

AUTO-ETHNOGRAPHIC 2018
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**THE DEVELOPMENT OF COMMUNITY INVOLVEMENT PROGRAMS FOR
ACADEMIC CREDIT AT ECKERD COLLEGE (FPC), ST. PETERSBURG, FL, 1968-
1971**

ORIGINAL DOCUMENTS:

Ia) *Development of Community Involvement Programs for Academic Credit*. 1st Draft of Independent Study Report, October 1970 ((#missing final draft which included revisions and the addition of Professor Jay Johnson's suggestions: a) identification; b) plans and objectives; c) organization; d) strategies)) with introductions/summaries from Appendices A- C.

Ib) *Notation: description of "Community Internship Program" in College Catalogue (1972-1973)*

II) FPC (Eckerd) College Community Involvement Program (Fall 1969) Appendix A

III) *Introduction to Community Involvement Programs "Booklet" Spring 1970*
Appendix B

IV) *Community Involvement Program Addendum (#missing page 1) Projects, Academic Credit Opportunities, Volunteer Projects, Fall 1970* Appendix C

Development of Community Involvement Programs for Academic Credit (1970)

Considerable attention has been given to the role of academic institutions in the community over the last several years. At one extreme, there are arguments that involvement by an academic institution in the community threatens the institution's integrity, neutrality and resources. There are also arguments at this extreme that purport that involvement is not academic and that learning takes place at a university with teachers and books. At the other extreme, there is the view that the university has a social responsibility to the community because of its neutrality, objectivity, standards, and resources (*arguments made by faculty and students in the College Assembly, 1969-1970).

I see the community as an educational resource, a teaching and learning laboratory.. One obviously asks whether an educational institution can adequately perform its function of teaching if it doesn't involve itself in the community. It is my thesis that community involvement can be a learning experience and can be integrated into the total educational program for a more productive education. By combining the needs and the resources of the community, both will be better served. Community development programs can be used to foster societal development, advance knowledge, and stimulate learning (there are also psychogenic benefits).

The following pages reflect my and others' initiative to integrate service and learning, to integrate task accomplishment and educational growth. The following pages depict the progress toward community involvement programs for academic credit. I believe that an institution that continually speaks of being an innovative and experimental college striving

to develop the total individual needs this program.

My initial interest was in a work-study program that integrated the theoretical learning of the classroom with the practical, experiential learning of the external community. I was interested in developing a program that took theoretical learning and tested it in a practical "learning laboratory", therefore disproving or reinforcing theory, and giving a more beneficial learning experience (this program format was initially for the sociology major hopefully broadening later to other areas). The program would be unlike the 'service' semesters at Antioch and Beloit colleges; instead it would be a class-field program later broadening into intern programs (e.g., a six hour course in Community Development with two hours a week in the classroom and four hours in the community; broadening later to a twelve for course for certain persons).

Florida Presbyterian College (name changed to Eckerd College in 1971/1972) has always been in the position of allowing a student to undertake almost any course of study through the independent (*and directed study) program. Several students have done this through semester programs

and Winter Terms.. There have also been courses in social work for senior Sociology majors under the direction and supervision of Mr. Jenkins of Family and Children Services, St. Petersburg.

But, the problem has been the lack of a successful integration of the classroom and community learning experience (except in the case of several Winter Terms). Also, Professor Jenkin's courses were/are not open to students of other majors and lower-level sociology students because of prerequisites (Might I add here that the intent of the integration of community and education, experience and examination, this combination of

learning and service is to develop both professionals and citizens to work within and serve a rapidly changing society. Thus, this program must be open to all students in all majors).

I first became involved in the community in the spring of 1968 in a Tutorial Program serving elementary children in the Jordon Park and Gas Plant areas of St. Petersburg. There were over 100 students involved in the program that was initiated by Rick Anderson and VISTA volunteers. At this same time there were several persons taking independent study projects and a number involved in other aspects of community service (volunteer work). (* I began working in Upward Bound the summer of 1968 and worked as a tutor throughout the year from the Fall of 1968 through summer of 1970 receiving academic credit in 1969, 1970 through

Jefferson House, a program for a small group of students who could create their own course of study including majors, courses, internship, and independent studies under the guidance of faculty mentors).

That fall, the volunteer projects on an individual basis continued and grew as the tutorial program was disbanded (partly because of a lack of further organizational sustainability and the leaving of the VISTA volunteers). Rick Anderson at that time began organizing students to work in various community volunteer programs including Big Brother tutoring project and the beginning of CLM. These projects continued the spring semester with several persons doing their own volunteer work.

The spring of 1969 I ran and was elected to the position of Director of Academic Affairs, Student Association. One goal during my duration in office was the development of a community involvement program for academic credit.

That spring I had various meetings with Dr. Jacobson (Dean) and Dr. Thomson (Classics professor, Director of Upward Bound) trying to organize their ideas and mine into a cohesive plan. The immediate problem was determination of the number of students interested in such a program and the feasibility of a program in regard to the college's resources. I assumed from my previous experience and knowledge with and of various students involvements that there was no question of student participation if such a program was to develop. I also assumed that the only way we would get such a program would be by designing one that could use the college's existing staff resources and would cost no money.

In September 1969, Dr. Jacobson, Rick Anderson and I attended a conference in Princeton, N.J., sponsored by the Commission on Youth Service (following the National Youth Administration 1930s, and a predecessor to 1970's National Commission on Resources for Youth) *where I visited with my former teachers at Princeton High School and faculty at my father alma mater, Princeton Theological Seminary. We gathered data on future government prospects and information on programs at other colleges. When we returned, Dr. Jacobson set up a special subcommittee I joined under the Academic Affairs Committee, titled Subcommittee on Community Activities chaired by Professor Meacham.

Rick Anderson, also a member of the subcommittee, proposed that academic credit be given for students for properly structured community projects (subcommittee felt that projects should include theoretical material, work experience, and reflective evaluations). The committee, either by direction from the Dean, or by the awareness of subcommittee members for the necessity for conserving college resources, concerned itself with the implementation of independent study contracts on a large scale rather than the idea of a classroom-community structure. The problem, specifically, that the subcommittee concerned itself with was faculty supervision. They discussed: 1) use of the present faculty to the extent that workloads, willingness, and competence permit; 2) use of additional faculty support through foundation support (e.g. social work interns from grad schools; educational interns; seminary interns); use of certain community personnel as project supervisors (the subcommittee concerned itself with the problem of making certain the excellence of said project under the

supervision of someone other than a FPC staff member). They recommended as a short-range accommodation of the problem that faculty members continue to sponsor as many worthwhile independent study projects as their time, competence, and willingness would permit. They recommended as an immediate range attack to the problem that the Dean (or someone he designated) to explore the possibility of augmenting the FPC Staff with graduate or seminary interns. The subcommittee felt that as a long term solution that the college needed to acquire an additional faculty member who would supervise student projects, and would continue to see outside support for graduate interns or other types of short-term staff adjuncts.

Thus by the end of October 1969, progress was being made and long-term solution of program sustainability was hopeful.

It was during the course of Fall 1969 that Rick Anderson and I began to work on developing projects within the community for students to work on developing projects within the community for students to involve themselves with and in. Through informal surveys we found several students had already found individual service-study projects with for example Headstart and the Peter Pan School. What we tried to do during these months was to map out the social scene of current programs and decision-makers, to renew old contacts and establish new ones in hope of putting out a booklet that would offer both organized involvement program opportunities (e.g. Big Brother Sister) as well individual volunteer projects.

We formed the Community Involvement Program that fall for the following espoused reasons: 1. to promote ideas and practices of community activity among students; 2. to bring

together volunteer agencies and FPC students; 3. to open up new educational and personal experiences outside of the college classroom and campus and within the college community; 4. to set up programs in the community that could be used as community learning and service experiences in academic courses that consist of both community involvement and class room study; and 5. to provide off-campus opportunities for active citizenship and authentic problem-solving service as exemplified by the on-campus FPC Student Association and College Assembly governance.

From our surveys/interviews we decided to find new contacts or set up new programs in five areas: 1. special education for the mentally, emotionally, or physically handicapped; 2. community action programs (local, state, federal); 3. day care programs; 4. teaching, tutoring and other supportive assistance; 5. independent projects

There were numerous problems. The most important, in retrospect, were the two organizers. We found as we became more involved in the organizing of this enterprise that we didn't have the time needed to do a thorough and good job- we were not doing the work for academic credit! Second, we were not looked upon by many agency leaders as competent community development agents or community organizers even though the local media made a 'big thing' out of it (momentary segments on TV, radio, newspaper interviews). Many community agencies' leaders looked upon us as naïve, altruistic youth who had no experience, only enthusiasm, much less the credentials, e.g., a BA in social work from the U. of F. Some thought our motives pure, others as hidden in the shadows, genuine self-interest or selfishness, or perhaps left-wing hippies or even

communists (as happened with our mentors in the Civil Rights movement).

Then there were other problems - especially with the initiation of programs with some community agencies. Many agencies told us they could use volunteers but the jibs would be minimal positions ("bedpan changers" or assistant to the assistant of the assistant). Other agencies, especially the Pinellas County school system which was in charge of the most established special education programs were the most discouraging. First no students with beards or long hair (like Rick and I) could work in the program; there were no immediate jobs; names were taken, filed, and students might be called. Other programs such as the Student Community Service Center could not find students to be tutored after we had secured the services of fifteen student volunteers. One program, Big Sister tried to charge a participation fee to the some seventeen girls we had assembled for a meeting to be volunteers.

The preceding examples are some of the many reasons that we finally concluded in the early spring of 1970 that initial efforts were futile. Rick was to graduate in a few months. I would be a senior in the fall. We decided to work out agreements with existing agencies and faculty in that they would work out projects and programs with individual student volunteers if we got them the students. WE then published the Community Involvement Program "booklet" that listed various agencies, a description of their services and needs for volunteers giving the names of persons in charge with their addresses and phone numbers.

Following this effort I decided to concentrate my work on the following: I would run for Student Association President on a platform that included securing CIP academic

credit; creating more dialogues between students and the community including a speakers bureau on student activism and the war for churches and community groups; expanding the role of students in the College Assembly including advice and counsel on the college's budget priorities. I also committed myself if I won the election and remained in the College Assembly to use my political voice to secure faculty support and an additional faculty member if need be to set up and coordinate classroom-community learning experiences; and to support a seminary intern who could set up volunteer projects in the community (this idea came after my association and mentoring from George Abdo, an intern from Princeton Theological Seminary).

At this same time in 1970 Dr. Jacobson tried to secure foundation funds for the development of a gerontology program (including student serving) but was not successful at that time. I had several meetings with Dr. Jacobson and the Chaplain on securing a seminary intern for community organization and counseling (especially drug abuse); we found several willing seminary students but had no financial resources. Despite the chaos the week after my election, first with Kent State, then Jackson State and the call by the National Student Association for strikes and demonstrations (we did not strike but organized vigils, silent marches, and dialogues with adults, I did not give up. I asked the Legislative Council of the SA for \$1000-1500 in seed monies but the Council focus was now elsewhere and did not see the need for an intern as I did. Soon after there were confrontations between the Black Student Association led by Gene Lewis and the College over their social and academic needs not being met, and Dr. Jacobson's administration backed up their pledge for new faculty and

programs with their limited resources, and so the CIP program as originally conceived was no longer a priority. During this same period, Dr. Jacobson was in the process of hiring a new faculty member in sociology, Dr. Jay Johnson, from the University of Wisconsin, who had the experience and training, of a faculty leader the subcommittee and I had recommended in 1969. Dr. Johnson had been a missionary in China, had a background in anthropology and sociology, was fluent in several Asian languages and could fill several roles including a new faculty in Asian Studies following Dr. Pilgrim's retirement. Dr. Johnson accepted the position and George Abdo was offered on campus housing and a paid intern position in counseling including drug abuse.

I'm an idealist, an optimist, and yet a pragmatic realist- the future looks bright, and community involvement opportunities on an institutional level seem hopeful yet fragile. There are new courses for 1970=1971 with Professor Jenkins offering a course in Community Engagement. Dr. Johnson is offering two courses Research Design and Community Development combining classroom and community learning experiences. There have been several meetings sponsored by the college to begin work on establishing a data center on community involvement. I'm in the political process in my role as President of the Student Association to secure seed monies from the SA and the college for a work-study student or two to coordinate volunteer service projects in the community. For Winter Term there are two community involvement-classroom learning courses being offered to all students. ; there is talk among stakeholders to fund semester service courses in the community open to all students; as well as individual students taking

independent study for community engagement and developing plans for summer internships. The General Assembly chairman has appointed an ad hoc committee to study academic community involvement and report to the Assembly by December 1, 1970. In conclusion the goal established two years ago has been realized and seems relatively secure; while much has been accomplished the task of sustaining long-term the program is not clear as institutional commitments and priorities change. However persons to carry on the work of institutionalizing the program- finishing the goal, accomplishing the task, and reaching the goal have been identified and secured.

Walter Enloe

Report on Ind. Study

"Community Development"

Jay Johnson

October 16, 1970

Appendix A introduction: Community Involvement Program 1969

The format of the following pages is devised to accommodate the flexible nature of the FPC Community Involvement Program (CIP). Literally, almost every week new programs are suggested. Often individual students or groups on the campus establish other ways to facilitate greater involvement in the Saint Petersburg community. We welcome your ideas and suggestions. We will be happy to assist you in creating a new project or refer you to an existing one. Presented here in the following pages is CIP as it exists in reality or in the planning stage. Programs and projects are divided into broad categories; we suggest you check all listings before deciding on a specific choice, since the

categories are quite general. The following listing includes: A) Community Action Programs including Pinellas County CAP projects in housing, legal aid, day care; seven neighborhood centers; four daycare centers; five Headstart programs. B) Independent Projects including Big Brother/Big Sister; Boy Scouts, Girl Scouts; Family Life Education program; Family Service Center mobile unit; Operation Attack (family support) through Lakeview Presbyterian Church; recreational services through neighborhood centers; Senior Citizen visitations and support. C) Teaching, Tutoring and Other Supportive Assistance include Pinellas County Schools' Office of Community Resources opportunities for tutoring; special skills resource; SAT tutoring at Gibbs High School; Student Community Service Centers in St. Pete and Clearwater outreach programs through St. Petersburg Junior College. D) Other Projects in development include a tutorial program at 16th Street Junior High; Drug counseling center with area colleges; speakers and discussion leaders for churches and other venues on topics of youth and society, community issues, racism, the "war"; a draft counseling center; programs with the elderly for mutual benefit; programs offering academic credit.

CIP is designed by and for college students to provide opportunities for exposure to and involvement in community affairs. CIP gives its members a chance to see and be involved in the social realities of their community. There is a chance for learning and changing. The diverse challenging opportunities listed in the following pages, allows for varying talents, ideologies, and personal time commitments on the part of the volunteers. This organization was formed for the following reasons:

1. to promote ideas and practices of community action among students; 2. to bring together FPC students and the community organizations that need volunteer help; 3. to open up new educational and personal experiences outside of the classroom and college campus and within the community; 4. to set up programs in the community that could be used as community experiences in academic courses that consist of both community involvement and classroom study.

The ultimate goal of the program is not pre-professional training for students, but to aid the student in becoming an effective, engaged, active citizen in his/her community. The requirements are rather simple: STUDENTS MUST BE DEPENDABLE. STUDENTS ARE TO ASSIST IN PROJECTS (We don't want students who know all there is to know in community programs, and know all the ills of the community. People in the community know the programs and the problems. We want students who are willing to assist and are willing to help find possible solutions to problems.) Walter Enloe, Director Academic Affairs, SA

Appendix B Introduction to CIP "Booklet" Spring 1970

A number of students have been working on setting up community involvement programs (including Steering Committee members Gene Lewis, Helen Haas, Jason Allen, Martha Womack, Becky Scher, Jeff Kinbacher, Mary Ellen Penn, Mark Johnson, Scott Brownell). The Dean of the College has approved a number of projects to be offered for as group independents for credit. These programs are available through three formats: for full independent course credit; for credit for a project within a regular course offering; or on a volunteer basis. To become involved in any of the projects listed complete a

registration form and contact the student coordinator listed. ONCE YOU BEGIN A PROJECT, YOUR REGULAR PARTICIPATION THROUGHOUT SPRING TERM IS REQUIRED

FPC students may become involved in these projects/courses on the following basis:

CREDIT: student involved for academic credit will have a faculty advisor and student coordinator. Courses will be registered as Independent Study courses. Seminars for participants will be held for each course throughout the term.

NON-CREDIT: students involved for non-credit will have a student coordinator. Schedules will be made and involvement will be expected for the entire term. Seminars will be held periodically over the term to help students become better community workers. (topics may include culture shock, leadership development, motivation to learn, observation and analysis research techniques, racism in the contemporary student; non-violent direct action for social change; democratic civil rights: separate is not equal; and other topics proposed by participants.

PROJECTS: students may use these community projects as partial fulfillment of a regular course- to be arranged with the professor of the course.

Appendix C: Addendum, for Fall 1970 to CIP Booklet (draft)
Independent Study Projects for credit with faculty support include:

1, field research in sociology- data gathering for community projects; 2. friends of farm workers with United Farm Workers; 3. Free School pilot project; 4. Public Defender with Stetson Law School providing data gathering for defenders assisting indigents charged with crimes; 4. Headstart; 5. Day-Care Center; 6. Operation Attack

supplement services to existing welfare programs; 7. Girl Scouts; 8. Upward Bound tutoring; Story-telling workshop for preschoolers; 9. One on One tutoring for primary, junior high in reading for students with special needs.

Courses/Academic Credit include Urban Studies -study of city policies with focus on transportation, housing, electoral districts, court defendants with student presentations to city offices and committees, and other civic groups

Projects in Courses for Credit in courses: 1. w/ Professor Johnson Sociology, Economic Alliance: data collection instrument development, analysis with Economic Alliance of Black Businessmen; community contacts carried out by Alliance members; 2. w/ Professor Johnson, Core Course for Sophomores-Seniors ECO POND: ecological project to restore a polluted pond in Seminole area of Saint Petersburg requiring interaction with city agencies - problem identification, planning , implementation, evaluation. and future maintenance; 3) Cooperative Tutoring Professor Gates, Education; Election Work, Professor Greenfield Political Science. Sociology: work in city campaigns; Interstate 75 Professor Greenfield Political Science: survey/interview investigation of potential expansion of Interstate through local neighborhoods with results shared with local groups.

Volunteer Projects: Citizens Volunteer; Elections at Work; Students for Continuing Freedom; Young Life; RAP Room (with Lakewood high school students); Blood Bank drives; Speakers Bureau; Environmental Action group

Post Note the success of this work is reflected in the College Catalogue 1972-1973 p. 5 **"Community Internship Program"**

The college develops opportunities for work in off-campus community service projects, under the guidance of a faculty member or of the Student Association. These activities include research, tutoring, paraprofessional training and planning, strategy and action for community development. Many opportunities are available on a purely voluntary basis, while others are presented in the context of courses, in independent study courses, or in group independent study projects. Internships lasting a summer or a term are also carried out on a limited basis. Course work for credit involving off-campus community service is expected to have both theoretical and practical components.