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A Model, Volunteer, Student Service-Learning Program for Holy Savior High School

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**A MODEL, VOLUNTEER,
STUDENT SERVICE-LEARNING PROGRAM
FOR
HOLY SAVIOR HIGH SCHOOL**

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements of the Degree
Master of Educational Administration

by
Cabrine Ying-Hsueh Hsieh
June, 1997

ABSTRACT

A MODEL, VOLUNTEER,
STUDENT SERVICE-LEARNING PROGRAM
FOR
HOLY SAVIOR HIGH SCHOOL

by

Cabrini Ying-Hsueh Hsien

June, 1997

A model, volunteer, student service-learning program was developed for Holy Savior High School, Tienchung, Taiwan. The program was designed to be implemented during the everyday life of the school and curriculum, as well as for after school hours in the community.

Five (5) specific student service-learning activities and projects were developed and designed for implementation: 1) Environmental Beautification. 2) Service to the Poor. 3) Service to Senior Citizens. 4) Service to Delinquent Youths. 5) Christmas Garden Fair.

Development of the model program was influenced by a review of current literature and student service-learning information obtained from selected schools.

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CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

We have a pressing need to reconnect our families with their schools and our schools with their communities. We must reinvent a sense of community if we want our schools to achieve their full potential, bringing together adults, children, teachers, and other members of the community in an effort to improve student learning, responsibility, and citizenship. We know that schools do well when they make new connections – when they involve the business community, the arts and science communities, the university community, and other social service in a common effort to raise standards. Service-learning projects provide the structure needed to engage parents and other adults in our children’s education (Riley, 1995, p.viii).

In the above statement, Riley has suggested that service-learning can build a partnership between schools and the communities they serve. Through volunteer service, young people can connect with and build their communities, while participating in authentic learning activities which permit them to apply academic knowledge and skill to real-life situations. Service-learning is effective when it is structured to respond to both the needs of communities and the learning needs of students.

Checkoway (1996, p.600) has contended that, through service-learning, students may, for example, become participants in housing reform, health care, environmental change, neighborhood revitalization, and other types of service.

Checkoway said:

Service-learning enables students to serve the community, reflect on their experience, and learn lessons or derive for the future.

Purpose of the Project

The purpose of the project was to design and develop a model, volunteer, student service-learning program for Holy Savior High School, Tienchung, Changhua Hsien, Taiwan. To accomplish this purpose, a review of current literature regarding volunteer, student service-learning programs was conducted. Additionally, related information from selected schools was obtained and analyzed.

Limitations of the Project

For purposes of this project, it was necessary to set the following limitations:

1. Research: The preponderance of research and literature review for purpose of this project was limited to the past ten (10) years.

2. Scope: The model, volunteer, student service-learning program was designed for implementation at Holy Savior High School, Tienchung, Changhua Hsien, Taiwan.
3. Target Population: The model program was designed for students in grades 7 through 12.

Definition of Terms

Significant terms used in the context of this project have been defined as follow:

1. Community Service/Public Service: Community service/public service are used interchangeably despite the use of the former by some as an alternative to incarceration and use of the latter to denote government service (Kendall, 1990, p.25).
2. Experiential Education: Experiential education represents the methods teaching and learning that are essential for effective service-learning programs. Because they draw on the basic tenets of experiential learning, all service-learning programs can thus be viewed as experiential learning programs (Kendall, 1990, p.25).
3. Holy Savior High School (HSHS): A private comprehensive high school, grades 7 through 12, located in Tienchung, Changhua Hsien, Taiwan. Abbreviated as HSHS.

4. School-to-Career: Term used interchangeably with “School-to-Work”. Refers to a partnership between educators, employers, and other community leaders whose purpose is to make academic learning more alive and relevant by offering learning experiences appropriate to a job market that increasingly demands higher-order technical, communication, problem-solving and interpersonal skills from employees (Martinez, et al, 1994).
5. Service-Learning: Service-learning as defined here incorporates the altruism and maturational goals of volunteerism and youth service, but it takes these traditions further by emphasizing critical reflection on the service experience, reciprocity between the providers and acquirers of services, and learning as a significant part of the exchange for everyone involved (Kendall, 1990, p.25).
6. Voluntarism: The principle or system of supporting or doing something by voluntary action or relying upon voluntary action (Webster’s Third New International Dictionary, 1981).
7. Volunteers: Those who enter into or offer themselves for any service of their own free will (Webster’s Third New International Dictionary, 1981).

CHAPTER 2

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SCHOOLS

Introduction

The review of literature regarding service-learning, presented in Chapter 2, has been organized to address the following:

1. Service-learning defined
2. Background and history of service-learning
3. Benefits of service-learning to students and community
4. Connecting school-to-work/career and service-learning
5. Introducing service-learning in the curriculum
6. Summary of information obtained from selected school-to-work and service-learning programs
 - a. The Benchmark Communities
 - b. Exemplary National Models
 - c. Service-Learning in Washington State
 - d. The "Global Link"
7. Summary

The research addressed in Chapter 2 was identified through an Educational Resources Information Center (ERIC) computer search. A hand-search of various other sources was also conducted.

Service-learning Defined

Kinsley and McPherson (1995, p.25) have defined the term “service-learning” as a method 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;
- that is integrated into the students’ academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities;
- that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps foster the development of sense of caring for others.

According to these authorities, there are actually two levels of meaning for “service-learning”: (1) as a type of program; and, (2) as an overall philosophy of education that reflects a particular set of values.

Service-learning programs emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth. They combine needed tasks in the community with intentional learning goals and with conscious reflection and critical analysis. “Tasks which meet human needs” and “needed tasks

in the community” are not limited to direct services to people in need, such as through soup kitchens, tutoring, and shelters for homeless persons. These tasks can also include policy-level work on environmental issues, economic development, housing policy, international relations, or other issues that relate to the quality of human life and the social and political structures which can enhance it (Kendall, 1990, p.20). Service-learning incorporates the altruism and maturational goals of volunteerism and youth service, while emphasizing critical reflection on the service experience, reciprocity between the providers and acquirers of service, and learning as a significant part of the exchange for everyone involved (Kendall, 1990, p.25).

Kendall (1990, pp.22-23) claimed that service-learning is “learning by participation” and, is thus a philosophy of reciprocal learning, a dynamic and interactive approach which suggests mutuality in learning between the student and the community with whom he or she is actively engaged. As stated by Kendall:

The discussion of reciprocity takes “service-learning” to its second level of meaning as a philosophy of education – one which emphasizes active, engaged learning with the goal of social responsibility. Rather than a discrete type, service-learning appears to be an *approach* to experiential learning, an expression of values – service to others, community development and empowerment, reciprocal learning – which determines the purpose, nature and process of social and educational exchange between learners and the people they serve, and between experiential education programs and the community organization with which they work.

A 1995 national study conducted by the Council of Chief State School Offices documented commonalities and differences between service-learning and school-to-work transition. That study defined “service-learning” as :

An instructional strategy which engages students in service (work) in the community solving problems and meeting community needs while they apply academic skills and knowledge.

Service-learning is a powerful educational experience where interest collides with information, values are formed, and action emerges. The learning part has two dimensions: (1) an inner dimension -- learning about yourself, your motivation, and your values; and, (2) an outer dimension -- learning about the world, its ways, and the underlying cause of the problems that service work addresses (Sawyer, 1991).

Service-learning is a merger of community service and classroom learning that strengthens both and generates a whole greater than the sum of its parts. Service is improved by being anchored in the curriculum; and, learning is deepened by utilizing the community as a laboratory for the classroom where students can test and apply her curriculum to real-life situation (Stephens, 1995, p.10).

Background and History of Service-learning

In the last half of the 1980s and the start of the 1990s, the surge of interest in involving young people and adults in public and community service experiences has been tremendous (Kendall, 1990, p.7). As stated by Kendall:

This is an exciting time. Hands-on experiences in the community are essential for educating the next generation about human needs and for building among young and old a commitment to social responsibility in their careers and in their lives as active citizens. As Confucius' wisdom reminds us, "I read and I forget, I see and I remember, I do and I understand".

Tutoring programs have sprung up in communities across the country to try to address the problem of illiteracy. Community agencies have had to wrestle with how to involve hoards of volunteers in soup kitchens and shelters for homeless persons. Leaders in the nonprofit sector have urged adults and youth to contribute five percent of their time and their income to the causes they support, Kendall observed:

While Eastern Europe struggles with democratic reforms, report after report has called for increasing the civic awareness and commitment of our young people through public service in our own democracy. With interest growing in legislation to foster youth community service, lawmakers are debating several proposed bills in this session of Congress (Kendall, 1990, p.7).

A 1993 document entitled "A Brief History of National Service" published by the Corporation for National Service, explained how, in times of great need, Americans have always answered the call of service. America's tradition of service has always had strong roots in its communities. The country's vast network of civic and religious organizations, schools, and businesses has been especially important in bringing people together in order to meet common goals. Since the 19th century, foreign observers

have noticed how through these groups, Americans have shown an unusual commitment to service – whether building new homes, protecting public spaces, or helping those in need.

During the Great Depression of the 1930s, President Franklin D. Roosevelt created the Civilian Conservation Corps (CCC). Four million young people joined in response, restoring the nation's parks, revitalizing the economy, and supporting their families and themselves. With World War II, the GI Bill linked service to education, offering war veterans the opportunity to pay for school in return for service to their country.

For the next generation, the call to service came from President John F. Kennedy, who developed programs such as the Peace Corps (1961) that continues to flourish today. “Ask not what your country can do for you”, President Kennedy said, “Ask what you can do for your country”. Responding to that call in the years since, thousands of Peace Corps volunteers have left the comforts of home and traveled to the poorest corners of the globe, building schools where none existed, helping farmers feed the hungry, and creating hospitals to care for the sick. After meeting vital needs overseas, returned Peace Corps volunteers have put to work at home their new knowledge of others and spirit of citizenship, changing America for the better.

Today, another President has called Americans to service. In his Inaugural Address, President Bill Clinton challenged Americans to “seasons of service” around the country. In May 1993, President Clinton introduced historic legislation to expand opportunities for Americans to serve their country, build up their communities, and

earn awards for their own education in return. Members of Congress from both parties have joined together to pass the bill creating AmeriCorps (1994) and the agency that administers it, the Corporation for National Service.

According to Stephens (1995, p.10), since 1992, more and more schools and school districts have established service-learning programs. Maryland in 1992, was the first state to make 75 hours of community service a requirement for graduation from high school. If started early in life, it was postulated, service might become a life long ethic. Stephens has observed that community service has now moved into all grades, K - 12, and has become an integral part of the curriculum, emerging under a new label: service-learning. Stephens quoted Wokie Griffin-Robrts as following:

It's important to start when students are young, especially if you are working with kids from very economically depressed areas. At age five or six, they have an awareness of the importance of doing something for their communities.

Benefits of Service-Learning to Students and Community

The transition from traditional community service to service learning occurs "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". The added dimension of learning provides depth to young people's experiences, help support their social and personal development, and provides integrated curriculum and instruction to support school reform experiences. One important function of schools is to prepare students to

become contributing citizens to their classroom, school or community. Service learning is a valuable strategy to achieve this goal because of the following kind of benefits that accrue to students:

- it encourages youth to understand the way their community is governed and how to have input and impact.
- when students actively participate in their community, they see that they can make a difference and will, we hope, make participation a habit.
- it develops the capacity to see issues from a broader perspective.
- it enables students to see the relationship between their private rights and interests and those of the public good.
- community involvement develops the habit of the heart” and fosters an ethic of service and volunteerism without which our communities could not survive.
- as students extend themselves to help others, they feel a greater sense of social responsibility. (Kinsley and McPherson, 1995, pp.3-4).

According to Kendall (1990, pp.347-348), the design of service-learning programs is best explained in the context of the following principles of good practice for school - and campus - based programs. Kendall further cited the following examples of service-learning programs to illustrate how the application of these principles of good practice are translated into benefits to both students and the communities they serve:

1. Ravenswood - Stanford Tutoring Program: The program provides for an ongoing partnership among educators, community members, and students. Stanford students tutor elementary school children in a nearby school district and take concurrent training and reflection seminars. Stanford's tutoring program is a school improvement project with the Ravenswood School District.
2. Great Lakes Colleges Association's Philadelphia Center Program: The program negotiates with the host organization and clearly defines the roles and responsibilities of the partners – educators, students, and agency staff. Program uses learning plan contracting through which interns, the program's "learning process consultant", and the host supervisors clarify roles and responsibilities of each prior to the student's undertaking the internship.
3. Vanderbilt University's Center for Health Services: The program provides opportunities for students to do real and needed work, which is desired by the host community or agency, and which offers significant educational, professional, and personal development opportunities. Students learn how to carry out soil and water testing for toxic pollution and offer health screening examinations for community groups and organizations in the Appalachian region.
4. Cornell University's Field and International Study Program: The program which matches the interests, abilities, and needs of students with the

interests, needs, and program goals of host community or agency programs, has clearly articulated criteria for matching students with participating placement organizations. Placement organization needs are established and communicated to potential students, who then go through a two-stage application/interview process with program staff to determine the best possible match.

5. University of California, Berkeley: Students have designed and provide a drug education curriculum to children in the city's schools.

Morrill (1982, p.365) has discussed the relationship of service-learning and student leadership development. According to this authority, the pedagogy of service-learning, by linking responsible participation in our "untidy world" with a complete cycle of self-reflective learning, provides an essential bridge for linking personal empowerment (and community empowerment!) with cognitive growth. As such it has a key role to play in leadership development.

In 1985, the college and university presidents in Washington State established a coalition called Campus Compact to encourage students to develop the values and skills of civic participation through involvement in public and community service. This coalition identified "eight essential benefits of service-learning", including:

1. Meets actual community needs.
2. Is coordinated in collaboration with school and community.
3. Is integrated into youth's academic curriculum.

4. Provides structured time for a young person to think, talk, and write about what he/she did and saw during actual service activity.
5. Provides young people with opportunities to use newly acquired skills and knowledge in real life situations in their own communities.
6. Enhances what is taught in the school by extending student learning beyond the classroom.
7. Helps to foster the development of a sense of caring for others.
8. Encourages ethic of citizenship and social action.

In their discussion of the benefits of service-learning, Kinsley and McPherson (1995, pp.4-5) explained that service-learning brings youth and adults together in collaborative teams working to solve real problems, and students gain personal insight into the knowledge and skills needed to achieve concrete results in the community.

As students extend themselves to help others, they feel a greater sense of social responsibility. Well-designed community service programs have a positive effect on youth in personal growth and development, i.e., self-esteem, personal efficacy, ego and moral development, exploration of new roles, identities, and interests, willingness to take risks, accept new challenges, revised, and reinforced values and beliefs, and taking responsibility for accepting the consequences of their own actions.

Kinsley and McPherson (1995, p.65) further stated that community service-learning closes the gap between youth and the elderly. Students who work with the elderly become aware of the special problems of aging, such as declining health, loneliness, the inadequacies of residential facilities, and what these problems imply

about our society. They study and evaluate legislation, such as Medicare and Social Security and, in the process, they begin to question, analyze, hypothesize – that is, to employ critical thinking skills. By exposing youngsters to segments of society with which they have little contact, such as elderly people in nursing homes, homeless persons in shelters, or retarded individuals in resident facilities, service programs lead students to appreciate the difficulties these groups encounter, to develop respect for the courage with which they are borne, and to view the individuals free from common stereotypes (Stephens, 1995, pp.10-11).

The Corporation for National Service (1992), which administers and funds AmeriCorps, addressed the benefits of service-learning programs in the following statement:

In service-learning programs, youth learn about community and citizenship in ways that can't be understood through textbooks. The program changed their ways of thinking, and they learned that people of older ages and backgrounds contribute to the good or bad of the community, and that most of these people are more alike than they are different. The students are learning how chemistry fits into their world. They have a new awareness of and enthusiasm for environmental protection. Some who didn't even know what recycling meant, now are considering environmental careers. Students who painted the community recreation center made the building look new and attractive to the community. But while they painted the center, they weren't just doing work,

they were gaining a sense of what community is, and they felt the importance of taking care of the community.

Melinda Dyer (1996), Learn and Serve America Coordinator, assigned to the office of the Washington State, Superintendent of Public Instruction, summarized the benefits of service-learning for schools and the community as following:

- Provides a new mechanism for teaching and assessing the application of the core curriculum, while teaching and reinforcing job readiness skills.
- Prepares students to be contributing members of their families, communities, and country.
- Fosters an ethic of service and develops leadership skills.
- Provides opportunities for students to apply what they are learning to real community needs.
- Provides students with job readiness skills and competencies.
- Expands locations for authentic learning to include nonprofit” and civic organizations. (Securing large numbers of work placements with employers for school-to-work programs can be difficult. Well organized and planned service-learning experiences can help offer the broad spectrum of exposures to the community and world of work for all students required by the School-to-Work Opportunities Act).
- Builds greater public interest and support by youth and schools by placing students in the community as helpers who meet community needs.
- Provides positive visibility for schools and youth.

Kate McPherson, Director of Project Service Leadership, Vancouver, Washington, has identified numerous benefits of service-learning. Depending upon the priorities and values which guide the development of service-learning programs, such benefits may include:

1. **Citizenship Skills:** Some schools focus on teaching active citizenship skills with the understanding that students who are active in a community as adolescents are more likely to be active contributing adult citizens. Service experiences develop a sense of social responsibility, awareness of community needs, the skills and confidence needed to take social action.
2. **Youth Development:** Students develop greater self esteem and a clearer sense of personal meaning as they help other people and assume significant roles in their schools and communities. Service is a way of creating positive activities for young people which tends to engender relationships which support constructive choices. Service builds self-confidence, values and beliefs, empathy, a sense of belonging and community membership.
3. **Engaged Learning:** Service experiences help students to see connections between the classroom and the community. Students who are studying hunger and have an opportunity to help feed the hungry will remember what they learn. In addition, the experience will motivate students to find answers to complex questions.

4. **Thinking Skills and Problem Solving:** Students who engage in community service develop effective problem solving skills. This is particularly true when students experience similar issues and are encouraged by their advisors to examine and learn from their service experience.
5. **Transition to Adulthood and the Work Place:** Service can help to teach career awareness or career skills such as responsibility, being on time and choosing a career for which one has a specific talent or personal calling.
6. **An Ethic of Service:** Service gives youth an opportunity to experience first-hand the pleasure of helping others and to develop altruistic behaviors. According to Anne Lewis, “Studies show that community service participation as a young person also encourages involvement in volunteer work as adults”.
7. **Health and Wellness:** An increasing number of studies are revealing that people who help others experience improved mental health. By serving others we are able to lead happier, healthier and more productive lives.

In essence, the benefits and values of service-learning are inherent in service to others, community development and empowerment, and reciprocal learning. Those who serve and those who are served are thus able to develop the informed judgement, imagination, and skills that lead to greater capacity to contribute to the common good (Kendall, 1990, p.39).

Connecting School-to-Work/Career and Service-Learning

The commonalities between school-to-work transition programs and service-learning have been discussed and written about over the years. Service-learning and school-to-work are forms of experiential education that extend student learning into the community and the worksite as the centers of learning. Both provide students with contextualized learning opportunities. Through service-learning and school-to-work, students engage in learning experiences that help develop organization, team, and problem solving skills as well as the competencies and foundation skills identified as important for employability and responsible citizenship.

Educators and researchers in vocational education and career development fields have often include community service in the array of work-based learning opportunities that should be available to students in every community. In their report, *Opening Career Paths for Youth: What Can be Done? Who Can Do It?*, Stephen and Mary Agnes Hamilton stated “Community service gives young people experience that is like work even though it is unpaid. They can learn planning teamwork, responsibility, and specific work-related skills”. The difference between service-learning and community service in relation to work-based learning experiences is that service-learning helps to connect the experience to the academic curriculum.

Currently, states have been working on three national initiatives - GOALS 2000: Educate America Act, the School-to-Work Opportunities Act and the National and Community Service Trust Act - that can help to forge stronger connections between service-learning and school-to-work within the context of education reform. These

initiatives provide resources to states, schools and communities to develop a comprehensive vision and system of education and career development. The goals are to create coherent system that will foster the development of the desired knowledge, skills, competencies, attitudes, values, and behavior to prepare students for informed citizenship healthy lifestyles, and productive employment.

In 1994, the Council of Chief State School Officers (CCSSO) convened two meetings with national experts and practitioners in service-learning, school-to-work transition to discuss and begin to document the commonalities and differences between service-learning and school-to-work. The ideas and recommendations generated through these meetings have been paraphrased and categorized into the following areas:

1. Supporting the Goals of the School-to-Work Opportunities Act and

GOALS 2000: Educate America Act Through Service-Learning:

- 1) Service-learning can help to address issues of *scale* and *access* in the school-to-work field. Securing large numbers of work placements with employers for school-to-work programs can be difficult. Well organized and planned service-learning experiences that offer a broad spectrum of exposures to the community and world of work to all students can help achieve the goals of the school-to-work programs.
- 2) Service-learning experiences can provide non-paid career development and educational experiences to students as part of the whole system.

- 3) Service-learning can address the issues related to building greater public interest and support by placing students in the community as helpers and meeting community needs.
 - 4) GOALS 2000 Educate America Act is the foundation from which to build comprehensive systemic educational reform. School-to-work programs and service-learning are key strategies that should be integrated in a comprehensive system.
 - 5) Service-learning and school-to-work programs have the potential to address several of critical weaknesses of the educational systems such as the lack of relevance of the curriculum or school experience - helping to keep students in school and motivating students to want to learn; building meaningful community partnerships; and both methodologies focus on outcomes for students as a measurement of acquired skills and knowledge.
2. Connecting Service-learning and School-to-Work at the School Level:
- 1) Combining service learning and school-to-work in a learning continuum provides students in the primary grades the opportunity to develop generic employment skills at an early age. These skills - academic and personal - are those identified by employers as most desirable in employees.
 - 2) Service-learning can help to foster the development of an academic and skills training integrated curriculum, motivate academic and vocational teachers to plan and work together, i.e., encourage team teaching.

3. Issues Related to Integrating Service-Learning and School-to-Work:

- 1) The experiential education process is still considered “non-academic” among many educators. This has been an on-going problem in the vocational education field and is an issue for the service-learning field as well. A concerted effort must be launched to document student outcomes related to academic result.
- 2) Although there are several commonalities between service-learning and school-to-work, there are significant differences that still need to be addressed. This is especially important if we are serious about creating comprehensive education and youth development systems that incorporate a wide variety of effective instructional strategies. Two major differences have to do with *terminology* and *conceptual* or *philosophical* frameworks.
- 3) Educators have attempted to change systems in the past. We need to examine why those attempts (programs) were not successful. We need to look at the barriers to change and understand what are the necessary key elements for change and what set of experiences are going to provide for student success.
- 4) There is concern about the role of teachers and the type of support they need in order to effectively use these experiential learning methods. Teachers need opportunities for on-going professional development in both areas, they need time for planning and working together, they need assistance in working

with the community (employers) for establishing relationships for service or work placements and with other important logistical issues.

- 5) Communities must be made aware of the purpose of either the service or work placement. Communities must understand the educational and development goals of the work being accomplished by the students. They must also understand their role in this educational and development process.
- 6) State need more guidance in moving away from the categorical approach to programs. This is very difficult since the programs are funded through separate funding sources. The federal government should (can) do more to support states that take a comprehensive approach to programming and funding state programs including designing comprehensive (collaborative) governance structures.

In spring of 1995, the CCSSO began an eighteen-month national study aimed at identifying, examining, and documenting innovative school and community program models that use applied learning strategies, such as service-learning and school-to-work, to help students develop employability readiness skills and competencies for responsible citizenship. The study was part of the Council's on-going service-learning initiative. Data from this study is being incorporated into a publication which will assist state and local education agencies in their work in developing effective school improvement initiatives.

The Washington State legislature has also become actively engaged in the school-to-work transition movement in the aftermath of that state's 1993 educational

reform movement. Recent action by that lawmaking body has resulted in amendment of that state's Basic Education Act (BEA), i.e., RCW 28A.150.200. Specifically, Essential Learning Goal #4" of the BEA requires that opportunity shall be provided for all students to develop the knowledge and skills essential to "understanding the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities".

Introducing Service-Learning in the Curriculum

Stephens (1995, p.38) has reminded us that service-learning, encompassing as it does a wide range of topics, cannot be confined easily to one subject. Said Stephens:

Students who interview and write oral histories of war veterans for the their language arts class may also be learning about World War II (social studies); kids who created murals around a long-buried, African-American gravesite in Manhattan were enrolled in an art class, but also discovered history. An extensive environmental program: Kids Against Pollution, originated in a social studies class. Furthermore, service projects require students to keep journals of their experiences (language arts).

To encourage individual teachers to integrate service in their curriculum, it may be necessary to link activities with special subjects/disciplines. For example, instructional units involving service-learning projects may be incorporated into

language arts, social studies, science, environmental science, health and safety, mathematics, and creative arts classes. Through their participation in any service-learning project, a student is provided an opportunity to apply and reinforce basic academic skill and knowledge, such as reading, writing, mathematics and the application of scientific principles to real-life situations, problems, and issues.

The following summaries of selected activities were intended to illustrate how service-learning can be introduced in the school curriculum, and how participation in such activities can help students to see connections between the classroom and the community.

1. Subject: Environmental Science

Activity: Cleanup and Beautification

In school yards and parks, around public buildings and senior centers, students are planting bulbs and gardens, beautifying their surrounding, frequently with the active cooperation of local botanical groups and parks departments. Plant bulbs in the fall, annuals in the spring. Germinate seedlings and pot them as gifts for seniors. Trees are planted to remember loved ones, to show support for a new country and in some cultures to celebrate a marriage. Students care for trees in a park or area near the school and can water them regularly, particularly in periods of little rain (Stephens, 1995, pp.82-83).

Spring cleaning has acquired an environmental cast. Students organize a community revitalization day – raking and sweeping leaves,

wearing plastic gloves to pick up trash and clear trails of deadfall. Pants, shrubs, and bushes replace the litter. Local beaches, stream beds, shore and river banks are cleared of winter debris, too, and sea grass is planted to prevent further erosion. Cleanup days can be organized in the fall, as well (Stephens, 1995, p.84).

In a previous activity, students explored a compost heap in a park. Students also can construct compost heaps on school grounds. Grass cuttings, fruit and vegetable leftovers, coffee grounds can all be collected and turned into rich natural fertilizer for soil and plants (Stephens, 1995, p. 87).

2. Subject: Environmental Science

Activity: Recycling Practices

Activities may include (1) Establishing *waste stations* with receptacles for soda cans, milk containers, drink boxes, paper, aluminum, and food; (2) Recycle Newspapers in school, at home, in public offices, and by businesses; (3) Plastic Recycle; (4) Recycle Aluminum: "Great Balls of Foil" Contests sponsored by Reynolds, an enjoyable way to recycle aluminum (pp.91-92).

3. Subject: Environmental Science

Activity: The Day from Hell

This is a service-learning program for two middle school in the Palo Alto (California) Unified School District.

Leaving at 8:30, the students are going to clean up the Matadero Creek as part of their community service effort today. The now “creekless” creek clean-up group heads to the Baylands – a salt water preserve close to school – to help pick up trash there. The group very disappointed that their task has been changed is bribed by the adult sponsor: any pair the fill a green garbage bag with trash will get a Slurpee on the way home. Thirty minutes later one pair of students reports that another pair has filled their garbage bag by dumping the contents of a park trash container into their garbage bag.

A volunteer from the Chamber of Commerce offers to supervise students who arrive back from their sites early. She greets returning students in the cafeteria and asks them create a drawing for scrapbook that will capture their experience during the day. Most of the 150 students were expected back 1:30 p.m., she arrives at 12:30 expecting to meet with less than 20 students. Close to 75 students fill the cafeteria by 1:00 p.m. They complete their drawing instantaneously and then run around until the program begins again at 1:30 p.m.

This was the first large-scale service experience planned for middle school students. It was not intended to be integrally linked to any curriculum, but the coordinators did not hope it would increase student’s awareness of others in the community and induce students to continue to on their own. Weeks of planning went into getting enough service sites, coordinating parent drivers, preparing preparing students to serve, letting students choose their sites, and thinking about

reflection and evaluation activities. By the end of the day everyone was exhausted and no one know could tell if the day was valuable for anyone.

Thus, the day from hell, however, this effort bred many more, better planned, more integrated, more meaningful to student and more useful to community.

4. Subject: Health and Safety

Activity: Health Education

Youngsters can help educate younger kids and the community to improve their health practices and to be aware of the dangers of substance abuse - (1)

Healthful Snacks: Encourage student to eat more healthful snacks which include carrots, celery, edible pea pods, juices, popcorn, fruits, raisins, green pepper strips, pretzels (instead of potato chips), yogurt, and bread with apple

butter or peanut butter. (2) Good Health Habits: Underscore the need for students to cover their mouths when coughing, and noses when sneezing, and to protect themselves from disease by washing hands before eating and after using the toilet keeping foreign objects out of their mouths, getting enough rest, and eating nutritious food. (3) Organize a Community Health Fair: Students set up booths with information on nutrition, diseases, inoculations, first aid, safety, and substance abuse (pp.104, 107).

5. Subject: Mathematics

Activity: Pennies for Love

Youngsters accumulated pennies by reading to parents and friends at a set amount of pennies per page, by running errands, and

by soliciting spare pennies. Parents enthusiastically supported the idea and secured special boxes to hold the pennies as they started to add up. The pennies were carefully counted and totals recorded on large “thermometers” mounted around the school. They personally went to the shopping center to select underwear, socks, hair barrettes, toothbrushes, and other items, and then made the presentation. The students at Ethical Culture Fieldston School in New York raised \$10,000 over a three-year period with the “Million Penny” project. They decided to make the Partnership for the Homeless the primary beneficiary (pp. 114, 117).

6. Subject: Interdisciplinary Studies

Activity: Service to Seniors

The project of visiting a senior citizen group or center or a resident facility weekly or monthly, if possible, schedule a visit by the director of the nursing home or other health care professional to discuss the physical, mental, and social abilities of the population to be served, as well as topics such as death and dying. When students meet the seniors in person, they can inquire about interests – games, hobbies, arts and crafts. Many of the resident seniors are lonely and appreciate an opportunity for conversation. After becoming acquainted, students will plan activities with the seniors. The seniors will have suggestions. If they come to the class, would they enjoy tutoring students, reading aloud, teaching a craft, sharing a

meal, joining a choir, or just chatting with the class. If students visit them at the center, they will have an opportunity to explore their interests further and to determine which of the activities will be appropriate. Students should plan activities in advance for each contact (pp. 140, 142)

7. Subject: Interdisciplinary Studies

Activity: Service to the Poor and Homeless

Activities related to the homeless vary from collections of food, clothing, blankets, bedding, personal items, and a host of other supplies to preparing meals, serving in soup kitchens, decorating shelters, or assisting children with arts and crafts. They may be one-shot experiences or more extended programs. They have been successfully practiced with all grade levels. By reaching out, students can make a difference. They show the homeless that someone cares. It is easy to become inured to the presence of homeless people in society. By their participation and reflection, children begin to recognize the homeless as individuals with aspirations similar to their own. One child summed it up: "I learned that the world is an awful place for the poor people". Such an attitude may in the long run, lead to a more compassionate society. The students raised money to buy new underwear, socks, hair barrettes, toothbrushes, and other items for children in a family shelter.

The students can sometimes serve meals with the poor people and chat with them. Concerned by the amount of freshly prepared, perishable

food that is thrown away each day by restaurants, hotels, cafeteria, bakeries, and food stores, a group of Long Islanders organized to collect the food and deliver it to soup kitchens and homeless shelters. “These are not leftovers”, a spokesperson for the group explained, “but food that would spoil if not used immediately”. It is a program that sensibly combats two problems – “waste and want” (pp.153, 154, 156, 158).

8. Subject: Interdisciplinary Studies

Activity: Latch-key After School Programs

In working with young children, high school students, may engage in the following kinds of activities – (1) Concoct “Junk Art”: Reuse paper bags, rolls from paper towels, toilet tissues, boxes, fabric scraps, old socks, and more. Turn them into musical instruments, puppets, constructions, collages, and mosaics. (2) Help the kids doing home-work. (3) Teaching English conversation. (4) Computer class. (5) Teaching fine arts: drawing and painting. (6) Recreation games with the kids.

9. Subject: Home and Life Skills

Activity: Cook, Sew, and Friendship

(1) Cook and Bake

Donate food cooked in class to a shelter. Once a week, bake bread and deliver to a shelter. On a regular basis, cook an entire balance meal, breakfast or lunch. Deliver and serve it to people in a shelter.

(2) Sew

Prepare baby clothes or towelettes. Recycle jeans by adding decorative patches and donate them to a shelter.

(3) Friendship

Compile friendship” bags donating personal items, such as travel-size toothpaste, toothbrushes, soaps, shampoos, razors, and shaving cream (p.161).

10. Subject: Interdisciplinary Studies

Activity: The Methow Valley As A Classroom

This was a pilot program designed by Liberty Bell High School in 1990, which ...

- used the outdoor environment and valley residents to create a living classroom
- developed environmental ecology programs working with the U.S. Forest Service and other community resources
- expanded outdoor recreation program to take advantage of their environment
- worked with the tourism industry in the valley for vocational development
- continued to find ways their students can work the community to citizenship (civic projects)

- utilized community resources to enrich their visual and performing arts offerings
- involved citizens in the classroom
- developed individual student projects for the honors program.

Summary of Information Obtained from Selected School-to-Work
and Service-Learning Programs

a. The Benchmark Communities:

A 1994 report compiled by Martinez, et al, described the “Benchmark Communities Initiative” (BCI). The BCI was undertaken by five communities across the United States to demonstrate that school-to-career initiatives can and should be central to a school districts core education reform strategy; and that such initiatives can grow to centerpiece of a quality system that bridges the world of education and employment.

The public schools in each of the five “benchmark communities” were committed to a long-term “school-to-careers” educational reform initiative. Accordingly, each school district created a linkage between learning and work that made academic learning more alive and relevant to all students. Student service-learning activities were incorporated in each of the benchmark” programs summarized below:

1. Boston , Massachusetts

Boston was selected for the BCI because of its strong foundation

school-to-careers. Its advantages include:

- a well-established and respected Compact between community partners to improve the education and economic opportunities for Boston's young people;
- a Private Industry Council (PIC) with strong strategic vision and staff capacity to serve as the "connecting tissue" between schools and employers;
- a Boston Public Schools (BPS) system with a number of good school-to-career programs that could be brought together under one vision.

The Private Industry Council (PIC) has sustained student employment activities including the Jobs Collaborative, which provides summer jobs placement for about 3,800 students and nearly 700 employers annually. Presently, the Collaborative places PIC career specialists in 14 high schools, where they conduct work-readiness sessions, supervise resume writing, role-play interview techniques, and place students and graduates in paid work or higher education opportunities.

2. Jefferson County, Kentucky

Jefferson County, encompassing the city of Louisville, Kentucky, draws upon three major strengths for its systemic school-to-career efforts:

- state legislation through the Kentucky Education Reform Act (KERA) that mandates sweeping changes in pre-college education;

- district leadership committed to the integration of academic and vocational education;
- a business community heavily invested in the workforce development needs of the region.

Five high schools have committed to whole-school reform according to school-to-career principles starting with the 1995-96 school year, and in subsequent years will assist middle schools and other high schools with implementation challenges and strategies. KEWI will be working closely with these schools to identify work-based learning opportunities throughout the community. In addition, the district plans to begin operating a centralized, community-sponsored School-to-Career Placement Center that will serve as a clearinghouse for information and activities for students in assigning, monitoring, and matching students with work-based learning opportunities.

3. Milwaukee, Wisconsin

In Milwaukee, two pillars serve as the main supports for school-to-careers:

- district leadership with a clear vision of K-12 reform according to school-to-career principles
- a core of business and postsecondary institutions well-versed in school-to-career concepts, and ready to increase the scope of existing cutting-edge reforms.

Milwaukee's vision of school-to-careers is one that includes all students, from kindergarten through postsecondary. Specific goals of this vision include the following:

- All students are engaged in community or work-based learning experiences that have an impact on student learning and connect students to the community and the world of work;
- Students spend at least 25 percent of their time engaged in projects that are multidisciplinary; directly connect academic skills and work; and lead to complex learning and problem solving;
- Schools have themes or focus programs around which the integrated curriculum and community-business partnerships are organized;
- Students and teachers collaborate in teams or "families" over a period of time;
- All students are prepared for postsecondary education.

4. North Clackamas, Oregon

School-to-careers in North Clackamas School District 12 has received a good deal of momentum due to at least three factors:

- a statewide framework supplied by Oregon's 1991 Educational Act for the 21st Century
- district leadership committed to work-based learning as a viable learning and skill-development method;

-- a business community with a solid history of partnership with the district.

The district was one of the first in the state to create an Office of Work-based Learning to plan, implement, and support a comprehensive school-to-career program for grades K-12. North Clackamas is committed to establishing a world-class model for work-based learning that includes a progression of activities for students from structured job shadowing to paid internships, student enterprises, and community projects. To help achieve their vision of school-to-career at scale, North Clackamas concentrates on developing a rigorous K-12 career development curriculum, establishing a system for work-based learning placements for the 11th and 12th grades, and continuing to development articulation agreements with local community colleges and universities.

5. Philadelphia, Pennsylvania

Philadelphia's participation in the BCI is based on the following strengths:

- as the largest of the five communities, Philadelphia represents an urban area with deep challenges and resources;
- the district's recent reform agenda, "Children Achieving", which sets the standard for the type of successful innovation that school-to-careers embodies;

-- quality partnerships throughout the community – the Philadelphia High School Academies, Inc. and the North Philadelphia Compact being particularly strong examples – which serve as a solid foundation for the district’s vision of K-12 school-to-career reform.

Building on current efforts to break down comprehensive high school into SLCs, Philadelphia will create a multi-year, year-round pathway that begins in eighth or ninth grade. The pathway will be tied to youth development needs and will offer all students paid work experience. The following are characteristics of each step along the pathway.

- Eight grade: The focus will be on introducing students to education and career options through a series of exploratory activities;
- Ninth grade: Students will begin to focus on the integration of academics and work experience. Community service, job shadowing, and unpaid internships will provide learning opportunities and will familiarize students with the culture of the workplace.
- Tenth grade: Students will rotate through a series of worksite experiences and will spend time with adult mentors;
- Eleventh and 12th grades: Students will be formally employed for one to two days per week under the supervision of trained and caring adults.

b. Exemplary National Models

1. Community Service 2000

The program started with the recognition that nearly all communities of any size have a bundle of community service organizations -- including churches -- that need volunteer help. The trick was to identify those organizations, visit them, explain School-to-Work to them, and create meaningful internships, one semester in length, with them.

A team of six high school students was formed to conduct an independent study project. Their task was to identify the organization, visit each of them, create internships, and develop a program that would enable high school students to work as interns in these organizations for one semester FOR CREDIT in the high school.

Six weeks later, the project was complete. The students had visited over 30 local community service organizations, explained the concept to them, and developed some 50 internships. The program is thriving and expanding. It attracts the "college bound" students in such internships as pathology lab assistant, elementary school teacher aide, activity coordinator at a retirement home, research assistant to the city council and city manager, high school publications assistant, and many others.

2. Abraham Lincoln High School Environmental Academy

Located in a large urban district with a racially diverse student population, the Environmental Academy at Abraham Lincoln High School is dedicated to both beautifying the community and educating students uninspired by traditional methods.

Through the Environmental Academy, a school within a school, students have provided the city and state with hundreds of water, soil, air, and radon samples; conducted a horticulture therapy program for the elderly patients and residents of hospitals and nursing homes; designed and installed a historically accurate federal garden at a city museum; visited and studied the rain forest in Cost Rica; and visited and worked with students in Russia to establish the first American / Russian Environmental Education Center. The Center in the United Soviet Republics now has a satellite center in Philadelphia.

3. Project Oases

Located in Pittsburg Middle Schools Project Oases is designed to motivate at-risk eighth grade students who show a lack of self-esteem, poor attitude and disinterest in school and school work. The selected students spend three out of seven class periods in eight weeks of occupational training at the OASES instructional shop. Following an orientation period, students volunteer in the community.

Students employ their skills in construction and restoration, such as building a playhouse for mentally retarded children at a community center, painting for the Salvation Army, constructing an entrance ramp for a double amputee, and repairing dwellings for nonprofit organizations, the city and public schools.

4. Action Learning Internship Program

Students serve as interns for 20 weeks in exchange for academic credit from the participating school. Students can explore future careers in the education, environment, arts, government, legal and criminal justice systems, health care and community service organization while they apply academic and problem-solving skills. All students in grades 9-12 are eligible to participate these unpaid internships entrust students with a wide variety of responsibilities in order to give them an overall perspective of a career.

5. Cosmopolitan Community School

The University of Pennsylvania and the West Philadelphia community are transforming a conventional inner-city school into a “cosmopolitan community school”. The entire academic curriculum at the Turner Middle School will be linked to overcoming the problems of its environment or catchment area, resulting in the development of a holistic, action-oriented curriculum; a school-based primary health care facility; and a school-based

job training center for catchment area residents.

For students, job training is viewed as a “strategic, psychological and pedagogical means” to help them overcome alienation, develop higher order thinking and problem-solving skills, and build social and interpersonal skills.

A teacher works as a community-school coordinator to liaison with university faculty, community representatives, and school staff and facilitate “sustained, long-term, face-to-face communal participatory action research” to bring about this transformation. This project began as a summer institute for at-risk students and will progress through various developmental phases – a school-within, a school-wide, district and community-wide model. Students learn math, English, science and social studies through the exploration of health issues, including nutrition, AIDS, hypertension, substance abuse, cancer prevention, injuries, cholesterol and ophthalmology.

6. Northwest Side Community Development

Several schools in the Milwaukee School District teamed up to both improve security and attract business into the community and prepare students with the knowledge, skills and attitudes to contribute to the work force.

Custer High School, a construction magnet school in an inner city, predominantly black area, involves regular and special education students in a technical education program to rebuild boarded-up houses in the community. Through the assistance of the corporation, the school obtained a \$30,000 interest free line of credit to cover supplies, materials and other expenses until restored homes could be sold. The loan is repaid with the profits from the sale of the homes to low-income families.

Students learn construction skills in the classroom as sophomores and juniors through work on small segments of the homes. During their senior year, they spend two hours every day at the site under the direction of teachers. During the summer, the corporation pays wages for continuing student work, which often leads to full-time opportunities upon graduation.

7. Graphic Communications Center

The Graphic Communications Center at Lakeland High School involves graphic arts, special education, journalism and at-risk students in producing high quality offset printing to over 300 local nonprofit agencies including schools, city government, Indian tribes and community-based organizations.

In addition, the center is involved in an articulation project in the area of telecommunications. This previously specialized training

program has evolved into an exploratory curriculum that covers all academic areas and emphasizes both theory and application.

All students grades 9-12 are eligible to enroll in this elective program. Area high schools provide up-to-date instruction in business education in cooperation with Nicolet Area Technical College. These institutions are tied via modern. Students utilize electronic mail, databases, modern dictation and other technological advances. Not only does this program provides relevant and advanced training for students.

8. Mon Valley Secondary School

A special building construction curriculum at Mon Valley Secondary School in Clairton, Pennsylvania prepares special education students with marketable skills to successfully transition from school to work. Created through the modification of existing programs, this industry production and maintenance program is specially designed for students with special needs, ages 14-21, who enter with the will to excel.

Students develop the capabilities, perception and attitudes essential to acquiring decision-making and problem-solving skills by performing sequenced series of tasks at work stations. Progress is assessed through a pre and post test analysis and incorporated within each students Individualized Education Plan.

Students apply their various skills in carpentry, iron work, cement work and finishing by working for ten school districts and the community

by doing such jobs as building sidewalks, widening handicapped-access areas, and constructing sheds for senior citizens.

9. High School for Health Profession

In order to meet the city's great health care needs and improve student's attitudes toward high school, the Baylor College of Medicine and the Houston Independent School District designed the first High School for Health Profession.

Through an emphasis on patient care, laboratory technology and advanced science courses, the four-year college preparatory program provides an integrated academic and vocational curriculum that prepares students for almost all of the 200 allied health professions. The program combines the required curriculum of math, English, science and social studies with a flexible schedule of relating topics to allow students time to provide health services to the community.

c. Service-Learning in Washington State

Selected secondary-level schools from throughout Washington State were contracted and invited to submit information descriptive of their service-learning programs. A summary of information received has been presented below:

1. Bethel School District

In Bethel School District, staff members are working to redesign teaching and learning so students apply the core learnings to work and

community settings. Bethel is committed to an integrated, project-based model of learning in which the use of community resources and technology are central. This process hinges on using five career paths-arts and communication, business and marketing, engineering and scientific, health and human services, and industrial and technology - which provide a context and more targeted application for core essential learnings.

District-level coordination for important programs such as secondary vocational education, Tech Prep, service-learning and School-to-Work transition is coordinated by the Executive Director of Applied Learning who in turn works hand in hand with district administrators for curriculum, staff development, evaluation and assessment. The glue that ties School-to-Work transition with the core essential learnings together is a set of five core lifelong learning tools or supporting outcomes that relate directly to the SCANS report. Bethel graduates will be equipped to do the following:

- Apply career development skills
- Apply technology
- Apply communication skills
- Apply responsibility and ethics
- Apply problem solving skills

Teachers in all subject areas in the district have been engaged in developing integrated curriculum materials which apply the core essential learnings.

2. Central Valley High School

Students from Central Valley have implemented a variety of service activities within their School-to-Work efforts. For examples, they have designed and build a central receiving station for Goodwill Industries.

3. Ellensburg High School

School-to-Career courses at Ellensburg High School, Ellensburg, Washington, have completed their first year of service-learning projects in the local community. The projects allow students to choose a community service or business job shadowing experience to complement their interests and in-class learning. Students are able to work in a variety of settings, gaining real-life experience and helping them to apply their business skills.

4. Lake Chelan School District

Service-learning has been integrated into their Voyages (4-5), Venture (6-8) and Visions (9-12) grades are led by community and staff in a variety of activities for 30 minutes a week. Activities encourage team building and social skills to career self-awareness. Elementary, middle and high school each have their own curriculum. For example, elementary students provided 365 valentines for nursing homes. Americorps members help to provide leadership and assistance in developing the community service-learning sites.

5. Puyallup High School

A service leadership class, under the direction of the career specialist, facilitates and promotes career exploration and citizenship development through community service. The students run a service bureau that serves as a clearinghouse to link students and classes with local service opportunities.

6. Riverside School-Based Enterprises

The following small business incubators are presently being successfully operated at Riverside High School:

- Printshop
- Thrift and Gift Shop
- Computer Echnology
- Youth Employment Agency
- Riverside Screen Printing.

7. Selkirk High School

The science classes in this rural high school now provide year-round water testing for local residents, the Utilities company, and the City.

8. Vancouver School District

Service-learning opportunities are included in the district's work site directory, and career specialists encourage students to participate

in a rich variety of service-learning programs to enrich their career awareness and to help build their portfolio.

d. “The Global Link”

Service-learning has become international in scope. A publication dedicated to service-learning around the world, entitled The Global Link, is published monthly by: Institute for Service-Learning

Philadelphia College of Textiles and Science

Henry Avenue and School House Lane

Philadelphia, PA 19144

U.S.A.

This Publication describes exemplary service-learning programs around the world, and announces an “International Calendar of Events”, including dates and locations of ongoing international service-learning conferences and workshops.

Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. An instructional strategy which engages students in service (work) in the community solving problems and meeting community needs while they apply academic skills and knowledge.

2. In the last half of the 1980s and the start of the 1990s, the surge of interest in involving young people and adults in public and community service experiences has been tremendous.
3. Service-learning brings youth and adults together in collaborative teams working to solve real problems, and students gain personal insight into the knowledge and skills needed to achieve concrete results in the community.
4. Through service-learning and school-to-work, students engage in learning experiences that help develop organizational, team, and problem solving skills as well as the competencies and foundation skills identified as important for employability and responsible citizenship.
5. Through their participation in any service-learning project, a student is provided an opportunity to apply and reinforce basic academic skill and knowledge, such as reading, writing, mathematics and the application of scientific principles to real-life situations, problems, and issues.
6. Schools and school districts across the United States are committed to a school-to-careers / service-learning, educational reform initiative that has created a linkage between school and the workplace, making academic studies more alive and relevant for all students.

CHAPTER 3 PROCEDURES OF THE PROJECT

The purpose of the project was to design and develop a model, volunteer, student service-learning program for the Holy Savior High School, Tienchung, Changhua Hsien, Taiwan. To accomplish this purpose, current research and literature concerned with service-learning was reviewed. Additionally, related information from selected schools was obtained and analyzed.

Chapter 3 contains background information describing:

1. Need for the project
2. Development of support for the project
3. Procedures
4. Planned implementation and assessment of the project

Need for the Project

The need for this project was influenced by the following considerations:

1. The writer (Hsieh, Ying-Hsueh), a certified teacher and Chairman of the Board of Directors of Holy Savior High School, Tienchung, Changhua Hsien, Taiwan, since 1968, is keenly aware of the need to build a strong relationships between Holy Savior High School and the community served by its students.

2. Current research conducted by the writer provided that service-learning can help build strong school and community partnerships.
3. While pursuing graduate studies at Central Washington University, Ellensburg, Washington, the writer conducted extensive research related to service-learning, and ways in which young people, through participation in volunteer service, can connect with and build their communities, while participating in authentic learning activities which permit them to apply academic knowledge and skill to real-life situations.
4. The Board of Directors of Holy Savior High School recognizing the need to foster strong school-community relationships, encouraged the writer to design and develop a model, volunteer, student service-learning program for the Holy Savior High School community.
5. Undertaking this project coincided with the writers graduate studies at Central Washington University.

Development of Support for the Project

After commencing her service in the Congregation of the Sisters of the Sacred Heart of Jesus, as an English language teacher at Holy Savior High School, provision was made for on-going dialogue with Sister Mariette Liu, the Principal of Holy Savior High School, and other faculty and staff, concerning the need to build and maintain strong relationships between school and community. In 1994, after assuming her

role as Chairman of the HSHS Board of Directors, the writer was encouraged by members of the Board to begin planning and developing a structured service-learning program to respond to both the needs of the school community and the learning needs of students. Following her successful entry into the graduate studies program at Central Washington University in 1996, the writer undertook in-depth research on current school practices and programs related to service-learning.

Procedures

The writer, in order to obtain background information essential for developing a model, volunteer, student service-learning program, an Educational Resources Information Center (ERIC) computer research was conducted. A hand-search of various other resources concerned with service-learning was also undertaken. Additionally, related information from selected schools was obtained and analyzed.

Planned Implementation and Assessment of the Project

Implementation of the model, volunteer, student service-learning program for Holy Savior High School, Tienchung, Changhua Hsien, Taiwan, for students enrolled in grades 7 through 12, has been scheduled Fall 1997. Following implementation of the model, service-learning program, questionnaire surveys will be conducted, on a regular basis, to assess teacher and student perceptions concerning benefits to the school community program modifications, choice of volunteer service-learning sites, activities and student performance. Teacher and student recommendations will be

considered and used by the instructional staff to modify the service-learning program. This information will be compiled in an annual report and submitted to the HSHS Principal and the Board of Directors.

CHAPTER 4
THE PROJECT

The subject of this project, “A model, volunteer, student service-learning program”, designed for Holy Savior High School, Tienchung, Changhua Hsien (County), Taiwan is presented in the following pages.

A MODEL, VOLUNTEER, STUDENT SERVICE-LEARNING PROGRAM
FOR HOLY SAVIOR HIGH SCHOOL,
TIENCHUNG, CHANGHUA HSIEN (COUNTY), TAIWAN

Holy Savior High School
Tienchung, Changhua Hsien, Taiwan

Cabrini Ying-Hsueh Hsieh

July, 1997

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Introduction

The purpose of this project was to design and develop a model, volunteer, service-learning program for Holy Savior High School in Taiwan.

The school curriculum has been constructed around five (5) strands of education, including morality, knowledge, physical education, community, and aesthetics.

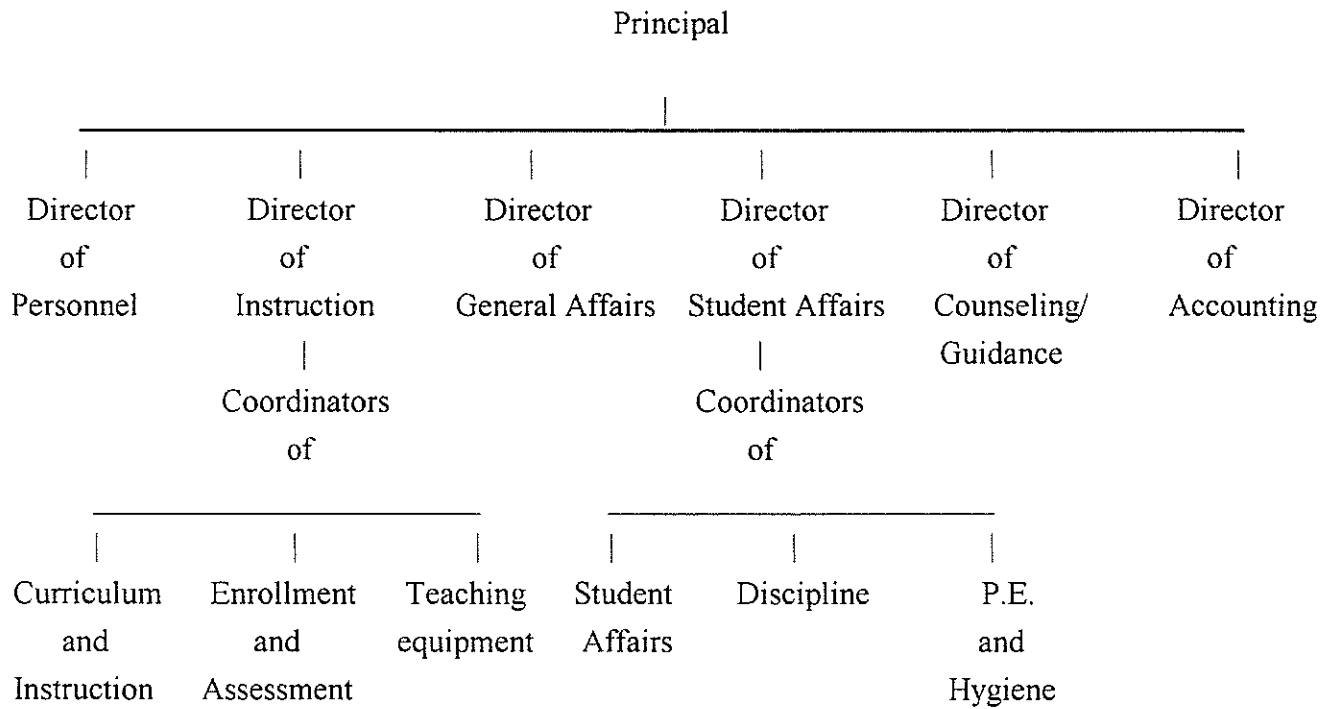
Through service-learning activities, students have an opportunity to learn and experience all five strands of the aforementioned education.

“All are involved, all can serve” (Stephens 1995, p.11). Service-learning is a collaborative experience where participants learn to work together, and to accept the contributions of all.

Service-learning programs can teach young people values of citizenship, including compassion, regard for human worth and dignity, tolerance, appreciation of human diversity, and a desire for social justice. Service-learning activities may also teach students work skills, such as collaboration, problem solving, and conflict resolution.

Administrative Responsibilities for Service-Learning

1. Hierarchy of Holy Savior High School



2. Program Administration

The service-learning program is designed and housed under the Director of Student Affairs and his assistants. All programs are ratified by the Principal prior to implementation.

3. Program Coordination

- (a) The Coordinator of Curriculum and Instruction: Responsible for introducing the service-learning program into the curriculum, and working with the teachers.
- (b) The Department of Counseling and Guidance: Assists students in the selection of service-learning activities.
- (c) The Director of General Affairs: Provides cleaning materials and transportation.
- (d) The Director of Accounting: Budgeting responsibility for program needs.

All service-learning activities are supervised, coordinated, and implemented by the Director of Student Affairs and his assistants.

Types of Service-Learning

1. Daily School Assignments

Each day in school clean up assignments (15 minutes) of classrooms and school buildings is expected of every student, and directed by home room teachers.

2. Volunteer Community Service Activities

- (a) Volunteer Community Service Activities are selected by students in grades 7, 8, 10, and 11 as part of their required service.
- (b) Grade 9 (Junior High third year) and grade 12 (Senior High third year) are preparing for the Nation-Wide Joint Examination, and are exempt from community service.
- (c) Students in grades 7, 8, 10, and 11 are expected to be involved in at least one community service program each semester.

3. Assigned Community Service

Assigned community service by the Coordinator of Discipline is usually as a result of a student's infraction of school rules.

Time of Service-Learning

- 1. Volunteer community service is usually twice a month on Saturdays, and some holidays.
- 2. Assigned community service is usually aligned to need, and may be during the school day, or another designated time.

Organization of Service-Learning

The community service organized in Holy Savior High School is identified as the Small Ants Volunteer Work Team.

1. Goals: (a) Promoting the ideal of purifying the earth, and beautifying the community.
(b) Fostering a sense of service, and putting it into action by serving in the community.
2. Administration and Supervision: Bureau of Student Affairs.
3. Recruiting Target: Teachers, students, and all employees of Holy Savior High School.
4. Character of Activities: Service to the community, and cleaning up of the environment.

Student Activity Selection Form

Sign-Up Form

Name	Class	Telephone	Address	Programs

Assessment and Evaluation of Programs

After participating in a community service program, students will be asked for feedback regarding their experience through the aid of a questionnaire.

The questionnaires address how the students felt about, and how they rated specific experiences. Administrators also use the questionnaire results as a tool to evaluate or modify each community service program.

COMMUNITY SERVICE PROGRAMS

COMMUNITY SERVICE PROGRAM # 1 **ENVIRONMENTAL BEAUTIFICATION**

Program Overview

To build awareness of environmental concerns, teachers and students will organize themselves into action groups, do research, set goals, and develop a plan for environmental beautification. The plan involves cleaning-up the streets and parks, planting flowers and trees, and recycling.

Program Goals

“Save the earth not just for us, but for future generations” (KAP Motto)

1. Develop an awareness and concern for the environment.
2. Develop a sense of responsibility and cooperation.
3. Enhance learning, while benefiting the students and community.
4. Assist in the control of pollution.
5. Bring the classroom and community together.
6. Enhance the curriculum.

Service-Learning Activities

1. Subject: "Cleaning Up"

Activities: (a) In the school yard, parks, and around public buildings, students rake and sweep leaves, wearing plastic gloves to pick up trash, and clear trails of deadfall. They will also clear stream beds and river banks of debris.

(b) Plan a special "Clean Up Day" once a semester. All students and teachers will participate along with members of the community.

2. Subject: "Beautification"

Activities: (a) Find areas in the community and around the school grounds that can be beautified with bulbs or annuals. (To be done in conjunction with the Town Farming Bureau).

(b) Arbor Day is March 12th in Taiwan. Encourage students to acknowledge this day by planting and adopting trees in the school, in the community, or on the sides of the roads. Trees can be planted to remember loved ones.

(c) Caring for trees

-- water the trees regularly.

-- remove garbage from the soil, which may prevent water from reaching the roots.

-- notify the responsible community agency if trees appear to be “sick”, i.e. branches broken, leaves falling off, or holes in the bark.

3. Subject: “Recycling”

Activities: Students are asked to recycle at home, in the community, and at school.

- (a) Establish four stations and set up four big containers at school for recycling glass, newspapers, aluminum cans, and plastic.
- (b) Have students separate the waste at the end of each school day, and place it in the appropriate containers.

4. Subject: “Construct a School Compost Heap”

Activities: (a) Set aside a small area in the school yard for a compost heap.

- (b) Collect grass cuttings, fruits and vegetable leftovers which may be turned into rich natural fertilizer for soil and plants. This is to be done with the help of appropriate school personnel.

5. Subject: “Solid Waste Inventory”

Activity: Using a Solid Waste Inventory to compile an inventory of trash that is discarded at home/ school in one week.

Solid Waste Inventory

Place Collected _____ Date _____

	Number Found of Each	Total Found	Those with Further Use
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Item:

Glass
Newspaper
Other paper
Metal
Cans
Plastic
Aluminum
Cardboard
Food
Miscellaneous (specify)

- 1) Add the totals from the students lists.
- 2) How much is thrown away by all families or schools together in one week?
- 3) Which of these items could have been recycled?

(Source : Stephens, 1995, p.90)

Program Assessment

1. How would you rate your volunteer service experience?

_____ Excellent _____ Good _____ Fair _____ Poor

2. What did this volunteer service program mean to you?

3. What was your most meaningful experience, and why?

4. What was your least favorite experience, and why?

COMMUNITY SERVICE PROGRAM # 2

SERVICE TO THE POOR

Program Overview

Students engage in service to the poor, and become sensitized to the plight of the less fortunate in society. They gain insights beyond what the textbooks can give, and gain experience in helping others.

Program Goals

1. Relish the joy of giving.
2. Experience humanity through service to others.
3. Create an awareness of poverty.
4. Foster personal values.
5. Elicit responsive actions.
6. Explore community problems and needs.

Service-Learning Activities

1. Subject: "Fund-Raising"

Activities: (a) Flea Markets

(b) Recycling

(c) Experience Hunger: Whole school forgoes lunch, and donates money to the poor.

(\$50NT times 1800 = \$90,000 NT).

2. Subject: "Children Needs"

Activities: (a) Buy new underwear, socks, hair barrettes, toothpaste, toothbrushes, soaps, shampoos, toys, shoes, and other items for children of poor families.

(b) "Friendship Bags" : Donating personal items for poor children.

3. Subject: "Food"

Activities: (a) "Waste and Want" Philosophy

Collecting surplus food from restaurants, caterers, bakeries, and delivering it to poor families.

(b) Donating food cooked in school cooking classes.

4. Subject: "Hunger Banquet"

Activities: (a) Asking local businesses and companies to sponsor twice a year celebrations for poor people. Parents would be involved.

(A Pizza Party in winter, and a barbecue in spring on school campus).

(b) Students involved by acting as waiters and waitresses.

5. Subject: "Holidays Celebration"

Activities: (a) Chinese New Year: Buying special food, and donating clothing to poor families.

(b) Easter: Providing Easter eggs, and organizing an Easter egg hunt for poor children.

(c) Mid-Autumn Festival: Distributing moon cakes to the poor.

(d) Christmas: Sending Christmas gifts, and singing Christmas carols. Inviting the poor to the Christmas Garden Fair at school, and giving each person 5 free tickets.

Program Assessment

1. What did you like best about this service-learning program?
2. Was there anything you did not like?
3. Which activities could be improved? How?
4. What did you learn from this experience?
5. Do you feel fortunate, and show gratitude towards your own family, now you have worked with poor families?

COMMUNITY SERVICE PROGRAM # 3

SERVICE TO SENIOR CITIZENS

Program Overview

In Tienchung , there is a House of Charity which is a home for senior citizens. The majority of the seniors are sick, poor, and have very few friends or relatives to visit them. The House of Charity provides students another viable avenue through which to serve the community.

Program Goals

1. Learn more about poverty, the health and emotional needs of seniors.
2. Close the gap between youth and the elderly.
3. Help to foster a sense of caring for others.
4. Use classroom skills and knowledge to solve real life problems.
5. Encourage the ethic of citizenship' and social action.

Service-Learning Activities

1. Subject: “Visiting Senior Citizens”

Activities: (a) Students visit the House of Charity in Tienchung twice a month, to talk and listen to the seniors. “To listen, when nobody want to listen, is a very beautiful thing” (Mother Teresa).

(b) Teachers schedule a visit by a health care professional to discuss physical and mental aging, death, and dying.

(c) Students and senior citizens form intergenerational groups to discuss current affairs, explore relevant issues, and research and plan collective activities.

2. Subject: “Golden Year Club”

In Taiwan September 9th of the lunar calendar is called the Jong-Yang Festival (festival for senior citizens). The government and people show respect and honor senior citizens by giving gifts and money.

Activities: (a) Invite senior citizens and grandparents of the students to school from 10:00 a.m. to 1:00 p.m.

(b) Sing welcome songs.

(c) Plan fun activities, such as, stepping on the balloons, sending a message, low-impact aerobics, rhythmic exercises, or a game of charades, etc.

- (d) Design senior citizens Olympics.
- (e) Give souvenirs.
- (f) Lunch together.
- (g) Provide transportation (school bus).

3. Subject: "House-Keeping"

Activities: (a) Students are divided into small groups, to help clean up the homes of senior citizens, and to help keep them clean and neat.

(b) Laundry: Washing clothes of the senior citizens.

4. Subject: "Holidays Celebration"

Activities: (a) Chinese New Year: Students bring special food, donate clothing, and give money to senior citizens.

(b) Easter: Give Easter eggs.

(c) Mid-Autumn Festival: Give moon cakes.

(d) Christmas: Give gifts, and sing Christmas carols.

Program Assessment

1. What do you think "Yes or No"

- _____ 1) Old people are boring.
- _____ 2) Do you like to see old people laugh ?
- _____ 3) Did you notice the time while being with old people ?
- _____ 4) Do old people know what they are saying ?
- _____ 5) Do old people like to tell the stories about the past ?
- _____ 6) Did you have patience when serving old people ?
- _____ 7) Do you care about old people's feelings ?
- _____ 8) Old people are cranky, and stubborn.
- _____ 9) Did you learn anything from being with old people ?
- _____ 10) Old people lack vitality.

2. What have you learned from these service activities ?

3. What would you suggest to improve any of the individual activities?

COMMUNITY SERVICE PROGRAM # 4

SERVICE TO DELINQUENT YOUTHS

Program Overview

There are three reformatories in the north, center, and south of Taiwan. The reformatory in the center of Taiwan is called Changhua Reformatory and is located in Tienchung. The students in Changhua Reformatory are aged 12 to 18 years old. (300 Males, 158 Females). The majority of the students came from dysfunctional and broken families, and are disinterested in studying at school. They also have a variety of anti social behaviors.

The curriculum consists of regular courses for all grades in the morning; and technology and work skills in the afternoon. The students need help, but, there are strict regulations that make it difficult for outsiders to enter and serve within the reformatory.

Program Goals

1. Provide opportunity for students to know and mix with youth from broken and dysfunctional families.
2. Help foster the development of a sense of caring.
3. Model by example positive and responsible behavior.
4. Foster a sense of social responsibility.

Service-Learning Activities

1. Subject: "Religious and Ethic Instruction"

Activity: Once a semester, grade 11 volunteer students, the Director of Counseling and Guidance and teachers, enter the Reformatory to teach the students religion and ethics.

2. Subject: "Christmas Program"

Activities: (a) Sing and teach Christmas Carols.
(b) Christmas drama performance.
(c) Design and play games.
(d) Give Christmas gifts.

3. Subject: "Easter Celebration"

Activities: (a) Tell Easter stories.
(b) Give Easter eggs, and explain the meaning of the eggs and their relationship to the Easter season.
(c) Perform a skit that models a new start in life.

Program Assessment

1. What do you think? Yes or No?"

- _____ 1) All students in the Reformatory are bad.
- _____ 2) Delinquent youth all came from dysfunctional families.
- _____ 3) On release from the Reformatory, a delinquent youth may appropriately adjust with family and societies help.
- _____ 4) I was afraid to enter the Reformatory.
- _____ 5) Delinquent youths are awful and hopeless.
- _____ 6) Delinquent youth frequently express feelings of anger, insecurity, and loneliness.
- _____ 7) It is societies responsibility to help lost sheep return to the flock.
- _____ 8) I have a responsibility to help delinquent youth.
- _____ 9) Working with the delinquent youth made me feel good about myself.
- _____ 10) It is not easy to be an effective teacher in Reformatory.

2. What do you think is the most important issue in helping delinquent youth?

3. What have you learned from this service program about yourself?

4. What have you learned from this service program about delinquent youth?

COMMUNITY SERVICE PROGRAM # 5

THE CHRISTMAS GARDEN FAIR

Program Overview

Ten years ago, Holy Savior High School initiated the Christmas Garden Fair as an annual fund-raising drive for charities. It is one of the most important annual school events. All employees of the school including the principal, teachers and students are involved and responsible for the planning and running the Christmas Garden Fair.

Program Goals

1. Foster student cooperation skills with peers and adults.
2. Develop a sense of caring for the needy.
3. Promote appropriate and beneficial activities in a healthy competitive atmosphere.
4. Provide an opportunity for community and school interaction.
5. Enhance positive community view and feelings towards the school

Service-Learning Activities

The event takes place on December 25th, from 9:30 a.m. until 2:30 p.m. It is located on school grounds (garden and play areas), and is under the overall direction of the Department of Student Affairs. A total of forty one (41) booths are erected, and each class is allocated one booth. Each class decides what kind of booth it will have, but must abide by certain rules: 1) A limit of three (3) different kinds of food or activities per booth. 2) The activities must be negotiated between booths to ensure variety and balance. 3) No vending machines are allowed.

Example of Booth Activities

1. Selling handicrafts.
2. Selling food and drink.
3. Games (expected to be creative, educational, and recreational).

The Department of General Affairs is responsible for erecting the booth tents, and providing all cooking utensils. A team of students and teachers assign the placement of all class booths. Each class elects a coordinator who represents them at all meetings of the Garden Fair committee.

Home room teachers keep the budget for their class booth. Money for start up costs can be borrowed from the school cashier. Students deal only with tickets not cash. Tickets are worth ten (10) points each, and one point represents \$1.00 NT. Each student is responsible for \$50.00 NT (five tickets per student).

Details of all expenditures are signed for by the home room teacher, and returned to the Department of Accounting along with the boxes of tickets at the end of the Fair. After expenditures, the profit of each class is distributed as follows: 15% for class funds, and 85% for charity. The 85% for charity is divided in two ways:

1. Twenty to twenty five organizations (orphanages, disabled centers, nursing homes, etc.) receive 45%.
2. The school scholarship fund receives 55%.

Competition

The competitive aspect of the Christmas Garden Fair (seen as motivation) is organized as follows:

Evaluation Committee

Each high school class (grades 10 - 12) elects one student as a member of the evaluation committee. Three teachers are also appointed.

Evaluation Criteria

1. Advertising and decorating booth along with beautifying the surrounding area
25%.
2. Spirit, organization, and business-like manner 25%.
3. Follow up cleaning, and returning utensils, etc. (30 minutes after closing of
Garden Fair) 25%.
4. Amount of profit made 25%.

Evaluation Committee's Responsibilities

Grade 12 class representatives and advisor (Coordinator of Discipline) evaluate the first criterion; Grade 11 class representatives and advisor (Coordinator of Student Affairs) evaluate the second criterion; Grade 10 class representatives and advisor (Coordinator of P.E. and Hygiene) evaluate the third criterion; The Director of Accounting and his or her assistants are responsible for calculating the figures to determine the profit of each class. The assistants of Student Affairs then apply the fourth criterion. No member of the evaluation committee evaluates his or her own class. (The class advisor evaluates in place of the student).

Rewards and Accountability

The principal of the school awards individual certificates, and a class trophy to: The top six senior high school classes (grades 10-12); and top three junior high school classes (grades 7-9), scoring the highest number of points. If any senior high or junior high class scores below 60 points (100 max.), the whole class will be accountable for one hour of in school community service or manual labor.

Program Assessment

Christmas Garden Fair Assessment

Class Name and Grade _____ Date _____

1. How would you rate this program?

_____ Excellent _____ Good _____ Fair _____ Poor

2. What did the Christmas Garden Fair mean to you?

3. Did it meet your expectations?

4. What did you learn from this program?

5. How effectively was your class booth run? Why?

_____ Excellent

_____ Good

_____ Fair

_____ Poor

6. What were your responsibilities?

7. List suggestions to improve the program.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The purpose of the project was to design and develop a model, volunteer, student service-learning program for the Holy Savior High School, Tienchung, Changhua Hsien (County), Taiwan. To accomplish this purpose, current research and literature concerned with service-learning was reviewed. Additionally, related information from selected schools was obtained and analyzed.

Conclusion

Conclusions reached as a result of this project were:

1. Service-learning is an instructional strategy and powerful educational experience which allows students to serve the community, solve community problems, and apply their academic skills and knowledge in a real-world setting.

2. Service-learning can effectively be introduced into a school curriculum, and may help students appreciate the relationship between the classroom and the real world.
3. A well-designed service-learning program can have a positive effect on young peoples' lives, personal growth and development while fostering responsible citizenship.

Recommendations

As a result of this project, the following recommendations are suggested:

1. School and school districts should seek to provide students with educational experiences which allow them to serve the community, solve community problems, and apply their academic skills and knowledge in a real-world setting.
2. Well-designed service-learning programs should be implemented in schools, and included in the curriculum.
3. Service-learning programs should be a part of graduation requirements to ensure all students have the opportunity to experience this valuable and unique aspect of their education.

4. School administrators seeking to design service-learning programs for high school level students may wish to adapt and utilize the model volunteer service-learning program developed for the purpose of this project, and for use by Holy Savior High School in Taiwan.
5. It is recommended that school administrators undertake further research in service-learning, and develop programs to meet the unique needs of their educational and community setting.

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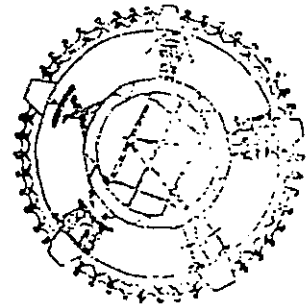
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APPENDIX

Holy Savior High School
“The Small Ants Volunteer Work Team”

文興高中招募小螞蟻義工隊活動

- 一、主旨：推行「淨化大地，美化社區」之理想，讓我們生活在一個乾淨的環境裡，並培養同學「服務社會」的精神，特舉之。
- 二、主辦單位：訓導處訓育組。
- 三、承辦單位：文興班聯會。
- 四、報名時間：八十五年三月十五日至三月二十三日止(每週二、五掃地時間，辦理報名手續)。
- 五、報名地點：班聯會辦公室(舊教學樓北側二樓)。
- 六、參加對象：文興全體師生。
- 七、活動性質：關懷社會，服務社區，清掃環境。
- 八、本活動呈訓導主任後公告施行。
- 九、若未盡事宜，另行公佈。



小螞蟻義工隊報名表

姓名	班級	電話	住址	備註

註：報名表歡迎影印。