

# Compact Current

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## Service-learning and the non-traditional student

*With contributions from Marian Darlington-Hope, Ph.D., program director for Nonprofit Management Programs at Lesley College's School of Management and Barbara Jacoby, Ph.D., director of Commuter Affairs and Community Service at the University of Maryland, College Park.*

**O**N A TYPICAL WEEKDAY, John Hartnett, a 47-year-old junior at the University of Maryland-College Park, has put in three hours tutoring third-graders, attended classes, worked his part-time job, and cared for his 87-year-old mother who lives with him. His goal is to obtain his doctorate in Clinical Psychology by the year 2008.

Hartnett is not alone as a non-traditional student juggling work, school, family, and community service. In fact, students who are 24 years of age and up comprise 42% of undergraduate students, according to the National Center for Education Statistics (NCES) (see sidebar).

### Balancing responsibilities

"One of the challenges for us who design service and service-learning programs is to enable adults to get involved on their own terms," says Dr. Barbara Jacoby, director of Commuter Affairs and Community Service at the University of Maryland, College Park.

Older students are more likely than younger students to be working and caring for children or, as in Hartnett's case, their parents. According to findings by NCES, more than half had dependents, not including a spouse, as compared with just 4% of those under 24. Most work either full- or part-time.

Managing time was consistently cited as the number one challenge for those interviewed for this newsletter, yet none complained about the complexity of balancing work, school, and family. (Also see accompanying story on page 3.) "I'm a minute-man," says Hartnett. "I created a 24-hour, seven-day schedule which even includes sleep and showers and it helped me to see that I had more time available than I was willing to admit."

In fact, for Hartnett and for many older students, working in the community is paramount to them despite their full load. "My whole life has been about community service," says Hartnett who since his early 20s has held copious community service positions. His current post is Team Leader for America Reads.

Non-traditional students: Their numbers, responsibilities, and focus

People 24 years of age or older make up almost 42% of all undergraduates, according to the National Center for Education Statistics (NCES). Other NCES findings:

- In contrast to their younger counterparts, the majority of older undergraduates were married (56% compared with 7%) and had dependents other than a spouse (53% compared with 4%).
- One-quarter of female undergraduates in their 30s were single parents.
- Older graduates are predominantly part-time students. Only 31% attend full-time (in contrast to 73% of younger undergraduates).
- Forty-six percent of all older undergraduates work full-time while enrolled. They are more likely than younger students to work full-time regardless of whether they are enrolled full- or part-time.
- About three-quarters of older undergraduates who enrolled in post-secondary education for the first time in 1989-90 perceive themselves primarily as workers rather than students.

*From the Statistical Analysis Report: Profile of Older Undergraduates: 1989-90, March 1995.*

"What I bring is my experience as a student, as a worker in the community, and as a caring human being," Hartnett compares older students with his younger counterparts: "We're a different breed of folks. I'm not facing young adult issues. I came to campus with responsibilities. I'm not learning how to be responsible. I have a life off campus," says Hartnett.

Jacoby agrees. "In my experience older students are not looking for special exceptions," says Jacoby. "They're just looking for faculty to understand who they are and what lifestyle and work issues they face. They are not less committed to achieving their higher education goals. They do not have lower expectations; in fact, they have, in many cases, higher expectations. It's just that higher education cannot be their only focus."

### Making service-learning work

Dr. Barbara Jacoby offers tips on making it more feasible for adults to get involved in service-learning.

## Welcome new members

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President Vivian Bull

## Inside ...

**SPECIAL INSERT: Recipients of The 1999 Thomas Ehrlich Award for Service-Learning**

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Elizabeth L. Hollander

## Meeting the Demands of Citizenship

**I**n this issue we focus on the service-learning and community service experiences of the non-traditional student. What we found inspiring about each of these students was their deep commitment and sense of duty to their community despite incredible demands on their time.

These non-traditional students reflect the findings in a recent survey, conducted by pollsters for President Clinton, where "Americans believe that a strong sense of community is important to the nation—and they are convinced that with citizenship come core obligations." Ninety-one percent of the 509 persons polled agreed with the statement, "along with the benefits all Americans receive, such as public education, police protection, a democratic government, and a social safety net, it is the responsibility of citizens to give back to society through participation in the community (Mark J. Penn, "The Community Consensus" in *Blueprint: Ideas for a New Century*, Spring 1999, available on <http://www.disc.org/blueprint/spring99/publicopinion.html>).

Beliefs do not always follow actions, unfortunately, as witnessed by low voter turnouts and many other measures of civic engagement. We in higher education face a big challenge: to help students connect their individual and small group service experiences to what the larger society needs. We must get beyond cynicism and civic disengagement. To that end, we must ask ourselves how can we improve students' understanding of how theory relates to the "real world." How can we put academic knowledge to its best use to improve condi-

**We in higher education face a big challenge: to help students connect their service experiences to what the larger society needs.**

tions of our local, national, and international communities? Likewise, just how can community service deepen and challenge our own academic knowledge?

It is, of course, highly skilled faculty who are key to helping us explore and find solutions, twelve of whom are profiled here in this issue. These are the recipients and finalists of the Thomas Ehrlich Faculty Award for Service-Learning, who were selected from 79 nominees. They come from every kind of campus, two- and four-year, public and private, and they span the disciplines from history to philosophy to health and American studies. Their work inspires us all.

To be sure, faculty and students cannot make these great strides in improving our democracy and civic engagement alone, and they certainly cannot do it in a vacuum. They need presidents who deeply believe in and carry out the civic responsibilities of their institutions, shown not only by their words, but also by how their institutions invest in the necessary infrastructures. They need supportive staff to help create the right campus culture. And they need strong community partners who can help their students learn, and, in turn, use campus resources to improve community conditions.

With that in mind, I ask just how might you, in your particular role, strengthen your campus's civic engagement? As a place to begin, we offer a series of suggestions in a Presidents' Declaration on the Civic Responsibility of Higher Education written for the Presidents' Leadership Colloquium at the Aspen Institute this summer (available on our web site at [www.compact.org](http://www.compact.org)). We welcome your feedback as together we help others learn and carry out the civic responsibilities of our great democracy.

*Elizabeth L. Hollander*

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# 4 older undergrads share benefits, ins

Campus Compact recently interviewed four non-traditional students to find out their special perspective

Daniel Kertzner

**D**ANIEL KERTZNER WAS ONCE well-known around the Brown University campus as the Pizza Pie-er mascot. Now he likens his former job at the popular Providence restaurant to his present interest in community service: "I'm advocating for a slice of the pie for everyone, just a different pie."

Kertzner, 36, has worked as many as 90 hours per semester through the service-learning components of his courses at Brown. "What I am learning in my courses is really enriching my previous experience," says Kertzner, who has also found time to work as a children's storyteller and advocate. Through his efforts with the Rhode Island Campaign to Eliminate Childhood Poverty, Kertzner and other activists convinced the state legislature to pass the Family Independence Act in May 1997—a bill that is not as punitive as welfare-to-work laws in many states. Kertzner has also served on KIDS COUNT, a national and state-by-state effort to track the status of children in the United States.

Having just completed his Junior year, Kertzner is looking to concentrate in Organizational Behavior and Management, which combines the study of private organizations with public-sector entities, including government agencies, philanthropic and social service organizations, health and education institutions, and other non-governmental organizations. Kertzner says his course of study looks to "blend the public and private," and see "how that can most impact the common good."

Kertzner recently took a course in Urban Revitalization, in which he conducted a needs-assessment of a local Providence nonprofit arts organization. "What I am doing back at school is seeing what role the arts play in fostering community development," he says.

He also put his talent for storytelling to work for an education course on arts and literacy, in which he "did research in classrooms," using "performance art to impact literacy skills in middle school students."



**"What I am learning in my courses is really enriching my previous experience."**

Daniel Kertzner, 36

André Gilchrist

**A** SEARCH AT THE LOCAL employment office was the wake-up call André Gilchrist, 46, needed, which ultimately led him straight to Raritan Valley Community College.

"The main difference I find between an adult and a traditional student is that after being out in the real world and receiving wages just to make ends meet, I became aware of the importance of having a meaningful education. Part of that education has come from service-learning. ... (It) has allowed me the opportunity to gain experience plus it has allowed me to take the knowledge I have gained in the classroom and apply it to the outside world," says Gilchrist. On campus, he has taken many leads in involving service in the classroom as well as being a major organizer of service events on campus.

In his English Composition class, Gilchrist compiled and edited the oral histories of local African-American families. "I learned a valuable part of my own history and it allowed me an avenue to pass on to younger children the richness of this area's history," says Gilchrist. This work will also appear in a local museum to draw attention to lost histories of local African-American families. He also recently organized a statewide student voter registration drive.

Gilchrist serves as the New Jersey president for a coalition representing roughly 180,000 community college students in his state. In this role, Gilchrist does advocacy work for part-time and non-traditional students. Gilchrist, a 1999 Howard R. Swearer Student Humanitarian Award nominee, concludes, "Community service is a two-way street. Both parties leave the experience enriched and more positive. There is just a feeling you have when people look up to you, when you are told how much hope you give other people."



**"There is just a feeling you have when you are told how much hope you give other people."**

André Gilchrist, 46

## Good Read

### **Service-Learning: A Movement's Pioneers Reflect on its Origins, Practice, and Future**

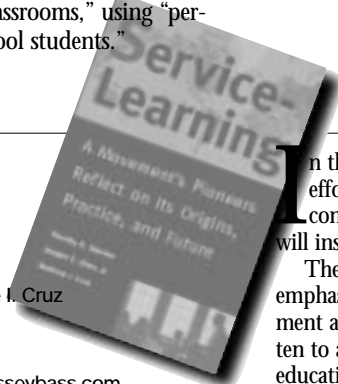
By Timothy K. Stanton, Dwight E. Giles, Jr., and Nadinne I. Cruz

Paperback, 1999, 240 pages, \$24.95

Published by Jossey-Bass Publishers.

Available through publisher at (800) 378-2537 or [www.josseybass.com](http://www.josseybass.com).

Orders of 10 or more receive a discount. Call (800) 956-7739.



In this collection of stories, leaders in service-learning describe their early efforts to combine education with social action. Their reflections help construct a "common wisdom" and a pedagogy of service-learning that will inspire newcomers and guide program development.

The authors assess and recommend steps for future policy and practice, emphasizing the critical need to preserve service-learning's activist commitment as programs become increasingly institutionalized. This book was written to assist academic leaders, faculty members, student services professionals, educational researchers, adult educators, and public policy makers who seek a common understanding of service-learning's origins, purposes, and objectives.

# ights, & challenges to service-learning

d challenges while participating in service-learning. We're happy to share their stories with you.

Diane Drude

**F**OR ME, EACH (SERVICE) EXPERIENCE is a prospective job," says Diane Drude, a 44-year-old mother of three, who is earning her associate's degree in business from Raritan Valley Community College (RCVV). Drude, in fact, has received two such offers, as a result of her community service activities.

Like others in her position, balancing work, family, school, and service requirements is the biggest challenge. But, says Drude, "Each organization that I've worked with has been so flexible. They understand that your first priority is school, and they have bent over backwards to accommodate my schedule."

Drude feels that time constraints have positive implications as well. "If anything, being involved in community service has taught me to better manage my time. I'm better at saying no to things because I don't have the time to do everything. I'm better at choosing my priorities now." Drude works 20 hours a week, in addition to her 30 hour per semester service-learning responsibilities.

Drude is quick to share credit for her successful experiences with RVCC Service-Learning Program Coordinator **Lori Moog**. "The service program has helped me build closer relationships with my professors, connected me to the college, enhanced my educational experience, and most of all, linked me to my community."

"(RVCC) **President Cary Israel** has always demonstrated the utmost support and dedication to the program," Drude adds.

After graduation, Drude intends to go on to a four-year bachelor's degree. In addition, she plans to continue volunteering. "I am a firm believer that all members of a community should give back as much as they can. There is no greater gift than the gift of oneself."



**"The service program has helped me build closer relationships with my professors, connected me to the college, enhanced my educational experience, and most of all, linked me to my community."**

Diane Drude, 44

Anne Beckley

**T**IME IS THE QUANDARY of everyone in education. Setting priorities, determining time limits—that's the life of any student," says Anne Beckley, 37.

Beckley, who received her master's degree in psychology from Indiana University/ Purdue University-Indianapolis (IUPUI), juggles school, three children, and volunteering.

Former experience with Prevent Child Abuse-Indiana paved the way for Beckley to recruit local high students for "Kids on the Block," an educational puppeteer program for elementary school children. Several months ago, she founded Kids4Kids, a nonprofit organization that uses vignettes to teach children about abuse and safety issues.

As an adult learner, Beckley sees a need for better communication between service centers and students about available resources. "Often, I think non-traditional students are not aware of the resources out there for them," she remarks.

With the high school students she mentors, she stresses the importance of not only giving of one's time, but also of personal growth and enhanced understanding. "I tell them, 'Look you have a grant. The people that gave you that funding want to know how you have learned and gained and helped others.' I ask them to document their growth through journaling, a photo display, and personal reflection."

Recognition of service efforts is equally essential to Beckley. "It's a critical component to volunteer management. I work really hard for that, whether it is a thank-you note or a kind word. It means something to them, and the volunteers will come back."

Kids4Kids received a \$30,000 grant this month from the Indiana Campus Compact, which will be used by the group to continue their neglect-prevention work. After graduation, Beckley will continue with community service. "There is passion in me about this. I have been blessed." Beckley is a 1999 Howard R. Swearer Student Humanitarian Award nominee.



**"Often, I think non-traditional students are not aware of the resources out there for them."**

Anne Beckley, 37

## About the authors

TIMOTHY K. STANTON is director of the Haas Center for Public Service at Stanford University.

DWIGHT E. GILES is professor of the Practice of Human and Organizational Development at Vanderbilt University.

NADINNE I. CRUZ is associate director of the Haas Center for Public Service at Stanford University.

CORRECTION: In the March/April edition of *Compact Current*, the president of University of Scranton was incorrectly listed. University of Scranton's president is Reverend Joseph McShane, S.J. *Compact Current* welcomes your comments and any corrections. Send them to Daniel Honan, Newsletter Editor, at [dhonan@compact.org](mailto:dhonan@compact.org) or call (401) 863-1119.

# Making Service-Learning Work for the Older Student

CONTINUED FROM PAGE 1

**1) Count existing community service work.** “If I am told that I must participate in a service project as part of class and have a choice of just three agencies on particular days and that I must work with a student group, well, that may not work,” says Jacoby. “The interesting thing is that [non-traditional students] are often quite involved in community service already, often through their church or their children’s schools.”

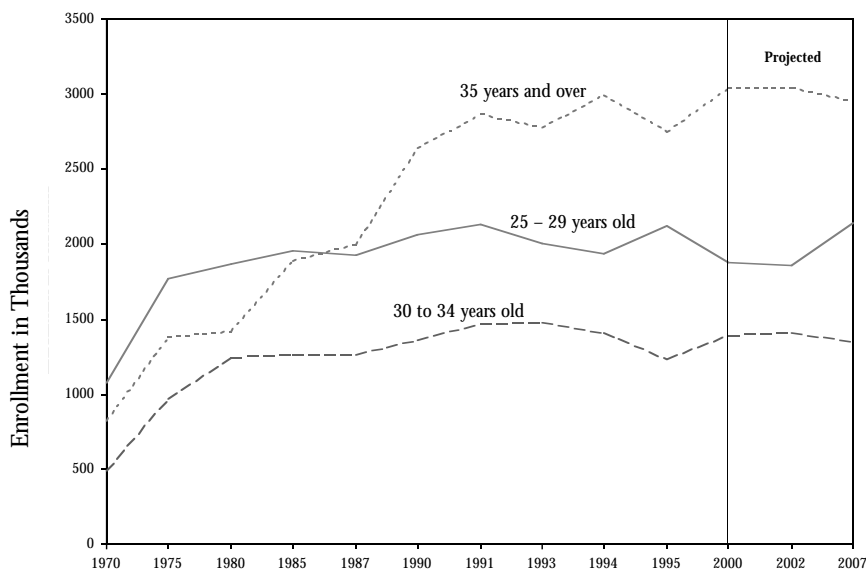
**2) Provide bountiful and alternative reflection opportunities.** Reflection helps students connect what they are doing locally in their own communities with the broader social issues involved and impact of their work and is a critical component to service-learning. Rather than outside class time, however, sessions can be held during class, when adults can give them their full focus. Alternatively, practitioners can hold reflection sessions on the Internet through email, chat rooms, and listservs. Dr. Jacoby recalls profound reflection sessions on the listserv of America Reads.

**3) Involve entire families.** Jacoby’s office runs a Volunteer Clearinghouse of 850 agencies. On each form agencies complete to become part of the database is a place to indicate if there are projects that would involve the entire families of the students. Jacoby notes, “One of the biggest impediments [for the non-traditional student] is that [service] takes away time from their families. By involving families, you have a built-in reflection group right there. It also provides opportunities for parents to

**“...older students are not looking for special exceptions. They’re just looking for faculty to understand who they are, and what lifestyle and work issues they face. ... They do not have lower expectations; in fact, they have, in many cases, higher expectations.**

Dr. Barbara Jacoby, director of Commuter Affairs and Community Service at the University of Maryland, College Park

Enrollment in Institutions of Higher Education by Age: Fall 1970–Fall 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey, “Fall Enrollment in Institutions of Higher Education” survey; Integrated Post-secondary Education Data System, “Fall Enrollment” surveys; Projections of Education Statistics to 2007; and U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series p-20, “Social and Economic Characteristics of Students.”

Undergraduates according to the number of hours worked per week, while enrolled

AGE*	Not employed	Worked 1–20 hours	Worked 21–34 hours	Worked 35 hours or more
23 years or younger	20.2	37.8	20.7	21.2
24 – 29 years	17.6	15.5	13.9	53.0
30 years or older	23.3	11.7	8.7	56.5

\*Age as of 12/31/92. Source: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Post-secondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

provide their families with meaningful community participation that may last a lifetime.”

**4) Provide access to directories and resources.** At the Lesley College School of Management, where more than 70% of the student body is employed, many courses require a substantial project as a final course requirement. To help team students with non-profits, Lesley is creating a directory that will guide both students and community partners in the selection process. In it, agencies will be able to obtain detailed descriptions about the project students are required to complete to see

if such a project matches their particular needs. Students, in turn, can learn about the agency through full descriptions of the agencies’ missions and programs.

**5) Develop curricula to meet the needs of a broad age-range of students.** Assignments must be appropriate for the older student. Sometimes it is the obvious that can be overlooked. Jacoby recalls hearing an older student lament about an assignment to write about how high-school service experiences created a desire to continue service work. (The student graduated fifteen years ago!) =

DR. MARIAN DARLINGTON-HOPE is the program director for Nonprofit Management Programs at Lesley College’s School of Management. She received her Ph.D. from Brandeis University this May. Her dissertation is titled, From Outreach to Civic Engagement: The Role of Expectations in Community University Partnerships.

DR. BARBARA JACOBY is director of Commuter Affairs and Community Service at the University of Maryland, College Park. She is also Advisor to the President for America Reads. Dr. Jacoby directs the National Clearinghouse for Commuter Programs, the only national organization that exists solely to provide information and assistance to professionals in designing programs and services for commuter students. Jacoby’s latest book, Service-Learning in Higher Education: Concepts and Practices, was published in 1996. She is working on Involving Commuter Students in Learning, to be published early 2000 in the New Directions for Higher Education series.



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NEXT ISSUE:  
Profiles of the  
**1999 Howard R. Swearer  
Student Humanitarian Award Recipients**  
PLUS  
**Why Service Isn't Leading to Citizenship**

# Calendar

## June

- 12-16** 1999 American Association for Higher Education Conference on Assessment: "Assessment as Evidence of Learning: Service, Students, and Society," Adams Mark Denver Hotel, Denver, CO. Call AAHE at (202) 293-6440 or email [information@aahe.org](mailto:information@aahe.org).
- 12-15** 4th Annual Summer Service-Learning Institute: Advancing Educational Innovations for Improved Student Learning and Community Health, Leavenworth, WA. Sponsored by Community-Campus Partnerships for Health. Call Kara Connors at (415) 502-4771.
- 14** Michigan Campus Compact Community Service Coordinator Meeting, University of Michigan, Ann Arbor, MI, Contact Jenni Holsman by phone at (517) 353-9393 or by email at [holsmanj@pilot.msu.edu](mailto:holsmanj@pilot.msu.edu).
- 16-18** Institute for the Common Good, Holiday Inn Harrisburg East, Harrisburg, PA. Sponsored by Pennsylvania Campus Compact. Contact Jaimie Birge by phone at (717) 232-4446 or by email [jbirge@paccompact.org](mailto:jbirge@paccompact.org).
- 19-22** The Forum on Volunteerism, Service, and Learning in Higher Education, Georgia Institute of Technology, Atlanta. Contact Ed Slazinik by phone at (217) 333-1545 or by email [slazinik@uiuc.edu](mailto:slazinik@uiuc.edu).
- 24-26** Invisible College 5th National Gathering, "Strengthening Service-Learning Partnerships," University of Massachusetts, Amherst, MA. Call Tim Schindler at (503) 725-8452 or by email at [ic@sba.pdx.edu](mailto:ic@sba.pdx.edu).

For a more detailed calendar listing, visit  
Campus Compact's web site at  
[www.compact.org](http://www.compact.org).

- 29-7/1** Presidents' Leadership Colloquium, Aspen Institute, Colorado. Contact Pam Boylan at (401) 863-1119 or by email at [pboylan@compact.org](mailto:pboylan@compact.org).

## July

- 11-13** Embedding Service Learning into Teacher Education Summer Planning Institute, Indianapolis, IN. Sponsored by Indiana Campus Compact, Department of Education, and the Center for Youth as Resources. Contact Mac Bellner by phone at (317) 274-6500 or by email [mbellner@iupui.edu](mailto:mbellner@iupui.edu).
- 17-23** The 1999 Alternative Break Citizenship schools (ABCs), University of Utah, Salt Lake City, UT, Contact Break Away by phone at (615) 343-0385 or email [brakaway@ctrvax.vanderbilt.edu](mailto:brakaway@ctrvax.vanderbilt.edu).

## August

- 2-4** United in Service for Better Leaders, Schools, & Communities Summer Institutes & Training, Ontario Convention Center, Ontario, CA, Contact California's Corporation for National Service by phone at (916) 278-4960 or (800) 858-7743.