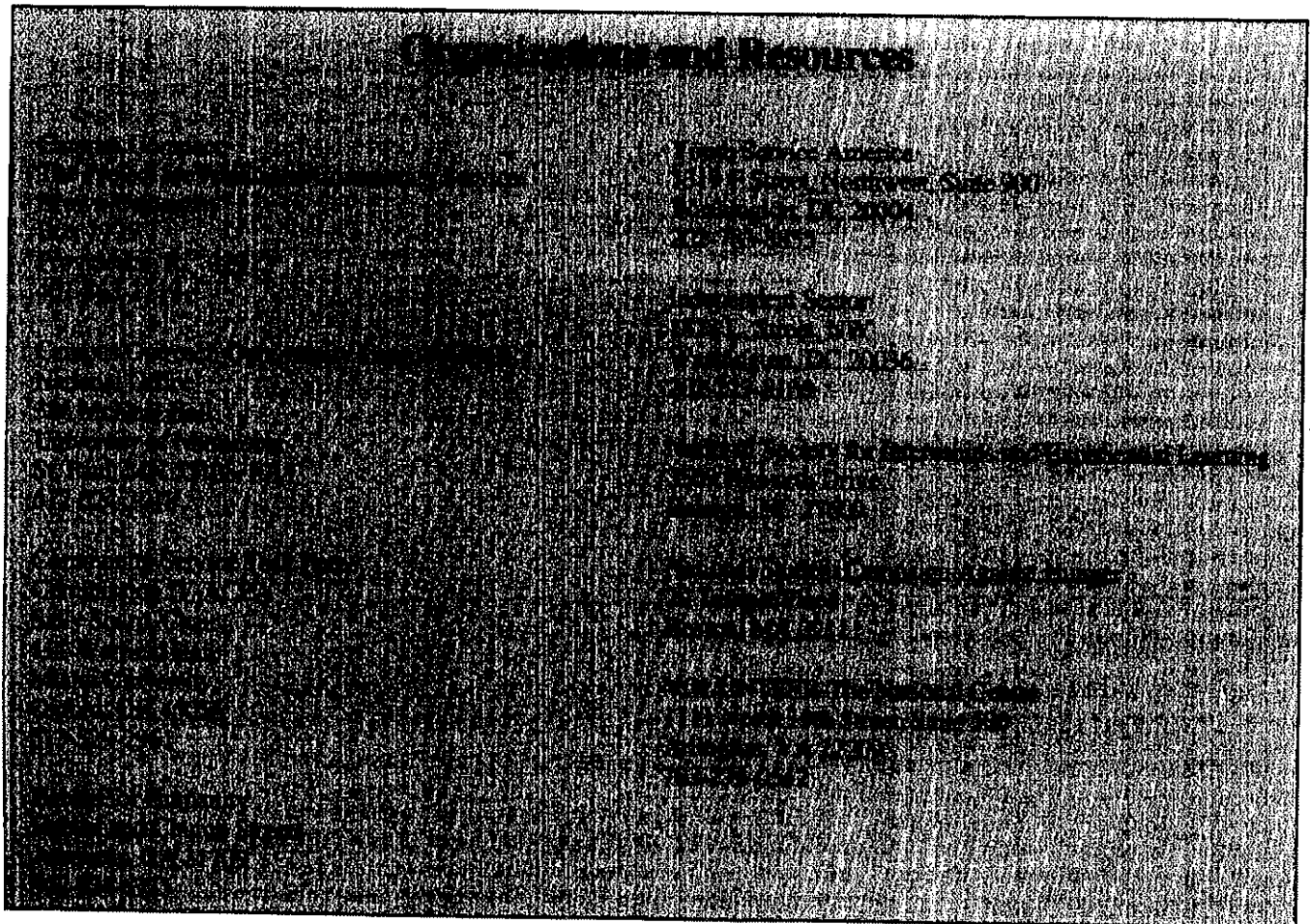
In addition to having a positive effect on students and their community service commitment, faculty (and staff) may have a negative influence. An interview with award-winning student volunteers discovered that many faculty members are negative about time taken away from classes and studying. Students felt that faculty members are only interested in things they want to be interested in and that they've experienced a lack of encouragement from faculty. Three suggestions or recommendations would be to provide an office that is a clear center point for coordination and networking; receive support from the university officers, including the president; and receive technical help in such things as fund raising (Newman, 1987).

Lighting Your Own Candle

The issue of mentoring was brought up by Thomas E. Richardson in 1975. He focused his arguments on the idea that professionals serve as mentors to both students and fellow staff members. We provide considerable influence on students often through others, and our influence often comes through informal settings. An important point is that "public posture and private persuasion" continue to be important. We cannot promote the values inherent in community service if students do not see us as active in service ourselves.

Other informal teaching strategies such as col-

laboration, information instruction, and structuring the environment through expectations (Allen, 1983) may be applicable to the teaching of community service as well. Even if your campus has yet to implement a volunteer center or community service learning component, there are things you can do as an individual to promote volunteerism:

1. If your university has an office that coordinates such efforts, contact the director and express your interest and support.

2. Volunteer to work with student organizations and activities that promote community service.

3. Volunteer on your own in the community. If long-term commitments scare you, try one-shot service projects.

4. After the fear wears off, venture into direct service, committee work or board of directors work. Need some ideas? Many books, such as Raynolds and Raynolds' (1988) source, may help.

5. Initiate a "Spotlight on Volunteers" column in any newsletter you write.

6. Invite students and other colleagues to join you at your civic organization meetings.

7. Don't be quiet about your own volunteer work. Ask others to help or talk about your experiences. Remember, it often only takes an invitation.

8. Combine volunteer fairs with organization fairs, or hold them separately, to ensure attendance.

9. Develop a brochure of campus activities and organizations with a service interest. Distribute this on its own or combine with other information, such as Independent Sector's "Give Five" materials.

10. Develop a brochure or pamphlet (or book, if you live in a large geographic area) of community service organizations that are seeking volunteers. You don't even have to match them up.

11. Combine student organizations' philanthropic projects to produce an all-campus event.

12. Bring in guest speakers or coffeehouse performers who focus on community service topics.

13. Suggest programs to provide faculty/staff release time for work on community service projects. Many corporations provide this and more (Lawrence, 1982).

14. If your university is involved in community service, push for increased publicity. Rewarding volunteer efforts is important!

In terms of funding, 1990 was a very good year. The National and Community Services Act of 1990 passed the Senate on Oct. 16 and the House of Representatives on Oct. 24. It was signed into law on Nov. 15. This authorizes $275 million over three years to expand opportunities for Americans to serve their communities and the nation. The text of the bill is included in House Report Number 101-893. The public law number is 101-610. The grants help with a number of activities: creating and expanding existing programs for

students, encouraging student-designed projects, integrating service into the existing curriculum, training students to teach basic skills, and training potential service workers in skills needed to run and supervise programs. An information booklet that provides background information on the legislation and funding is available by writing or calling the Senate Labor and Human Resources Committee, Washington, DC 20510, telephone: 202-224-5375. Funds must be awarded by the end of the federal fiscal year, which is Sept. 30.

Okay, so you work on one of those lucky campuses with firmly established volunteer centers. It's important to take that next step to combine service with learning. Cohen and Sovet (1989) discuss this issue, as do editors Delve, Mintz and Stewart (1990). The Johnson Foundation, Inc. of Racine, WI (53401-0547) can provide you with a copy of "Principles of Good Practice for Combining Service and Learning" (1989). Craig (1990) discussed incorporating student service learning into the mission of the student activities center, and Slepitza (1990) describes service learning in the residence halls. *National On-Campus Report* featured a six-part series on community service beginning with the June 3, 1991 (Vol. 19, No. 10), issue. Many ideas from other campuses are listed in these issues.

"From now on in America, any definition of a successful life must include serving others."
— President George Bush, June 22, 1989

Volunteerism may very well be an issue for the '90s. The issue is surrounded by controversy involving politicians and academicians, alike. Should voluntarism be rewarded with financial aid incentives or academic credit? Should community service be a graduation requirement? Should community service be integrated with student judicial sanctioning? Is the resurgence of interest mainly a political ploy to cover budget cuts? What role, if any, should we play in the promotion of voluntarism? These and many other questions will be raised in the upcoming decade. As a New Year's resolution, commit yourself to seeking answers to these questions and seek, as well, a personal commitment to community service and altruism on your own campus.

References

Adams, J.S. "Inequity in Social Exchange." In L. Berkowitz (ed.), *Advances in Experimental Social Psychology*, Vol 2. New York: Academic Press, 1965.

Allen, K.E. "Informal Teaching Strategies," *Campus Activities Programming*, Vol. 16, No. 4 (1983), 43-46.

Bailey, F.H. "Volunteers and the PBS Station: 'To Be or Not to Be' or 'How Do You Keep Them Down on the Firm Once They've Been on TV.'" Presented at the PBS Development Conference, Tucson, AZ, June 1989.

Berry, M. "Volunteering in the United States: A Current Profile." *Report to the President*, p. 71-75. Washington, DC: The President's Advisory Committee on the Points of Light Initiative Foundation, 1989.

Bojar, K. "Broadening Community Service to Include Low-Income Students," *Change*, Vol. 21, Nov. 5 (1989), 22-23.

Boyer, E.L. *College: The Undergraduate Experience in America*. (Commissioned by the Carnegie Foundation for the Advancement of Teaching.) New York: Harper & Row, 1987.

Carnegie Foundation for the Advancement of Teaching. *Campus Life: In Search of Community*. Lawrenceville, NJ: Princeton University Press, 1990.

Chickering, A.W. "Potential Contributions of College Unions to Student Development." In W.M. Klepper (ed.), *The Impact of College Unions and Their Programs on Today's Students*. Stanford: Association of College Unions-International, 1981.

Cohen, S., and C.A. Sovet. "Human Service Education, Experiential Learning and Student Development," *The College Student Journal*, Vol. 23, No. 2 (1989), 117-122.

Craig, D. "Student Service Learning and Student Activities – A Perfect Fit," *Campus Activities Programming*, Vol. 23, No. 2 (1990), 44-48.

Delve, C., S. Mintz and G. Stewart. *Community Service as Values Education* (New Directions for Student Services). San Francisco: Jossey-Bass, 1990.

Dodge, S. "More Freshmen Willing to Work for Social Change and Environmental Issues, New Survey Finds," *Chronicle of Higher Education*, Jan. 24, 1990, p. A31-A32.

Dodge, S. "Colleges Urge Students to Do Community Service Work; Some Even Require It," *Chronicle of Higher Education*, June 6, 1990, p. A1, A30.

Emmett, M. "Enlisting Faculty Advisers," *Campus Activities Programming*, Vol. 16, No. 5 (1983), 31-35.

Fitch, R.T. "Characteristics and Motivations of College Students Volunteering for Community Service," *Journal of College Student Per-*

sonnel, Vol. 28, No. 5 (1987), 424-431.

Fitzpatrick, M.M. "Social Responsibility in Higher Education," NASPA Journal, Vol. 25, No. 3 (1988), 191-194.

"Freshman Attitude Survey Shows Increased Environmental Concerns," Higher Education and National Affairs, Jan. 29, 1990, p. 6, 8.

Gidron, B. "Volunteer Work and Its Rewards," Volunteer Administration, Vol. 11, No. 3 (1978), 19-32.

Haeuser, A.A., and F.S. Schwartz. "Developing Social Work Skills for Work With Volunteers," Social Casework, Vol. 61, No. 10 (1980), 595-601.

Herzberg, F. "One More Time: How Do You Motivate Employees?" Harvard Business Review, Vol. 46, No. 1 (1968), 53-62.

Hodgkinson, V.A., and M.S. Weitzman. Giving and Volunteering in the United States: Findings From a National Survey. Washington, DC: Independent Sector, 1988.

Homans, G. Social Behavior: Its Elementary Forms. New York: Harcourt, Brace and World, Inc., 1961.

Kidd, J.R. How Adults Learn. New York: Association Press, 1977.

Kuh, G.D., J.H. Schuh, E.J. White and Associates. Involving Colleges: Successful Approaches to Fostering Student Learning and Development Outside the Classroom. San Francisco: Jossey-Bass, 1991.

Lawrence, M. "Social Responsibility: How Companies Become Involved in Their Communities," Personnel Journal, Vol. 61, No. 7 (1982), 502-510.

Leonard, W. Altruistic Behavior Among College Students: An Investigation of the Social and Psychological Characteristics of Blood Donors. Chicago: American Sociological Association (ERIC Reproduction Service No. ED 147 203), 1977.

Levine, A. "Learning by Doing Through Public Service for Students and Professors Alike," Change, Vol. 21, No. 5 (1989), 19-21, 24-26.

Martin, B. "Academics and Social Action," Higher Education Review, Vol. 16, No. 2 (1984), 17-33.

Neale, D.C., and D.W. Johnson. College Student Participation in Social Action Projects. Washington, DC: American Educational Research Association (ERIC Document Reproduction Service No. ED 028 469), 1969.

Newman, F. "Students in Public Service: Honoring Those Who Care," Change, Vol. 19, No. 4 (1987). 19-27.

N-K Collison, M. "A New Face Is Seen for Activism in 1990s: 'Pragmatic Idealism'," Chronicle of Higher Education, Jan. 24, 1990, p. A31, A35.

O'Connell, B. "Citizenship and Community Service: Maintaining America's Voluntary Spirit," AAHE Bulletin, Vol. 38, No. 3 (1985), 3-7.

Olson Jr., M. The Logic of Collective Action: Public Goods and the Theory of Groups. Cambridge, MA: Harvard University Press, 1965.

The President's Advisory Committee on the Points of Light Initiative Foundation. Report to the President. Washington, DC, 1989.

Raynolds III, J.F., and E. Raynolds. Beyond Success: How Volunteer Service Can Help You Begin Making a Life Instead of Just a Living. New York: MasterMedia Limited, 1988.

Richardson, T.E. "What Do You Teach Here: Staff Development," NASPA Journal, Vol. 13, No. 2 (1975), 36-38.

Roberts, D.C., and L. Brown. "Value Education Through Activities Involvement." In D.C. Roberts (ed.), Designing Campus Activities to Foster a Sense of Community (New Directions for Student Services, No. 48, p. 69-79). San Francisco: Jossey-Bass, 1989.

Rutter, R.A., and F.M. Newmann. "The Potential of Community Service to Enhance Civic Responsibility," Social Education, Vol. 53, No. 6 (1989), 371-374.

Slepitza, R.A. "Service Learning in the Residence Halls: A Fertile Ground for Student Development." In C.I. Delve, S.D. Mintz and G.M. Stewart (eds.), Community Service as Values Education (New Directions for Student Services, No. 50, p. 65-75). San Francisco: Jossey-Bass, 1990.

Smith, D.H. "Research and Communication Needs in Voluntary Action." In J.G. Cull and R.E. Hardy (eds.), Volunteerism: An Emerging Profession, p. 111-186. Springfield, IL: Charles C. Thomas, 1974.

Theus, K.T. "Campus Based Community Service: New Populism or 'Smoke and Mirrors'," Change, Vol. 20, No. 5 (1988), 27-38.
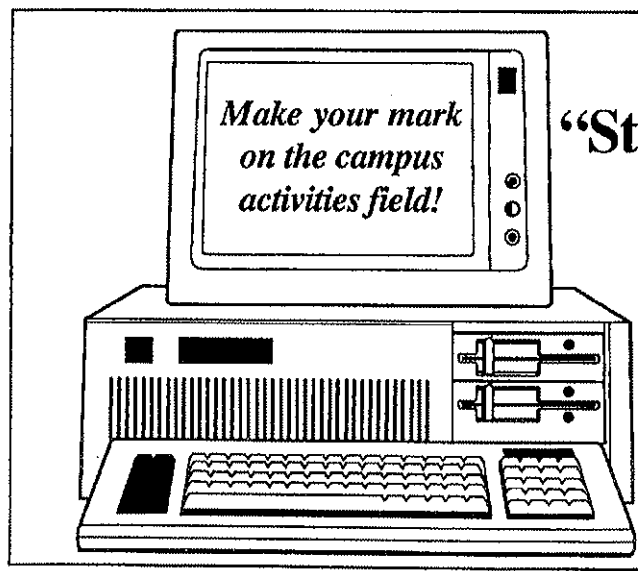
U.S. Census Bureau. Americans Volunteer. Washington, DC: ACTION (The Agency for Volunteer Service), 1975.

Van Til, J. Mapping the Third Sector: Voluntarism in a Changing Social Economy. New York: the Foundation Center, 1988.

White, R. "Humanitarian Concern." In A. Chickering and Associates (eds.), The Modern American College, p. 158-171. San Francisco: Jossey-Bass, 1981.

Wilson, R. "Boyer Sees Lower Quality of Campus Life, Erosion of Sense of Community," Chronicle of Higher Education, Jan. 24, 1990, p. A31, A32.

Young, C.E. "Student Voluntarism: The Hidden Resource," Campus Activities Programming, Vol. 16, No. 3 (1983), 37-38. ●