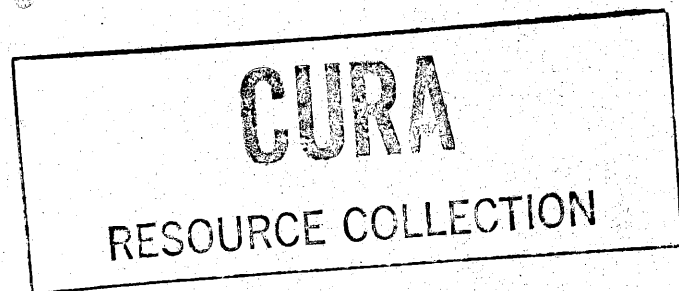


1972 - 73 Final Report on
a Service Learning Corps
Project on Urban Renewal
Funded by the Center for
Urban and Regional Affairs



Submitted by
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INTRODUCTION

The Living Learning Center is a clearinghouse for students who wish to do some sort of community oriented independent study. The major portion of the Living Learning Center's program during the 1972-73 academic year was known as the Service Learning Corps. The Service Learning Corps consisted of seven different projects which dealt with some community issue (i.e. daycare, health care, alternatives in education). Each project was developed and administered by an individual who had some knowledge and experience in that particular issue area.

The purpose for orienting the Center's program along project lines was to provide ready made learning packages which could be joined by interested students. Each SLC project/learning package consisted of three components: 1. field work with a community group involved in the particular issue; 2. a feedback seminar which allowed students to discuss their field work and various topics in the issue area; and 3. academic credit for participation in the learning package.

The Service Learning Corps projects were only funded one-half by the Living Learning Center. It was hoped that the other half of the funding could be found elsewhere. One SLC project which dealt with urban renewal received the other half of its funding from the Center for Urban and Regional Affairs.

SERVICE LEARNING CORPS PROJECT ON URBAN RENEWAL

The development of the SLC project on urban renewal took place before fall quarter began. A total of twenty-two field work opportunities with project area committees and Housing and Redevelopment Authorities in St. Paul and Minneapolis were generated. The crediting was arranged through the Urban Studies Program as Urban Studies 3-500 WORKSHOP ON URBAN RENEWAL. The accrediting was provided by Professor Roger Clemence under the stipulation that Mr. B. Warner Shippee would serve as the primary resource person for the feedback seminars.

During Fall Quarter there were nine students who participated in the SLC project on urban renewal. Eight of the students received credits through Urban Studies 3-500, participating in both the field work and the feedback seminar. One student chose not to take the seminar and received help in gaining credits through the School of Architecture.

Winter Quarter 1973 was the busiest of all three quarters. Six students participated in the field work/seminar portions of the project. Five students continued their field work from Fall Quarter and received assistance in gaining independent study crediting for that field work. Four other students received some assistance in gaining credit for field work related to urban affairs. There were varying degrees of advice and consultation given to the nine people not in the feedback seminar. In addition, this SLC person also served as a teaching assistant for a lower division community development course, Social Science 1-984, taught by Esther Wattenberg.

Spring Quarter brought a change in the content of the SLC project, along with working in a joint effort with another SLC person. Instead of

limiting the project to urban renewal it was expanded to allow students to do field work with a neighborhood organization dealing with some issue related to social or physical planning. The feedback session brought in resource people who discussed various forms and models of neighborhood and community organization (i.e. Alinsky, neighborhood development corporation, advocacy planning). The eight people who participated in the project during Spring Quarter received their credits through the School of Social Work from Professors Noel Carlson and Chester Bower.

In addition to the students in the project, three students received help in getting credit for independent study projects related to urban affairs, and eight students received advice on finding internships for the summer.

SPINOFFS

There are some extremely interesting spinoffs which have resulted from this Service Learning Corps project and should be mentioned in this report:

1. One student began doing field work with a Minneapolis HRA office on the Near Northside. By the spring the HRA had hired him. This individual is now in the process of setting up a cooperative hardware store for the Northside. The store will open on or about July 1, 1973.
2. Another student worked with a project area committee in St. Paul. He was instrumental in helping the PAC develop and implement a blockworker training program.
3. Another student, also working with a project area committee in St. Paul, helped to institute a tutoring program in a neighborhood elementary school, and also recruited most of the tutors. This was so successful that he was eventually hired by the PAC as a fulltime

blockworker

4. This SLC person has been asked by the Metropolitan Council to aide in helping the Council develop an internship program.