

Voluntary Action Leadership

Winter 1987



ROLES FOR VOLUNTEER LEADERS

**Decentralizing A Volunteer Program
Spelling Out Volunteer Capabilities/Limitations
Increasing Volunteering and Giving**

As I See It

The Perils of Doing Good

By Phyllis Theroux



Phyllis Theroux is a Washington, D.C.-based writer whose latest book (1987, Viking/Penguin) is *Night Lights: Bedtime Stories for Parents in the Dark*. She is also a columnist for *Parents* magazine, and wrote the following article for *The Washingtonian*, (December 1986), which is reprinted here by permission.

It is every writer's dream that he or she will write a story that will change things for the better. In 1982, while I was working as a feature writer for the *Washington Post*, an opportunity came my way.

Gathering material for an article about kinds of families living in Washington, D.C., I met a young welfare mother with four children who lived in Anacostia. If ever a human being deserved to be helped, it was Sarah.

Yet despite the best intentions on both sides, the capacity to give and receive must, I learned, be fairly equal if a truly charitable transaction is to take place. Sarah taught this to me. I don't know what I taught her.

I met Sarah through a Catholic nun who worked as a social worker at a Roman Catholic Church in Anacostia. Sister Helen told me about Sarah, who, when I was introduced to her four years ago, was twenty-two. And nervous. She had been told that a reporter was coming to interview her for a story on being a mother, but even with Sister Helen sitting protectively by her side in a small fish-and-chips restaurant in Southeast D.C., Sarah took a while to relax.

"She is an absolutely wonderful mother," Sister Helen had

briefed me earlier, "and she has nothing except a powerful urge to be one." Everything Sister Helen had told me about Sarah turned out to be true.

Her story was sad and not particularly uncommon. The oldest of four children, Sarah started knocking on the church rectory door when she was about six, asking for food and clothing. Always she explained that "my momma" had told her to come, and that "my momma" would have come herself but she was sick.

Sarah's "momma" was very sick, of alcoholism. Sister Helen knew this and never tore at Sarah's story. But by the age of seven, Sarah was the involuntary head of a household that her mother had abdicated to her small hands. Over the years, a relationship built up between Sarah and Sister Helen, which was as close as could exist between a white nun and a black child of Anacostia. They had one thing going for them: Sister Helen never promised what she could not deliver, and Sarah never lied.

By the time Sarah was eleven, she had "burned out" as a mother and went to live with her grandmother. For several years, she had a stable life. "My grandmother's so good she wouldn't cheat a bus driver out of a nickel," said Sarah.

But Sarah, who soon grew up to be a willowy, flashing-eyed adolescent, rebelled against her grandmother's church ways and got pregnant at the age of fifteen. Now she came to Sister Helen for food and clothing for one, two, three and finally four children of her own.

Sarah was repeating her mother's history—with several differences. She was not an alcoholic, and she had dreams. "I figure that I'll still be young when my baby is on his own. I'm going to be somebody."

During our first meeting she talked about how she'd like to move to the country, get a job, and maybe meet somebody decent to marry. "I haven't got the prize yet, but that's okay. I've got my children. And me and my kids—we're just great! I read to them, make sure they eat breakfast, and I don't let 'em sit in front of no damn TV set all day! And they've got Big Wheels, too."

It was obvious that Sarah loved her children. When her infant son was admitted to Children's Hospital for a heart operation, Sarah scrounged for the bus fare to be with him almost every day. The hospital staff gave her a medal for being an "outstanding mother."

Still, Sarah was vulnerable to her own bad opinion of herself. "Sometimes," she said, her eyes filling with tears, "I think I'm doing better than most people. And other times, oh, I don't know, I just think I'm doing terrible."

I knew a good sentence when I heard it, and when I wrote up Sarah's story, I plucked the line from my notes. That sentence caught the eye of a reader who put down the newspaper and picked up the phone.

A businesswoman who lived in Northwest D.C. read Sarah's story, consulted her conscience, and called Sister Helen at the church. I later learned of the conversation that ensued. The businesswoman, whom I will call Susan, was somebody I knew. But in this instance, she kept the contents of her conversation with Sister Helen to herself.

"I'd like to be of help to Sarah," she said to Sister Helen.

"Are you thinking of something short- or long-term?" Sister Helen asked.

"I don't think anything other than long-term help does

Continued on page 33

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Cover photo: "Mr. Piggy" volunteering at a Catholic Charities day care center in New Orleans. For story, see page 18.

Contents

Features

2 The Perils of Doing Good

By Phyllis Theroux

This issue's guest "As I See It" contributor has learned that the give-and-take in a volunteer relationship "must be fairly equal if a truly charitable transaction is to take place."

18 The Challenge of Decentralizing a Volunteer Program

By Melanie Ghio

A leadership style that allows each program to flourish in a decentralized fashion is essential to this type of volunteer administration. Drawing from her own experience, Melanie Ghio illustrates how it can work successfully.

20 A Blueprint for Increasing Volunteering and Giving

Called "Daring Goals for a Caring Society," this program aims to give Americans a clearer idea of what they can do in the fulfillment of community service.

23 Policymaker Power: When You Involve Your Leaders and They Help Volunteers Get the Job Done

By Paula J. Beugen

The burden is on leaders of volunteers to help spell out the capabilities and limitations of the volunteer community, says this volunteer consultant, who offers them a list of considerations.

25 The Community That Cares Caper

By Sharon Thronset and Jane Vanvig

Kidnapping community leaders during Volunteer Week and Older Americans Month? This is what a skilled nursing facility in Grand Forks, North Dakota, did to increase awareness of the needs of the elderly and handicapped.

29 The VAL Index for 1985-86

A listing of every article, organized by title and category, from the last eight issues of VAL.

Departments

5 Voluntary Action News

10 Communications Workshop

12 Research

14 Follow-Up

17 Advocacy

31 About Our Contributors

36 Tool Box

35 Poster

36 Calendar



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Voluntary Action

NEWS

Disabled Citizens at Polls Campaign Takes Root

By Mark Lewis

Ten months after Congress passed the Voting Accessibility for the Elderly and Handicapped Act mandating accessible registration and voting places in all federal elections, and nine months after the National Organization on Disability (NOD) began its nationwide campaign in the private sector to strengthen and implement that law, two questions await answers:

1. Has there been an improvement in the number of accessible polling places, enabling more persons with disabilities to vote in person on November 4, 1986?

2. Did more disabled citizens personally go inside polling booths and exercise their right to vote on November 4 than in the last non-presidential election in 1982?

Answers to these questions on a nationwide basis are not expected until early 1987, but experts have agreed that the turnout of voters in the November 4 election was light, even by the standard of midterm elections. Preliminary estimates showed that the turnout may have been as low as 37 percent of eligible voters, which would be the worst in modern history. Turnout in the 1982 midterm election was 41.1 percent. It is often the rule that midterm elections

produce turnout, not turnout.

Disabled Citizens at the Polls

When Americans went to the polls on November 4, 1986, an estimated 20 million disabled citizens were eligible to vote. Historically, many of the nation's 188,600 polling places have not been accessible; barely a quarter of the eligible disabled voters have exercised their franchise, according to experts.

Disabled voters' perceptions of non-accessible voting places and physical and attitudinal barriers have had a negative impact on the participation of disabled citizens in the election process.

"We've been made unwelcome," says U.S. Commissioner of Rehabilitation Justin Dart, Jr.

According to NOD President Alan Reich, America's disabled persons have long been non-participants in the voting process. "Dramatic changes in their voting patterns should not be expected at first," he says. "It will take time."

In early 1986, NOD launched a three-

year, non-partisan Disabled Citizens at the Polls campaign — "the most aggressive initiative carried out by NOD in its five years of existence," says Reich.

Campaign Objectives

The purposes of the campaign are to inform disabled citizens of their rights and special services they should expect from the system; and to assist election officials and poll workers in developing and implementing programs that ensure equal access.

At the same time, NOD and four other leading organizations helped sponsor and establish a coalition of 32 disability organizations, called Disabled But Able to Vote, to organize disabled voter registration drives across the country.

The centerpiece of the campaign is a 28-page illustrated manual, "Disabled Citizens at the Polls: A Guide for Election Officials," containing ideas and guidance for election officials and poll workers.

As a companion piece to the manual, NOD and the National Easter Seal Society produced an information flyer — a poll worker's guide — with simple tips for making polling places accessible and for assisting disabled voters. Amway Corporation donated the printing of one million of these flyers. (Con't.)

Mark Lewis is editor of the NOD Report, from which this article is reprinted with permission.



DISABLED BUT ABLE TO VOTE

Some Campaign Highlights and Results

■ In Washington, D.C., the Board of Elections and Ethics used the NOD manual and flyer to train 1,500 election day workers in October. The Amway-printed flyer was also converted into a slide show. Eighty-six of 137 polling places in the District of Columbia are now designated as accessible by the Elections Board, a progressive improvement.

■ Twenty-thousand manuals have been distributed free of charge to election officials and national disability groups. Because of demand, an additional printing was required.

■ Approximately 800,000 copies of the small flyer produced by NOD and the Easter Seal Society have been distributed free of charge to election officials for the training of poll workers, and disability organizations are using the flyer, too.

■ Sixty national disability organizations have distributed the NOD materials to chapters, members and associates, including the National Easter Seal Society, Paralyzed Veterans of America, National Council of Independent Living, National Multiple Sclerosis Society, Arthritis Foundation and Special Olympics. Some disability organizations have given prominence to the campaign in their newsletters.

■ Local chapters of the League of Women Voters have distributed the manual, and the League has included a section on access for disabled voters in a survey.

■ Also cooperating are the Democratic and Republican National Committees, the U.S. Conference of Mayors, the National Associations of Towns and Counties, all 50 Secretaries of State and the Civil Rights Division of the U.S. Department of Justice.

■ Requests for the NOD campaign materials have come from cities spanning the country: Indianapolis, Portland, Salt Lake City, Los Angeles, Juneau, Alaska, Dallas, Louisville, Des Moines, Bridgeton, Mo.

■ In Suffolk County, N.Y., NOD's Community Partnership Committee leader, Bruce Blower, produced a locally oriented voter information brochure based on the NOD-Easter Seal flyer. Blower reported, "For the November 1986 Gen-

eral Elections, we have reduced the number of inaccessible polling place to 30 out of a total of 359. This reflects a decrease in the number of inaccessible polling places from 92 in 1981.

■ The Disabled Citizens at the Poll campaign was the main focus of recent media interviews with NOD President Alan Reich, including National Public Radio's "Morning Edition" and an interview on Biznet, the cable TV network of the Chamber of Commerce. The October issue of *Public Relations News* published a story about the NOD campaign.

■ In the proceedings of Congress on October 15, Senators Durenberger (Minn.) and Dole (Kansas), sponsors of the Voting Accessibility for the Elderly and Handicapped Act, praised the NOD campaign. "The education initiative and the education of federal polling officials and volunteers is the vital link in extending the spirit of the Voting Rights Act to all citizens," Durenberger said. "The National Organization on Disability and the Easter Seal Society must be recognized for their efforts and commended for their public spirit."

Looking Ahead

When Americans went to the polls on November 4, NOD's Disabled Citizens at the Polls campaign was like a growing nine-month-old youngster getting more robust every month. And the above progress report points to increased muscle by the time of the presidential election in 1988.

Illinois Students Learn to Respond to Social Needs

By Audrey Wells
and Barbara Wysocki

The current emphasis on volunteerism from the highest levels of government to the grassroots level presupposes a mechanism that connects the general public to the need of social agencies for volunteers. We may presume that because ours is a democratic system, relying on popular involvement, that peo-

ple will instinctively respond to social needs — needs based on commonly held values. The reality, of course, is that these assumptions are not necessarily true: (1) People will not instinctively respond to social needs, and (2) social needs are not based on common values.

The process of moving a young generation into an understanding of and a responsibility for volunteering is as much a function of education as is instruction in math, science or history. Such was the rationale for Social Advocacy: History, Theory and Practice, an interdisciplinary course between the social studies and communication that focuses on social problems, particularly those that affect the local community.

Social advocacy was piloted this year at University High School — the laboratory school of the University of Illinois — after a year of development. The components of the course are three: a social studies aspect, one on communication and interpersonal dynamics, and some actual volunteer experience in one of four social agencies: a shelter for abused spouses and children, a facility for the elderly, an adult literacy program and a developmental service center for the physically and mentally handicapped.

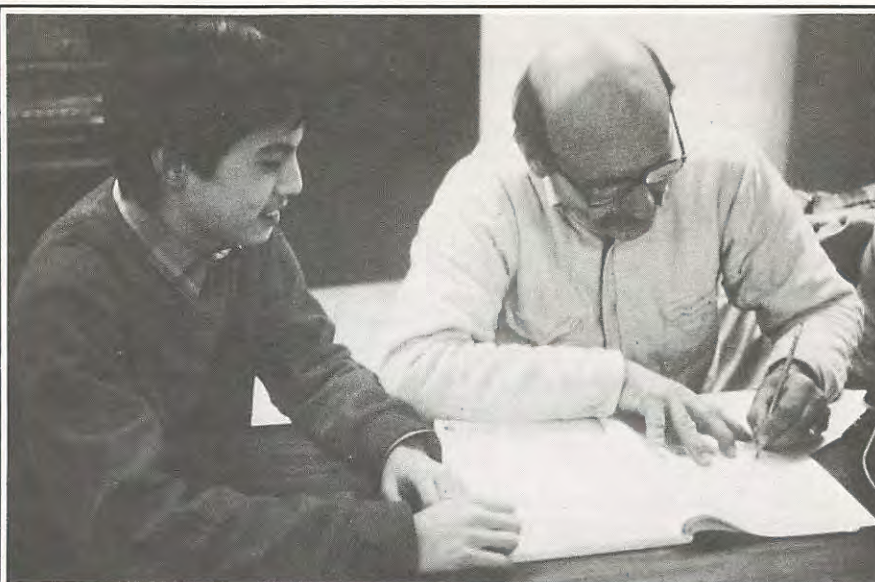
In the semester course, students spent class time becoming familiar with the historical dimensions of how the United States, as a society, has addressed and continues to address social problems. The past 50 years are of particular interest, since the debate has centered around the federal government through both the more active periods of the New Deal and Great Society as well as the more detached approach of the Reagan administration.

The historical perspective allows an opportunity to survey other alternatives to dealing with social problems. The efforts of individuals, private agencies and organizations, and churches from colonial times until the present provide a sweep of time to assess their strengths and weaknesses and to ascertain their role in social reforming movements.

Audrey Wells and Barbara Wysocki developed the Social Advocacy program for students at University High School in Urbana, Illinois.



Lark Huang plays with child at A Woman's Place/Rape Crisis Center.



Robert Liu (left) tutoring at the Urbana Adult Literacy Center.

Simultaneously, the students were presented with training and preparation in group dynamics, problem-solving strategies, and inter- and intrapersonal communication (exploring personal values and prejudices). Such techniques were presented in the context of the subject matter, giving meaning and validity to the exercises themselves rather than drawing on contrived situations and circumstances.

In the third component, students were placed in volunteer situations where they came in contact with individuals dealing with a defined social problem. They tutored adults who could not read, developed self-esteem groups for women and children who were victims of domestic violence, or assisted the elderly on outings or in just moving around the care facility.

In addition, the students had to develop and execute an administrative project for the agency — an idea that represented a felt need on the part of the agency or one identified by the students themselves that would facilitate the agency's effectiveness.

In one case, that project became the development of discussion questions to accompany films on rape; in another, it became an oral history project based on the biographies of senior citizens as well as a talent show that highlighted the past and present crafts of nursing home residents.

Social Advocacy accomplished a

number of objectives — some of which were planned and some that were unexpected. First, it introduced students to the world of volunteerism within a learning context. Many students had expressed a desire to do some volunteering, but could not find the opportunity or motivation to connect with an agency on their own.

The school setting offered an academic security to the students to sort out and make sense of the experience and to place that experience in the context of a bigger picture. For example, our discussion on government responsibility really hit home when they began to realize that the financial support of the program they were personally involved in came from a county or federal budget. Under these circumstances, advocating less government support became less of a glib response.

Second, students began to see their local community and its social institutions in a different light. At one time, they saw the detention home and a women's shelter as totally independent and unrelated to each other. Now they are aware of a network of social agencies and social workers who interact with one another in an attempt to help not only the woman dealing with violence in the family but the son or daughter who is in trouble because of the home situation.

Students came to realize that most individuals do not deal with a social

problem but a host of them, and that clients at one place are also clients at others. The volunteer experience, in other words, put the issues of the course in very human terms — not textbook statistics or hypothetical John/Jane Does, or Case #

The volunteer aspect was an integral part of the course, which was reflected in the assignments, and not just a gimmick to attract student enrollment. Students were assigned a short story writing project in which the central character was based on someone they had met on the job. Many of the literary efforts reflected a genuine attempt to get under the skin and see the world from the perspective of someone in a wheelchair, a child whose abused mother was struggling for some semblance of order in her life, or an illiterate adult coping in a world of printed material.

In another assignment, students working in groups had to prioritize the basic needs of individuals living on fixed incomes or some sort of federal assistance and actually shop for a week's worth of groceries plus meet the other expenses of rent, transportation and the like. Many realized that trade-offs were necessary to make ends meet; others were struck by the limited choices available to this segment of the population. Still others sensed the fine line between managing in the black and being in debt.

We piloted the course with nine stu-

dents, and after a semester of visiting social agencies, both private and public, listening to guest speakers and reading sources representing both the left and the right, there are probably nine conclusions about what exactly is a social problem and what to do about it.

The difference, however, is that now they have some first-hand experience and information to support their conclusions. More importantly, they have had a positive introduction to volunteerism. In the words of one student, "I'm still going to be an engineer, but I will also do some volunteer work."

Social Advocacy has forged a partnership between the school and the community. It has demonstrated that it can be the process of strengthening the role of citizen for students and add a meaningful dimension to their understanding of democracy.

Appalachian Mountain Club Volunteers Tame Great Outdoors

By Dorothy Berger

The vast public recreational lands of the United States span thousands of miles from coast-to-coast, cover every type of topography from mountains and forests to seashores, include every climate from tropical and moderate to arctic. Taking care of these great outdoors costs a heap of money and requires lots of hard labor.

As the mountain climber hauls himself up inch-by-inch along the steep, slippery mountainside, he gives silent thanks to the person who hacked steps into the rock-hard slope. Reaching the top, he shivers as the frosty wind stings his face. Quickly, he heads toward that hut someone built to shelter him.

A backpacker whistles as he walks through the deep forest, a backwoods' wilderness seemingly untouched by civilization. Yet, somehow, a trail has

Dorothy Berger, a freelance writer in Alexandria, Va., has contributed other stories to VAL's News section.

been cut for him to follow, and a hand-cut bridge is there to help him cross that stream ahead. Before night falls, he finds a shelter to protect him from the night's chill and roaming forest animals.

Thousands of campers, hikers, mountain climbers, boaters, skiers and others who vacation in public recreational lands, have found their outdoor activities safer and more pleasant because someone has civilized the great outdoors.

A great deal of this work is done by the national, state and local forest services. Yet, they just don't have enough staff and funding to take care of the vast public lands and their ski trails, backwoods and shorelines.

So volunteer organizations like the 35,000-member Appalachian Mountain Club step in. Reuben Rajala, a supervisor for the club, advises that his group takes on the responsibility for the conservation and maintenance of over 1,000 miles of trail from Washington, D.C. to Maine.

"Most of our members are skiers, mountain climbers, campers and backpackers who feel an obligation to give something back to the public lands they have used and enjoyed so much," he explained. "Some of our work consists of building and maintaining trails, hacking steps into the mountains, building bridges, land conservation projects, such as conserving watersheds and shorelines. And then of course, we construct and maintain our famous White Mountain hut system — well used by the public."

The Club uses its own funds, collected from dues, for its projects. Its members, all skilled outdoorspeople, donate their time, labor and knowledge. But even the 35,000-membership of the Appalachian Mountain Club is not enough.

"A good deal of our trail-blazing, hut building and conservation projects are done by volunteers who have heard about our work from the media," Rajala said. "All sorts of people come in, ranging in age and outdoor experience from Boy and Girl Scouts to senior citizens. We get whole families — parents, kids and grandparents."

Lots of volunteers don't have any prior backpacking or trail experience.



They're really city folks. But with enthusiasm and a willingness to work hard, volunteers who have never done any hard labor are soon trained in backpacking and the use of hand tools.

At first, a new volunteer will only go on a day or at most a weekend camping trip. But as they gain more confidence with experience, they often volunteer for ten- to 12-day service trips. These people who thought they couldn't live without their TV and electric blankets spend weeks living in campsites in remote backwoods areas.

And they work hard, with a shovel, a pick, a poleax, whatever handtool is needed to do the job. They dig ditches, cut trees, remove their stumps, engage in hard physical labor. And they love it. Many come back year after year.

"One of the benefits from the diversity of our projects is that people from all walks of life, of all ages can contribute," Rajala said. "We fit them in somewhere. They all pitch in."

Rajala feels that many of the public-service volunteers gain as much from the experience as the Club does.

"I've seen people arrive here, timid, unsure, feeling useless," he said. "Through their volunteer efforts they discover they can be useful and can manage to survive under strenuous conditions. Some go on to become leaders and to train others."

ADMINISTRATOR'S CORNER

Service-Learning Students Learn How Volunteering 'Pays'

Volunteering has many benefits, not the least of which is excellent preparation for the world of paid work. Judy Rebic, director of volunteer services at Good Samaritan Medical Center, Zanesville, Ohio, in addressing Zanesville High School students at a Service-Learning seminar on January 7, shared many ways that volunteering helps to provide a base of experience that clearly is transferable to paid employment.

1. Understanding good interview techniques. "In interviewing prospective volunteers, I look for someone who can talk — respond to my questions with more than a 'yes' or 'no,'" Rebic said. Listening and responding intelligently, communicating a sense of commitment and time management and presenting a good appearance are things a student

can practice in interviewing for volunteer work.

2. Accepting supervision. Knowing how to accept supervision graciously, how to follow directions, when to show initiative and work independently — all relate to supervision in a paid job.

3. Presenting a good appearance. Being neat and clean, and knowing what is appropriate to wear in different settings is another valuable bit of learning. "Patients judge Good Samaritan Hospital by the people they come into contact with," Rebic said.

4. Dealing with co-workers and the public. Volunteers can learn to relate positively to co-workers and still get the job done. They also need to know how to respond calmly to someone who may be expressing anger.

5. Learning to deal with conflict. Knowing how to face problems and working toward their resolution is another important skill. A prospective employer, in learning that a volunteer "just quit" will wonder if he/she will "just quit" a paid job as well.

6. Establishing a reputation for dependability.

7. Learning about the quality of work. Observing others' work is often a good way to learn both good work habits and what quality of work is expected and desirable.

8. Building a reference base. Volunteers come into contact with professionals who can write letters of recommendation. "Always ask a person whether or not his/her name can be used as a reference," Rebic cautioned.

9. Growing in self development. Volunteering helps to build self confidence, as a student finds out he/she can succeed in an important job.

Beyond these concrete experiences are opportunities for career exploration, fulfilling required hours of experience in a certain field, and building a network of people from whom to learn more about a desired career. — From Volunteer Vibes, the newsletter of Volunteers for Zanesville City Schools; Dorothy Briggs, editor and coordinator of volunteer services.

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Communications Workshop

The Writing Challenge

By Jack McKenzie

A letter, report or memo written in a clear, straightforward way can quickly communicate basic information to co-workers, clients or the public. But there are situations that pose a more significant challenge: A writer may have to deliver bad news, solve an emotionally charged problem, or persuade a reader to take action.

The following scenarios, which pose problem situations requiring more than mere communication of facts, show only general tone and approach. The reader should use specifics appropriate to her/his organization.

Scenario #1:

'The bad news is . . .'

■ You have to write a letter to the Community Fundraising Committee, explaining that your organization will not be participating in this year's fund drive. The committee is counting on you, as it has in the past, for assistance in organizing and running the event. But there are several reasons why your group will not be able to help this year. How will you break the news to the committee without

causing animosity and hurting your community image?

Many people believe that if they ask for something in a nice enough way, they'll get what they want. Unfortunately, this is not always the case. There are many times when you or your organization may have to say "No" to a request for assistance, information and so on.

What's the best way to let the Community Fundraising Committee know that you won't be joining in this year's drive? First, acknowledge the importance of its request. Next, explain the reasons for your refusal — before refusing. In other words, make a clear statement of fact, describing your current situation.

Your letter should use positive language. Don't say, "We won't be helping you." Rather, say, "We will be doing something else." Conclude with a statement that offers the reader a word of support or a thank you.

The letter can be brief and the writing to the point. Simple, honest language is appropriate. Don't write pages of formal prose and hide a meek "No" at the end. Here's how you might approach the refusal:

As you well know, we take great pride in serving this community. Working with you on the fundraising drive for the past five years has been a very satisfying experience and has yielded many positive results.

This year, we will be participating in a fundraising program in conjunction with our national affiliate. It will take a great deal of time

and energy to plan this event — every member of our local chapter will be involved. But we're confident that our work will benefit everyone served by the national organization — including needy people right here in our community.

Because we have a limited amount of time and resources, the national drive will be the only fundraising activity in which we will participate this year. We wish you continued success in your annual program. Our combined efforts will help people throughout the community.

Scenario #2:

Turning a Liability into an Asset

■ Your organization receives a letter of complaint from a client, angered that she was treated rudely by someone at your office. You're given the task of writing back to this person, responding to her concerns in a diplomatic way. What's the best approach?

As Tom Peters said, a complaint offers you a chance to make a positive public relations statement and strengthen the relationship between your organization and a client or customer. So don't approach the situation with a negative attitude!

One of the biggest mistakes that can be made is a defensive response to a complaint. A response that's overly formal, vague or perfunctory can irritate a client as well.

In this case, a letter to the dissatisfied client is an opportunity for you to get closer to the people you serve. It should be clear and specific and indicate positive action on your part.

Remember, people who complain don't simply want an apology. They want attention and action. So even if you take issue with a particular complaint, you can do so in a way that shows you're concerned and sensitive to the needs of everyone involved.

In short, your response should show that you have familiarized yourself with the specifics of the case, considered a solution, and are thankful for the opportunity to serve the client. Here's a suggested approach:

Thank you for taking the time to write regarding your recent meeting with Mr. Williams. Obviously, your perception that his behavior was rude is an important piece of feedback for us. Your concern for courteous behavior on the part of our staff and volunteers is very appropriate. We pride ourselves on personal service, and we expect all our workers to make it a priority.

I am surprised to hear that you found Mr. Williams' remarks discourteous. His annual

Jack McKenzie is marketing director for the Channing L. Bete Co., Inc., publisher of "scriptographic" booklets on a variety of subjects, including voluntary action and charitable contributions. His article is reproduced from the company newsletter, *Networks*, with permission. ©1986, Channing L. Bete Co., Inc.

performance evaluations show that he has always received very high ratings for courtesy. His past performance, however, in no way minimizes your feelings about the recent meeting.

After sharing your letter with Mr. Williams yesterday, he asked me to express his regrets regarding your dissatisfaction with his behavior. He hopes that on your next visit to our office, he can speak with you personally and clear up any misunderstanding.

Furthermore, your letter prompted me to review our client service policies with our entire staff. It's a lesson that cannot be overemphasized.

I greatly appreciate your letter. It shows that you care enough to help us strive for the best service possible. Thank you.

Scenario #3:

'And now, a person who needs no introduction . . .'

■ *It's your job to secure the services of Mr. Johnson, a nationally known author, as the keynote speaker for your annual conference. Mr. Johnson, no doubt, has a very busy schedule. Chances are good that a number of other organizations are*

trying to book him for the same date. What can you do to encourage him to accept your group's invitation?

Is your organization important? Is your conference a significant event? Do your colleagues deserve to hear this noted author? Of course! And your request for her to attend your conference is as valid as anyone's. Now, how can you "compete" effectively for this celebrated speaker?

First, briefly establish your organization's purpose as important, and show why your conference will be interesting. Create a sense of excitement about the upcoming event. The key is to quickly catch the reader's attention and let her know that your conference is *special*.

You should also provide specifics about the speaking engagement (date, location, time, flight arrangements, accommodations, etc.). Follow this with answers to the questions you anticipate the speaker may have.

It's also important to be concise. Assume the author is a busy person! Your invitation to the speaker might read

something like this:

Our 12th annual conference promises to be our best ever. Over 1,500 people are expected to attend, many of whom are nationally known for their contributions in the field. This year, we're offering a wide range of events, including [list several highlights of your program]. We cordially invite you to be our keynote speaker.

Your contribution to the conference will be extremely valuable, and we're sure you'll find the program interesting. In fact, before the general meeting begins, there will be a group discussion on your most recent book, focusing on the issues you raise in the third chapter. Of course, you are welcome to attend.

Information on the conference's location, agenda and accommodations is enclosed. Should you have any further questions, please call me directly. I look forward to hearing from you soon — and seeing you at the conference!

Remember, the writing situations that pose the greatest challenges may give your organization the opportunity to accomplish the most. Approach them in a positive way!

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Research

Assessing the Volunteering Interests of AAL Members

By Bill Busching

Aid Association for Lutherans (AAL) is a national fraternal benefit society with one and a third million members, whose headquarters are located in Appleton, Wisconsin. Besides providing benefits to its members either directly or through its local branches, AAL provides benefits to members and nonmembers through volunteer efforts. The following report describes the findings of an assessment of AAL members' volunteering interests. Information was collected and compiled by Wisconsin Survey Research Laboratory.

An assessment of the volunteering interests of Aid Association for Lutherans members was conducted in November and December of 1985. The major purposes of the study were to inform program developers and administrators on

- desirable volunteer program designs;
- potentials for different program promotion and communication efforts; and
- useful approaches to market segmentation.

We chose to focus on organized group volunteering, excluding purely individual or ad hoc group volunteering.

We conducted phone interviews with 585 members and 33 branch officers (volunteer leaders) from 12 local branches selected to represent proportionally active AAL branches in urban and rural

areas, and the Midwest and "outlying" areas. Our findings are 95 percent accurate within a range of eight percentage points for members of these 12 branches. By giving up the external validity of a larger representative sample, we were able to afford more intensive, in-depth interviews with each respondent. Phone interviews were conducted, employing many open-ended questions, which allowed volunteers to describe their experiences in their own words.

Three Market Segments

We examined three potential market seg-

ments among AAL members for volunteer programs. These are "Branch Volunteers," "Outside Volunteers" and "Non-Volunteers."

Branch Volunteers are members who did volunteer work for AAL during the period December 1984 to December 1985. They are typically women, in their 50s, from launching families, 12th-grade educated, professionals or managers and weekly churchgoers.

Outside Volunteers are AAL members who volunteered for other organizations, but not AAL. They are typically in their 40s, from families with adolescents, educated through one to three years of college, professionals or managers and weekly churchgoers.

Non-Volunteers are AAL members who did not volunteer at all. They are typically men, in their 30s, with no children in the household, 12th-grade educated, in technical or sales occupations, who attend church several times a month.

Individuals appear to become involved in volunteering through their participation/involvement in a major societal institution. For current Branch Volunteers and many Outside Volunteers, their volunteering stems from their involvement with the religious institution, usually through their local parish. But many other AAL members seem to have become involved in volunteering through involvement with the educational institution.

Branch Volunteers appear to be those heavily involved with their local congregations, whose time is taken up less by employment and employment-related activities. Outside Volunteers are probably heavily involved in the school-related activities of their children, while Non-Volunteers appear relatively isolated from both church and school system. In examining differences in member type, we found active churchgoers more likely to volunteer for AAL and more highly educated people more likely to volunteer for other organizations.

Behavioral Differences

Although they differed on virtually every demographic category, similarities outweighed differences in volunteering behaviors between our three member groups:

- Fifty-five percent of Non-Volunteers have volunteered at some time in the past, although not in the past 12 months.



AAL Branch 1695 members harvest crops for a farmer, the victim of an accident in Goodridge, Minn.

Bill Busching is a research associate in the Research and Planning department of Aid Association for Lutherans.

There was no appreciable difference in how our three member types became involved in volunteering. Participation in another group was the most frequent response.

- Branch Volunteers averaged 18 hours per year volunteering for AAL. (AAL members overall averaged two hours per year.)

- Branch Volunteers averaged 89 hours per year volunteering for other organizations, while members not volunteering for AAL averaged 73 hours per year volunteering for other organizations.

- There were no significant differences between Branch Volunteers and Outside Volunteers in the organizations (other than AAL) for which they volunteered. Religious organizations were the most frequent recipients of the volunteering of both groups.

- Branch Volunteers and Outside Volunteers did not differ much with respect to the groups benefited through their volunteering with other organizations. Both types of volunteer were most likely to benefit their congregation or other Lutherans.

- Our three groups of members did not differ significantly in their willingness to volunteer more than they currently were, or in the number of additional hours they were willing to volunteer.

Relationship between Volunteering for AAL and Other Organizations

Our findings do not support the proposition that volunteering for one organization takes from volunteering for another organization. Eighteen percent of those members who volunteer for other organizations also volunteer for AAL, while six percent of those members who don't volunteer for other organizations volunteer for AAL.

Members who volunteer for AAL do not differ in their volunteering interests from those who volunteer for other organizations only. However, when we compared (1) types of AAL projects, (2) leadership with AAL and (3) volunteer roles with AAL with (1) types of projects for other organizations, (2) leadership with other organizations and (3) volunteer roles with other organizations, respectively, we found no statistically significant relationships between any of these variables.

In this case, our findings may be evidence of role specialization, where individuals engage in one type of activity with one organization and other activi-

ties with other organizations. When we compared groups benefited through AAL volunteering with groups benefited through volunteering with other organizations, we found no statistically significant relationship, indicating individuals may be choosing to diversify their volunteering by helping different groups through different organizations.

Other Variables Predicting Volunteering Behaviors

Urbanicity and region of the country were not good predictors of volunteering among either Branch Volunteers, Outside Volunteers or Non-Volunteers.

Education was related to the volunteering of Branch Volunteers. Branch Volunteers who have attended college were more likely to volunteer for other organizations than those who have not, suggesting education is positively related to volunteering. Generally, education seemed to be negatively related to parochialism in volunteering.

Family life cycle stage was related to the volunteering of Branch Volunteers. There seemed to be a progression of perceived disadvantages among Branch Volunteers as they moved through the life cycle:

- Branch Volunteers in their 20s and young couples without children were more likely than other groups of volunteers to cite "poor leadership."

- Families with preschoolers were more likely than other Branch Volunteers to cite "costs."

- Branch Volunteers in their 30s and 40s and families with school-age children were more likely than other Branch Volunteers to cite "takes from other things."

- Branch Volunteers in their 60s and empty nest and aging families were more likely than other Branch Volunteers to cite "expectations to continue."

- Branch Volunteers in their 70s and beyond were more likely than other Branch Volunteers to cite "too much work."

Younger members appear to be the best prospects for additional volunteering among current Branch Volunteers. Branch Volunteers who graduated from high school were more likely to be willing to volunteer more than those who have not. Young singles, young couples without children, and families with preschoolers were more likely than other Branch Volunteers to be willing to volunteer more, and aging households were less likely than other Branch Volunteers to be willing to volunteer more.

Outside Volunteers who are currently very active in volunteering or retired are the best prospects for branch volunteering. The most active and involved volunteers with other organizations were least likely to cite "time conflicts" as a reason for not volunteering with AAL.

Family life cycle stage and church attendance are related to the volunteering of Outside Volunteers:

- Outside Volunteers who are regular churchgoers were more likely than other Outside Volunteers to help children and youth, their congregation and other Lutherans through their volunteering with other organizations.

- Outside Volunteers who are infrequent churchgoers were less likely than other Outside Volunteers to help the poor and homeless and the community in general.

- Outside Volunteers from aging households and launching families were more likely than other Outside Volunteers to volunteer for religious organizations.

- Outside Volunteers who are young families without children, families with school-age children or families with adolescents were more likely than other Outside Volunteers to volunteer for civic, social or fraternal organizations.

- Families with school-age children and families with adolescents were more likely than other Outside Volunteers to help children and youth through their volunteering with other organizations.

- Empty nest families were less likely than other Outside Volunteers to help children and youth, and more likely than other Outside Volunteers to help the elderly.

- Aging households were less likely than other Outside Volunteers to help children and youth and more likely to help their congregations and other Lutherans.

Social class was related to the perceptions of volunteering among Non-Volunteers. Non-Volunteers in production or craft occupations or operators/laborers were more likely than other Non-Volunteers to cite egoistic reasons for the appropriateness of volunteering; while Non-Volunteers in professional, managerial, technical, sales and service occupations were more likely than other Non-Volunteers to cite altruistic reasons.

Young singles and families with adolescents are the best prospects for branch volunteering among current Non-Volunteers. They are more likely than other Non-Volunteers to be willing to volun-

teer, and aging households were less likely. Non-Volunteers who are students or homemakers were more likely than other Non-Volunteers to be willing to volunteer.

Resulting Suggestions

Outside Volunteers appear to be the most promising market segment for additional AAL volunteering because there are more of them, but the other two segments offer opportunities also. Providing more opportunities to help children and youth through AAL branches should both recruit current Outside Volunteers and increase the volunteering of current Branch Volunteers.

Recruitment of current Branch Volunteers should target volunteering opportunities to different educational levels and family life cycle stages:

- Programs designed to help branch members and their local congregations should be designed for use by people without college educations.

- Volunteer programs designed to benefit the larger community (local, national or international) should be designed to appeal to the college educated.

- Volunteer programs for the elderly should be designed to incorporate social activities.

- Programs for younger members should be designed around career advancement, education or other lifestyle improvements, especially programs that benefit their children and other children.

Recruitment of Outside Volunteers should target volunteering opportunities to different family life cycle stages and levels of church attendance:

- Programs emphasizing the religious dimensions of AAL, which benefit the congregation and other Lutherans, should be designed for use by older, frequent churchgoers.

- Programs emphasizing the fraternal nature of AAL, which benefit children and youth, should be designed for use by younger frequent churchgoers.

- Programs benefiting the general community or the poor and homeless should be designed for use by less frequent churchgoers, perhaps by providing volunteering opportunities outside the branch context or somehow distancing the branch from the local congregations.

Finally, AAL branches need to provide programs attractive to adolescents (and their parents) and younger single adults to attract large numbers of current Non-Volunteers.

Follow-Up

Follow-Up is a column of current developments and additional resource information on key topics reported in previous issues. The project described below was introduced in the winter 1986 VAL just as it was getting underway.

Improving the Job Marketability of Minority Youth: A Corporate Volunteer Involvement Project

By Eleanor L. Furman

Do schools know the current requirements for entry-level jobs in business and industry? Do corporations know how schools are preparing students for entering the job market? New questions? No, but answers are linked to the need for improved communication between schools and business to increase the job marketability of minority youth. The Corporate Volunteer Involvement Project's goal is to take steps to meet that need.

Supported by a one-year federal grant from the Department of Health and Human Services, Office of Human Development Services (OHDS), the Corporate Volunteer Involvement Project is a joint effort of the New York City Mayor's Voluntary Action Center (MVAC), Corporate Volunteers of New York (CVNY) — an

organization of 34 corporations that recognizes the critical importance of volunteerism — and the New York City Board of Education. The project director, Kimmerly Miller, works out of the Mayor's Voluntary Action Center.

To improve the job readiness of minority youth, the project focuses on providing high school teachers with on-site exposure to current business practices and entry-level job requirements. At one-day workshops in the spring and fall of 1986, seven local corporations and two New York City agencies were hosts to 97 faculty members of 17 high schools. Each faculty member attended one workshop. The school representatives included teachers of business, career, bilingual and special education, guidance counselors, work-study and cooperative education coordinators, assistant principals and Board of Education administrators.

The 17 schools were selected from all five boroughs: Bronx (William Howard Taft, Walton, Herbert H. Lehman); Brooklyn (Clara Barton, Erasmus Hall, James Madison, Prospect Heights); Manhattan (George Washington, Louis Brandeis, Norman Thomas, Seward Park); Queens (Forest Hills, John Adams, William Cullen Bryant, Newtown); and Staten Island (Curtis, Port Richmond).

The hosts of the on-site workshops were McGraw-Hill, Inc., IBM Corp., Honeywell Inc., Irving Trust Co., Citibank,

Eleanor Furman is the editor of the New York Mayor's Voluntary Action Center newsletter, in which this article originally appeared. She spent 26 years with the Fashion Institute of Technology (State University of New York) as director of placement, and has authored three books: Is The Fashion Business Your Business? (Fairchild Publications); Starting Work; and Retirement: You're in Charge (Praeger). She is active in the Bill of Rights Foundation and has served on the New York City Commission on Human Rights.

N.A., The Equitable, New York Telephone Co., New York City Departments of Consumer Affairs and General Services.

In addition, Exxon Corp. and Chemical Bank hosted two meetings of the project's Advisory Council, and J.C. Penney Co., Inc. invited corporate and Board of Education personnel to their screening room to view audio-visual materials on career awareness and job preparation for possible use in the workshops. A few of the corporations included these materials in their program.

Focus on Teachers

Originally, the project's goal was to involve both teachers and students in direct contacts with the corporate world. Several factors led to the concentration on teachers.

It was extremely difficult for the corporations to arrange tours and interaction with corporate personnel for the large number of students as well as to plan a full program for teachers.

It also became clear that while there is a good number of programs in progress for students through which they have contact with business firms — Join-A-School, Junior Achievement and Executive Internships, for example — very little is done directly with teachers who need input from the business world to prepare their students for entering it.

This factor was emphasized by Honeywell Inc., whose Student Development Program for several years has given ten minority students a year intensive on-site classes for job preparation. Susan Rothschild, community relations coordinator who supervises the program, says that feedback from these students has pointed out that many of their teachers lack knowledge of current business practices and job requirements.

Starting Pains

Even with the focus just on teachers, there were obstacles and unanticipated time lags in moving the program along in the first few months of the project. Within the corporations, there was uncertainty as to which department was responsible for the program. Personnel? Public Affairs? Community Relations? Often, these departments had programs in progress, such as Join-A-School or Junior Achievement, that related departments were unaware of.

Kathleen Leonard, McGraw-Hill associate administrator of public affairs and

president of Corporate Volunteers of New York, says, "An excellent byproduct of the Corporate Volunteer Involvement Project is new awareness of related activities and new ties within the corporations."

It took five months to get three corporations to arrange the necessary on-site programs and to arrange for 25 high school faculty members to attend. Momentum mounted after the first workshop was held.

Workshop Plan

Kim Miller, with representatives of CVNY and the Board of Education, outlined a plan to be adapted by the individual company for its own workshop. Miller was available for consultation on program design and arrangements.

There were eight to 16 high school faculty members along with representatives from the corporation and MVAC at each workshop. Sessions were held in conference rooms where the presentations and discussions took place comfortably, allowing for an easy interchange between the high school faculty and corporate personnel. Coffee and Danish or muffins provided a warm greeting, and later a very good lunch in a private dining room or a buffet in the conference room was a far cry from the high school cafeteria or brown bagging.

Key company representatives talked on the following subjects:

- Entry-level positions and their requirements, salaries and benefits



Gene Iacovetta (left), high school guidance counselor, discusses personnel requirements with Henry Neal of IBM's personnel department, at IBM-sponsored workshop.

- Qualifications and attitudes they sought
- Opportunities for promotion
- Application and interview procedures
- Problems of dress
- Attitude and preparation they found in students

Training specialists, personnel representatives, recruiters and operations supervisors gave broad and specific information about policies, procedures and programs for those entering their companies. Often, one of the speakers was a young person who had started at an entry-level job and could discuss his/her experience and relate it to the strengths and weaknesses of school preparation.

Teachers asked specific questions and gave information about courses and problems they faced in efforts to prepare students for the business world. Tours of the facilities emphasized areas with entry-level positions.

Elyse Weisberg, MVAC coordinator of recruitment and training, presented MVAC's program of volunteer jobs for high school students and its impact on career exploration. She emphasized the trend toward community service work in high school, giving school credit and the fact that many employers include volunteer experience along with paid work on their employment applications and recognize the value of references for volunteer experience.

At each workshop, school participants were given evaluation sheets of the day's program to complete.

What Emerged?

Right from the start, it was clear that there are changes in entry-level jobs in this high technology society, even a different language of "CRTs," "PCs" and "call up on screen." The word processor has usurped the typewriter; the electronic file has taken over the file cabinet.

A senior executive said, "Ten years ago, I had three secretaries and needed more. Now I have one and am not sure I need her full time, as I can do my own memos. I'd always been a poor speller, but now with the dictionary built in, I'm a good speller."

"The one thing we all need is the understanding and use of technology, an appreciation of what current technology means in pursuing our lives. The biggest obstacle to this understanding is fear."

Some startling statistics emerged. One company claimed that 80 percent of high school applicants did not pass their first

interview. Of those hired, there was 78 percent turnover among those entry-level workers in the first year.

Highlights of the Corporate Presentations

Applications

- Read application through first.
- Interpret instructions carefully.
- Check to be sure all items have been completed.
- Dress appropriately, even if just picking up an application, in case there is an on-the-spot interview.

Interviews

- Dress conservatively.
- Don't carry too many things in case the interviewer wants to shake hands. Don't put things on interviewer's desk.
- Listen carefully.
- Have a list of schools attended and dates, jobs held and dates and Social Security number.
- If no defined career goals, stress interests, skills and desire for learning and growth.
- Give evidence of a positive attitude towards work, of interest and enthusiasm.

Why People Aren't Hired

- Incomplete applications
- Inadequate skills
- Inability to project positive attitudes
- Inability to maintain a conversation in interview
- Unrealistic level of expectation
- Lack of goals

Problems After Hiring

- Adjusting to corporate values or "corporate culture" — punctuality, calling in when absent, appropriate dress, learning to take criticism.
- Unreal expectations about salary and promotion

Skills Sought

- Basic communication skills — oral and written
- Reading comprehension
- Math skills (basic arithmetic without use of calculator)
- Some computer understanding
- Knowledge of keyboard for access to word processing, data entry and other computer operations. Where typing required, 50-60 words per minute expected.

What Corporations Offer

- Employee orientation
- Training in classes by Education or

Training Dept.

- On-the-job training within employee's department
- Educational assistance program with tuition reimbursement
- Health and services benefits

Interaction

There was exchange among the school faculty in backing one another's views and at times politely challenging a viewpoint. Traces of cleavage between business teachers on the one hand and academic teachers and guidance counselors "who want everyone to go to college" were evident in some of the workshops. It was pointed out that new regulations of the Board of Regents reduced requirements for courses in hands-on business skills for business students.

There was general agreement among faculty and corporate personnel on the need for *all* faculty, including liberal arts, and *all* academic and technical students, as well as business students, to get basic computer knowledge and familiarity with the keyboard. Responding to the corporation's emphasis on general communication and math skills, a business teacher said, "The message I get is that teachers should concentrate on holistic education."

The limitations of exchange between schools and corporations were touched on. While they concede the value of having business personnel come into the schools, some teachers emphasized the greater advantage of having students go to the business sites for exposure and guidance. The real problems for the industry visits, they agreed, were principals' and other administrators' reluctance to release students, some teacher resistance and the paperwork for signed permissions from parents and for transportation.

The corporations were frank in saying they cannot do the tours and mock interviews to the extent that schools may want. They agreed on the value of mentors and of continuing active relationships between faculty and corporate personnel. Faculty personnel pointed out that their own visits to industry increased their professionalism as teachers and counselors, both through gaining up-to-date information and by getting industry's viewpoints and support for stressing appropriate behavior.

One thoughtful caution was that dialogues, as in these workshops, sometimes open expectations that can't be realized.

So, together, schools and businesses should move forward within the realities and limitations on both sides.

Evaluation

On November 17, 1986, Morgan Guaranty Trust Co. hosted an evaluation session of the workshops. Thirty-one people represented the participating schools, corporations, Board of Education, Corporate Volunteers of New York and Mayor's Voluntary Action Center. Peggy Crull of the Academy for Educational Development, which served as evaluation consultant for the project, led the session with Kim Miller. Closing remarks by Winifred Brown, MVAC executive director, highlighted the session's major conclusions and recommendations and pointed to possible future developments.

From the start, overall reaction was that the workshops were definitely valuable, an impression sustained by the written evaluations of each workshop.

Some Specific Results

1. Two corporations, McGraw-Hill and IBM, followed up their workshops with a workshop for students accompanied by their teachers.
2. Following her presentations on volunteering, MVAC Coordinator of Recruitment and Training Elyse Weisberg was invited to schools to talk directly to students — 500 to date, with more requests coming in.

One enthusiast, Shirley R. Smith, Careers and Business Education teacher at James Madison High School, enlisted the support of her assistant principal to send a letter to parents pointing out the value of volunteer experience for high school students and enlisting their support and cooperation.

Another teacher now has a plan for students to be excused from their last period to do volunteer work for an elective credit.

3. The participating teachers reported that guidance counselors and non-business teachers who attended the workshops found the sessions to be eye-openers, providing information necessary for academic and technical students as well as business students.
4. Information from corporate personnel bolstered the concern of business teachers that business subjects were being reduced in the schools: stenography, for example, is not obsolete; it fortified the need for accounting; knowledge of the keyboard is essential for all students.

5. Some teachers and counselors immediately incorporated information from the workshops in their classes, giving reports to students, discussing it in career classes, in communications skills.

6. Some teachers who had seen films in the workshops recommended specific ones to their colleagues for use with students.

Recommendations

The value of on-site visits for students was stressed as most important, although corporations' visits to schools contributed a great deal to students' preparation for the working world. The corporations pointed out the realistic limits for meaningful programs on their premises for large numbers of students. Some of the recommendations grew out of this recognition.

1. Recruit more firms, smaller businesses as well, to create more on-site visits and other interaction between schools and business.

2. Extend this to nonprofit and additional public agencies.

3. Extend this to trade, industrial and service areas.

4. Work with professional and trade associations, chambers of commerce, personnel, human resources and community affairs groups to get their cooperation in recruiting companies to work with schools.

5. Increase visits by business representatives to schools and visits by school faculty and counselors to business.

6. Coordinate activities with programs such as Join-A-School and others to meet specific and broad needs.

7. Utilize existing programs effectively. When schools and companies are working together, schools should make their specific needs known and request services the businesses can meet.

8. Make the State Board of Regents aware of current community needs and requirements in business, trade, industrial and service fields so that they can be reflected in school curriculum. Communicate this through key groups such as New York City Partnership and others with concern — and clout.

What Next?

There is unanimous agreement among the participants and project planners that this project must continue and expand. The State Education Department has provided funding to continue through the summer. The support groups are hard at work on making the goal a reality.

Advocacy

Legislative/Regulatory Actions In Review

The following information was compiled from reports issued by INDEPENDENT SECTOR, a nonprofit coalition of corporate, foundation and voluntary organizations, of which VOLUNTEER is a member.

The Tax Act of 1986

The Tax Act was the most significant action impacting nonprofit organizations. Despite a majority of cosponsors in the House, a close vote in the Senate and enormous grassroots support, the Tax Act eliminated the charitable deduction for nonitemizers. The resulting losses in charitable giving will total \$6 billion, according to Harvard Professor Lawrence Lindsey.

Domestic Volunteer Service Act Amendments of 1986

The Domestic Volunteer Service Act Amendments of 1986, which extend and improve the Domestic Volunteer Service Act of 1973, extends all federally assisted national volunteer antipoverty programs authorized by the 1973 Act and administered by the ACTION agency through fiscal year 1989.

The reauthorization includes the VISTA program, the Retired Senior Volunteer Program, the Foster Grandparent Program and the Senior Companion Program. Several new efforts, such as the expansion of local and national recruitment programs for VISTA volunteers and the establishment of a VISTA Literacy Corps, are also included.

Higher Education Act of 1986

The Higher Education Act of 1986 includes a provision sponsored by Senator Christopher Dodd (D-CT) that partially forgives repayment of the student loans of Peace Corps and VISTA volunteers. This loan forgiveness provision supplements a provision that has been in place

since 1962, which defers repayment of the student loans of Peace Corps and VISTA volunteers during the period of their service.

Volunteerism Protection Act of 1986

H.R. 5195, the Volunteerism Protection Act of 1986, was introduced by Congressman John Porter (R-IL) on July 17 to encourage states to extend civil liability immunity to volunteers working on behalf of nonprofit organizations. The increasing risks volunteers face in the event of liability actions against the organizations they serve have caused a withdrawal of volunteers from boards of directors and service in other capacities. This bill would allow states to hold volunteers responsible only for "willful and wanton misconduct" and for performing their duties to the organization.

The bill was referred to committee, but no action was taken in the 99th Congress. Plans are underway to reintroduce the bill in the new session. (A liability update, including Porter's new bill and recent state actions, will appear in the next VAL.)

Lobbying Regulations

On November 6, 1986, the Internal Revenue Service issued proposed regulations on lobbying expenditures made by public charities (*Federal Register*, November 5, 1986, p. 40211). Changes in the law that require regulations were made more than ten years ago in the Tax Reform Act of 1976.

The proposed regulations cover definitions of direct and grassroots lobbying expenditures; the extent to which grants by private foundations to public charities will constitute lobbying expenditures; rules applicable to "affiliated" organizations; the extent to which communications with members will constitute lobbying expenditures; and others.



THE CHALLENGE OF DECENTRALIZING A VOLUNTEER PROGRAM

By Melanie Ghio

A great deal has been written about trends in volunteerism and the effect of broader, socio-economic trends on the volunteer scene. It is sometimes difficult to see how a world-wide development will impact our own programs within our short tenures, but trends do affect us very quickly in our fast-paced society. The trend toward decentralization is quite prevalent already and may soon begin to affect even smaller volunteer programs.

A decentralized program is one in which volunteers for a single agency provide services in any one of several physically separate sites. The more common type of decentralization is found in the agency that provides basically the same services at each of its sites — a public school system, for example.

Some decentralized programs are even more complex, offering very different services at different locations. These programs are unified by sponsorship, funding, directorship, legislation or other management function.

Many organizations have discovered the advantages of decentralization, moving into neighborhoods where the people needing services are to be found. Social service and counseling agencies began opening branch offices in suburban areas years ago; big city hospitals now have small clinics scattered around the metropolitan area to handle minor emergencies and routine health care. Even museums, so long associated with their monumental edifices, are opening mini-museums, staging temporary exhibits in shopping centers, and making other outreach efforts.

Just as potential clients and patrons are to be found in many parts of town, volunteers and other resources are also waiting to be tapped in each locale. Recruiting

volunteers to work at the shelter for abused children located downtown may prove difficult; community group homes in several different neighborhoods might well present a much more attractive volunteer opportunity.

Just as volunteers take an interest in services located in their own neighborhoods, businesses, churches, civic groups and other institutions can be encouraged to adopt clients or donate goods and services to programs nearby. Decentralization helps to create a small town feeling of mutual responsibility, as long as the program is a good neighbor, of course.

While decentralizing program services, many social service agencies are actually centralizing most administrative and management services. This centralized administrative system is often encouraged by major funding sources — state and federal agencies and the United Way — and is made possible through expanding computer networks.

The reality points out one of the disadvantages of decentralized volunteer programs, however, and that is lack of autonomy. Volunteers and other staff may often feel that important decisions are made at the far-away main office. A great deal of administrative work may be necessary to meet the accountability standards of several layers of funding and sponsoring agencies.

This work seems far removed from the day-to-day services provided at the site. Even basic record-keeping, such as time sheets for volunteers, may seem petty, since everyone at the site is well aware of who does what, when. Why must the main office concern itself with these details?

Volunteers in decentralized sites may also suffer from lack of appropriate recognition, being so far removed from agency headquarters and the top-level personnel housed there. On the other hand, the volunteer may not be in the least concerned with the mission or the goals of the larger

agency. His/her dedication may be completely localized.

The skill of a volunteer administrator is seriously tested in a decentralized program with central management functions. A leadership style must be adopted — one that allows each program to flourish in a decentralized fashion while meeting required centralized accountability standards. He/she must create a system in which functions that are centralized for economy's sake also serve as the center of an interagency network of information and resources.

That information and resource pool is then every bit as valuable and necessary to the participating members of the network as it is to the central bureaucracy. It cannot be set up as a power base controlling particular management functions but rather as a mutually beneficial network of programs with the commonality of volunteerism.

There are several management techniques that will contribute to the effectiveness of such a complete set-up.



"Mr. Piggy" plays with kids at a Catholic Charities day care center in New Orleans.

Melanie Ghio is director of volunteers for Associated Catholic Charities of New Orleans, Inc.

Just as situational leadership has proven to be a valid system of supervision, "situational management" is necessary for a complex, decentralized agency. The volunteer administrator in a decentralized agency must have a great deal of personal flexibility in his/her management style. Each site will have its own set of strengths, weaknesses, needs and resources.

A program in the early stages of development may require the telling or instructing style, just as a new, inexperienced volunteer would. At the other extreme, the well-established, successful program requires delegation. Being able to assess the managerial style required by each program site is the first measure of the ability to manage a decentralized program effectively.

One of the sites in our agency that manages its volunteer program most effectively is an adult daycare center in a lower middle-class suburban neighborhood. The program director makes excellent use of her center's human resources through creative involvement of church auxiliaries, civic groups, students, neighbors and neighboring businesses. Because they have their roots in the neighborhood, and because local politicians and civic groups are proud of the existence of the center in their area, public awareness of the program is high.

This program requires very little supervision or management expertise from the main office. The program director knows that she can call for assistance if needed, but most of her calls to my office are informative in nature. She informs me of the

activities of the volunteers and their progress in meeting their goals. I answer procedural questions and act as cheerleader for the program. They do a very good job on their own, with very little assistance from the main office, and that needs to be recognized by me and by the agency hierarchy.

Another program in our complex agency provides residential care for severely retarded, multi-handicapped children. The previous volunteer coordinator was a trained recreational therapist who was not skilled in volunteer management when we began our work together. Through the months, she and I met several times and spoke by phone frequently.

Unlike many new volunteer administrators, recruiting did not present a problem to her. The areas where she needed assistance were in planning and job design, delegating supervisory duties and evaluation. We worked on each of these in turn, through both informal and formal training situations. She soon began to assimilate these management skills and no longer required so much attention from the main office. It was great to see her develop from a novice to a peer while I moved from instructor to peer/mentor, all the while developing a supportive relationship.

The same flexibility that allows for situational management will prove valuable in the administrator's handling of policies and procedures. An administrator who can live with variety, who, in fact, sees variety as an expression of individual strengths rather than as confusion and lack of compliance, is one step ahead of

the game. Being flexible enough to set very few policies is a sign of management maturity, particularly in volunteerism where we want to develop potential for leadership. Rather than establishing lots of policies that might create compliance problems, the flexible manager will formalize procedures only in the most critical instances.

Our hard and fast policies are few. We require that all volunteers go through the prescribed interview/screening process in order to be considered official volunteers for insurance purposes and legal consideration. The interviewing can be done by main office or site staff, the choice of which offers programs several possible benefits.

Those who want our staff to do the interviewing see it as a real time saver for their staff and a good way to screen out the totally inappropriate applicant. Other programs prefer to do their own intake activities so as to involve volunteers more quickly and at more convenient locations. Program staff can decide for themselves what type of orientation and training to provide; we simply require that each volunteer receive orientation before beginning. We provide guidelines for orientation and encourage creative training techniques as the means for most effectively orienting new volunteers.

Our only other "engraved in stone" procedures regard time sheets and terminations. We require that a monthly report of the time volunteers give to the agency be turned in within five working days of the following month. This allows us to prepare our own reports regarding agency-wide volunteer activities and serves as the basis for many collateral reports prepared throughout the year.

The form of the time reports varies almost as much as the programs we sponsor, but we accept almost any legible time sheet that fits the needs of the site. Terminations must be discussed with me beforehand so that we can protect both the volunteer and the agency from unpleasant, unnecessary repercussions.

The most important factor in operating a decentralized program is the existence of an inter-agency network that focuses on volunteerism. The volunteer administrator in a multi-site program must create an interdependent network: each site is both an independent program and a link in a larger, supportive framework. The volunteer administrator can facilitate the networking through workshops, brainstorming, meetings, sharing opportuni-



Elderly clients learn crafts skills from volunteers at an adult day care center.

ties, and all forms of communication.

We have used all of the above-mentioned techniques through the years. We provide occasional in-house workshops in various volunteer management functions, and we always promote participation in our local Volunteer Center training events. We send inter-office memos, copies of articles and other material to all the members of our inter-agency network frequently. Our newsletter, designed primarily for the volunteers, never fails to mention activities of the volunteer administrators at various sites.

There are many difficulties in managing this type of program, of course. The same problems that are prevalent in all forms of volunteer management are even more pronounced in a complex, decentralized set-up.

Feelings of completion and closure are often denied the administrator in this type of agency. The volunteers, with the exception of a small staff in the main office, are working at the many sites we operate. Their success and progress are shared with the volunteer administrators, which is as it should be. But it does create a feeling of being "out of the real action" sometimes. It is very easy to forget the real goals of the program when the clients and the volunteer staff are so far away. The temptation to do other things is always present.

Finally, the need for good conflict resolution skills and a deep understanding of the uses of social power are needed, because at this level of volunteer management, conflicts are very complex and the people who must be influenced are of great and multitudinous variety. Without those skills, management is impossible; with those skills, the program is manageable but may well be stressful and exhausting.

In summary, a multi-site, decentralized program or agency challenges the volunteer manager to identify his/her own strengths and resources. Those same gifts must be available to anyone involved in volunteerism throughout the agency; the director must be accessible and supportive. She/he should exert a minimal amount of traditional control mechanisms and develop potential leadership in each site. He/she must be supremely aware of the difficulties of management in a complex agency and guard against being victimized by those built-in pitfalls. In these ways, the challenge of decentralization can be met most productively and effectively.

Leadership Roles



A BLUEPRINT VOLUNTEER

An ultimate goal should be that ev

The challenge described below is presented in the summary of the final report of the Task Force on Measurable Growth in Giving and Volunteering convened by INDEPENDENT SECTOR. VAL readers are urged to copy and distribute this material to their board members, volunteers, staff and constituents.

Three years ago, INDEPENDENT SECTOR, a coalition of 650 corporate, foundation and voluntary organizations, asked 19 distinguished Americans to examine the possibility of stimulating volunteering and giving:

- Could the base — the number of people who volunteer and give — be enlarged?
- Could the overall amount of money donated and time volunteered be increased significantly?

The task force, made up of leaders in education, religion, health, human services and other fields, as well as heads of major private foundations and national organizations concerned with charitable fundraising, thoroughly studied the patterns and practices of American volunteering and giving. After long deliberations on the needs and aspirations of Americans, the task force put forth a challenge: **that Americans increase volunteering by 50 percent and double their charitable giving in five years.**

The challenge is based on solid evidence that Americans are developing the habit of "fiving" — a kind of contemporary version of tithing. Fivers give 5 percent or more of their income to charity and volunteer five or more hours a week to the causes of their choice.

Are these goals attainable? The growth trends indicate yes, but a wide-ranging effort will be needed.

The Case for Growth

Private philanthropy and volunteer work cannot substitute for government in addressing such fundamental issues as hunger, disease, human rights and peace. But they can make an enormous difference. Their contribution to American society is immense. The whole reason for growth in volunteering and giving is to increase citizen service and influence.

Is growth practical? Consider the evidence, based on polls and studies considered by the task force:

■ Volunteering:

— An estimated 23 million people volunteer 5 or more hours a week to the causes of their choice.

— In 1985, 48 percent of adults (82 million people) and 52 percent of teenagers (7 million) volunteered; the dollar value of the contributed time of adults was estimated at \$100 billion in 1985.

— Volunteers come from all ages and economic groups.

— A person who volunteers is far more likely to be a financial contributor as well.

— Adult volunteers average 3.5 hours per week; 42 percent give at least 5 hours per week.

— The average number of hours per week per volunteer rose from 2.6 in 1981 to 3.5 in 1985.

— The largest single reason people volunteer is because someone asks them.

— Almost 8 out of 10 people agree that everybody should volunteer to help those who are less well off; but 49 percent of all Americans (65 million people) who agree with that statement do not yet volunteer.

■ Personal Giving:

— Total individual giving hit \$66 billion in 1985, about \$700 per household.

— Almost 90 percent of all giving comes

IT FOR INCREASING RING AND GIVING

a democratic society everyone volunteers.

from individuals; 9 out of 10 Americans contribute to the causes of their choice.

— On average, Americans gave 2 percent of their income to charity in 1984. Giving rose 8.9 percent in 1985.

— An estimated 20 million people give 5 percent or more of their income.

— A major reason people give is because they are asked.

— Thirty-eight percent of Americans believe they should give more than they do.

(Note: Statistics on foundation and corporate giving are also included in the blueprint.)

Americans are willing to give more time and money than they do. What is not nearly as obvious is what will bring forth this volunteering and giving.

Some causes, communities and populations perform much better than others. Studies of this subject suggest that those in successful causes ask for help in an organized, systematic way, and make clear what is requested and expected. Before, during and after solicitation, they make very clear how much the help means to people, the community or the cause. They recruit, challenge and use volunteers effectively. Finally, they invest in their capacity to raise dollars and involve volunteers.

Goals for Volunteering and Giving for Next 5 Years

Goals for volunteering and giving must strike a balance between aspiration and reality. The task force believes that volunteering can be increased by 50 percent and giving can be doubled by 1991. Voluntary and philanthropic organizations will have to work hard to achieve those goals, but the goals are within reach.

The goals are national; each individual

organization and community will be asked to assess its own ability to give and to set its own goals. For some, this may be a 50 percent increase and for others it may well be above 100 percent.

An ultimate goal in a democratic society should be that everybody volunteers. A combination of factors to produce a 50 percent increase in total volunteering by 1991 would involve:

1. Increasing the percentage of adult volunteers by 25 percent, from 48 percent of adults to 60 percent. (Attempts will also be made to increase the percentage of teenage volunteers.)

2. Increasing average volunteer hours per week by 10 percent.

3. A projected population growth of 8 percent among those age groups that are the most active in volunteering.

Achieving Objectives

Measurable Growth is a program for all Americans. It is a program for all voluntary organizations, government at all levels, foundations and the business community, as well as for men, women and youth from all parts of the country and all segments of society.

The ultimate success of the program depends on broad involvement of people and institutions at the local level. It depends in turn on achieving specific goals and objectives. The objectives fall under two broad goals:

1. To establish a climate for volunteering and giving so that society as a whole and individuals in particular are conditioned to the importance of voluntary service and private philanthropy.

■ Public Awareness

— The public must become more aware that we all have a very great stake in being

sure that current and future generations of Americans understand and practice the values of active citizenship and personal community service.

— The public needs to understand that the "fivers" are setting the example for all of us.

— We must cause our school systems to include teaching about the nonprofit/voluntary sector and to provide opportunities for student community service.

— We must increase major recognition of the leaders in volunteering and giving.

■ Government Policies

— Preserve the tax deduction for charitable giving.

— Preserve and extend governmental incentives for the formation of voluntary organizations.

— Build a grassroots lobbying effort to convince government officials of the importance of the independent sector.

■ Research

— Encourage and publish better research on motivations for giving and volunteering.

— Expand the mechanisms for distributing the facts about giving and volunteering in America.

2. Develop a far greater ability of voluntary organizations to involve volunteers and to raise money.

■ Leadership

— Boards should know that a realistic part of total resources of their organizations, including board and staff time, must be invested in the health and, where appropriate, the growth of the organizations.

— Boards should understand that they can't leave fundraising to staff, and executive directors must understand that they can't leave fundraising to other staff.

— Boards should measure performance, including their own, in terms of fundraising and use of volunteers.

■ Management and Staff

— Attract talented people into staff jobs in the sector and help build career ladders.

— Stimulate and encourage training of nonprofit agency staff in fundraising and in developing dedicated, effective volunteers.

■ Grantmakers

— Help foundations and corporations recognize that investment in the ability of voluntary organizations to attract and develop good management, to raise money, and to involve volunteers is more important for long-term program impact than specific program or project grants.

— Grantmakers should invest in activities

designed to strengthen career management of nonprofit organizations.

■ Organizations

— Organizations and services that focus on strengthening voluntary organizations should be encouraged. These include organizations such as VOLUNTEER, American Association of Fund-Raising Counsel, Association for Volunteer Administration, Council for the Advancement and Support of Education, National Association for Hospital Development and many others.

— The number of strong, visible Volunteer Centers around the nation should be doubled.

— Corporations and labor unions should expand their promotion of volunteers from the workplace, including retirees.

A Blueprint for Action

Sound organization, dedicated effort and sufficient resources will be necessary to achieve the Measurable Growth program goals for any one organization and for the sector as a whole.

INDEPENDENT SECTOR will take the lead with its own membership and will coordinate national activities to build a national climate conducive to volunteering and giving.

Regional and local groups, including foundations, corporations and community organizations, can raise the general levels of volunteering and giving in their areas. They should consider such activities as surveying current levels of giving and volunteering; involving local media for general publicity and for assistance in conducting and publishing the local surveys; and forming coalitions of major fundraising bodies, including local churches.

■ What Voluntary Organizations Can Do — and How They Can Benefit:

Most voluntary organizations can reap many benefits from the Measurable Growth program. The strategic plan can be an invaluable tool in helping a voluntary organization improve the performance of its board and staff. In addition, it can help improve fundraising results. And, it can help an organization accomplish its overall mission. Here are steps to take:

1. Your board of directors should set fundraising goals for next year and five years that are realistic, but which stretch the board and everyone else in your organization.

2. The board must commit a significant portion of its organization's resources, including its members' own time, to the pur-

suit of the fundraising goals. For most organizations, it will take a minimum of 20 percent of the organization's time and money to develop a significant fundraising thrust.

3. Similar goals and commitments should be made for increased volunteer participation.

TASK FORCE ON MEASURABLE GROWTH IN GIVING AND VOLUNTEERING 1984-86

Kenneth M. Dayton, Chairman
Former Chairman & CEO, Dayton Hudson Corporation

Eugene C. Dorsey, Vice Chairman
Gannett Foundation

William Aramony
United Way of America

Philip Bernstein
Council of Jewish Federations

Christopher F. Edley
United Negro College Fund

John Elliott
Ogilvy & Mather and Advertising Council

James L. Fisher
Council for Advancement and Support of Education

Virginia Hodgkinson
INDEPENDENT SECTOR

Charles A. Johnson
Lilly Endowment

William C. McGinly
National Association for Hospital Development

Rev. Nordan C. Murphy
National Council of Churches of Christ in U.S.A.

Honorable George Romney
VOLUNTEER — The National Center

Frederick Ryan
Special Assistant to the President for Private Sector Initiatives

John J. Schwartz
American Association of Fund-Raising Counsel

Deborah Seidel
Association of Junior Leagues

William A. Selle
Aid Association for Lutherans

Lisa Semple
New York Coordinating Committee for Nonprofits

Alfred H. Taylor, Jr.
Kresge Foundation

Homer C. Wadsworth
Cleveland Foundation

J. Richard Wilson
National Society of Fund Raising Executives

4. Your board should devote a portion of almost every meeting and at least one full meeting to evaluating progress toward the goals. It should resolve to make these goals central to everything the organization does.

5. Make fundraising and the effective utilization of volunteers every bit as important and prestigious as the most important program activities of the organization.

6. Encourage your board and staff to participate in training efforts to improve fundraising skills and effectiveness in recruiting and involving volunteers. Where necessary, help create such training opportunities by working with experienced and successful volunteer and staff leaders from other organizations.

7. Emphasize to volunteers, members, contributors and others the message of "fiving" and the importance of all people being engaged in active citizenship and personal community service. Pay attention first to those who are already involved; they offer the greatest potential for increased participation.

8. Help develop a local coalition of churches, other voluntary organizations, funders, media and others to build interest and awareness of "fiving" and a spirit of contributing back to the community through support of the causes of one's choice.

9. Honor your strong contributors and volunteers. Make it clear that your organization is aware and appreciative of how special they are.

10. Elevate your good volunteers and fundraisers to the board. Make it clear that their performance is what the organization respects.

Voluntary organizations can use and adapt messages and materials generated by the overall Measurable Growth program to communicate with their members, volunteers, givers and other supporters who comprise the first line of potential increased volunteering and giving. In many communities, these materials will be available from coalitions that are forming to implement the Measurable Growth program in their areas.

The end result of this combined effort should be that every individual is far more aware in five years of what is expected in active citizenship and personal community service, and how to better fulfill her or his role as a citizen.

For further information, contact Measurable Growth in Giving and Volunteering Program, c/o INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036.



POLICYMAKER POWER

When You Involve Your Leaders and They Help Volunteers Get The Job Done

By Paula J. Beugen

Your volunteer program could easily become the focal point for any and every unmet service need or project for which no other source of support can be found. No matter how much thought has gone into an idea, or the importance of the service in relation to your existing program priorities, the volunteer program is often expected to take on requests upon demand.

With proper policymaker education, however, this need not be the case. You could have a well-focused effort with top-level support and reinforcement to help get the organization's most important jobs done.

Recently, I asked some leaders of volunteer programs what they wish policymakers in their organizations would understand. Here are some of their thoughts:

- Running a volunteer program is a really sophisticated business. It takes a lot to translate a vision for volunteer services into significant work for volunteers and their clientele.

- Volunteers are not just another data item in the annual report, nor can they be expected to carry out purely altruistic work without consideration given to their own needs.

- Well-run volunteer programs must be managed just as any other department in an organization. Too often policymaker attention to the volunteer program is on a hit-or-miss basis.

- Sometimes volunteers or staff receive all the recognition and credit from their supervisors without corresponding recognition of the other partners. This does not create a healthy environment.

- When it comes to policymakers, what

they do counts more than what they say. It's one thing to give a speech at the annual recognition event, but without adequate resources for volunteers to do their work, the "thank you" can feel empty.

- Volunteers can make or break any organization. A haphazard attitude toward volunteer work will create just that — a sloppy service delivery system.

Stress on volunteer programs is escalating. Volunteerism is now receiving lots of public visibility and the expectations for volunteers are high. For example, decentralization of government services and further cuts in government spending, among other trends, are leading to increased demand for volunteers. The full impact of the Gramm-Rudman Hollings legislation has not yet been felt.

The burden is on leaders of volunteers to help spell out the capabilities and limitations of the volunteer community. We must call attention to issues that will affect organizational effectiveness and the climate for volunteers. We are obligated to sensitize policymakers about attitudes and actions toward volunteerism that could have a positive or negative effect. Since volunteerism is an emerging field, we cannot expect others to articulate the volunteer perspective. This is our responsibility.

So, how do we approach policymakers and what do we need to tell them?

Policymakers are busy people — overloaded with priorities, requests for hearings and piles of mail. A concise, to-the-point approach is essential. Here are some strategies to consider:

- Focus on your most critical issues.

- Preschedule your meeting or presentation time and stick to the agenda and allotted timeframe.

- Introduce only a few key points.

- Implement an ongoing advocacy campaign to prepare policymakers long be-

fore any crisis decisions are necessary.

- Frequently offer brief opportunities for policymakers to participate in the activities of your program. (Don't express disappointment if they are able to attend only periodically. Do express appreciation for the times they can be present, and give them public credit when the opportunities arise.)

- Recognize when you are the best person to make contact with policymakers and when outside help could be more effective (i.e., help from other experts, influential persons or volunteers).

- Encourage policymakers to attend training sessions on volunteerism through their own professional associations.

Here are possible areas to address with your organization's policymakers:

Climate for Volunteers

Creating a climate for volunteers is a tremendous challenge for any organization. Policymakers are instrumental in establishing that climate. By carefully timing the initiation of a new volunteer program, policymakers will influence the acceptance of that program. For example, volunteers will not be readily accepted when they are brought in immediately after or during a major budget cut or strike. Volunteers can be successful only with the help and support of others.

There must be enthusiasm or at least acceptance of volunteers through all levels of the organization. Volunteers will be received well when careful pre-planning is carried out for volunteer roles.

The organization must be sure to prepare for specific responsibilities, anticipate and resolve potential problems and involve others affected by volunteers in the planning process. Policymakers influence this course at the outset of any new program.

Policymakers are motivators. Their en-

Paula Beugen is the consultant on volunteerism to the Minnesota Office on Volunteer Services, Department of Administration.

ergy is required to strengthen recruitment, retention and recognition of volunteers. Gestures such as comments at meetings, attendance at volunteer events and recognition of opportunities for volunteer advancement inspire volunteers to work even harder.

What Volunteers Can Do

Volunteer contributions are far reaching. In addition to the wide range of direct service tasks they contribute, volunteers help build an image for your organization or cause. The type of people who choose to get involved and their level of commitment signal your organization's quality of service and stature.

Policymakers will be intrigued by the facts that volunteers can advocate for organizational needs in a way that may be inappropriate for paid staff—for example, to the legislature or with private sector funding sources. Also, volunteers are often the catalysts for mobilizing the community around organizational causes such as referendums or fundraising campaigns.

Certainly volunteers can stretch your organization beyond the ordinary by

- bringing in new creativity and ideas;
- offering specific skills and talents;
- stimulating a feeling of enthusiasm and commitment in the organization;
- serving as catalysts for public, private and voluntary sector partnerships; and
- testing new approaches and methods before policymakers invest larger amounts of resources.

Myths about Volunteers

Volunteers are not free labor. They require a budget and support services to reach their potential. Nor are volunteers a panacea for all ills. Volunteer roles must be accepted within the context of any situation.

In staffed organizations, volunteers do not take the place of paid staff. They can supplement services provided by paid staff, however, by providing additional individual assistance, enrichment or relief of details so professionals can utilize their skills more fully. In fact, paid staff members play a crucial role in facilitating the work of volunteers. While volunteers can be found working at increasingly complex tasks, responsibilities of paid staff working with volunteers become more intense.

Volunteers are not instantly available. Organizations need carefully thought out recruitment strategies that consider the increasing competition for volunteers. Poli-

cymakers must take a stand on support services they are willing to make available for volunteers, such as expense reimbursement, adequate space and materials, child care and so forth. Organizations have to work hard to maximize the benefits and minimize the barriers for volunteers.

Worth of Volunteer Programs

Volunteer programs are worth much more than is apparent on the surface. Among other things, Steve McCurley, volunteer program consultant, suggests the following considerations for policymakers in realizing their program's worth:

- The dollar value of the hours donated by volunteers
- The number of people within and outside your organization who are touched by volunteers, as well as the quality of service they receive
- The value of monetary and material donations offered by volunteers
- The worth of unreimbursed expenses incurred by volunteers
- The results of community linkages with other organizations, businesses and individuals established through volunteers

In some circles, volunteer programs may be considered "soft" services because they do not generate "hard" dollars. Smart organizations recognize that a dollar value can be placed on volunteer services. In fact, it would require (often nonexistent) "hard dollars" to provide volunteer services through other means. Beyond this, in many cases the efforts of volunteers result in significant monetary gifts or grants to the organization—"hard dollars."

MOVS' POLICYMAKER TRAINING PROGRAM

This article originally appeared in the newsletter of the Minnesota Office on Volunteer Services (MOVS), Department of Administration, which has developed a complete training program for policymakers throughout the state. Its goal is to provide a new or renewed enthusiasm for volunteer participation and recognition of the potential for volunteers, as well as the development of specific skills and knowledge of importance to policymakers as they encounter volunteer-related issues while conducting ongoing business.

The training package has been designed as a full-day workshop, although its segments can be presented separately.

MOVS is now conducting outreach to policymaker associations and networks to schedule training programs.

Role of Volunteer Leader

A capable, qualified administrator (leader) of volunteers is central to an effectively operated volunteer program. This is the individual who interfaces with the volunteers, paid staff, administration and community-at-large and manages the volunteer program. Management includes needs identification, recruitment, placement, training, supervision, support, evaluation and recognition of volunteers.

Volunteer administration has become increasingly professionalized. There is a growing body of knowledge and methodology for working with volunteers. Just as volunteers are an extension of the paid staff, the volunteer administrator belongs on the management teams and could logically be an extension of the personnel department. Considering the level of responsibilities, community contacts and influence of the volunteer administrator, it would behoove policymakers to place this position at the highest possible level on the organizational chart.

Issues in Volunteerism

Policymakers face many issues when making volunteer-related decisions. Issues may involve legal or ethical considerations. Questions frequently arise around such topics as volunteer-labor relationships, the unemployed person who volunteers, employment or academic credit for volunteer experience, insurance coverage for volunteers, and data privacy and volunteers.

These and other ethical questions also deserve policymaker consideration:

- How much emphasis will be placed on staff development to prepare paid staff to work with volunteers?
- What will be done to assure equitable access to volunteer services by clientele?
- What is the ideal level of citizen participation in decision-making, advisory and direct service roles?
- How much financial and personal commitment will be made by policymakers to volunteerism?

Take charge of your volunteer program by working closely with policymakers to mold its direction. Challenge policymakers to stay informed, to take a stand on volunteers, and to view volunteerism as an avenue for achieving your organization's mission and goals. Help policymakers set sound policies and parameters for your volunteer program by sharing your insights and offering continued support and commitment to turn your organization's vision for success into reality.

THE COMMUNITY THAT CARES CAPER

'Something New, Innovative and Exciting' to Attract Media Attention and Increase Public Awareness

By Sharon Thronset and Jane Vanvig

Nursing home residents often become isolated from the community. The negative stereotype of nursing homes as depressing places to visit can create a division between the community and the resident. Unfortunately, many people in the community who could help dispel this myth have never been inside a nursing home, let alone understand how the needs of a resident vary according to their level of care.

Two years ago, for Older Americans Month and National Volunteer Week, we wanted community leaders to experience more than a newspaper article or a television report about nursing homes. We wanted them to experience a day in our skilled nursing facility. But how were we going to convince these busy people to abandon their offices or businesses to spend time visiting the residents in our home?

The plan was to design an event that would be fun for the residents, guests and staff—an event that would attract the media and be something new, innovative and exciting. We hoped the community would help us celebrate Older Americans Month and National Volunteer Week in a "bang-up" fashion.

The primary goal was to increase the community's awareness of the social,

spiritual and financial needs of the elderly and handicapped. We wanted them to understand more fully the kinds of services we provide for the residents and why skilled nursing care is costly. We wanted them to realize that as a nonprofit organization, we depend on their support to provide quality care while keeping the cost of that care as low as possible. Another goal was to raise funds for resident-related projects.

With these goals in mind, we decided not to beat around the bush. Drastic measures were needed. So we decided to kidnap them!

When discussing our plan to kidnap

community leaders with our administrator, Paul Opgrande, he first looked at us as though we both needed a vacation. But he liked the idea of the residents being hosts to the most well known and influential people in town, and he approved our project. The "Community That Cares Caper" was underway.

May 9 was chosen to allow media promotions to begin before Older Americans Month. The 9th also fell in the middle of National Volunteer Week and would be a kick-off for events during Homes For The Aged Week, May 13-19.

To begin with, help from the community was needed to get our project off the



Kidnapped! Volunteers Chris Turck, Natalie Thronset (left) and Bill Thronset (rt.) take Grand Forks Mayor Bud Wessman hostage.

At the time of the "Caper," Sharon Thronset was director of volunteers and Jane Vanvig was director of activities at the Valley Memorial Home-Medical Park in Grand Forks, North Dakota.

ground. We asked the Chamber of Commerce for a list of Who's Who in the area and selected possible kidnap candidates. A meeting was set up with Lutheran Brotherhood to request matching funds. We contacted the host of a popular radio talk show, who set up a series of public service announcements and interviews with staff and hostages in advance of the event and even offered to broadcast live from our home on "Caper" day. To keep our expenses at a minimum, we asked a laundry to donate linens, a chemical company for helium, a florist for table decorations, and so on . . .

The next thing on the agenda was to contact our kidnap victims. Staff and volunteers began making telephone calls to surprised VIPs. Their initial reaction was, "Kidnapped! Who me?" or "What if no one pays the ransom?" But 80 said yes.

The mayor of our twin city across the river joked that his constituents wouldn't pay a dime to get him back, but they would pay plenty to have us keep him. (He came anyway.) One merchant told us his wife thinks he's ready for a nursing home, but he said he'd take a chance on being ransomed by his friends. The chief of police was a bit concerned when we mentioned kidnapping, but we assured him all our hostages were willing participants. Nonetheless, he said he would definitely show up to keep an eye on the "Caper" Gang. A banker decided to give himself a loan to make sure he'd have ransom money available.

About a week after the prospective hos-

tagues were contacted by phone, we sent follow-up letters containing details of how and where they were to be "grabbed." The Monday before the "Caper," we also mailed postcards confirming the time and place the hostages were to be taken.

To ensure wide media coverage on radio, television and in print, it was important to plan our publicity campaign carefully. A local monthly magazine that covers events of interest in the community featured an article on the "Caper." We asked our mayor to pose for publicity pictures for the article. The pictures featured volunteers in gangster clothes, a 1929 Hudson and the mayor pleading for money. Our mayor graciously accepted this challenge, stating he would do anything except get a pie in the face.

With this accomplished, we delivered press releases to the rest of the radio stations, the three local television stations and the local newspaper. These releases were delivered in person to give the press a chance to ask questions and to generate more interest in the "Caper" and the reasons why it was taking place.

We also asked the host of a local television show to invite organizers of the event to appear on her show on May 8 to explain what it was all about, and then to kidnap her off the air. She agreed, and even shrieked for help as she was ordered to get her "gams" moving off the set by gangsters wielding plastic machine guns.

An ad was placed in the local newspaper on May 9 listing names of the unfortunate hostages. The ad also listed phone

numbers to be used for ransom calls.

"Community That Cares Caper" signs were placed all over town. Area businesses with electronic marquees volunteered to advertise, the railroad company allowed us to display a large sign on the railroad bridge, and a prominent billboard was used to pique curiosity on "Caper" day.

The telephone company installed five extra phone lines to be used specifically for ransom calls and pledges. These phone numbers were included in all promotions.

The "Caper" was designed to be a fun event, but we also wanted to pull it off with style. Once the hostages arrived at our home, they would be guests of the residents, so we wanted a program that was adult and dignified as well as entertaining.

Since we were already kidnapping all the local VIPs, we decided to invite the governor of the state to give the keynote address. The letter of invitation was sent early in March, along with a personal request from the national committeeman of the governor's political party urging him to accept, which he graciously did. (Due to the death of a friend, however, he had to bow out at the last minute. He sent the attorney general to deliver the keynote address in his place.)

There was only one choice for master of ceremonies, and that was the president of the University. He is highly respected on campus, in the community and throughout the state, and has a terrific sense of humor. The mayors of our twin cities were asked to extend greetings, and the program was rounded out with a variety of musical entertainment.

With the program arranged, we were ready to send out invitations to VIPs who were not being kidnapped. The invitation list included board members and voting delegates of our corporation, as well as clergy and family members.

On May 9, volunteers and staff, dressed in 1930s'-style gangster get-ups, kidnapped the 80 hostages. To draw extra attention to the "Caper," pick-up sites were chosen in the busiest areas of town. The Antique Car Club volunteered cars and drivers for the pick-up. The 1929 Hudsons, Stutz Bear Cat and big black Buicks were perfect vehicles for transporting hostages. One of the funeral homes offered the use of its long black limousine, which also fit right in with the theme. Handicap-equipped buses sporting "Communities That Care" banners let the people on the



While waiting for ransom to be paid, kidnapped VIPs have buffet lunch.

street know what this unique entourage was about.

Residents and volunteers met the hostages at the door and offered tours of the home. AAHA (American Association of Homes for the Aging) balloon bouquets decorated the halls and the room set up for the luncheon.

The dietary staff prepared a buffet luncheon, consisting of food regularly served at our home for family dinners and other special events. One of the hostages was surprised that residents in a skilled facility could eat regular food, but the residents soon let him know that meals were an important part of their day.

During the meal, residents, hostages and guests were entertained by the University Jazz Choir (which has won many national awards). To close the program, a volunteer and our chaplain sang their rendition of the Depression-era song, "Brother, Can You Spare A Dime?" and they almost stole the show. While our hostages and residents were being entertained, volunteers from local sororities and fraternities worked the telephones to make ransom calls and take pledges from people in the community for the release of the hostages. One of the callers asked to speak to her boss, to make sure he was "all right." He assured her that he was being treated well.

Throughout the day, donations were phoned in. The first \$700 was matched dollar for dollar by Lutheran Brotherhood Insurance. By the end of the day, donations exceeded \$4,000.

All in all, the community enjoyed our little "Caper." All three local television stations were on hand to film the entire event from the actual "kidnapping" to the program and ransom calls. Each ran a feature on the evening news. The local newspaper carried a report in the next day's edition. We received many letters complimenting our facility, the food and the caring staff.

Many hostages offered to do volunteer work in our home after meeting and spending time with the residents. Despite being kidnapped, they enjoyed their ordeal. And in view of the \$4,000 we raised to meet the resident's needs, the exposure of more than 200 community leaders to the care and compassion that mark our everyday service, the increased awareness of the needs of the elderly and handicapped, not to mention the wide media coverage our facility received, we are seriously considering making the "Community That Cares Caper" an annual event.



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The VAL Index for 1985-86

This index to Voluntary Action Leadership lists every article that appeared in each quarterly issue (winter, spring, summer and fall) of 1985 and 1986. It is organized by title (then author, department, issue and page number) in chronological order by category. (Note: Book reviews are listed by book title in italics.)

Back copies of VAL are available for \$4 each from Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

ADMINISTRATION

- How to Prevent Volunteer Burnout. Martha Bramhall, WINTER 1985, p. 20.
Learning about Volunteer Burnout. Laurel Stulken Dean, Ph.D., WINTER 1985, p. 17.
Tools for Volunteers. SPRING 1985, pp. 18-26.
The Volunteer Handbook. SPRING 1985, p. 20.
Volunteer Programs and the Computer. SUMMER 1985, pp. 20-33.
Building Your Leadership Power. Marlene Wilson, As I See It, FALL 1985, p. 2.
How to Get the Most Out of a Conference. Loretta G. Nestor, FALL 1985, p. 23.
Supporting the Volunteer Life-Cycle. Paula J. Beugen, FALL 1985, p. 17.
Working with Volunteer Boards: A Facilitator's Handbook. Diane Abbey-Livingston and Bob Wiele. Reviewed by Steve McCurley, Books, FALL 1985, p. 32.
Setting Standards for Volunteer Programs. WINTER 1986, p. 18.
What is a Volunteer Director? Administrator's Corner (News), SPRING 1986, p. 8.
College Interns: Developing This Invaluable Staff Resource. Betty Schnettler and Marge Twine-Dungan, SPRING 1986, p. 18.
Knowledge is Power. Fred Pryor, SPRING 1986, p. 30.
Looking for an Intern? Tips for Volunteer Administrators. Dan Ticknor, SPRING 1986, p. 17.
Are We Ready? Christine G. Franklin, CAVS, As I See It, SUMMER 1986, p. 2.
Interviewing Volunteer Applicants for Skills. Henry G. Pearson, SUMMER 1986, p. 15.
Assessing Your Supervisory Skills. Nancy Macduff, FALL 1986, p. 18.
Can This Marriage Be Saved? Thoughts on Making the Paid Staff/Volunteer Relationship Healthier. Deborah Schroder, FALL 1986, p. 16.
From the Top Down: The Executive Role in Volunteer Program Success. Susan J. Ellis. Reviewed by Jacqueline Gouse, Books, FALL 1986, p. 29.

ADVOCACY

- So You Want to Hold a Press Conference? Advocacy, FALL 1985, p. 15.

BOARDS OF DIRECTORS

- The Board Member's Book.* Brian O'Connell. Reviewed by

- Steve McCurley, Books, FALL 1985, p. 32.
Working with Volunteer Boards: A Facilitator's Handbook. Diane Abbey-Livingston and Bob Wiele. Reviewed by Steve McCurley, Books, FALL 1985, p. 32.
Recruiting Executives to Serve on Chicago's Nonprofit Boards. WINTER 1986, p. 41.
Training Board Volunteers in Seattle. WINTER 1986, p. 31.

CHILDREN

- Pittsburgh's 'Extraordinary Tutors' Help Learning Disabled Children. Millie Sucov, News, WINTER 1985, p. 9.
Find My Child Network Pursues Short- and Long-Term Goals. Donna M. Hill, News, SPRING 1985, p. 6.
Volunteers Make Seattle a 'Kidsplace.' Donna M. Hill, News, SPRING 1985, p. 5.
Learning from Volunteering in the Elementary Grades. Carol Friedland and Paula Sievert, SPRING 1986, p. 20.
Building Self-Esteem with Volunteers. Alberta Weinstein, Administrator's Corner (News), FALL 1986, p. 9.

COMMUNICATIONS

- Learning to Listen. Jeffrey P. Davidson, Communications Workshop, WINTER 1985, p. 15.
Active Listening Tips. SPRING 1985, p. 23.
Hints for Renting Film Projectors. Dave Campbell, Communications Workshop, SPRING 1985, p. 13.
Communicating with Older People. Lynn S. Kelly, M.A., M.S., Communications Workshop, SUMMER 1985, p. 13.
How to Write a Press Release. Communications Workshop, FALL 1985, p. 13.
Communication Tips for Nursing Home Volunteers. Carol Renner, Communications Workshop, SPRING 1986, p. 15.
How to Be An Outstanding Speaker. John L. Dutton. Reviewed by Marlene Wilson, Books, SPRING 1986, p. 29.
12 Tips for Active Listeners. Diane Sherwood, FALL 1986, p. 21.

COMMUNITY INVOLVEMENT

- NYC Mapping Project Fosters Cross-Cultural Exchange, Respect. Donna M. Hill, News, WINTER 1985, p. 10.
Volunteers 'Lift Spirits' During National Letter Writing Week. Donna M. Hill, News, WINTER 1985, p. 8.
Battle Creek Humane Society Fosters Community Support. News, Donna M. Hill, SPRING 1985, p. 7.
Anti-Nuclear Volunteers Paint Message Around World. Donna M. Hill, News, SUMMER 1985, p. 7.
Christmas in April for 42 D.C. Residents. Donna M. Hill, News, SUMMER 1985, p. 10.
Lutheran Brotherhood Polkas Benefit Heart Recipients. News, SUMMER 1985, p. 8.
Volunteer Search/Rescue Teams Seek Public Awareness. Donna M. Hill, News, SUMMER 1985, p. 11.
Nashville Joint Venture Cultivates Young Volunteer Leaders. News, FALL 1985, p. 7.
Volunteers Create Tradition in Sun Cities. Ken Plonski,

News, FALL 1985, p. 7.
 Frankfort, Ky., Volunteers Feed Hungry in All Seasons.
 Suzanne Majors, News, WINTER 1986, p. 16.
 Jacksonville Singles Find Volunteering on the 'Upbeat.'
 Judy Haberek, News, WINTER 1986, p. 10.
 Syracuse Volunteers Humanize Criminal Justice System.
 Dorothy Berger, News, WINTER 1986, p. 16.
 Community Volunteer Councils Serve Texas Youth. News,
 SPRING 1986, p. 6.
 Seattle Real Estate Firm Uses Neighborhood Approach to
 Group Volunteering. Gale Hofeditz, News, SUMMER
 1986, p. 10.
 Training, Talent — Hallmarks of Master Gardeners
 Program. Judith Schwab and Diane Relf, News, FALL
 1986, p. 9.

COMPUTERIZATION

Handling Volunteer Files on Your Computer — with Ease.
 Patrick Saccomandi, SUMMER 1985, p. 28.
 Needs Assessment for Computer Decision-Making. Denise
 Vesuvio, SUMMER 1985, p. 26.
 The Next Step: Telecommunicating with Other Volunteer
 Programs. Mark P. Sidler, SUMMER 1985, p. 32.
 Recruiting and Placing Volunteers by Computer. Connie
 Evener, SUMMER 1985, p. 20.
 The Value of a Computer Share Group for Volunteer
 Programs. Joan Klubnik, Ed.D. and Jonathan J. Pavloff,
 SUMMER 1985, p. 23.

CORPORATIONS

Using Volunteer Centers to Tap the Workplace for
 Volunteer Resources. WINTER 1986, p. 40.
 Workplace in the Community Project. WINTER 1986, p. 42.
 Corporate Volunteering Makes Merger Easier. Ruth Drake,
 News, SPRING 1986, p. 7.
 How to Approach Local Businesses for Volunteers and
 Other Resources. Danny Macey, Follow-Up, SPRING
 1986, p. 13.

CORRECTIONS

Knoxville Nonprofits Profit from Inmate Volunteering.
 Donna M. Hill, News, SPRING 1985, p. 9.
 One-to-One Volunteers Keep Mich. Court Program in Fine
 Tune. News, FALL 1985, p. 5.
 The Making of *FAMIL* — A Manual for Families of
 Offenders. Dorothy Berger, News, FALL 1986, p. 11.
 Views and Experiences of New Zealand Community
 Service Sentence Sponsors. Julie Leibrich, Burt
 Galaway, Yvonne Underhill, Research, FALL 1986, p. 12.

DISABLED

Boatworks: Volunteering to Paid Employment. Donna M.
 Hill, News, SPRING 1985, p. 12.
*Training Babysitters and Volunteers for Children with
 Disabilities.* Nancy Sharow, M.A. and Susan P. Levine,
 M.A. Reviewed by Guy McCombs, Ph.D., Books, SPRING
 1985, p. 34.
 How to Involve a New Special Education Student Intern.
 WINTER 1986, p. 27.
 Kalamazoo's Handi-Able Project Attacks Isolation. WINTER
 1986, p. 28.
 SAVE Promotes Skills Sharing. WINTER 1986, p. 28.
 Volunteers in Special Education in L.A. and D.C. WINTER
 1986, p. 27.
 Changing Our Speech Habits. SPRING 1986, p. 24.
 Helping Disabled Volunteers Feel at Home. SPRING 1986,
 p. 23.
 Individuals with Disabilities: Are You Overlooking an

Important Volunteer Resource? Joy Peters, SPRING
 1986, p. 22.
 Meeting Someone in a Wheelchair. SPRING 1986, p. 23.

EDUCATION

Central Michigan's Voluntary Agency Administration
 Graduate Program Wins Excellence Award.
 Administrator's Corner (News), SUMMER 1985, p. 9.

ENVIRONMENT

Touch America Project Leaves Lasting Impression. Donna
 M. Hill, WINTER 1985, p. 7.

FUNDRAISING

Great Fundraising Ideas to Support Your Volunteer
 Program. WINTER 1986, p. 37.

HEALTH CARE

Volunteer Health Detectives Perform Vital Community
 Service. Eleanor Smith, News, SUMMER 1985, p. 9.
 Dalton VAC Provides Lifeline at 'Press of a Button.' Judy
 Haberek, News, WINTER 1986, p. 14.
 AIDS 'Buddies' Standing Fast Against the Sorrow.
 Elizabeth Kastor, News, FALL 1986, p. 5.

INSURANCE

*Am I Covered for . . . ? A Guide to Insurance for Non-profit
 Organizations.* Terry Chapman, Mary Lai, Elmer
 Steinbock. Reviewed by Steve McCurley, Books,
 WINTER 1985, p. 33.

ISSUES

A Promising Voluntary Youth Service. Leon Panetta, As I
 See It, SPRING 1985, p. 2.

LEGISLATION

Permanent CCL (Charitable Contributions Law) Deserves
 Your Attention. Advocacy, SPRING 1985, p. 16.
 A Promising Voluntary Youth Service. Leon Panetta, As I
 See It, SPRING 1985, p. 2.
 A Year-End Look at Legislative and Other Actions of
 Interest to Nonprofits. INDEPENDENT SECTOR,
 Advocacy, WINTER 1985, p. 11.
 Tax Reform Proposal Would Repeal Charitable Deduction
 for Nonitemizers. INDEPENDENT SECTOR, Advocacy,
 SUMMER 1985, p. 16.

MEDIA

Dallas VC Video Wins Gold Medal. News, WINTER 1986, p.
 15.
 Using the Media to Recruit Volunteers. WINTER 1986, p. 20.

MINORITY INVOLVEMENT

Involving Special Groups. WINTER 1986, p. 25.
 Introducing Minority Students to the Work World in New
 York City. WINTER 1986, p. 41.

PROFESSIONAL DEVELOPMENT

Job-Sharing: Benefiting the Employer and Staff Involved,
 But Most Importantly — the Volunteers and Agencies
 Served. Ann Armstrong and Bev Farrell, FALL 1986, p. 24.

RECOGNITION

Planning for National Volunteer Week — Tips and Ideas.
 Richard Mock, WINTER 1985, p. 27.
 Volunteer Recognition — A Year-Round Responsibility.
 VAC of United Way of Dayton, WINTER 1985, p. 31.
 Reagan Honors 18 Volunteer Activists at White House

Ceremony. Richard Mock, News, SUMMER 1985, p. 5.
 Minnesota's First Statewide Volunteer Appreciation Event.
 Kristin Tillotson, WINTER 1986, p. 34.
 The Simple Gesture — It Counts Just as Much! WINTER
 1986, p. 36.
 Recognizing Volunteers on a Large Scale. WINTER 1986, p.
 34.
 President's Volunteer Action Award Program Honors 19
 Individuals, Groups. News, SUMMER 1986, p. 5.

RECRUITMENT

Thoughts on Recruiting Volunteers. Administrator's Corner
 (News), SPRING 1985, p. 8.
 Recruiting and Placing Volunteers by Computer. Connie
 Evener, SUMMER 1985, p. 20.
 The Student Placement and Volunteer Fair. Rochel U.
 Berman and Audrey S. Weiner, FALL 1985, p. 20.
 Using the Media to Recruit Volunteers. WINTER 1986, p. 20.
 Involving Special Groups. WINTER 1986, p. 25.
 Recruiting Executives to Serve on Chicago's Nonprofit
 Boards. WINTER 1986, p. 41.
 How to Approach Local Businesses for Volunteers and
 Other Resources. Danny Macey, Follow-Up, SPRING
 1986, p. 13.
 Looking for an Intern? Tips for Volunteer Administrators.
 Dan Ticknor, SPRING 1986, p. 17.
 Individuals with Disabilities: Are You Overlooking an
 Important Volunteer Resource? Joy Peters, SPRING
 1986, p. 22.
 Know Your '4 Ps' Before Advertising and Promoting
 Volunteer Opportunities. Nancy Macduff, SUMMER
 1986, p. 23.
 Looking Ahead: Mobilizing Sources and Resources for the
 Future. Eva Schindler-Rainman, D.S.W., SUMMER 1986,
 p. 28.
 Three Checklists. Steve McCurley and Sue Vineyard,
 SUMMER 1986, p. 26.
 Using a Consumer-Oriented Approach: A Personal and
 Professional Perspective. Dr. Jeff Totten, SUMMER 1986,
 p. 25.

RELIGIOUS INVOLVEMENT

'Share the Heart' — An Innovative Way to Involve Church
 Members in the Community. Kathleen M. Brown,
 SUMMER 1985, p. 19.
 Church Volunteers: Unleashing the Potential. Val Adolph,
 SPRING 1986, p. 25.

RESEARCH

The Current Role and Status of Women in Voluntary
 Organizations. B'nai B'rith, Research, WINTER 1985, p.
 13.
 Volunteers: Their Reasons and Rewards. Charles M.
 Bonjean, Research, SUMMER 1985, p. 17.
 Corporate Volunteerism Minnesota-Style, 1984. Minn./St.
 Paul Corporate Volunteerism Council, Research, FALL
 1985, p. 10.
 Partners in Action: Community Volunteers and Cooperative
 Extension Agents. Research, SPRING 1986, p. 11.
 Americans Volunteer 1985: A Gallup Survey. Research,
 SUMMER 1986, p. 12.
 Views and Experiences of New Zealand Community
 Service Sentence Sponsors. Julie Leibrich, Burt
 Galaway, Yvonne Underhill, Research, FALL 1986, p. 12.

SELF-HELP

AA: Grandfather of Self Help. N.J. Self-Help Clearinghouse,
 News, FALL 1985, p. 8.

Polio Survivors Face New Test. N.J. Self-Help
 Clearinghouse, News, FALL 1985, p. 8.
 Self-Help for New Jersey's Hard of Hearing. N.J. Self-Help
 Clearinghouse, News, SUMMER 1986, p. 9.

SENIORS

Nursing Home Volunteers Circulate Art — and 'Heart' — in
 Bergen Co., N.J. Judy Haberek, News, WINTER 1986, p. 9.
 In White Plains, N.Y., NOVA Volunteers Give Something
 Back. Suzanne Majors, News, WINTER 1986, p. 11.
 Communication Tips for Nursing Home Volunteers. Carol
 Renner, Communications Workshop, SPRING 1986, p.
 15.

STUDENTS (See also TEENAGERS, YOUTH)

Today's College Students Do Care. Wayne Meisel, As I See
 It, WINTER 1985, p. 2.
 One University's Role in Volunteering. Ann Broadfoot
 Marcus, Follow-Up, SPRING 1985, p. 14.
 The Student Placement and Volunteer Fair. Rochel U.
 Berman and Audrey S. Weiner, FALL 1985, p. 20.
 Introducing Minority Students to the Work World in New
 York City. WINTER 1986, p. 41.
 Keene, N.H. Volunteers 'Put It Together' for United Way —
 and Guinness Record Book. Danny Macey, News,
 WINTER 1986, p. 13.
 Students Make Safe Rides Respected Alternative in
 Johnson City, Tenn. Heather Perram, News, WINTER
 1986, p. 12.
 College Interns: Developing This Invaluable Staff Resource.
 Betty Schnettler and Marge Twiname-Dungan, SPRING
 1986, p. 18.
 Federal VIPS Ready for Take-Off. Brooks Menessa, News,
 SPRING 1986, p. 5.
 Looking for an Intern? Tips for Volunteer Administrators.
 Dan Ticknor, SPRING 1986, p. 17.
 Benefiting from a College Course on Volunteering. Dee
 Jividan, Follow-Up, SUMMER 1986, p. 14.
 A Queens High School Maintains Caring Tradition. Tina
 Kelley, News, SUMMER 1986, p. 8.

TAX DEDUCTIONS

1985 Tax Deductions for Volunteers. SPRING 1985, p. 25.
 1986 Tax Deductions for Volunteers. FALL 1986, p. 28.

TEENAGERS (See also STUDENTS, YOUTH)

National Focus on Teen Suicide Affects Volunteer Hotlines.
 Donna M. Hill, News, SPRING 1985, p. 10.
 'It Doesn't Ask for Your Money — Only Your Time' — What
 Houston's Teens Think about Volunteering. FALL 1985,
 p. 28.
 El Paso's TIPS Still Going Strong. WINTER 1986, p. 26.
 Tallahassee's VOLUNTEERS Recruits through School
 Service Clubs. WINTER 1986, p. 27.

TRAINING

Training Babysitters and Volunteers for Children with Dis-
 abilities. Nancy Sharow, M.A. and Susan P. Levine, M.A.
 Reviewed by Guy McCombs, Ph.D., Books, SPRING 1985, p.
 34.
 Training Volunteers: Does It Differ from Staff Training? Jeff
 Orr, Terry Broomfield, Linda Church, Kathy Webb, SPRING
 1985, p. 27.
 Tools for Training Volunteers. WINTER 1986, p. 30.
 The Role of Clients in Training Volunteers. Robyn James,
 SUMMER 1986, p. 31.

VOLUNTARISM/VOLUNTEERING/VOLUNTEERISM

'A Volunteer By Any Other Name' — What's Your Definition of Volunteering? Stephen H. McCurley, WINTER 1985, p. 24.

The Barn Raising. Denise J. Williamson, SPRING 1985, p. 30.

On the Volunteer's Role. SPRING 1985, p. 22.

The Volunteer's Rights and Responsibilities. SPRING 1985, p. 19.

Brief Reprise: Who's a Volunteer? Stephen H. McCurley and Denise Vesuvio, Follow-Up, SUMMER 1985, p. 14.

The 'Everyone Wins' Philosophy. George F. Moody, As I See It, SUMMER 1985, p. 2.

Altruism: Personality Trait or Survival Instinct? Denise Foley, FALL 1985, p. 24.

Duty: The Forgotten Virtue. Amitai Etzioni, As I See It, SPRING 1986, p. 2.

Looking Ahead: Mobilizing Sources and Resources for the Future. Eva Schindler-Rainman, D.S.W., SUMMER 1986, p. 28.

Volunteering and the Future of Community. Stuart Langton, As I See It, FALL 1986, p. 2.

VOLUNTEER CENTERS

Leaders, Models, Resources for Our Volunteer Community. Kenn Allen, WINTER 1986, p. 4.

Using Volunteer Centers to Tap the Workplace for Volunteer Resources. WINTER 1986, p. 40.

YOUTH (See also CHILDREN, TEENAGERS)

PTA Spurs Bake Sales for Activism. Mary Jordan, News, WINTER 1985, p. 5.

A Promising Voluntary Youth Service. Leon Panetta, As I See It, SPRING 1985, p. 2.

Community Volunteer Councils Serve Texas Youth. News, SPRING 1986, p. 6.

YVA Gives Youths a Chance in Depressed Economic Area. Patricia Patten-Seward, R.N., News, SUMMER 1986, p. 11.

NATIONAL VOLUNTEER WEEK

1987
APRIL 26-MAY 2

1988
APRIL 17-22

1989
APRIL 9-15

1990
APRIL 22-28

ABOUT OUR CONTRIBUTORS

Melanie Ghio ("The Challenge of Decentralizing a Volunteer Program," page 18) is the director of volunteers for Associated Catholic Charities of New Orleans, an agency that sponsors over 60 programs and institutions in Southeast Louisiana. She recently began a training and consulting service and is a member of the local Volunteer Center board.



Ghio majored in English in college and currently is enrolled in a master's program in pastoral ministry for lay people at Loyola University. She also has completed the volunteer management certification program of the University of Colorado.



Paula J. Beugen ("Policymaker Power," page 23) is a consultant on volunteerism to the Minnesota Office on Volunteer Services, Department of Administration. In this capacity, she consults with a range of public and private voluntary organizations throughout Minnesota.

She currently serves as a director of the Board of Education for Independent School District 281, Robbinsdale Area Schools, and also served as the first program supervisor for the district's VOLUNTEERS IN ACTION program from 1975-83.

Her last contribution to VAL, "Supporting the Volunteer Life-Cycle," appeared in the fall 1985 issue.

When organizing "The Community That Cares Caper" (page 25), **Sharon Thronset** was the volunteer coordinator of the Valley Memorial Home, Grand Forks, North Dakota. Today, she is the home's director of resident activities, but continues to work with volunteer projects, the most recent a gift shop organized and run by a volunteer auxiliary.



In 1984, the caper was recognized by the American Association of Homes for the Aged as Thronset was presented with the Innovation of the Year Award. She also presented a paper on the project at AAHA's annual convention in San Antonio, Texas.



Jane Vanvig was the activities assistant and a music therapist at Valley Memorial Home when "The Community That Cares Caper" (page 25) was staged. She directed and helped to coordinate many special events, including music and drama productions with staff and residents as well as family members. In 1984, she and Sharon Thronset were honored by the

American Association of Homes for the Aged with its Innovation of the Year Award for the caper.

Today, she is working independently in Grand Forks and is a member of the National Association of Activity Professionals and North Dakota Council of Activity Coordinators.

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As I See It

Continued from page 2

anybody any good," Susan said.

Sister Helen was grateful for the wisdom of her unknown caller. Given Sarah's needs, a \$50 or \$100 check would vanish overnight. Together, the two women mapped out an offer over the telephone that they thought Sarah could accept.

Her oldest child was already in the third grade at the local public school near Sarah's house. But next September, her two middle children would be ready for kindergarten and first grade. If they got some extra attention and a good education from the beginning at the church's parochial school, the advantages to them would be significant and the burden upon Sarah would lessen, year by year.

Susan had made a small fortune, but the kind of higher math that preceded her decision to help Sarah did not come from the Wharton School.

"What I would like to do," said Susan, "is to pay for the tuition, uniforms and any incidental expenses that Sarah would incur if she sent them there on her own."

Sister Helen said she was sure Sarah, even though she wasn't Catholic, would be overjoyed.

"And one other thing," added Susan, "I think she needs a phone. If she wants to job-hunt or call a babysitter or the school, she can't be without one."

It was decided that while Sister Helen would contact Sarah and tell her about Susan's offer, Sarah would communicate only through Sister Helen and not meet Susan herself. In this way, a measure of anonymity could be assured, the label of "Lady Bountiful" (which Susan abhorred) could be avoided, and with Sister Helen at the helm, any requests from Sarah could be processed with the greater knowledge she had of Sarah's temperament and needs.

Just before Sister Helen told Sarah of her good luck, she informed me of the role that Susan was playing. When confronted, Susan was characteristically self-deprecating.

"Anybody who thinks they've gotten where they are in life on their own is kidding themselves. I've been fortunate, and it seems to be the right time for me to give some of what I have back."

Susan had made a small fortune in the financial world, but the kind of higher math that preceded her decision to help Sarah did not come from the Wharton School. It caused me to do a little "higher math" in my own head as well.

Susan had money but not time. I had time, but not much money. What, beyond the newspaper story, could I donate?

I decided that Sarah could probably use an "older sister" or friend. If she was willing, I would drive across the river to Anacostia once a week, take her out to lunch and listen to her

talk—about her children, herself, whatever friends talk about.

Sarah was willing. She was good company, and despite our surface dissimilarities, what we had in common—children and a similar sense of humor—was stronger than what might have held us apart.

"We're not that different," Sarah once observed. "I'm just poor—and if I run out of money, I can't borrow any from friends. You can." There was no bitterness in her voice. A fact was a fact.

"People are so scared of being poor," she said on another occasion. "It's not that bad. I went to a movie the other night. Every once in a while I go to L. Frank's and get something I see in the window. People who are poor don't have to worry about it happening to them. It already has." Sarah wasn't just funny; she was wise.

You've got to be smart," she told me. "And sometimes

rotten. I mean, you can't act like you was brought up to act. If you're out on the street, for example, you have to talk mean just to keep people off you. I have two Sarahs—the nice one and the other one. Out of my neighborhood, like with you, I can be myself."

Sarah was ecstatic over Susan's help: "I feel like I'm in heaven." Susan was happy but embarrassed and told Sarah over the phone that she admired her courage.

So it was in the fall of 1982, Susan, Sister Helen and I formed a triangle around Sarah.

Sarah's two middle children were enrolled in the parish school. In their new uniforms, swinging new lunch boxes, they started out from home each morning, led by Sarah, for the eight-block trek. So far, so good.

A telephone was installed with the caveat that Sarah would not make long-distance calls. Susan would make all the monthly payments. Several of Sarah's first calls were to Susan, thanking her for all she had done.

At about the same time, I started to make the weekly trip to the rectory, where I met Sarah and drove to McDonald's, across the street from the entrance to St. Elizabeths Hospital. It was one of the more unusual McDonald's—full of colorful residents of St. Elizabeths who used it as a haven from the institution.

Sarah and I would visit over hamburgers and roll our eyes at each other when somebody asked to "borrow" our French fries, or made loud, general statements to the patrons at large.

"You sure pick fun places to eat," I said to Sarah.

"This wasn't my idea," she countered. And she was right. I had figured if I was going to pay for lunch once a week, I had to stay within my budget. It was also the closest place to the church, and we didn't have to spend our entire time together

driving. But in fact, I had developed a fondness for the people I had met in Anacostia. They had an instinctual warmth, even the people at the St. E's McDonald's.

"One thing about Anacostia," said Sister Helen, "it's real. There are no pretenses. Everything and everybody is right out in the open."

Like Sarah, I thought, Anacostia had a bedrock honesty and understanding that tended to get lost among the pachysandra in more affluent sections of the city. Driving back home across the Anacostia River, I always felt as if I were leaving instead of going home.

During one visit, Sarah told me that all her children had colds. We went to the Safeway next to McDonald's to get some Vitamin C. All the vitamins were in the manager's office, to prevent shoplifting.

"We need some Vitamin C," I told the manager.

I listened to Sister Helen and realized that Sarah, with no immunity against her environment, was now part of the disease.

"What dosage?" he asked.

"I don't know. Can I come back and look?"

The manager hesitated, then nodded.

In the check-out line, Sarah observed: "If that had been me who had asked him to come back, he'd 'a said no."

"Why? Because you're black?"

She nodded. "That, plus you've got a kind of Howdy Doody-type face."

"Thanks, Sarah," I said sarcastically. "That makes me feel very sexy."

Sarah giggled.

After buying the vitamins, Sarah asked me if we could go to Murry's Steaks and pick up some hamburger meat with her food stamps. Then I dropped her back at her housing project.

Sarah had a new boyfriend, who looked close to her age. He came out of her apartment to carry the groceries.

"He says he's got a job across the river as a government custodian, but I don't know . . ." she whispered.

Then, as winter advanced, the triangular relationship started developing cracks. Sarah's children began to be absent from school. She couldn't seem to get them there on time, if at all. When Sister Helen telephoned to find out where they were, Sarah complained that it was hard for her to walk two little children, plus the baby, that far when it was cold. When it snowed, she simply wouldn't take them. And she was feeling sick some days.

Clearly, some sort of pickup-and-delivery service was needed. Susan was contacted, and she said that if an older child or adult with a car could be found she would pay them to take Sarah's children to school.

Sarah was oddly resistant to this plan. Sister Helen confided to me that she thought Sarah might have begun to drink.

Increasingly her children did not attend school at all.

From what the teachers had seen of them, the youngest was very bright. Not so the first-grader, however. "He is slow," said Sister Helen, "and should have special help." But with Sarah's children now rarely in school, special help was moot.

Then, when Sister Helen tried to telephone Sarah, the line was disconnected. Sarah's boyfriend had used the phone to make more than \$500 worth of long-distance calls to relatives in South Carolina. When confronted by Sister Helen, Sarah was tearful and apologetic. She said she hadn't known he was using the phone.

Sister Helen asked Sarah if she had begun to drink too much. Sarah denied it. "Don't lie to me, Sarah. You never have lied before," countered Sister Helen. Sarah burst into tears and admitted that she had been drinking just a little, but she returned to the subject of her boyfriend and said that he

was pushing her to ask Susan for more things for the house—like a new television set and toys for the children.

Whether Sarah was using her boyfriend as a foil for her own desires was unclear to Sister Helen. Sarah was unwilling to break off the relationship with her boyfriend or do anything that would threaten it. But the real problem for Sarah and our triangle of help was not her boyfriend; it was Sarah.

Until Susan came along, Sarah had never known the luxury of a fallback position. It delighted and confused her, as if somebody had given her an "A" on a test before she had even taken it. But this is a middle-class metaphor that brings up another luxury that the poor can rarely afford—a plan.

Getting up at a certain time every morning, an act most of us perform because we have someplace to be, was foreign to her.

Family suppers, held routinely each evening, did not exist. Until I met Sarah, I had not understood how these simple rituals were, in fact, undergirded by economic and psychological principles that literally cost too much for Sarah to implement. She lived day by day, food stamp by food stamp, without thinking ahead.

Then, too, word had gotten out among Sarah's friends that she had lucked into a "sugar mommy." She had to deal with friends who were jealous and friends who wanted her to take advantage of her new sponsor. Sarah was confused.

Sadly, Sister Helen told Susan that she should no longer take Sarah's phone calls. If help was to continue, Sarah had to give Sister Helen some indication that she was able to receive what Susan could offer without the gifts somehow making Sarah's life worse.

Without a telephone, Sarah and I had to make our weekly lunch dates through the rectory. But Sarah backed off from

the church. Several times, although my message that I would be coming on a particular day was delivered to Sarah, she didn't appear and I went home.

A number of times during the next few years, Sarah would telephone me from her grandmother's house to talk. I avoided asking her about her children, centering instead on what was going on with her. Sarah said she was still seeing the same boyfriend, that he was nice to her and gave her presents. She would not, she said, have to worry about his giving her a baby. After her fourth child was born, she had asked the doctor to tie her tubes.

Never during the time I knew Sarah did she ask me for money. She seemed sensitive to the fact that, despite the accidents of birth that made us different, I was struggling to make ends meet, too. She would ask me about my children and say, "Oh, Lordy, don't tell me I'm going to have to start worrying about you, too."

The last time I heard from her was about a year ago. She just wanted to know how I was. When I asked about her, she was cheerful but vague. Only in passing did she tell me that her house had burned down several months before. No, she told me, she didn't have a phone number where I could reach her, but she would call me again.

Sister Helen, whom I then got in touch with, gave me a sadder picture. Yes, Sarah's house had burned down because Sarah had been drinking and hadn't noticed her children playing with matches. Sound asleep in her bedroom, she had awakened when she smelled smoke. Then she gathered up her children and ran out.

There had been other developments. Sarah's oldest child's father had attempted to rape her. Sarah had attacked him with a knife. She had been arrested for drug possession, had gone to jail and had last been seen on a busy drug-dealing corner several blocks from the church. Nobody knew what had happened to her children. I listened to Sister Helen and realized that Sarah, with no immunity against her environment, was now part of the disease.

When Sister Helen thinks back to that time when everything temporarily came together for Sarah, she can't think how she would do it differently today. "I would go about trying to help her in the same way," she admits. "The pain comes in knowing that however much Sarah wanted to keep a grasp on her life, she simply didn't have the strength to sustain the effort."

My last contact with Sarah was with her grandmother, whom I called this year. No, said her grandmother, Sarah was not there, but she would tell her that I had called. She was guarded and polite.

I hung up and imagined Sarah standing on a street corner, trying to judge whether the car coming toward her held a customer or a plainclothesman. She was probably still too thin. The deep, throaty laugh could not have entirely disappeared. But there was more than a river that separated us now, and I felt in no position to try to make the trip across.

I have never been part of a story that ended badly where I could honestly say that nobody was at fault. But Sarah continues to seem blameless to me. The river was simply too wide for her to swim. God knows she tried.



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Tool Box

"What If the Volunteers Didn't?" Presbyterian Church (U.S.A.), Electronic Program Resources Div., Room 1935, 475 Riverside Drive, New York, NY 10115, (212) 870-3395. 1986. Approx. 30 min. U-Matic, VHS and Beta formats. \$5 rental; \$20 purchase VHS and Beta, \$25 purchase U-Matic.

A documentary on volunteerism that examines the dynamics and theology of volunteerism. Features talks with experts in the field and looks in on the lives of several volunteers. "The viewer learns what makes a volunteer tick, the conditions that create effective volunteering, and some of the spiritual roots of this diverse and powerful aspect of American life."

Volunteer Program Management Manual. Revised ed. Volunteer and Information Agency, Inc., 4747 Earhart Blvd., Suite 105, New Orleans, LA 70125, (504) 488-4636. 1986. \$32.

Now in its third printing, this how-to guide provides step-by-step information to assist volunteer administrators in establishing successful volunteer programs. Part I presents considerations prior to establishing a volunteer program; Part II consists of sections on specific topics followed by implementation materials (forms, worksheets, checklists) for program planning, recruitment and placement, retaining volunteers, record-keeping, evaluation and more.

Tax Credits for Low Income Housing. Joseph Guggenheim. Simon Publications, PO Box 70425 Southwest Station, Washington, DC 20024-0425. 1986. 115 pp. \$19.95 plus \$1.50 shipping/handling.

"New Opportunities for Developers, Non-Profits, and Communities under the 1986 Tax Reform Act" is the subtitle of this explanation, analysis and guide to the use of the largest new federal low-income housing initiative in over a decade. (The 1986 Tax Reform Act contains a tax credit amounting to a \$10 billion subsidy program for low-income rental housing.) Includes one-page summary of the credit as well as text and conference report explanation of the tax credit section of the 1986 Act.

A Helping Hand: Guide to Customized Support Services for Special Populations. Meridian Education Corporation, 205 E. Locust St., Bloomington, IN 61701. 1986. Free.

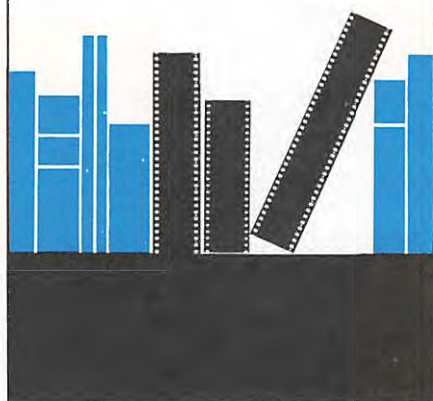
Presents information and insights, strategies and guidelines for use in providing services, particularly those relating to placement and follow-through for special populations. Includes delivery methods, successful liaisons with other special population agencies, planning matrices and activities, sample filing and information-gathering forms, and a list of 165 national resource organizations.

Adult Career Counseling: Resources for Program Planning and Development. Meridian Education Corporation, 205 E. Locust St., Bloomington, IN 61701. 1986. Free.

Examines the advantages of a systems approach to career planning for unemployed adults. It particularly analyzes the needs of displaced homemakers, handicapped adults and incarcerated individuals, and describes counselor competencies for working with these groups. Includes descriptions of models, sample forms for intake, exploration, decision-making and planning, and 76 assessment tools.

Peer Tutoring: A Guide to Program Design. National Center for Research in Vocational Education, Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 486-3655 (in Ohio). 1986. 124 pp. \$10.50.

This publication illustrates the benefits of peer tutoring and its cost-effective method of providing a specialized teaching strategy in a variety of academic and vocational settings. Describes the phases of setting up an effective peer tutoring system — including program planning, development and evaluation — and examines 13 successful peer tutoring programs. Includes guidelines for implementation.



Corporate Community Involvement: An Annotated Bibliography, 1980-1986. United Way of America. Order from United Way Sales/Service Div., 701 N. Fairfax St., Alexandria, VA 22314-2045. 1986. 92 pp. \$10.

An overview of recent activities in the evolving field of corporate community involvement and summary of over 200 pertinent books, journal articles and research reports. Includes a resource section listing other bibliographies, relevant annual publications and directories, and newsletters and organizations that maintain and publish data on various aspects of corporate community involvement.

Rating America's Corporate Conscience.

Steven D. Lydenberg, Alice Tepper Marlin and Sean O'Brien Strub. Addison-Wesley Publishing Co., Reading, MA 01867, (617) 944-3700. 1986. \$14.95/paper.

One hundred thirty leading U.S. corporations are ranked in this book, which is the first to rate the social records of such companies. The ratings, compiled by the Council on Economic Priorities, are based on such criteria as involvement in South Africa, number of women and minority directors and officers, and size of charitable contributions. Companies are also evaluated on their environmental records, political contributions, women's purchasing programs and animal testing. Also includes profiles of corporate leaders who have established such social responsibility programs as counseling services for employees, promotion of educational opportunities for women and minorities and aid to food banks.

Vocational Educator. National Center for Research in Vocational Education, Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 486-3655 (in Ohio). Quarterly. Free.

A quarterly newsletter announcing the products and services of the National Center for Research in Vocational Education. Intended for individuals in the vocational education community as well as related constituencies who assist others in planning, preparation and progression in adult, career and vocational education.

The Young American's Scholarship Guide to Travel and Learning Abroad. Joseph Lurie, ed. INTRAVCO Press, 211 E. 43rd St., Suite 1303, New York, NY 10017. 1986. 204 pp. \$12.95.

The first international scholarship guide for American teenagers describes over 4,000 scholarship opportunities offered by 70 organizations for pre-college educational adventures in over 80 countries. Country and program indices guide the reader through a wide variety of programs supported by awards totaling over \$5,000,000. Each description includes nature and purpose of the organization, programs offered, participating countries, program fees, available scholarships, eligibility requirements and application procedures.

Foundation News. Foundation Center. Order from: Circulation Dept., PO Box 501, Martinsville, NJ 08836. \$29.50/year (6 issues).

"The Magazine of Philanthropy," published by the nonprofit Foundation Center, contains 80 pages of features on the latest trends and techniques in the field. It presents critical national issues, surveys of the philanthropic scene, essays by leading foundation and corporate executives, how-to articles, legislative updates, success stories, and more.

Victim-Offender Reconciliation Mediation Program Directory. J. Gehm, Editor. PACT Institute of Justice, 106 N. Franklin St., Valparaiso, IN 46383, (219) 464-1400. 1986. \$4.60 (prepaid).

The National Victim-Offender Reconciliation Resource Center, a project of the PACT (Prisoner and Community Together) Institute of Justice, has published its second directory of victim-offender reconciliation and mediation programs in the U.S., Canada and England. Lists contacts, types of jurisdictions served, program start-up dates, most common offenses referred, funding and referral sources, number of annual cases, and individual program characteristics.

Center for Early Adolescence Publications. University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510, (919) 966-1148. 14 pp. Free.

The Center for Early Adolescence works to increase the effectiveness of agencies and individuals who have an impact on the lives of 10- to 15-year-olds. To help policymakers and service providers understand this important period of growth and change, the Center serves as an information clearinghouse on the age group. Publications catalog contains order form and information on obtaining preview copies.

The Guide to Software for Nonprofits.

NPO Management Services, Inc., Box A-6, Cathedral Station, New York, NY 10025, (212) 678-7077. 1986. \$79.00 + \$2.50 postage/handling (prepaid). Brochure available.

This guide provides information on more than 200 software programs and modules for fundraising, accounting, church, school, client and membership management. Each entry contains a description and information on application, intended audience, operating system, equipment requirements, revision policies and price.

The Rapids of Change: Leadership for Turbulent Times. 2nd edition. Robert Theobald. Knowledge Systems, Inc., 7777 W. Morris, Indianapolis, IN 46231. 1986. \$14. Brochure, containing sample section, available.

Rapids "pulls together the often disconnected arguments of those concerned with ecology, peace, human rights, biology, social justice, leadership and knowledge systems into a cohesive, understandable whole."

Super Volunteers!/Small World. SV/SW Newsletter, 7304 Beverly St., Annandale, VA 22003. \$10/year (4 issues). Write for sample.

A quarterly newsletter produced by teenagers to promote youth volunteering.

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POSTER



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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.

- March 15-18** **New Orleans, LA: NAVCJ National Forum '87**
 "Volunteers in the Justice System: Contributions, Impact and Vision" is the theme of this national meeting of the National Association on Volunteers in Criminal Justice. Educational programs recognize past contributions of volunteers and people interested in criminal/juvenile justice volunteering, assess volunteers' contributions to the justice system, and articulate a vision for the future.
Contact: William Winter, University of Wisconsin-Milwaukee Criminal Justice Institute, PO Box 786, Milwaukee, WI 53201, (414) 963-6092.
- April 22-24** **Los Angeles: Arrowhead Revisited '87**
 "Enduring Change" is the theme of this management-level conference program for volunteer leaders. More than 20 keynote panelists, presenters and workshop leaders will address the following topics: ethics, demographics, political strategies, leadership, advocacy and media. Includes a futurist workshop and networking opportunities. Dr. Eva Schindler-Rainman will participate each day.
Contact: Richard Durkee, Conference Coordinator, PO Box 3685, Arcadia, CA 91006, (818) 447-1040.
- April 26- May 2** **Nationwide: National Volunteer Week**
- June 21-24** **Orlando, FL: National VOLUNTEER Conference**
 VOLUNTEER—The National Center's annual conference for volunteer leaders and volunteers will be held at the the Stouffer Orlando Resort (formerly Wyndham Hotel/Sea World). Featuring "Foundations for the Future," the conference offers basic and advanced workshops for the volunteer administrator as well as plenary sessions, issue sessions, roundtable discussion groups and much more. Confirmed speakers include Richard Schubert, American Red Cross president; Arthur White of the Daniel Yankelovich Group Consulting Division; and Jennifer James, cultural anthropologist, columnist and media personality. Write for brochure containing complete details. *Fee:* \$290 (before April 20); \$310 after. Discount for additional registrants from same organization. *Contact:* National Conference, VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.
- July 12-17** **Boulder, CO: Volunteer Management Program, First Level Workshop**
 Part of a three-level certificate workshop series, this one-week course is for individuals who are relatively new to the profession. Presents the "nuts and bolts" of volunteer management, including specific skills instruction in computerized resource matching, interviewing, recruiting and training volunteers.
Contact: Office of Conference Services, University of Colorado, Campus Box 153, Boulder, CO 80309, (303) 492-8630.
- Nov. 8-13** **Boulder, CO: Volunteer Management Program, Third Level Workshop**
 One week of highly concentrated, in-depth learning experiences for those who have completed most of the available training in the field of volunteer administration and are asking for more. Tracks are led by top trainers in the volunteer field. Limited enrollment allows for intensive small-group work.
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