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Community service and the hospitality curriculum

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Community service and the hospitality curriculum. (community service and human-relations courses in hotel management schools)(includes related article) *Florence Berger; A. Marc Ackerman.*

Abstract: Voluntary community service and human-relations courses should be an integral part of hotel administration courses. Such courses allow students to see how their actions can affect other people, appreciate service, dismantle stereotypes, become aware of social issues and develop other skills which they can apply as members the hospitality industry. To become effective, however, these courses should first instill in students the value of initiative, self-motivation and commitment.

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Hospitality-management schools can educate their students in the responsibility and rewards of community service, as demonstrated by these lessons from a human-relations course that requires community service at the Cornell hotel school.

COMMUNITY SERVICE has yet to take a solid foothold as a classroom topic in most college curricula. Despite its importance, volunteerism typically remains an educational afterthought or byproduct of the learning experience--something to be considered seriously only after the core curriculum has been covered. Fortunately, many colleges and universities are re-evaluating their image as shelters from the outside world and are encouraging their students to consider volunteer service as an integral part of their college and post-college careers.

In the August 1989 issue of *The Cornell Quarterly*, Robert Woods and Florence Berger called for teaching social responsibility in a classroom setting.(1) The authors cited a contemporary poll in which 76 percent of those surveyed saw a lack of social responsibility in business as contributing to tumbling moral standards in the United States.(2) The article reported on a course at the Cornell University School of Hotel Administration that introduced students to volunteerism and alerted them to social problems of which many had only a theoretical knowledge. Students had an opportunity to experience what it feels like to be on different rungs of the socioeconomic ladder and what it is like to be handicapped by age, education, language, or cultural barriers. This article is a follow-up to the Woods and Berger discussion, with a closer examination of the lessons students have learned in subsequent semesters.

The course in human-relations skills is not the only one of its kind at Cornell's hotel school. Professors Ann Hales and James Eyster examined the problem of housing and feeding homeless people and concluded that the challenges encountered by lodging and food-service facilities that serve the homeless were a perfect match for the skills taught at the Cornell hotel school. As a result, they devised a course, "Housing and Feeding the Homeless," which was designed, as they put it, "to foster continued outreach, service, and volunteerism after graduation by developing students' awareness of the problems of homelessness and building students' confidence in their ability to direct their skills

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toward addressing those problems."(3)

Students enrolled in that course embarked upon various field projects in which each student was placed in a local volunteer agency to identify a managerial concern. They were then instructed to address the problem and propose viable solutions, many of which were subsequently adopted by the organizations. The students needed little supervision during the project and approached their mission with independence and professionalism. By the end of the course, participants felt more comfortable and self-assured not only with regard to volunteering in general, but to their individual capability to effect positive change as well.

Curriculum Changes

Volunteerism among U.S. college students may be on the rise. In August 1992 Boston College's Carroll School of Management included social issues in its M.B.A. curriculum. Incoming graduate students concentrate for two days on issues of poverty, race, and the environment. Each second-year M.B.A. student must spend two hours each week tutoring and advising an at-risk student. Louis Corsini, dean of the Carroll School, stated: "B-schools have to produce sensitized managers capable of helping the nation's schools, neighborhoods, and cities."

The Rutgers Citizenship and Service Education Program (CASE) set out to accomplish an even loftier goal. Its aim is to integrate community service into the undergraduate curriculum by making community service a requirement for an undergraduate degree. Rutgers hopes not only to enhance students' sense of citizenship, but also to combat prejudice and materialism among undergraduates. As an experiment the program demonstrated early success, and the university made it permanent in 1989.

The Rutgers program supports the notion that community service and political philosophy are closely allied. Benjamin Barber, a political theorist at Rutgers and a major proponent of the program, remarked, "What I want people to learn in this course is that your own self-interest is tied up with and embedded in the interests of others." On the surface at least, his message seems to be hitting home. A survey of Rutgers students involved in the Civic Education and Community Service Program revealed that 84 percent would be more likely to volunteer in the future than they would have prior to the requirement's implementation.

In an even more dramatic step, Maryland has become the first U.S. state to establish community service as a graduation requirement for high-school students. Under the program, Maryland students will devote as much as 75 hours of their after-school time to community service over the course of four years. Not unexpectedly, some people do not support the idea, suggesting that the policy may constitute involuntary servitude (a breach of the 13th Amendment). In one case, a Maryland girl is challenging the requirement in court, while she at the same time is undertaking voluntary community service. Others express the repeated concern that a social experiment should not be undertaken without proof of its ultimate value to the student, the school system, and society at large. Proponents of Maryland's community-service requirement, however, are confident that it signals a trend in American public education.

Update from Ithaca

We believe that the hospitality industry needs students who are able to look beyond themselves toward the community. In support of this view, the Cornell University School of Hotel Administration requires the undergraduate course in human-relations skills mentioned at the beginning of this article. Students are offered a choice of volunteer and community-service programs in the Ithaca area and select one to which they devote between 15 and 20 hours during the semester.

In a recent semester, students chose to work in retirement or nursing homes, child-care facilities, public-school tutoring programs, language-assimilation programs, soup kitchens, halfway houses, and programs for the mentally challenged. Students were also encouraged to devise community-service projects of their own, several of which met with notable success.

The course instructor could easily have dictated the students' community-service assignments, but the initial lesson she wished to convey was that students must determine where their interests and sentiments lie and where their talents and expertise can best be applied. Some students chose to go with their strengths and work with a program in which they already had expertise or a specific contribution to make. Others wished to explore new areas, for example, by working with a senior citizen if they felt uncomfortable around older people, or with children if they were tentative about dealing with youngsters.

Once the commitment was made to an organization or a project, students were left on their own to complete their requirement over the following ten weeks. No time cards were furnished, and no attendance was taken. Thus the course exposed students to an early lesson in self-motivation.

Some people might argue that the undergraduate years are not suited to the time commitment and responsibilities associated with community service. We take the opposite tack. Fund-raising events sponsored by fraternities and sororities are more popular than ever. At Cornell, where formerly just one fraternity out of more than 40 was specifically a "service" fraternity, now nearly every fraternity and sorority sponsors fund-raising events for local charities. While it is true that university policy requires each house to mount at least one service project, the students are enthusiastic and energetic in their benefit activities.

Campus-wide campaigns to call attention to famine in other nations or to the local homeless population are not uncommon either. The notable difference in the hotel school's course is that the community service is not a large-group activity; it relies mainly on the individual's initiative and commitment.

Lessons

By the end of the course the students realized that they had gained considerably from their service experience. The reward they cited most frequently was the ability "to put things in perspective" regarding the quality and relative ease of their own lives. Factors that contributed to the emergence of that revised outlook can be loosely sorted into the following seven categories.

(1) Providing role-model experiences;

(2) Understanding the relationship

between college and

the outside world;

(3) Changing definitions of

"service";

(4) Erasing stereotypes;

- (5) Effecting social change;
- (6) Enhancing human relations skills; and
- (7) Placing empathy ahead of financial reward.

Role Models

Many of the Cornell students were surprised to learn that their behavior and attitudes affected those with whom they worked, especially children. One refreshing observation came from a senior who had not worked with children previously:

Something I learned from the children is that they pick up on a great deal of things that go on in their surroundings. You may not realize that something you said was absorbed by the child, but in most instances it is. Many times you will not realize this until later when the child behaves accordingly.

This is a considerable change for the student. After nearly two decades of absorbing and reflecting others' behavior, the undergraduates are on the opposite side of the fence, functioning as role models. The sense of responsibility that accompanies the position of role model is at once gratifying and sobering. Many students may not have considered themselves mature, but when they find out that they are role models, they realize how far they have progressed.

Role modeling works both ways. Sometimes students learn from their charges. Working with children, for instance, often provides a refresher course in the basics of getting along.

I'm so used to watching people my own age want to walk on each other to get a grade, win a game, or look good that I was excited to see how these children presented

themselves at a higher level than

many of my peers.

Students who worked with young children set themselves up for a different form of assessment based on character, a measure that is often new to the students. At times, they may have found themselves lacking. More often than not, they discovered untapped reserves of character and developed skills to meet the requirements of working, say, with disadvantaged children in search of decent role models.

Connecting with the World

Scholars argue about whether colleges and universities are obliged to prepare students for the outside world, or to pursue "education for education's sake." We believe that the incorporation of the outside world into the curriculum is crucial, so that graduates will be aware of the way the world works and will develop empathy for other people's situations.

Community service reduces the barriers between the students and the community at large. When students volunteer for local organizations, the "townies" come to see the students as an asset, while the students gain a better understanding of the way local residents view students. When a student meets delinquent adolescents, persons who are physically or mentally challenged, or neglected elderly persons, the collegiate environment is set aside. The student must decide whether to embrace the reality of the outside world or to keep it at arm's length.

Most of the students chose reality, as in the following two instances.

I worry whether I am going to
receive an A- or a B+ at an Ivy
League university, while others
are hoping to get their high-school
diploma before they turn 50. I
concern myself with what restaurant
to go to, while some people
concern themselves with finding a
meal.

[The experience] helped me keep
my semester in perspective. When
young children looked hungry or
cried about missing parents, it
made my upcoming prelims or
papers seem less significant.

The resulting lesson, which cannot be conveyed in any college classroom, is valuable and lasting.

The teaching experience [tutoring] has brought me to a new level of awareness with regard to helping others, and the donation of time has helped me to appreciate the gift of giving a little more. If it had not been for the class requirement of having to participate in such a project, it might have taken me years to realize what I was missing.

New Definition of Service

Many students initially see the time required for community service as a hurdle. However, many of the students in this course have attested that time is not such a problem.

A mere two hours a week, which is really nothing, made such a difference in someone's life, and that made it all worth it. I was motivated simply to help others because I enjoyed what I was doing. The time commitment turned out not even to be a factor.

Few volunteers embark upon a community service project without some reservations. The volunteer environment is often an unfamiliar one, and a period of acclimation is customary before students embrace their new situations.

I went into this project thinking it would be just a waste of time and it was something that I had to do.

However, after my first visit to the high school, I could not wait to return. The reward derived from volunteering is more of an intrinsic reward that most people cannot understand until they have experienced it for themselves.

Many of the comments from recent student participants indicate their astonishment at how little effort was needed to create an impact in the lives of others. For elderly patients sequestered at nursing homes, the primary responsibility of volunteers was to listen with interest as the senior citizens spoke of their accomplishments earlier in life.

I realized how little it takes to make a person happy. Someone who is sitting in front of a TV all the time and does not have anyone to talk to--for such a person, a visitor is worth more than what money could buy.

I wasn't there for academic reasons, but primarily to make one lonely man smile. We often take it for granted that we are always surrounded by loved ones.

There are so many people who nobody cares about or talks to. A little commitment and attention can make all the difference in the world.

In community programs involving children, students immediately became aware that their mere presence was greatly appreciated. Without substantial effort, they enhanced the experience of the youngsters. When adults give children their undivided attention, the children not only regard it as a compliment but feel a little more important as well.

Self-esteem rises, and a heightened sense of self-assurance develops.

Playing tag and giving piggyback rides could probably never play as big a part in my life as in theirs. but it was inspiring to see that we could enjoy spending time together very easily whenever I was willing to try.

He knows that I cannot cure his problems, but he relies on me for the self-confidence and support that makes it easier [for him] to cope with them.

Breaking Stereotypes

The community-service exercise dismantled students' stereotypes regarding the elderly, the homeless, and the very young.

The elderly. The project highlighted the lamentable plight of many elderly people. The profound sense of anticlimax that characterizes the lives of these senior citizens was not lost on those students who befriended them. Many students were also confronted for the first time with the effects of senility or Alzheimer's disease.

My only real experience with the elderly was with my grandparents.

Therefore, my perception of the American elderly person was a warm and loving, healthy individual in the twilight of life.

I could never have imagined how alone and forgotten old people can be.

In addition to exercising the students' patience and compassion, the nursing home demonstrated how often the elderly are treated like small children. Depending upon the situation, residents were pampered, coddled, or patronized not only by the nursing home

staff but also by visiting family members.

The homeless. The image of the homeless in the minds of many students was inaccurate, reflecting an attitude of "they put themselves there." Following the project many students realized that most of the homeless persons they met chiefly needed a fresh start and the benefit of the doubt.

I have changed my views toward
poor and unfortunate people. I
never knew anyone who was
economically deprived and
therefore did not know how to act.
I used to have stereotypes and
think they were very different
from me. Now I feel more comfortable
in dealing with people who
are less fortunate because I have
learned that they are not that
much different at all.

Undergraduates learned at the outset that the homeless are not necessarily illiterate, violent, or addicted to narcotics. Although they are down on their luck, most are happy for a cogent conversation and are acutely aware of the circumstances that brought them to their current state of affairs.

I found out that they were not
mindless. In other words, they
were not necessarily poor because
they were stupid, but more
because they were unlucky.

Unfortunate circumstances are
what led to their situation....

Basically, I learned that they
are like anyone else.

The children. The comments repeated most often regarding the shattering of stereotypes concerned youngsters forced by circumstance to behave as adults. The almost unanimous delight expressed by the undergraduates indicates that child care was the area that

provided the most consistently pleasant surprises.

The children loved being themselves,
saying what was on their
mind, and knowing that they
would not be judged harshly for
doing so, This attitude, which was
encouraged by the volunteers, was
also passed on to the volunteers....

I was surprised to see
how good a listener a child could
be, and how receptive he or she
could be to my feelings.

At the core of the students' observations and disclosures was the realization that they had been underestimating the children's intelligence and compassion. Students professed that the youngsters were more astute, more mature, and capable of a much higher level of understanding than they had expected. The upshot of this revelation was a realignment of the students' attitudes toward their treatment of children. What they originally perceived to be an authoritarian role was adjusted to that of counselor, confidant, and friend.

Another lesson I learned from
observing [the children] was how
smoothly everything ran if you
allowed everyone to be a part of
the decision-making process. By
allowing the kids to pick their
own activities, they were much
happier than if they were simply
told what to do.

The undergraduates claimed to have learned a great deal from watching the children interact. Students also noted that race relations were rarely an issue among the children they observed.

Their strategy of enjoying a game
for each of its moments rather

than the final outcome seemed a much healthier plan than any I've seen in most adult games, and the lesson in this was to remind me that all games (and maybe even all activities) can probably be enjoyed more by anyone who concentrates on playing and not the outcome. This certainly isn't a new idea about sportsmanship, but the experience did remind me of the value of this healthy attitude.

Furthermore, the children showed a refreshing willingness to share personal information, allowing concerned students to appreciate and empathize with their unconventional--and often unpleasant--situations at home.

This twelve-year-old boy, who I did not even know existed two months ago, showed me the true meaning of happiness and determination. He has so little compared to me and most of my acquaintances, but is still happy. He enjoys his life and is determined to make the best out of what he has.

Social Change

Part of the value of the community-service requirement is its capacity to reduce student myopia regarding social issues. Participants began to look more closely at the steps being taken to combat social problems. By participating in a volunteer service involving child care, homelessness, or eldercare, they began to "own" the problems. In time they should be able to formulate informed opinions on how the problems should be addressed and

how existing resources, both human and financial, might be better allocated.

I knew the government was cutting back on health-care services, but this is ridiculous. [Before this exercise], I never had the first-hand experience to see these people, and I wish government officials would simply take the time to volunteer for a day; maybe then they could stop looking at this problem from a distance. Cutting out money for the care of the mentally ill is not the morally proper place to lower the state budget.

Once again a real-world issue confronts the students ahead of schedule, forcing them to recognize the difficulties of adult life. As a result, many are able to consider, perhaps for the first time, problems such as long-term health care for their parents or the real possibility of rearing a child with a learning disability. This type of recognition is unusual among 20-year-olds.

It nailed home the inevitability of human mortality and the failing of one's basic functions. So in this respect it was valuable for us as college students to be exposed to this side of life.... It showed us that we may be all alone someday, and it also showed us what our parents would face if we were to ever leave them behind in a place like this.

One disadvantage of the awakening of the students' community spirit was the creation of a sense of hopelessness in alleviating the social concerns. Students uniformly admire and laud the men and women devoting full-time careers to the needy, but these selfless individuals are viewed more as martyrs than as professionals. Not one student openly stated that community service might form the basis of his or her eventual career choice. Although this is not surprising (after all, the students involved in the study were enrolled in an undergraduate hospitality program), it is worth noting that dozens regarded the prospect of a career in community-service as bleak.

Human-Relations Skills

Some students mentioned that it was extremely appropriate to include a project of this nature within the scope of a human-relations course. Virtually all participants recognized the worth of the community-service project for its own sake.

Unfortunately, it took a class assignment for me to eventually clear my schedule and put in some hours. But I do think I learned more about human relations from this assignment than I ever could have from a classroom. Learning to understand people and how extremely easy it was to help them were the most important lessons I gained from this experience.

In a specialized undergraduate curriculum, the widespread applicability of human relations is often overshadowed by short-term goals and objectives. In contrast, this course demonstrated the importance of human relations.

Tutoring gave me a greater sense of self-worth because I feel like I am making a contribution to society.... In facilitating the educational process, I feel like I can help students to open up doors that may be shut without a good education. I try to teach by

example and to motivate by showing my own excitement about the subject.... At the very least, it made me feel better simply to take some of the pressure off a teacher forced to deal with a classroom of students who are not easy to teach.

The community-service project encouraged participants to shelve their chosen areas of concentration for a few hours each week and focus instead on honing their human-relations skills on individuals uncommon to the workplace yet deserving of the same degree of consideration and tact. Further, the lesson attempted to convey that human relations is not a technique that professionals employ at the office and then consign to a file cabinet. The skills that promote compassion, open-mindedness, and friendly demeanor in a hospitality environment are precisely the same skills that yield tangible, satisfying results when a person works with the homeless, the elderly, or the disabled.

I had to make X feel confident in his personal ideas, so I had to accept that he was a unique person whose feelings and opinions were not necessarily wrong because they were different. To encourage him, I had to first understand his thoughts and consider them valid, although sometimes they opposed my own. I could not use my own thoughts as the sole basis for comparison.

Intrinsic Reward

Community service countermanded students' belief that work is performed either for grades or for compensation. The notion of giving something for nothing made sense in this new context. The work was its own reward, along with the satisfaction of knowing that someone else's life has been improved as a direct result of one's own actions.

It is everyone's responsibility to

help people who are less fortunate not only by giving money but through one-on-one friendships as well. I have realized that by helping others I feel better about myself and am able to put life's problems into a much better perspective than I used to.

Many students realized that holding a high-paying job is not enough, and that contributing to society has become a significant factor for their futures.

It took an experience like this to make me realize that there is more to a job-or life for that matter--than making money. I did not realize the satisfaction I would get from helping children until I taught them as a volunteer.

In addition to increased self-awareness, virtually all students emerged from this exercise with a sense of satisfaction about themselves. If they carry this impression with them, then the project can be judged a success. The students' self-esteem was heightened by raising that of others.

What I learned most from the experience was that one could not take anything for granted. There is always a challenge to something so mundane and ordinary as speaking.

In addition, I realized hard work is not enough. For certain things, success is a function of time spent, not effort expended.

Part of the attraction of volunteer work is found in its purely subjective nature. Although students cannot be graded on their volunteer performance, they can gauge reaction to the manner in which they conduct themselves. They are, however, graded on a paper that helps them assimilate what they have learned about people during the course of their community service. We can therefore classify the community-service project as an extramural laboratory in human relations.

It is difficult to express or quantify

the impact of this experience

because I have yet to discover

whether the effects are long-term.

I will continue [to volunteer]

because it rejuvenates my

perspective and fires the creative

imagination I thought I had lost.

Prior to beginning my volunteer

project, I considered it an imposition

on my free time. I figured I

had enough work for the class,

why did I have to spend 12

valuable hours of my time to work

with children? After the orientation

meeting, I found myself

looking forward to the challenges

and rewards that would come

from helping those less fortunate

than myself.

A major lesson I learned from this

project was the importance of

community service. After seeing X

every week this semester, I could

not imagine not going because a

class in school ended. I know that our small amount of time with X was important to them, and it has become equally important to me.

It takes so little time to do so much, and in actuality, at no other time during the week am I this productive.

It was sort of funny to think of all the guest speakers with their assorted degrees who came to speak to us and lecture to us about the importance of communication--yet actually learned the most from a group of people who have not yet reached the fourth grade.

Drawbacks

The community-service project has its problems. The diversity of personalities and lack of parallel goals can lead to awkwardness and misunderstanding. One problem frequently cited involves the definition of volunteerism. Because volunteer work directly affects the lives of those on the receiving end, perhaps it is not such a good idea to place such responsibility in the hands of individuals who feel that their participation is forced.

It has also been suggested that not every temperament is well suited to one-on-one interaction with children, the aged, or the mentally or physically challenged. Those students whose insecurities or stubbornness appear to be insurmountable certainly seem to be poor candidates for community service.

The students' chief criticism of their assignment is that they forged solid, meaningful relationships only to discontinue their connection as soon as the academic semester came to an end. For all the personal gratification and widening of perspective of which the students spoke, none of them felt compelled to make room in their schedules for continued community service.

Other students will eventually replace them, of course, and the process will begin anew with the following term. Meanwhile, some of the disadvantaged people who had learned to trust one particular individual may feel abandoned. We wonder how long they can be asked to share their confidence, their problems, and their lives with relatively young

strangers who come and go.

In spite of the drawbacks, we believe that the value of this course speaks for itself through the comments of students who have participated in its community-service assignment.

RELATED ARTICLE: Intellectual Ethical Development

The community-service class described in the accompanying article demonstrates the stages of students' ethical development. We believe that most participants bring some degree of skepticism to the class project, indicating the likelihood of room for additional ethical development. Before they participate in the class, most have had little direct opportunity to reflect on the ethical matters that surface as a result of their volunteer experience. As indicated by their comments on their assignments, many have experienced ethical development as they pondered the situations faced by the people they meet during the volunteer experience.

William Perry wrote about the phenomenon of ethical development.(1) His "main line of development" model encompasses nine identifiable positions of ethical progress from its rudimentary foundation to an advanced plateau in which sophisticated differentiation among behavioral options becomes standardized.

Perry's early stages (positions 1 and 2) are a period of absolutes. An instinctive awareness of right and wrong has developed. When gray areas do arise, they are labeled as breakdowns in the system of authority-aberrations. Occasionally, students will discern a situation in which authority has stepped aside to allow them to discover correctness on their own. The rationale here is purely experiential (i.e., there is a much higher probability that a student will retain the lesson if he or she has seen it in practice).

The basic tenets of the community-service project are deeply rooted in this philosophy. The instructor has stepped back to allow the outside world to function as a working laboratory. Students not only practice human-relations skills gleaned from the course textbook but also develop an acute awareness of which skills must be applied in a variety of human-relations scenarios. Through luck, perseverance, and trial and error, they learn which behavior choices bring the most satisfying results.

Over time, students become more accustomed to uncertainty. Although authority has not been relinquished, it is gradually understood that those in power do not possess all the answers. As such, the reward system is unclear when dealing with this uncharted behavioral territory, which Perry terms position 3. Student volunteers face this problem each time they witness situations in which their authority is undermined (which often occurs in public-school tutoring situations) or is merely ineffective (as is frequently the case at day-care centers).

In the next stage (position 4), the uncertainty found in position 3 becomes widespread and is therefore accepted as a legitimate element of the nature of authority. The right to one's own opinion and the legitimacy of the opinions of others are established, yet at the same time sublimated to the power of authority. This would indicate that students react well to the frustrations and inequities frequently encountered during the community-service experience. We know, however, that this is not always the case,

Volunteers exposed for the first time to a harsh environment, such as a halfway house or a soup kitchen, may prematurely conclude that those in command lack the supervisory skills necessary to manage. They defer to the expertise of the authority figure, yet remain skeptical. After a time, however, students realize that an effective supervisor balances delicacy, forcefulness, sympathy, and optimism to reach the primary goals.

Progressing to position 5, students now cross the barrier wherein it is accepted that all values, including those of authority figures, are relative. Moreover, cases in which ethical conflict arises among opposing parties are addressed in context, not via a deterministic umbrella. The isolation of an ethical stance as a separate entity, independent of other behavioral and environmental factors, encourages students to view value-laden situations with greater objectivity. The students also become more cognizant of their roles as individuals within society, capable of formulating opinions on issues previously considered the domain of those in authority, as in the following comment:

I now have a permanently
different tilt on what the issue
really is. I learned that there are
a lot of people not looking for
handouts but looking for
guidance. I learned that the
people giving the guidance are
among some of the most
amazing and devoted people
that I could ever meet.

The enlightenment. Position(6) represents the threshold at which students begin to empower themselves ethically. The cut-and-dried era of position 1, in which certainty and authority were the crutch upon which all behavioral decisions could lean, has long since disappeared. There is a newfound realization that the students must rely on themselves to judge right from wrong. This is the point at which building blocks are laid for the students' long-term ethical framework. They have received and digested input from a variety of influences in a relatively short period; now the time has come to turn inward and either validate or reject the ideas planted by authority figures dominant in the early stages of development.

Spending time with X has taught
me that just because I think I do
not have any prejudicial biases
does not necessarily mean that
do not have them. And because
have become aware
of this fact, I am now more
sensitive to people and situations
that are new or different

to me.

Perry's positions 7 through 9 are refinements of this self-awareness and enlightenment period. Students will use their new-found ethical freedom to explore and commit to issues, issues that may reflect dominant external influences or be partially out of sync with mainstream society.

No matter which ethical direction the students take, they will accept responsibility. The process of ethical affirmation becomes an integral component of daily life, and the security of feeling that one will "do the right thing" in questionable situations encourages more frequent risk-taking and a wider panorama of social involvement.

I felt guilty at being a part of the
white majority regime that has
suppressed other ethnic groups
for so long. Overcoming my guilt
was the hardest part of "fitting
into" the group.

I learned that the simplest
comforts we enjoyed, such as
liberty and a high living standard,
many people in the world would
never experience.

Through these decisions regarding the implication of ethical commitment, Perry argues, students first define themselves and then embark upon a life-long series of periodic reevaluations. The ethical issues to which students pledge themselves are perhaps the most accurate means of self-expression and inward identity.

The hospitality connection. In recent years, programs in hospitality-management education have been called upon to instill ethics in their students. Ethics probably cannot be taught, but it certainly can be demonstrated. We believe that the human-relations course provides at least a forum for addressing ethical issues. If ethics represents the "right thing to do," then we believe this course in volunteerism contributes to an education in ethics.

(1) William Perry, *Forms of Intellectual and Ethical Development in the College Years* (New York: Holt, Rinehart and Winston, 1968).

(1) Robert H. Woods and Florence Berger, "Teaching Social Responsibility," *The Cornell Hotel and Restaurant Administration Quarterly*, Vol. 30, No. 2 (August 1989), pp. 61-63. (2) *Time* magazine, May 25, 1987, p. 14. (3) See: Ann Hales, James J. Eyster, and John L. Ford, "Housing and Feeding the Homeless: Applying Hospitality Expertise to Public Service," *The Cornell Hotel and Restaurant Administration Quarterly*, Vol. 29, No. 2 (August 1988), pp. 71-75; and Ann Hales, "Beyond Homeless Shelters and Soup Lines: Update from a Washington, D.C., Shelter," *The Cornell Hotel and Restaurant Administration Quarterly*, Vol. 33, No. 4 (August 1992), pp. 77-79.

Photo, above: For kindergartners, storybook adventures are always fun, Student volunteers from the Cornell hotel school use music, books, and art to encourage perception and imagination, Photo, opposite page: Student volunteers join youngsters in the playground as way to teach them different games, The children and volunteers alike can learn important lessons about the relative importance of winning and being a good sport. (Photos by Christian French and Phillip Anastos.)

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