

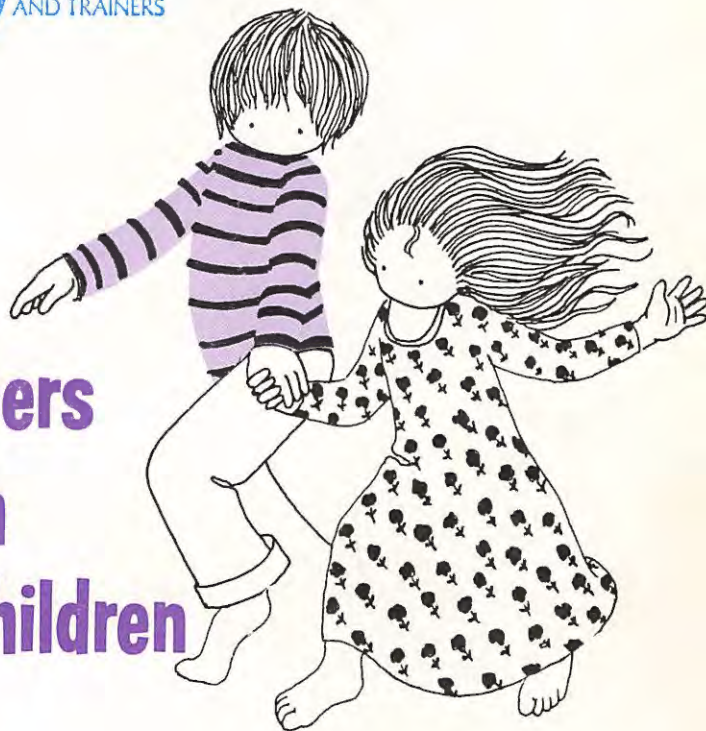
Featuring:
NICOV Takes a Look at ...
STAFF NONSUPPORT OF VOLUNTEERS

voluntary action Leadership

FALL 1977

Energize
CREATIVE CONSULTANTS AND TRAINERS

Training Volunteers To Work with Institutionalized Children





As / See It

The Need for Constant Evaluation

By Denny Dudley
and Belvia Thompson



Denny Dudley was the coordinator of Bell Labs' Volunteers in Action from 1969-76. Belvia Thompson is the current VIA coordinator.

A PSYCHOLOGY PROFESSOR CONDUCTED AN experiment to prove a point about work. He hired a man to hit a log with the reverse side of an ax, telling him he would be paid twice as much as he normally made. The fellow gave up after half a day explaining, "I have to see the chips fly."

What the psychologist discovered was that people must be tied closely to the results of their work. Perhaps there is no place where this is more important than in volunteerism. Volunteers want to feel close to the people they serve and see that their work has helped someone.

But according to Kerry Kenn Allen, executive director of the National Center for Voluntary Action, volunteer organizations may be moving their volunteers farther and farther away from those they help.

In a recent editorial in this magazine he wrote, "We face the problem of over-organization. We have local structures, state structures, national structures. Our structures have structures and we form new structures so that we can interrelate, liaison, cooperate. With every structure, with every new organization, we run the risk of moving farther and farther away from the people who volunteer and the people they are volunteering to serve.

"... Yet how often do we stop and ask whether or not all these organizations are really doing anything that impacts beneficially on volunteers, on clients, on us? ... How often do we ask whether it's all really needed? ...

"Are we in danger of creating a volunteer elite, a cadre of super-involved, self-satisfied and self-congratulating, no longer willing or able to question themselves and those around them?"

Kenn Allen's questions underscore the need for constant self-evaluation and scrutiny in any volunteer organization

to assure that it does not drift from its primary goal: serving people and keeping volunteers close to them.

IN 1973, BELL LABORATORIES' VOLUNTEERS IN Action program (VIA) raised these questions. The answers proved beneficial and highly encouraging.

VIA is a Bell Labs' "umbrella" organization for 600 employees, retirees and members of their families who serve as volunteers. It acts as a clearinghouse for matching community agencies' requests to volunteer offers of service. In New Jersey last year, VIA served nearly 121 agencies in 49 communities.

As the research and development unit of the Bell System, with nearly 7,500 out of 16,000 employees holding advanced degrees, Bell Labs is a highly educated and highly motivated organization. Consequently, much of Bell Labs' VIA activity focuses on education such as mini-science courses, evening English programs for non-English speaking people, enrichment and motivational programs for neighborhood children, and tutor support systems for the community.

VIA participants also have taught basic electronics and computer programming at the Rahway State Prison, the Morris County Jail and the Monmouth County Correctional Institution in addition to counseling the prisoners. VIA volunteers have helped to renovate school facilities and have served as discussion leaders in the Regional Plan Association's Choices for '76, a TV series of town meetings.

In addition, the Bell System is the wellspring for a nationwide network of volunteers belonging to the Tele-

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By Denny Dudley and Belvia Thompson

The past and present volunteer coordinators of the Bell System's research and development division emphasize the value of constant self-evaluation and scrutiny in any voluntary organization.

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The business of obtaining a foundation grant is a two-part process: careful preparation before asking for the money, then writing a sound proposal. James Boswell explains how to do it.

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Training volunteers to work with children who are severely disturbed emotionally requires a carefully developed curriculum. At Trenton Psychiatric Hospital 12 role-playing scenes are the core of its orientation and training course.

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Philadelphia's Catholic Social Services blends a variety of training techniques—including films, group dynamics exercises and value clarification—in its Visiting Families program for institutionalized children.



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By Gwen Miller

Responding to the criticism of the late '60s, many members of the business community began to get involved in the social services. The Involvement Corps offers one such opportunity by matching a corporation with a community agency where employees can volunteer their talents.

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voluntary action leadership

FALL 1977

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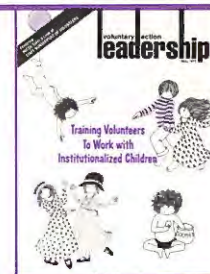
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comment



Volunteer-involving organizations increasingly are recognizing the need for in-depth and specialized training. Gone are the days when volunteers were greeted with a handshake, then plunked into a bewildering job assignment with an organization about which they knew very little. Today, training techniques are gaining in sophistication as the field of volunteer leadership expands. Administrators of volunteer programs are applying the basics of transactional analysis or active listening or value clarification to their training curriculum.

While not always successful, the attempts are evidence of the need for volunteers and the need to keep them, particularly when they are needed to work with clients. Here, in the "helping others help themselves" field, a particular skill is not as important as the (adult) volunteer's life experience. And it is here that administrators must use their creativity to milk that experience. Not only does the budget-strained organization benefit from a well-designed program to help meet its goals, but the volunteer also benefits from an often unexpectedly rewarding experience.

We are pleased to feature two programs which have experienced such two-way success. Written by the volunteer directors of the Trenton Psychiatric

Hospital and Philadelphia's Catholic Social Services, the articles describe the **training of volunteers to work with institutionalized children**. Each program combines different techniques—including the use of films, role-playing, lectures and values awareness—to achieve the same results.

One of the greatest demands for training in recent years comes from corporate volunteer programs. As a result, NCVA has begun to serve the special needs of this constituency. As part of its overall objective to increase the effectiveness of the volunteer community, NCVA announced its corporate services and membership program last spring. Details appear in "Building Partnerships With Purpose," NCVA's **annual report**.

In this issue VAL begins to explore the world of volunteerism in the profit-making corporation. In our guest editorial, "**The Need for Constant Evaluation**" by the volunteer coordinators of Bell Labs, we take a look at their thriving Volunteers In Action program. Last year Bell's employees served over 100 agencies in 49 New Jersey communities.

We also include an introduction to the **Involve-ment Corps**—a "matchmaker" for business volunteer programs and social service agencies. Employees volunteer their time and skills, and

the company often makes a donation, such as new sleeping bags for young institutionalized girls.

We conclude with the fundraising advice of a corporate executive on **how to approach foundations** for money. As the former president of the Skelly Oil Company Foundation now serving as manager of Getty Oil's human resources department, James Boswell includes 13 important fundraising tips in his article.

Commenting on . . .

"The important thing is to start spreading the word about 'The New Breed of Volunteer'—not to denigrate the traditional volunteer, but to illustrate how this exciting new field of ours is expanding with ever greater potential for involvement of people of all ages, both sexes, and widely varying ethnic, economic and educational backgrounds. By talking about that 'new breed,' we're not only able to allay the suspicions of the unconvinced, but we're helping to strengthen our ongoing recruitment campaigns, and at the same time, keeping ourselves reminded of untapped resources for potential new volunteers. For we don't believe in putting a patent on ideas for new volunteers; this is a profession where sharing of secrets is honorable. We like to exchange ideas with each other, and we're not the least ashamed of borrowing."

—Muriel M. Runyen, chief of volunteer services, Illinois Department of Corrections, at the spring seminar of Region V of the Association for Administration of Volunteer Services, Springfield, Ill.

"In the course of one day, the director [of volunteer services] may be called upon to be a human relations expert, public speaker, planner and researcher, friend, advocate, diplomat."—Helen H. Lewis, director of volunteer services, St. Joseph Hospital, Mt. Clemens, Michigan and member of the Michigan Council of Directors of Volunteer Services in Health Care Facilities.

"As a society, we desire to achieve more than we can with limited financial resources. To achieve many of our social goals, the voluntary sector provides us with the capacity to supplement our financial resources. The federal budgets for a program that would deliver required compensatory services to every disadvantaged child in the country would be astronomical—at least four or five times its present level—and we simply do not have the resources at this time."—Dr. John W. Alden, executive director of the National School Volunteer Program, in an interview in the Spring 1977 issue of Synergist.

BUILDING PARTNERSHIPS WITH PURPOSE

The Annual Report of the NATIONAL CENTER FOR VOLUNTARY ACTION For the Year Ended June 30, 1977

The National Center for Voluntary Action reaffirms our continuing belief in a concept that, since our beginning, has been a mainstay of American life.

Jimmy Carter
National Volunteer Week, 1977

The National Center for Voluntary Action was created in 1970 to stimulate and strengthen the involvement of volunteers and voluntary organizations in problem-solving. As a national advocate and a primary technical assistance and training resource for local programs, NCVA helps to increase the effectiveness of the volunteer community.

In June 1976, a special ad hoc board-staff task force presented to the NCVA Board of Directors a comprehensive *Plan for the Future*. Its recommendations, accepted by the board on June 14, served as the foundation for NCVA's activities during the past year.

The *Plan for the Future* focused on several areas crucial to NCVA's continued vitality.

First, it identified NCVA's primary constituents as the Voluntary Action Centers. Other NCVA constituents include individual volunteer leaders and administrators without other national affiliations, state offices of volunteerism, and national volunteer-involving organizations.

Second, the *Plan* recommended a greatly intensified role for NCVA as an advocate for and about volunteerism.

Third, it mandated continued leadership by NCVA in building positive relationships both locally and nationally.

Fourth, a new constituency—corporations—was identified, and plans were developed to assist those corporations concerned with facilitating employee involvement in volunteer activities.

Finally, the *Plan* called for a revitalization of NCVA's board of directors through inclusion of elected representatives of the Voluntary Action Centers, national voluntary organizations and individuals committed to volunteerism.

With the year beginning July 1, 1976, the National Center for Voluntary Action entered a new era. We are proud to share our accomplishments of the first twelve months of that period and our aspirations for the future.

BUILDING LOCAL PARTNERSHIPS

The Voluntary Action Centers

Voluntary Action Centers (VACs) were created to expand the quantity and quality of individual volunteer involvement at the local level. Growing out of the decades of local recruitment and referral efforts, there are now over 300 VACs—autonomous local agencies tied together in a national network through their affiliation with NCVA. During the past 12 months, 14 new VACs have been affiliated with NCVA.

Projecting from the 1977 VAC Survey, we can estimate that VACs serve over 36,000 agencies nationwide, recruiting over 250,000 volunteers.

More importantly, the VACs are concerned with the *quality* of volunteerism. They serve as technical assistance resources for other local agencies—designing programs, training staff, trouble-shooting individual problems. The typical Voluntary Action Center annually sponsors a variety of training events and consultations for agency staff, volunteer leaders and boards of directors.

VACs are the focal point for voluntary action in their communities. They have pioneered in the expansion of volunteering through efforts to involve minorities, low-income persons, corporate employees, and individuals in transition from one phase of life to another. Through public relations and recognition events, VACs focus attention on the accomplishments of the 37 million Americans who volunteer each year.

By identifying the VACs as NCVA's primary constituents, the board of directors made a firm commitment to focus national resources on strengthening local efforts. As a first step to draw NCVA and the VACs into a closer relationship, affiliated VACs were invited to elect eight representatives to the NCVA Board. Over half of the VACs participated in nominating and selecting the representatives from four regions. Those elected include both paid staff and volunteer board members of VACs in Massachusetts, New York, North Carolina, Louisiana, Michigan, Illinois, Washington, and California.

As the year came to an end, NCVA was in the midst of its major VAC support activity for 1976-77—three-day institutes in Los Angeles and Memphis for VAC staff and boards "only." Workshop topics, selected by surveying the VACs on their needs, were tied together by the overall theme, "Partnership with a Purpose." A primary focus of the institutes was to develop new understandings about VACs' needs and NCVA's ability to respond. The institutes were sponsored in part by the Ford Foundation, reflecting its continuing belief in the importance of the work being done by the VAC network. To assist those VACs unable to attend for financial reasons, approximately 18 percent of the institute budget was set aside for scholarships.

Other services to VACs included:

- a new "VACs only" toll-free WATS line;
- a comprehensive survey of VAC activities, accomplishments, goals and needs to assist VACs in comparing their programs and articulating their role to their communities;

- VAC Views, the monthly newsletter for and about VACs that assists in creating a national network for sharing resources and problems; and
- the "VAC Resource Kit" of "how-to" materials on recruitment, public relations, training and fund development

BUILDING NATIONAL PARTNERSHIPS

Collaboration for Mutual Benefit

The 1976 *Plan for the Future* recognized the increasing need to insure the most efficient use of scarce resources and to avoid needless overlap and duplication. The board reaffirmed NCVA's commitment to collaboration at the national level that improves the quality of service delivery and benefits all participants.

Nine national organizations have entered into partnership with NCVA by appointing representatives to the NCVA Board:

The Assembly (of state offices of volunteerism)
 Association of Junior Leagues
 Association of Volunteer Bureaus
 Big Brothers/Big Sisters
 League of United Latin American Citizens
 National Council of Jewish Women
 National Urban League
 Public Relations Society of America
 United States Jaycees

In addition, we are pleased to have individual board members who also serve with:

AFL-CIO
 American Association of Community Blood Banks
 Center for Community Change
 National Board of the YWCAs of the USA
 National Conference of Catholic Charities
 National Council of Negro Women
 United Way of America

NCVA has played a major leadership role in the development of the two major collaborative efforts in the voluntary sector—the Coalition of National Voluntary Organizations (CONVO) and the Alliance for Volunteerism.

NCVA chaired the Advocacy Task Force of the Alliance, conceptualizing a national plan to assist volunteers who wish to become advocates and those who wish to advocate on behalf of volunteers. NCVA was also represented on six of the other ten task forces, on the Alliance board, executive committee and developmental services committee.

As a founding member of CONVO, NCVA assisted in the development of organizational strategies and membership criteria. George Romney, NCVA's chairman, was elected to the first CONVO board.

An active partnership has been developed with the National Information Center on Volunteerism (NICOV) in Boulder, Colorado. NICOV is now a co-contributor to *Voluntary Action Leadership*, and the two organizations launched a major cooperative publications catalog and distribution system this year.

In cooperation with eight other organizations, NCVA sponsored "New Opportunities for Tax Exempts: A Conference on Lobbying," attracting over 150 participants from a broad spectrum of the voluntary sector.

NCVA AS A NATIONAL ADVOCATE FOR VOLUNTEERS

America's volunteer community is broad and diverse, ranging from neighborhood self-help efforts to national coalitions of volunteers working to change public policy. But all volunteers share a common heritage of citizen involvement that predates our formal governmental structures.

No single national organization can hope to adequately represent such diversity of volunteers, clients, activities, goals and philosophies. NCVA strives to be *one* major voice for volunteerism and for the needs of volunteers.

In 1976-77 NCVA expanded its national affairs activities to reflect our new commitment to become an active and effective advocate.

The National Congress on Volunteerism and Citizenship met in Washington in November. More than 300 participants formulated resolutions on citizen action in community and family services, criminal justice, education, health, senior citizens, and citizen-government relations. A year-long process involving over 10,000 citizens in local and congressional district forums culminated in this national meeting.

Recommendations from the National Congress were distributed widely. A number of state follow-up meetings will be held. NCVA will continue to serve as a national advocate for the many resolutions and recommendations growing out of the Congress process.

Primary among these was the resolution calling for the convening of a White House Conference on Volunteerism. NCVA continues to pursue this recommendation with members of the Carter Administration. Although White House staff have been receptive to the idea, no supporting recommendation has been forthcoming from ACTION.

Linking Private and Public

NCVA maintains an active liaison with the federal government. In addition to working toward a White House conference, NCVA took the leadership in developing recommendations on the future of ACTION, worked for passage of the Conable Bill, and continued monitoring legislation and regulations.

A survey of opinions on ACTION was completed in cooperation with the Alliance and the networks of Voluntary Action Centers and state offices. Recommendations were formulated and presented to the Carter transition staff and the new leadership at ACTION. Over 140 VACs and 20 national organizations have endorsed the recommendations.

NCVA was an active participant in the Coalition of Concerned Charities that led the fight for the passage of the "Conable Bill," the portion of the Tax Reform Act of 1976 that defines acceptable expenditures for lobbying by public charities. To explain the implications of the new legislation, NCVA cooperated with other organizations in sponsoring the national conference on lobbying. As a result of that conference, NCVA joined with the Council for Public Interest Law to publish *Lobbying by Public Charities*, a booklet considered the most complete and readable review of the legislation.

Chairman George Romney was appointed to the Advisory Committee on Public Need and Private Philanthropy. After an initial meeting with Secretary of the Treasury Michael Blumenthal, the committee will meet regularly with Stuart Eizenstat and Midge Costanza, advisors to President Carter.

In addition to continuing to monitor and report on federal legislation, NCVA completed a state-by-state survey of laws affecting volunteers. Results were widely disseminated in *Voluntary Action Leadership* and through the state office network.

At year's end, NCVA was actively involved in formulating a national report on citizen education for HEW and was exploring alternative forms of auto liability insurance for volunteers.

Focusing Public Attention

Continuing in partnership with Germaine Monteil Cosmetics Corporation, NCVA recognized the outstanding contribution and accomplishments of volunteers in 29 local Volunteer Activists Awards programs.

National awards were presented by Joan Mondale at the Kennedy Center for the Performing Arts during National Volunteer

Week. Winners were received at the White House by LaBelle Lance, wife of the director of the Office of Management and Budget.

In addition to the ten national award winners, 68 individuals were awarded special citations in recognition of their work.

STRENGTHENING LOCAL VOLUNTEER PROGRAMS

The 1976 *Plan for the Future* reaffirmed NCVA's commitment to assist in strengthening local volunteer programs through a broad range of education and training, technical assistance and information services. Highlighted throughout the year was the identification, development and mobilization of local resources.

The Trainer Corps was developed for the dual purpose of expanding NCVA's delivery capability and strengthening local training capabilities. Fifty experienced trainers, selected through a national competition, participated in a week-long training program and were utilized extensively in NCVA's 1977 spring workshop series. Over 3,000 individual volunteer leaders and administrators participated in 30 workshops on five topics: Board-Staff Interaction; Paths to Organizational Success; Minority Group Recruitment; Staff-Volunteer Relations; and Aspects of Personnel Management.

NCVA training staff continued to develop new workshops and training materials. A basic workshop on training volunteers was introduced. Spanish language workshops were held for the first time in San Antonio, Miami and New York City.

In addition to NCVA-sponsored workshops, staff continued to consult with other local and national organizations, assisting them in the development of high quality workshops. An estimated 5,000 volunteer leaders participated in workshops that utilized NCVA's staff resources.

The Technical Services Division continued to serve the information and technical assistance needs of local programs. Over 6,800 requests were processed and 53,087 publications distributed. In addition to eight revisions and new editions, the following new publications were developed:

Volunteering in Recreation and Leisure Activities

How To Do It Kit—Aids for Volunteer Administrators—A collection of 14 publications written especially for leaders and directors of community-based organizations and agencies. Includes three new guides:

Telling Your Story—Ideas for Local Publicity

Community Needs & Resources Assessment Guidebook

NCVA 6 Step Approach to Problem-Solving

Funding allowed for only the most minimal maintenance of the clearinghouse program information files. Program additions were made primarily through the preparation of new or revised portfolios. The format for Reference Listings was standardized; nine new sections were issued.

How To Do It—Aids for Volunteer Administrators was published as a comprehensive basic resource. The kit, which contains 14 separate publications, was extremely well received; over 1,000 kits have been distributed to date.

Staff continued to provide service to other organizations, consulting, for example, with the National School Volunteer Program and the National Manpower Institute on clearinghouse design. Visitors were welcomed from throughout the United States and from Switzerland, Great Britain, Ireland, Japan and Australia.

The Technical Services Division continues to be the primary contact point between NCVA and the Voluntary Action Centers and other local programs. Primary financial support for the division and for the clearinghouse has come from ACTION. Future funding thus can be affected easily by changes in focus

of that agency. Indications are that ACTION will phase out support of NCVA's activities as inconsistent with their mission. At year's end, NCVA was exploring alternative staffing and funding patterns in an attempt to continue its services to the entire volunteer community.

The Volunteer Consultant Network continued to mobilize local expertise to solve local problems. The network completed 27 consulting visits and 31 VAC consultations and affiliations. To insure continuation of the network resources, plans are being made to expand the VCN into a computerized skills bank.

Voluntary Action Leadership has been established as the premiere magazine/journal of the volunteer community. The quarterly publication was expanded to include a regular contribution from the National Information Center on Volunteerism and the popular *Voluntary Action News*. VAL was converted to a paid subscription basis midway through the year, and by year's end was almost 50% of the way toward the goal of self-sufficiency for production costs.

SERVING A NEW CONSTITUENCY

Corporate leaders increasingly are recognizing that it is not enough to simply share their financial resources—the human resources of their employees must also be mobilized to address community problems. Now NCVA is prepared to assist those corporations that are committed to facilitating the involvement of their employees as volunteers.

The first announcement of NCVA's corporate services and membership program was made in spring 1977. By year's end, NCVA was working with corporations in major cities throughout the nation. Plans for future services include a special training event for corporate volunteer coordinators, a new manual and information portfolio on corporate volunteerism and information sharing among companies. NCVA's first Salute to Corporate Volunteers Dinner in October will honor thirty companies in the New York area that have pioneered in employee involvement.

To explore alternative ways of recruiting employees as volunteers, NCVA has undertaken a major demonstration project in Wichita, Kansas. In partnership with the local Voluntary Action Center, United Way and 14 companies, NCVA has developed a unique network of "in-plant coordinators," employees who have volunteered to recruit and place other employees in volunteer jobs. By the conclusion of the project in December 1977, a model will have been refined that can be replicated by other companies and communities.

PLANNING FOR THE FUTURE

The board of directors has recognized that if NCVA is to remain a valuable resource for the volunteer community, we must continually renew ourselves. *The Plan for the Future* laid the foundation. The board has systematically renewed itself in the past year, adding new members, reorganizing the committee structure and initiating a board orientation program.

Financially, NCVA has stabilized greatly during the past two years. Substantial progress has been made in reducing expenses and retiring past debts. Increased revenue is being generated from sale of publications and charges for training and information services. Reliance on federal grants and contracts has systematically been reduced so that now NCVA's basic programs can be continued without threat of immediate funding loss.

The Corporate Membership Program has opened a new potential source of income. To kick-off this program, we were pleased to welcome as founding members those companies which offered support during 1976-77:

CORPORATE CONTRIBUTOR

\$100 — \$999

R.K.O. General Foundation
General Signal Corporation
T.I. Corporation of California
U. S. Filter Corporation
American Brands
Texaco, Inc.
Watkins-Johnson Company
Texas Gas
Southern California Gas Company

CORPORATE MEMBER

\$1,000 — \$2,000

C.I.T. Foundation
Merrill Lynch, Pierce, Fenner & Smith
Grace Jones Richardson Trust
Abbott Laboratories
Butler Manufacturing
General Mills Foundation
Sun Oil Company of Pennsylvania
Deluxe Check Printers
Merck Company Foundation
PPG Industrial Foundation
Pet, Incorporated
Betz Laboratories
Federated Department Stores
Fluor Corporation
Kimberly Clark

CORPORATE SPONSOR

\$2,000 — \$4,999

Equitable Life Insurance
Chrysler Corporation
Ford Motor Company Foundation

CORPORATE PATRON

\$5,000 +

Atlantic Richfield Company
International Business Machines Corporation
Germaine Montell Cosmetics Corporation
Weyerhaeuser Foundation
Shell Oil Company Foundation
Prudential Insurance Company of America
U. S. Steel Corporation
Combined Insurance Company
Arthur Anderson & Company
INA Corporation

Foundation support for NCVA's programs continued at a strong level:

W.K. Kellogg Foundation—second and third year support of education and training program and primary support for National Congress on Volunteerism and Citizenship
Ford Foundation—support for VAC network
Garvey Foundation—support of Wichita Project
Pew Memorial Trust—general operating support
Ittleson Foundation—development of information materials

The 1976 *Plan for the Future* marked the first step in the renewal and revitalization of the National Center for Voluntary Action. We believe that in the months since, much has been accomplished and that we have developed a realistic view of what the future holds. We remain committed to our mission and are confident of our capability to continue to serve the volunteer community.

Kerry Kenn Allen
Executive Director

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*Volunteer



GUIDE Volunteers—All in the Family

"Before we moved to Redwood Falls, Minnesota," says Addie Moonier, wife of the local school principal, "I had never done any volunteering. I never knew a retarded person. But one of the first families we met had two severely retarded daughters. It was a beautiful family. I was impressed with the patience and love the parents had for those two children."

That was ten years ago, just after a private home for mentally retarded adult men was opened in the small (population 5,000) rural community. Other than a few volunteers who ran bingo games and birthday parties, the community had remained aloof from the home.

The girls' mother invited Moonier to visit the home with her and to volunteer there. But once she had seen the place, Moonier began scheming for more extensive involvement by members of the community.

"I got the idea of more or less adopting the men, one to a family," Moonier explains. "The director of the home helped us set up the plan and match the men to families. Five of us organized the first meeting of the community which took place on a bitter cold night, with the temperature more than 20 degrees below zero. From a nucleus of 15 families, the volunteer families now number 45."

The project, which they named GUIDE, was designed to involve the entire family, with the hope that the resident of the home would be included in as many family activities as possible. For the most part, Moonier feels the program has succeeded in doing just that: Families include their resident at ball games, movies and other outings, as well as marriages and baptisms and holiday celebrations. "In many cases," she says, "it has brought the families themselves closer together."

Her own family has been greatly enriched by the man they "adopted." "Our resident, Wallace, fell out of a second story window when he was two," she says. "He suffered brain damage and can't talk much. We first started volunteering and met Wallace when my little girl was 3. She's 13 now, and just last winter my father-in-law had a series of strokes. He came to stay with us. My daughter is just great with him. She is used to being with Wallace and she can understand her grandfather's stumbling speech and sign language just fine."

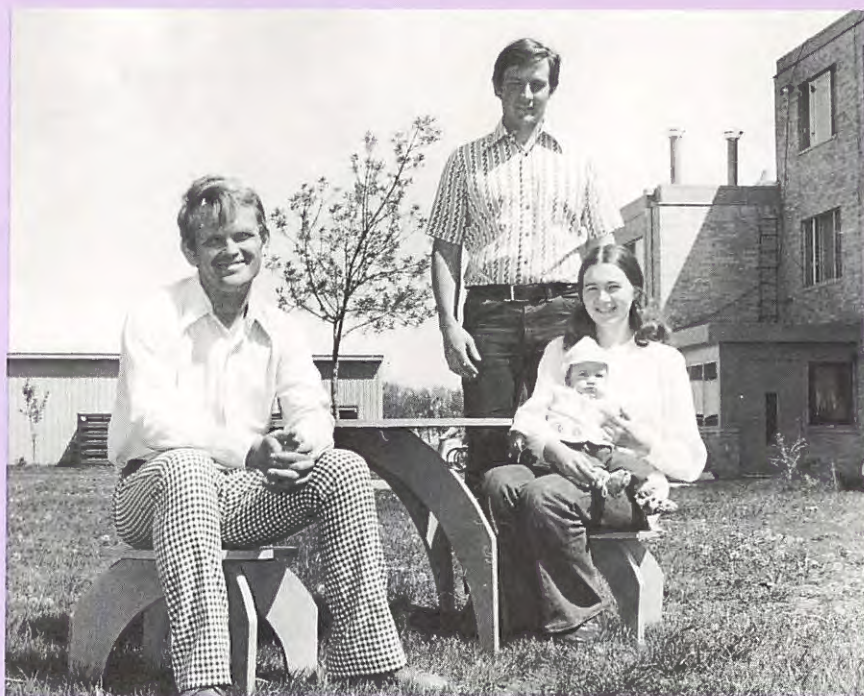
Moonier, who recently was recognized as a families volunteer by *American Home* magazine, believes the GUIDE program is unique. She is currently writing a booklet describing how the project was established and

methods it has found helpful in matching the men to their adoptive families. "There's no funding involved," she says. "It's just people helping people, the most basic kind of volunteering."

For more information on this experiment in family volunteering, contact Addie Moonier, 309 Smith Drive, Redwood Falls, MN 56283.

Carter Adm. Moves To Strengthen Families

During his campaign last fall, President Carter emphasized the need to preserve and amplify the strength of the family. "The breakdown of the American family," he said, "has reached extremely dangerous proportions. There can be no more urgent priority for the next Administration than to see that every decision our government makes is designed to



GUIDE volunteer Nancy Hagen and her baby son Nathan show their content with her birthday present—a table and chairs built by Kenny Backman (left) with Donald Hagen's (r.) assistance. Kenny is a resident of the Robert Milton Home for retarded men, but he visits frequently with the Hagens, his "adopted" family, in Redwood Falls, Minn.

Photo by Lee Sundermeyer, Redwood Gazette



honor and support and strengthen the American family."

One of his first acts as President was to call for the convening of a White House Conference on Families to be held in fiscal year 1979. The conference will explore problems and pressures created by laws, institutions, media and other parts of society which threaten the viability of family life and will propose solutions.

The Administration also appears to be moving toward a family policy statement. Speaking before the Inter-

national Working Party on Family Policy earlier this year in Harriman, N. Y., Virginia Smith, then acting deputy administrator for the Department of Health, Education and Welfare's Social Rehabilitation Service, said such a statement, made with great caution and discretion, "at least would provide a framework of principles to give direction to national legislation and permit federal agencies to issue consistent regulations and minimize conflicting approaches to family matters that arise in current government programs."

The absence of such a policy, she said, has led to discrimination against

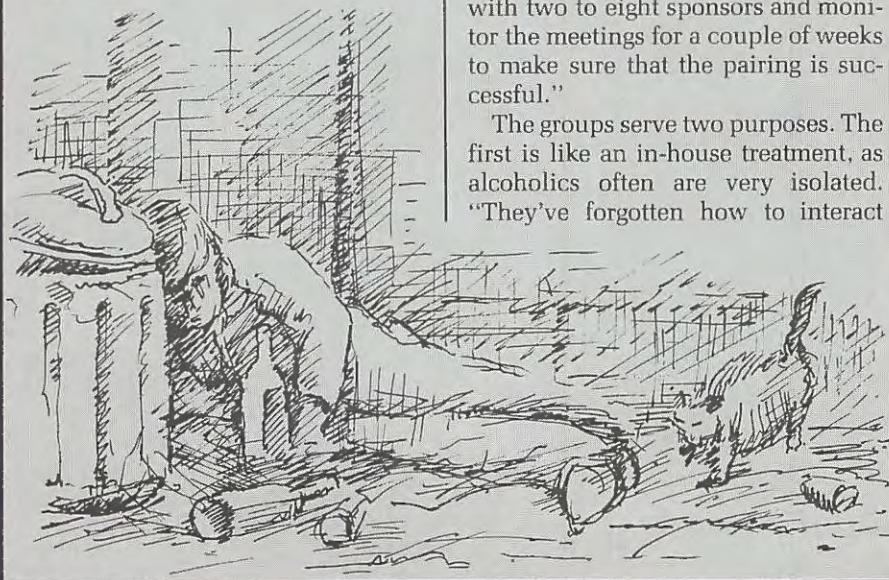
unemployed fathers and broken up families, tax discrimination against married couples with two incomes, discrimination against welfare women who must register to work but can't find adequate day care for their children, and instances of discrimination against stable families who are required to pay to keep older family members in nursing homes while irresponsible families get nursing home benefits from the state.

She concluded that "such a policy will be forthcoming in the not-too-distant future because of the growing recognition of the importance of the family to our society."

Seattle's Skid Row Embraces New Life Through Re-Entry

There are many theories on the best way to rehabilitate a skid row alcoholic, ranging from behavior modification techniques to psychotherapy. Gary Olsen, community coordinator of the Lutheran Compass Center's Re-Entry program in Seattle, Wash., feels that human contact and support are an integral part of any successful treatment program.

Unlike many volunteer projects which feature one-to-one relationships with a single volunteer relating to an individual, Olsen has structured this project as a group model. "In this way the men learn all over again that many kinds of relationships are possible," explains Lynn Pederson, assistant coordinator of Re-Entry. "With some people they may like deep conversation, while they prefer to keep things lighter with someone else."



Many of the sponsors are recruited from Lutheran congregations in the King County area. "Most are married couples," Pederson says, "and their ages vary from people in their early 20s to those in their late 60s. They are trained in a series of four basic information and orientation sessions. They learn about skid row, for one thing, and something about theories of alcoholism. And they talk about some of the problems they're likely to run into as sponsors."

"Once the volunteers are trained," she continues, "we have a meeting with all of them and with the men in the program who have progressed to the point that they need a sponsor group. Everyone can get a feeling during the meeting of how they would like to pair up. After that meeting we assign each man to a weekly group with two to eight sponsors and monitor the meetings for a couple of weeks to make sure that the pairing is successful."

The groups serve two purposes. The first is like an in-house treatment, as alcoholics often are very isolated. "They've forgotten how to interact

with people," Pederson says. "This is a kind of laboratory for them. They get used to being with people who are involved in other ways in the community." The second purpose is to provide support once the men leave the center. Many of them maintain the friendships they formed in the sponsor group, which helps make the transition easier.

Sponsors offer conversation and friendship to the recovering alcoholic as well as practical help, ranging from medical or legal assistance to advice on housing and employment. They represent the same wide range of cultural and economic backgrounds as the alcoholics they sponsor.

Some of the volunteers, says Pederson, find they are learning more from the program than they initially expected. She tells of a man who, in the process of helping an ex-alcoholic re-engage in social relationships, was able to examine his frayed family ties and begin knitting them back together. "After seeing what a man was like who had lost contact so completely," she says, "he realized how important his family was to him."

Gary Olsen estimates that about 50 percent of the men who participate in the Re-Entry program maintain their new lifestyles. At any given time, about 35 full-time sponsors, and a like number of part-time volunteers are involved.

For additional information, contact Gary Olsen, Community Coordinator, Re-Entry, Lutheran Compass Center, 77 South Washington St., Seattle, WA 98104.

NEW AARP PROGRAM

In Case of Widowhood...

By Harriet Miller

Thirteen years ago, Mary Reese's husband died of leukemia. She had sat beside him during the last few months of his life, but within two weeks of his death she was back on her job with the county government. As she sees it now, that job saved her.

"When I went back to work, I felt I was returning to people who cared about what I had been through. I had trained my staff and was anxious to see what they had done while I was away. Having the job kept me busy by day until I got through the worst period of loneliness."

Today Mary Reese urges newly widowed men and women to continue working or to look for jobs. As a volunteer counselor for the American Association of Retired Persons' Widowed Persons Service program in DeKalb County, Ga., she has a unique skill to offer newly widowed people—her own widowhood. She knows how to cope with grief, what to do about the financial questions that arise, how to make important decisions, and when decisions should be deferred. Most important, she knows how to listen.

Widowhood is a subject that few people want to think or read about. Both men and women insist on retaining the illusion that they or their spouse will live forever or that, "if something happens," everything will work out.

Something does happen—specifically the death of one spouse—to almost every marriage. And everything doesn't work out. In fact, widowhood usually hits with the shock of an earthquake, and the devastation it can cause is almost unfathomable.

First, the other spouse, usually the woman, is left alone in the world, regardless of the number of children, relatives or friends who may surround her during the first weeks of bereavement. The person who knew her best, with whom she had shared the highs and the lows, the love and the anger,

Harriet Miller is the executive director of the American Association of Retired Persons.



is gone forever, and no one else can fill the void.

She finds that some married friends are uncomfortable with her now that she is single. The insurance policy her husband bought may pay too little, his pension plan did not provide for survivors, and the Social Security checks—if she is old enough to receive them—are pitifully small.

These are just the routine problems of widowhood. Beyond them are the myriad concerns and difficulties each widowed person must face day after day in first learning to accept the situation and then learning how to deal with it.

In years past, the new widow or widower was often a member of an extended household. Although a large family never guaranteed understanding or companionship, our modern worship of privacy and self-sufficiency virtually forces many widowed people into isolation.

Now there is an answer.

Widowed Persons Service volunteers like Mary Reese have confronted the loneliness and fears of widowhood and have emerged whole to make successful lives for themselves. They know that their most important contribution is to see the other widowed persons through the stages of grief.

"Our volunteers tell a widow or widower that grief is O.K.," says Ruth Loewinsohn of the WPS program office in Washington, D.C. "They say that it will get easier over time, but that there will be bad periods. They are there to offer support, whatever the needs."

Ten million women are widows today; close to two million men are widowers. By this time next year, more than 700,000 others will have joined their ranks.

By helping these people reach out to each other, by enabling them to rely on one another for strength and understanding, our Association's Widowed Persons program is performing a most important and valuable service.

The AARP Widowed Persons Service is in operation now at 10 locations in the United States. For further information, write: Widowed Persons Service, AARP, 1909 K Street NW, Washington, DC 20049.

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Volunteer Counselors—As Good as the Pros?

The current proliferation of volunteer community "hotlines" all across the country leaves little doubt of the popularity of such services. But just how effectively do volunteers provide supportive and emergency services for distressed callers? Are they as good as (or perhaps better than) the professionals, or do their well-meaning efforts actually make matters worse?

A recent experimental study, conducted by the Ben Gordon Community Mental Health Center in DeKalb, Illinois, suggests that carefully selected and trained volunteers can be as effective as mental health profes-

sionals in the area of telephone counseling.

In 1971, the Ben Gordon Center joined forces with a local crisis line to provide a 24 hour-a-day, 365 day-a-year "gate" between the community and the CMHC. Volunteers go through a rigorous screening and training process which includes individual interviews, 15 hours of training in crisis theory, effective interpersonal communication, and use of community resources, followed by 15 hours of closely supervised experience with hotline callers. Only after successful completion of these steps are volunteers allowed to work independently. In addition, refresher training for all volunteers is conducted approximately every six weeks.

By 1973, 60 volunteers (with a backup team of 15 professionals for referrals) were able to handle 30 percent of all calls to the center and 72 percent of all calls to the hotline and the center combined, with no need for professional intervention. Only 28 percent of all callers were referred to CHMC professionals, and of these, only 7 percent required psychiatric or hospital care.

In a 1975 effort to judge the program's effectiveness, four groups of telephone counselors were studied. They were: 10 mental health professionals, 10 volunteers with a minimum of one year's experience, 10 recently trained but otherwise inexperienced volunteers, and a control

group of 10 college sophomores, none of whom had any training or any expressed desire to be telephone counselors. A group of 40 callers, college sophomores coached in role playing, called in with typical "problems" in the areas of alcohol abuse, marital problems, loneliness, depression and need to talk, problem pregnancy, and male-female relationship conflicts.

Effectiveness of the counselors was evaluated through "counselor helpfulness" ratings of tape recordings of each telephone session made by trained two-person teams of advanced psychology students. The tapes were rated on scales measuring such variables as counselor empathy, concreteness and specificity, genuineness, knowledge of community resources, and so forth.

The three counselor groups did not differ significantly in degree of overall "counselor helpfulness" as judged by callers. Ratings of the tape recordings, however, showed that in general all the trained groups—professional and volunteer—were more effective than was the untrained control group. Furthermore, contrary to the researchers' expectations, recently trained volunteers were as effective as experienced volunteers. Professionals were rated as somewhat more effective than non-professionals but not significantly so.

From these findings, John O'Donnell and Kathi George, who conducted the study, speculate that *training and/or motivation to be of help to others increases the overall effectiveness of telephone counselors, regardless of their degree of professional*

education. They warn, however, that this might not be the case with volunteers not as thoroughly screened or trained.

O'Donnell, J. M., and George, K., **The use of volunteers in a community mental health center emergency and reception service: A comparative study of professional and lay telephone counseling.** Community Mental Health Journal, 1977, 13.

For additional information, write: John N. O'Donnell, Ph.D., 1200 East Capitol Dr., Shorewood, WI 53211, (414) 332-0171; or Ben Gordon Community Mental Health Center, 637 South First St., DeKalb, IL 60115. Reprinted by permission from Innovations, Spring 1977, published by the American Institutes for Research, PO Box 1113, Palo Alto, CA 94302, under a collaborative grant from the National Institute of Mental Health.

Wives' Hotline Teaches Self-Help

Married women in the metropolitan Philadelphia area who don't know where to turn for help with their personal problems may find the answer from the Wives-Self Help Foundation. Founded in 1974, the volunteer group runs a hotline to provide information, referral and emotional support to wives. The hotline has handled over 5,000 calls since it began operation.

According to Maxine Schnall, the organization's founder, "Volunteers deal with issues such as career goals, child rearing, sexual matters, marital strife and other problems of living." They are trained in role playing and are given practical knowledge about marriage and the problems of living. Most are middle-aged and comfortably married. "They've got marriage smarts," says Schnall.

At first referrals were made to therapists and counselors who were not connected with the hotline, but the volume of requests prompted Schnall to add four therapists to the staff, making in-house referral on a fee basis possible. She has also written a book, *Your Marriage*, and she developed a self help program.

A monthly newsletter and a copy of the book are available for an annual membership fee of \$12. Write the Wives-Self Help Foundation, Inc., Box 66, Cheltenham, PA 19012.



communications workshop

Produce Your Own Slide/Tape Show

By Cynthia Jakes Stadel

Newsletters, newspapers, magazines, books: I am a journalist by profession, and my medium is print, not film. Therefore, when Laubach Literacy International decided three years ago that its audio-visuals were outdated and my department should develop some fresh ones, I grabbed a management magazine for support and attempted to delegate the task.

It didn't work. The only name appearing under mine on the organization chart was a part-time secretary. So, equipped with a 35 mm camera and a small budget, I waded cautiously into the world of film, only to discover that producing the slide/tape presentation can be inexpensive, easy, and enormous fun.

Two of the advantages this medium affords already have been mentioned. Slide/tape presentations are easy to make and can be produced for less than \$100. Likewise, slide projectors and tape recorders are common equipment, relatively inexpensive, and easy to use. No obstinate movie projector to thread, no expensive film to break!

Maintenance costs, too, are minimal. Unlike movie film, the visual part of the slide/tape presentation can be photographed and rephotographed, edited and reedited at very little cost. This gives the novice producer the fiscal freedom to work on a presentation until satisfied with it. Upgrading the presentation later is as simple as changing a few slides or rerecording the script.

With the slide/tape presentation you can document a specific problem, teach a skill, describe a program, recruit volunteers, or orient new recruits to the procedures and people with whom they will be working. It is also flexible. Pres-

Cynthia Jakes Stadel is an editor in Laubach Literacy International's public education services division.



entations produced nationally can be designed to allow local chapters or affiliates the option of tailoring the presentation to their specific community.

One Laubach presentation, for example, gives an overview of Laubach projects around the world. We suggest that Laubach-affiliated groups in the U. S. and Canada insert slides on their local literacy project at the point where our North American program is being discussed on tape. Thus, the nationally-produced, locally-tailored slide/tape show presents familiar faces—community people—participating in a world-wide literacy effort.

What Do You Want To Say?

Putting together a creative slide/tape show means developing a message, a script, slides, and a soundtrack. Ultimately you will want to wind up with a numbered list of slides and the music,

narration, and/or sound effects that go with each—like the sample on the next page.

But before you begin writing a script, choosing slides, and planning sound effects, it is imperative that you know what it is you want to say and to whom you want to say it. To clarify the message in your own mind, write a long, rambling paragraph identifying and describing your intended audience. What do you want these people to see, feel, hear and understand? Include in this paragraph all your thoughts and ideas about the presentation.

Now, condense the paragraph into one, simple, declarative sentence. *The presentation will orient new volunteers to the work of the center. Or, The presentation will describe ways the community benefits from our program. Or, The presentation will tell children how they can fight tooth decay.*

If you can't summarize the message in one simple sentence, chances are you are trying to say too much to too many different people. The result will be confusion. A slide/tape show with a simple straightforward message, geared to an identifiable audience, will have the greatest impact.

As you work on a message for your presentation, consider ways of coordinating it with other literature or ads your organization is producing. We developed one presentation which concluded with the statements: "You are needed. You can read, and 800 million persons cannot." We then produced a brochure carrying that same message as a headline. Using different formats, the presentation and brochure both describe the whys and hows of becoming involved in literacy work. The brochure can be used as a take-home piece following the presentation or it can be used independently. Repeating the same message through different media increases the likelihood that people will

On paper, your slide/tape show should look like this:

Visuals	Soundtrack
1. Title slide: KERALA	1. SOUND OF WAVES CRASHING AGAINST THE SHORE.
2. Drawing of a Thor-like god flinging an axe	2. WAVES FADE OUT. NARRATION BEGINS: "Long, long ago, Parasurama, a turbulent god not unlike Thor of Nordic myth, flung his battle-axe far out into the heaving, Arabian Sea.
3. Photograph of the Kerala seashore	3. "The waters receded, and—so legend has it—the land of Kerala emerged into the sun and air." FADE-IN BACKGROUND INDIAN MUSIC.

see, hear and remember what you are saying.

Writing the Script

Which come first, pictures or words?

A few people are visually adept and can "see" a message in pictures before they can "hear" it in words. If you are one of these, grab some 5"×7" cards and begin sketching the sequence of pictures you visualize for your presentation. Later go back and write captions beneath the pictures. The captions will then evolve into your script.

Most of us, however, are far more comfortable framing a message first in words. If you number among the majority, write your script as soon as you've decided upon your message. Once you have done this, you can then think of the slides which would illustrate it appropriately. As you begin assembling slides and photographing scenes, you will find yourself modifying the script. Least helpful, however, is combing through old slides for script ideas. Scripts produced this way tend to reflect the photos you already have rather than the message you want to convey.

The test of a good script is how well it can be read aloud. With this in mind, keep your sentences simple and short, and use active verbs. You will find your material will be much easier to understand if you avoid the passive voice and abstract or technical words, unless you plan to explain them. Concrete, descriptive words, in fact, will generate ideas for illustrations.

Like anything you write, aim for a logical presentation of information. Outlining beforehand is helpful. Once the script is completed, read it aloud.

Does one paragraph flow easily and logically into another? Passages that cause you to halt or stumble will need rewriting.

Our society has grown adept at assimilating the constantly changing, action-packed images of television and movies, so that slower paced filmstrips and slide/tape presentations can comfortably hold the attention of an audience no more than 15 minutes. This translates into a typed (double-spaced) script roughly eight standard pages in length.

Illustrating the Script with Slides

After you have edited the script to your satisfaction, retype it, single-spaced, on the right-hand side of a clean sheet of paper. On the left-hand side, opposite the script, you can begin noting appropriate illustrations.

Slide/tape presentations are illustrated with 2"×2" slides shot with a 35 mm camera. A good, all-purpose film to use in taking the photographs is Kodak's Ektachrome 64 (formerly Ektachrome X). For a 10-15 minute show you will need approximately 67-75 slides.

While you will want to keep a slide on the screen long enough for the audience to get a good look at it, you will not want to bore them with it. Thirty seconds is the maximum length of time any slide should be on the screen. If you are emphasizing a point and the narration is drawn out, show several different pictures of the same scene or incident. A good guideline ratio for assigning pictures is one photograph to every two short sentences.

Another factor influencing the num-

ber of slides you will use is the type of projector you have and the number of slides the tray will hold. Halting the presentation to change slide trays is an unnecessary distraction, so you will want to tailor your show to your equipment. The most common slide projector is the Kodak Carousel, and its standard tray holds 80 slides. Another holding 140 slides is also available, but the slides have a tendency to jam.

Once your script is written you can begin your search for illustrations. A logical starting point is with slides you already have. You will want to choose photos which are sharply in focus and properly exposed, and which appropriately illustrate a portion of the narrative.

But more than likely, your existing slide file will not yield all the photographs you need, and you will have to shoot additional slides. You have three options. You can photograph actual people, places, and scenes; develop and photograph original artwork; and/or photograph existing artwork.

Photographing people involves the secondary choice of staging the scene you want or shooting an actual situation. Sensitivity and opportunity will help you make your decision. You may, for example, decide to stage an event which could easily be photographed in real life. One-to-one tutoring is at the heart of our literacy programs, and any slide/tape show on Laubach Literacy would be incomplete without a slide of a tutoring pair. We find, however, that while most immigrants to the U. S. are proud to let their neighbors know they are learning English as a second language, most native-born adults are understandably reluctant to let their community know they cannot read. Photographs of the first group are usually a source of pride, and we frequently take them. Photographs of the second group are usually a source of embarrassment, so we often stage them.

Whether the scenes you photograph are staged or real, it is wise to get a signed statement from those you photograph which gives you permission to use their pictures in the promotion of your organization. This is legally called a *model release*. To use someone's picture without their permission could be construed as an invasion of privacy, and you would be liable for court action.

In addition to photographs of people and places, you can also illustrate your

script with photographs of artwork. "Artwork" typically refers to title slides, charts and drawings, but it can also include prints of black and white or color photographs, newspaper clippings, book jackets, ticket stubs, music scores, maps—virtually anything flat that can be photographed (or rephotographed) to illustrate your script.

While the possibilities for artwork are only as limited as your imagination, they will be delimited by the dimensions of the slide, a rectangle 1 $\frac{3}{8}$ " by 1 $\frac{5}{16}$ ". The dimensions of any artwork you photograph, therefore, have the same proportions, a width/length ratio of 22:15. To photograph the artwork you will need a close-up lens for your camera and a copy stand, a rig which anchors the camera at a desired distance from the artwork and provides intense light. If you know a camera huff, a copy stand and a close-up lens aren't far away. If you don't, a local camera dealer may be willing to loan you the equipment or rent it to you for a small fee. A photography studio is capable of shooting artwork, but of course it is costly.

Original artwork is artwork you develop especially for your presentation: charts, drawings, cartoons, title slides. Title slides are those slides which introduce the title of your presentation (and any subtitles within it) and list the credits at its conclusion. A title slide can be professionally made for approximately \$5.00. If this is beyond your budget, transfer type can be purchased at an art supply store and carefully applied to colorful paper. Or you may decide that hand-lettering gives the desired effect at a still more desirable price!

Under the "fair use" clause of the Copyright Law you may photograph illustrations in magazines, books, and other copyrighted material for use in educational presentations. However, then you cannot make copies of that presentation for general distribution and/or sale, and you may not exhibit the presentation for profit without written permission from the holder of the copyright. On the other hand, material produced by the U. S. government and its agencies—charts, photographs, statistical tables, etc.—is in the public domain, and you may use it freely.

Making the Cassette Tape

Making the cassette tape is usually the final step in the production of a slide/tape presentation. While someone

can always read the script, taping it is frequently advantageous. A change of voice and pace is a welcome relief to both audience and speaker in the midst of any public speaking engagement or training session. It also assures you that the narration, and thus the entire production, will be of a consistent quality.

Ideally, you will want to do the recording in a soundproof room using a reel-to-reel recorder. Cassette tapes can then be duplicated from this recording, yielding a much higher quality than if taped with a cassette recorder. Radio stations, and frequently universities and colleges, are equipped with soundproof recording rooms and often can be persuaded to make their facilities available to voluntary organizations for free or for a nominal fee.

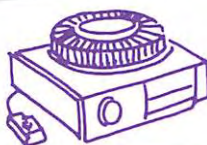
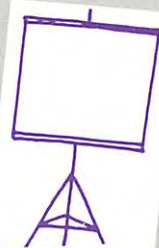
There is no reason why your soundtrack should not be as artistic and imaginative as your slides. Choral readings, on-location sounds and interviews, background music, sound effects: All are ways of adding interest to the audio portion of the show. You may also want to ask a local radio announcer, singer, or actor to serve as narrator. These are persons who have trained voices capable of expression as well as control.

Copyright laws covering both songwriters and recording artists make it unwise to use your favorite record album as background music. Folk music and classics, however, are in the public domain, and a local musician may be willing to perform a time-honored favorite or improvise as the mood of your script dictates.

Once the slides are selected and the tape completed, grab tape player and projector and run through the entire presentation. Don't be disappointed or surprised if at this point you or others discover weak points, such as pictures that don't communicate, a need to add a slide here and subtract another there. These are corrections easily made. Errors in the tape are more troublesome and costly to correct, especially if you've involved several people and had the use of a recording studio. Corrections are easy to make, however, if you catch the errors before the recording session is over.

You will find that your finished slide/tape presentation will go a long way in helping your organization communicate its important messages in an entertaining, inexpensive way. And you won't regret the pleasure you've had putting it together.

Summary



You!



A Guide to Insurance for Volunteers

**By Maureen S. Aspin and
Steve McCurley**

NCVA receives inquiries almost every day about the availability of insurance for volunteers. Questions on accident and various kinds of liability insurance have resulted from an awareness of the increasing number of lawsuits in these areas against individuals, and from fears about the escalating cost of medical care and the need for an individual to have adequate coverage in case of an accident.

Two recent developments have contributed to the growing concern about insurance coverage: an auto accident in which a volunteer paramedic was killed and another injured by an allegedly drunken driver who ran a red light and crashed into their ambulance; and cancellation of the only excess automobile liability insurance for volunteers.

Volunteers are not alone in their concern. Senator Frank Church (D-Idaho), chairman of the Senate Committee on Aging, held hearings this summer on "Transportation and the Elderly: Problems and Progress—The Insurance Issue." In his opening statement on July 12 Church said:

Volunteer drivers had, until recently been covered far supplementary personal liability under a low-cost plan offered by the Volunteers Insurance Service. But the underwriter of the program, the Hartford Insurance Company, has just withdrawn. Unless a substitute underwriter is located, all of the transportation provided by volunteers throughout the nation may be jeopardized.

Maureen Aspin is a consultant to NCVA and Steve McCurley is the research analyst for NCVA's National Affairs department.

There are four general areas of insurance for volunteers:

- **Accident**—Coverage which insures the volunteer when he/she suffers injury, dismemberment or death while performing volunteer duties.
- **Personal liability**—Coverage which insures the volunteer if he/she is sued for personal injury and/or property damage arising out of the performance of volunteer duties.
- **Automobile liability**—Coverage for property damage or bodily injury resulting from operating a motor vehicle.
- **Board liability**—Coverage for volunteer board members against suits brought against the agency board of directors.

WHAT TO LOOK FOR

When considering coverage for the performance of volunteer duties, volunteers should check their own personal policies and those of the organization or state agency where he/she volunteers. Insurance is regulated on a state-by-state basis making it imperative for the volunteer to know the state's regulations governing personal and agency policies.

Insurance companies vary in their coverage of volunteer work. On individual (personal) policies, volunteer work is often considered unpaid employment and therefore is not covered. In this instance, the insurance company maintains that coverage is only for time spent outside the workplace. Private or state agency policies may not include the volunteer as an employee because there is no financial reward in the work.

It is also important to determine whether the policies offer secondary or primary coverage. Secondary (excess) coverage applies only if the volunteer is already covered in a specific category by his/her own policy and the claim exceeds the limits of that policy. Primary coverage applies no matter what the

volunteer's own policy provides in benefits.

Personal Policies

The volunteer should check to see if his/her personal policies consider volunteer work employment. If not, often it is possible to have the coverage extended to volunteer duties. Some voluntary agencies will reimburse the volunteer for the difference.

Auto insurance—It may be necessary for the volunteer to inform the insurance company and/or the motor vehicle department of his/her volunteer duties.

Accident insurance—The policy may not cover accidents that occur while volunteering and it may not allow excess coverage.

Personal liability—In most cases the volunteer's homeowner's policy will not extend to employment, paid or unpaid, as insurance companies expect the place of work to provide this coverage.

Private Agency Policies

The volunteer should find out if he/she is covered by the volunteer agency's policies and if it is primary or secondary coverage.

Auto insurance—If the agency uses vehicles regularly to conduct its business, it may be possible to extend its automobile coverage to include volunteers. If the volunteer needs to use his/her own car for performing volunteer duties, the agency should carry insurance to cover the volunteer. It is called "not owned or hired automobile insurance."

Accident and personal liability—This insurance coverage for paid employees may include volunteers. If not, it may be possible to have volunteers included.

Worker's Compensation—Basically, only accident coverage applies to volunteers under Worker's Compensation, since generally they would not qualify

for compensation to replace income from the job. However, volunteers should check carefully this section. In a 1976 survey NCVA identified 15 states which in at least some instances include volunteers in Worker's Compensation accident benefits. These states are Alaska, Arizona, California, Colorado, Hawaii, Illinois, Minnesota, Missouri, Nevada, New York, North Dakota, Oregon, Pennsylvania, Washington, Wisconsin.

State Agency Coverage

It is just as important for the volunteer to be familiar with the state agency's coverage as it is with personal policies.

Auto insurance—A state agency's insurance plan often includes protection for volunteer drivers when they have access to state vehicles.

Accident insurance—No state covers all volunteers for accidents.

Personal liability—Only 12 states offer personal liability plans: Alaska, California, Florida, Hawaii, Idaho, Illinois, Indiana, Missouri, New Jersey, New York, Virginia, Washington.

Although insurance coverage may not make the difference in a person's choice to volunteer, the realities of lawsuits and expensive medical care make it imperative for a volunteer to know what coverage there is while performing volunteer duties. Legal precedent has established that the creation of a volunteer program makes the sponsoring agency legally responsible for that program. The volunteer who assumes duties in such a program is also legally responsible.

The volunteer might consider the questions below when investigating appropriate insurance coverage for performing volunteer work:

- How does your personal insurance treat volunteer work?
- Does the agency for which you volunteer have coverage for you?
- If not, can its insurance be expanded to cover volunteers and is the agency willing to do that?
- What are the amounts of coverage in the agency's plan and is it primary or excess (secondary) insurance?
- Is the coverage automatic or do you need to enroll?
- When does the coverage start?
- When and where are you covered?

- Do you have to make a financial contribution for that coverage?
- Who do you contact about claims?
- Do you need to keep a record of your volunteer hours?
- If your own coverage is expanded to include volunteer work, will the agency reimburse you?

NCVA is always interested in learning about the particular problems or successes of volunteers and agencies in acquiring insurance. We have advocated the availability of insurance for volunteers for a long time and are continuing the effort with individual companies. Please direct any questions to NCVA's National Affairs department.

INSURANCE POLICIES FOR VOLUNTEERS

Group Insurance for Volunteers

- Liability protection for bodily injury and property damage and for a legal defense fund up to \$500,000 per person. Costs for this policy are scaled according to the number of volunteers. There is a minimum annual premium of \$90. Contact:

Alan Levinson
Group Insurance for Volunteers
4801 Kenmore Ave., Suite 119
Alexandria, VA 22304
(703) 751-8886 (collect)

National Recreation and Park Association

- Personal liability insurance with \$1,000-000 protection in excess of any other valid or collectible insurance. The cost is \$10 per person for 12 months or \$5 per person for six months. The minimum premium is \$30. (Underwritten by Centennial Insurance Co.)
- Accident insurance program including accidental death and dismemberment with \$2,500 maximum coverage; and accident medical expense with maximum benefit of \$15,000 in excess of any other applicable hospitalization insurance. The cost is \$1 or 75 cents per person according to the plan selected. The minimum premium is \$200. (Underwritten by Hartford Accident and Indemnity Co.)
- Team sports accident insurance program including accidental death and dismemberment with \$2,500 maximum coverage, and accidental medical expense with maximum benefit of \$15,000 in excess of any other applicable hospitalization insurance. Cost varies according to age of insured and sport. The minimum premium is \$50. (Underwritten by Hartford Accident and Indemnity Co.)

To be eligible for any of these policies an agency must be an organizational member of NRPA (\$100 per year) and must have a recreation program. Contact:

National Recreation and Park Association
1601 North Kent St.
Arlington, VA 22209
(703) 525-0606

St. Paul Fire and Marine Insurance Co.

- Accidental death and dismemberment policy with \$5,000 maximum coverage
- Accidental medical expense policy with \$2,500 maximum coverage
- Accidental hospital indemnity with \$10 per day for maximum of 365 days

Costs for these policies are scaled according to the number of people in the organization with a minimum premium of \$50. There must be 100% participation. For further information, contact your local Independent Agent.

Travelers Insurance Companies

Travelers does not have a national program but will consider individual agency requests. One agency, for instance, has an excess liability plan through Travelers. For further information, contact your local Travelers or Independent Agent.

Volunteers Insurance Service

- Accidental medical with \$2,500 maximum coverage in excess of benefits from any other insurance for which the volunteer is covered or eligible
- Accidental death or dismemberment with \$2,500 maximum coverage
- Personal liability with \$1,000,000 protection in excess of any other collectible insurance. (Note: VIS formerly offered excess automobile liability and board of directors insurance. Excess auto insurance is still available for ACTION-funded programs for older volunteers—RSVP, Foster Grandparents and Senior Companions.)

Coverage for the two accident policies is 85 cents per volunteer and 65 cents per volunteer for personal liability. VIS is a non-profit organization to which a \$5 membership fee must be paid. There is a minimum premium of \$100. (Underwritten by Insurance Company of North America.) Contact:

Velda Lawrence
Volunteers Insurance Service
5513 Connecticut Ave., NW
Washington, DC 20015
(202) 244-5678

the volunteer advisor



Dear Addie: Why aren't there any good films on volunteering? When I order films for recruitment, speaking engagements or my training programs, they never seem to have any relevance to volunteers. You're my last resort.
—**Movielorn**

Films about volunteers are limited, but they do exist. NCVA's Education and Training Department can refer you to films on volunteering and subjects related to volunteerism.

An excellent resource for films in most communities is your public library. Many have films which can be adapted for training volunteers in a particular program area.

The Association of Junior Leagues recently produced a very good general motivational film called "A Gift of Time." It is available on a free loan basis from Association Films, 600 Grand Ave., Ridgely, NJ 07657. Give them a minimum of two weeks' notice for film delivery.

Also, a new United Way of America film on volunteerism, "Let the Spirit Free," is available. Check with your local United Way agency for information on how to obtain it.

Finally, write the National Audiovisual Center, General Services Administration, Washington, DC 20409, for their *Catalog of United States Government Produced Audiovisual Materials*. This book lists a wealth of films available to the public that could be used for training or motivating volunteers in a number of subject areas.

★ ★ ★

Dear Addie: Our agency is losing volunteers who say they have to stay home to take care of their children and can't afford to hire a babysitter or pay for day care. Isn't their some kind of tax deduction to help them?—**Poor Loser**

Unfortunately not. This is a good example of our irrational tax code at work. A tax credit does exist for "working" (paid) parents who have to pay child care expenses. Volunteers, even if performing exactly the same functions, aren't eligible for this benefit under current tax law.

Rep. James Quillen of Tennessee, with the help of Jane Wankel of the Kingsport VAC, has introduced a bill (HR-602) to correct this, but nothing has happened with it so far.

In the meantime, you might consider alternative child care arrangements, such as donated care by a community

or church group, agency-provided day care facilities, agency reimbursement of child care expenses, and cooperative-care arrangements among volunteering parents.

★ ★ ★

Dear Addie: I am planning an afternoon discussion program for a group of 30 volunteer coordinators from agencies in the metropolitan area. The topic: "The Ethical Dimensions of Volunteering." Could you let me know what you think are the most significant ethical issues in volunteerism today? Also, if you know of anything I might read or study on the subject, that would help.—**Moral Terpitude**

First, a pamphlet on ethics and standards for volunteer administrators is available from the Association for Administration of Volunteer Services (AAVS) for 15 cents. (AAVS, Colorado Bldg., Suite 615, Boulder, CO 80302).

The whole question of expectations, of whether help volunteered by one person to another is a hand up or a handout, might stimulate a lively ethical discussion. Take a look at "Responsibilities and Rights in Volunteer Relationships," a chapter from *Helping the Volunteer Get Started: The Role of the Volunteer Center* (reprinted by NCVA's Technical Services Division and available for 10 cents a copy). It contains a quick sketch of volunteers, clients and agencies, their expectations of each other, their involvement with one another.

The position statement published by the National Organization for Women (NOW) presented an issue that has been hotly debated. While the group stood up for advocacy-type volunteering that focused on change, NOW labeled direct service volunteering an activity which reinforced the second-class status of women. If you steer away from the either/or trap of this issue, there's a better chance the members of your group will stay friends.

Attempts to make the opportunity for volunteer service open to all without discrimination as to race, color, religion, national origin, sex or age raise another moral issue. Is volunteering to be a white, middle class activity? What steps are being taken to ensure this does not happen? The Affirmative Action statement of the Salem, Oregon Volunteer Bureau/Voluntary Action Center (445 Ferry St., SE, Salem, OR 97301) indicates one approach.

For other topics, look through recent issues of VAL or poll a number of the coordinators by phone. Ask them to ask their volunteers for the "red hot" issues.

HOW TO APPROACH THE CORPORATE FOUNDATION

By James D. Boswell

AS OPERATING AND CAPITAL EXPENSES continue to spiral, many tax-exempt organizations increasingly are turning to corporate foundations as a source of funds.

These groups often need assistance in starting a new program, compensating for a financial shortfall, or funding a capital improvement. Frequently their planned expenditure simply may have been greater than anticipated, or they may have been faced with a sudden, altogether unexpected need. Regardless of the purpose for which they intended the funds, their request for assistance probably succeeded or failed in large part due to the manner in which they packaged their proposal. In short, how they went about asking for the money.

If you are about to knock on a corporate foundation's door, you need to be aware of some preparations that can greatly enhance your presentation and increase your chances of going away with a check in your pocket. Basically, the business of securing a grant or appropriation is a two-part process. One part deals with the *preparation*—just what needs to be done before you ask for the grant. The other part deals with the *request itself*—how you go about writing a sound proposal.

PREPARATION

Before you begin writing a proposal or even making any inquiries about

James Boswell is the manager of Getty Oil Company's human resources department in Los Angeles. This article is based on a paper he presented at the 1976 Midwest Health Exposition and Conference while he was president of the Skelly Oil Company Foundation and manager of Skelly's human resources department in Tulsa. Skelly merged with Getty Oil on January 31, 1977.

available funds, it is important for you to assess the needs of your organization so you can explain them effectively in your formal request. The best way to make such an *assessment* is by formulating some sound and realistic answers to a number of questions, including the following:

● **What is your purpose?** Why does your organization exist? You must have some reasons for being, and you should be able to state those reasons clearly and succinctly.

● **Why do you need the money?** You should be able to evaluate current programs and available funds to determine why you need additional financial help. Is this a special project that was not in your budget or are you going to make previously unplanned capital improvements?

● **Are your current funds being used efficiently?** Have you handled your operations at a level of efficiency to insure that no wasteful expenditures are being made?

● **Are there any funding programs already in existence that could adequately take care of your needs?** If there are, be prepared to explain why you need additional money and when your new program or project cannot be incorporated into an existing fundraising program.

After completing your assessment, you need to analyze all the sources of funding available to you. Corporate foundations are only one source of money. Federal, state and sometimes local governments often provide funds for charitable or community projects. And don't forget the many purely private sources available to you. Is there a family foundation, for instance, that would be a more appropriate source for your project?

When assessing foundations, it's an

absolute necessity to look carefully at their interests and objectives, and also determine their potential support. Most foundations receive far more requests for funds than they have the ability to meet. A recent report of the American Association of Fund-Raising Counsel says that although philanthropic giving rose 6.5 percent last year to \$26.88 billion, "philanthropy still is *not* keeping up with escalating costs." Gifts by living individuals increased 8.3 percent to \$21.44 billion, but as a percentage of disposable income, they slipped below 2 percent.

Among other sources of giving, bequests were up 7.7 percent to \$2.3 billion; but foundation grants were off 4.7 percent to \$2.01 billion and corporate giving was off 4 percent to \$1.2 billion. The most money donated in 1975 (\$11.68 billion) went to religious causes, while health and hospitals got \$4.01 billion, up 2.8 percent.

These figures point to the fact that it is vitally important to learn something about the foundations from which you are seeking funds before you approach them and to make certain that they operate in your area of need and have the potential to provide the amount of funding you require.

All this leads to an obvious question—how do you know if a foundation is interested in your project or capable of funding you? One good source of information is the *Foundation Directory*, which is published by the Foundation Center, and is available at most public libraries. Another good source of information is a direct contact with the foundation management. Both sources of information can provide you important background material, including

- the purpose and activities of specific foundations;
- the locale in which they make grants; and

—the general size of the grants they make.

Some foundations make grants to organizations for education or research, but not for construction or operating deficits. It's wise to pinpoint these foundations before you submit proposals. If you are after building funds, then there simply is no reason to waste your time directing your proposal at a foundation that only endows research programs.

The next step is to submit a brief letter outlining your project and needs. Better yet, make a personal call on the foundation president or executive director to see if the foundation is at all interested in your project. Often a gift is given to the solicitor rather than to the cause. Therefore, face-to-face communication is very important in selling a proposal. In addition, more enthusiasm for a project can be conveyed if time is taken to deliver a proposal in person, rather than merely sending an impersonal letter. And enthusiasm is one key in selling your idea.

However, it is important to contact the foundation first to set up an appointment before arriving "cold" on the foundation's doorstep. Many an otherwise worthwhile proposal has fallen flat simply because the fundraiser did not take the time to follow the simple rules of business practice and etiquette.

If through your personal contact the foundation is receptive to your initial idea, your next step is to submit a brief draft of the proposal. Method of delivery could be in person or by mail, depending on the wishes of the foundation.

PROPOSAL

Needless to say, success in obtaining foundation support ultimately hinges on the effectiveness of your proposal. A sound proposal will outline both your problems and needs as well as the manner in which you propose to solve them.

At the outset, your proposal should contain a clear and concise summary of what you plan to accomplish. Translate your proposal into easily understood language. In other words, use only the bare minimum of highly technical terms and refrain from adding too much professional jargon.

For example, a cardiac center is much more apt to get funding for research on the use of lazer beams in heart surgery if the proposal is stated in lay terms,

rather than reading like a medical dictionary. Frankly, foundations today receive so many requests for assistance that they cannot take hours trying to decipher what one particular group or institution is proposing. If your proposal is not readable, it runs the risk of being categorically denied.

Another important feature of your proposal should be a brief explanation of the various personnel involved and their corresponding duties. Who is going to fill these positions and what are their personal qualifications? When a foundation donates a considerable sum of money to a group it is particularly concerned with the competence of the people involved in guiding that project to its completion. No one wants to give money to a project staffed by seemingly unskilled or incapable people. Consequently, you will need to determine if your people are among the best qualified to undertake your project. If need be, you should be prepared to defend their qualifications in light of the job to be done.

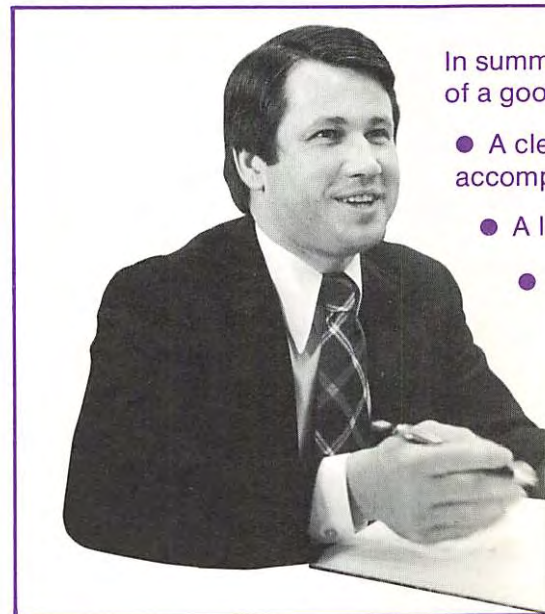
This does not mean that an institution needs to be fully staffed to carry out a new project before asking for a grant. Indeed, the assistance requested may very well be for funds to expand an institution's staff. But the institution must have qualified leadership. Foundations are primarily in the business of betting on people, on the ability of human beings to carry out a proposed activity. A grant may be sought for construction of a new building, but this too depends upon the people who have planned the building and those who will see that it is built. So the existing inner strength of an institution is a key element used in measuring the capability of that institution to move forward.

Any good proposal also will tell the foundation exactly how much the project will cost. A projected annual budget, setting forth the requirements for salaries, benefits, rent, travel, materials, supplies and so forth, is a must. Once you have established your budget, go back and reevaluate it. Is it adequate to accomplish the job without being wasteful? Also, can your present staff properly administer this budget? Have you allowed for inflationary or long-range capital projects? Is the cost of fundraising included?

When discussing your budget with the foundation, it is a very good idea to know precisely what your overhead costs will be. This is the type of information

foundations often expect you to supply. If you can't, if you stammer or beat around the bush, the effect will certainly be detrimental, if not suicidal.

Another important feature of a good proposal is a statement of how long you will expect to need outside financial support. Foundations are interested in both the present and future plans of your project. Many foundations prefer to sup-



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port a project only for a limited period of time, say two to three years—five years at the most. After that, they expect the project to survive on its own feet or on other sources of income. Frequently, the foundation will want to know the nature of the other sources. Remember, in most cases, it is short-sighted to assume that a project can be fully self-supporting by the end of the fundraising period, and usually it is unrealistic to propose that it will be.

In evaluating your proposal, most foundations will consider such criteria as whether there is a demonstrable need for your project, and who will benefit from the project. Remember, large foundations tend to have a national outlook. They often require projects to have a widespread or societal benefit, rather than an isolated community benefit.

Considerable time may elapse before a foundation evaluates these and other criteria and finally reaches a decision. In the meantime, be optimistic, but be prepared for turn downs. One large foundation states that it turns down nine out of every ten proposals it receives. Do not become discouraged if a negative decision is received. Thank the foundation for its consideration and then look

for another appropriate prospect. Don't put all your eggs in one basket. It doesn't hurt to seek funding from more than one source.

If your proposal is rejected, don't write the foundation off. Sometimes a foundation just cannot accept a project as extensive as yours might be at the moment, but at a later date the project might be feasible. If you knock on a

ary, these are the four basic requirements
d proposal:

ar, concise summary of what is to be
lished

st of who will see the project through

A statement of what the project will cost

- An estimate of how long
you anticipate needing support

—James Boswell



foundation's door and get "no" for an answer, then go out and raise 90 percent of your intended goal, but don't be afraid to go back and knock on that door again. They may be willing to help you over the top.

In summary, here are 13 pointers for agencies and groups such as yours seeking support from foundations. These pointers were developed by Donald V. Joyce, a Pennsylvania State University instructor who has had wide experience raising funds for park and recreational programs.

1 Don't give out confidential information. Foundations like to know the general success you are having in obtaining funds. And sometimes it is good to let one foundation know what another has contributed to you. But before you give out this information, always check the giver first. They may not want you to reveal the amount of their donations.

2 Be careful when you employ professional fundraising firms. Some firms have a bad reputation for using abrasive tactics and alienating possible supporters. If you do use a professional

fundraiser, be sure to check out the firm's reputation for honesty and integrity and for its ability to work with the foundation on a friendly but professional basis.

3 Consolidate your fundraising activities. If all of your departments seek funding from the same sources, your efforts and expenditures can be reduced and you minimize the chance for confusion on the part of the foundation.

4 Work continuously to identify foundations interested in programs and projects which the agency would like to develop. This requires constant research.

5 Concentrate on foundations with a tie or link to the agency. This involves additional research to find out if trustees and other volunteers have any associations with foundations. Get to know the programs these foundations have supported in the past and what projects they are now funding.

6 Foundations are interested in ideas, not just needs. Don't just ask for money or equipment. Explain in detail the concept or program the requested money or equipment will strengthen or serve. Remember that it is not always necessary to ask for something new; foundations often support a program or project already in progress. And be sure to show how the project is related to the total purpose, structure, and capabilities of the agency and board.

7 Timing is important. Foundations have board meetings and deadlines for proposals. They may be annual, semi-annual, or more frequent; miss them and you may wait another 12 months.

8 And, above all, remember to state the agency's case in a clear, concise, written proposal. The written proposal should present both the problem and the solution which the proposed project or program will provide. It should explain exactly how the program will operate, how the requested funds will be used, who will direct the program, and why the agency should be the site for this particular program or project. A budget and tentative calendar should be included in or attached to the proposal.

9 Approach the foundation through a local contact, if at all possible. If there is a branch of the company located nearby, or if there is an official of the foundation in the vicinity, begin with this contact. Use volunteers to help make contact. Trustees, board members and community leaders who know the agency are often in a position to make the introduction to foundation officials and to impart information helpful to these officials.

10 Invite foundation officials to visit the community. This visit is often vital to the final decision concerning the grant. Plan this visit most carefully. Be sure to include those agency members who are involved with the project under consideration.

11 Don't forget the follow-through. After the initial presentation, be sure to furnish all information requested by the foundation official. A report on progress is important. Many foundations invite agency officials to stop by from time to time. If they say "keep in touch," be sure to do so.

12 Follow the foundation's wishes about publicizing and acknowledging the gift. These wishes may vary considerably from foundation to foundation. Some welcome recognition. Others shun it. Be sure to separate foundations and corporations with the same name but not necessarily officially connected. The foundation's giving may have absolutely nothing to do with the corporation's giving.

13 Be sure to report on how the grant was used. Believe it or not, some agencies take the grant and the foundation hears nothing more—until another grant is requested. Establish the system of reporting to the foundation at least annually on how its grants are being used.

Finally, remember that foundations are looking for more creative uses for their resources. If you have a project that really merits seed money foundation support, push your plan—even if it deviates substantially from the general guidelines I've outlined above. In the end, the real key to success is having a program that genuinely deserves assistance.

Training Volunteers To Work with Institutionalized Children



'SET A GOOD EXAMPLE'

By Jarene Frances Lee and
Johna Peters, B.S.N.

THE "CHILD" TIPTOED AROUND the room, her fingers busy making purposeless motions. She spoke to no one.

The "volunteer" pursued her, calling her by name and urging her to sit at the table nearby so they could color.

In time the "child" allowed herself to be led to the table. She held a crayon briefly, then without warning jumped up and again began tiptoeing around the room.

The "volunteer" shrugged his shoulders and turned to the instructors saying, "What do I do now?"

This role-playing scene had just been enacted by two volunteers. They were participating in an orientation and training course given at Trenton, N.J., Psychiatric Hospital for new volunteers working with children hospitalized there. The role-playing exercises—there are 12 scenes in all—are the most unique and certainly the most important element of the three-hour course.

Jarene Frances Lee is the associate director of volunteer services at Memorial Sloan-Kettering Cancer Center, New York City. She was the director of volunteer services at Trenton Psychiatric Hospital from July 1968 until July 1977. Johna Peters is a student at the Thomas Jefferson University School of Medicine, Philadelphia. She served as a volunteer at Trenton Psychiatric Hospital for two years, then worked in the children's unit as a graduate nurse during the summer of 1977.

The course was designed two years ago by Jarene Frances Lee, director of volunteer services; Val Casey, director of the social reeducation (SRE) program; and Michelle Merlino, assistant director of the SRE program. The trio began teaching the course, making some modifications in response to volunteers' suggestions. A year later Johna Peters became an instructor. A student at Trenton State College, Peters had been a volunteer in the children's unit for a year and had expressed an eagerness to contribute her experience to the training course.

Each of the four instructors regularly teaches a specific part of the curriculum, though the arrangement is informal and all four are free to comment at any point during the class.

The purpose of the course is to prepare new volunteers to work with children who are severely disturbed emotionally. For the most part, that means teaching them how to deal therapeutically with children with various behavioral problems: children who act out, those who are nonverbal and withdrawn, those whose behavior is inappropriate or bizarre, and those who are hostile, unpredictable and aggressive. Since working with emotionally disturbed children is different from working with emotionally disturbed adults, both the training course and assignments had to be tailored to the setting.

The important role which volunteers play in creating a therapeutic environment is not underestimated by the clinical

staff in the children's unit. Volunteers, in fact, are defined by hospital policy as "lay members of the treatment team." All three assignments which volunteers may have in the children's unit reflect this viewpoint.

A carefully selected group of adults serve as Best Friends. Similar to the Big Brothers/Big Sisters program, Best Friends are assigned on a one-to-one basis with a child who has minimal contact with his or her family and needs a quality relationship with an adult as well as exposure to a stable home environment. Best Friends are encouraged to take the child off the hospital campus and to participate together in appropriate community activities. Best Friends are required to visit at least twice a month.

Each Best Friend is supervised by the child's social worker, and together they define the therapeutic objectives of the relationship and periodically get together to evaluate the friendship.

A second assignment open to volunteers is to work in the social reeducation program. During the academic year, SRE runs an evening group activities program, designed for fun and therapy. It consists of such activities as crafts, recreation, cooking and community trips. During the summer, SRE runs a day camp, located adjacent to the hospital farm about a mile from the main campus. There the children participate in such camp activities as swimming and horseback riding. Volunteers help the paid staff plan and carry out both of these programs.

The third assignment enables volunteers to work with the nursing staff in the children's residences during their leisure time, usually after school from 3:00 to 5:00 p.m. As no structured activities are planned for this period, volunteers help the children make appropriate use of their leisure time. They may play indoor or outdoor games, read or simply talk.

In all three assignments emphasis is on creating a relationship—and therefore an environment—which is therapeutic. The orientation and training course helps prepare new volunteers to assume this important role.

The course begins with an orientation to the children's unit. Volunteers learn about its physical layout, the staff, the children, purpose of the facility, the treatment programs, and a review of the laws governing admission. The SRE director usually presents this segment.

The volunteer director then describes the role of volunteers, emphasizing the importance of serving as a role-model of normative behavior and verbally reinforcing such behavior. "Set a good example," the volunteers are told. Volunteers are cautioned not to feel responsible for "curing" the kids. Dealing with the underlying causes of their emotional problems remains, logically, the province of the professional staff. The volunteers are reminded, however, that every interaction with every child has the potential of being therapeutic.

The role-playing exercise is introduced by the SRE staff. It takes up approximately half of the course and, in the instructors' opinions, is the most useful and effective aspect of the course. It provides new volunteers with interaction situations before they actually begin working with the children. The scenes used are adapted from real life situations.

The role-playing exercise serves the purpose of

- presenting a semi-structured scene in which volunteers can react according to their past experiences and learning;
- allowing the instructors to guide the volunteers to gain insight into and an understanding of some aspects of the behavior that can be expected from the children;
- permitting enough freedom for volunteers to explore questions that arise from the situations enacted; and
- sharing ideas and opinions which can result in a creative change in attitudes

toward mental illness and identifying feelings in order to cope and communicate effectively.

This is how it works: The volunteers pair off. In each pair one volunteer will play the role of the "volunteer" and the other will play the "child." They are given statements with a general description of the situation they must enact. They do not tell each "actor" precisely what to do; the volunteers will have to ad-lib each scene as they go along.

After the pair has had a few moments to think about the scene, the "volunteer" reads his or her role aloud to the group but the "child" does not. The pair then acts out the scene. The following is an example of such a scene:

Child: *You are an autistic child functioning at a relatively low level. You are withdrawn and remote, deriving pleasure from walking around the room, staring at your hands and making strange motions with your fingers. Your attention span is very short, and you generally will not remain seated for more than a minute at a time. You are nonverbal.*

Volunteer: *You are assigned to work with a lower functioning child who you are told is autistic. The scheduled project is coloring with crayons.*

As the scene begins the "child" is in control of the situation because he or she is the only one who knows what he or she is about to do. The "volunteer" can only guess what is going to happen. One of the goals in this exercise is to create confidence in the interpersonal and communication skills of the volunteers so that they can cope with the new and unexpected types of behavior of the children. Coping means that they can begin to take control of the situation and guide the child toward more appropriate behavior. In this scene it means that the volunteer will be persistent in getting the child to color, even if it's for a short time.

Each of the 12 scenes makes a specific point. Some scenes, like the one described above, deal with behavioral problems. Others are conversational; for example:

Child: *You are upset because your SRE counselor has told you that since you did not earn enough points in the token economy program during the week, you have not earned your privileges. As a result, you will not be able to attend this week's field trip. You approach a volunteer, hoping to find a sympathetic ear—someone who will take your side. You*

stay near the volunteer, and when he or she starts a conversation with you, you air your troubles, such as, "I lost my points but I was good. It wasn't my fault, I said I was sorry. Why can't I go? I never get to go anywhere."

Volunteer: *While working with a group of older children you notice that one child seems upset and depressed about something. The child approaches you and stays nearby, seemingly wanting you to pay attention.*

As each pair proceeds to act out its assigned scene, the rest of the group observes, evaluating the "volunteer"/"child" interaction as it progresses. Some of the scenes are fairly difficult and the "actors" sometimes struggle with their roles. When this happens the instructors and the volunteers observing the scene may offer suggestions as to how to get or keep the interaction going. Occasionally a volunteer is too shy or inhibited to get really involved in the scene. Occasionally the volunteers misread or read into the situation something which was not intended. When this happens the instructors redirect or clarify the objectives of the scene. However, the volunteers are usually good actors. Often the role-playing is entertaining as well as educational.

During the group discussion which follows the enactment of each scene, the volunteers suggest other ways to handle the situation. Each suggestion is evaluated by the instructors; they share specific advice on how to handle each incident presented in the role-playing scenes. The volunteers are encouraged to identify their feelings, to observe carefully, and to evaluate each situation to know whether they can handle it alone or whether to seek help.

The anxieties and fears associated with working with the emotionally-disturbed as well as the personalities of the volunteers surface during role-playing. When these factors present such difficulties as misreading or reading into a scene, the instructors assist with creative redirection aimed at meeting the objectives of the course as well as the needs of the volunteers. They discuss any questions or problems that are brought up. This type of group process activity reinforces the caring and understanding attitude which the instructors hope to foster in the volunteers' relationships with the children and staff. Most important, the role-playing brings home the point that volunteers are expected to be effective, responsible

members of the staff—a part of the team. Parenthetically, this point is effectively demonstrated to the volunteers by the presence of a volunteer instructor.

In the final segment of the course, the volunteer instructor covers rules for volunteers. These include the ethics of confidentiality, volunteer/staff relations, the importance of being familiar with each child's treatment plan, and procedural matters such as signing-in. The major points are contained in a handbook and other material given to the volunteers during the course.

What do volunteers think about the course? In her final evaluation one volunteer wrote, "It really helped me a lot. There were many situations I wasn't really sure how to handle, such as . . . withdrawal or aggressiveness. I started to feel much more self-confident after the training class."

Another wrote, "The role-playing situations really helped me to realize how unprepared I was to deal with unconventional situations and impressed upon my mind how important listening and hearing are."

Of course the training course does not give volunteers specific solutions to every situation they might face. Instead, it offers a theoretical framework and simulated experience in preparation for their work with the children. It sensitizes them to the importance of their work, builds their self-confidence, and helps them develop a consistent approach.

As one volunteer commented, "It provided a good and necessary background. . . . The role-playing was an effective demonstration on how to handle several situations. Many things I learned while working could not be taught at the training class, and that's what and how you learn—through first-hand experience."

More than any other training technique, role-playing enables new volunteers to begin their work with self-confidence and an awareness of their importance in joint therapeutic efforts.

To obtain a copy of the role-playing scenes, write Volunteer Services, Trenton Psychiatric Hospital, Station A, Trenton, NJ 08625 or call (609) 396-8261.



The important role volunteers play in creating a therapeutic environment is not underestimated by the staff in the children's unit at Trenton Psychiatric Hospital. To prepare for their assignments, volunteers participate in 12 role-playing exercises. Janet Van Sise and Bob Bartleson (top left) enact one of the scenes, then watch as Barbara Faulkner (bottom left) and Diane Simone interact in a different situation. Volunteer instructor Johna Peters (right) observes.



By Paul DiLorenzo

"WE ALL BENEFIT FROM IT—IT makes us happy to know that we're doing something to make a child happy," says Ellen Callen.

Callen and her husband Jim have been taking a young boy from St. Vincent's Home for Children in Philadelphia into their home every other weekend for a couple of years. Their own three sons and the guest child really look forward to the visits and Callen feels that her whole family appreciates the experience.

What the Callens, and about 50 other families and individuals, have been doing as volunteers is part of the Visiting Family Program of Catholic Social Services in Philadelphia. The program was developed after an agency study pointed to the need for its institutionalized children to participate in a family structure.

Volunteer families agree to take a child who is a diocesan resident-in-care for one or two weekends a month and holidays. This is done on a consistent and regular basis; the same child with the same family. The purpose is two-fold: It provides the child with a warm healthy setting where he or she feels a sense of friendship and guidance; and the volunteers are included in the total staff effort to better socialize the child.

The children range from 3 to 16 years of age. They come from many different backgrounds with a myriad of problems. Since there is such a varied group of children, volunteers are asked to give

Paul DiLorenzo is the volunteer coordinator for Catholic Social Services, Philadelphia.

OM FOR ONE MORE

the agency an idea of age, race and sex of a child they wish to visit with, depending on their own sense of competency and ability to deal with the individual child. Staff members then determine what special attributes a particular family has, consult with the child for approval to visit on weekends, and make a placement which will be most beneficial to all. From then on, families are in touch with the child's caseworker and/or volunteer coordinator after most visits. This serves as an ongoing and on-the-job type of training. However, more formalized and structured sessions are required for volunteers.

Training

An initial orientation for Visiting Families is required either before or after a few contacts have been made with the child. There are several parts to this session with one main focus—attempting to show the volunteer families how they are part of the agency and how they can relate to staff. The program coordinator and two caseworkers usually moderate this meeting.

Families are first introduced to Catholic Social Services as an agency and to its role in the community. This basic information is helpful if only for a grassroots public relations purpose. Next, an overview of the program is presented to the family. It is basically a summary of what they had previously heard during the home visit by the coordinator. The substance of this orientation emerges with the next two discussions. The first one presents the guidelines for working within the institutional structure. Regulations, residential life and the relationship of family to child are the *three r's* essential for the volunteers to under-

stand. This is followed by comments from the caseworker on the nature of the institutionalized child. The notions of rejection, guilt and inability to relate properly to adults—all common problems of the children—are explored in a general way with the group.

The concluding part of the evening "What to Expect from the Unexpected," is placed in the hands of the group. Families and individuals already involved with children are asked to share one experience from a visiting weekend that caught them totally off guard. Other families benefit from these experiences and have the opportunity to see how the situation was resolved. All families leave the orientation with a packet of information about the program and some general material on child development.

After several months of visiting, the families are invited to another workshop. This is much more intense, but most participants find it both informative and fun. This second session actually grew out of a consensus of staff and children that there were communication problems developing between family and child. A good deal of this had to do with the different value structures of the visitors, so the theme of the second workshop became "Values and How They Affect Communication." At this time families again enter into sharing problems, possible solutions and their own relationship to the organization. Much of the evening is based on the value clarification theory of Sidney Simon currently being used in education. This concept has been introduced to help people realize more clearly that they do have fixed ideas about issues, how those ideas came about, and how they affect their daily lives.

Families warm up with some group dynamics exercises. Then the crowd is broken up into small work groups. They are given a variety of typical problems that arise on weekends. Their task is to propose a solution based on experience, and relate how their conclusions are tied to working with the agency. The groups are not expected to find the perfect answer; rather, their attempts make them aware that there is at least a method to problem-solving.

The use of films has proven to be very successful in the training of volunteers. If they can be exposed to different types of film other than just the "how to" variety (though these can be helpful), their discussion will be more lively and they will express some serious value judgments. The films can lend themselves to this; therefore, they should be short and thought provoking. A few random titles are "Up is Down," "The Toy-maker," "Is It Always Right to be Right" and "The Question." Obviously, there are many more, but personal experience has proven these to be effective in groups. Small discussion groups following the films give the coordinator a perfect opportunity to show the people their own values framework. The coordinator's role is not to judge but to make the connection between these values and everyday communication. That is, families are asked not to expect children who visit them to live up to their own expectations or to make any judgments concerning the child's natural family background.

The session concludes with a perusal of selected readings. The main thrust is to examine how we can care for those much different than ourselves by being more aware of our own personal framework.

So far, these training efforts have been successful. Families speak to friends about their experience which in turn sparks constant interest in the program. Further, the agency produces a core group of volunteers equipped to deal with many problems. When they see staff sincerely interested in their efforts, volunteer cooperation is much better. Finally, and most important, the children-in-care benefit further from volunteers who are more accepting, more understanding and more loving.

For further information, contact Catholic Social Services Volunteer Program, 222 N. 17th St., Philadelphia, PA 19103, (215) 587-3971.

What do you have
when you combine a sponsoring corporation,
employee volunteers, a community service agency
and a volunteer coordinator?

THE INVOLVEMENT CORPS

By Gwen Miller

LAST YEAR UNITED STATES COMPANIES gave \$1.35 billion in charitable contributions, according to the American Association of Fund-Raising Counsel. That's a long way from the days when society's basic demand upon business was to produce goods and services efficiently and shareholders said, "Make as much money as possible."

But something happened to those old ideas, particularly during the 1960s. It was a time of severe public disfavor. Business was accused of "demeaning the worker, deceiving the consumer, destroying the environment and disillusioning the younger generation," to use the words of David Rockefeller.

Out of this time of questioning and investigation came a volunteer program called Involvement Corps. Here was a way to connect corporate talents with social service needs. And, surprisingly, it was asking a corporation for *people*, not a check.

In the late '60s in Palo Alto, Calif., Ellsworth Culver conceived the idea of

Gwen Miller is the resource coordinator for the Involvement Corps program of Standard Insurance Company, Portland, Oregon.

the Involvement Corps as a "match-maker" between business and the world of social service. This liaison began with Reality House, a still-operating program for drug users sponsored by State Compensation. Since then Involvement Corps has had contracts with nearly 100 companies including Xerox, Crown Zellerbach, Occidental Life, Trans International Airlines, banks, manufacturers.

The incentives for business involvement are great. And the successful experience of one company tends to have an effect on others. As one Involvement Corps coordinator put it, "Referrals are our best bet, as in any business transaction."

One effect of starting an Involvement Corps program in a company has been improved employee morale—an opportunity to contribute beyond the confines of one's job. Employees demonstrate skills in planning and operating programs, sometimes allowing hidden leadership, organizational or sales talents to emerge. A clerk, for example, could be in charge of food for a senior citizen picnic and wind up directing her boss.

Improved visibility for the company in the community is another incentive. Although neither a guaranteed nor ideal reason for a corporation to go into the program, public relations often are im-

proved. A company's Involvement Corps donating new sleeping bags to a girls' home, or its employees teaching the girls beauty techniques is of human interest and has been reported in the news.

But aside from these benefits from an Involvement Corps contract, there is another vital reason behind most decisions to adopt the program—enlightened, humanitarian management.

Once management approves the Involvement Corps philosophy, employees of a company are given a thorough introduction. Leadership can be in the hands of 6 to 15 employees, generally called a Community Involvement Team, who will direct and represent fellow employees in decision-making. Or a volunteer coordinator may manage the whole program on a full-time basis. This is especially helpful for larger programs, such as Occidental Life's assistance to 14 different social service agencies.

The team leadership concept might be more appropriate for another company depending on its structure. In that case one employee is appointed resource coordinator and is given "released time" to work with the Community Involvement Team, much like a "loaned executive" program.

Coordination by a single individual is financed through a corporate donation.

This coordinator is an employee of the local Involvement Corps office. The resource coordinator, on the other hand, is an employee who is on company payroll. In one company, a loan officer serves as resource coordinator for the firm's Involvement Corps program, while at a neighboring business the union steward is the resource coordinator. The type of leadership a company chooses depends on its size and needs.

The key to a successful Involvement Corps program, aside from good leadership, is of course the support of employees. Decisions on program direction are made at regular meetings attended by employees. They are encouraged to contribute their ideas and suggestions for who might best meet the needs expressed by the adopted agency.

A former journalism teacher now employed as a legal drafter might be recruited to do a much needed brochure for the agency, or the woman in "Claims," with a degree in social work, could turn out to be the one "spark plug" the group is looking for.

This tapping of talents lends creativity to the volunteer process. Persons who might not be using special skills in their everyday job are given a channel to do so. "When the Involvement Corps program started here," a personnel director remarked, "I saw people out moving chairs and tables for a party we had who hadn't lifted more than a pencil or computer spool to help out at work for ten years. It was renewing."

Agency selection is based on suggestions made to the company Community Involvement Team by the local Involvement Corps office. In Portland, for example, Portland Involvement Corps screens agencies and suggests three or four to the Involvement Corps group. Following visits to the agencies, the Community Involvement Team decides which to "adopt."

Involvement Corps offers an organized structure that business can operate in and yet retains the flexibility needed in working in the "people world" of social service. And corporations, rather than writing out huge checks, can write out a prescription of direct know-how and talent.

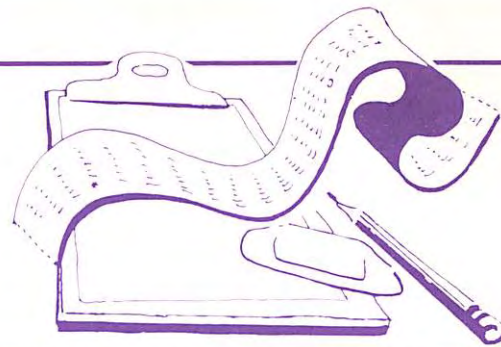
Further information about this way to channel corporate volunteers can be obtained from Involvement Corps, 621 South Virgil, Suite 308, Los Angeles, CA 90005.



Involvement Corps activities are visible in many parts of Portland, Ore. A Pacific Power and Light employee volunteer assists a customer of the Transit Bank (left). The world's first bank for hobos is staffed by Involvement Corps volunteers. Laundry bags were on display at a recent Community Involvement Team meeting at Standard Insurance Co. (center photo). At the request of the Northwest Pilot Project, Standard employees bought material and made the bags for the low-income elderly who live downtown and must go out to do their laundry. From left, Merlie Coleman, executive secretary and organizer of the project; Dorothy Hoffman, supervisor; June Anderson, NW Project participant; and Ray Coffman, actuary and employee volunteer at the Project. Below, an employee volunteer (left) visits with elderly at Portland's South East Senior Center, one of several agencies "adopted" by Pacific Power and Light. At bottom right is a drawing by Ben Bost, supply clerk at Standard, to advertise the company's Involvement Corps garage sale. The fundraiser netted \$1900 for social service projects.



research



How Effective is Group Collaboration?

The following article is a progress report on the Inter-Agency Collaboration Project sponsored by the Alliance For Volunteerism. The project's findings will be reported in a future issue of VAL.

By John J. McLoughlin, Ph.D.

What happens when different voluntary organizations with related interests collaborate on a common project or work together on a common goal? What makes the difference between successful collaboration and failure? A project designed to answer these questions—and to make the answers available in practical form—is being conducted with a grant from the Alliance For Volunteerism.

The project has three main emphases:

- It is designed as a *research translation* project which will examine the literature in the field of inter-organizational relations, analyze the findings produced by studies of inter-agency collaboration, and translate those findings into a form which will be usable by practitioners.
- It will perform a series of impact interviews with practitioners in the field who have engaged in collaboration at the national, regional and local levels. These interviews will be combined with data collected on these organizations to produce documented case studies of both successful and unsuccessful collaborative attempts.
- It will bring researchers and practitioners closer together by demonstrat-

Dr. McLoughlin is the director of the Inter-Agency Collaboration Project, sponsored by the Alliance For Volunteerism, and the national secretary of the Association of Voluntary Action Scholars.



ing the value of research to practitioners and how research can be practically applied in everyday decision-making.

How the Project Was Developed

The history of this project and its structure is an excellent case study of collaboration among researchers and practitioners. The project was originally conceived by a team from the Association of Voluntary Action Scholars consisting of Dr. Ronald Lippitt, Dr. David Horton Smith, Dr. Jon Van Til and Dr. Richard Reddy. A proposal was submitted to the Alliance For Volunteerism by its Research Task Force along with a proposal from the Alliance's Information Task Force.

They were funded as a joint proposal, and an advisory committee was formed including the above researchers and such practitioners as Marlene Wilson of the Continuing Education Division of the University of Colorado; Dorothy Denny, executive director of the National Information Center on Volunteerism; and Dr. Helga Roth, director of the Clearinghouse on the Handicapped, Department of Health, Education and Welfare. The advisory committee also included experts bridging both worlds, such as Dr. Eva Schindler-Rainman, noted organizational consultant from

Los Angeles; and Dr. James E. Davis, associate director of the Social Science Education Consortium in Boulder, Colorado.

The advisory committee met in February 1977 and determined four simultaneous processes for the project:

- Information and research retrieval
- Impact interviews with leaders of national, regional and local level organizations to gather data on actual collaboration experiences
- Development of case studies by combining review of the literature with the impact interviews to produce some useful models for practitioners
- Dissemination of project materials at sessions with national groups under the cosponsorship of Alliance organizations

The project was designed for these processes to feed into one another, providing natural checks and balances for the study. They were to be implemented in various ways and carried to fruition by complementary procedures.

Information Retrieval

To assure a full research search, two strategies were incorporated into the structure of the project.

First, an advisory committee of ten academic research experts who had done work in the field of inter-organizational relations was selected by the reputational method—i.e., they were nominated by people in the field. The research experts were Dr. Roland Warren, Brandeis University; Dr. Herman Turk, University of California, Los Angeles; Dr. Gerald E. Klonglan, Iowa State University; Dr. Eugene Litwak, Columbia University; Dr. Howard E. Aldrich, Cornell University; Dr. Brian C. Aldrich, Winona State College; Richard Beckhard, Massachusetts Institute of Technology; Dr. Paul E. White,

Johns Hopkins University; Dr. David Whetten, University of Illinois, Urbana; and Dr. Donald Dillman, Washington State University.

Each expert was asked to nominate 25 key pieces of literature in the field of inter-organizational relations, such as books, articles, reports, unpublished doctoral dissertations, unpublished articles. This approach was adopted so that a complete overview of the field could be acquired as quickly as possible. The task force tabulated the nominations and compiled a master list of 50 based on how many nominations each article received. It derived a number of hypotheses and propositions from these articles and prepared a preliminary proposition inventory.

These preliminary propositions were tested on a group of practitioners at two workshops held at the Management of Volunteer Programs First Level Workshop, sponsored by the University of Colorado, Bureau of Conferences and Institutes, in June 1977. This helped identify gap areas in the research and further areas of needed research.

The strategy was designed to constantly check out the validity of the research findings and check their applicability against reality. At the same time, the results of the workshops provided feedback to the research experts and a snowballing of citations to identify what research had been done in the gap areas emphasized at the workshops.

A computer search of the existing data banks available was undertaken with the help of Dr. James Davis. As Director of the Educational Resources Information Center (ERIC), Dr. Davis helped us tap all of the existing articles in the educational field through the ERIC system. We soon branched out to include other sources, such as Social Science Citation Index, Dissertation Abstracts, Sociological Abstracts and Psychological Abstracts. This computer search was to make sure we covered a wide variety of fields, including education, public administration, health, social work and the academic disciplines.

The emphasis was on the whole field of inter-organizational relations so that we could develop and analyze as many models as possible. We wanted to see how many were applicable for voluntary/volunteer organizations, as one of the project's assumptions was that organizational theory and struc-

tural analysis would be applicable to every organization and easily adaptable to the volunteer community.

Impact Interviews

A series of telephone interviews were conducted with leaders of national, regional, state and local organizations to understand what the process of collaboration involved. Those selected for interviews were chosen from a random sample provided by the project advisory committee. They were asked a series of prearranged questions pertaining to their past and present collaborative efforts, as well as what they anticipated doing in the future. We were trying to learn if they were engaged in joint programs or joint proposals; how many resources they had committed to the effort; who had collaborated from their organizations and what kind of decision-making power they had; what barriers (difficulties) they had encountered and how they had overcome them; and whether their attitude toward collaboration had changed because of their experience. We also asked them what they planned to do differently as a result of their past experiences.

These impact interviews were used to help structure a questionnaire for



gathering data for a series of case studies on different types of collaboration. They also alerted us to different types of collaborative mechanisms in the case studies.

The California Volunteer Network, for example, is a statewide organization open to all segments of the volunteer community to enable communication, collaboration and support for volunteerism. It is a very good example of an "open system" in the sense that it has no organizational structure. It is now coordinated by a steering committee chaired by Bert Walters, director of volunteers for the Human Services Ad-

ministration in Sacramento, Calif., but it has no real institutional base.

The Network was formed three years ago out of a meeting of a group of Voluntary Action Center directors at an institute sponsored by the National Center for Voluntary Action. The directors felt they did not really know each other and that they should learn more about each other's programs and activities. Collaboration, however, was not one of their central concerns.

The group established a steering committee and conducted a study to see if a statewide network was feasible. There was such good response that they held a statewide conference in 1975. With the help of Dr. Eva Schindler-Rainman the Network adopted an "open system" framework for their organization. The steering committee, consisting of representatives from each organization in the Network, is the decision-making body for the group. All decisions are made by consensus and all work is performed voluntarily.

The Network provides a voice for the shared concerns of their constituency. For example, it adopted a statement on standards for volunteers in addition to being one of the leading advocates for a state office for volunteers in California. This goal was accomplished recently with the help of the Alliance For Volunteerism and other concerned groups.

The California Volunteer Network is a unique collaborative mechanism in the sense that it has no permanent organizational structure and no institutional base of support. It survives on donations made at its annual meeting and from solicitations made through its mailing list. The looseness of its structure provides a type of flexibility which most organizations lack. Its geographical expansion also makes it a unique example of regional collaboration.

Another type of collaborative mechanism was found in the Bay Area Combined Health Agencies Drive (CHAD). Directed by Robert Trefrey from its headquarters in Palo Alto, Calif., CHAD is a coalition of the 14 national voluntary health agencies which don't belong to United Way. As a matter of fact, they perceive themselves in conflict with United Way for a number of reasons. They are health-agency oriented and donor-designated with 100 percent of the contributions distributed to the agency named. They operate a payroll deduction system whereby an em-

ployee can check off the agency he or she wants to receive the money as opposed to United Way's system of distributing money through an allocations committee.

The group is run by a board of directors made up of one staff and two volunteers from each member agency. The board approves an annual operating budget that covers salaries of the executive director, associate director and secretary; normal office expenses; and campaign materials.

This is a very interesting example of a collaboration which came into existence because the needs of its members were not being met locally. It is an example of local level inter-agency collaboration to support national organizations.

The Information Network Collaboration (INC) in San Diego was created in 1974 as a collaborative mechanism to

people encounter in obtaining information about services available to them in the San Diego metropolitan area. It has also examined the problems which people encounter when they approach government agencies for help. Through the Network public and private agencies have learned more about what information and services are available. The Network is an excellent example of how a collaborative mechanism at the local level can improve service delivery to people in need.

Case Studies

To make sure that the project achieved full coverage at the national, regional and local levels, specific procedures were adopted to develop case studies for all three levels.

At the national level, contact was made with organizations which had fostered collaboration throughout the

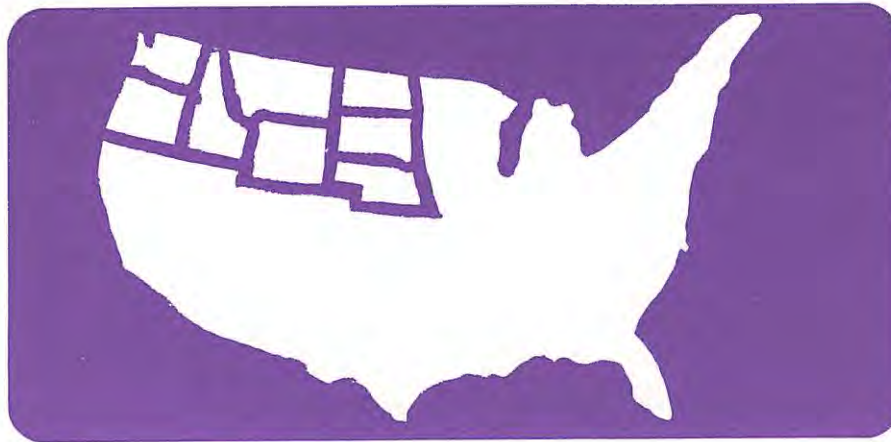
project had to deal with the fact that regional organizations were often created because no mechanism for communication existed between national and local levels in the administration of programs or delivery of services.

Another project, the Western Interstate Commission on Higher Education (WICHE), headquartered in Boulder, provided information on the Western Compact of 13 states which banded together in the early 1950s to provide and share higher educational opportunities for their students. The WICHE case study was interesting because the Compact was in transition, as its mandate was being challenged by the governors of the 13 Western states who funded it. Also, it was disrupted internally by a conflict between "hard" money and "soft" money people—i.e., those who were regular paid staff and those who survived on grant money. This internal conflict allowed both the advantages and disadvantages of collaboration to be analyzed. It also raised questions of how long a collaborative mechanism can serve its purpose and when it outlives its usefulness.

The Social Science Education Consortium, in Boulder, provided an interesting regional collaborative mechanism because it was made up of people, not organizations. It includes individuals from all over the United States, from every conceivable academic discipline in the social sciences, who discuss common problem areas and perform research to link the social sciences, providing a bridge to reach society-at-large.

At the local level, the project was fortunate to set up two local advisory committees, one in Boulder and one in Denver. The project advisory committee wanted to make sure that the problems of the local community were not overlooked by placing too much emphasis on the national level. The Boulder group included representatives from the local Council of Churches, Chamber of Commerce, YMCA, VAC, Equal Opportunity Program of the University of Colorado, Department of Human Resources, Family Resource Center, Mental Health Center, and Colorado Women's Conference. This group met in April, providing the project with its first input from practitioners.

One of the interesting findings from this session was how similar the problems for people trying to collaborate at the local level were to the problems encountered at the national level. It also



link the information agencies in the San Diego metropolitan region. Coordinated by John Haak, associate librarian at the University of California at San Diego, INC includes libraries, public agencies and community organizations sharing a basic service philosophy as well as expertise, technique, contacts and information resources.

The groups which set up INC under a grant from the California State Library were the League of Women Voters, the Community Congress, the Comprehensive Planning Organization, the University of California at San Diego Library, the Department of Urban and Rural Studies at UCSD, the National City Public Library, the San Diego County Library, the Sierra Regional Library System, and the Department of Telecommunications and Film at San Diego State University.

This network has highlighted the problems which Spanish-speaking peo-

country. For example, Charles Kujawa of the Young Men's Christian Association helped set up collaboration among 17 major youth-serving organizations. Other national organizations supplying case study material on collaborative efforts at the national and local levels were the Environmental Policy Center, the Youth Project, and the National Council on La Raza. In addition, Richard O'Brien, vice president for planning at United Way of America, and Henry Smith, librarian, provided documented case studies of local collaborative attempts fostered by United Way.

At the regional level, several good examples were found in the Denver-Boulder area. Charles Jaten, special assistant to the regional administrator of the Mountain Plains Federal Regional Council, provided a good deal of information on how federal governmental agencies coordinate their activities at the regional level. The

became obvious that local people were influenced by federal guidelines.

The other local advisory committee, formed in Denver, was more diversified, including representatives from the national, regional and local levels. This demonstrates the diversity of problems of a medium-sized city in comparison to a smaller place like Boulder, even though they are only 30 miles apart.

The Denver meeting was held in April, drawing representatives from such federal agencies as the Department of Justice and the Department of Housing and Urban Development; regional organizations such as Mountain Plains and the Federal Regional Council; city agencies (Denver Commission on Community Relations); federally-funded projects (Central Denver Youth Diversion); higher education (Equal Opportunity Program of the University of Colorado, Metro State College); local branches of national organizations (Mile High Red Cross, Junior League of Denver); and local community organizations (Capitol Hill Neighbors Association and Francis Heights/Clare Gardens, a local housing project of 1,000 families); and local social service agencies (Eastside Social Service Volunteers, Denver Council of Churches).

The collaboration problems identified in the city were different from those in Boulder. Much more emphasis was placed on problems of inter-level cooperation between federal, state and city agencies and on knowing and trusting the person collaborated with.

It is very hard for sociologists to write about trust because they cannot document it. It is also hard to find studies of failure in the literature because people tend to write about their successes, not their failures. An analysis of failures can only be obtained by interviewing and listening to the people who have attempted to work together in the past. This session was particularly interesting because it pointed out what gaps exist in the literature and where more research needs to be done if a true picture of inter-agency collaboration is to be attained.

Dissemination Sessions

Three national dissemination sessions have been scheduled for the project in order to bring its findings to the attention of practitioners.

The first one will be at the third annual joint convention of the Association of Voluntary Action Scholars, the

Association of Volunteer Bureaus, and the Association for the Administration of Volunteer Services in October 1977 in San Diego, Calif. On Wednesday, October 12, a joint workshop on collaborative activities will follow a plenary session on collaboration. It is designed to test some of the findings of the project and get feedback from practitioners in the field.

The second session will be held at the meeting of the board of directors of the Alliance For Volunteerism in Washington, D. C., on Sunday, October 23. It will be part of an all-day board workshop on collaboration, giving the leaders of each of the 16 national organizations which make up the Alliance an opportunity to take part in a feedback workshop to compile data for the project. The workshop will serve as a test case for how applicable the findings of the project are to organizational leaders.

On Tuesday, November 8, 1977, a third dissemination session will be held at the Brookings Institution in Washington, D. C., under the auspices of the Washington-based Alliance members. Cosponsors of the session are the National Center for Voluntary Action, the federal ACTION agency, the Association of Volunteer Bureaus, and Volunteers in Technical Assistance. The audience will be selected by Alliance members. In general, it will consist of directors of state volunteer offices, local directors of Voluntary Action Centers and Volunteer Bureaus, staffs of the member organizations, and interested volunteers from the Washington, D. C. area.



Subsequent dissemination sessions are planned for the New York City and Boston areas in order to give an opportunity to offer feedback to Alliance groups in the Northeast. The New York meeting, tentatively planned for the

middle of November at the headquarters of Church Women United, will be cosponsored by the Association of Junior Leagues and the National Council of Negro Women. The Boston meeting will occur later in the year and will be sponsored by the Association of Voluntary Action Scholars.

Project Output

The project will produce a series of different results:

- A pamphlet, workbook or tool kit designed to answer practical questions about the process of collaboration. This



printed material will be priced as low as possible and distributed to the entire volunteer field through Volunteer, the NICOV/NCVA book distribution center.

- A study of the collaborative process in the educational field published by the Social Science Education Consortium and distributed through the Educational Resources Information Center (ERIC) in Boulder.

- A proposition inventory distributed by the Association of Voluntary Action Scholars (AVAS) and monitored over time. AVAS intends to do a panel study over a six-month period to find out how useful these propositions have been for practitioners. Through this feedback mechanism it is hoped that an evaluation of the project findings can be carried out.

- A series of papers on the planning, development and findings of the project to be presented before national associations, such as the American Sociological Association, the Society for the Study of Social Problems and the American Educational Research Association.

Through these various outputs, it is hoped that the goal of bringing researchers and practitioners closer together can be achieved.



NICOV takes a look at . . .

STAFF NONSUPPORT OF VOLUNTEERS

Edited by Ann Harris

National Information Center on Volunteerism

The following article is a preview of a new publication to be offered in early 1978 by Volunteer, the NICOV/NCVA publications distribution center.

A NEW LOOK AT AN OLD FAILURE

By Ivan Scheier, Ph.D.

Volunteer program problems come and go. Only one has persevered near the top of the problem parade for ten years: paid staff and agency nonsupport of volunteers. Impressions from the field suggest that it has been a problem not only in North America but also in Japan and most recently in Australia. Spot surveys by NICOV confirm this impression.

There are exceptions, of course, which include support by some agencies at some times, some paid staff at all times, and organizations which are all-volunteer or volunteer-dominated (although in the latter case the problem may be that staff feels the pinch rather than volunteers).

Can we really improve recruitment, screening, training, motivation of volunteers, and targeting on volunteers if staff doesn't care? It can turn off the best-screened recruit, waste the best volunteer training and demotivate any volunteer.

Agency/staff nonsupport of volunteers is a fundamental problem. All we have in ten years' effort are small gains here, small losses there. We must be doing something wrong or ineffectively. It's time to take a new look at old shibboleths:

- General verbal endorsements by high-level people in an agency or organization assist volunteerism in the way they have always assisted Motherhood, God and Democracy. Whoever makes such statements must be educated to the need of "putting where his/her mouth is" specific commitment and support that is followed through.
- Anecdotes about how marvelous volunteers are. Yes, volunteers are marvelous people, and we insiders need

Dr. Scheier is the president of the National Information Center on Volunteerism.

them. But among those who need to listen the most—the unconvinced—who listens? Aren't such anecdotes sometimes an invitation to abdicate responsibility to those other wonderful people?

- Friendly persuasion, particularly at meetings peopled primarily by those already persuaded.
- Threats and anger. Staff knows we're effectively powerless at present and can be circumvented. Anyhow, this provides a ready-made rationalization for resistance.
- Orienting staff to volunteers. This is perhaps the most sophisticated panacea proposed and to be fair, it has not been given a fair test yet. But there's a flaw here, I think: the presupposition of staff desire to learn.

Reconceptualizing the Problem

In the above and other ways our problem may be how we have viewed the problem. Our past failures may have resulted substantially from considering the wrong questions. Therefore, let's go back to square one and reexamine some assumptions about the nature of the problem:

- Who owns the problem? Implicitly, at least, we tend to assume *they* (agency staff) are the problem. Even if this is true, it's unproductive. For example, how can we put staff persons on the couch, if they don't trust volunteers in the first place? Pogo said, "We have met the enemy and he is us." It may not be entirely true, but at least we have better access to "us."
- The nature and expression of the problem. To repeat, general verbal endorsements by themselves mean virtually nothing. Even worse, token volunteer programs are extremely effective in dodging or deferring the issue of truly significant citizen involvement.

Blocking responses may range from explicitly reluctant to verbal or programmatic tokenism. In all of these the expression is not so much active hostility as passive resistance, less attack than apathy, more sin of omission than commission, not so much maligned attention as inattention, and more in what staff fails to do than in what it actually does.

And, I suspect, many staff people are not “threatened” by volunteers. They know the boss isn’t really serious about them (or else he or she doesn’t know how to put teeth in the situation). Staff readily recognizes top management tone and process which mark the real priorities on their time and effort. Staff can wait you out any day.

● Who are the actors in this drama? Frequently, the problem, phrased as “volunteer vs. professional,” is prejudged. In fact, many volunteers are professionals, while many professionals volunteer in their spare time. The entire paid work range of skills and experience is paralleled in the volunteer work world. I think it would help if we think of “professional” as “the gatekeeper” and “volunteer” as “the potential participator” (see box).

There may be strong objections to “e” in the chart, but I would maintain that many staff people genuinely care, while some volunteers have other agendas. The oversimplified view that only volunteers are warm and concerned because staff is contaminated by money is an erroneous assumption on which to base strategy. More than that, it probably has contributed to an increase in staff resentment of volunteers.

To the extent one accepts the above rephrasing of “gatekeeper” for “professional” and “potential participator” for “volunteer,” the issue becomes one of access, responsibility, power and systems change.

● Objectives of problem solution. One implicit goal myth is that every agency and staff person should have plenty of volunteers. The reality is that you don’t win them all and

<u>The Gatekeeper</u>	<u>The Potential Participator</u>
a. Controls access to the clients and some major resources	a. Lacks this access or mandate, either officially or unofficially
b. Has official responsibility for client, etc.	b. Relatively powerless
c. Might be unpaid as well as paid	c. Is unsalaried ordinarily
d. Might be relatively unskilled as well as skilled	d. Might be relatively unskilled as well as skilled
e. Varies in degree of genuine intrinsic concern	e. Varies in degree of genuine intrinsic concern

in the foreseeable future, you shouldn’t even try. Attempting to tack volunteers on to an unreceptive agency or staff person is unfair and unlikely to help clients, but very likely to “validate” a self-fulfilling agency prophecy of volunteer failure. This selective approach requires courage in confronting the numbers fixation that is so common in givers of dollars. But we’re partly responsible for that, too.

● Time. The belief in brief solutions is a peculiar affliction of volunteer leadership. Yet, as with most basic program problems, you should sign on for three to five years. Basic attitudes, styles, and fundamental elements of the service delivery system need to be changed. Solutions which cater to rushing may be ruinous.

Seven Principles

This new look at the nature of the problem modifies approaches derived from the “old look;” it does not entirely replace them. Here, then, are seven principles suggested for dealing with the issue of gatekeeper v. potential participator.

1. The Principle of Receptivity Assessment. You should begin with this principle whenever you sense “the problem,” whether or not volunteers are currently in the system.

● The stability (vs. chaos) of the organization. Agency volunteer programs can be less healthy than the host organization; they can hardly be more so. In the long run, it may be better to take the hard choice of waiting until the organization stabilizes to a reasonable degree. For example, some think it is a fine time to install volunteers when funds are cut back. Ordinarily this is so only as a desperation and transient measure. The destabilization and paranoia usually associated with the onset of financial anemia can be deadly to volunteers.

● Top management receptivity, in the sense of active, specific and knowledgeable commitment, as distinct from mere lip service. An aid to impressionistic judgment here is NICOV’s “Top Management Self-Checklist in Regard to Volunteer Programs.” A checklist score below the 25-30th percentile on national norms is a bright red flag. Don’t go ahead while it’s still waving.

● The same goes for “line” (support) staff receptivity and the use of NICOV’s “Staff Reactions to Volunteer Programs” form to diagnose it. The only difference here is a go-ahead if only some line staff are sufficiently receptive to volunteers. They don’t all have to be. What you are looking for as a result of your receptivity assessment is a situation in which

–at least some line staff are sufficiently receptive to volunteers;

–they can operate with volunteers in reasonable independence from other staff who are insufficiently receptive; and

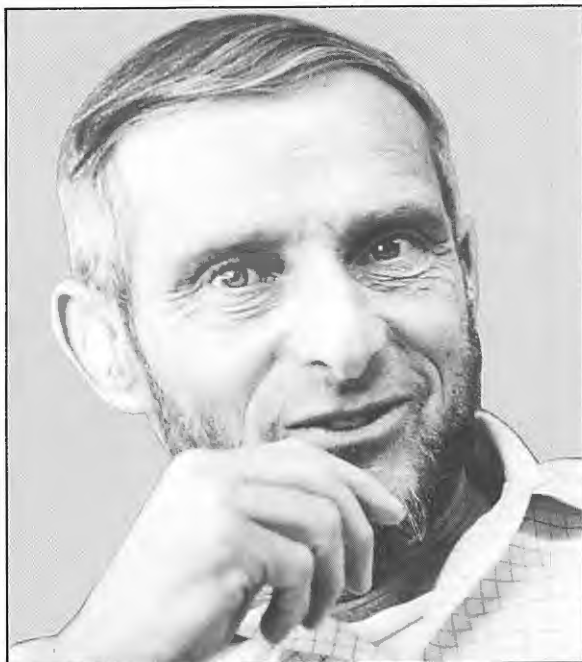
–top management is sufficiently receptive, or if not, the volunteer involvement effort can be operated independent of or hidden from management (the secret or catacombs volunteer program).

If these minimal risk conditions cannot be met, someone needs to have courage to withhold volunteers from an agency which claims it wants them. Frequently, that hard decision is the lot of the local VAC/VB. There is only small consolation: Today’s volunteer market tends to belong to the sellers.

2. The Principle of Differential Approach

Where minimal risk conditions (above) are met it is far better to begin working with a few staff persons selected for their relatively high receptivity to volunteers than to insist on a broadside approach where every staff person shall have X volunteers by X date.

The differential approach is far more productive as a starting strategy. It will yield more productive and stable volunteers given the amount of effort. It is also an excellent dissemination model, as receptive staff people become peer success models for other staff.



Dr. Ivan Scheier

The broadside approach is far more likely to break the volunteers' as well as your heart and spirit.

3. The Principle of Staff Rewards

Are we not the experts on the motivational paycheck, getting people to do more than they have to because they want to? How curious, then, that we have concentrated almost exclusively on volunteers, never asking very seriously, "What's in it for staff?" It's a good question. Staff understand well enough when we ask them to give extra time, effort, commitment and inconvenience as the price for involving volunteers. It is in fact a "volunteer extra" we are asking—a kind of volunteer extension, beyond the call of duty, they have to make in order to obtain volunteers.

We give them essentially nothing for this; we rarely even think about it. Yet, are staff not people, too, needing a motivational paycheck for their "volunteer involvement extras"? I strongly believe so. Indeed, failure to "think dividend" for staff has been the most devastating omission of volunteer leadership for the last decade.

Where then, is staff's motivational paycheck? Please note: We speak of "carrot" for those who "can do," not of "stick" for those who can't. You really can't force people into productive involvement of volunteers, and you'll be sorry if you try.

- Volunteer job design. We need to develop a better concept of volunteers as a resource to staff while allowing them to do what they want to do. This means creating volunteer jobs which are time-saving for staff, rather than time-absorbing, and which free staff to do more of what it wants to do, rather than viewing these volunteer jobs as a threat.

- Volunteer training. This should place more emphasis on care and feeding of staff and sensitivity to its problems. Many's the successful volunteer who has confided to me that a major activity is stroking staff. Staff can use it, and it's an extremely useful function from which clients also benefit.

- Recognition. I have sat through too many recognition banquets watching the faces of staff while volunteers got

all the kudos. I have seen too many recognition certificates, press releases, awards for volunteers as if their staff partners did not exist. You'd think volunteers had sole monopoly on concern, caring and giving beyond what is necessary. They don't, and personally, as a staff person, I would be inclined to resent the implication that they do.

Often, behind every successful volunteer there's a staff partner who helps make this success possible through her/his support and understanding. Please start giving these teammates a recognition certificate *together*. Mention them together in awards, at banquets, on the radio.

The following points involve some relatively long-term (strategic) system changes rather than immediate tactical expedients. Nevertheless, they are necessary.

- The personnel merit system. As formally as possible, this system should recognize extra staff time, skill and commitment needed to involve, support and supervise volunteers. Indeed, when the next opportunity for promotion to supervisory position comes around, remember this: It's a lot more difficult to supervise volunteers effectively than paid staff, though most supervisory skills apply in both cases. These include the ability to motivate without money, communicate, and be an enabler rather than a threatened controller of people.

For staff people evaluated to work significantly and productively with volunteers, rewards should include

- at least a letter of commendation in their personnel file, signed or cosigned by the most potent person possible in personnel decisions;

- merit system points;

- the designation of "volunteer specialist" or a similar special skill title; and

- at a minimum, a reasonable comp-time policy for extra hours often necessary to work with volunteers. Not all of these need translate immediately into career achievement or money, but it's nice if some eventually can.

- The "reward" can be entrance to the paid work system. I believe that any agency which is serious about volunteers

- will evaluate realistically each new paid work candidate in regard to active receptivity, creativity, commitment, and previous experience involving volunteers; and

- will offer some sort of preferential consideration for new staff openings to evaluated, successful volunteers and, to a lesser extent, to volunteers with experience in a related agency.

- Rewards to the agency. Government and private funding agencies seem to be interested in stretching the service dollar. Therefore, it would be logical to demand a "citizen participation match" as a condition of any grant or monetary award for any purpose, even if it is only for paid staff, materials and facilities. I think the idea is worth serious consideration for further development and discussion with government funding agencies, foundations, United Way, etc. Admittedly, this idea has some problems. Presumably the "volunteer program match" would have to be validated/evaluated in some fashion. This might be unduly expensive and possibly verge on too much policing. Another difficulty is at what point does this kind of persuasion become undue pressure towards grudging, hence unsuccessful, agency sponsorship of volunteers?

Of similar potential is preservation or enhancement of special or other legal status benefits for private organizations in return for significantly involving volunteers in community service. An example is fraternal or mutual benefit associations.

4. The Principle of Staff Participation

I am mystified by the expectation that staff will support someone else's volunteer program. They will support only *their* volunteer program. This means a maximum of genuine, not token, staff participation in every phase of the program from volunteer job design to recruiting, screening, training, motivating and evaluating volunteers.

The participation needs to be more than cosmetic. If there is insufficient staff time to ensure it in all details of implementation, it has to be there in clear, precise policy guidance.

Staff participation in volunteer job design is fundamental. For this we recommend "Need Overlap Analysis in the Helping Process" (from NICOV's *People Approach: Nine New Strategies for Citizen Volunteer Involvement*). Moreover, particularly where staff's active support is problematical at first, more of the negotiated giving will have to be done by volunteers and their advocates in reaching the need overlap (volunteer job) area.

Surprisingly, encouraging more staff participation might require some serious rethinking of the role of the volunteer director/coordinator/facilitator. My explanation of this begins with a rather long detour to Australia—consulting on volunteer programs in 1973 and again in 1977. I believe Australians are ahead of us in some ways in their thinking on volunteerism (though it's hard to get them to admit this).

During my one-month 1973 tour, I found only one or two people who even knew what the term "volunteer coordinator" or "director" meant. In 1977, I encountered an accelerating interest in the job and many people who recently had begun to work in that capacity. The current argument in Australia that it's good to have someone take full and special responsibility for the volunteer program was the same argument we gave ten years ago in this country. What disturbs me about it now is the implicit message of abdication: "Now that we have a volunteer coordinator, the rest of staff can relax and let him/her handle it. Our participation is no longer necessary, thank you."

I can't help thinking something like that happened to us ten years ago, and we have less staff participation today because of it. There is a clear caution signal here for the coordinator: You are to encourage, train/support *staff* in working with volunteers. You are to avoid the temptation to do it yourself, becoming the person in charge of the volunteer island in the agency. If you ever catch yourself saying "my volunteers," maybe your role should be more one of taking administrative work off the shoulders of line staff or finding volunteers to do it, provided that staff reinvest the time saved in working directly with volunteers.

5. The Principle of Volunteer Role Differentiation

A frequent assumption has been that clarifying volunteer/staff roles will help solve "the problem." That may be so, but one shouldn't assume it will be easy by having one best overall role for volunteer and one best role for staff. In fact, optimum roles will probably differ widely in any single situation over time.

Therefore, volunteer role/task differentiation (diversification) may be a more productive working concept than role definition (limitation). By this is meant offering staff the widest possible range of volunteer jobs/tasks/roles from which to choose. I don't think I've ever met a staff person who actually disliked volunteers in general. What turned off the person was a relatively restricted concept of a volunteer job/person. As long as we, too, play that game by limiting our volunteer job offerings, we will fit right in with the stereotyping scenario of staff indifference/resistance. As we widen our offerings, we get closer to making staff people an offer they can't or don't want to refuse because it's close to what they want in the way of volunteer help.

6. The Principle of Training/Education

The volunteer leader is largely an adult educator—and no more so than in the matter of gatekeeper/participator relations. Since both are significant actors in this drama, volunteers must be trained to work with staff. Orientation of staff to volunteers is equally important, but perhaps not as much of a central solution to nonsupport as previously supposed. Ordinarily, all the other factors must first be in place for such orientation to be effective, and this is especially true of reward/reinforcement for staff. You can't force people to learn what they're not motivated to learn. When they are motivated, elaborate curriculum or learning encouragement is unnecessary. An example is the male high school dropout's successful performance on the written exam for an automobile operator's license, while many Ph.D.'s couldn't even compete.

Wherever possible, a significant portion of staff orientation to volunteers should *precede* volunteer training and other volunteer program development. Curricular suggestions are available in publications, including those mentioned at the end of this article.

Finally, just a thought: Why do we segregate staff and volunteer training? If we want them to function as a team,





why don't we train them together to work together? Orienting staff to volunteers is an immediate tactical approach — and a somewhat patchwork one at that — to an underlying problem which is the lack of volunteerism in the content of our educational system. The Association for Administration of Volunteer Services' Education and Training Task Force of the Alliance For Volunteerism has stressed the need for incorporating volunteer leadership course content in professional (social work, theology, education) school education.

Perhaps even more basic is the need to assess our pre-college, public and private educational system, which provides an informational and attitudinal base for virtually all future paid staff, professional or not, and for virtually all future volunteers. NICOV is beginning a project, under a grant from the Kellogg Foundation, that will develop and disseminate models for a high school course/module in volunteering and community leadership. Eventually, this model must be extended throughout all levels of the secular educational system — primary, secondary, junior college and university — and I would like to see it adapted for religious education as well.

Finally, realistic education about volunteering must be extended to the critical decision makers in the government, private, funding and policy-making sectors. At least part of the problem originates with some of them. For example, in some cases there is an assumption that volunteer programming is primarily an across-the-board cost-reduction measure. Hardly a higher priority exists than workshops designed especially for these decision makers.

7. The Principle of Power

In addition to a tactical, short-term address to immediate problems of gatekeeper/participator relations, there is a strategic approach: applying longer-term methods with pay-off. This approach takes more time but may be far more significant in the ultimate solution of the problem.

Another set of strategic approaches would address the issue of the relative powerlessness of volunteers vis-à-vis staff in agency-related programs. These long-term strategies would include the following:

- Upgrading the effectiveness of boards, especially policy boards, because most board members are volunteers; and increasing the representation of service volunteers on boards;
- Development of a national organization for volunteers with (among others) the mission of advocacy for volunteerism;
- Development of a national policy for selective withholding of volunteer service from agencies which are demonstrably and seriously inept, indifferent or exploitative in their use of volunteers. This would probably put VAC's, VB's, and other local volunteer clearinghouses on the firing line. They would need the active policy support of all of us, including national organizations.
- Government or private funding of human service delivery agencies might be made contingent on matching citizen involvement.
- Down the road, if all else fails to resolve agency/staff nonsupport of volunteers, we should consider a strategy for securing a client-access mandate for the development of volunteer-dominated service delivery systems as an alternative to paid staff-dominated ones. Such systems are feasible. Thus, it has always struck me that the community services rendered by volunteer-dominated organizations, such as Red Cross or Junior League, are as complex and sophisticated as the services rendered by, say, the criminal justice system. I may be missing something here, but it does seem to me more an accident of history than anything else that the former set of organizations remained volunteer-dominated, while the latter set became paid staff-dominated.

Power strategies such as the above need to be put on the table for serious discussion. Pending that, as a pacifist when it comes to raw power struggles, I'm somewhat in conflict about them. Everything else should be tried first, with perhaps a modest access to "volunteer power" to even-up our hand a bit in negotiations based primarily on other considerations. A more complete power drift towards volunteers vis-à-vis staff might, I suspect, simply maintain the problem with a reversal in principal sufferers.

SOME SOURCES FOR STAFF/VOLUNTEER TRAINING

(For information on how to obtain these items, write Volunteer, PO Box 1807, Boulder, CO 80306).

How To Do It—Aids for Volunteer Administrators. National Center for Voluntary Action, 1976.

Basic Feedback System: A Self-Assessment Process for Volunteer Programs. Bobette W. Reigel, National Information Center on Volunteerism, 1977.

"Need Overlap Analysis in the Helping Process (NOAH)." Ivan H. Scheier, **People Approach: Nine New Strategies**, National Information Center on Volunteerism, 1977, pp. 13-36.

Orienting Staff to Volunteers. Ivan H. Scheier, National Information Center on Volunteerism, 1972.

"Training a Professional Staff to Work with the Volunteer Program." Florence S. Schwartz, **Volunteer Administration**, Volume X, No. 1, Spring 1977, pp. 10-14.



Durham Wood Project Warms Needy

When cold weather comes to Durham, N. C., this winter, no one should suffer because they can't pay their energy bills. A coalition of individuals and citizen's groups, ranging from Boy Scouts and women's organizations to churches and college students, has been working since last winter to build up a wood pile to distribute to them. The project's catalyst was a Durham newspaper story reporting that two residents had frozen to death in an unheated house.

"In many parts of the South, and particularly in low income and rural areas," says Louise McCutcheon, Durham VAC director, "people still heat their homes by means of wood burning stoves in their living rooms and kitchens. We seldom have a winter when they don't have to burn their stoves. Of course last winter was par-

ticularly severe, and many low income people simply couldn't pay for the wood or pay their energy bills."

Almost 500 volunteers joined the effort known as both Operation Breakthrough and the Durham Wood Cutting Project. Originally the idea of a chaplain at Duke University, Reverend Bob Young, the effort is now a permanent, year-round community volunteer project. Volunteers, using axes and power saws, cut wood from trees donated by Duke's Forestry School. When the cold months arrive they will distribute the wood to needy families identified by the County Department of Social Services. The City of Durham will contribute trucks to deliver the wood.

"The project is a total community response to the energy crises," says McCutcheon. "It includes an energy

fund to which people who wish to give cash can contribute. The money will be used to pay needy families' fuel bills."

Other kinds of donations have been made, including thousands of gallons of fuel oil by the Durham Oil and Heat Association. And knowing that wood chopping can work up an appetite, a fast food restaurant provided chicken dinners one Saturday for over 90 workers at a table in the woods.

"I think this has furnished for us here in Durham the best opportunity for people to really show what neighborliness means," City Councilman C. E. Boulware commented in a recent interview.

Reverend Bob Young agrees. "It has just completely amazed us to see how everybody has cooperated in the way—well, in the way we ought to do other things."

For further information, write the VAC of Durham, Inc., 809 W. Chapel Hill St., Durham, NC 27701.

Volunteer Orgs. Test New Avenues

Several national voluntary organizations have received grants to explore or launch specific projects involving volunteers. Most of these programs are directed at previously uninvolved (nontraditional) volunteers, such as female board members, high school students and senior citizens.

- The **National Information Center on Volunteerism** received a three-year, \$197,340 grant from the W. K. Kellogg Foundation to develop a pilot experiential student volunteer program for academic credit in various school districts around the country. Community agencies will help place students in appropriate volunteer situations and assist the schools with curriculum development.

- **Volunteers in Probation/National Council on Crime and Delinquency** and the **Criminal Justice Program, University of Alabama** received a three-year Kellogg Foundation grant in the amount of \$273,800 to develop a National Criminal Justice Volunteer Resource Service at the University of Alabama. The service will assist college professors in establishing college level courses in criminal justice volunteerism and will offer academic



Durham Mayor Wade Cavin dons another hat to join fellow citizens in community-wide wood cutting effort.

credit to volunteers and others interested in criminal justice volunteerism. In addition, the grant provides for studying the feasibility of a certificate program for volunteer coordinators, establishment of regional resource centers, conferences on criminal justice volunteerism.

● The **Association of Junior Leagues** was the recipient of a \$790,000 three-year grant from the Edna McConnell Clark Foundation to fund Project V.I.E. (Volunteers Intervening in Equity). The program will develop volunteer opportunities for able older persons to utilize their education, career experience and knowledge of the community to assist others in obtaining needed services or rights under the law. Ten of the Association's 231 Junior Leagues will be project sites to develop one or more of the following models: community linkage, paralegal, research and monitoring, community assessment, consumer affairs and criminal justice. Volunteers recruited from each community will include retired persons with experience in government services, social work, labor unions, neighborhood organizations as well as those with legal backgrounds, business experience and the clergy.

● The **Association of Voluntary Action Scholars** received an \$18,700 grant from the Alliance For Volunteerism to determine what existing research has revealed about interagency collaboration on a common project. The ultimate goal is to translate and distribute this information in useful form to professionals in the volunteer field.

● **Involvement, Inc.**, a California-based not-for-profit corporation that develops and operates corporate volunteer programs throughout the country, received \$24,000 from the Alliance For Volunteerism to train volunteer leaders to work with business corporations in developing corporate volunteer programs and using corporate resources.

● The Alliance For Volunteerism awarded a \$23,000 grant to its **Task Force on Women and Citizen Participation** for a five-city pilot project to increase the number of women who serve on policy-making boards and in other leadership positions in volunteer organizations.

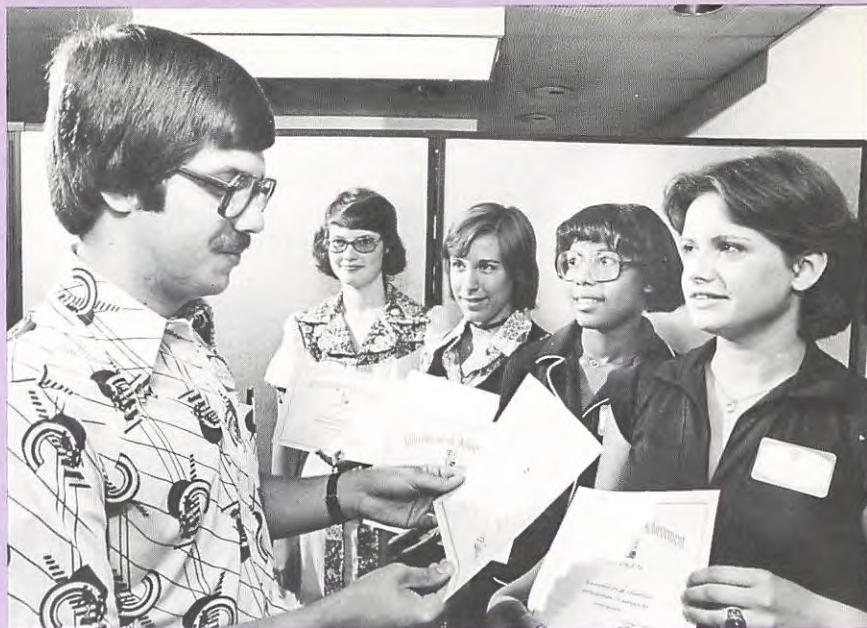


Photo by Dan E. Stauffer, Beaver County Times

Glenn Whitehair, I., of Ambridge, Pa., looks over the certificate he and some 100 other students received on June 6 for their volunteer service to the Voluntary Action Center of Beaver County, Pa. VAC volunteer Sue Broadhurst promoted the program on local radio station WBVP and among various merchants who offered the awards given at a breakfast honoring the students. Other recipients pictured are, from l., Sharon McCullough, Beaver; Sue Clark, Beaver; Deirdre Palmer, Ambridge; and Sue Fitzpatrick, Ambridge.

AVB PROGRAM HONORS TEENS

The Association of Volunteer Bureaus has developed a pilot project, the Model Volunteer Program '77, which recognizes teen volunteers with certificates of appreciation. "Usually we tend to forget teenage volunteers," says Phyllis Vajda, AVB consultant. "We don't give recognition to their efforts." In late spring, 17,000 teenagers were honored for their volunteer work, and AVB hopes to expand the program in the fall to include even more teenage volunteers.

Forty of the some 130 AVB local offices participated in the initial effort to locate deserving teenage volunteers. In each area, an AVB volunteer contacted schools to describe the program. The criteria for the award were very simple. "In order to qualify for the certificate, a student must have volunteered in some way on a regular basis between June 1976 and June 1977," says Vajda. "The students' names were then forwarded to the national AVB office where the certificates were prepared in time for distribution at the schools' graduation or award ceremonies."

In Worcester, Mass., 376 certificates were awarded to teenagers in the area. "We are encouraged at the

enthusiasm this program has generated," Charna Lewis, Worcester VAC director, commented. "Positive recognition of the great things teenagers do is long overdue."

For further information, write Phyllis Vajda, Association of Volunteer Bureaus, 801 North Fairfax St., Alexandria, VA 22314.

Volunteers Sell Public TV To Schools

Volunteers are effective salespersons—when the product is instructional television available through public broadcasting stations. Last year they proved their worth in a pilot project funded by the Corporation for Public Broadcasting (CPB) in several cities served by the Eastern Educational Network. At issue was whether a community outreach effort would result in more schools, kindergarten through twelfth grade, taking advantage of the programming available. The answer was a resounding "yes."

According to Dr. Peter Dirr, CPB consultant on the project, "As a result of the success of the volunteer involve-

ment, the same type of project has been picked up by the central region and is likely to be used in the southern region as well. The project will continue in the Northeast."

Although the project varies slightly from city to city, the basic format is similar: to develop fliers and pamphlets describing instructional television (ITV) and then to provide all the school principals in the broadcast area with the material. Volunteers visit the schools in order to describe personally the available television programs.

Last year, volunteers were most active during the second annual TV for Learning Week in September. For example, at station WNED in Buffalo, N.Y., volunteers from the Association of American University Women were asked to participate. They visited 137 schools, talking with teachers and principals about the use of ITV in the classrooms. At station WMHT, Schenectady, N.Y., volunteers from the American Association of School Administrators, the American Library Association and the National Congress of Parent Teacher Organizations united in a similar effort.

Although the specific research data on the pilot project has yet to be tabulated, Dirr is confident that the project produced a heightened awareness and greater use of the ITV program.

"The programs represent a wide range of resources," he says. "In some cases, the schools may not have specific personnel such as art teachers available, and ITV supplements that faculty gap. In other cases the programming provides things that either couldn't be done in the classroom or that would take an inordinate amount of faculty time. For example, a science experiment which would take hours to set up at the school, using expensive materials, will be set up and filmed especially for ITV."

As volunteers gear up for this fall's TV for Learning Week, Dirr anticipates that they will be involved in several ways: coordinating the station's activities during the week, creating the promotional material describing ITV, visiting schools and talking with principals and teachers, and taking calls during special phone in periods.

For further information, contact Tony Butino, Director for Educational Services, Channel 7—WNED, 184 Barton St., Buffalo, NY 14222.

Now There Are TV Hams

Everyone's heard of the C.B. (citizen's band) and ham radio operators who use their time and equipment to assist others, particularly in emergency situations. What most people don't know about, however, is the amateur television operator.

Because TV hams also project a visual image when transmitting a message, they can offer a greater variety of public services. According to Henry Ruh, editor and publisher of the volunteer-produced *Amateur Television Magazine*, many operators are involved in grassroots volunteer projects. In Tulsa, Okla., for example, Warren Weldon monitors local weather conditions on equipment he designed to observe cloud formations. This activity has life-saving potential during periods of fast changing storm conditions. "I look at this as a public service to help out the community," says Weldon, whose equipment recently was designated a supplementary weather station by the National Weather Service.

Operation Santa is another volunteer effort of amateur television operators around the country. The projects involve setting up a studio from which "Santa" talks with hospital-bound children through two-way voice equipment. In some locations the children are able to see Santa in color, and in one studio Santa is bilingual, speaking English and Spanish.

In Los Angeles, TV hams help with traffic control. And in Washington, D.C., the Metrovision Club covers local events using a special mobile camera unit. Club members can sit back at home and watch private, commercial-free broadcasts of ceremonies, parades and other metropolitan events not covered by commercial or public television.

Although the technology which allows someone to broadcast pictures from a home transmitter has been available for about 40 years, the Federal Communications Commission gave licensed amateurs permission to construct repeaters only two years ago. The repeater, an integral part of the ham television broadcast, takes the weak signals from home transmitters and rebroadcasts them at stronger and lower frequencies. Television sets converted to special UHF (Ultra High Fre-

quency) lengths can pick up the transmission as far as 60 miles away.

There are only a few repeaters in operation, and these are in Boston, Mass.; Plainview, N.Y.; Washington, D.C.; Baltimore, Md.; and Hartford and Somers, Conn. Other installations are planned for sites in the Midwest and California.

A typical home set-up is similar to the facilities at a commercial station. The difference is in the quality and cost of the equipment. The amateur television studio is usually a flood- or fluorescent-lit room equipped with a camera, a battery-powered transmitter, and a large roof antenna which sends the words and images to a nearby repeater. The cost of the equipment can be as low as \$200 if the amateur has a good working knowledge of electronics.

For further information, write Henry B. Ruh, Editor, *Amateur Television Magazine*, PO Box 1347, Bloomington, IN 47401 or Bruce Brown, Metrovision Ham T.V. Club, 4801 N. Kenmore, Alexandria, VA 22304.



Photo by Henry Ruh



Photo by Henry Ruh

Above, Henry B. Ruh, WB9WWM, works on one of many projects for his ham TV system. His wife Jean is in background. Below, Henry Ruh (senior) of Chicago (WB9WWM) prepares to shoot mobile video in his TV-equipped Chevy Blazer. The vehicle has two-way audio and video on a number of ham bands.

Coalition Pressures Government for Handicapped Rights

A strong new advocate for the handicapped is making itself heard at both the national and local levels. Representing 37 organizations, the American Coalition of Citizens with Disabilities (ACCD) has formed alliances with groups of nonhandicapped individuals, such as the Leadership Conference on Civil Rights.

Founded in 1974, ACCD includes such organizations as the American Council of the Blind, the National Association of the Physically Handicapped, the National Association of the Deaf, the National Paraplegic Foundation and Paralyzed Veterans of America.

Jan Jacobi, assistant to Director Frank Bowe, described a few of the group's activities. In one case, she said, the organization pressured the Department of Health, Education and Welfare to draw up regulations covered by section 504 of the Rehabilitation Act of 1973. This section precludes a qualified individual from being excluded from federal funding because of a handicap. "We staged peaceful sit-ins in regional and the national HEW offices," Jacobi said. "Most of the sit-ins lasted one day, though in Denver and Washington they lasted several days and in San Francisco they lasted a week. Approximately two to 3,000 people participated in the actual sit-ins while five to 7,000 people were involved in the planning. Meanwhile, Frank Bowe worked very closely with government officials in Washington, and on April 28 Secretary Califano signed the regulations." The ACCD is now pressuring other federal agencies to develop similar regulations.

Jacobi also points with satisfaction to her organization's leadership role in the appointment of David Williamson, a handicapped citizen, as director of the Office of Independent Living for the Disabled in the Department of Housing and Urban Development (HUD). She talks enthusiastically of federal funds which were to be cut

back but, under ACCD pressure, have been salvaged to develop Transbus—accessible buses for the handicapped.

In addition to operating at the federal level, the ACCD is interested in working at local levels.

Membership in the coalition is open to individuals as well as groups. For additional information, write the American Coalition of Citizens with Disabilities, Inc., Room 817, 1346 Connecticut Ave, NW, Washington, DC 20036.

Philanthropy Group Seeks Local Help

The National Committee for Responsive Philanthropy wants to establish working partnerships with organizations and individuals concerned about current trends of private philanthropic giving.

Almost \$27 billion annually is spent by private philanthropy on "public needs." Yet, according to Bob Bothwell, NCRP executive director, recent studies document "how few dollars from private philanthropy flow to organizations working actively to correct injustices suffered by racial and ethnic minorities, by women and by other Americans generally powerless before the major governmental, economic and other institutions."

To focus more attention on what private foundations, community foundations, company-sponsored foundations and corporations do and don't do with these critical dollar resources, NCRP is seeking assistance to assess local giving patterns. Contact: Bob Bothwell, National Committee for Responsive Philanthropy, 1000 Wisconsin Ave, NW, Washington, DC 20007, (202) 965-5380.

Congress Peers Into the Future

How will today's legislation affect future generations? What are the implications of current federal budgeting? Who knows what issues we should be thinking about in order to properly prepare for tomorrow?

The Congressional Clearinghouse on the Future tries to answer questions like these. Established in 1976, the office publishes a newsletter, "What's Next?," maintains a talent bank with the names and specialties

of citizens whose expertise may be helpful to members of Congress or to committees, and offers a series of seminars, "Dialogues on America's Future."

The office recently compiled a state-by-state list of citizens' groups involved in planning for the future—Iowa 2000, for example, and Wake Up, Louisiana! A list of these organizations appeared in the August 1977 issue of "What's Next?"

For more information about the Citizen's Talent Bank, to receive a free copy of "What's Next?" or to be placed on the newsletter's mailing list, write the Congressional Clearinghouse on the Future, 3605 House Annex #2, Washington, DC 20515.

Big Brothers/Sisters Announce Merger

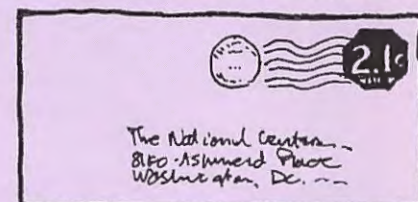
Big Brothers of America and Big Sisters International, Inc., two organizations of more than 100,000 volunteers, announced their merger in June.

Big Brothers and Big Sisters provide one-to-one relationships with children, primarily from single parent homes.

The new organization, Big Brothers/Big Sisters of America, is located at 220 Suburban Station Building, Philadelphia, PA 19103, (215) 567-2748.

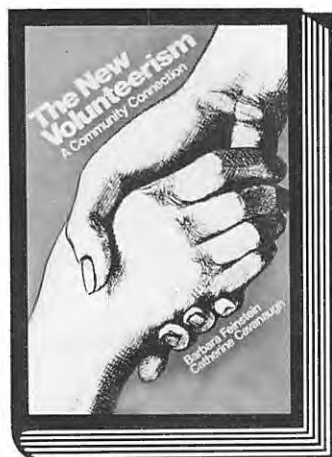
Postal Svc. Issues New Envelope For Nonprofits

On July 6 the third-class postage minimum rate per piece for nonprofit organizations was increased from two cents to 2.1 cents. The U. S. Postal



Service has issued a new 2.1-cent embossed envelope for use in bulk mailings by nonprofit organizations. The envelopes are available in post offices in both No. 6½ and No. 10 sizes only in full boxes to authorized nonprofit organizations holding precancel permits.

Regulations require that users deliver the envelopes to post offices in bulk and presorted by zip code.



THE NEW VOLUNTEERISM: A COMMUNITY CONNECTION. Barbara Baroff Feinstein and Catherine Cavanaugh. Schenkman Publishing Co., Cambridge, Mass., 1976. 178 pp. \$11.25. Available from Volunteer, PO Box 1807, Boulder, CO 80306.

By Isolde Chapin-Weinberg

Barbara Feinstein and Catherine Cavanaugh are social workers who developed and directed a volunteer case aide program that made the difference between being locked away and out on their own for hundreds of patients in an unidentified state mental hospital. This book is the story of their success in helping patients, who were viewed by the staff and who viewed themselves as hopeless, to reclaim their lives and rejoin the everyday world. It is also an account of the program's failure to maintain itself once it lost its separate status. After eight years of functioning from a perch outside the hospital's administrative and philosophic system, the program was absorbed and destroyed.

Between 1965 and 1973 the Case Aide Program grew from one part-time professional and 12 volunteers to two full-

Isolde Chapin-Weinberg edits and writes for NCVA's Technical Services Division.

time professionals and over 300 volunteers. During that period more and more patients emerged from the half-lit, rancid, deafening chaos of the back wards and, under the guidance of an aide, slowly recalled old skills, discovered new talents and normalized their behavior.

The women and the increasing number of men who volunteered to take on the role of case aides came from the neighboring communities served by the hospital. Formal education and life experience were equally acceptable backgrounds. The age of the applicants ranged from 20 to 70 years. By occupation, their ranks included housewives, retired corporation executives, nurses, secretaries, engineers, teachers and college students.

All case aides were required to pledge their efforts to the project for a year. Their reasons for coming into the program and willingness to make such a commitment varied. According to the authors, "Many are exploring avenues for their future careers in the mental health professions; some are reorganizing their life styles as they are approaching middle age; others are 'keeping their hand in' while raising their families; all are interested in being helpful to another person."

The motives of some people wishing to join the program were deemed unacceptable. The volunteers who were screened out so they would not harm the project, patients or themselves were: intellectualizers wanting to meet a "catatonic schizophrenic," Mrs. Goody-Two-Shoes looking to help "those poor people," and persons seeking vicarious therapy for their own problems.

Successful case aides tended to give more than they got. The authors describe the personal qualities that counted the most as the 3 R's—Reality, Relating and Resourcefulness. Reality is defined as "a large dose of common sense, an ability to maintain perspective and proportion, and a capacity to 'see it as it is' while keeping a sense of

humor." The writers continue: "When we talk about 'relating,' we are saying that we expect a Case Aide to care enough to respect the patient's right to grow in his own way and to have friendliness that does not smother. Resourcefulness encompasses the ability to put it all together—hospital facilities, supervision, community, and self on behalf of the patient."

The stories of individual case aides working with individual patients or of several aides involved with small groups make the generalities about patients' needs and volunteers' contributions come alive. The "before" and "after" vignettes, though there is not always a happy ending, are moving and inspiring.

Forty-year-old George, hospitalized for ten years, labeled paranoid schizophrenic, had complained for years of blinding pain in his eyes and strange noises in his head. Before being hospitalized he had tried to hit his elderly father and his "aggressiveness" was held in check by large doses of tranquilizers. The persistence of case aides finally resulted in a thorough physical examination for George and a benign tumor discovered behind his eyes. The examining neurologist said it was a wonder George had been able to see or walk around with the pain it had caused. Awaiting surgery, George says he feels better just knowing he's sick, not crazy.

Molly, also known as a complainer, was tuned out by the staff. Her case aide, who happened to be the wife of a doctor, listened and reported Molly's symptoms to her husband. He believed they indicated a serious condition and recommended a gynecological examination. Molly had an advanced case of cancer of the uterus. She lived long enough to leave the hospital for care in a good nursing home.

In many instances, the aide's job involved helping to "deinstitutionalize" a patient, assisting a person who had no regard for himself and who received no

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Youth As Volunteers (#6)	\$ 1.50	_____
The Older Volunteer (#11)	\$ 1.50	_____
Volunteer Services for Older Persons (#22)	\$ 1.50	_____
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Organization	_____
Street or Box No.	_____
City	_____
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Send **check**, self-addressed **mailing label** and this **order form** to: Technical Services Division, NCVA, 1214 16th St., NW, Washington, DC 20036.

regard from others to build self-respect. Accomplishments came slowly, the pieces were put together bit by bit: a sense of identity as a person not as a crazie, clean and more attractive clothes, new interests, one friend who cared, other friends. Following such a progression, better mental health was frequently the result. Working with members of the staff who felt similar concern for the patients, case aides were partners in the rebirth of numerous lives.

The last 30 pages of *The New Volunteerism* are devoted to "The Case Aide Handbook" that deals with the philosophy and procedures of the program in detail. The manual provides useful information for groups interested in structuring similar volunteer programs. It describes succinctly the four goals of the Case Aide Program.

The first goal is to help resocialize a mental patient so that he or she may become a useful citizen capable of making a life with dignity and pride. This complex process involves undoing the damage of the illness that brought the patient to the hospital, preparing him or her to reenter a world that has undergone enormous changes, and helping him or her to replace an institutional, self-effacing personality with that of a self-directed person.

The second goal of the program is to provide community residents with an opportunity to learn new skills and to make a meaningful contribution to the life of their community. People skilled in relating to others are also needed in the world outside the hospital to prevent the acceleration of breakdown, mental illness and hospitalization.

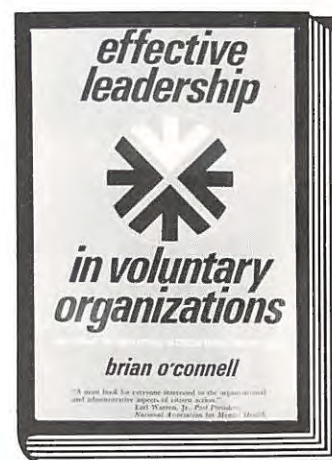
The third goal involves closing the gap between the mental health service delivery system of the state hospital and the communities it serves, picking up the slack that occurs when large state hospitals close and patients are discharged into neighboring communities without adequate services.

The final goal is to extend the treatment reach of the social worker through the training and use of competent paraprofessionals. Volunteers, under the supervision of the social worker, can relate directly to that many more patients.

Feinstein and Cavanaugh have written a valuable book, providing an example of volunteerism at its best. It is their opinion that the all too frequent under-use of volunteers is not due to the vol-

unteers themselves, "but to the professionals who, for the most part, are not equipped or willing to deal with them." They suggest that there are two factors involved in such rejection of the volunteer: lack of appreciation and respect for the skills and talents of the nonprofessional; and fear that the professional may be replaced or lose prestige.

The Case Aide Program leaves no doubt that carefully selected volunteers, both challenged and supervised, are capable of turning a custodial setting into a therapeutic situation. With volunteered support, patients risked the exchange of sick emotional patterns for healthier ones and found the gains they made added up to a more satisfactory way of life, a life that in many cases could be lived miles beyond the walls and locks of the hospital.



EFFECTIVE LEADERSHIP IN VOLUNTARY ORGANIZATIONS, Brian O'Connell. Association Press, 1976. 202 pp. \$9.00. Available from Volunteer, P.O. Box 1807, Boulder, CO 80306.

By J. Dale Chastain

Community service and voluntary organizations are persistent in pursuing effective leadership. Rarely are they satisfied with the measures of success. Evaluations stress gaps between achievement and objectives. Consultants leave them exhilarated with potential and dismayed by performance. Government and corporate officials project intimidating managerial forms and leadership styles. In the comparisons among profit-making, government and not-for-profit organizations, the volun-

J. Dale Chastain is a partner of SMART Associates, a Washington, D.C.-based consulting and training firm serving nonprofit and voluntary organizations.

tary organizations assume an inferior stance toward leadership effectiveness.

A number of factors contribute to this assumed inferiority:

First, most of the prescriptive and empirical literature on management is considered by staff and board members of voluntary organizations to be irrelevant because it deals with profits and things; theoretical because it deals with the grand scheme of profit-making corporations, not the practical problems of serving community needs day-in and day-out; and esoteric because it is filled with funny language (PERT, PPBS, ZBB, decision-packages, etc.) appropriate for academics and experts.

Second, managers of voluntary associations are tolerated by their profit-making and government counterparts as well-intentioned administrators of peripheral services. These managers are not expected to achieve objectives—i.e., what is the “bottom line” in providing community service through Y’s, museums, drug education, Little Leagues, child abuse centers? They are tolerated as spokespersons for a better society and improved quality of life. They are expected to speak with inspiration about purposes and goals, not measurable objectives.

Finally, managers of voluntary associations find refuge in “people programs” serving community needs. They permit—perhaps even encourage—confusion among symptoms, causes and effects. They accept moralistically defined needs as substitutes for needs articulated by the segment of the community to be “served” and then flail themselves for not being able to involve “clients” as enthusiastic volunteers and advocates for the programs. Committed to community service, they often avoid the tough decisions and processes involved in defining the problem, determining needs, selecting an approach, and specifying desired outcomes of the organizational activity.

Effective Leadership in Voluntary Organizations serves those managers of voluntary associations who no longer wish to seek refuge or be excused from calculations of causes and effects. The book is readable—a good balance of principles and illustrations. It is written in words common to us with meanings common among us. This feature should not encourage readers to classify the book with so many other recent books on management of voluntary associations. O’Connell endorses rigorous

thinking when managing a voluntary association.

Effective Leadership touches on many aspects of voluntary associations as promised in the subtitle, “How to Make the Greatest Use of Citizen Service and Influence.” These include the roles of volunteers and staff, fundraising, involvement of minorities, dealing with controversy and dissent, and the importance of communicating.

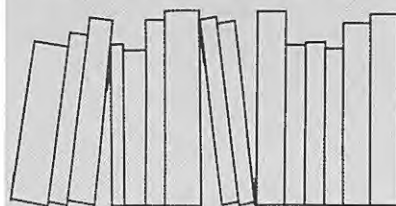
In the near future, I hope O’Connell will elaborate on what I detected, perhaps mistakenly, as a model organization for the voluntary association. This model would be considerably different from the one now used and borrowed from the profit-making corporations, although the principles of management would still apply. Presently, voluntary associations consist of board members, paid staff and volunteers. Board members, while volunteers, are separated from other volunteers usually classified as “service volunteers” employed in the office or field.

The board-staff-volunteer model is a tentative duplication of the profit-making corporation’s board-management-labor model. The voluntary association frequently moves beyond a tentative duplication. Board members are involved on staff (management) terms. Reports, discussion papers and policy recommendations are circulated just prior to long-scheduled meetings. The feeling of involvement is a substitute for involvement. Board members are objects of special attention, receivers of privilege, and participants in gratuitous exercises organized by staff (management).

As with board members, staff (management) of voluntary associations seeks safe methods of convincing volunteers (labor) that they are involved in the organization. Annual honorings with certificates, proud pronouncements, and glory stories of volunteerism in history and community combine to recognize the volunteer (labor) contribution and to insulate staff (management) activities from volunteer (labor) intrusions.

This brief sketch is harsh, but deliberately so to demonstrate our unfortunate reliance on an inappropriate organization model. As managers of voluntary organizations, we are obligated to the greatest use of citizen service and influence, and O’Connell offers excellent advice and direction to us. It is a fine text.

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the tool box

Getting Your Share: An Introduction to Fundraising. Women's Action Alliance, 370 Lexington Ave., New York, NY 10017, 1976. 36 pp. \$2.50.

This booklet is based on the Alliance's own experience and includes tips on writing proposals, selecting appropriate foundations and making contact. Includes an annotated resource listing of the most helpful groups and publications.

Fund-Raising Dinner Guide. Ayer Press, West Washington Square, Philadelphia, PA 19106, 1974. 120 pp. \$8.90 plus 38 cents postage.

A step-by-step guide for the planning and execution of a large-scale fund-raising dinner. Sample letters, tickets, record-keeping devices and news releases add to its usefulness.

About Foundations: How to Find the Facts You Need to Get a Grant. The Foundation Center, 888 Seventh Ave., New York NY 10019, 1977. 48 pp. \$3.00.

First published in 1975, this revised edition contains new information on the philanthropic field and two new bibliographies. It outlines procedures for finding information on specific foundations, identifies foundations by their subject interests, and tells how to find the right foundations to approach in a particular geographic region.

The Executive's Guide to Successful Speechmaking. Jack Gren, 1969. 48 pp. \$2.00. **The Executive's Guide to Handling a Press Interview.** Dick Martin, 1977. 39 pp. \$3.95. Both available from Pilot Books, 347 Fifth Ave., New York, NY 10016.

The first booklet presents speechmaking suggestions, including preparatory considerations and the actual presentation (humor, length, delivery, use of notes). The latter manual covers preparation, meeting the press, and phone, radio and television interviews.

The Dynamics of Organizing. Shel Trapp, National Training and Information Center, 121 West Superior St., Chicago, IL 60610, 1976. 26 pp. \$2.00.

An overview of organizing principles with sections on forming coalitions, creating an issue group, building power and developing strategy tactics.

The Street Primer. Richard W. Wise, 1976. 23 pp. \$1.50. **Up With The Ranks: How Community Organizers Develop Community Leadership.** Mark Lindberg, 1977. 15 pp. \$1.50. Both available from New England Training Center for Community Organizations, 19 Davis St., Providence, RI 02908.

The first booklet is a manual of community organizing techniques including the arrangement of meetings, confrontation and negotiation, and publicity. *Up With The Ranks* focuses on leadership development using examples based on the actual experiences of organizers.

Lobbying By Public Charities. Richard L. Hubbard, Council for Public Interest Law and the National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036, 1977. 101 pp. \$4.00.

Covers the new provisions of the Tax Reform Act of 1976 as it affects "public charities" who wish to influence legislation. Includes information on who may elect to operate under the new rules, how to do it, dollar limitations and sanctions.

Giving and Getting Through Volunteering. Keigh Hubel, 200 A St., Marshall, MN 56258, 1977. 12 pp. 90 cents.

Hubel created this booklet as a supplement for workshops he conducts with volunteer organizations. Discusses fundamental human relations and self-understanding. Illustrated.

Getting Human Services to People in Rural America. Office of Rural Development, Office of Human Development, U.S. Dept. of Health, Education and Welfare, Washington, DC 20201, 1976. 141 pp. Single copies free.

A study of 10 selected rural human service delivery projects supported by HEW funds. Includes case studies, discussion of barriers to the delivery of services, and recommendations for rural development.

About Aging: A Catalog of Films. Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, CA 90007, 1977.

This third edition lists 325 films in 34 separate categories, including a brief annotation, the purchase price, and the name of the distributor with instructions on purchase or rental.

Working with the Impaired Elderly. National Council on the Aging, 1828 L St., NW, Washington, DC 20036, 1976. 114 pp. \$4.50.

Written for the senior center practitioner to help overcome fears or doubts as to how to help the impaired elderly. Includes sections on integrating these citizens into a senior center, working with mentally impaired seniors, and rehabilitation techniques.

Three Case Studies: Older Volunteer Projects. National School Volunteer Program, 300 N. Washington St., Alexandria, VA 22314, 1976. 31 pp. 50 cents.

Examines the involvement of older volunteers in schools of three major cities. There are sections on recruitment, training, placement and evaluation.

Reading List. Association for Children with Learning Disabilities, 5225 Grace St., Pittsburgh, PA 15236, 1977. 7 pp. Free.

Books, films, conference proceedings and other resources available from the national office of the ACLD.

Make It Happen: A Guide to Developing School Volunteer Programs. The Korda Project, 84 Eldredge St., Newton, MA 02158, 1976. 71 pp. \$2.00.

A manual written by VISTA volunteers describing the process of developing quality school volunteer programs. It has tips on successful recruitment, developing support of school administrators, and volunteer placement.

School's Out . . . Let's Eat. Food Research and Action Center, 2011 I St., NW, Washington, DC 20006, 1977. 28 pp. \$1.25.

The focus of this guide is how to extend nutritional benefits to millions of needy children during the summer months. The format is a step-by-step approach designed to provide organizers with tools necessary for starting, expanding and improving summer food programs in their area.

FPS: A Magazine of Young People's Liberation. Youth Liberation, 2007 Washtenaw Ave., Ann Arbor, MI 48104. \$10 for six issues; under 18 years, \$6 for six issues.

A magazine covering all aspects of the youth liberation movement. Regular features include legal information, book reviews, student rights news and coverage of such subjects as family relationships and running away.

It's Your Move: Working With Student Volunteers. ACTION, National Student Volunteer Program, 1976. 58 pp. \$1.05. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (Specify #056-000-00011-9 when ordering.)

A manual designed to help organizations of all kinds make effective use of students as volunteers. Discusses developing a student program, selecting, supervising and training the volunteer, and special concerns such as academic credit.

Training Student Volunteers. ACTION, National Student Volunteer Program, 806 Connecticut Ave., NW, Washington, DC 20525, 1973. 123 pp. Free.

A training manual designed to help student volunteer coordinators and others plan and conduct training activities for students involved in community service programs. Includes self-testing devices, learning aids, and an annotated bibliography.

Questions and Answers About Drug Abuse. The Benjamin Co., 485 Madison Ave., New York, NY 10022, 1976. 64 pp. 35 cents prepaid.

This "mini-book" provides answers to some of the most frequently asked questions about commonly used drugs. It also covers prevention of drug abuse and the role played by the family and community in prevention.

Alcohol Treatment Programs Directory. Information Planning Associates, PO Box 6318, Washington, DC 20015, 1976. 476 pp. \$14.95.

A comprehensive directory of over 3,000 alcoholism treatment centers operating in the U.S. Information is organized alphabetically by state, and includes types of services and programs offered, admission requirements, and fee (if there is one).

Volunteer Services: A Manual for Alcoholism Program Directors. National Institute on Alcohol Abuse and Alcoholism, 1976. 68 pp. \$1.35. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (Specify #017-024-00547-9 when ordering.)

Written for directors and coordinators of alcoholism programs, this manual discusses steps toward a successful volunteer program. Appendix includes samples of application forms, job descriptions and agency-volunteer contracts.

The Law Enforcement Assistance Administration: A Partnership for Crime Control. U.S. Dept. of Justice, 633 Indiana Ave., NW, Washington, DC 20531, 1977. 44 pp. Free.

Describes the activities, achievements, programs and services of the LEAA. Includes a section on how to apply for LEAA financial aid and a list of their publications.

The Gazette Guide to National Action Organizations, National Alternative Media. D.C. Gazette, 1739 Conn. Ave., NW, #2, Washington, DC 20009, 1976-77. 64 pp. \$2.50.

This sixth edition includes a wide range of action organizations—amnesty, animals, civil rights, co-ops, education to prisons, professional, religious, taxes, transportation, women and youth.

Project: Filmstrip. Project Media, Dept. M, 15117 Ventura Blvd., Sherman Oaks, CA 91403, 1970. \$11.00.

A "do-it-yourself" kit on how to produce a filmstrip at a fraction of the normal cost. Contains a 40-page booklet, "How to Make Professional Quality Filmstrips on a Pinch-Penny Budget," a professional field chart, an acetate cropping guide, story board blanks and continuity sheets.

Words Ring Louder Than Bells—How to Produce Better Parish Newsletters. Raymond H. Wilson, 1976. Available from United Methodist Communications, 1200 Davis St., Evanston, IL 60201. 63 pp. \$3.00.

Well-written booklet on all aspects of publishing a parish newsletter. Chapters on how to write, layout and art, how to print, how to mail, and the audience have general application to all newsletters.

As I See It

(Continued from p. 2)

phone Pioneers of America, the world's largest volunteer organization with some 493,000 active and retired Bell System employees as members. Like VIA, it is dedicated to promoting humanitarian goals. Pioneer activities, directed by national headquarters at AT&T, are administered now at Bell Labs by the same organization that coordinates VIA activities.

DESPITE THE FACT THAT VIA PARTICIPANTS have served widely in their communities, the organization was interested in having an objective measure of its activities. It did not want to fall prey to the smugness and self-congratulation Kenn Allen warned against. Consequently, in mid-1973, the VIA organization undertook an extensive self-evaluation to measure its effectiveness as matchmaker for volunteer and recipient. The evaluation used outside consultants and sought responses for the evaluation from the volunteers, the agencies and Bell Labs management.

Using pretested and carefully designed interview schedules and volunteer questionnaires, VIA participants divided into small groups to discuss their feelings about the program and its success. Personal interviews were held with directors or other representatives of 31 agencies where VIA volunteers were assigned. Questions were designed specifically for the agencies. A final round of interviews was conducted with Bell Labs managers. The interviewees were chosen for their understanding of Bell Labs and its goals and operation, rather than for their specific first-hand involvement with VIA.

Resulting data were coded, machine tabulated and analyzed. What they showed was that the VIA program was satisfying both the volunteers and those they serve.

A MAJOR FINDING FROM THE QUESTIONNAIRES and group interviews with 161 volunteers was that they obtained a high degree of personal satisfaction from their

COMING In The Winter VAL

A complete index to every issue of **Voluntary Action Leadership** from Spring 1975 through Fall 1977.

Every article—including "Voluntary Action News" items—listed by subject, date and page number.

service. The satisfaction came mainly from giving service to others, from being involved in an interesting and stimulating experience, and from becoming better informed about current social problems. Some volunteers attribute their volunteer experience to the development of new job-related skills.

Important to the vast majority of volunteers was the very effective matching of volunteer capabilities and interests with service opportunities. The volunteers also found that their service had a profoundly beneficial effect on their family life. One of the most rewarding side effects was the central role the volunteers' service played in offering their families an occasion for sharing a helping experience.

Certainly this does not represent the difficulties outlined by Kenn Allen. Instead of getting in the way, VIA seemed to be supportive and responsive to the needs of its volunteers. Moreover, the agencies supported these data.

AGENCY REPRESENTATIVES SAID THAT VIA participants were superior to other volunteers who have served with them. These agencies perceive the attitudes and behavior of VIA volunteers as very supportive of agency goals. In addition, they noted that VIA people were making identifiable and specific contributions to the achievement of agency goals.

In fact, the survey data showed that the relationship between VIA and Bell Labs had a positive bearing on volunteers' effectiveness. Bell Labs managers involved in the study concurred. Their interviews showed that they felt the VIA program was making significant contributions to Bell Labs as well as to the communities and agencies they serve. VIA, they said, demonstrated to local communities that Bell Labs is a sincere and considerate neighbor, concerned about the communities' well-being. Bell Labs, like all Bell System companies, is keenly interested in maintaining good community relations.

At Bell Labs, VIA is run by a small staff: a full-time coordinator for the New Jersey programs, a part-time person at the Columbus location, and a part-time person in Naperville, Ill. Local committees work with a central committee to help guide and support the program. Moreover, VIA strives to work closely with local chapters of the Telephone Pioneers of America to meet both organizations' humanitarian goals.

But this, perhaps, does not capture the essence of why we feel VIA serves its communities. It is probably more than simply good organization, and we are sure part of the success of any volunteer organization is found in its attitude toward itself.

The self-evaluation VIA conducted, we believe, is an essential part of the constant feedback we must welcome and utilize. We cannot afford to block out the vital question Kenn Allen poses: "Yet how often do we stop and ask whether or not all these organizations are really doing anything that impacts beneficially on volunteers, on clients, on us?"

Answering this question is part of a successful volunteer operation. At Bell Labs we're committed to asking these and other questions, because we are convinced that the answers will show us the best way to serve people.

FAMOUS LAST WORDS:

"Oh, I must have missed that issue!"

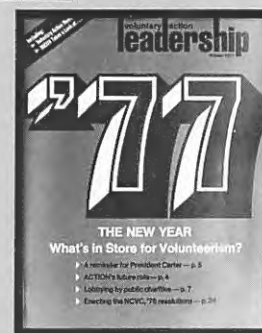
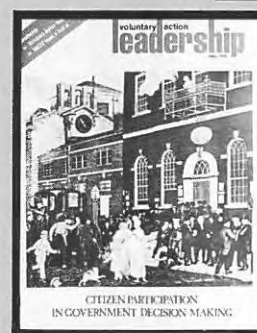
Which one? The one with the state survey of policies affecting volunteers? Or the one with advice on using consultants? The issue on recruitment? The responsibilities of nonprofit boards of directors? The involvement of Blacks in voluntary action?

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The **calendar** lists upcoming events which may be of interest to our readers. However, inclusion does not constitute endorsement by NCVA.



calendar

1977

Nov. 6-9

Dallas, Tex.: *National Forum of Volunteers in Criminal Justice*

Workshops on program development, skills and issues, management, communications skills, family counseling, crisis intervention, matching.

Fee: \$40

Contact: National Forum, 4711 Harry Hines, Dallas, TX 75235

Nov. 8

Washington, D. C.: *Inter-Agency Collaboration Dissemination Session*

Sponsored by NCVA and Alliance For Volunteerism to seek feedback and present findings of the Inter-Agency Collaboration Project. Interested volunteers welcome.

Contact: John McLoughlin, Alliance For Volunteerism, Colorado Bldg., Suite 617, Boulder, CO 80302, (303) 449-5452

1978

Jan. 18-20

Seattle, Wash.: *Frontiers Northwest*

A regional conference for volunteer coordinators. Basic, intermediate and advanced level workshops on the management and administration of volunteer programs, including innovative approaches to successful programming.

Fee: \$50 NICOV members; \$65 nonmembers

Contact: Ann Harris, National Information Center on Volunteerism, PO Box 4179, Boulder, CO 80306 or Rich Lynch, Washington Office of Voluntary Action, 1057 Capitol Way, Olympia, WA 98504

Feb. 12-14

Mar. 5-7

Apr. 16-18

New Haven, Conn., Denver, Colo., St. Louis, Mo.: *Seminars for high school teachers and administrators involved in planning or managing student volunteer or service-learning programs*

Covers purpose, selling the concept of service-learning, identifying needs and organization and management.

Fee: Tuition free

Contact: National Student Volunteer Program, ACTION, Washington, DC 20525, (800) 424-8580, ex. 88

Feb. 26-Mar.1

Boulder, Colo.: *Seminar for coordinators of college student volunteer or service-learning programs*

Covers purpose and functions, planning and evaluation techniques, developing supportive relationships, and recruitment, screening, placement and training of volunteers.

Fee: Tuition free

Contact: National Student Volunteer Program, ACTION, Washington, DC 20525, (800) 424-8580, ex. 88

Feb. 26-Mar. 1

Arlington, Va.: *National School Volunteer Program Seventh National Conference*

Workshop topics include recruitment from all age and ethnic groups and business community; special populations, such as handicapped, learning disabled and gifted; parent education; desegregation.

Fee: \$50 members; \$65 nonmembers

Contact: Barbara Hodgkinson, NSVP, 300 N. Washington St., Alexandria, VA 22314, (703) 836-4880

Apr. 3-8

Seattle, Wash.: *Fifth Annual Drug Abuse Conference*

Contact: NDAC '78, 200 Broadway, Seattle, WA 98122, (206) 623-2466

Apr. 25-28

Lake Arrowhead, Calif.: *18th Annual Conference for Directors and Administrators of Volunteer Programs*

Program contents, under direction of Dr. Eva Schindler-Rainman, will appear in future VALs.

Fee: \$210 (includes room and board)

Contact: Eleanor Wasson, 615 San Lorenzo, Santa Monica, CA 90402, (213) 454-3355

Jul. 10-12

Kansas City, Mo.: *Second Conference of Regional Blood Centers*

"Planning for Change, 1979-2001" will examine national data and trends affecting health and community voluntary blood services.

Contact: William Kyler, Council of Community Blood Centers, PO Box 2068, Scottsdale, AZ 85252



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