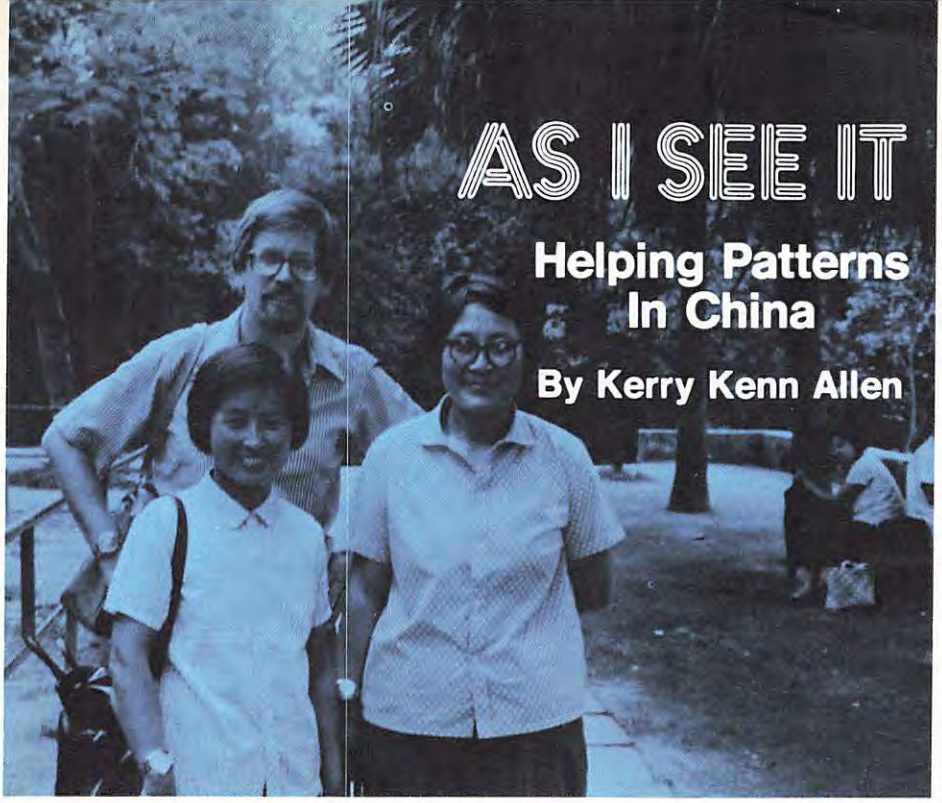
1978 Volunteer Awards Nomination Form *Inside*

voluntary action leadership
FALL 1978

# VOLUNTEER PROGRAM PLANNING

## Goals
## Objectives
## Standards



# AS I SEE IT

## Helping Patterns In China

### By Kerry Kenn Allen

*This spring Ken Allen, NCVA's executive director, spent 17 days in the People's Republic of China studying family values and exploring the nature of volunteering in that country. (That's he above with China International Travel Service guides, Hsu Ching-Chu (l.) and Yang Li.) This is his report of that trip.*

CHIN TOU CHEN IS A SMALL WOMAN, BARELY five feet tall. She and her husband are both retired—she at 80 percent salary from the Peking Electric Bureau, he at 85 percent salary from a provincial teachers college. They live in a small, one bedroom apartment, in the Ho Ping Jie neighborhood in the northern part of Peking, capital of People's Republic of China.

Entrance to the apartment is across a plant-bedecked patio, not unlike those in apartment complexes worldwide. From our Western perspective, everything in the apartment seems to be miniaturized. The couch, which doubles as her husband's bed, crowds the living room with two overstuffed chairs, a small dining table and two straightback chairs, a desk and a bookcase. The kitchen, no larger than a small closet, contains only a small gas burner, pots and pans, and a small sink. There are no cabinets, no electrical appliances. The bathroom is equally small with a squat toilet. It doubles as a shower stall, similar to the arrangement in mobile homes.

The apartment is neat but drab. On the concrete-block walls are pictures of Mao Tse-Tung and Hua Kuo-Feng—the past and current chairman of the state, a framed scroll with a traditional leaf design, a calendar and a thermometer.

Twelve of us are crowded into Madame Chin's living room—eight Americans, Madame Chin, two guides from the Chinese International Travel Service, and the vice chairman of the neighborhood Revolutionary Committee. For the Americans, it is our first exposure to the daily life of the Chinese people. The questions we ask and the answers we receive will establish the pattern for the balance of our two-and-a-half-week trip to the People's Republic of China.

Madame Chin is extremely polite. She is anxious to respond to our questions and to tell us of her life both before and after Liberation, the event which began the current Communist regime and against which all developments are measured. We will hear talk of the positive impact of the Liberation often during our visit. We will learn that what was "bad" in Chinese society existed prior to the Liberation and that what has occurred since largely has been "good" by comparison.

All visits in China, whether they are to a private home, an educational institution, a cultural or historic site, or a factory, begin with a "brief introduction" in which the "most responsible person" or his/her designate gives a short but thorough overview of the nature, accomplishments and characteristics of the place visited. Such introductions are highly stylized, marked by the serving of tea and the passing of cigarettes. Great attention is given to the details of welcoming foreign friends and of receiving the response of the visiting party.

During our visit to the Ho Ping Jie neighborhood these formalities were conducted at the neighborhood center by "leading members" of the neighborhood Revolutionary Committee, roughly equivalent to a hybrid mixture of tenants association and city council. Because of this, Madame Chin was able to turn her attention almost immediately to the details of her own life.

Of primary interest to us, of course, were the ways in which Madame Chin and her husband relate to their neigh-

*(Continued on p. 42)*

# CONTENTS

## Features



## Departments




voluntary action leadership

FALL 1978




The National Center for Voluntary Action was established in 1970 as a private nonprofit organization to encourage and assist in the development of the volunteer movement throughout America. Through its national office in Washington, D.C. and some 300 affiliated Voluntary Action Centers in cities and counties across the country, NCVA serves organizations that rely on volunteers to carry out their programs.

# COMMENT


"I'm responsible for setting up a volunteer program to serve women alcoholics. Do you have *anything* you can send to help me get started?

This was the gist of a recent long-distance call to NCVA. It is very typical of the requests for information we receive, except this one did not come in the mail. Nevertheless, there *is* a sense of urgency when it comes to getting started.

Most coordinators of volunteer programs, like our long-distance caller, are new to the field. Their backgrounds are in counseling, social work, housewifing, public affairs, public relations—not volunteer program administration. Many have stepped into an agency whose budget no longer can bear the cost of needed staff members. So it is up to the new director of volunteers to help the organization meet its goal of providing quality services to those who need them.

While recruitment, motivation, recognition, and training are important aspects of volunteer administration, they could be meaningless exercises without a plan. Our fall feature, **volunteer program planning,** illustrates by example the goals, objectives and standards adopted by various volunteer groups. They become the backbone of a program—a guide for the efficient placement and supervision of volunteers as well as for promoting volunteerism in the community.

Meridith Wesby will guide you through the process of determining goals in "MBO (Management by Objectives)—What It Is and What It Can Do for You." And the California Volunteer Network shares with you its standards for a direct service volunteer program. Their list reflects a growing interest in standards for the volunteer field. More and more local programs are developing or adapting their own set of standards. A move toward uniformity is happening at the national level with the Alliance for Volunteerism's Task Force on Guidelines, Standards, Accreditation and Model Development. Their final report will be featured in a future *VAL*.

Planning is the focus of this issue's **profiles of two group winners** of the National Volunteer Activist Awards—the Education Task Force of the Dallas Alliance and People United for Rural Education (PURE).

The task force, a racially balanced group of community and business leaders, spent four-and-a-half months drawing up a desegregation plan that would work in Dallas.

PURE is based in Alden, Iowa. But in less than two years its efforts to preserve the small rural school have drawn attention and requests for information and assistance from all across the country. Their plan is a simple one—to grow in numbers to insure their effectiveness.

NICOV Takes a Look at ... features another successful program. Dorothy Denny, NICOV's executive director, describes the first year of their grant project to develop a **volunteer curriculum for high school students.** An important aspect of the program, which last school year took place in seven cities, is the community team. Each team usually consists of a high school, a community volunteer organization and the local Voluntary Action Center.

On a more solemn note, we must announce the **departure of dear Addie,** *VAL's* sometimes helpful volunteer advisor. Addie is taking a leave of absence, for better or for worse, and is turning the column over to you. See if you can help one of the readers who wrote us for information. Their questions are on page 42.

## CANDID COMMENTS

**... an obscene word—one that causes shock and indignation in polite company—is charity. Charity used to be respectable. Indeed, faith, hope and charity were highly regarded virtues. Now, faith has been diminished by science and technology. Hope has turned to expectation. And charity is an offensive word.**

**It seems the idea of even the most desperate person's accepting charity does such intolerable damage to the sensitivity of the modern psyche, that civilization has firmly retired the whole concept.**

**But if the help a needy person receives is not charity, but a right—then what is that generosity of those who voluntarily give?**—*William I. Spencer, president of Citibank, at Citibank's volunteer award ceremony, New York City, May 26, 1978.*

# Volunteers Play Key Role In Sex Offender Program

**By Jacqueline Zanca**

Nearly 80 percent of Washington State's convicted sex offenders end up in Western State Hospital's Treatment Center for Sexual Offenders in Fort Steilacoom, Wash. The responsibility for rehabilitating these men (and occasionally women) falls upon the offenders themselves, through peer-led group therapy, a staff of professional therapists, and a small core of dedicated volunteers.

Since 1967, one year after Western State Hospital consolidated all responsibility for treating the state's sex offenders, volunteers have provided direct links with the community in which offenders will return eventually. For this reason, volunteers in the sex offenders program provide something that the paid staff cannot.

"Our program is based on self-help," explains Steve Jensen, former volunteer coordinator, now therapy supervisor for the Sexual Offender Program. "So, when we have people from the 'outside' participate, the men view them more like peers. The men can't establish the same kind of relationship with a professional as with a volunteer."

The sexual offender program works on the premise that sexual deviancy is learned behavior, and consequently must be "unlearned" by the offenders, who are used to using people for their own ends. A special value of the volunteer program is that the offenders learn to interact in much more positive ways with adult females, against or because of whom many of their crimes are committed.

"Most of the women these men have known have been emotionally immature," Jensen points out. "Here they have a chance to respond to women as communicative, mature individuals. Many of the men are very self-centered. They need to learn how to give and show concern."

The first Western State volunteer, a man, began by taking the offenders through the social graces—basics like applying for a job, asking for a date—and through assertiveness training. After considerable success, a second volunteer—a woman—joined the program, and things really got off the ground. "There were even better results with the woman volunteer," Jensen notes. "Through role play, the men could practice the social situations with which they had trouble." Eventually, more volunteers came to the program, and with expanded areas of training, they were able to include psychodrama and sensitivity sessions as part of the therapy.

Sometimes the therapy sessions become intense, causing feelings of anger and frustration to emerge. Often the offenders were victims of sexual abuse as children, volunteer Nancy Fletcher points out. It's difficult for them to square this fact with the assumed "sacredness of their parents, no matter what," as Fletcher puts it. Offenders, through role play with volunteers, learn how to tell family and friends of their crimes; in marriage groups the offenders' wives also learn to deal with the emerging problems. Although volunteer work comprises only a minor portion of the Sexual Offender Treatment Program, Jensen emphasizes that what comes up during the sessions with volunteers is discussed "over and over again" in the peer-led therapy sessions.

A recent development in volunteer involvement is a sex education program for the offenders. The course was conceived by volunteers Fletcher and Vel Gerth, after realizing that many of the offenders were shockingly ignorant about even the basics. Gerth notes one instance in particular, in which a candid discussion with an offender revealed that he had never had normal sexual relations. After a massive reading campaign, Fletcher and Gerth produced a staff-approved sex education program that at least three other institutions are clamoring to use.

Therapists sit in on all of the volunteer-led therapy sessions; consultation and support are given on a regular, usually daily, basis. Intensive training for the volunteers begins from the very first day. A six-to-eight week observation period, during which new volunteers observe and eventually participate in the groups, is a potent screening device. Those volunteers, according to Jensen, who are uncomfortable and withdrawn with the men, usually will drop out before being rejected by the staff. After this period, volunteer training continues with monthly workshops conducted by some of the country's foremost experts on role play and psychodrama.

Volunteers spend an average of two years with the program—some even up to five years—which is not a bad average for the kind of work that often generates "burnout" among professionals. Jensen cites no cases of this among the volunteers, who generally

Photo by Dick Paulson

***Nancy Fletcher with resident in therapy session.***

leave the program to go to school or because they're leaving the area altogether. The low turnover rate, Jensen feels, can be attributed to the considerable gains the program offers the volunteers.

"There's tremendous personal growth," he says. "There has to be when you're constantly acquiring communication skills, having to express yourself, and identify and deal with your feelings."

Certainly there are attitude changes toward sex offenders and their crimes. Fletcher admits that her preconceived notions focused upon myths associated with rape victims, such as "Maybe these women were asking for it." Such notions were short-lived. One woman volunteer, according to Western State's Community Resource Coordinator Jan Welsh, did not want to reveal at first that she had children. While the Sexual Offender Program's treatment philosophy is that the offenders must learn to respect people, the community—through the volunteers—also can learn that the sexual offender can be a thoughtful, emotional person and not a pervert to be permanently separated from society.

Although wide community recognition and acceptance of sex offenders' problems is still forthcoming, Fletcher has noticed more of a willingness in some of her friends to talk about it. One friend recently divulged a long-repressed secret that she had experienced a near-sexual assault at age 12; others are just beginning to realize how prevalent the problem is. "I'm hoping that someday society can be more accepting," says Fletcher, "so the offenders can say, 'I need help,' instead of having to be convicted."

Despite the important role volunteers have played in the success of Western State's Sexual Offender Program, few people know about them, according to Jensen. With a success rate of 80 percent and an escape rate lower than that of any state prison, the program has been a recipient of the American Psychiatric Association's Significant Achievement Award (1971) and has been touted as the nation's number-one treatment program for sexual offenders. But for the most part publicity remains adverse, focusing upon the alleged need for more security and threatened closure of the facilities. Despite the good public relations generated by the volunteers, community acceptance still has a long way to go.

For further information, contact Jan Welsh, Volunteer Coordinator, Western State Hospital, Ft. Steilacoom, WA 98494.

# USE Volunteers Swap Services

**By Donna M. Hill**

Are you short of cash and need a wedding coordinator, a house sitter, a snake remover? Then move to Reston, Va. That's where you'll find someone who will do those things and hundreds more, and it will cost you only a service in exchange.

That's the basic concept of the Useful Services Exchange (USE) in Reston, the brainchild of Dr. Henry Ware, an economist and student of marketing with years of experience in bartering systems. USE utilizes the talents and skills of community residents to perform various tasks and repairs on an equal time basis. Ware began the community-wide scheme helping neighbors to help each other two and a half years ago. USE now has about 500 members who have performed more than 3,000 hours of service.

The concept is that of a pool, bank or clearinghouse idea applied to the principle of barter. USE members exchange services on an hourly basis. Services are traded, but no money is paid for them. "Repayment" is in kind, by returning other services, done for other USE members. Since USE members' accounts are kept in hours not in dollars, their obligations are only moral obligations.

The oldest active member participating in USE, Glenn Ellison, 84, repairs lamps and household appliances and helps neighbors with picture framing.

Prudence Herrick, age 79, is an artist who custom-designs recipe cards with gourmet illustrations, designs letterheads and makes posters in exchange for receiving free transportation from her neighbors. She is in charge of a USE special account of free credit for the elderly residents of Fellowship House who may not be able to return services. (USE members have transferred nearly 100 hours of their credit to these older neighbors.)

USE maintains a central registry of neighbors and the over 300 services they are willing to do for hours of USE credit. When a person needs a particular service, he or she phones the USE office to obtain the names and phone numbers of other members who have offered to do the job. If the service involves a cash outlay, as in a paint job, the person receiving the service reimburses the neighbor who does the job. Once the service is completed, both parties agree on the number of hours of USE credit (debit for the receiver, credit for the giver).

USE has been operating with donated office space, a free weekly newspaper column, free printing and duplicating—all with the cooperation of community organizations. A number of small donations help pay the phone bill.

Dr. Ware says the problem with the program is getting members to use more of the many and varied services offered. He plans to publish a manual on how to start and operate this type of neighbor-to-neighbor exchange of services.

For further information, contact USE, 1614 Washington Plaza, Wellborn Building, Reston VA 22090, and enclose a stamped, self-addressed envelope.

## About Our 'News' Writers

**Mary Coyne**, a recent journalism graduate of Marquette University, is an editor with the Conference on Alternative State and Local Public Policies.

**Donna Hill** is a writer for NCVA's Volunteers from the Workplace project and frequently writes for *Voluntary Action Leadership*.

**Jacqueline Zanca** is an assistant editor of *Women's Work* and a freelance writer in Washington, D.C.

*The Art of Helping*

# THE LESSON

*With this issue, VAL begins a regular column by volunteers describing the joys, sorrows, problems and satisfactions derived from their volunteer assignment. VAL invites you to share such experiences with other readers. If one of your volunteers has written such an account, please send it to the editor.*

*The following story was written by a volunteer with the Lucas County Adult Probation Department, Toledo, Ohio. It is reprinted with permission from* The Local Concern, *the newsletter of the department's Volunteer Services Program.*

I was motivated to enter the Lucas County Adult Probation Department volunteer service out of dissatisfaction with my job, thinking it would be a useful way to spend my energies. Besides, I was studying law and this would be a good prerequisite for my future plans. So I went through the training, was introduced to my supervisor, and began to prepare for my first case.

I had dealt with people on a one-to-one basis before, but these had been my friends and not someone who was required, by law, to interact with me. It was with this sense of uncertainty that I met my first client. Our relationship was to begin in the confined atmosphere of the local jail.

I met Mike in an isolated room containing a single broken chair to contrast the emptiness. He cried and I felt awkward, if not inadequate. When the tears ended we talked about ourselves, the jail, and how we both hated being there.

But talking just didn't seem to be enough as far as I was concerned. My impression of a successful volunteer/client relationship was one in which tangible results occurred. After all, Mike was on probation and it was my job to help him get his life together. Therefore, we met twice a week and made definite plans for his release. Employment, school, the court costs payments all made for excellent objectives. We seemed to have everything under control. Together we could set the world on fire!

Mike was released nine days early on good time behavior—something we worked for together and the achievement made it seem as if we were following the right course and making the best decisions. There were no problems. In the meantime, I had talked with correctional counselors, jail personnel, and other probation officers. They all warned me that a person in jail will say and do anything to get released, but once out they contract instant amnesia. Of course this wouldn't happen to Mike and me, for after all we had become good friends. We would obtain employment, start back to school, and pay those court costs. It was all so simple; at least that's what I thought.

Well, time wore on and so did our relationship. The job that was going to take only a few weeks to obtain was taking months, while our weekly meetings became few and far apart. Mike would "forget" about appointments that I had scheduled or he "just had other things to do." I became extremely confused. These were activities that we both agreed upon, and while I was holding up my part of the bargain Mike was failing miserably.

When confronted with these conflicts he would agree that the problems existed; that our objectives were still important; that we just would have to try harder. Yet the broken appointments and the excuses remained the same until our relationship became as shallow as our conversations. I continued to plan the objectives while Mike continued to ignore them.

My original anxiety gave way to self satisfaction, which in turn bore confusion, then expanded into total frustration. The pressure built up until I exploded with anger. I was tired of being used; tired of busting my butt for someone who didn't appreciate or respond to my efforts. I refused to work with or see Mike because I just didn't give a damn anymore! We were supposed to be friends, so how could he do this to me?

Three months passed before I saw Mike again. During this time I tried to rationalize my failure as a lack of knowledge, professional training, and mostly a lack of cooperation on Mike's part. It was convenient to put the blame on his inability to uphold the standards of our relationship. Slowly, as the anger subsided, I realized that my anger was a device to conceal the hurt I felt at being rejected.

At the same time I began to realize a few other things. Could it have been that I had expected too much? Could it have been that "our objectives" were merely *my values* in disguise? Could it have been that I never really listened to Mike's true needs, or maybe that I just didn't accept them? These were very hard questions to answer, for I was guilty of all of the above.

Awareness is only the first step towards resolving conflicts. The real test comes when your actions correspond with your mental revelations. This is where I am at present, for during my period of self-analyzation Mike was arrested on a misdemeanor charge. I can only try to learn from my past mistakes. Growth is definitely a very painful process.

**April 22-28: 1979 National Volunteer Week**

# SCHOOL VOLUNTEERS—

It's back-to-school time and volunteers are involved from A to Z. In Palo Alto, Calif., for example, the Volunteers in Education program at Cubberley High School helps expand students' educational opportunities.

"It is virtually impossible for one teacher to meet the needs of all the students in the classroom today," says Mary Lewis, volunteer services coordinator. "Volunteers in Education was organized to bring the varied talents and experiences of our community into the classroom.

"Through teacher requests for the appropriate volunteer, history can come alive as 'Abe Lincoln' walks into the classroom, a group of students can receive a mini-course in career planning, others can learn the basics of family budgeting, and registration time can be expedited."

There is no volunteer stereotype at Cubberley High. Volunteers are male, female, married, single, divorced, young, middle-aged, old, actively employed, retired, or on welfare. And their skills are just as varied. There is the credentialed remedial reading specialist who volunteers a few hours a week as well as the young mother who takes care of a two-year-old boy so his mother can volunteer to teach French.

"When volunteers work in schools to supplement time, skills or knowledge of the staff," Cubberley says, "a significant community service is performed. This service is a partnership between the school and the community, between education and industry, between the arts and the professions.

"In a society in which financial remuneration too long has been the almost exclusive measure of success, it is important to place a cultural value on the sharing of knowledge."

In the Fairfax County, Va., public school system, the adult student and his/her adult tutor are *both* volunteers in the Volunteer to Learn program.

The student in this program usually never has gotten beyond the eighth grade level. "The problem faced by adult basic educators," says Kenneth Plum, director of vocational and adult education, "is basically the same: The uneducated and undereducated have differing abilities, achievement levels, interests, needs and availability.

"Scheduling a class at a time and location convenient to learners is difficult, but individualizing instruction for the 10 to 15 students in a class required by the funding sources is next to impossible. If accomplished it results in a minimum of instruction for each student. The result has been that drop-out figures for adult basic education classes have been high, and the program has received criticism nationally for not meeting the needs of the people it is supposed to serve."

The Volunteer to Learn program has reduced the drop-out rate by using volunteers in one-to-one situations. Two teachers train volunteers in the basics of reading and mathematics instruction in several workshop sessions. While the volunteers are preparing for tutoring, the teachers interview each student to determine individual abilities, interests and availability.

"Knowing both the tutor and learner," Plum says, "enables the teachers to team up the two in a teaching-learning situation that starts at the level of the learner and progresses at his/her rate to meet the goals the student has established. The volunteer approaches the situation with the confidence gained from the workshop, the diagnostic-prescriptive work-up on the learner, and appropriate learning materials identified by the teachers."

The tutoring sessions take place at the public library where "there is no competition or embarrassment with other class members," Plum says. "The student knows that he or she can be successful because the instruction is at his/her level and the pace and schedule are established by the student."

In Kailua, Hawaii, last spring, a group of 20 fourth, fifth and sixth graders formed the Kainalu (Elementary

***The age and role of school volunteers are limitless. Below (far left), a Hawaiian elementary school student volunteer plays with one of her handicapped classmates in her school's Special Friends project. In the Palo Alto Volunteers in Education program, a retired member of the diplomatic corps assists two students with Mandarin Chinese (second from left); three adults accompany Cubberley High's Home Economics Club on a field trip to Yosemite National Park (third from l.); and Cubberley's retired custodian supervises the student weight room in the late afternoon.***

Photo by Terry Luke, Honolulu Star Bulletin

Photos by Robert E. Lewis

# Beyond the 3 R's

School) Special Friends—a unique volunteer activity to mainstream severely handicapped children into the general school community.

The volunteers met with their special friends three times a week during noon recess. But the key to helping the new students feel comfortable was the volunteers' careful preparation by program coordinator Chris Kube, a VISTA assigned to the governor's State Volunteer Services Center.

Kube met with the 20 students during their morning recess. She had them engage in a number of sensitivity and awareness activities to become more aware of their feelings, attitudes and communications skills.

When the mixing began, Kube led the students in group chanting, singing, dancing and games. "These activities seemed to dispel any nervousness the students had," Kube said.

After three weeks, Kube began to fade into the background, shifting the responsibility to the student volunteers. The kids formed smaller groups of two to three students to each special education student and played together working on puzzles, drawing, and playing with whatever classroom aids were available.

Before the program was launched, a slide show was shown to the entire student body. "The slide presentation was to raise the student body's consciousness," Kube said, "and to recruit student volunteers from the regular education department."

After the slide show, 120 students volunteered to be in the program. "Because of the newness of the project," Kube said, "the program planners decided to randomly select 20 students to start off with."

A second slide presentation was developed and shown during the program. "The results were very noticeable," Kube said. "Within a two-month period, the entire school seemed more willing to accept the special education population. They were more outgoing and friendly toward them. Also, the social skills of the handicapped students showed a marked improvement."

The student volunteers were recognized in three ways: They were invited to a Friday night session of the Special Olympics, there was an all-day picnic in their honor, and they received a merit certificate at the school's awards assembly.

"This was a very exciting project," said Jiggie Hommon, director of the State Volunteer Services Center. "It opened new doors for many children because they were allowed to volunteer and as a result gained a new sense of responsibility."

For further information contact:

- Mary Lewis, Coordinator, Volunteer Services, Cubberley Senior High School, 4000 Middlefield Road, Palo Alto, CA 94303.
- Kenneth Plum, Director, Vocational and Adult Education, Fairfax County Public Schools, 6131 Willston Dr., Falls Church, VA 22044.
- Jiggie Hommon, State Coordinator, Hawaii State Volunteer Services Center, Suite 1102, 1164 Bishop St., Honolulu, HI 96813.


# A Special Need for Special Olympics Volunteers

**By Herbert Kramer**

From a single track and field meet at Chicago's Soldiers Field in 1968 for 1,000 mentally retarded athletes, Special Olympics in ten short years has become a year-round sports training program for almost one million mentally retarded individuals. In every state of the United States, the District of Columbia, and 30 other countries of the world, Special Olympics involves its participants in more than a dozen official sports and in 17,000 local, area, and state training programs, meets, games and tournaments.

Special Olympians, age 8 to 80, range from the mildly to the profoundly retarded. For the multiply handicapped participants—the blind, the wheelchair bound, the cerebral palsied—there are special adaptations of sports like running, bowling and throwing.

In every state and country there is a Special Olympics chapter with a director who organizes and administers the program in his or her jurisdiction. Most of the chapter directors are salaried, but beyond this one person and perhaps an assistant if the state budget will allow—99 percent of the more than 250,000 workers in year-round Special Olympics programs are volunteers. This makes it one of the largest volunteer activities in the world, and it is growing each year and requiring more and more volunteers to make it work.

Many Special Olympics volunteers are well known sports figures, entertainment stars, and luminaries from other fields whose participation adds luster and distinction to the Special Olympics program and makes the Special Olympians feel proud knowing that so many famous people care about them.

Rafer Johnson, Olympic gold medal decathlon winner, is head coach of Special Olympics. Bruce Jenner is volunteer head coach of track and field; Frank Gifford, Howard Cosell and Don Meredith are all volunteers. Lyle Alzado, Bryan Watson, Jan Stenerud, Tommy Nobis, Kyle Rote, Jr., Pele, Stan Mikita, Julius Erving, John Havlicek and many more coach Special Olympians in their respective sports, lead clinics, and come to local and state games where they take part in celebrity contests, sign autographs, cheer on the athletes and help in the awarding of medals. Many of them are involved deeply in Special Olympics in their home states and serve in important publicity, fundraising and administrative capacities.

But the participation of celebrities is only the tip of the volunteer iceberg. To operate a year-round program for so many individuals of all ages and with so many special needs, takes a love, dedication and willingness to share that few other endeavors demand.

The challenges of Special Olympics are great but the rewards are far greater and many volunteers who have begun in junior high school or high school have gone on to careers in special education or adaptive physical education.

Special Olympics volunteers come in all ages, sizes and levels of experience. In a local Special Olympics program there is a gratifying and important role for everyone.

John King of Connecticut, a member of the Newtown Jaycees, uses his organizational talent to put on the state games every other year. Before his association with Special Olympics he never had known anyone who was mentally retarded. Now he says that his relationship with them is the most important thing in his life.

George Wilson is a high school swimmer in Mamaroneck, N.Y. He took a special interest in Billy, a 20-year-old Special Olympian. Working with him after hours at the high school pool, he taught Billy to do racing turns and cut three-and-a-half seconds off his time in the 25-yard freestyle. He even appeared in a television spot for Special Olympics with Billy.

Louise Chillemi of Ocala, Fla., is the mother of a Downs Syndrome child, Toni Marie. As a dancer, Louise determined that Toni Marie was not going to grow up without a skill of her own. She taught Toni Marie gymnastics so well

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*Herbert Kramer is the director of communications for Special Olympics, Inc.*

that her daughter not only has won medals in Special Olympics but also now teaches normal children how to do floor exercises.

In California, when the state games are held, more than 2,000 members of the local Red Cross Chapter help make certain that the games run smoothly. With 2,500 athletes taking part in literally hundreds of events, the Red Cross volunteers are indispensable to the success of the program. In their red and white uniforms they can be seen everywhere on the field. They serve as messengers, chaperones, huggers at the finish line, assistants to the starters and timers, guides, organizers of special games and activities for the Special Olympians who are between their events. They have been doing this for almost ten years and many have become professionals in the field.

This May, the entire freshman class of the Air Force Academy—1,200 strong—volunteered to host the more than 2,000 Special Olympians who took part in the Colorado games held at the Academy. Each cadet adopted a Special Olympian, took him or her to meals, cheered at the events, served as timers and coaches, hosted the Olympian overnight in the dormitory, chaperoned the dances. They agreed unanimously that it was one of the most memorable experiences of their lives. They made a formal request to the Air Force Academy to host the Colorado games every year so that other cadets may have this experience.

Volunteers with special skills and interests serve on Special Olympics boards, handling fundraising, publicity, transportation, clinics and tournaments. They serve as area coordinators administering area programs below the chapter level. The entire senior class at a well-known medical school volunteered to give the hundreds of physical examinations needed to complete the eligibility requirements of every Special Olympian. And physicians and nurses and medical technicians in every area donate their services at the first aid tent during local, area and chapter games.

Created and sponsored by the Joseph P. Kennedy, Jr. Foundation, the entire headquarters staff of Special Olympics in Washington, D.C., numbers only seven. The total support the foundation gives to the program worldwide is less than $500,000 a year. Everything else comes from volunteer effort. Local programs raise more than $20 million dollars in cash and donated services to meet their needs. All of this comes ultimately from volunteers.

The members of the Non-Commissioned Officers Association of America, the Office Education Association, and hundreds of local chapters of Jaycees, Kiwanis, Optimist, and Rotary clubs have adopted Special Olympics as their volunteer project. So have the employees of Coca Cola USA whose president was at the 1978 Georgia state games as a volunteer on the field with all the rest. Rosalynn Carter was a volunteer board member of Georgia Special Olympics for several years and attended the 1972 and 1975 International Games, living in one of the dormitories with the entire delegation.

As Eunice Kennedy Shriver, founder and president of Special Olympics, has said, "In the Special Olympics everybody wins. Not only the athletes but their parents, teachers, coaches and volunteers. The Special Olympics is a shining example for all who may be less able but who in no sense are less worthy."

The need for volunteers for caring, sharing, skilled and generous friends of these amazing special people is always acute. Even with one million participants, Special Olympics is reaching only 25 percent of the mentally retarded who can benefit from the program. Further growth is impossible without more volunteers to serve in a one-to-one relationship with the Special Olympians, to coach them, train them, cheer them on, chaperone them, respect them, and be friends with them.

There is a Special Olympics program in 97 percent of America's counties in every state. But because these programs are run by volunteers, there is no huge bureaucracy, no elaborate offices and often no listing for Special Olympics in the telephone directory.

If you are interested in volunteering, simply write to: Eunice Kennedy Shriver, Special Olympics, Inc., 1701 K St., NW, Washington, DC 20006.

A Special Olympics volunteer like yourself will soon contact you and your life never will be the same again.

# N.Y. VAC Adds New Service

Volunteer: *Hello, this is the Mayor's Voluntary Action Center, may I help you?*
Caller: *Yes, I'm a banker in Bedford, Pennsylvania, looking for a volunteer opportunity in city government for a month this summer. I can come to New York and thought you might be able to refer me to an appropriate agency there.*

The New York City Mayor's Voluntary Action Center is quick to spot a trend. When a number of out-of-town volunteers called its office this past spring and summer, the VAC organized a special project to handle their requests.

As a result, a social worker from Ireland found similar work as a volunteer with the Home Advisory Service in New York. An Israeli architect volunteered in the city's housing and development agency. Even a college student from Switzerland found what she wanted in California by calling the New York Mayor's VAC. All it took was a few calls to the Los Angeles VAC, and the young woman spent the summer working with handicapped children in the Jeffrey Foundation's day-care center.

"We organized this project because there appears to be a growing need for it," said Elaine Kuscher, project coordinator. "We'd like to encourage more people who have the time and can travel to perform meaningful volunteer work. Our slogan puts it simply: Travel ... Learn ... Volunteer!"

Winifred Brown, MVAC director, thinks the need extends to such people as college professors or engineers interested in urban problems who might find New York a good place to find this volunteer experience. "Teachers, too," she says, "might like to work with the hard-to-reach, such as drug addicts and ex-offenders, for the summer. We can interview and refer them to a large number of public and private social service agencies."

For further information, contact Elaine Kuscher, Mayor's Voluntary Action Center, 61 Chambers St., New York, NY 10007, (212) 566-5950.

## NICOV Sets Up Info Service On Corrections

The National Information Center on Volunteerism (NICOV) has received a one-year $24,973 grant from the National Institute of Corrections to establish an information service for jails, probation and parole programs, correctional institutions and community-based corrections facilities using or planning to use volunteer resources.

The grant according to NICOV President Ivan Scheier, allows NICOV to use its information service capabilities in providing the following free services:

- Quick reference response sheets to provide bibliographies of published and unpublished materials available. Fifteen of these "Quick Reference Sheets" already have been developed for the citizen participation field at large. NICOV will prepare other reference sheets specifically on volunteerism in corrections as the topic areas are determined by field requests and needs.
- Assistance in the design of recommended "bookshelf libraries" for programs involving volunteers in the corrections field.
- Response to mail and telephone requests for information from agencies in corrections. NICOV will respond by providing models and methods, research and evaluative data, contacts for additional assistance, and other reference material. Except for full-length books or other relatively voluminous materials, copies will be reproduced on request and sent to inquiring agencies.

For information and assistance, contact Steve Hansen, Library Coordinator, NICOV, PO Box 4179, Boulder, CO 80306, (303) 447-0492.

## NCVA in the News

A growing awareness of the impact of volunteering on our society is reflected in recent articles in the *New York Times* and *Time* magazine.

In the Sunday *Times'* (August 6, 1978) Style section, Steven Roberts tells why he thinks "Volunteer Services Suffer as Self-Image of Women Changes." As more women get jobs, he writes, the supply of volunteers is shrinking. Competition is keen, recruitment more sophisticated, and some groups have had to cut services.

The article sums up the opinion of NCVA Executive Director Ken Allen, who "thinks that volunteers today reflect a broader trend away from suffocating bureaucracy and toward more "social change and advocacy."

Dorothy Denny, executive director of the National Information Center on Volunteerism, also was interviewed. Referring to today's demand for volunteers, she says, "Any group that performs social and human services has to rely on volunteer power. There are not enough dollars in the social treasury to provide those services, and as taxes get cut you'll see the need for citizen involvement in these programs increasing dramatically."

The changing nature of volunteering is also the focus of *Time* magazine's Essay in its August 7 edition. Entitled "After Proposition 13, Volunteers Needed," the article describes our country's diverse volunteer population: "Volunteers today are as likely to be college kids working on weekends to clean up wilderness areas, grandparents teaching preschool children, or minority women organizing demonstrations against slum landlords."

To illustrate, the essay describes NCVA's 1977 National Volunteer Activist Awards winners.

*Time* gives two reasons why volunteer work is needed: One, because there ought to be a limit to government services; two, because "the individual spirit flourishes best in useful contact with others."

## Lawyers are Volunteers, too!

Connecticut's practicing lawyers each average 18 hours a month in volunteer activities. This amounts to over one million hours of volunteer time donated each year by the state's 6,000 attorneys.

These statistics are contained in a survey conducted by the Connecticut Bar Association in 1976-77. Five thousand questionnaires were sent to members of the Connecticut Bar asking how much volunteer time they had spent in each of 12 categories: environment, education, rehabilitation, political activity, health, youth, service organizations, public boards and commissions, religion, culture, fundraising, and legal services. The response rate was 582 or 11.6 percent.

The greatest percentage of volunteer time—10.5 percent—was spent by attorneys on public boards or commissions, followed by educational (7.3 percent) and environmental (6.6 percent) activities. Many lawyers reported that they devoted 40 to 60 hours of volunteer time per month, with one Hartford lawyer reporting 1,500 hours per year.

## The Alliance—On the Move

In twin moves last August, the Alliance for Volunteerism relocated its headquarters from Boulder, Colo., to Washington, D.C., and appointed Susan R. Greene its new executive director.

The Alliance, a coalition of 21 major voluntary organizations, moved to Washington to communicate more effectively with national leadership in all sectors, according to Dorothy Height, Alliance president and executive director of the National Council of Negro Women.

The Alliance has developed a national plan to help implement the President's urban policy which calls for a major volunteer role by the nation's citizens.

In addition, the Alliance is launching a campaign to increase its membership significantly to continue expanding its national network and serving as a collective voice on matters of public policy and the utilization of voluntary resources.

Susan Greene, the immediate past president of the Association of Junior Leagues, succeeds Ellsworth Culver, one of the Alliance's founders and its first executive director. Greene was the Alliance's planning and development committee chairperson.

Culver left the Alliance to resume his career in the international field of volunteerism as executive vice president of Food for the Hungry.

The Alliance's new address is 1214 16th St., NW, 4th floor, Washington, DC 20036, (202) 347-0340.

# VOLUNTEERS FROM THE WORKPLACE

## The VAC/Corporate Partnership

**By Donna M. Hill**

Voluntary Action Centers are involved in some interesting and diverse activities with local corporations, according to a survey by NCVA's Volunteers from the Workplace project. The Houston Voluntary Action Center, for example, holds regular meetings with corporate coordinators in charge of in-company volunteer programs. The VAC in Godfrey, Ill., sends out a special newsletter to businesses listing volunteer opportunities. And the Los Angeles Voluntary Action Center acts as a clearinghouse for company-donated materials. (Once it successfully matched a social service agency with a corporate donation of 600 left-foot shoes!)

Although the extent of such interaction varies widely from city to city, at least 72 VACs (out of more than 300) recognize the business sector as a valuable resource, particularly for the manpower it provides to community agencies. They encourage businesses to involve their employees in the community by helping to fund projects for groups of employees, encouraging employee released time for volunteer work, helping initiate a company volunteer clearinghouse.

Many of the very active VACs are located in the larger cities where big businesses and corporate headquarters abound. The Chicago, Houston and Newport Beach, Va., VACs are establishing board banks to help place corporate employees on the boards of directors of community groups. The New York VAC gives training and orientation to company volunteer coordinators.

Most VACs provide several types of services to involve corporate employees as volunteers, although one in New Jersey places emphasis on selecting group volunteer projects for employees. The Los Angeles VAC, in addition to its clearinghouse for donated supplies, is involved in a full range of recruitment, referral, recognition and convener activities.

In Waukesha, Wisc., the VAC has established an ECHO (Employees in Companies Helping Others) program in several corporations. This model, similar to the in-plant coordinator network established in NCVA's Wichita Employee Volunteer Project, utilizes a system in which corporate employees coordinate in-company volunteer clearinghouses. This VAC also selects group volunteer projects, encourages recruitment of employees for volunteer assignments, and establishes programs for retired employees.

VACs have used some imaginative approaches to introduce companies to community volunteerism. The Houston VAC, for example, keeps a record of the place of employment of each of the volunteers it places. When it notices that a number of people from the same company are applying to volunteer, the VAC notifies the company about its employees' interest in community service. Then it asks if the company would be interested in sponsoring a volunteer program. Other VACs have gotten a foot in the door by providing companies with lists of volunteer opportunities to be published in the company newsletter, bulletin or other publications.

Knowing an agency's needs can reap unexpected benefits when contacting a company about involvement in a community program. For instance, a doughnut company turned down a request to donate its drivers and trucks on weekends for a Meals on Wheels program, but mentioned it always had a number of day-old leftover doughnuts. The VAC knew of a nursery school that could use the doughnuts as snacks for its preschoolers and made a successful match.

VACs also have benefitted from various types of donated materials and services, such as fully furnished office space specially designed for them, telephone service, complimentary circus and concert tickets for volunteers and clients, and equipment, supplies and printing services.

The awareness of businesses as community helpers is spreading. Approximately 20 VACs surveyed report that they have targeted local companies to approach about starting volunteer programs. However, there is a need for the VACs to increase their visibility. Many companies already involved in community volunteer activities are not aware that a VAC exists in their area. Only 17 of 136 companies returning the Volunteers from the Workplace survey reported that they worked with their local VAC.

VACs which *have* involved corporations are quick to point out that, like any other major program effort, it takes board commitment, proper planning, allocation of staff and resources, and time to make such a relationship work. In addition, the effort places new demands on the agencies who receive corporate volunteers to reassess their volunteer opportunities, expand placements for evenings and weekends, and be flexible in their requests for volunteers. The VAC, in turn, may find an increasing demand for agency support and training.

The VACs who responded to the survey indicated that the benefits of the relationship with businesses are well worth the effort. Both receive needed services and find new ways to utilize their available resources. And the community reaps the benefit of a new and viable source of volunteer power.

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*Donna Hill is one of NCVA's writer-information analysts. "Volunteers from the Workplace" is a one-year project funded by the Charles Stewart Mott and J. M. Foundations to study and report on worker volunteer programs.*

# FOLLOW-UP

# RECRUITMENT (Summer 1977)

## How to Raise a Volunteer

### By Leslie M. Smith

In our work on food and hunger issues we continually speak of the planting, nurturing and harvesting of gardens and farms. We discuss the best ways of cultivating and reaping so that we can help our neighbors "raise" a good crop which will, in turn, nourish us and stand as testimony to our efforts as a community.

Soon after we begin, we realize that we need help to enable us to successfully accomplish our task. We often are frustrated because there are few people and little money to ensure that our efforts will be fruitful. It is at this time that we utter the cry, "WE NEED VOLUNTEERS!"

As the cry went out at World Hunger Year of New Jersey, it was directed toward me. It was my job to "raise" volunteers to help present a successful Food Day on April 17. Mulling over how I was going to approach this task, I realized what I was being asked to do—what we had been asking others to do—namely, bring in a harvest. This would certainly be a different type of harvest, but if I could identify the elements that were similar in each case we could be successful.

The first step was to recognize that a volunteer is a person, not just a statistic to be proud of or a piece of machinery to be placed in a needed spot. Just as you can't make plants grow because you need their food, you can't make people volunteer because you need their services and time. It is important to remember that a person volunteers for oneself as well as for others. So it was necessary to develop a program that could give all involved the opportunity to serve themselves by serving World Hunger Year.

I went through our files and made a list of everyone who had ever given the slightest indication they thought what we were doing at WHY/NJ held some meaning for them. I now had found my fertile field!

I chose to send a personal letter to each potential volunteer, remembering how many form letters I had thrown out unread. We were asking people to give of their time and energy; we must be willing to do the same. The seed had been planted!

What followed was beyond my greatest expectation. After a few days of anxious waiting, the first phone call came from a young man named Michael, offering help. It was like seeing the first tip of a plant break through the earth! We were all elated and hopeful. Many more calls followed and I soon found myself with 25 personal responses to the 65 personal letters that had been mailed.

Thus the care and nurturing began. I set up two volunteer meetings, one in the evening on a weekday and one on a Saturday morning so that we could give as many people as possible the opportunity to attend. Every one of the 25 people who responded was notified of the meetings with a phone call. To ensure attendance, realizing all too well that people forget meetings, I sent a postcard to each person three days before each meeting. The total turnout for both meetings was 16. We set up a schedule for Food Day, whereby our volunteers, who now had names and faces, could work in the areas that most interested them.

We added to these original 16 a group of 20 energetic high school students. They had been contacted personally by one of our staff while doing a workshop in their school.

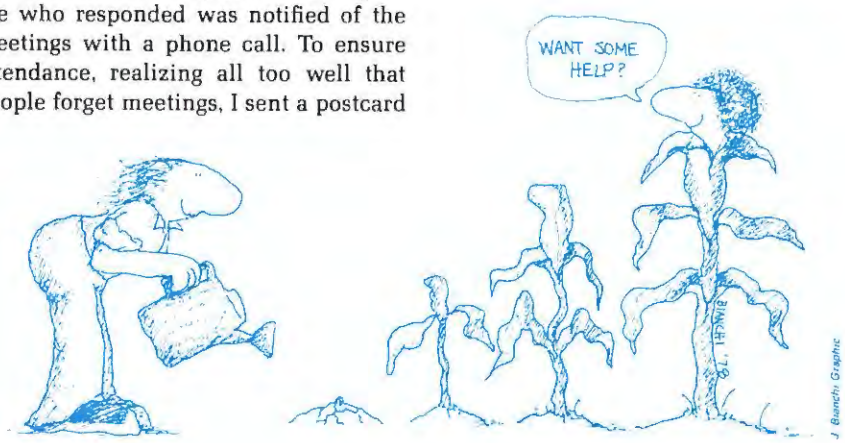
By Food Day, we had "raised" some 35 volunteers and reaped as many friends. It was mainly through their efforts and enthusiasm that Food Day was a success. I now know each volunteer personally and I feel that they will be with us for a long time.

The enthusiasm was so high after Food Day that some volunteers asked if WHY/NJ would be willing to do a workshop on food, hunger and nutrition issues. They now wanted to go out into the field and help us educate people in their communities, people whom we would not normally be able to reach.

We have certainly come full circle. We are now being asked to give of our time to those people who gave so generously to us. What made the difference, between gathering mere bodies to staff booths and coalescing interested people to actively work together as a community of concerned citizens, was the commitment to personal attention and involvement that shaped this campaign.

How do you "raise" a volunteer? Find a fertile field, plant a seed, nourish it with personal care and concern and watch the numbers grow. It is a worthwhile harvest!

*Reprinted, with permission, from the July/August 1978 issue of* Food Monitor, *published by World Hunger Year, Inc.*




*Leslie Smith is the emergency food project coordinator of World Hunger Year of New Jersey.*

ADVOCACY

# Canvassing for Funds and Public Information

## By the Citizen Involvement Network

*The following article is excerpted, with permission, from a report prepared for the U.S. Department of Housing and Urban Development in July 1977. A complete copy of the report may be obtained from the Citizen Involvement Network, 1211 Connecticut Ave., NW, Washington, DC 20036.*

Door-to-door canvassing is a traditional way of gathering information and soliciting support in electoral politics, community fund drives, and public opinion surveys. But it has taken on added significance recently as a means of gaining political and financial support for less traditional grassroots citizens organizations and public issue campaigns.

Year-round canvassing efforts using full-time, paid staff have been established to support consumer and public interest programs in cities across the country, including Boston, New York, Washington, D.C., Hartford, Raleigh-Durham, Chicago, Minneapolis, Milwaukee, Madison, Los Angeles, San Francisco, and others.

The first was established in 1971 in connection with Citizens for a Better Environment in Chicago. The largest programs are operated by Citizens Action League in California and Massachusetts Fair Share, both multi-issue statewide consumer organizations. Altogether these full-time canvassing programs raised an estimated $2.5 to $3.0 million in 1976 of which about 75 percent went into grassroots organizing, research and public information programs.

Short-term canvassing efforts, largely using volunteers, also are being used to fund specific public issue campaigns—with impressive beginning results. For example, in 1975, a volunteer consumer group, Consumer Congress of the Commonwealth of Virginia, became concerned with a proposed $100 million utility rate increase. The group realized it had to retain expert legal and technical help in order to inform the public about the issues and present its arguments effectively before the regulatory agency which approves utility rates. The group organized a volunteer canvassing operation guided by non-paid professionals. In less than three months, the group raised $60,000 from 10,000 contributors by talking with consumers and distributing informational/fundraising

packets door-to-door, in public places, and in commercial establishments.

### What is Canvassing?

For our purposes, canvassing means contacting people face-to-face to present local issues and gather financial and political support for addressing them. Typically it involves teams of volunteers or paid staff who go door-to-door in residential areas.

Initially, canvassing with paid staff was used by community organizations in Chicago in the early 1970s exclusively for fundraising. Today, canvassing also includes disseminating information about local and regional issues, obtaining citizen support for group action, and building organizational membership.

Most canvassing efforts by grassroots organizations operate year-round, using full-time, paid staff. But information is accumulating about volunteer canvassing efforts in support of grassroots organizations and/or public issue campaigns. The following observations may be helpful:

- Volunteer canvasses are typically short-term, last over a period of several months, and are set up to support citizen action on a particular issue of immediate interest to the volunteers. For example, Consumer Action in San Francisco recently used canvassing as a means of identifying owners of prematurely rusted autos and of gaining their financial and political support for a nationwide campaign to force the manufacturer to correct the deficiency. New complainants were asked to make a $15 contribution and to find other complainants. The canvassing, combined with public service announcements and press conferences, resulted in an increase in identified complainants from 160 to 450 in two months.
- Volunteer canvasses have the advantage of involving organization members or potential members in educating and motivating people on community issues and/or raising funds on a neighborhood-by-neighborhood basis. But a volunteer canvass is relatively unwieldy and difficult to operate on a sustained basis because of the large numbers of people to be trained and coordinated. Volunteers usually have full-time jobs of their own as well as other pursuits, and the task of educating and motivating large numbers of people who will be working only part time and without pay is very difficult. For instance, after its initially successful volunteer canvassing effort, Consumer Congress of Virginia found it difficult to maintain the interest and enthusiasm of the volunteer canvassers and consequently decided to hire a professional canvassing staff.

### Contact and Income

How much door-to-door contact and income can be produced through canvassing? A rule of thumb is that six full-

time canvassers potentially can contact about 100,000 households per year and collect approximately $100,000 (gross income). But there are many variables which may influence these figures, including population density, average income, selection of issues, and so on. The only reliable data upon which later projections can be based are the individual program's performance.

About 50 percent of gross income from a well run canvassing operation can be returned to the program's net income assuming there is a full-time, paid canvassing staff. Consulting and other start-up costs have to be taken into account during the first year or two of operation.

Since canvassers typically (and increasingly) are involved while canvassing in programmatic functions other than fundraising, such as information gathering/dissemination and organization building, some portion of the expenses associated with canvassing (salaries, office and equipment rental, supplies, etc.) can be viewed properly as program expenses. It is now common practice to charge as much as 50 percent of canvassing expenses against public education, organizing and other non-fundraising program activities.

Limited experience with volunteer canvasses suggests that the proportion of net over gross income from short-range fundraising campaigns may be somewhat higher. However, there is no reliable way of comparing the income from a sustained, year-round operation with that of a short-term campaign.

## Impact of Canvassing

Canvassing can have significant, sometimes severe consequences for the parent organization unless the potential side effects are foreseen and dealt with. Anticipating and adjusting to these unintended consequences are subtle and difficult aspects of planning and developing a canvassing project. They should be considered carefully by the leadership of any organization contemplating using canvassing as a fundraising and/or informational tool. It is in this area especially that advice and consultation should be sought from a wide range of people with experience in the canvassing field before and during implementation of the canvassing project.

Three areas that merit careful consideration are:

- **Effects on organizational objectives and issues.** Canvassing for funds requires a fairly extensive "target" area, ordinarily a metropolitan area of at least moderate size, with sufficient numbers of households to donate adequate amounts of funds. This means the citizens organization benefitting from canvassing must address itself to a few key issues or policies which are highly visible, widely felt across geographical boundaries and income levels, and easily described in door-to-door contact.

One likely influence of adopting canvassing as a fundraising tool, therefore, is that the case for selecting areawide issues (versus local, neighborhood issues) as organizational objectives is strengthened. This inevitably results in or reinforces tensions between local neighhorhood and areawide interests in coalition organizations, in organizations with active, independent chapters, and in organizations with both organizational and individual members.

The key to resolving or limiting the potential for conflict is for all local and areawide leadership to understand the implications of canvassing for selection of organizational objectives from the outset and to plan specific policies and mechanisms for dealing with them.

- **Effects on control of the organization.** Control of an organization's

funds—the means of securing them and the disposition of them—is a significant part of controlling the organization itself. Canvassing is an effective means of securing funds. It is carried out by a highly organized staff which employs a specific methodology, structure, and decision-making process. This raises the question of how that operation is related to the overall policy-making process of the organization. In short, who controls canvassing?

"In a truly people-controlled organization," observes Virginia Consumer Congress' canvass director, "the citizens should control the funding as well as the policy-making. Canvassing, because it is a separate discipline, removes the citizens' control somewhat." It is crucial that the canvassing operation be thoroughly integrated into the policy- and decision-making structure of the parent organization and that it is understood, monitored and guided by the organization's citizen and staff leadership.

Canvassing also establishes a specific relationship with a particular type of funding source: Canvassers raise funds from individual households in the region served by the citizens organization, generally from households with annual incomes above $8,000. These households may resemble, but probably are not identical to, the active membership of the organization. This raises the prospect, in some instances, of an organization being pulled one direction—in terms of the issues it addresses or the tactics it employs—in order to serve its membership and another direction to satisfy a larger audience from which it raises funds.

"An organization's objectives should coincide with the needs of its constituents who may be different from the people canvassed," notes the Virginia canvass director. "A split can occur as a result of the differences between the requirements of the canvass and the needs of the citizens organization and a leadership decision is necessary to combine the interests of the total organization."

- **Effects on internal operations.** Canvassing is a highly disciplined activity. It frequently employs specific performance standards, demands a high degree of accountability, and establishes a systematic methodology. In short, though it deals with public interest or consumer issues just like the citizens organization it serves, canvassing partly resembles a business venture in purpose, method and style. This may be at variance with the decision-making and operating patterns of a citizens organization typified by a high degree of volunteerism and/or an "alternative" approach to organizational functions.

This obvious contrast in style may be beneficial or harmful: The canvassing operation may set a good example of accountability and discipline within the organization. It may also cause friction if there is not a clear understanding among leadership and staff of the purposes and

operating characteristics of different parts of the organization.

### Ready to Canvass?

Your organization should consider the following checklist of issues and concerns to determine its readiness to undertake canvassing. It is based on the experiences of leading canvassing organizations and experts, but it should be supplemented by local experience and common sense.

- **Strong political base.** Canvassing typically demands organizational commitment to issues that are felt widely and regional in nature. Those issues, such as utility rate reform and tax reform, are usually extremely complex and involve firmly entrenched power bases, such as utility companies and large industries. For a citizens organization just beginning to build its own power base and its competency in analyzing and educating on complex issues, these issues could destroy rather than build the organization. The organization could become identified with a defeated policy or as a one-issue group. Therefore, to undertake canvassing, a citizens organization should have a firm political footing and sense of competency in dealing with complex issues.
- **Leadership control and commitment.** The citizen leadership of your organization should be completely knowledgeable about the legal, organizational, financial, and political aspects of canvassing. If possible, at least one citizen leader should have training or direct exposure to a canvassing operation. The leadership should be in full support of canvassing as a fundraising approach for your organization.
- **Membership support.** The organization's membership should understand and support the purposes and methods of fundraising through canvassing. A survey, membership meetings, and printed materials (with feedback forms) can be used.
- **Staff orientation.** Existing research, organizing, and administrative staff should be thoroughly knowledgeable about the potential organizational and political impacts of canvassing. They also should have an understanding of how the canvassing staff will be administered and will operate.
- **Public awareness.** It is important for the general public, particularly potential constituents, opinion leaders and friendly institutional leaders, to understand your organization's purposes and the purposes and method of canvassing. The more people who know what you are doing and how you are doing it, the less opportunity there will be for misunderstanding and controversy later. One citizen organization leader recently observed that because some friendly community and church leaders did not understand his canvassing operation and his organization's funding needs, he had difficulty getting their help to gain access to other funding sources. "You've got canvassing, what do you need us for?" they asked. They didn't understand that canvassing is a seasonal operation, subject to labor market conditions, weather and politics.

The Arlington Citizens' Involvement Committee in Massachusetts prepared for its 12-day volunteer canvass by developing a handbook on CIC purposes and activities for distribution to public officials, community leaders and citizen activists; producing a special newsletter edition on the upcoming canvass; preparing posters, flyers and TV/radio spots; and sponsoring a town-wide conference on community issues.

- **General organizational readiness.** Canvassing is a highly organized, business-like enterprise. The contrast in

style with most citizens organizations is dramatic. Although the rest of the organization cannot be expected to adopt wholly the procedures and style of a canvassing operation, some initiatives in this direction can and should be taken. For example, the use of job descriptions and standard personnel procedures, standard practices in canvassing operations, can be adopted easily and can benefit an organizing or research component.

Canvassing both increases revenues and places greater demands on the organization's ability to account for its financial resources. The "coffee can" approach to handling funds, comfortable when the group was small and poor, must be replaced with efficient accounting procedures. Every component of the organization must be accountable for the resources it uses.

- **Legal and administrative preparation.** This includes doing legal research and meeting the requirements, developing administrative and record-keeping procedures, and hiring or recruiting and training personnel.
- **Long-term budgeting and financial planning.** Part of knowing what to expect from canvassing is knowing what your organization needs financially and what the rest of the fund-raising picture is. Long-term budgeting and financial planning should be undertaken at the leadership level to enable leadership control of the organization, to permit thorough understanding of the organization's financial posture, and to promote leadership and membership support of organizational goals, including fundraising objectives.

Several points should be made about canvassing and budgeting. Canvassing typically is seasonal and therefore cannot provide a steady stream of funds. Canvassing is politically sensitive and should not be relied on as a sole source of funds. Canvassing earns impressive amounts of revenues, and a long-term budget will help promote integrity and wise decision-making with respect to their use. It also will demonstrate to friends and potential funders what the organization's actual financial needs are.

The best advice of experienced canvassers is don't canvass—*unless* you have considered each of these points.

## Resource

**Fundraising in the Public Interest.** David L. Grubb and David R. Zwick, Public Citizen, Inc., Box 19404, Washington, DC 20036, 1977. 174 pp. $4.00.

Contains three helpful guides:

- "A Citizen's Guide to Direct Mail Fundraising"
- "Knock, Knock ... Who's There? Door-to-Door Canvassing"
- "Walkathons, Bike-a-Thons and Assorted Marathons for Money"

# NICOV TAKES A LOOK AT...

# COMMUNITY LEADERSHIP IN THE HIGH SCHOOL

**Edited by Debbie Boswell**
**National Information Center on Volunteerism**

## Back to the Fourth 'R'—Responsibility

### By Dorothy Denny

"Boy, I'll tell you, I used to think I had problems. Working with a boy my own age who is handicapped really opened my eyes! He has such a wonderful, positive attitude about life when he could really be bitter. I can't tell you how impressed I was by this guy ... really, I felt that sometimes I needed him more than he needed me!" —*Student at Oak Ridge High School, Orlando, Florida.*

This student and many others like him are participants in a community leadership course, a program developed for high school students by the National Information Center on Volunteerism.

In April 1977, the W.K. Kellogg Foundation of Battle Creek, Mich., awarded a three-year grant to NICOV to develop an academic and experiential course on volunteering for high school students. With active participation by community teams of volunteer agencies, resource groups and schools, we have prepared and pilot-tested curriculum materials in the classroom and placed approximately 233 young people in community volunteer jobs.

### How It Began

NICOV is committed to encouraging and strengthening citizen volunteer activity as a means of improving quality of life in communities nationwide. Millions of people volunteer today, and in many homes community involvement is part of family life and tradition. Mother and father assist in church activities, P.T.A., Boy Scouts, or become active in neighborhood groups or political campaigns. This very natural style of helping and participation often is transferred to the children in that home.

Not all young people, however, are exposed to community service in this manner. Many do not recognize the helping tradition as a vital part of family or community life. And probably few comprehend the enormous impact these activities have on other people or on themselves.

We think that citizen involvement and community service attitudes and values should be introduced or reinforced where young people spend a substantial part of their time—in the classroom. The school is an excellent vehicle for preparing students for volunteer activity and future staff roles supervising volunteers. The time it takes to find meaningful volunteer assignments for students can be reduced by classroom preparation.

Student volunteer programs are a growing part of our citizen volunteer network. Our rationale in designing another student program was to add the dimension of course curriculum to the volunteer experience and to bring together school and community leadership, to make both academic and experiential components more meaningful. NICOV's most valuable role is in the building and strengthening of a high school volunteer course model. This model has been tested in communities of varied character and can be adapted locally with limited technical assistance and support in the future.

Program design focuses on the development of strong community teams to support and implement the course. Seven such teams were established and participated during the first year. Each spring, ten new teams are selected and trained. Existing teams branch out to incorporate new high schools in their area. By the end of the third year, a minimum of 30 teams and approximately 50 high schools will be involved actively in the program.

### What is a Community Team?

To ensure maximum local support and assistance for each participating school, NICOV developed the community team approach. A strong committed team is the primary prerequisite for participation. It brings together volunteer leadership and expertise, local community resources, high school teachers, and school administrators.

The pilot teams represented varied community and school characteristics. This fall we will add teams which provide an even broader range of socioeconomic, ethnic, and geographic differences. Participating students will include those considered gifted, average, below-average and handicapped.

While the composition of each team is somewhat different in each locale, the basic functions are the same:

- Implementation of the total program
- Community needs assessment

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*Dorothy Denny is NICOV's executive director.*

- Dissemination of the project in that area
- Orientation of placement agencies
- Participation in program evaluation
- Program enrichment
- Community resource development
- Liaison with NICOV and other projects

The first year of the program has suggested the following functions for individual team members:

**Teacher**
- Recruitment of students
- Teaching
- Establishment of local course requirements and standards
- Assessment of student interests and skills
- Record-keeping and administration of evaluation instruments
- Response to parental concerns
- Development of additional curriculum materials

**Community Resource Organization**
- Financing or location of resources as needed
- Advocacy in the community—with school boards, other organizations and community leaders
- Publicity
- Resource for teacher
- Participation in student reflection groups

**Volunteer Organization**
- Development of student placements—including agency contacts, job descriptions and facilitation of interviews
- Liaison with placement agencies
- Resource to teacher and students

Perhaps the most important aspect of team responsibility is the ability of members to collaborate in order to ensure meaningful placements, well prepared students, and community and school board support. In many cases the above functions overlap, depending upon individual team member capabilities. Roles are agreed upon prior to course implementation and teams meet frequently to review progress.

## The Curriculum

A major objective of the program is to link the experience of volunteering with classroom learning. Here, citizen volunteering is seen in the context of history, economics, social service structure, self-help efforts, etc. As the student participates in both program components, he/she is given an opportunity to reflect on experiences, both positive and negative, and to develop new skills which aid in personal growth, value decisions, and career development.

The NICOV curriculum, which will continue to be developed and refined over the next two years, addresses such areas as:

**Defining volunteerism.** Activities and information in this unit are aimed at identifying who volunteers are and what volunteers do. The materials are intended to break down stereotyped images and to broaden student awareness concerning the range of volunteer activities in their communities. It is hoped that this introduction to volunteering will help the student develop a perception of bimself/herself as a volunteer.

**Getting involved and understanding it.** This unit's activities are focused on where one might vnlunteer and how to determine what type of volunteer role will utilize skills best and meet needs. Specific activities are recommended which in many ways parallel the process by which a student would apply for paid work, i.e., completing a volunteer job application or role playing a placement interview. This unit also includes discussions of why people volunteer, expectations and rewards, job designs, and contractual agreements.

**Volunteering and career preparation.** Here, we focus on identifying student career interests, linking volunteering to career planning and decision-making. Exercises are designed to assist students in developing greater self awareness and confidence. Students look at nontraditional job roles, volunteer opportunities for career areas, such as engineering or science, and preparation of resumes.

Other curriculum units being developed or revised address history and economics as related to volunteerism, self-help efforts, advocacy, issues, values, and volunteering in other nations. Each curriculum unit is reviewed by teachers and community groups. Formal feedback on student reaction is given to NICOV each semester and curriculum materials are revised regularly.

## Student Reflection

Contrary to popular belief, experience may not be the best teacher. Experience does not necessarily produce learning or at least optimal learning. In fact, experience can be mis- or non-educational. Few of us are skillful at being able on our own to extract valid meaning and application from individual experience. What we often do is learn distorted or negative truths, skills, etc.—From "Facilitating and Learning," *Basic Curriculum for High School Coordinators or Service Learning Programs*, p. 1. National Student Volunteer Program, ACTION, 1977.

One of the most important aspects of the student volunteer experience is the time set aside for group reflection. For this program, reflection is incorporated into the curriculum, occurring regularly during class periods. But the group

reflection activity can occur and does occur in a variety of student volunteer programs, with or without a classroom. Here are several excerpts from NICOV's Curriculum Unit III, *Group Reflection: Understanding the Volunteer Experience:*

## Discussion for the Teacher (or Coordinator)

It is assumed the activities in this unit will occur after the student's volunteer placement has begun.

Timing is at the discretion of the teacher. Nevertheless, volunteers ordinarily require more learning and other support immediately following their initial experience on the job. Therefore, we suggest the first group reflection or debriefing session be the week immediately following initial placement. Ideally, sessions should be weekly thereafter, for at least a few weeks. . . .

We suggest that encouraging students to share experiences is best accomplished in small groups of five to eight students each, rather than larger or class-wide groups. . . .

The following materials are based upon the assumption that providing the student with good volunteer experience will include, among other things, an attempt to deal with conflict or upsets which students may experience and to provide students with skills that will help prevent these. The areas of concern which most often will be the subject for problems will involve the students' values, beliefs, and feelings. . . . The students' value-laden responses will likely fall into three categories of concern:

1. Interpersonal concerns
2. Public policy concerns
3. Organizational concerns

Interpersonal concerns are those that arise from communications problems. Because these concerns often affect the ego and self-concept of people, they are concerns which take precedence in the lives of students. Although it is not your role as teacher to be a therapist for each student volunteer, your students' view of the experience often will be colored by interpersonal communications problems which are not talked about. For example, the students' first day of volunteering likely will be filled with fears about how they will be seen, how they will measure up.... Because these concerns are likely to be most fundamental for the student, it is also likely that they will not be the focus of student discussion. The manifestations of these concerns more likely will center on generalized dislike for the volunteer experience, for the individuals involved, or in negative talk about the mission of the organization. . . .

The following suggestions are taken from an article by William A. Laramee from the Winter 1977 *Synergist.* Entitled "Educational Debriefing: A Learning Tool," the article is included as a part of this unit. . . .

- Listen actively, not passively. For example, wait for a speaker to finish. Use eye contact and body posture that communicate attention.

- Reflect feelings and ideas without judgement. Paraphrase or give back what you perceive the speaker to be saying at two different levels—ideas and feelings.

- "Validate" each speaker by always responding with a question, comment, or body language. Show the speaker that you hear the message, respect it, and understand what it means.

- Avoid blaming (attacking personality, character, or previous record) and rescuing (solving a problem or taking over other responsibilities of a debriefee).

- Deal with the situation and issues at hand; stay in the present and focus on materials relevant to the "here and now."

- Ask each speaker to process information personally instead of processing it for himself and supplying your own conclusion. For example, ask, "What are your ideas about . . .?"

- Confront rather than criticize. Stay with observable behavior rather than offering interpretations.. . .

## Community Pilot Teams First Year

**Denver, Colo.**
Project New Pride
Junior League

**Orlando, Fla.**
Oak Ridge High School
Volunteer Service Bureau
Youth Programs, Inc.

**Cambridge, Mass.**
St. Mary's High School
Voluntary Action Center

**Kalamazoo, Mich.**
Hackett High School
Vicksburg High School
Portage Central School
Voluntary Action Center

**St. Louis, Mo.**
McKinley High School
Council of Community Organizations
Junior League

**Oklahoma City, Okla.**
Putnam City West High School
Junior League
Voluntary Action Center

**Richmond, Va.**
Marymount School
Open High School
Voluntary Action Center
Junior League

- Ask yourself what kind of positive strokes, attention or recognition each speaker wants and is not getting. How can you assist . . .?

- Identify "cop out" words and discounting. When possible, confront these.

- Identify nonverbal behavioral cues.

- When (students) are ready, state your own views clearly, calmly, and honestly.

- Constantly monitor your own feelings. All of us tend to perceive selectively and to project our feelings. Check to know how you are feeling, how you are responding, and whether this is how you want to respond.

- Ask appropriate questions that encourage mutual exploration of a problem rather than assuming that (students) ought to know. . . .

There are a number of specific activities included in this unit which relate to sharing volunteer experiences, public policy concerns, values, testing assumptions, and keeping activity journals. One which may be of interest to those coordinating or supervising student volunteers within an agency is "Understanding Organizational Structure."

## Objectives

- To have students understand organizational structure and the role expectations which supervisors and employees have to volunteers.
- To illustrate that people behave differently under different circumstances, and to confront the value issue about whether it is hypocritical to behave differently at different times.

## Discussion

The supervisors and employees have a clear picture of the volunteer student role, but the student may not have a clear picture of the volunteer role.

A student volunteer has several roles: child or adolescent, volunteer, student, son or daughter, peer, particular function in an organization, such as receptionist, valued worker. Each of these roles carries with it a set of behavior expectations. The students will have integrated some of these expectations into their view of themselves. Many others will have adopted behaviors which identify them as students or as sons or daughters. They may not have adopted behaviors appropriate to their role as a volunteer or as a valued worker, or in the special roles required by their job.

The problems which can arise as a result of unclear roles, or role conflict, can be distressing to the student as well as to the people with whom they work. Organizational conflicts also may arise from differences in motives between the volunteer and the people in the organization for which the student works.

## Activities

Role playing can become an effective way of having students discover in a direct fashion how people respond to a given situation. The success of role playing depends upon how seriously the participants accept the roles they are acting. One of the most effective approaches is to use a role reversal situation. For example, have a student play the part of the supervisor under whom he or she works. By acting out the role they see and by trying to adopt the values and behavior of someone else, they can get firsthand insight into that person's role.

The following issues may be used for role playing before using real situations:

- Have a student act out the role of a hospital kitchen supervisor who is faced with the job of telling a volunteer that he or she must start washing better before coming to work.

In order to illustrate that different behavior accompanies different roles, have students act out the following:

- A group of adolescents gather together after school some place where they are safe from being interrupted. What do they talk about? How will they behave?
- A student is questioned in the principal's office about (allegedly) disrupting a class.
- A volunteer working in a preschool is asked by a mother how her child behaved today, because she has been concerned about her or him.

After each episode, have the participants talk about the "feelings" of each of the characters they played. Discuss why there were differences. Discuss how we learn about people's expectations. . . .

The potential conflicts which a student may discover could result from failure to understand or from resisting the organizational structure within which they operate. There are two ways to look at how things are organized: the formal structure and the informal structure.

**Formal structure.** You can introduce the idea of a formal structure by using the school or school district as an example; that is, draw an organizational chart showing the lines of authority and communication. It will be important also to note the specialized job or role that each person performs to serve the client properly.

Have each student draw the organizational chart for the organization they work for and describe the lines of authority, responsibility, and communication.

**Informal structure.** It is obvious that the informal lines of

communication and influence are not always the formal lines. To use the school example, information often is passed from teacher to teacher before it comes from the principal. Informal groups of people are formed that have nothing to do with the lines of the organization.

Have the students observe the people in the place where they work and describe the informal groups and the informal lines of communication. Ask them to identify people who seem to have influence unconnected to their place in the organization.

Time for reflection is an important investment, as it can provide that important link between experience and learning, making the community placement a more significant part of the student's life.

## Community Placements

Many of the young people involved in the volunteer course are serving in what we might call "traditional" volunteer roles—providing needed services to the community in hospitals, nursing homes, day care centers and schools. What is nontraditional about these placements is the excitement, challenge, and point of view which these young people can bring to an agency and to a client.

Students work, too, at some very different volunteer assignments. One young man used his interest and skills in cartooning to create a *Volunteer Man* comic strip which was published by a local newspaper. Others have provided service to the community by monitoring emergency CB channels, assuming advocacy roles with Planned Parenthood, Right to Live and conservation groups, working on political campaigns. The media class at Oak Ridge High School created an animated film strip on volunteering. And, in one school, the students' placement experience included observation of or participation in the agency's board meeting.

Prior to actual placement, students explore the range of volunteer opportunities available to them. Team members work together to assess the skills and interests of students in order to assist in an appropriate match with community needs. Job design, supervision, and scheduling are discussed prior to beginning each community assignment. Problems of transportation to placements and scheduling are addressed by each team. Ideally, students are released certain days each week for a sufficient time period during the agency work day. On other days this time is used for in-class learning or group reflections.

## What We've Learned

Throughout the year, teams provided regular feedback to NICOV on program progress. In March, we brought our pilot teams together to assess those factors which seem to influence the success of the local project, and to obtain detailed feedback on curriculum and technical assistance needs. We found that there are certain characteristics which aid the project's chances for local success:

### In the School

- Selection of interested, committed teachers
- Ample released time or planning time for teachers
- Full commitment of the principal, as evidenced by the assignment of the teacher as part of regular workload, and a willingness to include the community agencies in the total program
- Networking within the school, such as involvement of other teachers, counselors, and classes
- Flexibility in scheduling the class, i.e., the last period of the day
- Mixed schedule of curriculum, community work, and student reflection
- Local teacher initiative in development of new and revised curriculum

### In the Community

- Strong, continuing community support for the teacher—a solid "team" approach which includes community agency participation in the classroom
- Early student placement involvement; a mix of experience and curriculum to make both more meaningful
- Student choice in placement activity, with job descriptions for study prior to actual placement
- Preplacement visits for students at host agencies to explain program expectations and determine supervisory responsibilities
- Experience of the community team members in working with youth volunteers, knowledge of satisfying placements and community agency personnel, ability to assist the school in gaining school board or community support
- Transportation for students to placement agencies

Of equal importance is the opportunity for teams to share with each other and continually to improve each local program.

## Future Plans

By the third year we plan to expand to approximately 30 teams. Rather than increasing quickly in number, our objective is to continue gathering feedback and evaluative data from teachers, students, and community groups on the curriculum and placement experience. From this information and with continued guidance from local participants, we will develop several flexible models of program implementation which include fully tested curriculum, team development strategies, placement ideas, etc.

We plan to continue networking and advocacy efforts on the national level with groups who can assist in the wider dissemination project—educational organizations presently operating student volunteer programs, government agencies, and networks of community organizations.

We will examine the community leadership course as it relates to the back-to-basics thrust, declining enrollment, budget cuts, youth employment, and stipended youth service programs. Arguments for including the program in school systems will be compiled for use by interested local groups.

We will begin considering applications for third cycle (fall 1979) participation in December (1978). Since the application process involves identification and commitment of all team members, we suggest that interested groups write early for guidelines.

For information and guidelines on this program or to share information with us on high school volunteer activities and programs in your area, please write: National Information Center on Volunteerism, Community Leadership Course, PO Box 4179, Boulder, CO 80306, (303) 447-0492.

# MBO What It Is What It Can Do For You

**By Meridith Wesby**

DO YOU KNOW WHERE YOUR organization is going? ... where and how you fit into the organization? ... how your job relates to the rest of the organization? ... what results both you and the organization are expected to achieve and the timetable for that achievement? ... how you are accountable? ... whether your performance is judged on ability and results or on personality? If you can answer positively those questions, then you don't need to read on. If you can't then MBO might be for you and for your organization.

## What is MBO?

With all of the alphabet soup that board members and staff of voluntary organizations must face, is MBO just another catchy phrase? In a sense it is just that—another catchy phrase: Management by Objectives. MBO is mentioned frequently, however, because it has been successful in the profit sector as well as in education and government.

MBO is really a fancy title for planning: planning which is agreed upon, communicated, and understood within the organization; planning which is geared to results. It is a process which specifies where an organization is going, the results it wishes to achieve, and how it will allocate its resources to achieve effectively and efficiently those results. It incorporates in one step-by-step process all of the elements of management: future planning, objective setting, allocation of resources, budgeting, establishment of controls, and appraisal.

## Why MBO—What are the Benefits?

MBO has been used widely and successfully due to a number of factors. Voluntary organizations, in particular, have experienced some of the following benefits:

**Future planning.** MBO incorporates planning for two to five years into the future.

**Creative management.** MBO promotes creative management because it dictates that organizations plan and be prepared for the future rather than just react to it. This helps alleviate a good deal of crisis management.

**Direction.** MBO provides a clearly articulated and understood direction for the organization. Those involved in the organization participate in the process of setting the direction so that they know where their organization is going and how it will get there.

**Results.** MBO defines specific results in measurable, time-limited terms which the organization as well as the individuals involved wish to achieve. It focuses on the results, not on the processes or activities employed to achieve those results.

**Effectiveness.** As it is geared to measurable results, MBO helps point up the effectiveness of the organization in its undertakings.

**Accountability.** In the voluntary sector, funds are scarce and those funds available have to be allocated to the most needed as well as most effective programs. MBO provides for the effective as well as efficient utilization of those scarce resources.

**Motivation.** MBO provides clearly perceived goals and objectives which are at the root of human motivation and effort.

**Public relations.** MBO enhances an organization's public relations by providing knowledge of its direction and the desired results. Those involved are enthused about their organization and have a concrete package with which to sell it.

**Team building.** MBO builds on the participation of everyone in the organization. All have input into the direction of at least their own functional areas and responsibilities and can see how all areas tie together for an effective organization.

**Continuity.** MBO helps address the problem of continuity often common to voluntary organizations. Boards rotate, volunteers and staff come and go, but MBO provides continuity through goals and objectives which withstand the change. This helps alleviate the reinventing-of-the-wheel syndrome which tends to occur without MBO.

Peter Drucker, deemed the father of MBO, sums it up in *The Age of Discontinuity: Guidelines to Our Changing Society:*

> It is not possible to be effective unless one first decides what one wishes to accomplish. It is not possible to manage ... unless one has a goal. It is not even possible to design the structure of an organization unless one knows what it is supposed to be doing and how to measure whether it is doing it.... If the organization has not determined what its ob-

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*Meridith Wesby is the acting executive director of the Social Service Corporation, Worcester, Mass. She is the past president of the Junior League of Worcester and has conducted workshops on MBO for such groups as the Camp Fire Girls, Girl Scouts, YWCA.*

jectives are, it cannot determine what effectiveness it has and whether it is obtaining results or not.

### The MBO Process

The MBO process is a step-by-step process which is very easy to follow. I'll illustrate by using the Girls Club as an example.

**Step 1: Review of the purpose.** Every organization has a purpose for being. The purpose is a very broad, global statement of intent. For example, the Girls Club's purpose in part is "to help girls find their own identity, develop their potential, and achieve a sense of responsibility of self, family, community, country, and world." It describes the mission of the organization and provides the parameters of operation. Everything the organization undertakes should reflect its purpose. Therefore, the first step is to examine that purpose and what it means to the organization.

**Step 2: Appraisal.** In order to plan for the future, there has to be some understanding and appraisal of the external forces facing and influencing the organization and its internal capacity to fulfill its purpose. This step may be undertaken by board, staff or a combination of both.

For an internal appraisal, a thorough evaluation of the organization's present operation should be undertaken. Strengths and weaknesses should be identified in all areas. For example, the following sources and types of information will help in obtaining an accurate picture of the organization: constituency data (number of clients, type, age, geographic area served), program data (types, program products, type of client served, number served), financial data (projections, budgets, past history), organizational structure, personnel (capabilities, paid staff, volunteer), interagency collaboration, and other similar data.

An external appraisal basically involves looking at three types of information: demographic data (societal trends, population movements, economic health of the community); future societal trends, issues and needs both locally and nationally; and the opinions of key leaders in the community regarding their perception of the organization as well as where it can fit best into the overall delivery of services within the community.

Whatever the method, the result should summarize the issues affecting the organization, the needs in the community and the internal capacity of the organization to provide for them.

**Step 3: Development of goals.** Goals flow directly from the purpose of the organization and the assumptions made by that organization. They tend to be more specific than the purpose, more achievable, yet remain statements of intent. Their time span is limited or finite rather than infinite as with the purpose. For example, a local Girls Club's goals is "to continue to develop and maintain high quality programs, keeping them flexible and relevant to the needs of girls."

Goals usually are developed by the board with staff input at a retreat or at least a one-day meeting. They are developed from the framework of the purpose, yet reflect the external and internal appraisal of the organization. Goals are usually developed for two- to five-year periods. They provide a definitive direction for the organization and integrate the activities of the organization into a total effort.

**Step 4: Objective setting.** The setting of objectives is the most crucial step in the MBO process. Without specific objectives, the goals remain statements of good intent and the organization does little to move forward in a systematic manner to achieve its purpose.

Objectives flow from the established goals. An objective is a statement of a specific result to be achieved in a specific period of time. It states what will be different, by when, and how it will be measured. Sound objectives are measurable, results-centered, time-bound, realistic and attainable. For example:

*Goal:* To maintain a secure financial base.

*Objective:* To raise $5,000 by June 1979.

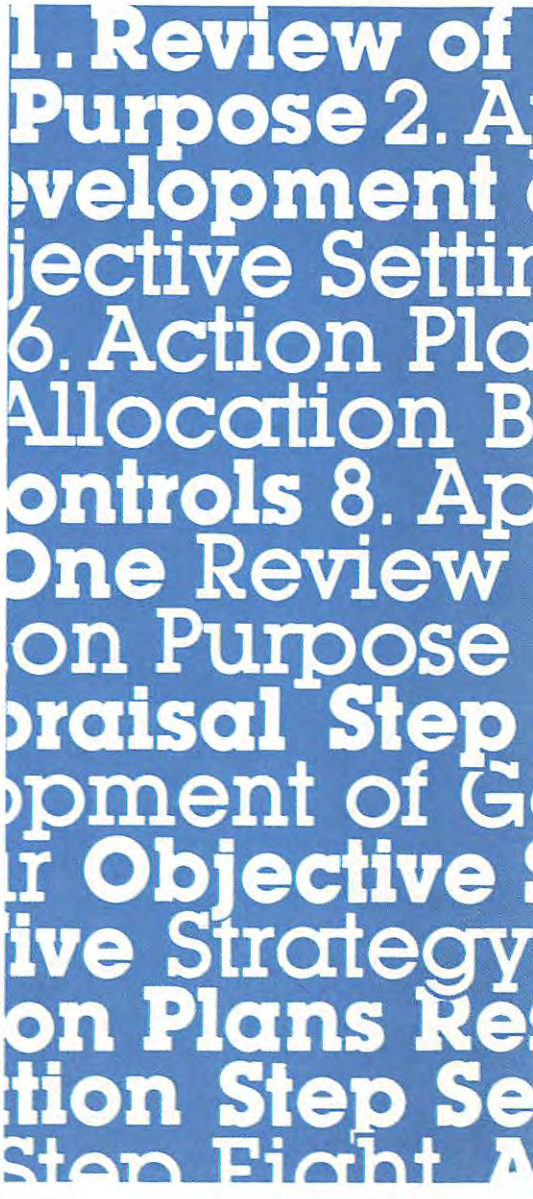
*Goal:* To provide programs relevant to the needs of girls.

*Objective:* To develop a career program for 30 girls by January 1979 with 20 girls placed in jobs of their choice by January 1980.

Measuring objectives in the voluntary sector tends to be more difficult than in the profit sector. The results or end products are not widgets, but services to people where the variables are more numerous and less precise. Recreation programs illustrate this difficulty. You can measure the number of children participating in a program, but to isolate the results of that participation, such as reduced delinquency or development of sportsmanship, is difficult.

If you cannot state why you are doing something and the results you wish to achieve—no matter how vague—you shouldn't be doing it. Some result areas that may be measured are program services (expansion, deletion, addition, program products), clients (number served, type, geographic location, behavior changes), volunteers (numbers placed, satisfaction, turnover, training offered), financial resources (amount raised), community collaboration, etc.

There are several types of objectives—those that relate to time (short-term or less than a year and long-term



# The 1978
# National Volunteer Activist Awards

## The National Center for Voluntary Action

The National Volunteer Activist Awards is a nationwide program of recognition sponsored by the National Center for Voluntary Action. It focuses local and national attention on outstanding and innovative problem-solving efforts by citizen volunteers. The award is given to individual men and women as well as organizations actively and currently involved on a voluntary basis in improving the quality of life in their communities.

From the nominations submitted, citation winners are chosen by a screening committee. A panel of distinguished judges selects the national winners, both groups and individuals, from the group of citationists. The finalists will be announced and honored during **National Volunteer Week, April 22-28, 1979.**

Activities of past national winners have ranged from consumer advocacy, child abuse, neighborhood improvement programs to counseling families of prisoners, education reform, advocacy for the handicapped – and many more. Recent national winners have included a young woman who organized an adoption agency for exceptional children in Las Vegas, Nevada; a Washington, D.C., skier who, although deaf from birth, founded the U.S. Deaf Ski Team and was responsible for the First World Winter Games for the Deaf in the U.S.; a diverse group of citizens from Dallas, Texas, which designed a workable desegregation plan for the city's public school system; a citizens group in Duluth, Minnesota, which formed a nonprofit corporation to renovate low-cost housing in a deteriorating inner-city area.

The National Center for Voluntary Action is a nonprofit, privately funded organization created in 1970. Its mission is to stimulate and strengthen voluntarism, the tradition of responsible citizenship by which American people continue to build a free society. Through its national office in Washington, D.C., and some 300 affiliated Voluntary Action Centers in cities and counties across the country, NCVA serves organizations that rely on volunteers to carry out their program.

# National Volunteer Activist Awards

# RULES FOR NOMINATION

**A complete nomination includes:** (1) the **nomination form** (page 3); and (2) an accompanying **statement of not more than 500 words** (page 4) which describes the volunteer activity of the individual or group being nominated. There is no required format for the statement. Nominators **must,** however, address the following items in their description of the nominee's activities:

1. Details of a single sustained volunteer activity, rather than a description of a variety of diverse or unrelated activities.
2. Community need for the service or activity performed.
3. Specific results or achievements of the work of the individual or group.
4. Numbers of people involved in, served by and benefitting from the program or activity.
5. Any unusual circumstances or obstacles the group or individual has overcome in providing the service.
6. How the group being nominated came into being or took on the activity described, or how the individual became involved in the activity for which he/she is being nominated.
7. Any particularly innovative or creative aspects of the nominee's activities or accomplishments.

- Any individual or group actively engaged in voluntary and unpaid activities that benefit the community, state or nation may be nominated.
- Individuals or groups who are paid any amount for activities must clearly indicate in the nomination statement the extent of salaried activities.
- Work "release-time" and student course credit are eligible but must be **clearly** indicated in the nomination statement.
- No employees or immediate relatives of employees or persons otherwise affiliated with the National Center for Voluntary Action may submit entries.
- An individual or group may submit as many separate entries as desired.
- Volunteer activities must be performed within the United States and/or U. S. possessions.
- The National Volunteer Activist Awards screening organization may request additional information from applicants for the judges' consideration.
- Decisions of the judges are final. **All entries for the 1978 National Volunteer Activist Awards must be received by the National Center for Voluntary Action before midnight January 19, 1979.**
- **All nominations must be complete in one package when submitted to NCVA. Separate letters and other documents received later will not be processed.**
- Pertinent supplementary material may be submitted but **not more than 20 pages.** Any material submitted may be used for publication by the National Center for Voluntary Action. **Do not submit scrap books, films, tapes, cassettes – only written materials (pamphlets, clippings, etc.) on paper no larger than 8½" x 13".**
- All entries and manuscripts become the property of the National Center for Voluntary Action and **will not be returned.** All entries must be mailed with sufficient postage. **Be sure to give the three verification references requested on the nomination form.**

- **Mail forms to:** National Volunteer Activist Awards Program
  NCVA
  1214 16th Street, N.W.
  Washington, D. C. 20036

# 1978 NATIONAL VOLUNTEER ACTIVIST AWARDS

## Deadline for National Entries: January 19, 1979

A description of the nominee's activities and their impact on the community and those being served MUST be described in detail on page 4.

**PLEASE PRINT**

**I.** NOMINEE: Please specify if you are nominating an individual or group:
INDIVIDUAL ☐ GROUP ☐ (Check one)

Name: _____ Area Code & Telephone: _____
(If individual, Mr., Miss, Mrs., Ms. If group, name)

_____ Area Code & Telephone: _____
(If group, name of contact person)

_____
Street Address City State Zip Code

**II.** NOMINATOR:

Name _____ Area Code & Telephone: _____
(Title, if appropriate)

_____
Street Address City State Zip Code

**III.** VERIFICATION: List the names and addresses of *three* persons or organizations familiar with the accomplishments of the nominee, not including the candidate, or relatives. These references will be contacted to verify the scope and extent of the nominee's activities. All nominees MUST have *three* references.

Area Code & Telephone

1. _____ Home: _____
Name Daytime: _____

_____
Street Address City State Zip

2. _____ Home: _____
Name Daytime: _____

_____
Street Address City State Zip

3. _____ Home: _____
Name Daytime: _____

_____
Street Address City State Zip

**IV.** NOMINATION:

I hereby nominate _____ for the 1978 National Volunteer Activist
(Name of nominee)
Awards.

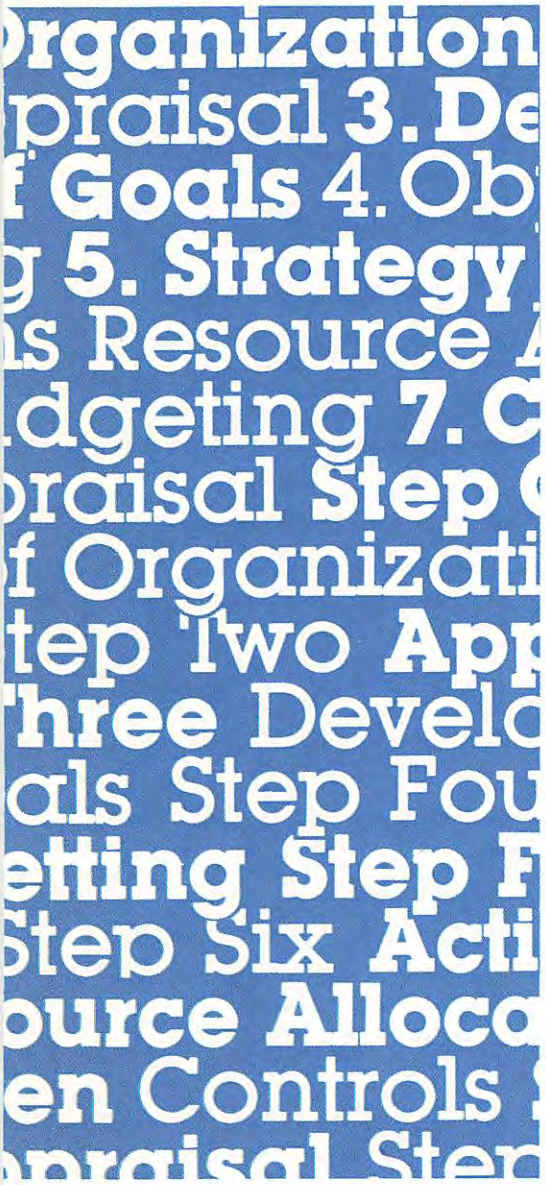
_____
Date Signature of Nominator

The space below is provided for the 500-word statement which describes the volunteer activity of the group or individual being nominated. Please read carefully the Rules For Nomination on page 2 before completing this statement. Please be sure all information is complete and legible and that any supplemental information is attached. Thank you.

MAIL THIS FORM TO: NATIONAL VOLUNTEER ACTIVIST AWARDS PROGRAM
NCVA
1214 Sixteenth Street, N.W.
Washington, D.C. 20036

of more than a year), and those that relate to content. The latter fall into two categories: change objectives and maintenance objectives. Change objectives are new ones the organization wishes to achieve, while maintenance objectives deal with maintaining the organization, such as preserving a stable financial position. It is wise to have a balance of both. There are also personal objectives which center around the growth and development of the individual on the job—what personal results s/he wishes to achieve.

The process of setting objectives should be dynamic and participative. It is done best at a division, unit, or committee level, whichever is applicable to the organization. The process should include boss/subordinate or those who are involved in or are responsible for the particular area. This type of participation will insure that objectives are on the mark in terms of the needs and interests of those most directly affected. It also will provide ownership of the objectives by those involved as well as maximum probability that the objectives will be implemented. The participatory process has the added benefit of stimulating innovation and creativity through the pooling of ideas.




**Step 5: Development of strategy.** Once the objectives are set, agreed upon and prioritized, the unit, committee or individual must determine the strategy to carry out the objective or the "how." Objectives are usually fairly general so that the strategy step can answer how it will be accomplished. For example, an objective might be set to raise "x" amount of money by June 1979. The objective does not state how the funds will be raised. This provides the latitude for creatively brainstorming all potential fundraising strategies available to the organization. All the alternatives are weighed in light of the organization's capacity and environment as well as the framework of the objective statement.

**Step 6: Development of action plans/resource allocation.** Once the strategy decision has been made, the next step is to develop action plans. This involves allocation of resources available to carry out the strategy or program. Such resources are personnel, materials, money, time and authority. This step requires a determination of personnel needs, both paid and volunteer, training, supervision, and the like. It also requires an analysis of the types of materials needed and the quantity, quality, and maintenance. And time must be allocated. The work schedule, including the beginning and ending points of all activities, should be laid out. Determination should be made as to who has the authority, who is responsible for what, and who reports to whom.

If the MBO process is not tied into the budgeting process, it becomes an exercise in paperwork. It is here that the goals, objectives, strategies and plans can be used as the base for constructing the budget. MBO makes possible program budgeting, so that the budget reflects what the organization is producing or the services it is delivering. It helps increase efficiency, control costs, allocate financial resources effectively in relation to the organization's goals and objectives. It also provides a realistic pricing for cost reimbursement of programs and services.

Development of action plans and budgeting are tedious, and they have to be laid out on paper. Putting it down, however, insures proper planning to get the results desired.

**Step 7: Controls.** MBO process provides controls to determine if the organization is moving toward achieving its objectives. The controls identify how significantly actual performance differs from planned performance, why it has happened, who is responsible, and what corrective measures can be taken.

Controls can be classified under the following categories: standards of performance (job descriptions, budgets, timetables, national program standards), feedback (reports, verbal communication), and observation. There should be a balance of all three types to insure adequate control.

**Step 8: Appraisal.** Once or twice a year an organization's goals and objectives should be appraised to see if they are being met, need change, or are no longer relevant. The appraisal step asks if the objective was achieved and the results accomplished. This questioning is fairly straightforward, asking for clear-cut yes or no answers. The appraisal also asks if the results were worth the effort, or if the output justified the input. This question addresses the utilization of resources in terms of efficiency and effectiveness.

The appraisal step should be carried out at a number of levels—the individual level between boss/subordinate, the unit level, and the organizational level with the board. At the individual level, the appraisal should have some bearing on salary administration and advancement. Results should be rewarded.

The appraisal step is not only the last step of the process, but also the beginning step on which to set new goals and objectives and move the organization forward in response to internal as well as external change.

## Keys to Success

There are certain conditions that must be present for MBO to be successful and not end up as an exercise in paperwork or shelved completely.

First, need. The need for this type of management system has to be recognized within the organization. It shouldn't be viewed as a gimmick. It is

designed to address the need for future planning, results, and better internal management. If these are in place without MBO, it is a needless exercise.

Second, top leadership acceptance and support are necessary for any system involving change to be successful. This usually includes both board and staff. It should be more than lip service support, as it will require an investment of time and staff to insure its implementation and success. Leadership support is the most essential ingredient for success. Studies as well as my own personal experience show that the failure of MBO is attributed primarily to the lack of leadership support and participation.

Third, there has to be a fairly extensive educational process to familiarize those within the organization with the MBO process as well as its benefits. Education should be for the total organization so that everyone involved is speaking the same language.

Fourth, MBO cannot be implemented overnight. It should not be seen as a short-term panacea for a crisis situation. It will undoubtedly take two to three years for the organization to feel comfortable using the process.

The utilization of MBO will insure that both board and staff know what the organization is all about, what it wishes to accomplish, and how it best can accomplish it both in terms of efficiency and effectiveness. MBO will insure the accountability of programs offered putting the organization in a better position to compete for dwindling resources. It will provide a better system of internal management, with objectives that are agreed upon, communicated, and geared to bring results for the organization and those involved.

## Resource

**MBO for Nonprofit Organizations.** Dale D. McConkey, AMACOM, 1975. 235 pp. $13.50. Order from: Volunteer Readership, PO Box 1807 Boulder, CO 80306.

Detailed discussion of the components of MBO. Topics include objective-setting process, monitoring and controlling, performance evaluation, benefits to the manager. Illustrates with case studies of representative organizations in the nonprofit sector.

# 1979 GOALS AND OBJECTIVES

## Voluntary Action Center of Waukesha County, Wisc.

**GOAL I: Increase community awareness of volunteer programs and opportunities and promote the use of volunteer services and the strength of volunteerism in community action.**

A. Publicize the variety of possible volunteer jobs within the community.
   1. Continue utilizing media, personal presentations and VAC-MOBILE to promote and publicize volunteer services.
   2. Strengthen ECHO (Employees in Companies Helping Others) program in business and industry.
   3. Explore new avenues for publicizing available volunteer jobs.

B. Publicize the value of volunteers within the community and encourage volunteer recognition.
   1. Increase public awareness of volunteer services (billboards, films, speaker's bureau, printed literature, churches).
   2. Offer a volunteer recognition event to Waukesha County groups.
   3. Provide assistance to groups developing volunteer recognition programs.
   4. Encourage business and industry recognition of volunteer service as job experience.

C. Assist new and established groups with volunteer program development.

D. Provide information to community members on available services.
   1. Maintain records on community programs and continue referrals to proper agencies.
   2. Explore joint programs with other agencies in the training of community people (such as clergy and business) in the services of social service agencies for referral.

**GOAL II: Improve the quality of volunteer services through the development of satisfying volunteer experiences and the continuing education of volunteer administrators.**

A. Offer training experiences and educational workshops and seminars in the area of volunteerism for both staff and volunteers.

B. Work with other educational groups to provide a range of resources in volunteerism.
   1. Cosponsor programs with other organizations.
   2. Provide a library of materials for use by volunteers and voluntary groups.
   3. Promote an awareness of the need for courses in undergraduate/graduate schools in helping professions to teach the value and use of volunteer services.
   4. Establish an ongoing relationship with the State of Wisconsin Department of Public Instruction.

C. Assist organizations with in-house orientation and training.

D. Continue support to Waukesha County Association of Volunteer Administrators.

**GOAL III: Serve as a catalyst for solving community problems through volunteer effort.**

A. Serve as a community clearinghouse for agencies, organizations and volunteers.
   1. Encourage volunteer groups to list programs and needs with VAC and maintain a file of current volunteer opportunities.
   2. Match interests and skills of individuals with the needs of voluntary groups and social service agencies.
   3. Follow up on volunteer placements to determine the satisfaction of the volunteer and the benefit to the community as a whole.
   4. Continue sponsorship of R.S.V.P.
   5. Update "skill bank" and increase its visibility to agencies and community at large.
   6. Strengthen ECHO program in business and industry.
   7. Explore increased recruitment of transitional volunteers.

B. Diminish the duplication of human services provided by volunteers in the community.
   1. Recruit volunteers on a broad basis for all agencies simultaneously.
   2. Continue awareness of community programs and share information with organization.

C. Identify needs in community services and initiate collaboration toward resolution.
   1. Continue development of emergency transportation plan for Waukesha.
   2. Provide volunteer insurance for interested agencies.

# Direct Service Volunteer Program STANDARDS

**By the California Volunteer Network**

*The following set of standards reflects the experience to date of a large group of volunteer administrators and volunteers. Other groups are recognizing or beginning to understand the need for program guidance through standards.*

*In the Winter '78* VAL, *for instance, we included the Statement of Standards adopted last year by the Michigan Council of Directors of Volunteer Services in Health Care Facilities. In addition, the Association of Volunteer Bureaus recently chaired a task force of the Alliance for Volunteerism on guidelines, standards, accreditation and model development.*

*We will be reporting on the task force's final report in a future* VAL. *We also will present other sample volunteer program standards as the volunteer administration field continues to grow and mature.*

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*The California Volunteer Network is a statewide organization open to all segments of the volunteer community. It facilitates communication, collaboration and support for volunteerism and issues affecting volunteers. It operates through an "open system," with no organizational structure and no formal membership. Each quarter a different person volunteers as coordinator to handle the Network's administrative work.*

Volunteer programs must be an integral part of the total operation of a service-oriented organization to be effective. CVN supports standards of program management that will protect the organization and the individual volunteer.

These standards represent the joint efforts by both volunteers and paid staff to define practical objectives for the professional management of volunteer programs. They deal with specific areas of concern but allow for alternative approaches to implementation based on the uniqueness of each program.

## Volunteer Defined

A volunteer is anyone who performs a service for an agency/organization without pay. Reimbursement for out-of-pocket expenses does not constitute payment. Such service must have been accepted, requested, or directed by an agency or an agency employee.

## Volunteer Program Administrative Basis

1. The volunteer program shall have support and approval from the administration of the organization with which it is associated. The volunteer program goals and objectives should support, reinforce and reflect those of the agency.
2. There shall be periodic evaluation of the volunteer program performance in the attainment of goals and objectives and adherence to guidelines.
3. The agency/organization shall make a responsible examination of their insurance program with regard to risk factors to volunteers and shall inform volunteers of their rights and responsibilities in this area.

## Staff-Volunteer Roles and Relationships

1. All paid staff shall be fully informed about the volunteer program and individual staff responsibilities to volunteers.
2. The agency/organization shall have a person designated to coordinate volunteers. This person will serve as liaison between the community, the volunteers, and the paid staff of the organization.
3. Volunteers shall supplement, not supplant, activities and functions of employees and departmental programs and special projects.
   a. Volunteers shall not displace a paid worker or be placed in a job slot for which funding is available. This does not mean volunteers cannot apply for paid positions.
   b. Tasks assigned to a paid worker shall not be removed for the purpose of creating assignments for volunteers.
   c. Volunteers shall not be substituted for classified staff when authorized positions can be filled.

## Screening and Selection

1. Criteria for selection of volunteers shall be recorded and an appropriate screening process established.

2. Each prospective volunteer shall be interviewed by the person(s) designated by the agency/organization to coordinate the volunteer program, or their delegate(s). Assignments shall be individually suitable and made with minimal delay after initial contact.
3. If the agency/organization is unable to appropriately match a volunteer with an available assignment, the volunteer shall be directed to a central volunteer referral office or to another suitable agency.

## Volunteer Roles

1. Volunteer roles shall be defined and shall outline the activities and responsibilities of the volunteer who serves in that role. The person(s) designated to supervise the volunteer shall insure that the volunteer clearly understands the role definition.
2. Volunteers shall be assigned to roles which reflect their skills, abilities and needs.
3. Provisions shall be made for upgrading volunteer responsibilities when desired by the volunteer and appropriate to the organization.

## Supervision

1. Volunteers shall be supervised in accordance with sound supervision practices and within the policies, regulations and guidelines of the agency/organization.
2. Clearly defined lines of supervision shall be communicated so that volunteers will know to whom they are responsible.
3. Supervision of individual volunteers shall be provided. Periodic contacts on a regular basis between volunteers and their supervisors shall be held to assure continued communication. The supervisor will discuss with each volunteer his/her work, focusing on recognition for positive efforts and strengthening areas of weakness.

## Orientation

Volunteers shall receive orientation which shall include information regarding

- the agency's/organization's objectives and principles;
- roles of volunteers and staff;
- avenues of volunteer service and career mobility;
- volunteer rights and responsibilities;
- agency/organization policies applying to personnel matters and employee conduct.

## Training

1. Training shall be provided to prepare the volunteer to carry out his/her service role in accordance with agency/organization policy.
2. Training shall be provided to staff to prepare them to work with volunteers and to supervise volunteers where appropriate.

## Recognition

1. Means to provide recognition and incentives for volunteers shall be developed.
2. Staff effectiveness in the utilization and supervision of volunteers shall be recognized.

## Volunteer Program Records

1. Enrollment Records—Individual Volunteers
   a. All individual volunteers shall be registered with the agency/organization served by means of a volunteer enrollment form which shall contain the following information:
      Name
      Address
      Phone
      Date of enrollment
      Birth date (if under 18)
      Person to notify in emergency
      Signature
   b. If the volunteer may be called upon to drive during the course of assignment, the following information also must be included:
      Verification of valid drivers license
      Expiration date
      Insurance company of volunteer if driving own car
   c. Other information may be included on the enrollment form when required to meet agency/organization policies or volunteer program requirements.
2. Enrollment Records—Volunteer Groups
   a. Groups providing services to the agency or to clients of the agency will be enrolled by means of a group enrollment form which shall contain the following minimal information:
      Name of group
      Name of group chairperson
      Address of group chairperson
      Phone number of group chairperson
      Service to be given
      Date and time of service to be given
      Names of members of group who participate in providing service
   b. Additional information may be included on the enrollment form when required by the agency/organization to meet agency/organization or volunteer program needs.
3. Volunteer Service Records and Reports
   a. A running record of volunteer assignments shall be maintained. Such records shall contain at least the following information:
      Type of assignment
      Work performed
      Hours served
      Performance evaluation
      Person responsible for supervision
   b. All injuries sustained by volunteers while on assignment shall be reported in writing to the agency/organization executive.
   c. All volunteer records are to be treated as confidential personnel records.
   d. Provisions shall be made to assure that records are accessible to volunteers for at least five years after termination and verification and quality of service shall be provided at the volunteer's request.

# A PLAN WITH A DIFFERENCE

**By Brenda Hanlon**

*The single most important ingredient in achieving peaceful and successful desegregation is affirmative leadership by those entrusted with that community's social, economic, educational, political and religious institutions.*—Ben Holman, director of the U.S. Justice Department's Community Relations Service, in *Desegregation Without Turmoil.*

BROWN, BLACK AND WASP. THAT is how Jack Lowe, Sr., described Frank Valtierra, Ruth Sanders and himself during introductions at the National Volunteer Activist Awards dinner in Washington, D.C., last spring. As one of the group volunteer winners, the trio accepted the award on behalf of all members of the Education Task Force of the Dallas Alliance. As a brown, a black and a white, they symbolized the racial balance of the 22-member group whose desegregation plan for the Dallas Independent School District was accepted by the Court and implemented by the city's major forces—business, government, church, school and community organizations.

"No single group has had more influence upon the mobilization of private sector volunteers and financial resources as well as the repositioning of public sector resources to resolve a very complicated urban issue," said State Representative Chris Victor Semos in nominating the group for the award. "The plan has received nationwide acclaim through the media. There are constant calls from local leaders around the country who feel the experience in Dallas can be emulated in their own community facing similar challenges."

The plan, which took four-and-a-half months—or 1,500 man-hours—of relentless meeting and negotiation among the task force's seven browns, seven whites, seven blacks and one American Indian, focused on quality education, rather than cross-town busing. Believing as Notre Dame President Fr. Theodore Hesburgh that it is the end of the bus ride that counts, the task force divided the school district into six pie-shaped subdistricts where educational improvements would be brought to the students living in these areas. They left one, South East Oak Cliff, predominantly black.

The task force members also divided up the school system. They felt kids in kindergarten through third grade should attend neighborhood schools with a ratio of one teacher to every 14 students. They created middle (grades 4-6) and intermediate (7-8) schools where students would be bused within their subdistrict to achieve racial balance.

They set up special schools called early childhood centers for all students in grades K-3, and vanguards (4-6), academies (7-8), magnets and career development centers (9-12) for students seeking different learning opportunities.

They called for a racial quota reflecting the city's population in the school district's administrative positions. And they ordered a twice-yearly internal and external audit of their desegregation plan.

The plan works. Because groups like the Dallas Black Chamber of Commerce, the Interdenominational Ministers' Alliance, and the school district's Afro-American Advisory Committee helped set up community desegregation centers to diffuse rumors and allay fears and anxieties of minority parents and students.

Other groups, such as the League of Women Voters and the Committee for a Smooth Transition, sponsored "Information Saturdays." On two weekends prior to the start of the school year, volunteers stationed in shopping centers and grocery stores answered questions and passed out leaflets on registration, bus routes, school assignments and other information.

The school district's well-organized volunteer program, which emphasizes recruitment, placement and training, helped involve hundreds of parents and senior citizens in school programs. Adopt-a-School, an offshoot of the volunteer program, has channeled the equipment, funds and services of more than 600 businesses, colleges, civic, social service and religious organizations into 150 schools.

The business community pitched in to launch a full-scale media campaign around the slogan, "Keep It Together Dallas." With official leadership provided by the Dallas Chamber of Commerce, the business sector's involvement went far beyond its initial public encouragement efforts. It pledged financial support as well as manpower and expertise to assure "adequate quality education" and "prompt desegregation."

Such diverse groups of people working together was the only way U.S. District Court Judge William Taylor and others could foresee desegregation working in Dallas. When the Fifth Circuit Court of Appeals notified Taylor in June 1975 that it was about to rule on his challenged 1971 desegregation order, rumors and nervousness filled the city.

"The community was getting desperately polarized and divided," Task Force Chairman Jack Lowe said. "I was on the board of the Urban League at the time. Sylvia DeMarest, attorney for the plaintiffs, attended the meeting and said she could win the suit but it would spell nothing but disaster for the community. She said it had to go beyond the courtroom."

Lowe, president of Texas Distributors and then chairman of the Alliance, called a meeting of the Alliance board. This 40-member citizens' problem-solving group decided to place a full-page ad in the newspaper. "We asked for community support of public education, pleading with people to act responsibly and uphold the law," said Walter Humann, executive vice president of

Hunt Oil Company and vice chairman of the Alliance at the time.

The ad was published three days before the ruling, which overturned Taylor's original plan calling for the busing of 7,000 (out of 150,000) students. The appeals court supplied Taylor with broad guidelines to develop a new plan.

The school board and plaintiffs began work on desegregation proposals for Judge Taylor. In the meantime, Alliance members began talking in private. They had formed their group of business, government and community representatives only five months earlier, and barely had begun work on their two chosen areas: criminal justice and neighborhood regeneration and maintenance.

"I called several white guys," Lowe remembers, "and said, 'Look, this is a pipe dream, but I've talked to a couple of browns and blacks on the Alliance and *maybe* it's possible—not probable—that we could do something.' We went to see the judge, offering to *try* to pursue it. Then we had a little meeting of six or seven to decide if we should go with a big group. Someone suggested a seven-seven-seven mix of browns, blacks and whites."

Motivated by Judge Taylor's challenge on September 16 to the business leaders of Dallas to become involved, the informal group organized along the lines of the recommended racial balance. "We were careful that blacks picked blacks, browns gathered browns, and so on," Lowe said. "We came up with a strong group."

Rene Martinez, Dallas Chamber of Commerce executive director for career education, chose the other browns for the task force. "He put us [Chicanos] on the committee because we live in different areas of Dallas," said Victor Bonilla, West Dallas grocery store owner and well-known community activist. "In my area my lines of communication are fantastic. I do not lie to people. I am honest with them and in turn have earned their respect. My little place of business serves as a social center."

Bonilla and Martinez approached Frank Valtierra of East Dallas. "I had been involved in local school problems," he said. "In early 1975 an issue arose over the way they were treating children through discipline. Me, my wife and neighbors picketed the school for about seven weeks. It made the papers and Jack [Lowe] read my name."

Ruth Sanders almost didn't join the task force. "I accepted with great reluctance," she said. "I had given a lot of time to committing and felt someone else should do it." Today she is the director of the National Conference of Christians and Jews' East Oak Cliff School Project. But in 1960-61 she had canvassed for the NAACP when the school district was trying desegregation under a "stair-step" plan. Sanders knocked on doors to urge black families in white communities to send their kids to neighborhood schools.

W. Dewey Presley, president of First International Bancshares, believes he was recruited because of Judge Taylor's appeal to the business community. "At that time," he said, "I was president of the Dallas Citizens Council, an organization of 200 major corporation executives in Dallas, and I'd been involved in many civic and religious activities."

Juanita Elder, a Choctaw Indian educator from Oklahoma, was the lone minority chosen to serve on the task force. "Walter Humann, whom I had met some time ago," she recalls, "called me and gave a broad outline of the concept of the unnamed proposed organization. It sounded like a grand opportunity to become even more involved in community affairs. As executive director of the American Indian Center, my visits to city, county and state agencies put me in touch with many persons."

There is no doubt the group possessed the credentials for the task. There was also Clyde Clark, president of Commercial Truck and Trailer ... Charles Cullum, businessman and former head of the United Way and Chamber of Commerce ... Claire Cunningham, president of the City Council of PTA ... Hector Flores of the Office of Civil Rights ... David Fox, president of Fox and Jacobs ... the Reverend Othal Lakey ... Randy Ratliff, executive director of the Greater Dallas Community Relations Commission ... James Rutledge, vice chairman of the Wilson-Welch Insurance Company ... Richard Sambrano, regional chief trainer for ACTION and president of IMAGE (Incorporated Mexican-American Government Employees) ... Ron White, attorney ... the Reverend S. M. Wright, minister of the People's Baptist Church and president of the Interdenominational Ministers' Alliance of Metropolitan Dallas.

"The white side was very unrepresentative, but we did it that way on purpose," Lowe pointed out. "Three of us didn't even live in the city. Looking beyond, we felt like if we went for [desegregation], the business community as a whole would support us.

"But we were all recognized community leaders. Many realized they'd be attacked for sitting down at such a table. There was so much suspicion in the minority communities, a minority leader could easily be accused of selling out."

The group almost broke up at its first meeting in early October. Members couldn't agree on what their role should be and, "They thought I had already figured out the outcome," Lowe said. Nevertheless, they decided to approach the Alliance for help.

On October 23 Lowe called a special meeting of the Alliance board. "It was hard to call that first meeting," he said. "I recommended that we not be part of the Alliance. But nine or 10 members of the task force were Alliance members, and the board decided to take our group on as a task force."

For the next 12 weeks the task force met every Tuesday to design a desegregation plan that would work for the city of Dallas. Toward the end it met twice a week.

They sat down together armed with a collective knowledge of the city's diverse sentiment on school desegregation and two criteria from Judge Taylor: Eliminate all vestiges of a dual system, and give *every* child the best possible education.

"In the beginning," Charles Cullum said, "there was only one meeting ground, our common desire to improve the quality of education. Generally, the Mexican-Americans were interested in a much greater degree of bilingual education. The blacks wanted most of all educational improvement, the basic essentials, especially reading. But they also wanted integration. The Anglos wanted to stop white flight and save the city."

The group laid down some ground rules which became their modus operandi. "The process was more important than what we did," Lowe said. It had four main parts:

One, the group would work by consensus, not by vote. "This gave us a chance to talk something out, question it, come back to it, iron it out," Ruth Sanders said. "We just had to leave everything open. The result was we took no minutes, kept no records."

Two, they would agree on nothing until *everything* was agreed upon. "We were

all making concessions as we went along," Lowe said. "For instance, our plan had no busing for grades K through three. Instead, we stressed parental involvement based on a state law in California where parents were involved in the curriculum of the early grades. We argued like hell on what grades *not* to bus. Would it be K through one or two or three?

Three, the media would not be allowed in their meetings. "We knew we were human enough that some of us would be playing with the press,"Lowe said. "We needed to make it possible to play devil's advocate. On the other hand, it was important not to operate in secret, so we decided members could talk outside the meetings."

And four, task force members would seek feedback on their ideas from friends and contacts in the community. "I think it was an effective process to secure the feelings of this broad representation of the community," Dewey Presley said. Richard Sambrano, for example, felt his active involvement in committees and organizations was "a tremendous vehicle for feedback from different Mexican-American groups. Those people I came in contact with belonged to many other groups and therefore offered a multiplier effect."

Walter Humann brought to the task force his own recommendations for improving the education process that he had presented to the school board in 1971. But he also sought ideas from the community. "Being involved in the business community," he said, "I naturally discussed various matters with business colleagues, both inside and outside my present company. In addition, I did a lot of checking with parents and teachers in the black, white and brown communities."

It was a sound process, but not without its rough roads. There was one white, according to Cullum, who wanted no integration at all, and one brown who wanted total immediate desegregation by mass busing. They all had reservations about children leaving a subdistrict, and they were stymied on busing students in the middle and intermediate schools.

"We probably couldn't have done it without Paul Geisel, our executive director," Lowe said. The task force sent Geisel, a white educator and urbanologist, on the road to research how other cities were desegregating their schools. Sometimes task force members would accompany him on trips.

"We were clutching at straws, and most of us probably felt we wouldn't make it," Lowe said. "Geisel was very trusted by minorities."

The group also brought in outstanding black and Chicano educators from outside the state. "We didn't want to be committed to one expert's plans," said Sanders. "Most cities bring in one outside consultant. We didn't want that."

At one point, the task force almost fell apart. In February, one week after the deadline for submitting plans to Judge Taylor, the group had reached an impasse. They could not agree on busing at the high school level. And they were divided along the racial lines they had cultivated so carefully for balanced input.

Over a weekend the minority members held a caucus. When the whites heard about it, they refused to meet again. But the blacks and browns insisted, and by Thursday the group had reunited for a special three-hour meeting. The result was no busing for high

***And here are the students. This group is enrolled in Dallas' new Arts Magnet High School.***

school students, but racial quotas for school district central administrators—and a plan.

"Just when it looked darkest," Humann said, "another person would step forward and offer a compromise or a new insight which would break the logjam."

"It was an agonizing experience," Sanders added. "I was determined to get equality for blacks, but I found I had to listen to others."

The following Monday evening, the group delivered the plan to Judge Taylor. "I think the greatest thrill came the night we took it to the judge for the first time," Claire Cunningham said, "and sat around a large table expressing our own feelings about it. I had a very warm feeling that although we had often 'battled' from our own positions, that evening a great sense of unity—brown, black and white—prevailed to ask and get the best education possible for all of our children."

That was in the spring of 1976. The following fall the Dallas Independent School District began desegregating according to the task force's plan that in the words of Judge Taylor, "promised realistically to work now." The Alliance's plan became known as the Dallas Plan.

"From its very beginnings," Taylor remarked one year later in a Volunteer Day speech, "the Dallas Plan has been a plan with a difference. And the difference has centered basically on the amount of community involvement in it."

Nevertheless, his ruling was immediately appealed by the NAACP and recently found inadequate by the Fifth Circuit Court of Appeals. But as Charles Cullum said recently, "Time will tell."

In June of this year a *Dallas Times Herald* headline declared, "Desegregation Audit Favorable." And a recent letter from Carolyn Gilbert, current executive director of the Alliance, had more favorable news to report:

"The school year opened yesterday," she wrote, "with an unexpected increase in elementary student enrollment. Hopefully, this indicates a strengthening of confidence in the public schools and an affirmation of community support.

"Much of the credit for the stability of the school situation today must go to the thousands of volunteers who give untold hours of service. This involvement plus the total commitment of the business community is an invaluable asset."

Time will tell.

# PURElY Voluntary

**By Donna M. Hill**

WHEN THE NATIONAL VOLUNteer Activist Awards winners were honored in Washington, D.C., last spring, they were given some free time to join the tourists and take in the sights.

But Dr. James Jess and Janet Kinney, representing the group winner PURE (People United for Rural Education) in Alden, Iowa, passed up the Washington Monument and Smithsonian museums. Instead, they visited people in the nation's capital—members of the Senate and House of Representatives who might support their cause.

Such hard work has paid off: In one year PURE's numbers have grown from 15 committed volunteers to over 1,500. The legislation they fought to defeat has been tabled. State legislators and educators now confer with PURE on the future of Iowa's education system. The organization is beginning to receive calls of support for assistance from all over the country. And people running for state office are asking for PURE's support—the surest sign of all of their growing political clout.

It all began quietly in early 1977 as an effort to combat a reorganization bill requiring a minimum enrollment of 1,000 students per school district. James Jess, PURE's advisor and a superintendent of one of the state's threatened rural school districts, had been visiting the legislature for three years trying to convince its members to save Iowa's small schools. "They looked upon me as somebody coming down there trying to save a job, which was not the case at all," he said.

As a result, he and Janet Kinney organized PURE with two goals in mind: to promote qualities inherent in rural education, and to pursue educational excellence for the enhancement of rural community life.

A core group of citizen volunteers began working out of Kinney's basement in Alden. Their strategy was to educate the rural population on available research. The group felt it would increase its effectiveness if those who contacted their representatives had all the facts and were saying the same things.

"The only way you're going to be really active to get things changed politically," Jess says, "is if you represent a large group of people. When you have mobbings (he chuckles over the word) going down to the legislature on a volunteer basis, fighting for those things and saying the same things I've been saying, it's much more effective."

A board of directors provides overall direction to activities besides handling other functions they're good at—soliciting members, producing PURE's monthly newsletter, lobbying, disseminating information, etc. Board members sometimes delegate these responsibilities to willing volunteers, and volunteers in and around Alden help out in the office.

Jess gives an example of how they get something done. After PURE decided it was ready for a state convention (it turned out to be a national conference), he said, the group sought the out-of-state help of the National Rural Center and the Rural Education Association. These groups sent letters to every state superintendent of public instruction, inviting them to the conference. They, in turn, were asked to pass on the information to their rural education specialists. And so on.

"We decided when we started out at the very beginning," Jess said, "that we were going to approach this thing positively. All the material we write and the contacts we make, we do it from a positive perspective."

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*Donna Hill, an NCVA staffer, writes VAL's Volunteers from the Workplace report.*

Kinney adds, having thought for a minute, "Maybe you can start with our name. *People* includes everyone and we want to be positive about it. *United*—we're not out fighting anything; basically first we have to unite. And *rural education*. I think our name alone helps us keep our goals in perspective."

Kinney thinks part of PURE's rapid success can be attributed to the group's mixture of people with varying degrees of knowledge and background. PURE's 1,500 volunteers are school board members, legislators, university personnel, regional organizations, school teachers, taxpayers, administrators, principals. They range in age from 12 to 90 and they come from urban as well as rural areas.

"This has been the success," she says. "Without James (Jess) and the education people we couldn't do it; without the parents, the teachers, we couldn't do it. We need everybody involved."

PURE grew from a core of three people who made phone calls to different ends of the state for members. They knew the key organizations and the key people to approach. Now that its numbers have grown substantially, PURE has several teams out soliciting members. It also obtains members through its newsletter, and PURE convention organizers enticed new members by making it cheaper to join the group than to attend as a nonmember. (The membership fee is $10 per year.)

"If you were selling this (PURE membership) as a product, you would be selling something they need and want," Kinney says. Jess adds, "For years and years and years we've been told that we can't offer quality education in the small rural schools. They (PURE members) were waiting for somebody to do something like this. The biggest thing people say is, 'Thanks for doing something and we'll support you 100 percent.'"

He believes the PURE resolutions have helped in getting citizens to join. Calling for quality education and life, local control of schools, local flexibility, small school representation, etc., the board deliberately kept the resolutions broad enough so they wouldn't intimidate anyone. A volunteer will show the resolutions to potential members. If they agree with these principles, Jess says, they usually will join. And they are more likely to stay as a result.

PURE's future plans aim for a potential membership in Iowa of 16,000 citizens. Already, the board has amended its bylaws to allow local chapters to develop. These chapters would exist for the same purposes in the local community that PURE now has on the state level. If this catches on the chapters would grow in local areas and be affiliated with the state organization. They would contribute to the group's monthly newsletter and handle their own problems according to the needs of their community. These chapters also would help retain volunteers. Without local units the distance of most Iowa communities from PURE's headquarters in Alden might make potential members feel too isolated to join the organization.

Volunteer activities are as diverse as the people who join. Members are told they can do as little or as much as they want. Most of them take information disseminated by headquarters and use it when contacting legislators. They either phone, write or visit their representatives to express PURE's views. Some contact local organizations, like the farm bureau and the Lions Club, to tell them about PURE. Professionals volunteer to do much of the writing, research and preparation of materials. And two members visit the state legislature every day to report back anything involving education.

Kinney, who's married with two children, is one of the two lobbyists, traveling 150 miles a day to the state capitol in Des Moines. When she returns home around 7 p.m., she begins contacting board members and Dr. Jess to report the latest news on the legislative front or to work out a plan of action. It is not unusual for her to stay on the phone with Jess, whose job as a school superintendent is full-time, until 2 or 3 o'clock in the morning. "Our phone bill is $400 a month," Kinney jokes. (It might not be a joke.)

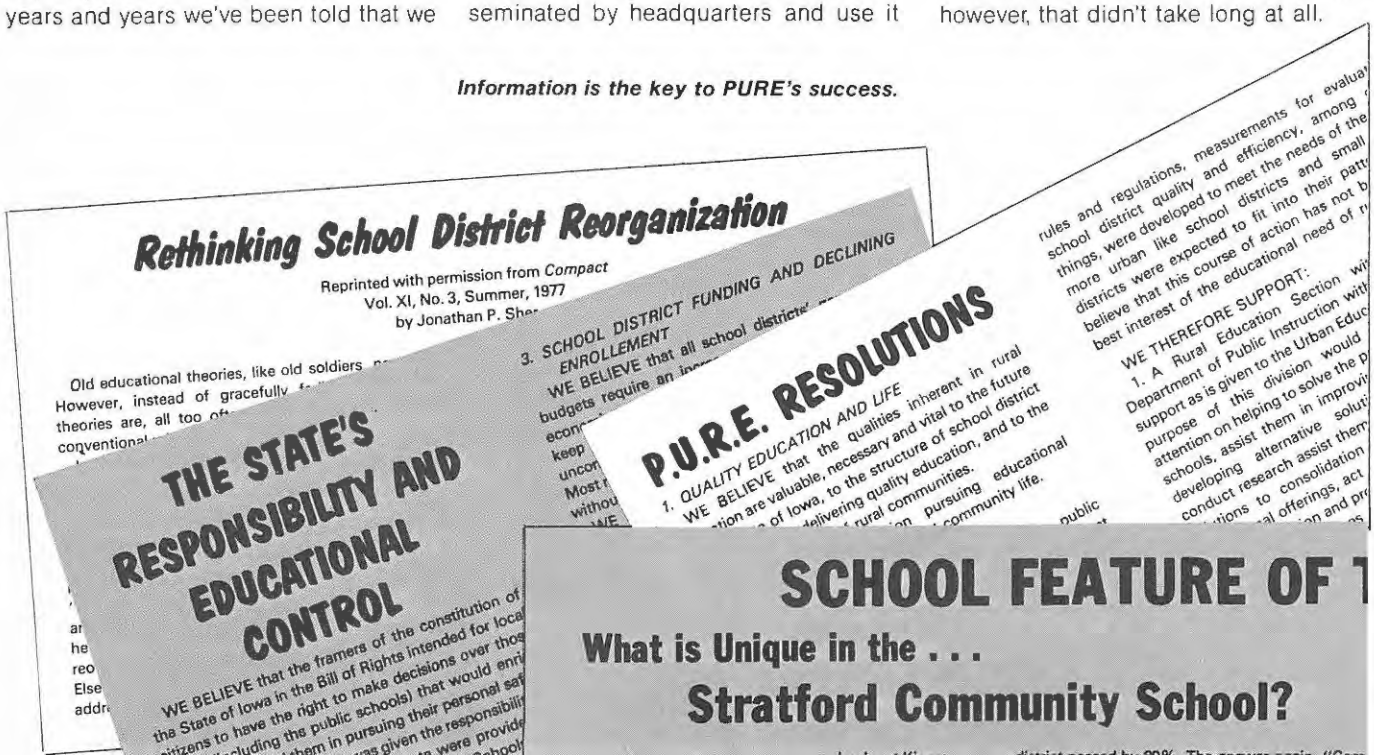
Kinney also edits PURE's newsletter and drafts special "Alerts" which go out to the membership when the legislature is considering education bills. All information is generated in PURE's office in Kinney's basement. Members call from all over the state with problems, information, questions.

Jess says this is the type of dedication that has helped PURE grow from a local to a statewide organization, with increasing national exposure.

It's not like it was in the beginning, Kinney adds, when they were always trying to get legislators to take them seriously, to gain credibility.

For the dedicated members of PURE, however, that didn't take long at all.

***Information is the key to PURE's success.***



RESEARCH

# Volunteer Researchers—Part 2

**By Ronald Lippitt**

In the Winter 1978 *VAL* I presented the idea of volunteers as researchers. I'd like to explore this topic further by illustrating with a case study. I asked Eva Schindler-Rainman to meet with me to describe a very interesting example of the utilization of volunteers as a key fact-finding group.

**Ron:** Eva, what was the organization that made you think there was a good opportunity to mobilize volunteers as researchers and what was their need?

**Eva:** The group was Church Women United whose board wanted to find out what really was going on in all of its local units for future planning purposes. The board wanted to develop realistic goals and plans that would meet some of the suggestions, requirements and needs of the local units.

**"One, they learn new skills. Two, they often get insight into their own organization that they wouldn't get any other way and that could be helpful in making changes."**

**Ron:** So it was kind of a needs-assessment interest, in order to set goals?

**Eva:** Yes, the purpose was to get local data so the national board could be informed for its job of goal setting and programming.

**Ron:** This sounds like quite a challenge—to mobilize volunteers all across the country and to develop some tools they could use without much training.

**Eva:** That's right. We developed a multimedia package that was sent to all of the units—about 1,500 I think. I worked directly with Claire Randall, the associate director for programs of Church Women United at the time. She and I (as insider/outsider) sat down to think of a way to get the local units' members really involved. We developed a group interview which eventually was given the title, "Listen and Respond." I tested the first model in Pasadena, Calif., and Claire tested it on the East Coast with members of Church Women United. The volunteers' input on what we ought to be asking enabled us to refine the instrument.

**Ron:** So you were both testing the tool you would be using, and testing the feasibility of volunteers doing that kind of work as well as getting feedback on how to improve the instrument?

**Eva:** Yes. They really became consultants to us and we audio-taped the pilot meetings so that we could exchange tapes and use some of them as part of the multi-media package. For example, the instructions on brainstorming and the instructions on how to sort cards to get priorities were taped and later put on the record that became part of the package.

**Ron:** And what kind of a tool did the volunteers have to conduct their group interviews?

**Eva:** The group interview package we developed contained a face sheet seeking information about the group.

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*Dr. Lippitt is chairman of the executive committee of the Alliance for Volunteerism and retiring president of the Association of Voluntary Action Scholars. He is professor emeritus of sociology and psychology at the University of Michigan and was a program director in the Institute for Social Research for 25 years.*

Anybody in the group, usually the president, could fill it out. It asked how many people were at the meetings, what was the age range and racial composition, how many were new to Church Women United, and how many had been there for a period of time. We had to have some kind of information on each of the units participating in the study. So that was the first item in the kit. The second item was the group interview schedule, and the third item was a recorder schedule paralleling the interview schedule so that a recorder could be writing down the answers given and any resulting discussion.

**Ron:** Does that mean the data collection team was two people rather than one?

**Eva:** That's correct. In each unit we suggested there be a leader and a documenter or recorder. They could listen to the plastic record, another item in the package giving instructions. Then there was an instruction sheet which reviewed each of the questions to be asked. I gave samples of how to handle it, including how to ask questions and probe.

**Ron:** Did the local leaders have difficulty finding volunteer researchers?

**Eva:** No, not at all. The volunteer researchers were members of the local unit. They did the group interview with their own members. There was one other important item. The national president of Church Women United made a small record that was sent out in advance to alert everybody to the "Listen and Respond" package. She invited them to participate to help the national board help them. She also promised all of the participating units feedback on the kinds of ideas they contributed. What she said, in effect, was, "We of the national board want to be influenced by you and we will let you know how we were influenced by responding back to you."

**Ron:** Were there any suggestions to local leaders about the kind of persons they should recruit to be adequate interviewers?

**Eva:** No, we just said that the people who should do it should be people who wanted to do it. If they read the material and listened to the record before the actual meeting, they could do it. And indeed they did.

**Ron:** As a professional researcher, what would you say about the quality of the data these volunteers produced and sent in to you?

**Eva:** The quality was great. The answers were legible, they were succinct, they were useful, and they came in great quantity. There was no problem with the data at all.

**Ron:** What about the analysis of the findings? Did the volunteers do that?

**Eva:** The analysis was done by a combination of professionals and volunteers at the national level.

**Ron:** Do you think that because volunteers collected the data the likelihood was greater that the findings would be used?

**Eva:** I think so for several reasons. First of all, the national board wanted the data and was involved in thinking through the question of how to get local participation. So they had an investment in it. Second, the local units who participated became very animated and active. Some of them, as a result of the group interviews, got ideas of things they could do in their own units. Some of their suggestions to the national body were very articulate. Third, the national board's job of setting goals and future planning was a great deal easier because they had recent, useful, accurate data which they trusted.

**"And three, for some volunteers the value may very well be a new career. They could get really turned on by how easy it is to collect data."**

**Ron:** Besides credibility and the good quality of the data, another benefit of using the volunteer researchers must be in cost savings. As a researcher I'd say that if the work was done by professionals, the cost would be, what do you think, $35,000?

**Eva:** More, for that size national sample. I don't remember the budget, but it was very, very low, because the only costs were the costs of the package, the making and editing of the tapes and turning them into a record, and the costs of the outside consultant. It was an extremely low budget.

**Ron:** What are some other kinds of data collection needs for which you feel organizations like this can utilize volunteers in order to get the facts within the bounds of their budget?

**Eva:** I'll give you another recent example. In a junior high school where they were going to have a series of in-service institutes for faculty, the planning committee had no idea what the faculty needed or wanted. We set up a little research team of eight faculty members. Each was going to do individual interviews with ten faculty members, again with an interview schedule that we developed together to find out what the faculty thought their professional development needs were. The result here was really tremendous. In this school they usually *required* professional development activities. In this case, participation was voluntary, but because they were involved in building their own program, the faculty's attendance was 100 percent.

**Ron:** Do you think group interviews have any advantages over individual interviews?

**Eva:** I prefer them because I think that you get better data. As people begin to talk, they build on each other's ideas. You get a lot of nice diagnostic material that you would never get from a one-to-one interview in which one is really just responding to you as the interviewer and also probably trying to please you. I would say another value is that usually the group learns about some things it never had time for before, and it can make use of that knowledge almost immediately.

**Ron:** This notion of volunteers as researchers is a rather new one. How would you comment on the value to the volunteers themselves of this kind of activity as compared to—let's say—a direct service role or a policy-making role?

**Eva:** In some ways of course this *is* a direct service. I would say that there are a number of values for the volunteer. One, they learn new skills; two, they often get insight into their own organizations that they wouldn't get any other way and therefore could become helpful in moving the organization in other directions or in making changes. And three, for some volunteers the value may very well be a new career. They could get really turned on by how easy it is to collect data when they know how to do it. I'm sure that some of our volunteer researchers will go into it professionally.

# COMMUNICATIONS WORKSHOP

# How to Put Stage Fright Backstage

**By Vivian Buchan**

When you're asked to "say a few words" or give a 30-minute speech, do you suffer ague? Do your knees shake like jello, is your mouth so dry your teeth stick to your tongue, is your voice so squeaky you sound like a frightened mouse? Your problem is stage fright which, to a degree, is more or less normal.

One victim of stage fright quipped, "The brain is a wonderful thing. It starts working the moment you are born and never stops until you stand up to speak in public."

When you face a sea of faces with closed mouths and twice as many eyes glued on your open mouth and your two eyes, why do you suddenly lose your ability to talk? Why can't you speak just as well standing on your feet as sitting on your seat? You're only half as tall and half as effective sitting down as when you're stretched to your full height.

But take heart. Many experienced speakers and celebrities almost come unglued before walking up to the podium or stepping in front of the cameras. Jack Benny was sick to his stomach before every performance; Dick Cavett is almost hysterical before going onstage.

Cicero said over 2,000 years ago, "All public speaking of real merit is characterized by nervousness," which may be some consolation but which doesn't tell us how to cope with nervousness and make it work for us instead of against us.

Of course, you want to he an effective public speaker because you realize it's extremely important to your success. Philip A. Armour, a multimillionaire, confessed, "I would rather have been a great speaker than a great capitalist." And Chauncey Depew, distinguished attorney, said, "There is no other accomplishment which any man can have that will so quickly make for him a career and a secure recognition as the ability to speak acceptably."

Now, most of us can speak acceptably when we're just talking to our friends or

coworkers. But facing an audience turns us into stumbling, inarticulate, ineffective speakers.

And I think I can tell you why. We make a mistake when we think of public speaking as something we do on a stage. But we should think of it as public talking. Every time we speak anywhere, we're talking, aren't we? Every time you utter a word in public ... whether it's checking out a library book or chatting with a friend in the supermarket ... you're speaking in public. In other words, you're engaged in public speaking.

Why, then, do you quake when you hear your voice speaking into a silence with an audience looking at you? It's because you have suddenly become self-conscious. You're focusing more attention on yourself than on your audience. In your anxiety to succeed, you place more emphasis on how you're coming across than on what you're trying to put across. And that results in stage fright.

And because it is so common, every public speaking course, class for executive presentation, assertiveness training, human potential actualization deals with one major and mutual problem: Stage Fright.

The overconcern for approval is what keeps us from being our natural selves. Dr. Maxwell Maltz, surgeon and psychologist, wrote in his book, *Psycho-Cybernetics*, "When a person is too concerned with what others think, he becomes self-conscious. The way to make a good impression on other people is: Never consciously try to make an impression on them. Never act ... or fail to act ... purely for a consciously contrived effect."

"But how can I make a speech without worrying about the impression I'm making?" you ask. This is how. If you leave your audience regretting the conclusion of your speech, you've been concerned with only one thing: The feelings and attitudes of the people you have been talking to have been uppermost in your mind. You've been involved totally with them instead of with yourself.

The late Lord Northcliffe, famous British newspaper publisher, once was asked, "What interests people the most?" and he answered, "Themselves."

And an effective speaker knows that. When you give a speech your purpose is either to inform, entertain, persuade,

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motivate, inspire or enlist support. And in order to be successful, you have to keep in mind that human beings are not rational or logical—they're emotional. So appeals to their minds won't be nearly as effective as appeals to their emotions. If you can select a subject and tailor it to an audience keeping in mind how they're going to react emotionally to that subject, you'll be taking a giant step forward in facing a receptive audience.

Sometimes, however, we face audiences that are going to be resistant to our ideas or downright antagonistic. And sometimes your subject isn't going to be appealing because it may be controversial or be designed to gain cooperation or support that may not be forthcoming without persuasion.

Losing the attention and interest of an audience is one sure way of going into stage-fright shock. So experienced speakers become adept at picking up negative feedback clues and responding to them positively. Doesn't a quick glance at a watch or a clock, a frown, a yawn, an impatient gesture alert you to the fact that you're boring or losing the attention of someone you're talking to?

The speaker who picks up such clues in an audience knows he or she is off course. So like a pilot who's off the beam and adjusts his instruments to get back on, the speaker does the same thing. He/she thinks, "Hey, I'm losing their attention. That man's yawning, that one's looking at the clock too often, that one's wriggling around, and there's one starting to read a book. I'll shift what I'm doing or saying to recapture their interest."

But the speaker doesn't panic. He/she adjusts "instruments" by changing position, walking around the platform, varying voice pitch and volume, speeding up or slowing down delivery, involving the audience by asking for a show of hands.

One of the most inspiring public-speaking teachers I ever knew gave some of the best advice I ever heard. He said, "Don't stand glued to the floor behind the speaker's stand. If you feel yourself tightening up, move around. Bodily action takes the brakes off the brain. Pace the floor like a caged lion, if necessary, to keep attention focused on you.

"Never read your speeches! And never pass out materials before or during your speech. Every head will duck to read the papers, and you'll lose eye contact that's hard to regain. If you need visual aids use charts, posters, or a blackboard to keep attention focused on you."

This means that you must be so familiar with your subject you can talk without sheaves of paper. My students were required to speak with only two 3x5 notecards to which they could refer. I advised them to write or print their main points in colored ink, so they could merely glance at their cards to keep them on course. And they never were allowed to memorize their speeches. If you try to memorize your speeches, you'll be in trouble—deep trouble. If your cue word or sentence floats out of your memory, you'll be completely at sea and floundering.

Remaining flexible also gives you the opportunity to delete something you sense might not be quite right for your audience, digressing to include something you may just think of, or including another anecdote that's more appropriate than one you'd planned to use.

Another thing that worries inexperienced speakers is the use of gestures. My students used to ask, "What do I do with my hands?" And I always answered, "Just let them hang off the end of your wrists until you feel like moving them." There are no hard rules for using gestures or for using any, for that matter. Abraham Lincoln never moved his hands or his body while Theodore Roosevelt used his whole body to express himself.

Gestures come about naturally when you're so enthusiastic or excited about your subject. You can't keep from using your hands to emphasize what you're saying. You'll use gestures, all right, when you're involved with your subject. And you won't even be aware that you're gesturing.

Writers are told, "Write as though you were talking to a single person." And that's good advice for speakers, too. One of the best ways to make your talk is to establish a more one-to-one relationship. And the way to do that is to single out someone on the back row and just talk directly to that person for a few seconds, then shift to someone on the front row and talk to that person, then shift to someone on the right side of the room, and then to someone else on the left side of the room. Always strive to be as natural and direct speaking to an audience as you are talking across the luncheon table to a good friend or a colleague.

Platform presence is an enviable but elusive thing. Essentially, it's the outward expression of the inner self. It's personality—the reality of the person. Elbert Hubbard, author of many books, said, "In eloquent speaking it is the manner that wins, not the words."

You are a unique individual unlike anyone else in the world. Your traits, tendencies, disposition, experience, attitudes, vitality are specifically what makes you the person you are. So don't try to imitate any other speaker, for then you'll fail to be the natural speaker you want to be.

Nothing is more appealing than a genuine warm smile, so smile at your audience—even if you're quaking—before you begin to speak. The speaker who acts happy to see his/her audience and welcomes them with a smile makes the audience feel warm and wanted.

Professor Overstreet, author of *Influencing Human Behavior*, wrote, "Like begets like. If we are interested in our audience, there is a likelihood that our audience will be interested in us. If we scowl at our audience, there is every likelihood that inwardly or outwardly they will scowl at us. If we are timid and flustered, they likewise will lack confidence in us. If we are brazen and boastful, they will react with their own protective egotism. Even before we speak, very often we are condemned or approved. There is every reason, therefore, that we should make certain

that our attitude is such as to elicit warm welcome."

Sometimes, things out of your control will distract attention from you. Try not to have people sitting behind or beside you, for they can draw attention away from you by their movements or facial expressions. I listened to President Carter who was speaking to a large audience. Behind him was a row of dignitaries, some of whom were whispering (one was nodding), and some were wiggling around. I was paying more attention to them than to the President.

If someone gets up to close or open a window, or someone leaves the room or comes in while you're talking, just stop until the disturbance is over. You might just as well, for no one will be listening to you anyway. Being able to stand quietly until attention is shifted back to you indicates poise and self-assurance that inspires confidence in you.

Avoid distractions by your own mannerisms that may become more noticeable than what you're saying. Don't play with the buttons on your jacket, jingle coins in your pocket, smooth your hair, take off and put on your glasses, vocalize your pauses with aaaaahs or ummmmms. I remember watching a minister who was a guest speaker at my church. He kept taking off his glasses to speak a few words then putting them back on to look at his notes. I became so engrossed in counting the number of times (there were 60) that he did this, I don't know yet what he was talking about.

Always go onto that speaker's platform thinking, "I'm not going to *speak* in public, I'm going to *talk* in public." And talk, don't speechify. We don't refer to talk shows on television as speech shows, do we? Even though the guests may have rehearsed what they're going to say before going on the air, when they're before the cameras they simply talk to the host on a one-to-one basis—even when they know an audience of millions is watching and listening.

Remember, too, that your audience is as anxious for you to be effective as you are. They don't want you to be upstaged by stage fright anymore than you want to be. It makes them nervous and uneasy if stage fright makes an entrance from the wings and steals your show.

Remember, too, that people are more interested in themselves than anything else. If what you want from them isn't what they want to give, you won't get it. So adapt your material, your approach, and your appeals to their emotions. Too many people are apt to ask, "What's in it for me?" and you have to be able to tell them.

When you're asking for money, cooperation, service or action you have to be persuasive and convincing. And nothing is more compelling than a sincere speaker who talks to the hearts rather than to the minds of his/her listeners.

If you keep in mind that you're giving a public *talk* rather than a public *speech* and quit worrying about the impression you're making, you'll be making the right impression in the right way.

And when you stand up and talk naturally in a friendly way, you'll find that stage fright stays backstage where it belongs.

## Resources

**The Executive's Guide to Successful Speechmaking.** Jack Gren, Pilot Books, 347 Fifth Ave, New York, NY 10016, 1969. 48 pp. $2.00 prepaid.

Talking tips from the experiences of the author and other professional after-dinner speakers. Shows how to make a dynamic, interesting speech and enjoy yourself, too.

**Publicity Tips—Public Speaking.** President's Committee on Employment of the Handicapped, Washington, DC 20210. Free.

Helpful suggestions for giving a speech in public. Sections on before you begin, organizing your speech, writing, evaluating, delivering your speech, and publicity.

**The Toastmaster.** Toastmaster International, 2200 N. Grand Ave, PO Box 10400, Santa Ana, CA 92711. Monthly. $6/yr. (nonmembers).

A monthly magazine which promotes the goals of Toastmaster International, "an organization devoted to improving its members' ability to express themselves clearly and concisely, to develop and strengthen their leadership and executive potential, and to achieve whatever self-development goals they may have set for themselves."

# BOOKS


**MONEY ISN'T EVERYTHING: A SURVIVAL MANUAL FOR NONPROFIT ORGANIZATIONS.** John Fisher. Management and Fund Raising Center, 123 Edward St., Suite 301, Toronto, Ontario M5G 1E2, 1977. 213 pp. $8.95.

**(Note: There is a new, American version of Fisher's book, *How to Manage a Nonprofit Organization*, available now for $16.50 (214 pp.) from Volunteer Readership, PO Box 1807, Boulder, CO 80306.)**

**By John H. Cauley, Jr.**

John Fisher, senior partner of the Management and Fund Raising Centre of Toronto, Ontario, Canada, has written a highly readable and valuable manual. This is a book that is well worth reading, as it is packed with a wealth of material in a very segmented manner. This allows the reader quickly to isolate topics of major interest if one chooses not to read from beginning to end. However, because of the easy flow of the contents, most readers will, indeed, read from cover to cover, and then save this book for frequent future consultation.

This manual is composed of 12 chapters which contain over 200 subsections on very specific topics, such as "Steps to Incorporation," "What is a Board of Directors?," "Why Have a Board of Directors?," "How to Secure Dollars," "The Mechanics of Budgeting," "Why Hire Staff?," "Recruitment of Volunteers," and "How to Write Letters."

Because of this format, John Flsher's book covers a vast territory and is organized to facilitate future reference. Hence, this is a manual which should not be banished to the bookshelf after one reading, but it is a work which should receive a permanent place on the desk top within easy reach of every executive in nonprofit organizations.

The strong point of Fisher's work is, ironically, also its greatest weakness. The highly segmented nature of this manual, which makes it so readable and easy to use, does not allow for an in-depth treatment of any one topic. With so many subsections, each dealing with a specific topic, the book necessarily is restricted to one, or, at most, two pages per subsection. This shortage of space obviously allows for only the basic treatment of any topic.

To Fisher's credit, though, he offers comments at the conclusion of many subsections titled "Good Reading." In these comments, he suggests several sources for further reading and he lists materials that treat these topics in depth.

I would recommend *Money Isn't Everything* as a manual worth reading and worth keeping.

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*John Cauley is the associate executive director-campaign, for the Capital Area United Way, Lansing, Michigan.*

# THE TOOL BOX

Compiled by
Matthew Zalichin

**The New Volunteerism: A Community Connection.** Barbara Feinstein and Catherine Cavanaugh, Schenkman Publishing Co., 3 Mt. Auburn Pl., Cambridge, MA 02138. 1978. 208 pp. $13.95/cloth, $8.95/paper.

A new and enlarged edition of their previous book detailing the successful volunteer program which the authors created at a state mental hospital. The new edition includes follow-up information on the case-aides, patients, and hospital system. (Reviewed in Fall 1977 *VAL.*)

**Guidelines for the Volunteer Coordinator.** Betty Wiser, North Carolina Council of Women's Orgauizations, 404 Dixie Trail, Raleigb, NC 27607. 1972. 29 pp. $1.00.

A basic primer for the director of a volunteer program. Chapter headiugs include: program development, staff orientation, public relations, recruitment, interviewing, training, ongoing supervision, funding, budgeting, record keeping, and evaluation.

**A Manual for Volunteer Coordinators.** Rhoda Andersen, 1969. 27 pp. $1.50/DOVIA members, $2.50/non-members. **"How To" Book for Volunteer Trainers.** 1976. 44 pp. $5.00. Both published by Los Angeles Voluntary Action Center, 621 South Virgil Ave, Los Angeles, CA 90005.

These books cover almost identical subject matter, but the second does it more thoroughly. Each suggests possible avenues of solution to specific problem areas which arise in running a volunteer program. The major areas discussed are recruitment, training, volunteer staff relations, and creating a nonprofit organization.

**Let's Get Down to Basics.** Rae King, 427 Doubet Court, Peoria, IL 61603. 1978. 24 pp. $4.00 + .50 postage.

A basic sourcebook discussing motivation, recruitment, the value of good volunteer programs. Also provides sample volunteer applications, report forms, titles, etc.

**North Carolina Tomorrow: One State's Approach to Citizen Involvement in Planning for its Future.** 1978. 48 pp. Free. **Getting Together: A Community Involvement Workbook.** Ardath Goldstein, 1978. 115 pp. Free. Both published by the Governor's Office of Citizen Affairs, 116 West Jones St., Raleigh, NC 27611.

The first booklet reports on North Carolina's effort to iuvolve its citizens in long-range planning through opinion questionnaires and other outreach projects. The second is a valuable handbook for citizen participation in problem-solving through volunteerism. Sections include discussion of community and government resources, resource coordination, and technical assistance available. Much pertinent and detailed information is presented, and Goldstein draws heavily on the actual experience of VACs and related agencies. Bibliography. Appendices.

**Citizen Participation.** Community Services Administration, 1200 19th St. NW, #224, Washington, DC 20506. 140 pp. Free.

"The bulk of the booklet . . . is devoted to descriptions of various Federal assistance programs and their requirements for citizen participation. These programs are listed by Agency." Introductory material discusses national-level citizen advocacy and other avenues of citizen participation. Bibliography.

**Public Information Manual for Human Services.** David Riese, Janis Martineau, ed., New England Gerontology Center, 15 Garrison Ave, Durham, NH 03824. 1977. 29 pp. $3.75.

A manual for nonprofit organizations who want to use the media effectively. Discusses why publicity is important, which items are newsworthy, how to write public service announcements, news releases for television and radio, etc. Appendices.

**Managing Your Public Relations: Guidelines for Nonprofit Organizations.** Frances Koestler, Frances Schmidt, Dorothy Ducas, Harold Weiner, Alice Norton, Anne New, and Don Bates,

Public Relations Society of America, 845 Third Ave, New York, NY 10022. 1977. 6 volumes: 116 pp. $12.00/set, $2.50 ea.

This series aims at educating top management and boards of directors of nonprofit organizations about public relations. Individual titles are: "Planning and Setting Objectives," "Using Publicity to Best Advantage," "Making the Most of Special Events," "Measuring Potential and Evaluating Results," "Using Standards to Strengthen Public Relations," and "Working With Volunteers."

**The New Leaf: A Guidebook for an Innovative Use of Trained Volunteers in a Mental Health Setting.** The Junior League of Chicago, Inc., 1447 North Astor St., Chicago, IL 60610. 1978. 22 pp. Free.

A description of the Junior League's "New Leaf" project at the Chicago-Read Mental Health Center and the role of volunteers in the project. Appendices.

**Rehabilitation Gazette/'77.** 4502 Maryland Ave, St. Louis, MO 63108. 1978. 48 pp. $3.00/disabled persons, $5.00/nondisabled.

This excellent magazine is published once a year. The 1977 issue includes articles on the employment experiences of disabled women, housing and home services for the disabled, wheelchair lifts and other equipment, and more.

**The Campaign Workbook.** National Women's Education Fund, 1532 16th St., NW, Washington, DC 20036. 1978. $15.00/with binder, $13.00/without binder.

A nonpartisan workbook designed to inform women about all aspects of campaigning for public office and encourage them to do so. Begins with a chapter on the implications a campaign may have for the woman candidate's own psyche, her family and children. Appendix.

**A Woman's Guide to Personal and Business Credit.** Susan Ingram, Pilot Books, 347 Fifth Ave., New York, NY 10016. 1978. 48 pp. $2.95.

An informative booklet written by an attorney specializing in the field of consumer credit. Discusses the importance of credit, steps for obtaining credit, credit cards, personal loans, credit reporting agencies, legislation such as the Equal Credit Opportunity Act, business loans, etc. Written in precise, clear language. Appendix.

**How to Get College Credit for What You Have Learned as a Homemaker and Volunteer.** Ruth Ekstrom, Abigail Harris, and Marlaine Lockheed, Educational Testing Service, Princeton, NJ 08541. 1977. 195 pp. $3.00.

This book is to assist women in identifying the academically accreditable learning experiences they have acquired through volunteer work and homemaking. It contains a workbook to assist women seeking such credit and checklists to help in competency identification. Appendices.

**Bereavement Outreach Network Manual.** Stephen Steele, Patricia Erat, and Carol Bailey, The Wyman Institute, 2721 N. Howard St., Baltimore, MD 21218. 1977. 35 pp. $4.00 + .50 postage.

A manual compiled "to provide for the refinement of the skills of community caregivers who are in primary or initial contact with those experiencing grief or bereavement."

**Life Enrichment for the Elderly.** Lutheran Brotherhood, Box 100, 701 Second Ave South, Minneapolis, MN 55402. 1978. 51 pp. Free.

This is a condensed version of the report of the Life Enrichment for the Elderly project which the Lutheran Brotherhood conducted in 16 communities in 1975-76. This well written and helpful handbook describes the project's work: sensitizing the community to the concerns of the elderly, enhancing the self-identity and self-worth of the elderly, utilizing their resources and skills, and facilitating their involvement in programs designed for them. A second section makes suggestions on how to implement such programs in other communities.

**Hospitals and Home Care for the Elderly.** National Voluntary Organizations for Independent Living for the Aging, National Council on the Aging, 1828 L St., NW, Suite 504, Washington, DC 20036. 1978 36 pp. $3.00.

Includes articles on the hospital as a community resource, keys to developing community coalitions, etc.

**The Best Years Catalogue.** Leonard Biegel, G.P. Putnam's Sons, 200 Madison Ave, New York, NY 10016. 1978. 224 pp. $6.95.

A "whole earth catalogue" of resources for the aging. Covers attitudes toward aging, nutrition, condominiums and alternative residences, creative leisure, Social Security and government benefits, protection from crime, travel, and a wide variety of other topics.

**The 'At Risk' Elderly: Community Service Approaches.** National Council on the Aging, Publications Department, 1828 L St., NW, Suite 504, Washington, DC 20036. 1978. 96 pp. $3.50.

A casebook on public and voluntary local achievements in promoting independence among the elderly.

**Giving USA.** American Association of Fund-Raising Counsel, Inc., 500 Fifth Ave, New York, NY 10036. 1978. 43 pp. $8.50.

This is the annual report of the American Association of Fund-Raising Counsel. It represents a valuable compilation of information on American philanthropy in 1977.

**Let Us Catch Ourselves a Villain.** Jane Wickey and Barbara Hartman, Models of Delivery Systems, Inc., PO Box 403, Glen Burnie, MD 21061. nd. 31 pp. $3.00.

This booklet is a report on a "search for better ways to improve service delivery systems through a coalition approach." The general point of view is that services can be delivered better through coalitions in which each individual surrenders some personal territory.

# VOLUNTEER ADVISOR

## ATTENTION READERS: Addie Needs Your Help

*My dear readers,*

*Our old, dear friend William Shakespeare once wrote about a tide in the affairs of men which, when seized, leads on to fortune. Now, like most of you engaged in nonprofit endeavors, Addie doesn't insist on receiving a "fortune" in the literal sense of the word. There are, as we all know, things in life that are more interesting and amusing, not to mention worthwhile.*

*This is a roundabout way of telling you that this is Addie's last column, at least for awhile.*

*In the meantime, folks, you're on your own. We're converting this into a reader's exchange, and intend to let the real experts provide real answers, or at least real opinions. You ask them, and you answer them. So please write—questions, answers, novel solutions, outrageous opinions. Addie leaves it to you.*

**Readers, please help!** Help these other readers solve their specific program-related problems. Send your suggestions to: Editor, *Voluntary Action Leadership*, 1214 16th St., NW, Washington, DC 20036. We'll publish them in the next issue so all readers may share your creative solutions.

### Recruiting Transportation Volunteers

I am a volunteer coordinator for Florida's Department of Health and Rehabilitative Services. My position is to supplement staff efforts in securing more and better services for state clients, and to save state dollars.

My designated area of work is in North Central Florida, which is predominantly rural. One of our agency's biggest problems is transporting clients to and from doctors, legal and even our own office appointments. We have tried to recruit volunteer escort transportation services, but with little success due to a lack of transportation reinbursement money.

Any suggestions?—**Barney Garwood, Gainesville, Fla.**

### Volunteering for Paid Work

I am a married woman, age 55, and have not worked for 30 years. As I read an old article saying it would be good to begin with volunteer work, I am going to contact the local Voluntary Action Center.

Do you have any other suggestions that might eventually help me find a paying job? I used to type and also used to do the bookkeeping for my high school cafeteria. Have no college training.—**Marion R. Fellows, Cincinnati, Ohio**

## AS I SEE IT

*(Continued from p. 2)*

borhood. Both are members of the Communist Party although, with characteristic Chinese humility, Madame Chin indicates that they "are lagging behind" their colleagues in their study and commitment.

Since her retirement Madame Chin has been engaged actively in "social work" in her neighborhood, volunteering to teach housewives how important birth control is "to the future of the state." This is a vital but difficult task, since many people, particularly those of Madame Chin's generation, resist the teachings, despite official government commitment to lowering the birth rate. Often, Madame Chin says, she must work to overcome the influence of a young woman's mother who wishes for "as many grandchildren as possible." This influence can be particularly strong, since it is not uncommon to find a married couple living with the parents of one of the partners of the marriage in addition to their own children. Indeed, of the Chinese we met, it seemed to be the rule, rather than the exception, to find three generations living amicably in a two- or three-bedroom apartment.

A career woman, Madame Chin admits that prior to her retirement she did not have "a good opinion" of housewives, believing that they were lazy and indifferent. Now, however, as a result of her volunteer work, she has come to realize that housewives "have an important role to play in the construction of the state."

Later in our trip, in Shanghai, we would visit with Teletha Gerlach, an American who has lived in China almost continuously since 1926. She would emphasize to us the importance of Madame Chin and the millions like her. "They are like neighborhood social workers. They know everyone and their problems." Indeed, to a great extent, Madame Chin and her like are the backbone of human service delivery systems in China.

Madame Chin's husband is an example of how individual citizens also are expected to contribute to the provision of "essential services" at the neighborhood level. He assists with public security by "keeping traffic in order" and by "correcting naughty children." Under the direction of their neighborhood association citizens like the Chins also participate regularly in neighborhood clean-up campaigns.

One result of such a strong neighborhood orientation is to relieve the need for a removed, impersonal human services bureaucracy. Many needs of individuals are met by their families and others in the neighborhood. They usually are mobilized by the Neighborhood Revolutionary Committee. Thus we often beard of homebound patients being cared for by their neighbors. Or of neighbors shopping for those who are ill. Or of neighborhood collections being taken to help a family through an emergency.

To the extent that anything can be "typical" of a nation of over 800 million people, the Ho Ping Jie neighborhood and Madame Chin were typical of the stories we would hear and the things we would see during our trip. Our group, although professionally diverse, sbared a common orientation to helping activities and human services that was tested repeatedly during the 17 days. The group included a psychiatric social worker, a lay expert on family planning, a former university board chairman, and two federal

employees. We ranged in age from a 22-year-old "generalist" to a retired foundation executive.

The original purpose of the trip was to study voluntarism. But when Chinese officials protested that such a study would be fruitless, the focus was changed to a study of "family values." Ironically, on virtually every day of the trip, we found a new example of Chinese participation in volunteer activities.

We were actually in the People's Republic for 17 days, visiting Peking, Nanking, Yanchow, Wusih, Shanghai, Canton and Foshan City. We were accompanied for the entire trip by two guides, Madames Yang and Hsu, both staff of the Chinese International Travel Service. Local guides and interpreter joined us in each city.

Although 17 days is clearly an insufficient time to appreciate and understand a society, particularly one so radically different from our own, we did have an opportunity to explore a wide-range of personal interests in discussion with our guides and the Chinese citizens we visited. Our observations about the trip—and the observations of the some 5,000 other Americans who will visit China in 1978—must be understood in the context of the nature of travel in the People's Republic.

First, tourists are virtually totally dependent on the Chinese Travel Service and their guides for scheduling, itinerary and communication. The scheduled activities, including meals, occupied no more than eight hours a day. At all other times one is "free to travel" by taking long walks, using taxis in cities where they are available and public transportation, shopping and exploring the immediate area around one's hotel.

Did we see only what the Chinese wished us to see? To a great extent, yes. Even on those occasions when we would walk great distances, we still were within the same general area that we already had been shown by bus. Certainly, our visits to various sites were carefully scheduled and controlled. We saw the commune they had chosen and only those parts of it that were "convenient."

Second, with rare exception, the Chinese one meets do not speak English or, if they do, will not admit to it. On only one occasion, in a camera repair shop two blocks from our hotel in Peking, did I meet a man who spoke excellent English openly. Certainly there are others, but it is safe to say that informal communication between tourists and the Chinese is neither encouraged nor facilitated.

Third, the Chinese are polite to a fault. They emphasize their commitment to the development of "friendship among all peoples" and are quick to attempt to accommodate and to serve. Warm personal relations quickly develop between the guides and their charges. Few requests are given outright refusals. Rather, it may not be "convenient" to arrange a particular side trip or it would be "impolite" to seek a major change in itinerary since someone had prepared for us.

Such politeness is complicated by the reluctance of most tourists to appear pushy. Indeed most groups receive a pretrip admonishment from travel agents not to be critical of the schedule, of the guides or of the Chinese society. As a result, it becomes very difficult to object to a schedule, to ask harsh or challenging questions or to provoke a serious debate. Travelers quickly conclude that it is much better to follow the guides' lead and relate as people in friendship, putting ideology aside.

This article and others like it can reflect only the observations and conclusions of one person based on stimuli that might, to another person, appear quite different.

MADAME CHIN WAS THE FIRST OF MANY retired persons we would meet during our stay in the People's Republic. In many ways this was consistent with the critical role the retired play in Chinese society. The inherent respect for the elderly that even predates the Liberation is reinforced by the pragmatic need to continue to utilize their talents, time and energy. We saw numerous examples of how these persons are expected to continue to serve society.

In Shanghai, for example, we visited Pumpkin Lane, a street in the New Workers Residential Area. There we met Wang Fu Ching, a 76-year-old retired rickshaw driver who still is active in neighborhood affairs. Wang lives in a three-bedroom apartment with his two sons, their wives and their six children. While this sounds remarkable, it reflects a significant improvement in Wang's lifestyle. During our walk through the neighborhood he showed us the grass and mud huts which housed people prior to the Liberation and which have been preserved as reminders of the past.

Wang spoke to us with deep passion of the commitment of the retired and their efforts to fulfill responsible roles, thus freeing younger persons for work and study. "Although we are physically retired, we will never retire mentally," Wang said. "We can still educate the younger generation and we are determined to make great contributions to the full modernization of our society."

The retired perform a variety of jobs that would otherwise go undone or would occupy the time of a younger, stronger person—child care, tutoring and recreation supervision in youth centers, caring for the homebound, maintenance of park and other public grounds. Some jobs are clearly make-work, such as directing traffic in a neighborhood that has few motorized vehicles on its streets. Others are important to the life of the total community. On Pumpkin Lane, for example, the retired assist in the arbitration of disputes. From their greater experience, they "educate" the various parties in a local dispute, helping them understand the importance of good relations and neighborhood tranquility.

But the most important single role for the elderly is to serve as living reminders of life before the Liberation. Again and again we were told of ways in which the elderly reinforce the values and accomplishments of the Communist regime. In Shanghai, for example, the director of a neighborhood "Children's Palace" (recreation center) stressed the importance of retired workers volunteering to "educate the children about the bitter past." The children themselves performed a puppet show in which an old person used a tattered blanket as an allegory for life prior to the Liberation.

In this role, the elderly are a key element of a continuous and pervasive governmental education effort. The Chinese people receive a limited number of messages, although they are cloaked in many wrappers. But they hear them cons-

tantly—at home, through the media, in school, at work. It is the basis for much of the continued acceptance of the government and the highly restricted society in which the Chinese live.

The impact of the elderly on society perhaps was best reflected by one of our Peking guides, Mr. Yen, during our visit to the Home of Respect for the Aged on the Nanyuen People's Commune. This is a residential area for the elderly who have no families to care for them. Children from the commune are brought here so they can hear of "the bitter past." As we left the home and the waving, smiling old people, Mr. Yen turned to me and commented, "This is the best way to understand the new China, by seeing the happiness of those who lived through the old."

VOLUNTEERING IS ALSO AN IMPORTANT PART of the life of young people in China. Again, however, one must remember the context of the society and its great difference from our own.

Late marriage is encouraged in China; for men at age 27 or 28, for women at age 25 or 26. Most young people will live with their parents until they marry, unless they are assigned to employment away from their home city. There are no such things as "singles apartments" or any of the other trappings we tend to associate with being unmarried and young.

There is little social mixing of the sexes prior to the age when marriage takes place. Dating is not a part of the society and young people tend to segregate themselves by sex for group gatherings, movies and athletic events. Premarital sex is both officially forbidden and simply not indulged in. From a Western perspective, China as a whole is largely an asexual society with no visible, public discussion of sex practices or open stimulation of interest in sex. For young people, we were told that "it is much better if their energies go into work and study."

Much of the volunteer work by the young, then, is focused in these two areas. For example, we were told by Yang Li, one of our guides, of young people in Peking who work voluntarily after school at construction sites and as assistants to clerks in stores. The students are relieving workers of some burden while at the same time gaining at least cursory exposure to the world of work. Such exposure is a bit ironic and unneeded, of course, when one realizes that for most young people their occupation largely will be determined by the state and based on current manpower needs.

"Mutual aid" tutoring is an extremely important volunteer activity for young people. In Wusih, for example, a university professor described it as a spontaneous activity, neither organized nor rewarded by the faculty. Indeed, tutoring of students by students seems to exist at all levels. Even in the kindergarten we visited in Peking, the principal indicated that "the slower children are coached by the teacher and by other students."

In Shanghai, we were told that primary school students were "mobilized" to help other students "catch up" after the disastrous regime of the "Gang of Four" disrupted the educational system. On Pumpkin Lane, the best high school students also volunteered to teach adults to read and write in special classes organized by the neighborhood committee.

A good deal of Chinese volunteering also appears to be directed at what might be termed "public works" in America. In Peking, for example, we were told that much of the work on the "underground city"—the civil defense complex—had been done voluntarily by housewives and retired workers. Also, the guides were quite proud of the great amount of volunteer effort the Pekingese had contributed to the construction of Chairman Mao's tomb. One of the most beautiful buildings in the capital by Western standards, the tomb was completed in less than six months from conception, a feat which clearly would have been impossible without mass mobilization of the people.

Finally, in Yangchow, early on a Sunday morning, we saw perhaps a hundred high school students manually dredging a canal near our hotel. The goal, we were told, was to convert what had once been a commercial waterway to recreational use. Working with hand tools and a bucket brigade, it was not unlike many of the early clean-up projects of the environmental movement or the citizen efforts that follow natural disasters in this country.

CLEARLY, FOR A COUNTRY WHOSE REPRESENTATIVES disclaimed the possibility of studying voluntarism, the level of individual participation in volunteer activities appears to be great. Indeed, as Teletha Gerlach put it, "Everybody is involved in something."

But the central question a Westerner ultimately must ask is, "Is it volunteering? In a totalitarian state, are people free to choose whether or not to participate?"

The answer is neither easy not completely satisfactory. Again, it is interwoven with the radical differences between Chinese and American societies. Consider these characteristics of the Chinese society we observed:

First, social problems as we know them are largely nonexistent or disclaimed by the Chinese. Prostitution and drug abuse have been wiped out for the most part. Gambling and related forms of fraud have been suppressed. Street crime basically does not exist; when it does it is dealt with harshly. From what we were told and had read previously, crimes of passion and violence are inimical to the Chinese way of life. While education is not yet universal, it seems to be of increasingly high quality with a renewed emphasis on basic skills and the study of science.

Although there is poverty, the standard of living is better than it had been throughout much of the country's long history and is relatively uniform throughout the society. The "welfare state" of China is sufficiently complete so that there is no fear of want for basics such as food and health care. Where scarcity exists it is more a function of not having trained enough workers or the vagaries of the weather than a fundamental problem of inequity.

Second, the Chinese people seem to have a great sense of national unity, commitment and pride. Teletha Gerlach reminded us, for example, that even in times of great natural disasters, such as the earthquakes of the past several years,

the Chinese will not accept international relief, preferring to be self-sufficient. Individuals learn to be responsible for themselves and to accept a shared responsibility for the growth and achievement of the society as a whole. Time and again we were told that the Chinese "know the meaning of their work"; that is, each worker is taught the importance of her/his job and its relationship to society as a whole.

Third, there is a highly structured and carefully controlled system for teaching values. As noted, there are a limited number of basic philosophical and value messages transmitted to the populace and they are repeated often. From one's earliest memory to one's last moments of life an individual is exposed to a constant, well-planned barrage of propaganda and value-laden stimuli. But unlike most societies, there is no free competition of ideas. What is communicated is consistent with the prevailing "party line," a phrase which we use pejoratively but which the Chinese accept as an essential part of their daily lives.

Fourth, the "self-awareness" movement as we know it is largely nonexistent in China. One is given or chooses an occupation because of the needs of the state and because of personal interests. People must work hard so that hobbies are limited to collecting postcards or stamps, to physical exercise, to photography or perhaps to learning a musical instrument. But finding and satisfying oneself is much less important to the Chinese than it is to the typical Westerner. As a result, there is no talk of volunteering as a tool for self-fulfillment or expanding one's horizons. In China, horizons necessarily are limited by the hard realities of daily life.

Fifth, the government must focus much of its resources on meeting basic needs of a society—on the provision of housing, on food production and distribution, on maintenance of the economy. As a result, many of the human services must be delivered at the local, neighborhood level. Although ultimately all neighborhood committees, all Revolutionary Committees in the schools, all workers committees tie back into the central state system, it is also clear that each bears almost total responsibility for the efficient functioning of human and social services within their environment. In many ways, China is one large self-help organization that must rely on the commitment and energy of individual citizens to succeed.

Finally, there is no voluntary sector as we know it. Both the YMCA and the YWCA, the last vestiges of Western charitable institutions that arrived and flourished prior to the Liberation, were wiped out during the Cultural Revolution. Ironically, the model of their programs has survived the structures. Many of the programs of the Childrens' Palaces, for example, were designed around the "Y" model.

Perhaps the closest thing to our view of a nonprofit organization is the China Welfare Institute which was created by Madame Sun Yat-Sen as a relief organization in 1937. The Institute now encompasses a broad program, including the International Peace Hospital, magazines for teenagers, a nursery and kindergarten, several Childrens' Palaces and the widely distributed magazine *China Reconstructs*. Teletha Gerlach, who worked with the Institute since its formation, describes it as a "separate organization, chaired by Madame Sun" but also points out that all funds for it come from the state. This fiscal relationship, plus the fact that Madame Sun is also a vice chairman of the state, reflects the true single sector nature of the Chinese society.

IF THE CHINESE ARE ENCOURAGED TO PARTICIpate in their society, as they clearly are, are they also free not to volunteer? Perhaps the clearest answer came from Teletha Gerlach. Concerning political study in neighborhood groups, she observed that while it is not required, "if you don't participate, you'll find yourself backward in your thinking."

In many ways, the same may be said for volunteering for helping activities. Repeating what we had heard from our Chinese guides she pointed out that if someone refuses to help, he or she can expect a visit from "the most responsible person" in the neighborhood or work group for purposes of "educating" the recalcitrant.

The Chinese vehemently deny that there is coercion to participate. Rather, with great sincerity, they will indicate that it is the responsibility of all citizens to help "in the construction of the state." They firmly believe that if one fully understands one's responsibility (and "education" insures that they will), then the question of whether or not to participate is moot. One will participate because one understands the importance and desirability of that participation. To challenge this assertion is only to enter into a circular conversation with endlessly repeated assurances that indeed, freedom to volunteer also means freedom not to volunteer.

A trip to China perhaps can best be described as an extended exercise in suspended disbelief. While there, the traveler is struck by the fact that such an immense nation functions and, at least superficially, appears to function so well. One is impressed with the improvement in the standard of living and with the absence of many of the inequalities that we too often take for granted in our own society. But one need pull back only half a step to see the lack of daily freedoms of choice and decision that we also too often take for granted.

It is enticingly easy to romanticize about China. It appears to be a society that has eliminated classism, built a single positive philosophy, engendered the commitment of the masses. One wishes to bring back to our own world the "good" that we observed, the strength of purpose and commitment that too many find lacking at home. One concludes with a certain irony that it is because of the Chinese system, rather than in spite of it, that the positive values of concern, helping and sharing are built and transmitted.

But China is also a totalitarian state. There is no freedom of expression, of choice, of accomplishment as we know it. The growth of the individual is largely subjugated by the needs and the will of the state. To a great extent the system which fosters participation ultimately must crush individual initiative and creativity.

But perhaps our most important lesson—apart from the challenge of building the values of helping the Chinese demonstrate into a free society like our own—was simply the further recognition of the universality of the helping activities on which our own volunteer community has been built, a universality that extends even to the 800 million people who live "on the far side of the moon."

# LETTERS

## Tax Benefits? Yes!

*The following letters are in response to Steve McCurley's Advocacy column, "Tax Benefits for Volunteers?", in the Summer 1978* VAL.

In this two-county affiliate of Planned Parenthood, we utilize 300 volunteers to deliver a variety of patient and community services. Most of our volunteers are women, between 22 and 32 years old. Some three-quarters are in career-change situations; either they are moving from school to a health or educational profession, or they want to get into (or keep abreast of) the job market after significant time in home-based activities.

Our volunteer placements and overall system seem to work well. The volunteers deliver in measurable, good service, and our retention rate is very good. However, because of our work and the kind of volunteer who is attracted to (and most suitable for) Planned Parenthood, most volunteers stay just about one year. Therefore, recruitment is an important, ongoing program component. Too, we serve many minority clients and are constantly trying to include more minority volunteers in our program.

A tax credit would be a wonderful asset to us! It would be a wonderful recognition device, I think, in an era where voluntarism is both attacked and yet grows more and more necessary. We see donated services only becoming more vital both to organizations and to individuals' learning/career-building opportunities. Money is a prime measure of respectability and status in the U.S. Why deny its power in the recognition of volunteers' time?

The tax credit would definitely give some extra status and security to the volunteer, would aid our recruitment of different kinds of volunteers, and would give some extra support and time for those volunteers who are in the midst of changing careers. It also obviously promotes equality of rich and poor, as well as equality between men and women. For who is it still in 1978 who most often gives time instead of dollars?

I find the arguments specious that would deny a tax benefit for volunteer time. Putting an across-the-board, dollar value on donated time does nothing to belittle voluntarism. Does the tax write-off of a financial contribution hurt that contribution?

Finally, in terms of record-keeping, how absurd to deny a tax credit because of paperwork. We, and most volunteer organizations in the San Francisco Bay area, already keep detailed records of volunteer time for the volunteers' personal use, as well as for our agency's insurance, funding, auditing, and evaluating purposes.

We applaud tax reform action that would give volunteers in *all service organizations* an opportunity for a tax credit.

*—Joan K. Cathcart*
*Volunteer Director*
*Planned Parenthood*
*Alameda-San Francisco, Calif.*

I am very definitely for tax benefits for service-oriented volunteers, and have been trying to work with Congressman Paul Rogers to write one bill that would satisfy all of the various requests by other individuals and have an umbrella tax-deduction plan.

In the school volunteer program, it would certainly be a benefit since many of the volunteers are parents who would appreciate the additional monetary assistance but choose not to have a paying job.

A record-keeping system may be quite simple to be effective, and most organized volunteer programs already have sign-in books or sheets set up. If they do not, the volunteers should take responsibility for recording their hours, and this should be verified and signed by the service agency representative.

Concerning some of the arguments against such a bill:

(1) With today's economic situation, this would in no way run counter to the very nature of volunteering, since it would, in many cases, be the straw that tips the scales in a time of penny pinching.

(2) As earlier stated, the paperwork could be kept to a minimum. I do not feel this would be considered an encroachment of governmental bureaucratic red tape.

(3) Since this general bill would address all service organizations, it would not be discriminating against one or another volunteer agency.

Concerning the questions:

Should it be **credit or deduction?** My feeling is that the credit could be utilized for more persons, especially with the new incentives by the IRS not to itemize deductions.

**Organizational eligibility?** My feelings are a little confused on this question, but I think I tend to go towards allowing all service-oriented tax-exempt organizations to be eligible. They should give their tax-exempt number for verification.

**Allowable activities?** Any activities which assist the service organization operation should be considered eligible. If that should include the necessity of lobbying or fundraising, then it would be acceptable.

**Value of time?** Although I feel that the minimum wage would tend to misrepresent the real value of volunteer service, it is, however, the fairest overall scale to use.

**Minimum service requirement?** No, I do not think there should be a minimum hourly requirement, but that there should he a ceiling of $2,000 as a maximum deduction.

It is such a complex discussion that it is impossible to know all of the ramifications until it has been "tried on" once. Would it be possible to put in an observation clause for two years enabling us to amend depending on the problems that arise during this period?

*—Vanda Williamson*
*Director*
*Volunteers Upholding Education*
*West Palm Beach, Fla.*

# Poster

*You may reproduce this camera-ready art for your volunteer-related publicity purposes. Be sure to include the credit line. Thanks to Chas. V. McAdam, Jr. for allowing us to cover our back page with* Graffiti.


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# CALENDAR

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

Nov. 12-15 **Sacramento, Calif.:** *Networking the New Volunteering*
Annual meeting of the California Volunteer Network at Mansion Inn. Working conference on networking with Ivan Scheier as the main facilitator.
*Fee:* $55 incl. some meals; $60 after Nov. 1
*Contact:* Mary Ann Lawson, 6101 Hawarden Dr., Riverside, CA 92506, (714) 686-8334

November **Canada:** 12 cities: *Raising Funds from Corporations and Foundations*
This one-day seminar is conducted by Canada's only training and information center for nonprofit and charitable organizations. Topics include what corporations expect from nonprofits, what they look for, how to approach a corporation, and similar topics relating to foundations.
*Fee:* $65
*Contact:* Management and Fund Raising Centre, 287 MacPherson Ave, Toronto, Ontario M4V 1A4, Canada, (416) 961-0381

Jan. 18-20 **Cincinnati, Ohio:** *Management/Supervisory Skills Seminar*
Designed for newly appointed or soon-to-be-appointed managers and supervisors. Participants will examine and work with principles of time management, problem solving, decision making, etc.
*Fee:* $350 includes accommodations, tuition, materials, and meals
*Contact:* Workshops Division, Interface Resource Group, 3112 Wayne Ave, Dayton, OH 45420, (513) 254-6775

Feb. 19-21 **Washington, DC:** *Volunteers from the Workplace—Sharing Human Resources*
This conference will explore a variety of issues surrounding community involvement by corporations and trade unions. Speakers and workshops will discuss perspectives on philanthropic giving, models for worker involvement, limits to government and union and management collaboration.
*Fee:* not yet set
*Contact:* Shirley Keller, NCVA, 1214 16th St. NW, Washington, DC 20036, (202) 467-5560

March 5-7 **San Diego, Calif:** *3rd Annual Training of Trainers Institute West*
An intensive three-day practicum to provide both the novice and experienced trainer with theoretical information and practical expertise in vital aspects of training design, implementation, and delivery.
*Fee:* not yet set
*Contact:* Linda Berns, NCVA, 1214 16th St. NW, Washington, DC 20036, (202) 467-5560

May 13-17 **Estes Park, Colo:** *1st Annual Conference on Voluntarism*
This "Big Event" will provide an opportunity for volunteer leaders in *every* discipline to meet and discuss the issues and implications of the management of volunteers and the impact of volunteer programs.
*Fee:* not yet set
*Contact:* Bob Presson, NICOV, 1919 14th St., Suite 602, Boulder, CO 80302, (303) 447-0492

May 30-June 1 **Long Island, N.Y.:** *Frontiers-Adelphi University's Center on Volunteerism*
A regional conference covering a wide range of volunteer management skills. Ivan Scheier and Marlene Wilson will head list of speakers/workshop leaders.
*Fee:* not yet set
*Contact:* Steve Kelly, Conference Coordinator, National Information Center on Volunteerism, PO Box 4179, Boulder, CO 80306, (303) 447-0492.

June 4-6 **Pittsburgh, Pa.:** *3rd Annual Training of Trainers Institute East*
See description for March 5-7.

**National Center for Voluntary Action**
1214 16th Street, N.W., Washington, D. C. 20036

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