1991

Preliminary Review of Research in Service Learning

James Krug
University of Colorado Boulder

Richard J. Kraft
University of Colorado Boulder

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

 Part of the Service Learning Commons

Recommended Citation

National Service-Learning Clearinghouse

Record Detail

Preliminary Review of Research in Service Learning.

Author(s):
James Krug; Richard J. Kraft

Date Published:
1991

Number of Pages:
15

Resource Type:
monograph, information analysis

Subject Heading:
Service Learning - General

Where to Obtain this Resource:
Not identified.

PRELIMINARY REVIEW OF RESEARCH ON SERVICE LEARNING

Prepared by
James Krug
Richard J. Kraft
University of Colorado-Boulder

Krug (1991) The following cursory review is taken from the Literature Review on Service Learning conducted by Mr. James Krug (1991) at the University of Colorado. Mr. Krug's research has been on the effects of service learning on four groups of high school young people: at-risk youth in a special program, student assistants (primarily minority) within the school, nature guides, and tutors at a primary school. Preliminary results indicate that, while all the experimental groups gained on measures of potency, activity involvement in the community, self-concept and other factors, the statistically significant growth at the .01 and .05 levels was found almost exclusively with the at-risk and minority young people. The control group, as predicted, did not change on the pre-post instruments.

GENERAL SURVEYS

Newman and Rutter (1986) The authors estimated that in 1984, approximately 27 percent of all high schools offered some form of service program, involving 900,000 students in 5,400 schools. Service took on the form of 1) school clubs or co-curricular organizations; 2) service learning credit or requirement; 3) a laboratory for an existing course; 4) a service learning class; or 5) a school-wide focus. Non-public schools were more likely to offer service, and suburban and large schools more often than urban, rural or small schools. Alternative public and Catholic were more likely than regular public or non-Catholic private schools. An estimated 6.6 percent of all high school students were involved in 1984, with 2.3 percent tied to the curriculum. This compared with 52 percent of seniors involved in team sports and 34 percent in the performing arts. Time spent was an average of four hours per week across all programs, and six hours in elective programs. Those with high school graduation requirements spent one hour per week. Schools where a majority of students were non-white were more likely to offer programs than white-majority schools and three times as likely to offer community service as an elective course and award academic credit. Programs involve student in near equal proportion from the college prep., general, and vocational tracks. At-risk students and those with behavioral problems were found to be non-existent in service programs. Thirty-four percent of programs were in schools, not in the community.

Harrison (1987) Harrison reports that among voluntary programs, most (61 percent) involved less than 10 percent of the student body. Ninety percent of student put in less than 200 hours, about half the time required by one season of high school football. Sixty five percent of service programs were within the school itself.

Whatever the actual numbers of students involved in service learning mioght be, the surest conclusion that can be drawn is that school-based service learning is an educational concept that has endured throughout this centruy, but has not become an integral part of the high school experience for more than a small group of students. In addition, few programs involve participation by at-risk and minority youth, and a majority of school-sponsored programs are focused on college bound white students.

SOCIAL GROWTH INVESTIGATIONS

Riecken (1952) Reicken studied college students involved in two months of intensive, full-time summer experiences designed to strengthen humanitarian ideals by having youths participate in physically useful labor in an economically deprived community. Using a questionnaire, he discovered participants became less prejudiced, more democratic, less authoritarian, more service oriented and developed greater ego strenth.

Smith (1966) Smith, in a study of forty-four Peace Corps volunteers who taught in Ghana during a period of two years, discovered that after the first year in which the volunteers displayed initial and perhaps naive optimism, a more reasoned but no less committed moralistic philosophy emerged. They demonstrated more realism, autonomy, independence, and significantly increased levels of self-worth and insight. In addition, they became more service oriented in terms of their own career aspirations.

Hunt and Hardt (1969) Students in a Project Upward Bound, pre-college enrichment program for high school students from poor families were involved in communal living. Both white and black groups achieved nearly identical increases in motivation, self-esteem, and academic achievement. Other researchers have indicated positive results in social growth from less intensive school service programs.

March (1973) concluded that participation in community affairs as part of a high school experimental course increased, as did interest in political activities and a desire to support political issues.

Using a model based on Mosher's moral education, Newmann's citizen education and Hampden-Turner's psycho-social development, **Bourgeois (1978)** concluded that democratic values were accepted by young teenagers, an urgency for personal competence existed, and community activities helped to develop civic competence.

Wilson (1974) examined openmindedness and a sense of political efficacy in a community based alternative education program. Wilson concluded that because the learning environment became one of openness, changed authority relationships between students and teachers, and student self-selection of the subject matter and process of curriculum, the findings of greater openmindedness and political efficacy on the part of participants were able to occur.

Corbett (1977) studied the effects of high school students' participation in a year long community program which aimed to develop student commitment to the solution of social problems. He found that during the first year when the program was teacher centered and directed, student moral and psychosocial development was nonsignificant, but in the second year, when in became student centered and reflective in nature, significant gains on personality measures and emotional and task competence were found. He concluded that students who worked with individuals in providing service developed more commitment to the solution of social problems than did the students whose volunteer work was focused upon group leaders situations.

Stockhaus (1976) sought to determine if twenty hours of helping in social service agencies would positively affect self-esteem, political efficacy, social responsibility, and community responsiblity in high school seniors. Stockhaus found that participants in one school developed greater senses of social responsibility, community responsibility, and altruism, than did non-participants and controls, but that strong support for community

involvement programs to bring about positive changes in citizenship attitudes was lacking. Changes were too small to be of practical significance.

Broudy (1977) delineated problems which limited the effective development of moral/citizenship, experiential and service learning programs in the public schools. They included heterogeneity of values and life styles, discrepancies between educational objectives and community behaviors, discrepancies between structured classroom teaching and students' informal community learning, and community expereinces of differing intensity and quality.

Conrad and Hedin (1982) found that students in service and other expriential programs developed more favorable attitudes toward adults and also toward the type of organizations and people with whom they were involved.

Luchs (1981) reported that high school students involved in community service gained a more positive attitude toward others, a greater sense of efficacy, and higher self-esteem than non- participating comparison students.

Calbrese and Schumer (1986) reported lower levels of alienation and isolation, and fewer disciplinary problems among junior high school youth involved in service as part of a program for students with behavioral difficulties.

In summary, the literature findings on social outcomes as a result of students' involvement in experiential and service learning programs are mixed. Intensive, full-time, communal living programs have generally proven to be more successful in changing attitudes; these programs, also, have usually included older students who may have already committed themselves to achieving program objectives, primarily because they entered the programs in a voluntary mode. Too many of the studies suffer from small sample size, lack of strict controls, previous volunteer experiences on the part of students and uneven quality of students' experiences in the program.

PSYCHOLOGICAL DEVELOPMENT INVESTIGATIONS

A number of reserach studies have concentrated upon the study of student's psychological development as a result of participation in experiential education and service learning programs. Taking full responsibility for one's own actions, developing a sense of self-esteem and ego strength, reaching a high level of moral reasoning, and becoming psychologically mature were seen to be key determinants for sucess in school and for active involvement in positive citizenship (Stockhaus, 1976). Unfortunately, traditional school curricula frequently not only do not promote these aims, but conversely, appear to negatively affect them (Goodland and Klein, 1990; Martin, 1975; Cusick, 1973; Silberman, 1972; Bidwell, 1965; Jackson, 1968; Surges, 1979; Coleman, 1961).

Advocates of experiential education and service learning programs believe that development of psychological strength will occur more strongly in such programs than in traditional school programs (Conrad, 1982; Coleman, 1974; Dewey, 1938; Frankena, 1965; Piaget, 1970; Schwebel and Ralph, 1973; Rogers, 1969; Rich, 1962; Kohlberg, 1970; Erikson, 1968).

Bontempo (1979) conducted field interviews with student and coordinators, and studied program documents from the various schools. Her conclusions were that this type of learning was clearly grounded in consistent philosophies of learning and was making valuable and extensive use of community resources in students' education. Students

enrolled demonstrated positive self-concepts and help increase students' feelings of self-worth.

Kazungu (1978) concluded that voluntary youth helping experiences promoted a more positive self-concept among youth and significantly helped to improve the community.

Sager (1973) studied twenty-two high school seniors who volunteered for nine weeks during their summer vations at state hospitals. Young people increased their self-esteem and self-confidence significantly on 30 or 34 subscles on seven personality inventories. In addition, they were more self-accepting, felt more adequate and worthwhile in human interactions with their peers and with the persons they were helping.

Kelly (1973) found that therapeutic helping behavior generated positive changes in self-concept and other self-perceptive dimensions on the part of the helper. He found that students who helped on a one-to-one personal level underwent significantly greater positive changes in self-concept and other realted measure than did thos in more general types of service activities.

In order to determine whether self-concept of students who had experienced school behavioral problems of apathy, vandalism, and delinquency would be improved by enrollment in a voluntary curriculum with a traditional school setting, Martin (1977) employed a case study approach to a year long study of thirty male and female high school students. By the end of the year, student behavior had positively changed as measured by teacher interviews and by students' own self-reflections as reported to the research. Both teachers and students believe that students had also developed more positive self-concepts as their former negative behaviors became socially acceptable.

Exum (1978), in addition to investigating interpersonal behaviors and ego-development. Also studied were the results of systematic reflective discussions of college students' helping experiences upon the development of self-concept. Conclusions indicated that a combination of actual experiences and systematic reflective discussions were the most important components in the curriculum and that participants showed significant growth in self-concept and ego-development.

Rutter and Newman (1989) found that the potential of service to enhance social responsibility was dependent on the presence of a reflection seminar. The opportunity to discuss their experiences with teachers in small peer group settings greatly impacted whether they reported a positive interaction with the community.

Saunders (1976) investigated whether or not junior and senior high school student tutors would demonstrate a positive attitude change in self-concept, in reading and toward school when compared to student non-tutors. While no significant difference was found, Saunders concluded that the program had an effect on maintaining positive attitudes.

Soat (1974) examined college students in an introductory psychology course as to whether one's cognitive style and self-concept were related to expressed willingness to help others. He found no signficant relationships.

In summary, the research evidence does give some indication that experiential and service learning programs may have a positive effect upon the development of a positive self-concept in those students involved in such a program. More research must be done in order for that evidence to be definitive.

MORAL JUDGMENT STUDIES

Alexander (1977) investigated whether or not moral thinking, ego development, and the lessening of prejudice in youth could be changed by an alternative education curriculum. Significant changes were discovered in moral reasoning, ego devleopment and lessening of prejudice.

Edwards (1974) studied experiential education as it relates to moral development, and explored the influence of environment upon moral reasoning development. Studying one hundred three high school and university students in Kenya, she confirmed the following hypotheses relating to the effects of intellectual and social experiences. 1) Students who attended multicultural secondary schools displayed higher levels of moral judgment than did students who attended ethnically homogeneous schools. 2) An atmosphere of mutual trust and cooperation stimulated students in preconventional (stages one and two) reasoning postures to develop toward more adult postures (stages three and four). 3) Students who resided at boarding schools displayed more stages three and four moral reasoning than did students living at home. 4) Students who studied law and social sciences displayed more stages thre, four and five moral reasoning development than did students who studied primarily science and engineering.

Reck (1978) attempted to determine whether or not participation in a school service learning program was positively related to moral development, whether the amount of time given to service was related to students' positive moral development, and whether students with little experience in service activitities experienced more moral development than students with more prior experience. On only two of sixteen variables was there signficant difference between experimental and control groups. 1) Students who pretested low in moral development demonstrated greatest gains in the posttest. 2) Students who served only during the program in their assigned tasks showed significant growth.

Mosher (1977) concluded that moral and ego development can be enhanced by service learning programs with the most powerful being those that combine discussion of moral issues with the experiences.

Although the research results in the area of moral judgment are mixed, they do tend to indicate that experiential and service learning programs may have an impact upon the development of moral judgment. What has not been answered are the questions of what are consistently effective ways in which moral judgment may be developed; what types of students will benefit from what programs; and what formats will be most successful.

INTELLECTUAL LEARNING INVESTIGATIONS

Houser (1974) recorded significant gains in an experimental group versus a control group in the development of both reading skills and self-concept at the seventh and grade level, with students participating in a student-aide program invovling elementary school students.

Lewis (1977) recorded significant gains in his investigation of whether learning by doing (experiential learning) was as effective a method of teaching subject matter concepts to adolescents and adults as was expository learning. Although, in a number of situations, expository learning was effective, learning by doing coupled with receipt of procedural knowledge learned both by declarative and procedural knowledge was more effective.

Hedin (1987) in a comprehensive meta-analysis on peer tutoring by high school students involved in service found increases in reading and math achievement scores both on the part of the tutor and tutee. Although the achievement score increases in reading and math were modest, the author defends the analysis on the basis that small increases are evident with most learning and growth in general.

Hamilton (1988) found that when the measuring instrument is a general test of knowlege, there is usually no difference between students in service programs and those in conventional classrooms who do not participate. Consistent gains in factual knowlege have been found, however, when researchers have used tests designed to measure the kinds of information students were more likely to encounter in their field experiences (Hamilton, 1987).

Wise (1970) compared achievement of two hundred sixty-one elementary school students in a study designed to determine whether experiential outdoor education experiences would produce significantly higher scores in the increase and retention of knowledge expected in the course objectives. No significant difference was found between groups.

Braza (1974) studied fifteen experimental and eight control group students in an attempt to discover significant gains in knowledge, behavior, and attitudes recorded as a result of a community based service learning procedure. Control group students received traditional classroom instruction in health problems of disadvantaged groups, while the experimental group students were given intensive community experiences. Posttest results demonstrated that both methods were equally effective in promoting knowledge gains; in addition, both groups expressed essentially identical increased commitment to the study of health problems of disadvantaged persons.

Thus the findings on intellectual learning and participation in experiential and service learning programs are mixed. It may be that positive intellectual outcomes are found most frequently for tutoring because it is the form of service learning that is most "school like," and the knowledge and skills examined are most like those the tutors have been using. In the instances when students in other forms of experiential and service learning have been tested for gains in factual knowledge, the results have been less conclusive. In most cases, the test instruments used to measure intellectual gain were developed by the same individual responsible for the service learning program, therefore raising questions of researcher bias and lack of test validity.

COMMUNITY IMPACT AND EFFECTS ON THOSE SERVED

Ellington (1978) studied the effects of contact with and education about the elderly in three experimental classes of high school seniors. Although no differences were discovered between students who received only contact with the seniors and the control group, and none were discovered between the attitudes of the two groups receiving inductive and deductive teaching, the study did find that a combination of contact with the seniors and learning about their problems appeared to positively change young peoples' attitudes.

Glass and Trent (1989) concluded that adolescents' attitudes toward the elderly can be changed through classroom experiences.

Owens (1979) sought to determine whether or not student attitudes toward academic and vocational goals would change in a positive direction after involvement in a year long service learning program. He concluded that students in the experimental group

experienced significantly larger attitudinal changes than did the control group in the areas of more positive self-confidence and more clarity in educational direction and career paths.

Shoup (1978) sees service learning as viable alternatives to the set secondary curriculum, and as valuable methods for expanding the traditional classroom experiences to promote citizenship attitudes.

Clayman (1968) in a study of training pre-service teachers to become familiar with community resources discovered that although student teachers were committed to using the community as a resource, supervision of their activities was complex and difficult.

Conrad (1979) chose eleven experiential and service learning programs from various cities for intensive study. The eleven programs from nine schools involved more than six hundred students in nine experimental and four control groups; foci included community service, outdoor adventure, career exploration and community action. The overall conclusions of the study were that experiential education and service learning programs can promote social, psychological and intellectual development, that they appear to do so more effectively than classroom-based programs, and that the key factors in promoting growth are: 1) that the experiences be significant and provide for the exercise of autonomy; 2) there be opportunity for active reflection on the experience.

Keene (1975) examined whether students involved in an elective sociology high school course where classroom instruction was coupled with five hours of volunteer direct experience per week for one semester at various social agencies, would have a more positive attitude change toward poverty and minority problems than students who took only a required political science and economic course. She found no significant difference in the groups, but the experience was perceived as positive by parents, students and the community, so was continued.

Newman (1978) found negative results on attitudes when elementary students were place in contact with severely emotionally disturbed children, as compared to those who received classroon instruction of handicapped children.

Tobler (1986) conducted a meta-analysis of 143 studies on drug prevention programs and found that peer helping programs were identified as the most effective on all outcome measures.

Norman and Richard Sprinthall (1987) reporting on a series of studies of high school students engaged as teachers, tutors and peer counselors observed that in addition to other gains, many students had developed higher level counseling skills than those achieve by graduate students in counseling.

In summary, the finding on community impact and the effects on those served are primarily positive, indicating that young people enrolled in experiential edeucation and service learning programs which focus upon making a difference in terms of community do, in fact, positively affect community members. In addition, the attitudes of young people fregquently are significantly changed in the process of helping others.

Colorado Student Service Learning Questionnaire

A. _____ School or College   B. _____ Grade Level

_____ To what course/class is your service connected?

C. ___Age   D. _____ Female _____ Male

E. Race or Ethnicity (mark all that apply):
_____ African-American
_____ Asian-American
_____ Chicano, Hispanic-American
_____ Native-American
_____ Anglo (Caucasian)
Other (Please Specify)_____

F. What kind of grades do you get on average?
_____ Excellent _____ Good _____ Average _____ Fair _____ Poor

G. During the past three months, how much time did you spend doing volunteer work?
_____ 0 hrs/week _____ 1-2 hrs/week _____ 3-4 hrs/week _____ 5-6 hrs/week
_____ 7 or more hrs/week

H. For whom was this volunteer or community service done?
_____ Family/friends
_____ Neighborhood/community agency
_____ Church
_____ School
_____ Health Care Facility(e.g. hospitals,nursing homes),
Others_____(please specify)

I. How satisfied are you with your community service work?
(circle 1-5 on the following scale, with 5 being very satisfied)

1	2	3	4	5
Very Unsatisfied				Very satisfied

The following statements ask for your opinions about a wide range of topics. Please circle SA if you strongly agree, A=agree, N=neutral, D=disagree, and SD=strongly disagree.

SA A N D SD   1. People are poor because of lack of effort.

SA A N D SD   2. Individuals have a responsibility to help solve our social problems.

SA A N D SD   3. People have little control over being poor.

SA A N D SD   4. The problems of unemployment and poverty are largely the fault of society rather than the fault of individuals.

Please fill on the other side of this sheet also

SA A N D SD   5. It is important to help others even if you don't get paid for it.

SA A N D SD   6. People should only help people they know, such as close friends and relatives.

SA A N D SD   7. It is the responsibility of the community to take care of people who can't take care of themselves.

SA A N D SD   8. It is my responsibility to do something about problems in our community.

SA A N D SD   9. I feel uncomfortable around people with handicaps.

SA A N D SD   10. Success in life is not really dependent on how hard I work.

SA A N D SD   11. I decide what to buy because of what a product does (or does not do) to the environment.

SA A N D SD   12. I am happy being who I am.

SA A N D SD   13. I don't worry much about others less fortunate than?

SA A N D SD   14. I try to keep in good physical shape.

SA A N D SD   15. We should preserve our environment even though there is pressure to develop it.

SA A N D SD   16. I think I can make a contribution to solving some of the problems our nation faces today.

SA A N D SD   17. Using land for parks and wilderness is a waste of valuable land.

SA A N D SD   18. Maybe some people do not get treated fairly, but that is not my concern.

SA A N D SD   19. It takes too much time to recycle newspapers, cans and bottles.

SA A N D SD   20. I don't think or worry much about what's going on in the world because I can't do anything about it .

SA A N D SD   21. People should give some of their time for the good of other people.

SA A N D SD   22. My involvement in the community improves the lives of others.

SA A N D SD   23. I have helped out on special projects in my community.

SA A N D SD   24. I feel comfortable around people who are from different races than me.

SA A N D SD   25. People from other cultures should try to fit in to America culture.

SA A N D SD   26. My family supports my involvement in community service.

SA A N D SD   27. Being around elderly people makes me uncomfortable.

SA A N D SD   28. Women need an education just as much as men do.

SA A N D SD   29. Adults don't give me credit for being as capable as I am.

SA A N D SD   30. Reflecting on my experiences makes them more meaningful.

SA A N D SD   31. Getting an education will help me get the job I want.

SA A N D SD   32. I enjoy learning in school.

SA A N D SD   33. I value being the member of a team.

SA A N D SD   34. Learning to work alone is more important than learning to work in a group.

SA A N D SD   35. I feel that my teachers care about me.

SA A N D SD   36. What I learn from my teachers means a lot to me.

SA A N D SD   37. When I work on group projects in school, I only like working with my friends.

Read the following sentences and circle that which best describes you.

A=Always   AL=A lot   S=Sometimes   SE=Seldom N=Never

A AL S SE N   1. People feel good when they are around me.

A AL S SE N   2. I talk with people who may feel left out.

A AL S SE N   3. I help people see that things can change.

A AL S SE N   4. I help people talk to each other.

A AL S SE N   5. People try to copy how I act.

A AL S SE N   6. I listen to and understand people around me.

A AL S SE N   7. I like to help others meet their goals.

A AL S SE N   8. I complete things that I start.

A AL S SE N   9. I try new things.

Thank you for taking the time to fill out the questionnaire!

Ideas for Youth Service Projects

*Big Buddies: Act as "big buddies" to children who need support and guidance.

*Board Membership: Serving on non-profit and governmental advisory and decision making boards.

*Building: Build houses, public facilities, parks, playgrounds, school materials or other structures. Put up snow fences, bleachers, or other temporary structures.

*Clothes Collection: Collect clothes, food, toys and other goods for public pantries and other organizations.

*Community Education Classes: Teaching classes to the public in subjects such as computers, performing arts, etc.

*Community History: Research oral history or other local history projects for communities.

*Cook Meals: Cook meals at soup kitchens or for community dinners.

*Crisis Centers: Support the staff of battered women's shelters and emergency shelters.

*Day Care: Care for young children in day care centers, pre-schools and other facilities.

*Emergency Services: With appropriate training: Give medical aid as Emergency Medical Technicians on Volunteer Ambulance Services. Fight forest fires. Build dikes and sandbag to prevent flooding.

*Environmental Research: Conduct environmental research in such areas as acid rain and water quality.

*Environmental Cleanup: Clean up rivers, lakes and parks and otherwise beautify the environment.

*Fundraising: Raise funds for charities or to fund service projects.

*Garden: Develop and maintain community gardens.

*Home Bound: Daily or weekly, check in on home bound people to make sure they are all right and to run errands for them.

*Home Chores: Paint houses, check and/or replace smoke detectors, put up storm windows, rake leaves, move heavy items and other work for senior citizens or disabled people who live alone.

*Hotlines: Staff youth hotlines or other public information lines.

*Meals on Wheels: Deliver Meals on Wheels or distribute government commodities, toys or other goods to people in need.

*Paint-a-thons: Organize large scale community service projects possibly with pledges to raise money for charity.

*Peer helpers: After training in communications, referral and other necessary skills:

 -Orient new students to the school

 -On referral from the school counselor, talk with troubled students.

 -Pair up as "big buddies" with special education students.

 -Tutor peers who are having trouble with their classes.

 -Help resolve conflicts.

*Performing Arts: Perform music, theater, dance, puppetry and other arts for young people. Performances are best if they promote audience interaction.

*Plant trees: Plant trees, shrubs, flowers, and other plants. Wild bird or ot habitat enhancement are also needed.

*Public Awareness: Convey information about health issues, current events, public safety, social and environmental issues, academic or other subjects to young people and to the public through the arts, videos, lectures, written works, or experiential activities.

*Public Media: Produce newletters, newspapers, cable TV programs or other public information sources.

*Read for the Blind: Read written materials for blind people. Assist others with disabilities.

*Recreation Programs: Run recreation or other outdoor education programs for younger youth.

*Recycling: Increase public awareness about and then collect and process recyclables.

*Research: Research information for non-profit organizations or public agencies. Examples include: surveying households about their solid waste disposal; counting wild birds; collecting local crime statistics; interviewing youth, seniors or other groups about their need for services.

*Special Equipment: Construct special equipment such as wheelchair ramps for disabled people.

*Special Olympics: Run Special Olympics or other events for mentally physically handicapped youth.

*Tutoring: Work with teaching staff to help younger students in need of extra tutoring. Tutors may teach groups, individuals, or even a whole class.

*Victim Aid: Follow through with crime or accident victims to assist with their recovery.

*Visit Institutionalized People: Provide companionship for hospital patients, prisoners or residents in nursing homes or institutions for the mentally or physically handicapped. Individual youth may pair up with individual people in need through Adopt-a-Grandparent or similar programs.

*Visual Arts: Design posters for non-profit organizations or for public information. Design parks or other public spaces. Paint murals in downtown areas. Create cards or gifts for senior citizens.

*Voter Education: Distribute voter registration information. Help register voters.

*Youth Agencies: Lead youth leadership groups such as Camp Fire, YMCA, YWCA, 4-H, Boy Scouts, Girl Scouts, Junior Achievement, Jack and Jill, ethnic leadership groups, and many others.

*Youth Leadership: Organize youth leadership training events.

*Youth Sports: Athletes can coach younger athletes in their sport.

class work.
(17)   The teachers can sometimes relate to how we think, and they laugh with us and not at us.

7) If you were asked to describe the worst class or program you were in, what would you say?
(1)   Algebra.
(2)   It was boring, too much work. I hated the teacher. He/she doesn't know what their talking about.
(3)   P.E.
(4)   Softball team.
(5)   P.E. class, because you have to make up laps too much.
(6)   The kid had no will to learn.
(7)   Nothing.
(9)   I don't like typing. It seems like it goes on and on.
(10)   My science class is straight out of the book.
(11)   Geometry, it was too stressful.
(12)   The worst class is science. It's just boring.
(13)   I don't know.
(14)   My classes are all good to me.
(15)   Simcha.
(16)   It was dull, dull, dull.
(17)   Science class, is the dullest class, because the teacher is dull, and just sits there and basically talks to himself.

8)   What do think should be done to improve your high school next year? Please state the problems and how you think they can be solved?
(1)   I've had a really good year. I think I should keep on going like I have this year and next year will be just as successful.
(2)   A gym/take out the farm. More lockers. A new amphitheater.
(6)   We need a gym and some showers.
(9)   This school is being improved and I don't really think it needs anything. I wish I was going here next year.
(10)   More people.
(11)   Have a couple of days off, it is so tiresome to go to school.
(12)   An auditorium or cover for the amphitheatre. The solutions are to raise money for it and the farm. The solution is to just take it out.
(13)   I don't know.
(14)   I think they should have CEO because it helps you get ready for college.
(15)   Gym.
(16)   Get more involved in my classes and make up my mind on what classes I want to take.
(17)   This school is too small, and should be enlarged.

9)   What do you think about the size of your high school classes? Has the size influenced your learning or your desire to stay in school?
(1)   The size of my high school classes really infuences my

learning because they are small and I can get all the help I need.
I don't feel crowded. I have a lot of space.
(2)   I like my class sizes.   Yes, because I get individualized attention.
(3)   I really like it because the classes are small and I learn better.
(4)   I think it's fine having small classes because I learn better that way.
(5)   A maximum of 40 students. No.
(7)   Some small, and large. They're all right.
(8)   No
(9)   Yes, the teachers and students are mostly all nice, it's a friendly environment.
(10)   The size is small and it's better for learning.
(11)   They are fairly small, which is great because teachers have time for you.
(12)   The size is alright. Yes, it has influenced my desire to stay in school.
(13)   yes
(14)   The size of my classes are good because they're not too big or not too small. I learn good with the little class because you get a lot of explaining.
(15)   Great.
(16)   I think they are great. Yes, since they're small classes you know your fellow students better.
(17)   The size of the classes are of good size, and it is easy to get personal help, or to talk to the teachers, and most of them can understand how we feel.

10)   How do you plan to use the knowledge gained in high school in your near future?
(1)   I plan to use my knowledge I gained in high school in a four year university.
(2)   In becoming a beautician.
(3)   I plan it to take it to college!
(4)   Help me out in college.
(6)   In computer training or as a carpenter.
(7)   Apply it to the real world.
(8)   Lawyer.
(9)   I'm going to go to college and I'm going to further my education and become well off, and happy.
(10)   Go to college and become a better person.
(11)   Make money and be aware in politics to make right decisions.
(12)   Remember it so when I need it I can go back and get it.
(13)   By using my education to get a good job.
(15)   To count money.
(16)   I have no idea.
(17)   I will use it to learn, and do well to get into college.

11)   From your experience in high school, what have you learned about your life and your values?
(1)   I've learned that I have goals and I've learned that I'm good

at completing them.
(2)   Things don't come easy. You have to work at everthing.
(4)   Never take things for granted. Learn to respect others.
(6)   None.
(7)   I already knew everything about it.
(9)   That everyone can succeed, if they try, and I'm trying my
hardest.
(11)   Life is something in which you have to work to live in. And
you can't make wrong decisions.
(12)   That my life is going O.K. and my values are high.
(13)   That life means more to me than I have ever expected.
(14)   I learned that I could work hard if I wanted to and that I
can't play around with my work.
(15)   That you need to reach for goals.
(16)   That life can be whatever you want it to be, as long as you
have the initiative.
(17)   I learned that I value my friends.

12)   Have your parents commented about your high school program?
If so, what have they said?
(1)   Yes, they like it but say they would like me to go to a school
with a bigger environment so I can be more prepared for college.
(2)   No!
(4)   No.
(6)   No.
(7)   No.
(9)   They just brag about it to their friends.
(11)   Nothing.
(12)   No.
(13)   No.
(14)   My mother thinks that I am getting better and better with my
high school work.
(15)   No.
(16)   Yes, get A's.
(17)   They have said I better get A's.

Comments:
(15)   You're welcome.