Voluntary Action Leadership

SPRING 1986

INVOLVING SPECIAL GROUPS

As I See It

Duty: The Forgotten Virtue

By Amitai Etzioni

Amitai Etzioni, author of An Immodest Agenda, *is a sociologist and professor at The George Washington University in Washington, D.C. He was a featured speaker at VOLUNTEER's national conference in 1983, addressing the theme, "Human Involvement in a Technological Age." This editorial originally appeared in* The Washington Post's *"Insight" column on March 9, 1986.*

Air accidents can be viewed as random tests of the extent to which those responsible for keeping airplanes flying are doing their duty. For example, the crew of an American Airlines plane recently tried to land three times, in low visibility, with 124 people aboard, in Harlingen, Tex. On the third pass, they hit two sets of runway approach lights four feet off the ground. The collision was severe enough to deploy some oxygen masks in the passenger cabin and knock ceiling panels loose. Yet, after the plane regained altitude and landed safely in San Antonio, other crews took it to Dallas-Fort Worth and then on to Denver where damage to the exterior of the plane was discovered and the plane taken out of service.

One may view this as nothing more than an isolated incident of qnestionable judgement, but there is some evidence to suggest that Americans—always ambivalent about their duties—have been particularly loath to live up to their responsibilities in recent years.

- A survey of young Americans found that most rank trial by jury high among their rights. However, few indicated a willingness to serve on a jury.
- Patriotism is reported to be in vogue. However, Americans would rather pay volunteers to serve in the military than support a draft in which all would share the hurden.
- A survey conducted by H&R Block shows that Americans favor a flat tax. However, that support is offered on one troubling condition: that the respondent's favorite loophole not be closed.

These observations led me to ask my class at The George Washington University what the term "duty" brought to their mind. They responded uneasily. They felt that people ought to be free to do what they believe in. Duties are imposed, alien, authoritarian—what the principal, the curriculum committee, the society, "they" want you to do.

I responded with a little impassioned address about the common good: If everyone goes to the forest and fells a tree, soon the hillsides will be denuded. We cannot rely on the fact that once we are out of trees, people will recognize the need to plant new ones; it takes years for trees to grow. Hence, we must, I explained, expect members of society to plant some trees now, invest in the infrastructure, trim the deficit, etc., so that the next generation will have a forest, a thriving economy, a future. We must balance the desire to focus on one's own interests with some obligation to the commons. True, duties are not fun, *otherwise there would be no need to impose them.* But a civil society cannot do without them.

Well, the students reflected aloud, they understood where I was coming from. Okay, they said, maybe there was room for duty, bnt—compliance ought to be voluntary, they insisted. I felt I had failed them; I never got the point across.

Americans have never been very duty-bound. The country was created by people who escaped duties imposed by authoritarian monarchies and dogmatic churches. And the ethos of the pioneers was of striking out on oue's own—even if, as a matter of fact, settlement was carried out by groups very much dependent on one another.

But over the last decades, the need for duty to the commons has grown as the supply has diminished. Consider:

- **Demand Side.** Practically no one expects that America can do without *some* defense. The problem is that defense requires a *continuous* willingness to dedicate resources to national security that might otherwise be used to enhance one's standard of living. As obvious as this may seem, the fact is that Americans have found it very difficult to sustain such a commitment. The defense budget typically reflects cycles of neglect followed by hysterical reactions to some real or alleged crisis. There is no well-grounded commitment.

On the domestic front, voluntarism is now supposed to replace many government services. Anyone who points to the limits of such an approach is immediately suspect of being an old-time liberal, a champion of big government. But this simple-minded dichotomy—do things privately *or* via the government—conceals the real issue: What duties to the commons *should* the government impose?

Most would include, aside from defense, support for basic and medical research, some environmental protection, public education and services for the deserving poor. But today these obligations to the commons are left without a moral underpinning. Most do not subscribe to a social philosophy which endorses these commitments. Instead, we celebrate *laissez faire* and a generation rich in Me-ism.

- **Supply Side.** Americans are hardly enamored with the notion that they have duties to the social weal. They find escape in an odd concoction: a misapplication of Adam Smith mixed with surging libertarianism, pop psychology and a dash of liberation theory.

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Cover photo: P.S. 36 second graders in New York City enjoy their volunteer assignment, which is part of a special curriculum on volunteering (see page 20).

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- **news of the volunteer community**

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Voluntary Action NEWS

Federal VIPS Ready for Take-Off

By Brooks Menessa

The following article appeared in a special fall 1985 edition of Human Development News.

Recent studies of American education have given relatively little emphasis to the high school graduate who does not go on to a four-year college. Nevertheless, these graduates represent the largest segment of the American work force and play a central role in the nation's economy. As surveys of employers document, large numbers of these young people graduate from high school lacking work-related assets and basic skills needed for successful participation in the work force.

The challenge today relates to finding new, more effective ways to equip students with the skills needed to "make it" in the world of work. As federal contributions for education and job training dwindle, the schools recognize they cannot do it alone. They need the help of the entire community—educators, employers, community leaders and individual citizens.

The Office of Human Development Services (Administration for Children, Youth and Families, Department of Health and Human Services) is spearheading a new and exciting project to equip students with career-related, on-the-job training through volunteer internships in a sector of our economy that, for years, has been inaccessible to high school students—the federal government. This unique program is called the Volunteer Interns In Public Service (VIPS).

The genesis of the VIPS program can be traced to three significant events: the enactment of the Civil Service Reform Act of 1978, the publication of the final report of the President's Task force on Private Sector Initiatives, and the creation of the Partnership-in-Education Program. The one thread that ties these events together is volunteerism—a fundamental principle of VIPS.

Volunteer service in the federal government is a relatively new phenomenon. As recently as six years ago, with few exceptions, such service was illegal. Then, in 1978, Congress enacted the Civil Service Reform Act (CSRA), which permitted the federal government to accept volunteer services *only* from students. With this new authority, federal agencies are able to establish a wide range of educationally related

NATIONAL VOLUNTEER WEEK, 1986

Featuring caricatures of 22 out of 25 individuals nominated for the 1986 Volunteer of the Year Awards in Scranton, Pa., the Voluntary Action Center of Northeastern Pennsylvania's billboard went on display April 15 to celebrate National Volunteer Week and the community's volunteer achievements.

work and training internships and to offer them to students agreeing to participate as volunteers.

The acceptance of student volunteers enables departments and agencies to contribute significantly to the enrichment of educational and training programs, while being the beneficiary of thousands of hours of productive volunteer services.

In addition to enriching the educational process, the program provides opportunities for students to become involved in early career exploration, gives students exposure to the work environment as a means of encouraging them to develop the work ethic and encourages student interest in new and developing occupations and professions.

Since the passage of the law, only a small number of students have participated in these internships. Of those who have, few were high school students; fewer still were economically disadvantaged. Yet high school students are the very ones who can benefit most from the training and work experience these internships provide.

The second event occurred in 1982. During that year, the President's Task Force on Private Sector Initiatives issued a report that stated, Success in finding new ways to meet the needs of America depends on volunteers . . . . " In searching to find new opportunities to spread the spirit of volunteerism, the task force focused on a vast untapped resource—the federal government. The task force recommended that federal agencies identify opportunities for the increased use of volunteers. These opportunities can and should be used to "challenge young people to become involved in the delivery of public services."

The year 1983 marked the third event. The Administration launched the Federal Partnership-in-Education (PIE) program, directing federal agencies to establish partnerships with schools in their neighboring communities. As a result, all federal agencies and their employees became more deeply involved in enriching the educational process at the local level.

These three events are key to the VIPS program. The CSRA provided the legal authority to create federal volunteer internships, thus giving students the opportunity to gain career-related work experience. The PIE program served as a vehicle to implement the VIPS program by establishing linkages between the federal agencies and schools and between federal employees and students. And finally, the spirit of volunteerism is the force that gives the program its life. While the CSRA gives VIPS its legitimacy and the PIE program provides a framework in which to operate, it is the volunteers—students, employees, and employers—who make it work.

LUTHERAN BROTHERHOOD BRANCH 'VOLLEYS FOR KIDS'

For the past seven years, members of Lutheran Brotherhood's Greater Peoria, Ill., Branch 8271, have been hitting volleyballs for their annual Branch Challenge Fund event. They call this marathon "Volley for Kids," and the recipients of the funds are always "kid-related" organizations. Including the matching funds from Lutheran Brotherhood, the branch usually raises between $2,000 and $5,000 for their chosen recipient. In 1985, 40 members raised more than $2,600 in pledges, contributing a total of $4,892 to the Peoria Crisis Nursery and to two local Lutheran Social Services programs.

Community Volunteer Councils Serve Texas Youth

The Texas Youth Commission, the state's juvenile corrections agency, received 77,411.9 hours of volunteer work from more than 1,800 community volunteers during fiscal year 1985. Financially, volunteers contrihuted more than $542,841.92 in actual cash donations; in goods and services (valued at fair market value); and in donated time (figured at minimum wage per hour).

The Texas Youth Commissiou's approach to organizing volunteers is a somewhat unique one among correctional agencies.

"For the past 13 years, we have developed and helped form organizations of interested community residents into 'volunteer councils' in every city where we have facilities and programs," said Ron Jackson, TYC executive director. "During the past two years, we have encouraged them to incorporate as private nonprofit organizations and file for tax-exempt status with the IRS."

The Texas Youth Commission anticipates that because of their status as separate groups—no longer falling under the agency's direct jurisdiction—these community volunteer councils will be able to grow and develop into even more effective organizations in the future.

The volunteer councils serve various roles in aiding the Youth Commission in its rehabilitation program for delinquent, adjudicated youth. They serve as a liaison to both the agency program and community residents—and are told first about changes in agency policy

(and the reason for changes)—in order to be informed representatives among others in the community.

"Volunteer council members are also invaluable in their role as a 'sounding board' to the agency, bringing our local administrators information about TYC or its youth that concerns community residents," said Joan Timmons, chief of volunteer services. "This is especially beneficial when local concern threatens to escalate into serious misunderstandings."

The council members also collect and raise funds for activities that benefit TYC wards. They solicit grants from corporations, service clubs, churches and individuals. They hold fundraising activities to raise money and solicit other types of donations, such as recreation equipment, tickets to athletic events, clothing, computers and gifts for birthdays and Christmas.

The volunteer councils, which range in size from 12 to 40 members, also serve as the TYC facility's "host," sponsoring open houses, dedications, appreciation dinners and other events to which the public is invited.

But most importantly, most council members serve as one-to-one volunteers with students, and they actively recruit other volunteers for individual friendships with students.

"We encourage the activities of volunteers in working on a one-to-one basis with our youth because they can reinforce the work done by staff members, and because they can serve as positive role models for delinquent youth," Timmons said.

In addition, TYC has stressed providing volunteer opportunities for the youth assigned to both institutions and community-based programs. They are actively involved in volunteering to help others in nursing homes, in community clean-up campaigns, in renovation of old buildings, in gathering and distributing food baskets and Christmas gifts for the needy, and in working with retarded children.

Last year, representatives of each of the state's 19 volunteer councils organized a State Volunteer Council and elected officers. The State Council provides information, assistance and cohesiveness to the statewide network of volunteers. With the assistance of central office Volunteer Services administration, the State Council sponsors an annual conference for volunteers, during which pertinent workshops are held on various aspects of TYC's volunteer activity.

Workshops at last year's conference addressed such topics as "Tapping the Corporate Sector," "Encouraging Self-Esteem in Youth," "Evaluating Your Volunteer Program," "AVA Certification" and "Legal Issues for Councils."

The highlight of the conference is the Volunteer Awards Luncheon, at which volunteers receive awards in several categories: Outstanding Individual Volunteer, Outstanding Civic/Service Group, Outstanding Business Corporation, Outstanding Employee Volunteer and Outstanding Student Volunteers. Each TYC program sends nominations, with winners selected by a statewide awards committee on non-agency volunteer administrators.

In 1984, the Texas Youth Commission settled a 14-year class action lawsuit, *Morales v. Turman*. Through a negotiated settlement agreement, a three-member consultant committee monitors the agency. The agreement stipulates that the agency must expand the use of volunteers in its institutions and facilities: "Volunteers shall be utilized to expand students' opportunities for education and recreation experiences, to provide students with increased social interactions and to assist students in successfully completing the treatment program."

When the consultant committee made its first written report in November 1985, they commended TYC's volunteer activity.

"Not only are volunteers supervised and report on their activities in detail (making suggestions about the volunteer program) but, in addition, the students also evaluate the volunteers in a specially devised form," the consultants reported. "Thus, students have input into the development and implementation of the volunteer program."

Administration of the Texas Youth Commission's volunteer services program is through the chief of volunteer services, who reports directly to the executive director, and an assistant chief. Both work out of TYC's central office in Austin, Texas.

Each institution, halfway house and parole office employs a volunteer coordinator, who serves as the liaison with the volunteer council and whose job includes recruiting, training, selecting and placing volunteers. The volunteer coordinators are also active in fundraising on behalf of the volunteer council, since donated funds for student activities are less restricted than those appropriated through the state.

"Our many volunteer councils are in varied stages of development," added Timmons. "Some have been in existence several years and have independent agendas and activities and need little assistance from staff members. Others are newer and require constant 'nurturing.' But we feel confident that in the future we will have strong, active groups of volunteers who will serve as adjunct staff members in a time when shrinking resources threaten all governmental programs."

Corporate Volunteering Makes Merger Easier

By Ruth Drake

Much has been written about the dynamics of merging two very large corporations and the ensuing problems that are usually encountered. There's the matter of transferring personnel, adapting to new ideas and even getting used to an entirely different corporate culture.

That's pretty much what my company faced back in 1982 when Connecticut General Corporation merged with INA Corporation to form CIGNA, which is one of the world's largest insurance and financial services companies.

One way we approached the challenge of creating a "one-family feeling" was by developing a volunteer program that was superior to what either of the predecessor companies had before.

Both companies had been involved in community work before the merger. Connecticut General had a one-year-old

Ruth Drake is CIGNA Corporation's director of corporate voluntarism in Philadelphia.

The Center for Autistic Children recently received a 15-passenger van from CIGNA Corporation to transport autistic children and their families to and from the Center. From left, CIGNA Service Company President Eugene Ricci, Jean Ruttenberg, Center director, and Dr. Bertram Ruttenberg, medical director.

volunteer program, but it involved only its Bloomfield-based employees. INA had no comparable volunteer program, but participated in such programs as the United Way, blood drives and Junior Achievement.

Our goal was three-fold: to reinforce a dedication to service among the employee population at large, to unify the two different companies, and to gain recognition for the new corporation within the community. We thought volunteering would be a good way to help accomplish these goals.

Soon after the merger, we contacted a number of other corporations to see what they were doing, and got in touch with VOLUNTEER—The National Center and various other organizations for ideas. Not only is the volunteer program we put together helping us accomplish our goals, but it's easily applicable to all employees of CIGNA and its companies at any location.

The program has two basic parts: the Employee Voluntarism Award and Grants for Givers.

The Employee Voluntarism Award is a program that recognized CIGNA company employees who have contributed their time to a nonprofit organization. The CIGNA Foundation, the charitable foundation funded by CIGNA Corporation, names a Volunteer of the Month and contributes $500 to the nonprofit organization of that employee's choice. These volunteers can be selected from any CIGNA company, from any location. The citation appears in a feature article in the company's newspaper and a press release is distributed to the employee's hometown newspaper. Once a year, the 12 volunteers are invited to attend CIGNA's Community Awards dinner, where one of the volunteers is singled out for special recognition and presented with a week's vacation for two. CIGNA also donates $2,500 to the winner's designated charity in his or her name.

In our Grants for Givers program, the company contributes $100 to an employee-volunteer's nonprofit organization in exchange for services rendered by the individual employee. To be eligible, the employee must contribute at least 15 hours of volunteer work in each of the last three quarters. These programs, both instituted very soon after the merger, made a considerable difference in fostering a commitment to service and a sense of teamwork among our employees.

But those first two programs represented just the beginning for us. With the establishment of the Mayor's Commission on Literacy, Philadelphia became the only city in the country to put together a city-wide effort to combat illiteracy. CIGNA was the first corporation in Philadelphia to open its doors to help adults learn to read.

More than two dozen employees of CIGNA and its companies have recently started tutoring illiterate adults in company classrooms that have been made available expressly for this program. We are now in the process of instituting this program at other company locations.

We haven't lost sight of the fact that employees who have experience in the community in various volunteer capacities also develop skills that can be used in the marketplace. Developing interpersonal skills, learning to organize, to meet deadlines, and to reach goals are side benefits of doing volunteer work. Feature articles about employees serving their communities appear in our employee newspaper alongside articles on how other employees have provided superior service to our customers.

These programs have been a contributing factor in forging a new corporate identity for CIGNA. Volunteer programs have served as a unifying factor after our merger, have helped ns stress the service aspect of our business and have assisted us in the development of a new identify both with our employees and with the communities in which we do business.

We're very proud of our program because it highlights the kind of people who work for CIGNA companies—caring people who quietly get the job done without any great fanfare. Volunteer programs reward and recognize our employees for their altruistic endeavors. This ultimately comes full circle and reflects well on CIGNA companies in the communities in which their employees work and live.

ADMINISTRATOR'S CORNER

What Is a Volunteer Director?

After years of association with volunteer directors—in meetings, workshops, classes, seminars and conferences, [we] have found that:

- The volunteer director is part juggler, part wizard, part magician, part matchmaker, part pied piper and a dedicated leader of people, who dashes off to meetings and workshops to soak up the latest thinking and news in a fast-moving profession.

Susan Ellis, head of Energize Associates and coauthor of *No Excuses: The Team Approach to Volunteer Management*, facilitated one of those workshops recently and we'd like to share some of her thinking:

- The volunteer director is a member of

an important and emerging growing profession of uniquely skilled men and women, whose cost-effectiveness can be documented, measured and evaluated.

Gone are the days when volunteers were a casual adjunct to human service agencies. Forward-looking agencies realize that selected, trained, motivated, retained volunteers can help stretch those vanishing dollars.

How to have those volunteers available when needed? You can't just open the freezer and defrost one to be ready in the morning. Enter the volunteer management specialist!

- The volunteer director is the personnel director for volunteer staff people who must receive rewards for working that are intangible (as opposed to monetary). As such, the volnnteer director is the volunteers' advocate in the agency.

The volunteer director can be expected to he a part of the total planning—with all department heads—for the agency's volunteer program. For this task, the volunteer director utilizes skills in management, human resource development, task analysis, leadership and team development, staff and volunteer training, negotiation, time-management and budgeting.

- The volunteer director is a community relations specialist. The volunteer director must locate the volunteers who will be willing to work for those intangible rewards.

Actually, there is no other person in an agency, except the executive director, who spends more time or has more responsibility for developing direct links between the agency and the community. The volunteer director utilizes skills in communication, networking and resource development to effectively market the agency's volunteer program and validate agency goals in the community.—*from* Volunteer Connections, *newsletter of the Volunteer Center of San Fernando Valley, Assistance League of Southern California and the San Fernando Valley DOVIA*

Anyone You Know?

The following fictional want ad was developed to highlight the many skills of a director of volunteer services:

Wanted: A manager and developer of resources valued at millions of dollars. Good communication skills, oral and

written, are required, as well as thorough knowledge of community needs and services. Applicant must have an understanding of marketing principles to promote exchange of implicit and explicit benefits. Applicant must have the ability to work with people from all racial, economic, ideological, age and social backgrounds. Applicant must have a knowledge of psychology, participatory planning, motivation and human values. Applicant must possess the ability to lead and motivate others, be able to delegate authority, survive ambiguity, and be innovative and creative. Applicant must strive for the highest standards in preservation of human dignity, personal privacy, self determination and social responsibility.—*Jeanne Bradner, Director, Illinois Governor's Office of Voluntary Action, in winter 1986* Volunteer Illinois

Gaining Credibility

"When the members of an organization trust each other, this binds the organization together. Harmonious organizations are by-products of trust. Without trust, an organization flounders without direction. Credibility and trust, then, allow an organization to pursue its goals and perform services in the most positive environment."

These thoughts, submitted by a volunteer, made me reflect on the interrelationship between volunteerism and the qualities of credibility and trust. The successful use of volunteers can either enhance or seriously damage an agency's credibility.

Volunteer coordinators must ask themselves whether their volunteers have been given up-to-date information about the agency and its programs. Does the volunteer have what it takes to represent the agency to the public? Do volunteers view the agency as credible? Internal credibility must be established before external credibility can be achieved. Credibility is a two-way street in relation to volunteers—volunteers help agencies earn credibility while at the same time credibility in the community helps recruit new volunteers.

Trust also has tremendous implications in running a volunteer program. Are volunteers in your organization trusted? Do staff feel confident of the volunteers' abilities to assist with the achievement of organizational goals? Perhaps of greatest importance is whether volunteers feel they are trusted. Environmental factors strongly affect the quality of work of all individuals but especially volunteers. Although trust contributes to an intangible positive environment, it is still important.

Daily demands on our time rarely allow us the opportunity to explore issues such as these. Yet the time would be well spent, for through reflection on intangibles, we can often gather insight to the health of our programs and the satisfaction of our volunteers.—*from* Centering, *newsletter of the Volunteer Centers of Alameda County, Inc.*

The Best Ideas Never Grow Old

Recruitment. The local newspaper, especially the weekly, is a very useful tool for recruiting volunteers. Here are some suggestions.

—Try to get on a "first name hasis" with the cmmunity affairs editor who can he very helpful in getting your story in the paper.

—Feature articles on your agency, program, or a special project may interest the paper and the community. Contact them when you are having something special happening. The paper will prohably want to take several pictures. The old saying is true, "A picture is worth a thousand words."

—College newspapers usually have a "Personals" column. The students like to read all the personal and often funny messages. These messages will probably cost you a little money, but if you can come up with a catchy line it may recruit some good volunteers.

—"Volunteer Spotlight." Ask your newspaper to "spotlight" one of your volunteers each week or month. This is also an excellent way to recognize your volunteers.

—The "Want Ads" and the "Help

Wanted" sections of the paper are read by many people. You may recruit an excellent unemployed person who has some extra time on his/her hands. The salary can be given as "A Rewarding Experience."

—Settled-in newlyweds are a great source of volunteers. Each day clip out the pictures and stories of weddings. Put these clippings in a file for six months, then give the newlyweds a call or send them a letter asking them to volunteer.

—Some newspapers have a section called "Around the Town," "Goin's On" or "Community Calendar." These are sections where churches, organizations or agencies can post notices about upcoming events. They are usually free to the requesting group.

Recognition. When a volunteer resigns, it's very nice to send him or her a personal thank-you letter on your agency's stationery. A couple of nice touches are to enclose a recognition certificate, and indicate on the letter that you have sent copies to their employer and to the people who wrote references for them when they applied to volunteer with your agency.

—Volunteers like to know "what's happening," to be "included in" and have a feeling of "belonging." Invite one or two to sit in on your staff meetings so they can have an opportunity to learn more about your agency and meet your coworkers. It could be beneficial to both workers and volunteers if the volunteers are given five to ten minutes to tell what they do. People love to have the chance to "tell their story." Another suggestion is to take one or more of your volunteers to a conference that you are planning to attend. Also, if you can't go yourself, send a volunteer in your place.

Reinforcements. A good "ice breaker" for volunteers who go out to meet the people they serve is to give them some neat magazines to take along on their first visit. We have people in our community who keep our agency stocked with back issues of *National Geographic.* We like these magazines as "ice breakers" because they are full of wonderful pictures. Some of our families and children have a difficult time reading, but the pictures hold their interest. Another idea is for the volunteer to ask the family to show him the family's photo album. This is usually a great way to help everyone feel at ease. The volunteer can also learn a lot about the family, especially all the member's names.

—If you can arrange for your volunteers to receive academic course credit from a nearby college for their volunteer work it may help your recruitment efforts. A suggestion is to require that any person be a "pure" volunteer with your agency for three months first. We use "course credit" as a "fringe benefit" only.

Public Relations. Several years ago, a volunteer program in Salinas, California, held a Horseshoe and Cow Chips Throwing contest as a public relations event, recruitment drive and fundraising activity. It was a great success. Farmers and volunteers picked up the cow chips in the morning, gave them time to dry out, then sold them three for a quarter. (You can probably get more for them nowadays.) The volunteers found that the cow's diet really did affect how well the cow chips held together as you flung them in the air.

Resources. A good way to raise money on a hot summer day is to organize your volunteers to hit the roads and pick up litter—cans and bottles—to be cashed in at a recycling center. You don't always earn much this way, but it may be enough to put on a great picnic, a cool ice cream social or a trip to a park or the movies.—*Tom Westmoreland, Director, Project Uplift, Auburn University,* in Volunteer Alabama

HABITAT FOR HUMANITY

Habitat for Humanity, a nonprofit Christian housing ministry, works in partnership with poor people to improve their living conditions. Habitat "challenges people of compassion" to provide the initial capital—through gifts and non-interest loans—to build or renovate simple, decent homes for the inadequately sheltered. Houses are sold at no profit, with a non-interest mortgage repaid over a 15- to 25-year period. The house payments are recycled to build more houses through a local Fund for Humanity.

Habitat relies heavily on volunteers for construction and administration at U.S. and overseas projects.

Research

Partners in Action: Community Volunteers and Cooperative Extension Agents

The following report summarizes Phase I of the National Study of the Implications of Volunteerism in the Cooperative Extension Service (March 1985). The information was collected and compiled by a team of researchers at the University of Wisconsin-Department of Continuing and Vocational Education. Funding for the study was provided by the University of Wisconsin and the U.S. Department of Agriculture-Extension Service.

Men and women . . . yonngsters, adults and senior citizens . . . all racial and ethnic backgrounds were among the 2.9 million volunteers with Extension to help 48.7 million people in their communities in 1983.

Although volunteers and Cooperative Extension agents have worked together for decades, this study, *Volunteers and Extension Agents: Partners in Action*, initiated by the Accountability and Evaluation Council of the Cooperative Extension Service, is the first in-depth look at Extension volunteer work across all program areas and states.

The results indicated that both volunteers and Extension agents invest time and resources on a wide range of tasks that help individuals and communities. Extension agents serve as interpreters, catalysts, motivators, and guides. They help volunteers use information from universities, government agencies and other sources. In turn, Extension volunteers contribute time, talent, energy, special knowledge from their fields of endeavor, information about local situations and other resources.

In this study, a volunteer was defined as any person who

- assists Extension or others through time, effort, funds, or materials;
- is not paid by Extension;
- is of any age—adult, youth, child; and
- assists either for short (two hours or less) or long periods of time.

More than 1,000 Extension agents from a randomly drawn national sample of 315 counties (10 percent of U.S.) stratified by population, inventoried their work with volunteers and their feelings abont the value of such work. They provided information on numbers of volunteers and ways in which they worked with volunteers.

How Valuable Is Extension's Work with Volunteers?

Nationwide, Cooperative Extension agents and community volunteers form an impressive partnership.

- The average Extension agent spent abont a third of his or her work time with volunteers, while volunteers invested about 51 days for every day invested by an Extension agent.
- About one person of every 80 in the U.S. worked with Extension as volunteers in agriculture, home economics, community or youth programs.
- If communities paid for the services provided by volunteers, the bill would have exceeded more than $4.5 billion, or over five times the total budget of the Cooperative Extension Service.
- The greatest dollar value of volunteer time, more than $2.3 billion, accrued from activities that shared Extension information with other people. The total dollar value of the time spent by volunteers through Extension programs exceeded $3.6 billion.

In addition, agents reported that about 206,000 people provided individual assistance to agents. The dollar value of this time exceeded $.15 billion dollars. In 1983, agents worked with more than 640,000 volunteers from other agencies or organizations, and over 100,000 independent volunteers. The dollar value of the time of volunteers who were not regularly part of Extension activities was over $.76 billion.

Agent/volunteer partnerships benefit Extension agents and volunteers as well as Extension.

- Agents recognized that they learned from volunteers. Over two-thirds indicated volunteers had high impact on their understanding of local needs and situations, and helped them adapt content to what people needed to know.
- Agents were most apt to feel that volunteers had a great effect upon Extension's ability to reach more people and handle more tasks and responsibilities.
- Agents believed that volunteer activity with Extension programs greatly benefited volunteers' satisfaction from helping others, feeling of self worth, and leadership ability.

Extension provides volunteer opportunities for both sexes; all ages and all racial and ethnic backgrounds.

- Agents estimated working with about twice as many women as men volunteers. About 15 percent of all volunteers were over 65 year of age, and 15 percent were under age 20. Eleven percent of the volunteers were from an ethnic minority.

How Do Extension Agents and Volunteers Work Together

Extension provides volunteer opportunities in a variety of formats and strnctnres. Some involve groups while others are for individuals. Some are on-going, and others are limited to a specific project.

- Two-fifths of the volunteers were in labeled roles in structured Extension programs (4-H or other organizations close to Extension, special projects and Master Volunteer programs). Two-fifths lent a hand without title in Extension programs, individually assisted agents or advised or assisted with Extension activities beyond program areas. One-fifth was fronu other agencies and organizations.
- About 1.2 million volunteers within Extension programs are officers or leaders in organizations closely related to Extension. These volunteers worked in more than 278,000 Extension groups nationwide and reached almost 1.5 million organization members.
- Over 47,000 were in on-going Exten-

sion volunteer programs for individuals such as Master Gardeners or Master Food Preservers who took information to more than 2.5 million people.

- About 230,000 volunteers worked with Extension in special or short duration projects or activities. Agents estimated that such efforts reached more than 5.7 million people.

Extension agents and volunteers are most apt to work together in ways that carry out Extension's mission of using research to help people and communities.

- Most volunteers who assisted with specific Extension tasks were involved in group teaching, and one-to-one sharing of information. The smallest numher of volunteers served as office help.
- Volunteers spent the largest share of their time, 37.2 million days in 1983, on tasks that provided Extension information to other people. They spent the least time, 4.7 million days, on community projects. However, more than 558,000 volunteers provided local leadership and secured Cooperative Extension help for more than 189,000 commnnity projects.
- Agents spent the most time preparing volunteers to teach or share information. Agents spent the least amount of time in working with activities such as advisory groups, planning groups, organizational boards or committees.

Extension offers a variety of opportunities to volunteers. Some volunteers only serve once while others continue for several years.

- Agents indicated that nearly 60 percent of the volunteers worked with Extension frequently (more than five times) during the year.
- Slightly more than 60 percent of the volunteers had worked with Extension for at least three years.

How Do Agents Feel about Working with Volunteers?

Agents feel that working with volunteers is very important. They are satisfied with their present volunteer activities, noting both positive and negative factors.

- Four-fifths of the agents rated working with volunteers as *very important*. Two-fifths felt it was the *most important thing they do*.
- Most agents felt the most important volunteer tasks were planning and extending content.
- About half of the agents were satisfied with the number of volunteers with whom they were working: very few felt they were working with too many volunteers.
- However, only a few agents felt it was *very easy* to find well-qualified volunteers for various tasks.
- Although agents saw a great deal of positive impact of volunteer activities, one-third considered such work time-consuming, exhaustive, stressful, frustrating or difficult.

Extension agents believe they are using recommended practices for working with volunteers.

- The majority of agents felt they usually or always used many recommended volunteer practices. Over 90 percent indicated they usually or always oriented volunteers, told them when they were doing well, attempted to match volunteers and tasks and said *thank you*.

- Many of the least used practices relate to policy areas. A fifth of the agents reported a lack of clear volunteer policy statements. Two-fifths indicated their counties do not provide insurance coverage for volunteers.
- Agents listed a variety of interpersonal techniqnes they found very helpful in working with volunteers. Examples include:

—Drawing on others to identify persons with skills/abilities specifically needed for a volunteer program—then going out to seek their assistance.

—I have found that if you let the volunteers have a part in making decisions, they will be much more excited about carrying through with the program.

—Plant ideas, let volunteers have input and give them credit.

—Open communication, sharing of ideas and experiences, sincere interest in him/her as an individual; inclusion and involvement in office activities involving paid staff (i.e., luncheons, social gatherings); and in-service training opportunities encourage volunteers to continue—they enjoy learning; gives them a sense of commitment.

—Let them handle some of the important but enjoyable tasks such as introducing speakers, contacting judges, including names in news releases, etc. Recognizing those volunteers who are doing the work by letting them make more of the decisions.

—Taking time to care and be accessible. Believing in them and letting them know it. Helping them to see their tasks as important and manageable.

—Put volunteers in the busiest programs and on programs you want to grow. Whatever volunteers are doing will become high priority, so be sure they are working in programs you want to be high priority.

—By not over-emphasizing that they are in fact a volunteer. You "volunteer" in the army. You are given a responsibility in Extension. The person is a leader, not just a mere volunteer. I believe the literature is faulty in that regard.

Agent preparation for working with volunteers varies. State staff support is essential.

- Almost all respondents received some training for working with volunteers. Extension workshops were the main source. However, over two-fiftbs had attended a workshop or seminar offered by some other agency or institution.
- Four-fifths of the agents served as volunteers in nonwork-related activities such as community or church activities. Over a third spent more than 100 hours per year for the last five years.
- Over half felt that Extension was providing sufficient materials and training for work with volunteers. A smaller portion felt that they were receiving enough information on what other agencies were doing, or specific aids like sample volunteer job descriptions.
- Agents were about evenly divided in their views as to whether state Extension staff pushed them too much to work with volunteers.

How Much Similarity Is There Across the Country? Across Program Areas?

The average county Extension staff in this study works with volunteers in several ways. However, the number of volunteers involved in any one program, activity, or task is often less than 50.

- The average county in this study had a population of 22,498, with 37 percent of its people in urban areas; 39 people per square mile; 510 farms; and 3 Extension agents.
- The average county Extension staff in this study worked with 615 different vol-

unteers in 1983: 415 from Extension volunteer programs; 112 from other agencies and organizations; and 12 independent volunteers.

- The numbers of days per year spent working with volunteers by agents in the average county included 139 days working with volunteers who extended information; 52 community projects; 44 maintenance tasks; 42 with volunteers who advise; 39 with officers.

There is substantial consistency from county to county and across regions in the ways in which agents and volunteers worked together.

- All counties reported some work with volunteers, ranging from 39 volunteers in the lowest county to 18,176 in the highest.
- In most instances, numbers of volunteers were significantly correlated with county populations.
- More than three-fourths of the counties reported working with volunteers through the following programs: 4-H Clubs/Interest Groups; Ag Commodity Breed Groups; SCS/other USDA Boards; County 4-H Leader Groups; Extension Homemakers; Ag Key Cooperators. Master Volunteer programs were not limited to any single state or region. The percentage of counties in each region reporting Master Gardeners was very similar.

There is also substantial consistency across program areas in the ways in which agents and volunteers work together. However, 4-H and Home Economics report more volunteer activity than do Ag and Resource Development.

All four program areas showed substantial amounts of volunteer activity. 4-H had the largest volume of activity with volunteers both in numbers of different individuals and total amount of time and activity. Resource Development showed the least activity. (However, only 84 percent of the counties reported resource activity and only 3 percent of the agents indicated this was their main responsibility.)

The numbers, varied ways of working with volunteers, and extent of activity are impressive. Cooperative Extension agents and the volunteers who work with them can he very proud. Such partnerships appear consistently regardless of program area, region or population density. Agent/volunteer partnerships will be even more important in the future as populations and needs grow with agency resources remaining the same or decreasing.

Follow-Up

Follow-Up is a column of current developments and additional resource information on key topics reported in previous issues. Here, Danny Macey explains how to tap corporations for both volunteer and material resources—in areas not served by a Volunteer Center. His tips are a follow-up to the last issue's (winter 1986) feature on "Using Volunteer Centers to Tap the Workplace for Resources." Individual copies of the winter 1986 VAL can be obtained for $4 from Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

How to Approach Local Businesses for Volunteers and Other Resources

By Danny Macey

How do you set up a formalized volunteer program with local businesses if a Volunteer Center does not exist close by?

First, according to Shirley Keller, VOLUNTEER's vice president of workplace programs, an agency should think about working with other local nonprofit groups and community agencies to take advantage of the untapped resource of skilled business and company employees.

Forming an alliance of sorts with other community groups will aid businesses so that they need only deal with one central source of volunteer needs.

"Instead of each desiring a multitude of services and approaching businesses individually, nonprofits can ban together to create a 'smorgasbord' of opportunities

The Domus Foundation residence in Stamford, Conn., received a face-lift recently when some of the 200-member GTE Volunteer Corps pitched in to paint, patch and perform minor repairs. Patricia David (left), corporate communications, and Corrine Jasper, GTE Voicenet Control Center, "ready" a room for painting. GTE provided paint, brushes and other materials. The Domus Foundation provides a home environment and guidance for at-risk boys ages 12 to 16.

Eagle Pass Special Olympics participant Liz Sales with volunteer sponsor Johnny Caballero, Southwestern Bell Telephone Customer Services supervisor-residence I&M, Uvalde, Texas.

for companies who want to help with community needs," Keller says.

This effective and convenient "one-stop shopping" will enhance communications between both business and nonprofit, resulting in a more focused course of action for both parties.

Second, a nonprofit agency should follow the seven steps listed below to insure a mutually beneficial arrangement between company and agency.

1. Determine Your Program Needs.

Begin by asking, "What type of services and non-cash resources do we need?" Think big but start out in a small way by concentrating on specific tasks that need attention. Then separate tasks into "doable chunks" in relation to time, energy and resources. Instead of saying, "Help, our budget has been slashed," think in terms of individual needs. Say, "We need an accountant for three hours" or "We need a financial planner four nights a week." This enables a business to address each need specifically.

2. List What Your Organization Can Offer the Company.

Besides recognizing how a company's employees are going to aid your program, list the services your agency can provide the business. Also include the benefits the company can receive by working with your agency.

Determine what type of business will best suit your needs and zero in on those companies. In some cases, a small business may be able to provide the needed resource better than a large company. For example, one nonprofit group may need assistance in producing its newsletter and grant proposals for which a small, family-owned printing shop may fit the bill.

3. Research the Company.

Do your homework by learning a particular business's background and needs before approaching the company. Find out what types of volunteer projects the company has assisted in the past. Determine if the company would be willing to assist your agency and what type of project would be best for all involved. It is best to talk first with companies that your group has dealt with in the past. They probably will be the most receptive. Learning whether a local hardware store displayed last year's winning soap-box derby for the Cub Scouts or if a company encouraged their employees to participate in a local walk-a-thon is helpful background information when approaching a business. The more you know about it, the more likely the company will be to help your program.

4. Prepare Your Organization.

Determine if your own program can handle an influx of volunteers and if others will be supportive of involving business volunteers. Analyze the current staff workload and be sure that the new project will not over-burden specific individuals. Your agency may have to add a staff person to assist in funneling new volunteers and coordinating the project between agency and business. Basically, create a good climate within the agency before new blood is pumped into the group.

5. Approach the Company.

No one way of approaching a company is best. Your organization's relationship with the business community and the specific company involved determines your approach. At times, a face-to-face meeting with a company president or community relations director is best. In other instances, a formal proposal and written letter are best. (Be sure to stress the benefits.)

6. Follow Up.

Maintain good communication with the company throughout the entire "tapping" process. If the company turns down your request, try to find out why and approach it again when the time is more appropriate or when you have determined the reason for the turndown. If you're successful in involving the company, follow through with your plan and/or project as you've promised. Once the project is underway, keep communication and feedback going.

7. Involve Volunteers Effectively.

Make sure that volunteers and project are not "mis-matched" in terms of skills and talent needed. For instance, if a company's personnel director were to assist in your agency's job performance reviews, do not utilize that volunteer in envelope-stuffing operations for the fundraising drive.

As with all volunteers, proper orientation to your program and the task is essential. Also insure proper feedback and recognition. After the task is completed, be sure to thank the company and employee volunteers involved, and evaluate the entire project, including all aspects of the company's assistance.

Danny Macey is a freelance writer in the Washington, D.C. area.

Communications Workshop

Communication Tips for Nursing Home Volunteers

By Carol Renner

Volunteers in nursing homes face special challenges communicating with older residents, hut they may find rich rewards as well.

"A volunteer can be a very important person if there's some regularity to their visiting," says Michelle Matchie, Lutheran Hospital & Homes Society long-term care coordinator. "It's not the conversation that's so important. It's the relationship, the presence, the comfort."

Matchie stresses the importance of talking to nursing home staff to find out if there are any communication barriers with the residents volunteers work with.

"As a volunteer, if you're going to be working with a particular person, you have a right to that information and you should talk to staff about it," she says. "They should tell you beforehand if there are any limitations that affect the way the resident communicates."

Older people who often spend much time alone have a tremendous need for conversation, according to Matchie. "Find ways to get them to do the talking," she says. "It's important that you find ways to talk about things that are important to them."

What's important is as varied as residents themselves, although there are often some common denominators. "There's an awful lot of interest in themselves as children, more so than in their children's lives or in their spouse," Matchie says. "Maybe because it was the safest, securest time in their life. Try to engage them in conversation about their parents, about where they went to school, things like that."

People living in a nursing home may also be more interested in talking about things in the past, rather than the present, but that varies with each resident. Matchie cautions volunteers to remember that in some cases, residents are not talking about the present.

"One woman was talking to me one day about having been beaten and what they had done to her," she recalls. "The more I let her talk, the more I realized her husband had beaten her. You can't always take what they say as though it occurred in this timeframe. It's important to clear things with staff, not to assume what people say is their present experience.

"Common interests such as hobbies help facilitate conversation with older residents. Did your son play football? Was your daughter a cheerleader? Talk about things that may be common experiences to you and the older person. Maybe that older person played football. Find experiences in your life that they may have experienced when they were younger."

Matchie advises always to articulate clearly when you're with an older person, saying it often counts more than volume. Volunteers should be aware of misconceptions as well.

Residents' physical disabilities affect communication and Matchie has suggestions for volunteers who work with people with varying handicaps. For residents with hearing loss, it's important to talk to them in a place where there are few exterior noises, so they can more easily hear what is said. Also, let residents who are hard of hearing see your face when you speak. Make sure poor lighting doesn't cause glare or other problems that make it difficult for them to see you. Find out from staff which ear the resident may still hear with and approach from that side.

"With some physical disabilities, say a

Continued

Allstate Helping Hands volunteer brings holiday cheer to Lutheran Old People's Home residents in Arlington Heights, Ill.

Carol Renner is corporate communications coordinator for the Lutheran Hospitals & Homes Society, Fargo, North Dakota. This article originally appeared in Sharing, *a newsletter for volunteers, board members and chaplains of Lutheran Health Systems.*

stroke, there might be complete comprehension of what you're saying, but the person isn't able to respond appropriately," Matchie notes. "That's important to know. An inappropriate response could be due to some physical ailment."

If a resident is blind, tell them where you are, what you're doing, and where you're sitting. Define the space and identify yourself clearly before you come into their space.

Volunteers who deal with residents who have mental handicaps may require additional skills. Confused residents are sometimes feisty.

"Sometimes that person will react negatively because they're startled," Matchie says. "It's important when dealing with someone with a mental deficit to move very slowly, not to touch them too soon, not to come up behind them or startle them in any way. Speak very calmly and don't say or do anything that they might misinterpret as hostile behavior."

Another general rule to keep in mind when talking with older residents is to talk to them at their eye level.

"That would immediately mean that you would sit in a chair to talk to someone in a wheelchair and carry on the conversation at that level or get down on your knee," says Matchie. "The quicker you can get at the same level, the quicker it facilitates meauingful conversation and communication."

Conversation with residents may not be the only form of communication volunteers use.

"Don't always feel like you have to do something," Matchie says. "Sometimes people feel they should be playing cards or they should be writing a letter. Just going where they [residents] go and being with them is helpful."

She stresses that nonverbal communication is just as valuable. "There are some people that you can't really talk to, but being with them or walking down the hall with them may help. Holding their hand, reading to them or sitting and touching your knee to theirs is enough for some people, even if you don't say a word. It's your presence that's important."

When the Texas Lutheran Home for the Elderly embarked on its annual "Home with Heart" fundraiser, Southwestern Bell Telephone employees were there to help. Here Jerie Orr, network services supervisor-assignment, "crowns" winner of wheel chair contest, Mary Holand. In background, Dawna Henry of SWBT (left) and Anice Schwalback, administrator of the home.

Certain volunteers may be more apt to communicate with residents, and Matchie believes that an outgoing person may not always be the most successful communicator. Sometimes a quiet, shy person is better because they can identify with the vulnerabilities of people, she says. "That doesn't mean you can't be a volunteer. It means that you realize that maybe you're better suited to something more task-oriented in the nursing home. It's important in the process of becoming a volunteer to know and recognize what you're good at and what you're not good at. You shouldn't assume you're not a good communicator."

Going back to staff with any questions you have about resideuts is also important.

"If you work with a resident several times and you just can't seem to make a go of it, then talk to the volunteer coordinator or staff and say 'I'm not able to'" Matchie says. "Staff people run into that now and again too. It's not unique. Sometimes you have a personality conflict."

Though volunteering to help older residents may he challenging, Matchie has seen its rewards as well. She remembers a high school student who visited an elderly woman at a nursing home where Matchie worked. He began visiting to meet a social awareness class requirement.

"She depended on his visits," Matchie recalls. "They had a fun, warm relationship. It was alive! The visits were therapeutic. It was important to her sense of self-esteem to have a young man caring about her, bringing her little things, spending time with her. It wasn't how much he did; it was the fact that he did it.

"The visits continued even after the course was completed. He really liked her. Tbis developed into more than a have-to."

Matchie believes volunteers will play increasingly important roles in quality nursing home care.

"We all need people, someone that cares about us and and someone that cares for us, not because they have to or because they're paid to, hut because they just care for you alone," she says. "If you develop a relationship with an older person, it's a tremendous wealth of wisdom. In some way, these people have survived all kinds of things and they can help you put your life in perspective. You very frequently gain a tremendous amount that you didn't anticipate in a relationship with an older person."

LOOKING FOR AN INTERN? Tips for Volunteer Administrators

By Dan Ticknor

When Gwen returned to college after nine years out of the classroom, she discovered that much of what she was hearing she already knew. What she didn't have for a job in the real world was experience.

Tom, a senior with a pre-law major, had plans for graduate school. During his interviews, he discovered that the law schools deemed volunteering in community service agencies valuable work.

Susan didn't know where she was going. Several careers looked good to her, but after six semesters of course work, she needed to see how her academic interests could be translated into work.

All three of these people have the potential for college internships. All are also potential volunteers.

Many colleges have specific internship or co-op programs. Students seeking field experiences are encouraged to meet with college staff assigned to administer such programs. Intern directors are usually responsible for approving the projects or positions for credit. They also assist in the search for suitable students and help them with registration.

At our college, like others, faculty members make site visits to confer with the student and the job supervisor. Although interviews with the agency determine the acceptance of the student in the workplace, the college usually handles eligibility screening.

Dan Ticknor is director of the internship program at State University of New York, College of Oneonta.

We seek agencies and businesses where the student will have what is called a progressive experience. We try to avoid a static experience, which does not increase the student's capabilities. Although typing, filing, answering phones and courier work may be part of an assignment, we are reluctant to place a college junior or senior in positions where clerical work is their primary responsibility.

Remember that colleges usually work on a semester calendar.

Students may register months in advance for their internship.

Calling the college in January for an intern for the spring semester is probably too late.

Student interns are encouraged to attend staff meetings and planning sessions at the agency where they are volunteering. We want the student to have an opportunity to observe how and why decisions are made. A good internship offers the student a chance to express ideas as part of the workplace team.

When student interns do not have ongoing duties, the agency often sets up special projects for them. These can prove immensely valuable to both student and sponsor. Two examples come to mind.

A community hospital assigned an intern to a research project to learn if patterns in job-related accidents could be found. The student matched information from employee records to a student-designed program for the hospital's computer. A hospital employee safety program was the result.

Another student working on a special assignment was able to lay the groundwork for a county-wide Domestic Violence Victims Program. The intern helped prepare state funding proposals, a community information plan and an evaluation form. She even became involved in the lobbying effort that led to the successful establishment of the program.

Agencies seeking interns should not limit contact with colleges and universities to their immediate vicinity. Many of the students looking for fall semester internships prefer to live at home in order to save money. Our program, for example, has as many students working in New York City as in the small upstate city where the college is located.

Colleges differ in the way the program is administered. A good first step, however, for a potential sponsor is to develop an initial job description or project proposal. The outline should include how the intern will be used and the expected timeframe for the work. (If it is a part-time request, how many hours per week are needed?). Also, it is important to note any specialized background you need. Examples might be computer courses, teaching techniques, laboratory skills or writing classes.

Remember also that colleges usually work on a semester calendar. Students may register months in advance for the actual time they are able to go on an internship. Calling the college in January for an intern for the spring semester is probably too late. At our college, the deadline is April 30 for September-to-December internships and October 31 for January-to-May internships. Advance planning is a must if you expect to have the best students help your agency.

Evaluation of the intern's work is usually a combination effort between the sponsor and the college. As I've mentioned before, we have faculty visits to sites where the interns work. Students are advised of problems early so they can make adjustments. The on-site supervisor fills out a final evaluation form and forwards it to the college.

If the student is not performing in a satisfactory manner, we will pull him or her from the program. The same is true if the agency is not living up to its side of the agreement. In either case, the college internship director works to avoid this last-resort measure. In the rare case where it happens, poor communication is usually the problem.

Interns are often assigned papers or reports about their work experiences. Many students are asked to keep daily journals of their work. In some cases, college supervisors assign research papers on an aspect of the company or organization. It is the policy at our college that sponsors have an opportunity to review any papers students write about them.

When Gwen, Tom, Susan or any other student applies for an off-campus internship, will your agency be the benefactor of their time and talents? We college types are truly interested in placing our students in situations where they can (a) be used, (b) be appreciated and (c) learn. If the placement doesn't fit those criteria, we will no doubt advise the student to go elsewhere!

COLLEGE INTERNS: Developing This Invaluable Staff Resource

By Betty Schnettler and Marge Twiname-Dungan

Agencies and educational systems can work cooperatively to develop and conduct college internships that provide growth experiences for both professional personnel and students. It is important, however, to have a systematic approach to preplanning, supervision and evaluation.

Why Utilize Student Interns?

A great deal of staff time, commitment and energy goes into working with interns. For this reason, it is vital that agencies see both the tangible and non-tangible benefits, such as extension of the services the program provides because of the work its interns can accomplish. Special projects put on the back burner can now be handled by these short-term personnel. Also, professionals in the field of volunteer services, through internships, instill a strong belief in citizen participation in future practitioners of human services and other fields.

Pre-Planning That Works

Pre-planning is essential. Consider the following steps:

1. Explore how similar agencies have utilized interns.
2. Determine the level of administrative support in your organization.
3. Make a list of all possible educational institutions you could approach for interns. Remain open-minded as to what degree areas may help your organization.
4. Gain staff and/or volunteer input into how you might utilize interns. Draft a job description. Establish methods for training and supervising interns.
5. Make a list of what you have to offer students. What are the concrete benefits of doing an internship with your agency? Some examples are

- Reimbursement for mileage or bus fair expenses for agency-related activities
- Paying for interns to attend training sessions
- Offering a stipend, even a small amount
- Flexibility in scheduling, especially if interns are employed in outside jobs or taking classes
- Free meals, free health screening, discounts, etc.
- Letter of reference focusing on their internship responsibilities, training and accomplishments.

Developing a Job Description

Brainstorming can produce the beginnings of an internship job description. Ideas arising out of such a process might include

- Developing a computer program
- Conducting evaluation projects, surveys or needs assessments
- Recruiting on campus
- Providing a staff inservice
- Developing new public relations materials
- Writing newspaper articles, book reviews, etc.
- Interviewing volunteers
- Establishing a skillsbank

Because each intern is an individual with different learning and skill needs,

Betty Schnettler is program director of St. Cloud United Way's Voluntary Action Center. Marge Twiname-Dungan is assistant professor and director of the Social Work Program at St. Cloud State University.

both specific and general components should be included in the job description. The following internship job description provides both general and specific internship tasks:

Human Service Planner—community organization focus: The intern is involved in program development, coordination of services, needs assessment, planning, committee work, volunteer recruitment and fundraising. Intern chooses an area of interest (e.g., family violence, parenting, food and nutrition or displaced homemakers) and becomes more involved in this segment of the program. Intern must have a car.

Once the job description is developed, the agency should send a written description of the internship and any pamphlets describing the agency to the relevant education programs. Request that this information be made accessible to both faculty and prospective interns. Agency and school personnel should sit down together and assess their mutual needs and obligations.

It is vital that faculty become familiar with agency purpose and procedures and that agency personnel be clear as to what the academic program expects from the agency in terms of supervision and evaluation. In addition, the agency should become acquainted with the educational faculty's process for preparing students for their internships.

Interviewing and Selection

Screening and interviewing interns is a process similar to the one used for other volunteer or paid staff positions, but there are specific questions that may be helpful. For example,

- Name three skills you want to possess by the end of this internship.
- Name two experiences that have provided a real challenge to you.
- I would like to hear about your future goals. What do you hope to do after graduation?
- What thoughts come to mind when you hear the word "volunteer"?

Find out if they know the facts. What is the minimum number of hours required for the internship? What number of credits will they receive? What are the beginning and ending dates for the internship? What are the educational institution's requirements of them and the agency during the internship, such as writing a journal or a final paper, number of supervisory meetings or developing a contract.

In the interview, sell yourself and your program. Remember, there are probably several other sites that the intern could choose from. Also remember that you, the agency's representative, have a choice. If you feel the intern would not work out in your setting or gain the type of experience she/he is seeking, explain that you can't accept him or her and and why. You also have the right to request a resume and references, or ask the student to fill out an application form.

Developing a Contract with the Student

An internship should be a well-organized, goal-oriented experience in which the student intern's needs are balanced with the agency's needs. This can be accomplished through a contract.

Contract components are (1) clear goals recorded in positive language and with an action orientation, (2) identifiable objectives or tasks that will lead to fulfillment of the goals, and (3) criteria for attainment.

Goals should be believable, achievable, controllable, measurable, desirable and growth facilitating. They should be related to the needs and strengths of the *particular* student who is preparing the contract.

Students should sign their contracts and have their agency supervisor and faculty supervisor sign them. Each party receives a copy of the contract. Used as a guideline for the internship, a contract may be renegotiated during the internship if all three parties involved are in agreement.

Internships start slowly with a period of adjustment for all parties involved. With time, interns become more integrated with the agency and develop a sense of ownership for their projects and tasks.

Supervision: An Ongoing Process

Supervision is an interactive process to which all parties must contribute for its maximal success. The intern and agency supervisor should meet weekly, preferably at a regularly scheduled time, to update each other, to assess goals and objectives, and to discuss growth and growth needs. Holding these sessions as scheduled shows the intern that she/he is valued and seen as part of the professional staff.

The educational facility may require joint meetings with the intern, agency supervisor and faculty supervisor. It is important for the faculty supervisor to have regular exposure to the agency environment to understand how the agency philosophy and procedure affect interns and clients.

Supervisory sessions should be structured meetings that focus on the contract, with emphasis on feedback and specific changes. The educational program may require periodic written evaluations of interns.

Evaluation: Pulling It All Together

Internships are constantly changing experiences that require careful evaluation. Evaluation is seen as a way of recognizing growth and individual progress. It is incorporated through such mechanisms as the weekly interagency supervisor meetings and regular meetings with the faculty supervisor. These methods keep communications open, continue the focus on contract goals and performance, and provide opportunities for dealing with issues of concern.

Evaluation forms may include checklists and/or open-ended requests, such as

- Evaluate the student's knowledge based on the goals and objectives in the contract.
- Examine the student's skills; list particular strengths. List the areas in which the student needs to focus during the remainder of internship.
- Document the student's ability to complete your agency requirements.
- How does the intern handle supervision?

A final evaluation should be completed during the last two weeks of the internship. It should focus on qualitatively evaluating the student's overall performance in the agency, paying attention to the growth of the student from the beginning to the end of the internship. At this time, suggestions can be made for changes in the internship description, the academic requirements or the supervision process.

'Thanks' That Count

In addition to recognizing the work of interns as you do other paid and non-paid personnel in your agency, there are certain forms of recognition that may be appreciated and/or utilized by interns for their future. Consider the following:

- Place their name on materials they have developed such as handouts or research.
- Provide them opportunity to meet or work with the administration or top decision-makers in your organizations.
- Allow them to use an agency typewriter or word processor to develop their resume.
- Write the dean or president of the educational institution and compliment the intern and internship program.
- Provide the students with names of contact people that they can reach when job hunting in the future.
- Write a letter of recommendation.

Termination: Ending It All

Internships start slowly with a period of adjustment for all parties involved. With time, interns become more integrated with the agency and develop a sense of ownership for their projects and tasks. The intern and the agency invest in each other. The intern becomes increasingly competent and responsible and seeks additional challenge.

She/he becomes an integral member of the agency staff. Since there is an end in sight, however, agencies, schools and interns must plan for it from the the beginning. This allows both the intern and the agency realistic guidelines for completing projects or transferring them to other personnel.

The ending date of the internship should be set early in the experience and all parties involved be reminded of the time line.

Conclusion

Each agency is unique and so is each intern and each educational system. We learn with experience. Our methods of utilizing interns improve as we realize what methods are most effective in our particular setting.

Do not be afraid to make changes and to take risks. Interns need to learn that new directions are vital to their continuance and impact within the community. Educational systems need to be a contributing part of the community and one way to do this is by the expansion and coordination of experiential learning for students who can benefit all of us.

INVOLVING SPECIAL GROUPS

Learning from Volunteering in the ELEMENTARY GRADES

By Carol Friedland and Paula Sievert

"I think now that a volunteer is someone who does something for other people and they do it from the bottom of their heart," said Shila, a second-grade student at P.S. 36 in New York City. Shila has been participating in a special project initiated in 1982 that integrates the concepts of volunteering into the elementary school curriculum.

The project's seed germinated at a 1980 conference sponsored by the United Hospital Fund of New York's Division of Voluntary Programs on "Women, Volunteering and Health Policy." One of the many issues to surface there was the stereotypical image of volunteers and volunteering. A task force formed to address this issue by investigating methods for changing attitudes about volunteerism. The task force determined that by addressing young children before they internalized negative images of volunteers, a positive change could be affected.

With the cooperation and enthusiastic support of P.S. 36's principal, the "Integrating the Concepts of Volunteering into the Elementary School Curriculum" project began with the school's second graders. Located in upper Manhattan on the border of Harlem and the Columbia University campus, the school's ethnic and racial mixture provided a unique testing ground.

The project was designed to help six- to nine-year-olds understand who in their school, home and community environment is a volunteer and why they may find volunteering a good activity to include in their own lives. The curriculum included ways they could become volunteers by presenting options for volunteering through existing programs or through ways they might devise themselves. It also showed the students what kinds of volunteering would be available to them as they grew older.

Elizabeth Capifali, the teacher, developed lesson plans to integrate these goals into all levels of discipline. The children were asked to find out if their parents

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or others in their household were volunteers or had ever done volunteer work. This included church activities and PTA work.

Volunteer participation in the operation of the underground railroad served as a lesson in social studies. Keeping track of profits earned from a bake sale to benefit UNICEF was part of a math lesson.

Volunteers in the school and community made presentations to the class. The Guardian Angels, The Jewish Guild for the Blind, Big Brothers/Big Sisters, National Council of Jewish Women, The School Volunteer Program and the Mayor's Voluntary Action Center, among others, participated in the program.

The class also visited organizations to see volunteers at work. This contributed to their interest and understanding of the variety of activities available in New York City.

Observing and participating in these activities allowed the youngsters to develop both interviewing techniques and communication skills. They learned to ask appropriate questions and wrote invitations, thank-you letters and compositions related to the visit or presentation. To increase their vocabulary, words pertaining to volunteering such as *volunteer, voluntary* and *philanthropy* were included in each week's spelling list—advanced concepts for second graders.

The children volunteered in their school as lunch-room monitors and read stories to younger children. As friendly visitors in a skilled nursing facility, they learned about physical handicaps and about bringing an added dimension to the lives of those with whom they developed ongoing relationships.

Capifali encouraged the children to write their own poems and songs to perform for the patients. At home they volunteered by helping take care of younger siblings, cleaning their rooms, assisting a grandparent with small chores, and other activities appropriate for their age.

The program provided a vehicle for the teacher to sensitize children to the needs of others. The children learned the meaning of "the spirit of volunteering." They grew intellectually as well as academically from their participation.

"We teach reading, we teach math, we give them a test and if they do well, we feel as though we've accomplished something," Capifali said. "But we don't work with emotional growth as much.

"Children in the early elementary grades are at a stage in their development when they are seeking praise and acceptance outside the family unit. This stage of development offers an excellent opportunity to instill good positive esteem through community pride and involvement."

The concept of "helping" coupled with physical activity is one of easy comprehension by this age group. The educators involved with the project feel it has helped the children reach a more sophisticated maturity level than their peers, exhibited by a definite change in behavior and attitude.

Although the purpose of the project was to affect a change in the image of volunteering, it became clearly evident an unanticipated benefit was the development of sensitivity to the needs of others.

Together, the task force and public school have pioneered a unique project to integrate the concepts of volunteering into the elementary school curriculum. Now in its fourth year, it is the first public/private sector joint venture of its kind in the country. It can easily be replicated and implemented in any elementary school by volunteer groups, hospitals, community agencies and others committed to fostering volunteerism.

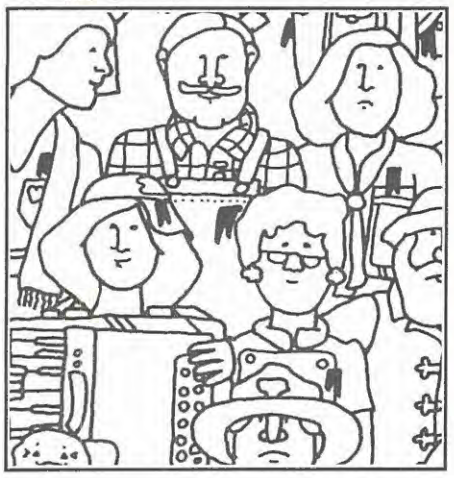
When speaking of the children's visits, an elderly nursing home resident commented, "They look at us with wonder, and we look at them with wonder—and I wonder what kind of world they will have."

This program shows us how we can secure the future for the tradition of volunteerism.

(Editor's Note: Materials on implementing such a project can be obtained from Paula Sievert, Division of Voluntary Programs, United Hospital Fund of New York, 55 Fifth Ave, New York, NY 10003, (212) 645-2500.)

P.S. 36 second graders enjoy their volunteer assignment.

The people graphic for "Involving Special Groups" appeared on the 1986 National Volunteer Week poster for the Portland, Oregon area. Printed by Pacific Northwest Bell and designed by Debby Geisler, the poster represented the joint NVW sponsorship by The Volunteer Bureau of Greater Portland, The Volunteer Bureau of Clark County, The Volunteer Managers Associations of Clackamas, Multnomah, Washington and Clark Counties, the Corporate Volunteer Council of Oregon, and The Junior League of Portland, Oregon.



INDIVIDUALS WITH DISABILITIES: Are You Overlooking an Important Volunteer Resource?

By Joy Peters

So you're desperate for volunteers and you have investigated every possible resource. You say the housewives have gone back to work, the teenagers are more interested in a paying job, and the student interns are barely trained before moving on in their educational pursuits. There is just no other source to consider . . . or is there?

Have you thought about tapping that wonderful volunteer population who has available hours, wants training and is interested in a long-term assignment? No, they are not a newly emerging segment of our society; they are individuals with disabilities who have always been with us. In fact, statistics tell us that as high as ten percent of our total population has some form of disability. Of course, many are under age for volunteering, some have disabilities too severe to allow them to volunteer, and others have very successfully joined the workforce and are not looking for fulfillment through volunteer work.

There is, however, a small but creditable number of adults who have disabilities that leave them with too much time on their hands, yet who possess skills and potential that should not be overlooked.

Consider John*, who could not answer the phone adequately and was unable to read or write because of a severe learning disability. But he possessed a pleasant and poised manner, making it possible for him to assist in an office setting. With training, he very successfully learned to run the copier and became a viable part of that office.

Or take Marty, mildly retarded, who had a love for children. With careful instruction and role modeling, he became a good child care assistant for preschool children.

In another instance, Kelly, a young woman with multiple sclerosis, worked with children who also had physical handicaps. She communicated to them how to succeed in a non-disabled world. Her determination was an inspiration to the children, making her volunteer efforts very satisfying to herself as well.

Obviously, each potential volunteer who is disabled brings with him or her a unique set of skills and limitations. And as with any other volunteer, a volunteer administrator must carefully interview this volunteer to find an appropriate placement. However, the time you invest in this individual may yield a very satisfying volunteer relationship for your agency.

Before tapping into this wide-open volunteer resource, following some basic guidelines can help your planning and preparation:

1. Learn what you can about the particular disability before you interview the prospective volunteer. This will make you more comfortable in your interview and give you a better idea of the possibilities for placement. Ultimately, the success you experience in placing a volunteer with a disability is rooted in your own sensitivity and awareness. Do you have stereotypical preconceptions that need to be re-evaluated?
2. Ask tactful but honest questions of the volunteer to discover specific limitations, needs for accommodations, concerns, etc. People who are disabled appreciate the chance to be frank and to have the opportunity to express their needs.
3. Capitalize on volunteer's abilities. Too often the disability clouds our vision, and we fail to see the capabilities the individual has to offer.
4. Consider the accessibility of the location when you are placing a volunteer with a physical disability. Are steps a problem? Are the bathroom and water fountain easily accessible? Is lifting involved?
5. Check the disabled volunteer's transportation needs. Could you provide another volunteer to drive an otherwise housebound individual to his or her volunteer position?
6. Allow for extra training time to make your placement a success. For example, an individual with mental retardation may require more careful instruction, but the extra time and attention you take will be rewarded by a dependable worker, satisfied in his or her duties. (This, of course, will not be necessary in the case of an individual with a physical disability.)
7. Provide an adequate support system for your new volunteer. Are there attitude barriers that need to be eliminated before acceptance occurs? Is the staff prepared to make reasonable accommodations for the incoming volunteer?
8. Treat a volunteer who is disabled with the same respect you would a non-handicapped adult. Even an individual who is mentally retarded and who may display some immature behavior (e.g., expressed

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*Although the names have been changed, these situations are real.

fearfulness of new situations) should be viewed as a person of dignity.

Be creative and you'll discover where volunteers with disabilities can benefit your program. The next step is to contact the Volunteer Center, vocational rehabilitation centers, or other agencies working with disabled individuals to register needs.

One of the most satisfying elements of successfully placing disabled volunteers is the knowledge that you are contributing to their life in terms of self esteem, while receiving valuable hours of service in return. But isn't that what makes our jobs worthwhile?

MEETING SOMEONE IN A WHEELCHAIR

Meeting someone in a wheelchair should not be an awkward situation. However, many people are unsure of how to act, which can create some embarrassing moments. The rehabilitation staff at Schoitz Medical Center, Waterloo, Iowa, has prepared a brochure as an informational guide on wheelchair etiquette to help prepare people for encounters they may have with wheelchair users. The tips also apply to those who care for patients in wheelchairs.

1. **Ask Permission.** Always ask the wheelchair user if he or she would like assistance. It may be necessary for the person to give you some instructions.

2. **Be Respectful.** A person's wheelchair is part of his or her body space and should be treated with respect.

3. **Speak Directly.** Be careful not to exclude the wheelchair user from conversations. Speak directly to the person and if the conversation lasts more than a few minutes, sit down or kneel.

4. **Give Clear Directions.** When giving directions to a person in a wheelchair, be sure to include distance, weather conditions and physical obstacles that may hinder a wheelchair user's travel.

5. **Act Natural.** It is okay to use expressions such as "running along" when speaking to a person in a wheelchair. It is likely the wheelchair user expresses things the same way.

6. **Wheelchair Use Doesn't Mean Confinement.** When a person transfers out of the wheelchair to a chair, toilet or other object, do not move the wheelchair out of reaching distance.

7. **Children Are Okay.** Don't discourage children from asking questions. Most wheelchair users are not offended by questions children ask them about their disabilities or wheelchair.

8. **Some Wheelchair Users Can Walk.** Some users can walk with aid, such as braces, walkers or crutches and use wheelchairs some of the time to conserve energy and move about more quickly.

9. **Wheelchair Users Aren't Sick.** Don't classify persons who use wheelchairs as sick.

10. **Relationships Are Important.** Remember that persons in wheelchairs can enjoy fulfilling relationships that may develop.

11. **Wheelchair Use Provides Freedom.** Don't assume that using a wheelchair is in itself a tragedy. It is a means of freedom that allows the user to move about independently.

—From PANPHA PLUS, *newsletter for volunteers and auxiliaries of Pennsylvania Association of Non-Profit Homes for the Aging*

HELPING DISABLED VOLUNTEERS FEEL AT HOME

It is important to be sure you really *invite* the people you want to become involved. Talking among ourselves doesn't invite new people into the system. You can send your information and requests to newsletters that go to people with disabilities. Information about both national and local newsletters is available through the independent living projects, rehabilitation and service agencies closest to you. This special effort will be effective in reaching people with disabilities and will emphasize your desire to include them.

We need to remember that deaf people do not often get information from radio and TV and that blind people are usually not aware of your beautiful poster and printed materials. People with problems in mobility need the assurance that your facility is accessible.

Architectural barriers are a terrible bore: They are all around us and we don't even notice them until we try to plan. They become incredibly frustrating when we try to plan for their removal in the abstract. We must think with *real* people toward *real* solutions in *real* situations. Often there are practical alternatives.

Some independent living projects have individuals who can build low-cost ramps or can give advice on the most economical way to solve problems. You may want to build a ramp or use other strategies, but bring in your local wheelchair expert.

—From "Volunteers Who Happen to be Disabled," President's Committee on Employment of the Handicapped

CHANGING OUR SPEECH HABITS

Habits of speech, which reinforce myths and stereotypes about people with disabilities, can be powerful barriers. Language reflects a mental picture that develops, in part, out of our attitudes. It is important to evaluate our use of language to avoid phrases that trap people into stereotypes.

The further we get from calling Mrs. Jones and Betty and Joe by their names, the more evident it is that we have placed them into categories. The phrase "Mrs. Jones is weak" may cause us to wonder why she has this condition. We look for explanations: Is it always true and what causes it? Can her condition be improved and how has she organized her life to compensate for physical limitations?

Our response tends to be different as we clump people together. "The handicapped are weak." This phrase has removed the concept of a person with unique qualities from our thoughts. This kind of stereotyping language stops us from thinking creatively. A first step to removal of language barriers has been taken when we put the concept of *person* first.

It is usually best to use the phrases "a person with a handicap" or "an individual with a disability." Both these words can be used. Preference is based on geographical location. However, there appears to be greater acceptance of the word "disability" among advocates. They tend to associate the word handicap with "cap in hand," as in begging. There is an assertion that any physical or mental condition that limits function can be referred to as a disability and that a person is handicapped only when that condition causes problems. In other words, people are handicapped by a lack of resources available to them.

- People with orthopedic disabilities may be handicapped when there is no ramp into a building.
- People who are blind are handicapped when only ink printed instructions are offered.
- People who are deaf may be handicapped when there is no interpreter available in a court room.

Here is a list of some words that trap people behind stereotypes.

Suffers. This word, used in such phrases as "he suffers from polio," would seem to indicate that someone is in constant pain. This is rarely true. Polio is associated with a lessened sensation. Even when disabling conditions involve certain levels of pain, people are usually able to control its effect by a variety of processes. Don't impose unsolicited pity on anyone.

Invalid. This word has many meanings, all of which are negative. It means nonvalid, not qualified or unfit. This emphasis is inappropriate. Totally paralyzed individuals have a wide range of positive characteristics.

Normal. Sometimes we call non-disabled people "normal" and imply by that usage that anyone else is abnormal. This is inappropriate. Save this word to use when you are talking about numbers or temperatures.

Patient. When people are in the hospital or being treated by a medical professional, it may be appropriate to refer to them as "patients"; however, most disabled people do not need that kind of attention any more than able-bodied people do. People who are living in the community and are developing self-reliance are offended when they are called "patients".

Victim. We usually associate this word with the idea of a "dupe," as of a swindler or of someone sacrificed. Very few of the people you will meet have been "sacrificed." Do not use this word when talking about disabled conditions.

Crippled. The picture this word creates involves a helpless and non-valid person. It carries the message of incapability. It has rightly fallen into disuse. Don't revive it; it deserves to die.

Afflicted. The phrase "afflicted with a disability" implies continued pain and torment. It suggests a misfortune that is intolerable. Don't inflict this label on people.

Case. Often in social service agencies we find ourselves using this word, but it sounds like something you file away. People resent being filed away.

Dumb. When used as "deaf and dumb," this word is nonsensical. Deaf people may be verbal or nonverbal in their communication but they are not stupid. This out-of-date phrase should be considered only as historically interesting. The word, used alone, does not describe anyone.

Unfortunate. The implication of this word involves the idea of bad luck or lack of success. You may think a person was unlucky to have become disabled but you only add to the problem by using a phrase that minimized personal self-reliance.

Confined. The phrase "confined to a wheelchair" is used so often it almost seems like one word. The implication is that the chair is an essential part of experiencing the person. In fact, many people make a choice to use this tool of mobility and efficiency. They might be able to get about by other means but would needlessly exhaust themselves. They prefer to use a chair for efficiency. Others may not have the luxury of a choice. They may have to depend upon a chair for their mobility, but it is probably one of several tools they use.

—From "Volunteers Who Happen to be Disabled," President's Committee on Employment of the Handicapped

CHURCH VOLUNTEERS: Unleashing The Potential

By Val Adolph

When a new staff member joined our volunteer department, we gradually came to realize that her religious faith was extremely important to her. Her faith was the guiding and sustaining focus of her life. She attended her church regularly and frequently. Yet, when the subject of volunteering came up, she said that she did not give any volunteer service to her church. It seemed unbelievable that this bright, competent and committed woman, who had volunteered within a number of other organizations, would not be volunteering within her church.

As she worked with us, learning on the job the principles of volunteer administration, we discussed why people, even those with a strong religious commitment, might be reluctant to volunteer within their church. We also shared our discussions and questions with people from a wide cross-section of both liberal and fundamental religious groups within the Judeo-Christian tradition. We defined six basic issues, each one clothed in the terminology of different denominations and seen from a variety of perspectives:

1. Lack of clearly understood objectives or "We don't really know what the church wants." Ideally, each church should establish objectives with the participation of its members and make sure that all its members understand the objectives as well as what must be done to achieve them.

Church members have the same kinds of needs as other people. Church leaders who recognize this know they have a great resource of time and talent that can be used to benefit the church, ministry and individual.

Objectives might relate to the routine activities of running the church—e.g., maintaining accurate accounting records or keeping the interior and exterior of the church building in good condition. They would also relate to the religious activities of the church—e.g., maintaining or perhaps expanding church education activities or a visitation program. Objectives would cover the development of new programs and also address problems within the church, such as the need to enlarge the church because of increasing membership.

2. Local objectives that conflict with regional or national objectives. In many denominations, delegates from local churches attend regional and national meetings where they establish policies, objectives and priorities. Nevertheless, it is common for the "head office" to expect to receive a certain amount of money to streamline administrative procedures or to support foreign missions and for people in the local congregations to object. Volumes of energy are poured into indignation—"Why should we pay for a computer for headquarters when we need funds to buy materials for the Sunday School?"

3. Lack of agreement over priorities within the congregation. Should the available energy and money go toward increasing the membership or toward enlarging the church building, which is al-

Val Adolph, a volunteer administrator of a large residential facility for mentally handicapped people in western Canada, is the author of Volunteers and the Church: From Potential to Action *(see listing in Tool Box).*

ready too small? How much effort and money should we expend on alleviating the social ills that are apparent in our community? Unfortunately, the fewer the number of volunteers and the less available the funds, the more acrimonious the discussion and the greater the likelihood that not much will get done at all.

4. Lack of clearly defined jobs for potential volunteers. Once objectives have been established and priorities agreed upon, the next step is to break these down into the tasks that need to be done. Asking someone to "help with church maintenance" is like asking them to write a blank check. They don't know what they are letting themselves in for and therefore are likely to resist. There should be a list of the tasks that are part of each objective—in this case, polishing, vacuuming, grass cutting, etc. This allows people to make their own choice of activity and be more confident about the nature and extent of the commitment they have made.

5. Coordinating volunteers is just one more job for a clergyman who is already overworked. It is a tragedy that the one thing that could prevent burnout for the clergy is looked upon as nothing more than a contributory factor to that burnout. If the congregation has developed objectives and priorities, and if one individual or a small group has broken these down into specific tasks and obtained the cooperation of each member of the congregation in accomplishing them, then the clergyman can go back to being the spiritual leader and leave the window washing and the driving of the Sunday School bus to others.

6. The entrenchment of the faithful few. Mr. X is in his twenty-third year as church treasurer, Mrs. Y always runs the bazaar and Mr. Z has been Sunday School superintendent as long as anyone can remember. They frequently complain about being overworked and may threaten to quit, but there never seems to be anyone else who would undertake the job—certainly not when the previous incumbent is still around to pass judgement on their performance.

This establishment of turfdom happens quietly and insidiously over a period of years. It is hard to correct this situation once it is in effect unless the incumbent is sensitive enough to realize when the time has come to insist on resigning. It is possible, however, to take action ahead of time and establish a policy of having a limited time period, say three or four years, for any volunteer to remain in a leadership position. Many societies and nonprofit organizations have similar policies relating to the senior positions within their organizations.

Within many churches there remains the idea that asking for volunteers is asking people to do a favor without any reward. Only occasionally is there recognition of the fact that carefully chosen volunteering can meet the needs of both the volunteer and the cause.

In these difficult economic times, more and more people are looking to churches for support—not just spiritual support but practical assistance as well. An increasing number of churches are becoming involved in social action programs. In some areas, the desirability of this is still being debated, but while the debate continues more individual church members find it impossible to ignore the poverty and injustice that they see around them. They can serve with other agencies or organizations, of course, but many would prefer to offer help as a direct expression of their religious faith and, if possible, in the name of their church.

The trend toward decreasing governmental funding to social services seems likely to continue for some time in both the United States and Canada. This trend means that nongovernment agencies, including churches, will increasingly be called upon to fill the gaps in services to those in our society who are disadvantaged. The congregations who respond to the challenges of conscience that are presented daily are going to need every volunteer they can get.

They will also need a leader with the skills of motivation, recruitment and effective utilization and retention of volunteers—skills with which coordinators of volunteers are familiar but which not often are found in churches.

It is a paradox that volunteer agencies, starting with a cause but with very few volunteers, have used coordinators of volunteers to recruit the volunteers they require. They now have volunteers to fulfill their mandate and volunteer coordinators, whose skills go far beyond recruitment. The churches, starting with many people, usually saw no need to get into organized volunteer administration. They still have the people, but they lack the volunteer leadership and so they lack the volunteers.

Many churches also lack implementing the concept that using people is mutually beneficial to the volunteer and to the cause for which he/she is working. Within the volunteer world, we are familiar with this concept and know that its use is not manipulative.

But within many churches there remains the idea that asking for volunteers is asking people to do a favor without any reward. Only occasionally is there recognition of the fact that carefully chosen volunteering can meet the needs of both the volunteer and the cause. The needs identified by Maslow or Hertzberg are not limited to people who volunteer in secular organizations.

Church members have the same kinds of needs as other people. Church leaders who recognize this know that they have a great resource of time and talent that can be used to benefit both the church, the ministry and the individual. Not to recognize it is to leave to chance whether or not each individual's needs will be met and his/her energy and talent used in a positive way.

It is trading on delicate ground to even mention the theology of volunteering. Different denominations and even the individuals within them view the ministry of the individual in widely differing ways. In some areas, the priesthood of all the people is celebrated; in other areas, the mere mention of this implies the usurping of the role of the ordained leader. The theology of volunteering is a matter for the denomination, the congregation and the individual to determine—although this determination can take a very long time. The church, in the meantime, is full of people

whose talents are not fully used.

On the one hand, there are underfunded missions, social programs that can't get off the ground and the faithful few, including the clergyman, scrambling to try to get everything done. On the other hand, there are church members whose skills are unrecognized and whose needs are not met. We who are administrators of volunteer programs do not find it unusual to encounter a potential volunteer who has a need to socialize more, to grow within his/her career or in a new direction, or to increase self esteem. Perhaps churches feel they have failed if their members, despite regular attendance, still have these needs. However, there are many people who can meet their needs and express their faith as much as ministering to others as by being ministered unto.

There is, within the church, the opportunity to help people grow within every facet of their lives. Not all the leaders of the church, whether clergy or lay, have recognized this potential and taken steps to develop and use it. Only a few churches have paid or unpaid volunteer administrators or groups of people who together undertake that role. The literature of volunteerism is full of ideas for recruiting, motivating, training, etc., yet these ideas do not seem to have permeated very many congregations.

So there are churches full of people-power, but no practical way of directing and coordinating that power. The lack—the missing link—is the ability to harness the human resources. Only occasionally in the past has there been a linking of churches with those who administer volunteer programs. It seems possible that this will change, that the pressures on the churches will be sufficient to make them look around for ways to develop more effectively their people resources.

This will take a willingness on the part of the clergy to see their people as many-faceted individuals, not just as Sabbath pew sitters. It will take sensitivity not to stereotype people—not to assume that a woman coming in new to this church naturally wants to teach Sunday School or serve tea. It will take clergymen prepared to yield the leadership in certain situations. It will take the time to break major activities into smaller tasks for several volunteers working as a team, rather than lumping the tasks together and giving them all to one paid staff person (or rather than having the clergyman and his wife do them all). It will take a readiness to risk asking, "Do we want this objective enough to work on it together," rather than announcing, "We have decided that this is an important objective and we will be asking for your help."

It is a paradox that volunteer agencies, starting with a cause but with very few volunteers, have used volunteer coordinators to recruit the volunteers they require. The churches, starting with many people, usually see no need to get into organized volunteer administration.

An increase in the number of volunteers in a church means increasing the amount of organization and support available to them. It means taking time to prepare job descriptions, to develop an inventory of the skills and interests of church members. It means interviewing and taking care to make the best possible match between the skills and needs of the volunteer and the jobs available.

One of the most important implications of involving "most members of the church" is recognizing that it will involve also those members who might not come immediately to mind as volunteers—the elderly and the handicapped, for example. These are the people who are generally placed in the category of receiving service, not in giving it. These people need the opportunity to give and the church is in an excellent position to identify their abilities so that they, too, can share. For many of these people, the inability to drive is their most limiting handicap. If the church can overcome that (perhaps by arranging transportation or by taking meetings to them), then many of their abilities become more apparent.

From each congregation it is possible to develop a rich and varied volunteer program that will help the church meet each of its objectives. If the leader of the program takes advantage of the full spectrum of the people, carefully matching jobs to people and providing training and necessary support and resources, then the people involved can take pride in their work and greater pride in their church membership. As their involvement increases, they no longer just attend on the Sabbath and make their weekly offering. Instead, they feel part of their church. They feel free to make suggestions, to contribute ideas and to discuss the direction in which the church is or might be moving. As their involvement increases, the division between the spiritual and the secular aspects of life decreases.

But the volunteer program within the church requires constant nurturing. Are the volunteer/job matches working out as well as we thought they would? What is the feedback from the new volunteers in the Sunday School? Is it just coincidence that two members of the bazaar committee recently resigned? The retention of volunteers and the design and development of evaluation systems is as important within church volunteer programs as it is in any volunteer program.

Church volunteer programs have a great deal in common with other volunteer programs—their one great advantage being that church leaders do not have to go out and beat the bushes to find volunteers. They are all right there in the pews once a week. Yet, the reluctance to provide them with opportunities for service remains. After almost two years, the only volunteering available in my colleague's church is still teas and Sunday School teaching for the women and board membership for the men. Her attempts to discuss setting up a volunteer program with her clergyman ended in frustration when he said he was really too busy to spend much time on that topic. She realizes that he may be burning out from trying to do everything himself.

The principles and practices of volunteer administration could be put to use in that church and in many others to support the clergy and to enlarge the church's scope of service in whatever way its members think appropriate. There need not be conflict here, but two disciplines working in conjunction so that everyone has the opportunity to use their gifts fully to express their faith in the service of others.

About Our Contributors

Carol Friedland ("Learning from Volunteering in the Elementary Grades," page 20), assistant director of the New York City Mayor's Voluntary Action Center, has major responsibility for the recruitment, interviewing and referrral of volunteers to over 3,000 not-for-profit and public agencies. She chairs the School Project Task Force and serves on the Manhattan Advisory Council of the Community Service Society/Retired Senior Volunteer Program and on the Steering Committee of the Park Slope Safe Homes Project in Brooklyn, N.Y.

Paula Sievert (coauthor of "Learning from Volunteering in the Elementary Grades," page 20), staff associate to the United Hospital Fund of New York's Division of Voluntary Programs, staffs the task force that originated the project devoted to "Integrating the Concepts of Volunteering into the Elementary School Curriculum." She is a member of the New York Association of Directors of Volunteer Services, the Association for Volunteer Administration and Association of Voluntary Action Scholars and is active with the Park Slope Safe Homes Project in Brooklyn, N.Y.

Marge Twiname Dungan ("College Interns: Developing This Invaluable Resource," page 18) is an assistant professor at St. Cloud State University in St. Cloud, Minnesota, where she also coordinates the internship program for social work majors. In this position, she prepares students for their placements, provides supervision during the internship and meets regularly with site supervisors about the intern's progress and related issues.

Dungan is an active community volunteer currently serving as chairperson of the St. Cloud Retired Senior Volunteer Program Advisory Council.

Betty Schnettler ("College Interns: Developing This Invaluable Resource," page 18) is program director of United Way's Voluntary Action Center in St. Cloud, Minnesota, which includes a court-referral program, a teen recruitment focus, consultation and training for volunteer coordinators, and year-round utilization of staff interns. Prior to this position, Schnettler was director of the St. Cloud Retired Senior Volunteer Program.

Her current volunteer positions include membership on the advisory committee of the Minnesota Office on Volunteer Services. She is one of the founders of the Forum of Executive Women in St. Cloud and president of the newly formed Minnesota Association of Volunteer Centers.

Val Adolph ("Church Volunteers: Unleashing the Potential," page 25) began her career as a teacher in England, where she also started her volunteer involvement with religious organizations. Since moving to western Canada, she has pursued dual careers as writer and volunteer administrator, and consults and develops training programs in these areas.

In addition to publishing many articles about volunteer administration, Adolph edited *Transitioning* by Eva Schindler-Rainman and is the author of *The Funding Crisis Handbook: Managing the Human Service Agency in Difficult Times* and *Volunteers and the Church: From Potential to Action* (see listing in Tool Box).

Dan Ticknor ("Looking for An Intern?" page 17) directs the Internship Program at the State University of New York, College at Oneonta. Every year he places and helps supervise over 200 college juniors and seniors seeking on-the-job experience. To determine how the interns are taught and trained, he makes site visits to over 100 businesses and agencies each semester.

Ticknor formerly was director of college relations and an art history professor at SUNY Oneonta. He is an American Cancer Society volunteer, this year serving as chairman of the board for the New York State Division and national trainer for the Society's Volunteer Development Program.

As the volunteer coordinator of the Therapeutics Section of the Montgomery County Department of Recreation, Silver Spring, Maryland, **Joy Peters** ("Are You Overlooking An Important Volunteer Resource?" page 23) manages the volunteers who assist in providing quality recreation programs for disabled individuals. A small proportion of her volunteers are disabled, and she says experience has taught her the value of utilizing their skills in ways that enhance their self-esteem while furthering agency goals.

Peters was an English major at Nyack College in Nyack, N.Y. and held previous positions as a college teaching assistant in the English department and a magazine staff member. She recently completed a one-year term as president of the Montgomery County Association of Volunteer Coordinators.

Books

In Search of Speaking Excellence

By Marlene Wilson

HOW TO BE AN OUTSTANDING SPEAKER. By John L. Dutton. Life Skills, PO Box 282, New London, WI 54961, (414) 779-6394. 1986. $13.95 plus $1.00 shipping.

In the well-known *Books of Lists*, public speaking ranks as the number one fear of Americans. John Dutton therefore has addressed a topic of enormous concern for all of us. He is not just suggesting the reader can overcome the fear of public speaking. He is audacious enough to suggest you can become better than 90 percent of the other speakers around by following his eight secrets to speaking success. He makes a powerful case for that claim. This is a book that has excellence not "good enough to get by" as its goal.

First, may I share some overall observations and opinions about the book:

- The style is very down-to-earth and conversational (like having your own personal speech coach at your elbow).
- The book illnstrates excellent communications principles: In each chapter, Dutton (1) tells you what he is going to say, (2) says it, (3) and tells you in summary form what he said; and he does it without being pedantic.
- Dutton chooses his words with great care; none are wasted.
- He is a master storyteller, a "verbal artist."
- The research is extensive and illustrates he did his homework.
- The quotes are wonderful and will enrich any speakers' repertoire.
- Most importantly, it is a helpful book, a how-to manual you will use again and again.

Marlene Wilson is an author and consultant on volunteer management.

My only discomfort with the book is that the formulas relating to time and content seem at times a bit too pat. The reader must keep in mind the necessity of altering appropriately to fit the needs and expectations of your audience. For example, in Chapter 2, Dutton suggests that in a 20-minute talk, you have only 4-1/2 minutes of content or actual "information." If I applied that to most of my audiences of volunteer administrators, I believe I would be tarred and feathered! But for service clnh meetings, volunteer recognition events, etc., I'm sure he is right.

In my opinion, the strongest chapters in the book are Chapter 1: "The Secret of Understanding Audience Behavior," Chapter 3: "The Secret of Finding and Telling Stories," and Chapter 5: "The Secret of Advance Questions." For the beginner, Chapter 2 also gives valuable "how to" on basic speech design.

The emphasis and illustrations used throughout on story telling are excellent and very timely, as in hoth *In Search of Excellence* and *Passion for Excellence* where the writers emphasize the need for more drama, symbols and vision in leadership today. Those are tbe qualities best illustrated by stories rather than data.

I was a bit disappointed in the last chapter: "Taking Action to Change Your Life." It felt added on and was not the strong ending Dutton repeatedly suggests you must have for a speech (and I would add, for a book!).

Since more and more volunteer directors, volunteer leaders and board members of agencies find themselves in the position of speaking on behalf of causes they care about, I highly recommend this hook. As Dutton says, "The trick in giving a speech is not to get it said. But to get it heard." This book will help you do just that.

KNOWLEDGE IS POWER

The power that comes from expertise is increasingly important in modern organizations.

"An *expert* is any person with an ordinary knowledge of a subject who carries an attache case and is more than 50 miles from home."

We may laugh at the pretensions of such so-called "experts," yet the power that comes from expertise (or having information and skills that others need) is increasingly important in modern organizations.

Gerald Goldhaber and others, in *Information Strategies: New Pathways to Management Productivity,* makes two important claims about power in the organization:

1. Traditional forms of power are declining in importance.
2. The power to influence, that comes from expertise, will have a greater impact on organizational control.

In fact, the authors claim that "expert" power is the only form of reality-bound power—power based upon accurate interpretation of organizational contingencies—available to the modern organization.

What is expert power? The authors state that "expert power resides in the confidence that one has special knowledge or expertise considered valuable in satisfying individual and/or organizational needs." When a patient takes foul-tasting medicine prescribed by a doctor because she believes it will make her feel better, or a line worker watches a gauge carefully because an engineer insists that careful temperature control will create a better product, they are bowing to *expert power.*

Let's look at some other forms of power and why they are declining.

Modern managers have less ability to punish and reward—less *coercive* and *reward* power—than their predecessors.

- **Coercive power.** In the last century, practices now both illegal and shocking to us were common. Not only slaves, but free field laborers were routinely beaten. Child workers in the early factories were physically punished for such offenses as falling asleep on the job.

Even the threat to fire people—thus depriving them of their livelihood—is now limited by labor unions and legal restrictions. Indeed, in a reversal of the situation in times past, the chief executive officer, or the superintendent of schools, may be in far greater danger of termination than their subordinates.

- **Reward power** still has an important place, but the power of first- and mid-level managers to reward their subordinates has been considerably reduced. For many employees, "merit" increases given on a blanket basis and cost-of-living increases have replaced salary increases and bonuses related only to work effectiveness.

Most middle managers now are limited to providing rewards in terms of praise and recognition.

Two other forms of power, *legitimate* and *referent,* will be increasingly based on *expert* power, according to the authors.

- **Legitimate power** rests upon one party's belief that another party has the right to influence him or her. An example of such a right, taken from status only, regardless of competence, is the military maxim about "saluting the uniform—not the man."

Politicians, labor union officials, teachers and executives are not nearly as revered by their constituents on the basis of their rank or title alone as they were a generation ago. Legitimate power affects people's initial responses. The motorist, after all, does not investigate the police officer's credentials and skills before pulling over to the side of the road. But continued respect and obedience to traditional leaders require their demonstrating a genuinely high level of ability.

- **Referent power** belongs to charismatic leaders, with whom followers identify out of love and loyalty. While such leaders may be necessary at the beginning of an organization, sophisticated expertise will be necessary as the group grows and expands.

Many fields seem to have less use for individual charisma than formerly. Even today's military officer is far more likely to draw power from a knowledge of computers and guidance systems than from an ability to call the troops "into the breach, once more."

As I See It

Continued from page 2

Americans have been brought up on a highly simplified notion of the invisible hand: Everybody goes out and tries to "maximize" himself—and the economy thrives for all. There is no need to curb self-interest, even greed; it is the propellant that fires up economies.

Now the reach of the invisible hand has been extended to wholly new spheres. Antismoking campaigns, pro-seathelt moves, Social Security, environmental protection and employee safety are said to work best without "coercion"—if people are left to their own devices.

In this rejection of any sense that we have duties to each other, we gloss over the consequences to innocent bystanders of such a free-for-all, it's-up-to-you-Jack attitude. These range from the effect on children of those who choose not to buy insurance, to the neglect of "public goods"—goods we all need but no one is individually entrusted with procuring (e.g., highways).

Pop psychology is still with us. It argues that everyone ought to focus on his or her own growth. Society and its duties are viewed as standing in the way of self-fulfillment.

Pollster Daniel Yankelovich estimated that in the late 1970s, 17 percent of Americans were deeply committed to a philosophy of self-fulfillment and another 63 percent subscribed to it in varying degrees. These people said they "spend a great deal of time thinking about myself" and "satisfactions come from shaping oneself rather than from home and family life." They had a strong need for excitement and sensation and tended to feel free to look, live and act however they wanted, even if this violated others' concepts of what is proper.

The significance of this is that the escape from duty reaches beyond neglect of the community's needs to the neglect of one's immediate family.

Last but not least are the interest groups that elevate Meism to a group level. True, lobbies have been around since the founding of the Republic. But in recent years, their power has increased sharply. And the consequence is that service to each interest group is easily put above a concern for the general welfare.

How do we redress the balance between the "I" and the "We"—so that we enhance the sense of duty?

There obviously are no simple solutions, but schools could help. They could change their civics courses from teaching that the government has three branches and the Supreme Court nine members (and so on) to promoting civility. However, since most schools are overworked and underfunded, they are unlikely to do much.

More may be achieved if the issue is put on the agenda of the nationwide town hall meetings we are *in effect* constantly conducting. The subjects vary, from civil rights to environmental protection to deficit reduction. However, the process is the same: Triggered by a leading book (such as *Silent Spring*), a series of reports in leading newspapers or on television (e.g., on Vietnam), or by commissions (on education), we turn our collective attention to an issue. We debate it at length.

At first it seems nothing happens, but gradually a new consensus arises that affects people's behavior. We agree to pollute less or drink less; we exercise more, we become more sensitive to the rights of minorities or women.

The issue of our social obligations as Americans—our duties—is overdue for such a treatment. Meanwhile, we each ought to examine ourselves: What have you done for your community lately?

Tool Box

Volunteers and the Church: From Potential to Action. Val Adolph. Order from: William A. Fletcher, Publishing, Box 803, New Westminster, B.C. Canada V3L 4Z8. 1986. $7.95 plus $2.00 postage/handling.

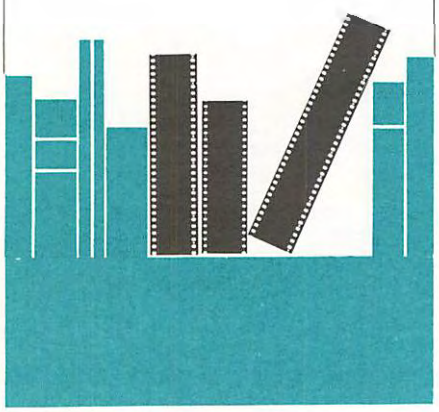
A how-to book that answers such questions as, Who are the volunteers? How do you meet the objectives of the church using volunteers? It includes sections on interviewing and matching volunteers to tasks, training, evaluation and maintaining a healthy volunteer program, thanking volunteers, working with volunteers who are causing problems.

Accent on Recognition: Saying Thank You to Donors and Volunteers. Adventist World Headquarters, Philanthropic Service for Institutions, 6840 Eastern Ave, NW, Washington, DC 20012, (202) 722-6132. 1986. 68 pp. Single copies free while quantity lasts. Bulk order prices available upon request.

Illustrated with numerous examples and photographs, this booklet provides guidelines and ideas for expressing appreciation to volunteers and donors for their contributions. It also includes a list of synonyms that can help in composing award copy and a list of recognition vendors (e.g., for plaques, medallions, etc.)

An Independent Sector Resource Directory of Education and Training Opportunities and Other Services. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 223-8100. 1986. 215 pp. $18 (prepaid).

An extensive listing of programs in nonprofit management, degree programs, workshops, seminars and other educational opportunities designed for nonprofit board members, staffs and volunteers. Indexes enable users to locate information on institutions, board development and governance, computer technology, financial management, fundraising and resource development, leadership, marketing, public relations, personnel, management, planning, public policy and volunteer management.



Selected State Legislation: A Guide for Effective State Laws to Protect Children. National Center for Missing & Exploited Children, 1835 K St., NW, Suite 700, Washington, DC 20006, (202) 634-9821. 1985. 54 pp. Free.

Each chapter deals with a specific aspect of the problem of missing and exploited children: missing children, sexual abuse and exploitation, state criminal codes, courtroom procedures, privacy issues, education and prevention, school programs, licensing and criminal histories, training programs, treatment and rehabilitation of child victims, court-appointed advocates, parental kidnapping, child pornography and child prostitution.
A four-page summary of this booklet, written primarily for non-legislators, is also available free of charge.

Parental Kidnapping: How to Prevent an Abduction and What to Do If Your Child Is Abducted. 2nd edition. National Center for Missing & Exploited Children, 1835 K St., NW, Suite 700, Washington, DC 20006, (202) 634-9821. 1985. 44 pp. Free.

A handbook for parents, law enforcement officials, attorneys, prosecutors and others who deal directly with cases of parental kidnapping. The book is designed primarily as a guide through the criminal and civil justice systems, but it also contains valuable prevention information for parents.

Directory of Support Services and Resources for Missing and Exploited Children. National Center for Missing & Exploited Children, 1835 K St., NW, Suite 700, Washington, DC 20006, (202) 634-9821. 1985. 66 pp. Free.

A descriptive listing of nonprofit and public organizations around the country that offer programs to help families and child victims of abduction and exploitation.

Just in Case .... National Center for Missing & Exploited Children, 1835 K St., NW, Suite 700, Washington, DC 20006, (202) 634-9821. Pamphlet. Free.

Parental guidelines on what to do in case one's child might someday be missing.

LASER: Local Agency Self-Evaluation Resources. Council on Accreditation of Services for Families and Children, 67 Irving Place, New York, NY 10003, (212) 254-9330. 1985. $40. Bulk rates available.

A comprehensive volume of practical information and materials for both novice and expert to use in planning and conducting an agency or program evaluation in the social services field. Includes a step-by-step plauning guide divided into sections written by different experts. Also contains concept papers by Diane Broadhurst, MLA, and Ying-Ying Yuan, Ph.D., on planning, designing and conducting the evaluation, analyzing the data and applying the evaluation results.

1986 Catalog of Scriptographic Booklets. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373, 1-800-628-7733. 20 pp. Free.

The Channing L. Bete Co. publishes small, illustrated informational booklets on a variety of topics grouped under such headings as substance abuse, family life, health and safety, mental health, personal and group effectiveness, leadership skills, voluntary action. Booklets are available at low cost bulk rates.

Corrections Compendium—The National Journal for Corrections Professionals. Contact Center, Inc., PO Box 81826, Lincoln, NE 68501, (402) 464-0602. One year's subscription: $43 for new subscribers. Sample copy available.

This recently expanded monthly journal now includes feature articles aud profiles in addition to its often-cited legal summaries and surveys. *Compendium* legal summaries are easily understood reports of court cases pertaining to criminal justice. Surveys offer comparative, system-by-system breakdowns of facts and figures on corrections topics.

Retired Senior Volunteer Program of Waukesha County. Ellen Morris-Gutierrez and Robert P. Overs, Ph.D. Order from: Signpost Press, Inc., Box 267, Sussex, WI 53089, (414) 252-3219. 48 pp. 1985. $3.

This report describes the Retired Senior Volunteer Program in Waukesha County, Wisconsin, from 1977-1984, and reports the results of a questionnaire study of 213 volunteers (age, education, sex, marital status, residential stability and current living arrangements). Also includes breakdown of present and past paid employment and similarity to volunteer assignments and an important analysis of volunteer satisfaction.

Los Sures. Produced and directed by Diego Echeverria. The Cinema Guild, 1697 Broadway, New York, NY 10019, (212) 246-5522. Color, 16mm or video, 58 min. 1985. Rental $100; purchase $595 (video), $895 (16mm). Complete Cinema Guild catalog also available.

Named after the community it explores, this documentary portrays one of New York's poorest neighborhoods, the primarily Hispanic community of Williamsburg, Brooklyn. It closely examines the lives of five Puerto Rican residents of Los Sures. Blue ribbon winner at American Film Festival.

Where Can I Live? A Story of Gentrification. Directed by Erik Lewis. The Cinema Guild, 1697 Broadway, New York, NY 10019, (212) 246-5522. Color, all video formats, 32 min. 1984. Rental $50; purchase $250. Complete Cinema Guild catalog also available.

This documentary explores gentrification in Park Slope, a Brooklyn, N.Y. neighborhood. Focusing on three tenant groups, it shows how the threat of displacement led community residents to organize and take an active role in keeping their homes and community. The results were the improvement of housing conditions, restoration of essential services, beginnings of a low-income housing cooperative with funding from the federal government, and a new sense of community and purpose.

Tips for TABS (Temporarily Able-Bodied). George Alderson. Order from: GHA Publications, PO Box 295, Altoona, PA 16603. $5.95 plus $1.00 postage/handling.

Syndicated columnist George Alderson has compiled bits of basic information on how to conduct oneself in the presence of a person with a disability.

The Charitable Behavior of Americans. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 223-8100. 1986. $14 (prepaid).

Based on a study conducted by Yankelovich, Skelly and White for the Rockefeller Brothers Fund, this report profiles American attitudes towards giving and volunteering. It is based on tbe findings of a February 1985 survey of Americans 18 years of age and older. Among other considerations, it examines the relationship between religious giving and giving to other charities, between regular attendance at religious services and regular giving. The report includes an executive summary.

From the Top Down: The Executive Role in Volunteer Program Success. Susan J. Ellis. Order from: Energize Books, 5450 Wissahickon Ave, Lobby A, Philadelphia, PA 19144, (215) 438-8342. 1985. 185 pp. $16.75 plus $1.50 postage/bandling.

Written for the top decision-makers of organizations in which volunteers participate, *From the Top Down* offers practical advice for managing an agency's "nonsalaried personnel" department. The book addresses such management issues as establishing policy for and about volunteers, budgeting funds and other resources, selecting volunteer program staff, assuring teamwork between volunteers and employees. It also contains sections on legal coucerns and accounting for contributed time in financial records.

Sibling Information Network Newsletter. Sibling Information Network, Department of Educational Psychology, Box U-64, School of Education, University of Connecticut, Storrs, CT 06268, (203) 486-4034. $5/year for individuals; $8/year for organizations.

Published four times a year, this newsletter provides information for and about brothers and sisters of persons with disabilities. Includes articles, book and film reviews, and information on research and services.

10 Ways To Improve Your Performance As a Volunteer Administrator:

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Fall 1983 *VAL*

2. Improve Your Volunteer Job Descriptions
Summer 1983 *VAL*

3. Recruit Volunteers Through An Annual Appeal
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POSTER

"HOW DO YOU SAY I LOVE YOU BACK?"

ASK A VOLUNTEER!

Leo F. Buscaglia, Ph.D.
Professor of Education ...
University of Southern California
Best Selling Author ... Nationally
Syndicated Newspaper Columnist

Produced by Robert D. Herzog

This issue's poster is brought to you courtesy of the Montgomery County, Maryland, Volunteer Bureau, who obtained Dr. Buscaglia's written permission to use his photo and words. The question comes from his book, *Loving Each Other.* (The Volunteer Bureau supplied the answer.) You may reproduce this art for your own volunteer recognition and recruitment purposes. Insert your program name and phone number in white space above heart.

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Calendar

The **Calendar** lists upcoming events that may be of interest to our readers. Inclusion, however, does not constitute endorsement by VOLUNTEER.

June 4-6 — **Toronto, Ontario:** *Founding Conference—Ontario Association for Volunteer Administration*
"Connections 86" is the theme of this conference for professionals and workers in the volunteer administration field. They will share ideas and resources and form a professional working group association.
Contact: Robert Cole, OAVA Founding Conference Chair, c/o Probation & Community Services, 2195 Yonge St., 3rd floor, Toronto, Ontario, Canada M7A 1G2, (416) 965-6944.

June 8-11 — **Dallas, TX:** *1986 National VOLUNTEER Conference*
VOLUNTEER's annual conference, to be®MD2™ held on the Southern Methodist University campus, will devote four program tracks to the theme, "Marketing Volunteering." Featured speakers are Marlene Wilson, William Raspberry, Ed Foreman and Milton Kotler. Volunteer Leadership Day on June 8. Brochure with complete workshop and plenary session listing available.

June 26-28 — **Pittsburgh, PA:** *1986 Pennsylvania Association for Volunteerism Conference*
Held on the Chatham College campus, this conference is open to volunteer administrators and volunteers with two-hour workshops available for both. Daily rates available. Susan Ellis will deliver closing address.
Contact: Ann Mason, PAV Conference Chair, c/o Friends Indeed, 5604 Solway St., Pittsburgh, PA 15217, (412) 421-1840.

July 13-18 — **Boulder, CO:** *First-Level Volunteer Management Workshop*
A one-week course for individuals who are relatively new to the profession that offers the "nuts and bolts" of volunteer management. Specific skills instruction in computerized resource matching, interviewing, recruiting, training.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80309, (303) 492-5151.

Sep. 30-Oct. 3 — **San Francisco, CA:** *Community Service: Sentenced to Help Others, A National Symposium*
Cosponsored by the National Highway Traffic Safety Administration, the California Probation, Parole and Corrections Association and others, the symposium will feature workshops, panels and roundtable discussions on the use of community service sentences for drunk drivers, felons and juvenile offenders and community service as restitution and an alternative to incarceration.
Contact: The Community Service Center, 1368 Lincoln Ave, Suite 108, San Rafael, CA 94901, (415) 459-2234.

Oct. 19-22 — **Buffalo, NY:** *AVA National Conference*
"Silver Reflections, Golden Visions" is the theme of the 1986 meeting of the Association for Volunteer Administration, which will be celebrating its 25th anniversary.
Contact: AVA, 1540 30th St., Room 356, Boulder, CO 80303, (303) 497-0238.

Nov. 9-14 — **Boulder, CO:** *Third-Level Volunteer Management Workshop*
One week of highly concentrated, in-depth learning experiences in specific topic areas including survival skills for managers, marketing magic, training of trainers, managing conflict.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80309, (303) 492-5151.

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