Voluntary Action Leadership

SPRING
1980

A Tool for Administrators of Volunteer Programs

Energize
CREATIVE CONSULTANTS AND TRAINERS

pp 23-28

As I See It

Local Initiative and Voluntary Action

By J. Lin Compton, Ph.D.

J. Lin Compton, M.S. in community development from Southern Illinois University and Ph.D. in community adult education from the University of Michigan, is associate professor of Extension, Continuing, and Adult Education at Cornell University. He was a Peace Corps volunteer in Thailand (1962-64) and served with International Voluntary Services in Laos (1965-67). He was head of the Education and Culture Department of the International Institute of Rural Reconstruction in the Phillipines (1972-74). Currently, he is conducting research on "participative education programming" in collaboration with the Sarvodaya Shramadana Movement in Sri Lanka and teaches courses in community education, behavioral change in international rural modernization, and comparative extension education systems.

VOLUNTARY ASSOCIATIONS PROBABLY reflect the culture in which they are embedded to a much greater extent than most people realize or seem willing to accept. In a highly institutionalized and bureaucratic society such as ours, one should not be startled to find that so many voluntary associations are of a rational and mandated nature; that is, they are based on some written code of rules and regulations and have been given legal status by some formal authority. Labor unions, parent-teacher associations, and United Way are examples.

In such associations as these, rules govern membership, leadership, decision-making processes and action. There is probably considerable emphasis on efficiency and professional qualifications. And a single-interest seems to give each association its reason for existence.

In more traditional societies, voluntary associations are very different. Rules have their hase in custom, rather than in formal laws, and tend to be personalized to reflect the nature of intimate social relationships. Leadership and membership are governed by symbolic, if not actual, authority. Decision-making and action emphasize the maintenance of group solidarity and congeniality.

Perhaps this helps explain why it is so easy to find examples of "mutual or reciprocal help" arrangements in traditional societies, e.g., the raising of a new house, the setting aside of a small tract of land to be collectively farmed with the income produced going to a predetermined community project, the formation of a local irrigation association to manage the flow of water into members' fields, death aid societies to help bear the burdens of funerals, etc.

If we look carefully enough, we are apt to find scattered examples of this type of voluntary action in our own society, especially among the more isolated or harder to reach segments of the population where the encroachments of government are limited. People helping people, organizing themselves to make maximum use of their limited resources to meet a community need or to advance the common good; such phenomena do exist.

I am reminded of the Foxfire experiment in which a young high school teacher encouraged his students to interview their elderly grandparents, to learn and write about farm and family life practices and technologies before they were lost forever to posterity. I am also reminded of the formation of a cooperative textile industry where a large group of low-income people organized their own cotton-growing, weaving, and marketing enterprise. And I remember well the establishment of community-based adult literacy programs in three communities in one particular county because a Filipino woman serving as the field supervisor for her institution's Adult Basic Education program convinced the people in those communities that the problem of illiteracy was one that only they could resolve.

But such examples are not easy to find anymore. They are the exception rather than the rule. For sure, the spirit of volunteerism does still exist in this country and statistics on monetary equivalents of voluntary service attest to this. But local initiative in organizing human resources to tackle community problems or serve the needy has waned. The field has been preempted by large organizations who now

(Continued on p. 44)

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A New Series on Training

More than 40 million people—fully one quarter of the adult population in this country—donate time to some sort of volunteer work. Sixty percent of this total are women. Yet, neither the heavy reliance of nonprofit organizations on women, nor the fact that women constitute half of our population, is reflected in the makeup of the governing boards of not-for-profit organizations—the voluntary positions where the future of so much of society's institutions are shaped. . . . In a sense, the women volunteers have been the rank-and-file soldiers, not the officers.—*Sally Berger, Chairwoman, National Council on Health Planning and Development, in a speech before the Glencoe, Illinois, Woman's Club, October 24, 1979.*

The leaders who are most successful in volunteer organizations are those who realize people are tired of groups that are so caught up in administrative concerns they don't make the substantial accomplishments that are possible through group effort. A good leader enlists people who are action-oriented and dedicated. A good leader also resists the impulse to dominate. *Robert M. Tucker, Manager, Toastmasters' Education Department, in the February issue of* The Toastmaster *magazine, the official publication of Toastmasters International.*

TRAINING VOLUNTEERS IS A SKILL ANY member of the profession of volunteer administration can learn—with a certain amount of direction and careful application. Demystifying the role of the trainer is what Bob Presson has done in gathering the materials on pp. 23-28 for our spring feature. "There is no magic box or bag of tricks," he writes, "that makes one a trainer . . . . Rather, trainers learn and develop their skills through hard work, careful planning and effective management."

Presson, who helps develop and coordinates all of VOLUNTEER's training events, has selected the works of some distinguished trainers in our field. And to complete the section, there is a basic reading list of available books on training and a profile of the extensive training program conducted by the Boy Scouts of America for its Cub Scout, Boy Scout and Explorer volunteer leaders.

Because training volunteers is one of the most important responsibilities of a director of volunteers, this material is only the beginning of what will be an ongoing series in *VAL*. In future issues, we will continue to delve into available literature and tap other experienced trainers for their input to produce a *VAL* "manual" on training.

Elsewhere in this issue, several volunteer leaders around the country share with you some interesting developments in the field of volunteering. Lois Goodman of Cleveland, Ohio, describes a program called Match, which finds jobs for volunteers with an eye toward a new career or vocational training. "When I first started the program in 1977," she told me, "I knew what I wanted. But in all my research I never really found a model for this kind of program. So, I thought *VAL* readers might be interested in how the Match program works."

Mary Egginton, a volunteer consultant to Adelphi University's Center on Volunteerism in Woodmere, New York, reports on another first-of-its-kind project— a conference of educators and volunteer leaders to discuss ways of systematically involving volunteers in the delivery of human services. Participants also stressed the need for volunteer orientation at all levels of our educational system.

And VOLUNTEER board member Mary Ripley, of Los Angeles, California, describes the growth of our country's participation in the international volunteer scene.

For the summer *VAL*—an update on educational opportunities for volunteer administrators. See you then.

Brenda Hanlon

Voluntary Action NEWS

Growing Hospice Movement Welcomes Caring Volunteers

By Emily Friedman

The following article is excerpted with permission, from the fall 1979 issue of The Volunteer Leader.

Perhaps no other form of health care, at least at this point in its development, welcomes and involves the volunteer to the extent that hospice programs have. The basic concept of hospice care—that when a patient is going to die, he and his family should be able to face his death with a lack of physical pain, with an understanding of the situation, and with the support and care of those around them—virtually mandates a vital role for the volunteer. In the words of Will Norton, M.D., a physician who is a volunteer at Hospice, Inc., New Haven, Conn., "Part of the spirit behind hospice—the spirit of caring—is something felt by any health care volunteer. It's natural that volunteers are caring people, and thus they work well in the hospice setting with health care givers. We're giving in an area that is terribly important, and that has not had giving in the depth that we can provide it."

Volunteers are a totally integral part of virtually all hospice programs in the United States. In addition to their critical role in maintaining the spirit of hospice, volunteers also help make hospice care much less expensive than hospital care for the terminal patient. Equally important, volunteers can give time, give the patient the freedom to stay at home, complement the work of clinical care providers, and truthfully tell the patient, "I am here because I want to be here."

The task requires careful screening, training, coordination, and sensitivity

Emily Friedman is field editor of Hospitals *and a special contributor to* The Volunteer Leader.

on the part of the hospice volunteer coordinator or director. In many cases, these coordinators began as hospice volunteers, which uniquely qualifies them for their work. Sue Cox, director of volunteers for the New Haven hospice, began as a community relations volunteer. "I applied for the job of director of volunteers 13 months before the hospice was hiring staff," she recalls. She had previously been director of volunteers at a nursing home. Kay Erickson, assistant director of volunteers at New Haven, was one of the program's first home care volunteers.

Volunteer screening and training is a careful process at New Haven, and the basic procedures used there have been modified for use at other hospices. Because the New Haven program has been a home care hospice until now (an inpatient hospice will open in the autumn of 1979), training naturally concentrates on the volunteer in home care. However, the principles used apply to all hospice work. "All direct care givers, whether they are health care professionals or laymen, first have a two-hour interview with me to mutually decide if they would do well in the program," Cox reports. If they are accepted, they begin a six to eight-week small-group interdisciplinary course, which is "a basic orientation to home care and what it's going to he like out there."

The training course uses "various ways of introducing concepts of disease and death, so that the volunteers will get in touch with their own feelings," Cox says. One session is devoted, for example, to active listening skills, including nonverbal communication; other sessions cover concepts of death and dying, the importance of the family unit, and the idea of the volunteer as a giver of comfort. Hospice volunteer training courses also usually include information on pain and its treatment, cancer (virtually all hospice patients currently are cancer patients), available resources such as visiting nurses and social workers, cultural sensitivity, and the processes of death and hereavement.

Following the course, volunteers usually participate in some type of evaluation, which is followed by the beginning of practical experience. At New Haven, if the volunteer and Cox agree that he is ready for home care work, the volunteer is placed with an experienced home care team. At the Kaiser Foundation Hospital hospice program in Hayward, Calif., the trained volunteer must do 20 hours of inpatient work at first, and then may decide on either inpatient or home care work. At the Riverside Hospice, Boonton Township, N.J., volunteers are required, after training, to do a six-hour practicum of work with seriously or terminally ill patients in a setting outside the hospice, which is often a nursing home or hospital. All of these programs offer the volunteer the choice of nonhome care or noncare-giving roles, if either the volunteer or the director of volunteers senses that the volunteer is not ready for direct care giving or for the particular demands of work in patients' homes.

The New Haven program, which is currently the most extensive in the United States in terms of number of volunteers, uses volunteer services in nearly 40 different categories of work. These include reception duties at the hospice central office, public speaking, mailing work, babysitting for other volunteers, and program evaluation for those volunteers interested in support work. For care givers, the work includes home visits, transportation for patients, a variety of duties within the patients' homes, counseling and clinical duties for volunteers who are health care professionals, and bereavement counseling and support for the patients' families.

Hospice volunteer directors report that recruitment does not pose many difficulties; as a matter of fact, many programs simply cannot take all of the volunteers who approach them. Common methods of recruitment include notices in church bulletins and contact with church groups, public speaking by volunteers, press coverage in newspapers and local periodicals, and word-of-mouth. Lucy McBee, director of volunteers at the Church Hospital hospice in Baltimore, has found churches to be a rich source of volunteers. Notices in church bulletins have produced "a very good response," she says, and a brochure on hospice volunteer Maureen Mason entitled "Maureen Mason: Good Loser" drew many inquiries from prospective volunteers. The Riverside hospice holds its volunteer training sessions in area churches, which "helps to build up various core volunteer groups in each part of the community, and has also stirred up a lot of interest in the community," according to Lee Walsh, director of volunteers.

Some recruitment problems have surfaced. Often, a hereaved family member will seek a volunteer role before the bereavement process is completed; this can work a hardship on patient and volunteer alike. For this reason, most hospice volunteer pro-

grams mandate a "waiting period" of from six months to a year after any major loss of a family member; in most cases, this includes divorce. Volunteers who have suffered the loss of a family member often become excellent hospice workers, and several programs report that if enough time is allowed, these people bring a special sensitivity to their volunteer duties.

The hospice volunteer's contribution can be summarized in the words of Richard Brett of the Hayward hospice: "Anything a family member can do, a volunteer can do." The careful training and screening that hospice programs require for their volunteers make this a reality. Velma Ryan, one of the Hayward volunteers, emphasizes that it is the variety of work that makes hospice volunteerism so special. "We do so many things that each day is a different day, and each patient is different." Adding that "we are there anytime they need us," Ryan reports that among the services she provides most often are bathing and feeding patients, writing letters for them, reading to them, holding their hands, and providing support and comfort for their families. McBee adds that the volunteers "are surrogate family members. They might hold a patient's hand, or help the family with chores." Many hospices report that providing transportation and company, such as taking a patient to a wedding or driving him to the hospital for outpatient visits, are common volunteer duties.

The arrangement of volunteer relationships with patients tends to follow one of two patterns. In most home care situations, the entire team, which always includes volunteers, will be responsible for a group of patients. The team leader, who might be a visiting nurse, a hospital-based nurse, or sometimes a lay volunteer, coordinates the care and handles intrateam communication; volunteers see the patient as needed. In inpatient situations, volunteers often work in shifts, caring for patients for a set period of hours on a somewhat fixed schedule. For those patients who can leave the inpatient setting and return home, potential disruption of the patient-volunteer relationship is usually ameliorated by the volunteer continuing to communicate with, and often visit, the patient at

home. In both models, continuity of the relationship between the patient and the volunteer is paramount.

That continuity is as important for the patient's family as for the patient, and does not end with the patient's death. "Bereavement care is part of total care," says Kay Erickson of the New Haven group, who serves as one of the hospice's bereavement volunteers. The New Haven bereavement program also involves the team concept, with volunteers providing support and comfort, but with emphasis on the family's learning to cope and to function. The volunteers will, for example, encourage and provide aid for families in activities such as funeral arrangements, legal matters, and the like, but will not take over these duties. "It is very important that the volunteer not become a focus of dependence," Erickson says. This concept is reinforced by other members of the volunteer team, who, if they sense that a colleague is taking over too many duties from family members, are trained to intervene. "The attitude should be one of objectivity," Erickson says, "and the question will be asked, 'Don't you think the patient (or family member) could do that himself?'"

Although other hospice programs have not formalized bereavement volunteer programs to the extent that the New Haven hospice has, all of them provide some bereavement services. Follow-up phone calls are standard for every family, and in most cases, for those persons close to the deceased patient even if they are not related. At New Haven, follow-up phone calls are made at three months, six months, and one year following the patient's death, with extra calls during holiday periods. Those families who seem to be having difficulty are referred to the bereavement team. The Kaiser hospice volunteers telephone bereaved families two weeks, one month, three months, six months, and one year after the death.

The work is highly rewarding for volunteers, and the volunteers are crucial to the programs; but the stress level is high. Most programs take into account the fact that even the most dedicated volunteer goes through "little bereavements" whenever a patient dies, and that sooner or later the volunteers themselves need support and comfort. At New Haven, meetings are held every Tuesday to allow volunteers to openly discuss cases, vent their feelings, and release tensions. Monthly meetings of workers in each discipline—volunteer nurses, social workers, and so forth—also allow opportunities for the volunteers to provide support for each other. At Kaiser, there are periodic luncheons for all of the hospice volunteers and clinical staff, as well as an inservice education session every two months. The River-

side hospice holds a "volunteer rap session" once a month, with either a hospital psychologist or chaplain in attendance. Most hospice programs also provide for leaves of absence for volunteers who request them, and volunteers are allowed to switch over to non-patient-care work if they wish.

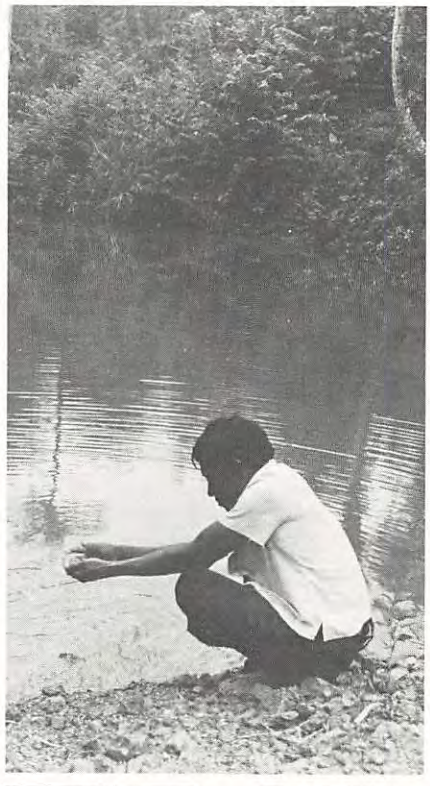
The training can take months and the work is hard. Yet the hospice volunteers view their duties as a privilege. "I'm particularly excited by being able to spend as much time as I want in a patient's house, so I don't have the feeling of not being able to give as much as I want to," says Norton. Edna Sayffart, R.N., an acute care nurse for 25 years who is now coordinating the new hospice program at Perth Amboy (N.J.) Hospital, says, "I've seen a lot of death .... I want to see patients treated with dignity, with knowledge of their disease, and with all possible resources available to them .... When you're a hospice worker, you share the grief of the family, and you almost absorb it into your body. It's such a close relationship." Maureen Mason of the Church hospice finds the hospital setting particularly satisfying for her work, "because life and death exist side by side in a hospital. Sensitivity is tranferred from the dying to the living. It upgrades the quality of care of the living." She sees the hospital as a factor in preventing volunteers' succumbing to the stress, "because there are renewal and reminders of life as well as of death in a hospital."

For the director of volunteers in a hospice program, the key factors are stringent screening and training, disciplined supervision, sensitivity to both staff professionals and volunteers and their unique roles, the need to maintain the team concept, and constant awareness that fear and pain, not death, are the enemy. "Death may be routine to you," a patient once told a physician, "but it is new to me." In hospice care, volunteers are ensuring that each new death is faced in a caring environment. As Maureeen Mason put it, "I'm dying too, on one level, and it's important to care about one's brother who is dying. It's important to go as far down the road with them as possible, to make it less lonely, to turn the pain around, to understand their loss—they're losing everything they ever had .... It's a very big job, a very important job, and a very sensitive job. No matter how little you do, you can't underestimate it; no matter how much you do, you can't overestimate it, because it's not enough." As Velma Ryan says, the basic concept of hospice volunteerism is quite simple: "It all boils down to 'we care.' "

Students Help Kunas Obtain Fresh Water

By Donna M. Hill

For most of us, safe drinking water is readily accessible and taken very much for granted. Until recently, however, such water was an undreamed-of luxury for over 30,000 Kuna Indians living in the San Blas Islands off the Atlantic coast of Panama.



Kuna Indian delights in fresh water from newly built reservoir.

They had to travel many miles every day to collect water, neglecting farming and other aspects of daily living. And they were not even guaranteed a good quality of water. During the rainy season their water often was contaminated, causing such diseases as cholera, typhoid, paratyphoid, amoebic dysentery and diarrhea.

Today, thanks to the volunteer efforts of eighteen University of Missouri-Rolla students, four faculty members and two chaplains, the Kunas now have developed their own water resources. Known collectively as the Christian Technology Action Project, the volunteers spent their spring break last year working with the Kunas to develop a fresh water supply.

Spearheaded by Reverend Clayton Smith, one of the university chaplains, and funded by the Board of Higher Education and Ministry of the United Methodist Church, the project was chosen specifically to utilize the skills and interests of UMR students, most of whom study engineering and related fields.

Dr. Bobby Wixson, a UMR professor who wrote the project proposal and made the trip with the students, said they had no definite number in mind of the students who could participate in the project. They were limited by the size of the island, however, and the amount of funds they could raise. Student volunteers were recruited through advertisements to student organizations, presentations to church groups and newspaper and radio announcements. Approximately 35 to 40 students responded.

The students to be selected had to be very interested in the project. They not only had to be willing to give up spring vacation to labor in almost primitive surroundings, but they also had to agree to undergo training and do advance preparation by taking courses in sociology, conversational Spanish and appropriate technology for water development. Eighteen students were selected on the basis of essays and interviews.

Donna Hill, a frequent contributor to VAL, is a freelance writer in Washington, D.C.

Most of the group spent two weeks on the job—either from March 31 to April 13 or from April 7 through the week after Easter.

Dr. Ivan Lowsley, UMR professor and project director, supervised the volunteers and the Kunas who worked alongside them. He focused on teaching the Indians how to develop their water resources.

"We didn't go down there to do something for them," he said. "We did something with them by teaching transferable technology, hoping after we're gone they will teach others."

The project was planned in several stages. The only tools used were those available to the Indians—hands, feet, long knives, picks, shovels and rakes. Work began at 5:30 a.m. and ended at 2 p.m. because of the hot afternoon.

According to Wixson, conditions were not the best.

"We lived in grass huts," he explained, "and burned kerosene jars on the floor to keep off the rats and bats. We couldn't work before daylight because of the mosquitoes. We always had to wait until the sun was out and it was hot enough to drive the mosquitoes back into the jungle. They could chew you up."

The students lived and ate like the Kunas. They drank poor water that sometimes required chemical treatment. There was no plumbing or electricity. But they did have the opportunity to learn about the Kunas. The later afternoons were spent resting, swimming or observing the Kuna people and their way of life.

On April 18 the project was completed. After a dedication service, the UMR people returned home.

Ultimately, the one-and-a-half acre reservoir will be the major source of fresh water for about 650 people on the Island of Nalunega (Red Snapper) and is expected to be used by Kunas from three other small islands.

"In this project, we combined the concern of the church and the expertise of the students and professors," Smith said. "They volunteered for the trip to witness their Christian faith by helping others. It's not only helped the Kunas, but has added another dimension to the students' education."

The students undoubtedly would agree. While on the island, Wixson said all the students adjusted extremely well despite adverse conditions. He attributed this at least in part to the amount of advance preparation undertaken before the trip began. The students knew what to expect; they were prepared for the different culture and living conditions.

Their evaluations upon completing their work were positive. They said they really enjoyed the experience and felt it was a worthwhile project. They said it had a tremendous influence on their lives and the way they would act in the future. This is why Wixson felt recruitment for the project was not a big problem.

"We have always had tremendous luck in these work-type projects," he said, "with getting large numbers of students willing to give up their weekends and vacations to help others."

JACY Programs Strengthen Jewish Identity

By Debra Laks, M.S.S.A.

Each week Lydia Spanglet travels to a Bronx senior center where she teaches a class in creative writing. Miriam Cattan tutors children in a Hebrew Day School, while Judy Hochberg helps Russian immigrants adjust to their new lives in New York City. All three are college students and volunteers in the Jewish Vista Corps of the Jewish Association for College Youth (JACY).

Since 1974 the Jewish Association for College Youth, a subvention agency of the Federation of Jewish Philanthropies of New York, has been providing opportunities for Jewish col-

Debra Laks is the director of the Jewish Vista Corps of the Jewish Association for College Youth in New York City.

JACY student volunteer works with older adults in New York City.

lege students in New York City to serve as paraprofessional volunteers in local Jewish social service agencies. Its programs are aimed at strengthening Jewish identity and increasing student involvement in the Jewish community.

The Student Social Work Project of the Jewish Vista Corps, for example, was developed as a way of reaching students unlikely to become involved in organized Jewish activities on campus. Twenty-five to thirty students participate each academic year. With a choice of 30 local agencies, students often use their placements to seek career-related volunteer experience.

The placements are developed carefully to insure a challenging learning experience for the students, while providing a needed service to agency clients. Students are matched according to their interest, hours of availability and skill. So far placements have included such activities as providing individual and group work services to older adults, helping to run a kosher food coop, tutoring in Hebrew day schools, and working with young Russian Jewish immigrants.

In order to prepare students for the work in their placements, JACY holds a training weekend early in the fall semester. Through role play, lectures, discussions and various learning exercises, the volunteers are introduced to the basic social work skills they need to perform successfully at their placements.

The weekend begins with a session designed to help students explore their reasons for volunteering and what they hope to gain from their volunteer experience. In subsequent sessions, students share their anxieties about starting their placements and develop realistic expectations. Other sessions prepare them for possible resistance from agency staff and other problems or pitfalls. Through role play and small group exercises, students begin to develop a basic understanding and beginning skills of social work with individuals and groups. The ongoing theme of the training, which is discussed at length, is the relationship between volunteering and Jewish values.

The weekend experience leads to the development of a strong sense of group identity and cohesion as well as commitment to the project. The students return ready to begin work and with a secure feeling of having a support group to which they can turn should they experience any difficulties with their assignments.

The students must work four to six hours each week in their placement for the entire academic year. They also are required to attend monthly, in-service training seminars. Two former volunteers serve as project supervisors and are in contact with each student on a regular basis. Students receive additional task-focused supervision from a designated staff person in their placement agency.

Participation in this program gives students an opportunity to question, learn and grow. "I found working with children a very positive experience," one student said. "It led me to consider working with children in a school setting in the future."

"I realized that I want to go into casework," another student commented, "but I also realized the additional strain of working with the elderly. Consequently, I do not want to start working *only* in gerontology."

For many students the project helped them gain a better understanding of the social needs of the New York Jewish community. "I saw the great need for helping elderly Jews," a student wrote on the evaluation form.

Another wrote, "I began to feel that I have a responsibility toward my own people (something I've never felt before). I feel that if I am not going to be working directly with Jewish people, then I will try to donate money to Jewish organizations."

Through the Jewish Vista Corps, students move from feelings of idealism, alienation and powerlessness to feelings of realism and efficiency. Once given an important role within the organized Jewish community, they begin to experience a positive feeling of connection to "the system." And the sponsoring agencies benefit from JACY's centralized role of recruiting, screening and training volunteers who help increase services to their clients.

In a city such as New York, which can be cold and indifferent, JACY links students who wish to help others to those who are in need of assistance. Out of this experience, a growing feeling of community begins to emerge.

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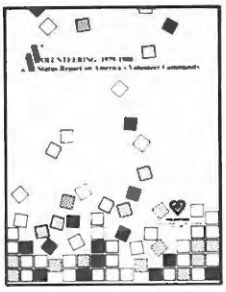

VOLUNTEERING, 1979-1980

A Status Report on America's Volunteer Community

The effect of lifestyle changes on organized volunteer activities . . . the increase in organizational collaboration within the volunteer community . . . the federal government's role in volunteerism . . . Ken Allen, VOLUNTEER's executive vice president in Washington, D.C., discusses some of the major trends and offers several conclusions about the current condition of volunteering and citizen involvement in this country.

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Newton Community Schools Assures Citizen Participation

By William J. Slotnik

In Newton, Massachusetts, citizen leadership and community decision-making form the hallmark of community education. Sponsored by Newton Community Schools, such programs as retirement planning, health maintenance clinics and parent discussion groups help serve the needs identified by members of the community.

"In 1976, Community Schools was the only public organization which would listen to the needs expressed by parents for after-school services of multi-handicapped children," says Lucie Chansky, coordinator of the Multi-Handicapped Program.

Since then, Chansky and other parents carefully have developed and implemented the first public, after-school services for severely handicapped young people in Massachusetts. Known as the Multi-Handicapped Community School, this multi-funded program provides both expressive therapy and needed respite care.

As a grassroots organization, Newton Community Schools operates through a four-part system of community decision-making. First, each of its 22 schools has a committee and at least one coordinator with full leadership responsibility for the initiating, planning, budgeting, implementing and managing of all local programs. Collectively, these "neighborhood voices" contribute more than 80,000 volunteer hours each year to the community.

Each committee sends a representative to the City-Wide Council, a forum that discusses issues of mutual concern and makes policy recommendations to a commission of appointees of various elective bodies and groups.

The Commission, in turn, finalizes general policy for the community schools which must have the approval of the City-Wide Council.

Bill Slotnik is the executive director of Newton Community Schools, Newton, Massachusetts.

Finally, Newton Community Schools has a central staff, which coordinates administration and program development. One of its most important functions is to provide comprehensive training and technical assistance to the hundreds of volunteers actively involved in the community education programs.

Each community school offers a distinctly varied range of programs. Many are particularly responsive to the concerns of populations whose special needs are recognized. For instance, within Newton Community Schools, senior adults have unprecedented opportunities not only to make fundamental decisions regarding their program needs, but also to implement and assume responsibility for such programs.

"After living here for many years," says Frank daCosta, chairman of the Oak Hill Park Leisure Group, "most neighbors still didn't know each other. Also, we really needed some services here."

So, in the summer of 1978, daCosta and other Oak Hill Park seniors requested assistance from Newton Community Schools. For the next three months, the Oak Hill Community School Committee and the central staff worked together to determine needs, plan activities and identify resources. As a result, programs were geared to the varied interests of Oak Hill Park seniors: health clinics, neighborhood history, the arts, and legal concerns.

"In community schools, citizens can ensure the delivery of quality, affordable neighborhood services," says Ginger Watkins, a parent and former preschool teacher.

Watkins first worked with the Bowen Community School Committee as a program leader. When she became the coordinator of the Mason-Rice Community School, she further developed the community-based, cooperative model for preschool programs. These "parent-tot drop-in centers" enable adults to explore the concerns of preschool parenting, while their children have an early opportunity to develop peer relationships.

The responsiveness of such community-determined programs is reflected in dramatic participatory increases—from 6,100 participants in fiscal year 1977 to a projected 13,000 within the present fiscal year. Such figures also reflect the essence of the community education concept: education for the entire community by the community.

Ginger Watkins (center), volunteer coordinator of the Mason-Rice Community School, talks with parents of preschool children in her program.

Association News

● The **American Association of University Women** announced on February 25 the appointment of Dr. Quincalee Brown to the position of executive director. Brown had been the executive director of the Montgomery County, Md., Commission for Women as well as executive of Montgomery County's New Phase and A Woman's Place, two service centers for displaced homemakers, women entering and reentering the job market, and families experiencing personal and life changes. In her new position, Brown also will direct AAUW's Educational Foundation, which has assets of nearly $20 million.

AAUW currently is focusing on Action for Equity, an all-out effort to ratify the Equal Rights Amendment and an educational program to heighten awareness of equity issues affecting women.

● The **Association for Volunteer Administration** (AVA) is the new name for the Association for Administration of Volunteer Services (AAVS). The name change was voted by AVA members at their annual meeting last October.

AVA is the only national generic professional association for volunteer administrators.

● The **INDEPENDENT SECTOR**, a new organization that will promote initiative for public service, was formally launched at a charter meeting in Washington, D.C., on March 5. Voting members consist of more than 125 diverse foundations, corporations and national voluntary organizations. INDEPENDENT SECTOR will engage in programs of research, public education, government relations and effective operation of philanthropic and voluntary organizations.

INDEPENDENT SECTOR grew out of eighteen months of study and planning by an organizing committee established by the Coalition of National Voluntary Organizations and the National Council on Philanthropy. These two umbrella groups have merged into INDEPENDENT SECTOR.

John W. Gardner, former secretary of the Department of Health, Education and Welfare and founder of Common Cause, will be the first chairperson and chief volunteer officer of INDEPENDENT SECTOR.

The new organization is located at 1828 L Street, NW, Washington, DC 20036, (202) 659-4007.

● **United Way of America** presented its Alexis de Toqueville Society Award to Aileen Lee on behalf of her late father, former AFL-CIO President George Meany. The presentation was made on February 21 at a special ceremony at the AFL-CIO's winter executive council meeting in Miami.

In presenting the award, William Aramony, United Way's national executive, said, "George Meany was a champion of people. Throughout his life, he fought long and hard to win better working conditions and to secure the dignity of workers. He also understood the importance of looking beyond the plight of the worker to the needs of all people. This award is the highest form of tribute we can pay to a great humanitarian."

United Way of America established the award in 1972 to recognize outstanding service to the voluntary movement in the United States and to recognize the value and importance of voluntarism to the nation. Previous recipients have included Vernon E. Jordan, Jr., executive director of the National Urban League, Henry Ford II, Leslie L. Luttgens, Charles Francis Adams and Bob Hope.

Mo. Alcoholism Program Alters Community Strategy

By Laurie A. Bernhardt

"While some programs are working well, in other areas we have had to redefine and narrow our scope in order to set more realistic goals," reports Michael Wanner, after the initial year-and-a-half of a six-year joint effort in Missouri and Kansas to assist communities in the development of alcoholism prevention and treatment programs involving local volunteers.

Wanner is the volunteer program development specialist for the St. Louis-based Eastern Region of the Missouri Alcoholism Volunteer Network (MAVN), a joint program of the Kansas City and St. Louis affiliates of the National Council on Alcoholism.

Originally funded in September 1978 as a three-year Volunteer Resource Development Program grant from the National Institute on Alcohol Abuse and Alcoholism, MAVN is designed to encourage voluntary efforts in treatment and public awareness of alcoholism, giving particular emphasis to involvement in rural communities.

"Alcoholism ranks as the U.S.'s third most prevalent disease, but only nineteenth in the amount of private revenue available per victim," Wanner explains. "Funding for treatment and prevention programs is limited everywhere, bnt money is particularly limited for such programs in rural communities. We feel that volunteers can help fill the void. Consequently, a major thrust of MAVN is in rural areas."

Ten communities were targeted during the first year of the program, with plans to include additional communities in the network as the program developed. The initial communities were chosen on the basis of a needs assessment survey sent to appropriate social service agencies, alcohol counseling programs, and ministers in communities throughout the region. Other determining factors were geographic distribution, popula-

Laurie Bernhardt is an administrative assistant for VOLUNTEER's LEAA-funded Anti-Crime Program.

tion, travel convenience, and community interest. With the exception of St. Louis and Kansas City, populations ranged from 6,500 to 40,000.

MAVN was to serve as a resource to these communities, providing technical assistance, training, information and program coordination. Volunteer management training workshops were held at central locations in both the Eastern and Western Regions. Approximately 40 people attended the 12-hour sessions, which covered such topics as determining goals and objectives for volunteer programs and innovative ways of incorporating volunteers into all areas of alcohol education and treatment programs. In addition, Basic Alcoholism Volunteer Training workshops were held in each targeted community to provide people with a basic knowledge and understanding of the disease. The sessions attracted over 200 people in the ten communities.

"It was hoped that through this initial contact and continuing back-up support, many different types of people in the community would be involved and that each community would determine for itself what volunteer programs would he the most beneficial," Wanner said, "whether it be a speakers' bureau and similar efforts in public education or having volunteers assist with counseling programs."

Eventually, according to the original plan, a statewide volunteer network would have communities from the two-state area working together and sharing ideas. As the six-year program neared completion, MAVN would phase out of the operation, leaving volunteers with sufficient training and experiences to share their knowledge with other communities.

Now, a year-and-a-half later, these early plans are not materializing as expected. Wanner reports a general apathy on the part of politicians and other influential citizens in many of the communities.

"Primarily, people who have shown an interest in the program," he says, "are either professionals in the field or have some first-hand experience with the disease—as a reformed alcoholic themselves or as the friend or relative of an alcoholic."

Also, some totally unexpected problems cropped up. The issue of confidentiality, for instance, prevented even limited success of such programs in rural communities.

"People were afraid that anything said in confidence to a volunteer counselor would be repeated to their neighbors," Wanner recalled. "And many felt it would he just too embarrassing to run into someone you had spoken in confidence with at the grocery store."

In one small community surveyed (but not selected as a target), strong fundamentalist religious beliefs rejected the entire philosophy of alcoholism as a disease. Rather, the community saw it as a moral weakness, a problem to be dealt with hy a minister, not social workers or volunteers.

Some communities actually were uncomfortable with determining the programs to be implemented there. Instead, they preferred to have an outsider come in and set up a program.

"Ultimately, the programs that have been the most successful either involve youths directly or address the problems of teenage alcohol abuse," Wanner reports.

The Peer Alcohol Education Project is one such program. Developed in conjunction with the Parkway School District of St. Louis as part of its Experience-Based Career Education Program, the project serves as a model for future programs. Eight students with interests in human service professions developed a "peer education" approach to dealing with teenage alcoholism, its treatment and prevention. They led group discussions and seminars, gave presentations, and developed materials for the program.

Michael Wanner, MAVN project coordinator in St. Louis.

Currently, volunteer projects are underway at Southeast Missouri State University in Cape Girardeau and Northeast Missouri State University in Kirksville. Both are campus-based prevention programs involving local agency people and encouraging the most effective use of volunteers. Volunteer work includes young paraprofessional peer counseling programs.

Programs aimed at parents and teachers that address teenage drinking and alcoholism have been particularly successful in the targeted areas. So much so that Wanner sees these efforts as one of MAVN's major pushes for the future.

"Teenage drinking is a problem that concerns everyone and encourages adult involvement. Innovative programs offering kids alternatives to drinking—adults volunteering to teach classes in photography is one example—are very successful methods of fighting the problem."

For the future, Wanner feels that MAVN will continue to stress a generalized approach to awareness, such as the statewide Alcoholism Awareness Week. Cosponsored by the Division of Alcoholism and Drug Abuse, it is an annual campaign to inform people about alcoholism and available treatment programs. Volunteers in MAVN target sites play active roles by sponsoring lectures and distributing literature throughout their respective communities.

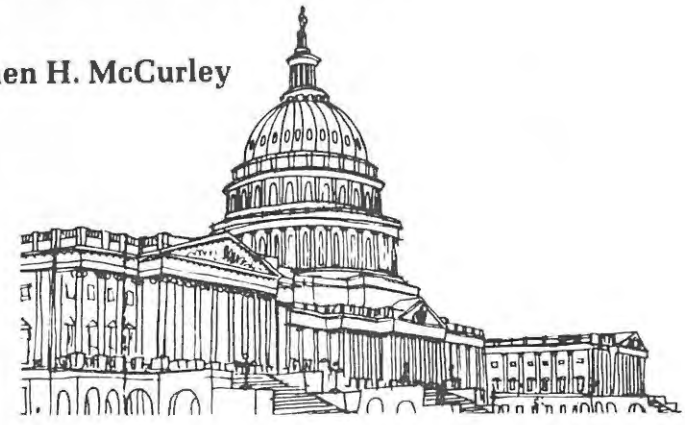
"Other programs we are considering include work by individual volunteers," Wanner says as he looks to the future. "We are presently considering the use of a volunteer to write an Ann Landers-type column that would address the problems of alcoholism and would be run in the local newspaper."

After a pause, he adds, "Tbere are still many other possibilities to explore."

Advocacy

How Much Are Volunteers Worth?

By Stephen H. McCurley



IN SEPTEMBER 1978 THE American Institute of Certified Public Accountants published the following position regarding donated and contributed services:

Donated and Contributed Services ..... Before an organization records the value of such services as contributions or support, and an equivalent amount as expense, all of the following must exist:

1. The services performed are significant and they form an integral part of the efforts of the organization .... [They] would be performed by salaried personnel if donated or contributed services were not available ....
2. The organization controls the employment and duties of the donors of the services .... in a way comparable to the control it would exercise over employees with similar responsibilities ....
3. The organization has a clearly measurable basis for the amount to be recorded.
4. The program services of the reporting organization are not principally intended for the benefit of the organization's members.

The third item in that listing of requirements—"a clearly measurable basis for the amount to be recorded"—is quite interesting. In reference to volunteer service, that basis must be the demonstrated value of the time or services donated.

Which brings us to the question: How much are volunteers worth? Or are volunteers worth anything? And how do you prove it?

PICKING NUMBERS FROM THE AIR

The following are alternative figures that are used to assign an hourly wage rate for volunteers. None of the dollar figures given could be termed "the most correct" or even "the most common." Your choice probably will depend on what you think are allowable upper limits for your purposes and what work you are willing to undertake to substantiate your choice.

The Minimum Rate

The minimum rate generally is calculated at one of two levels. A figure of $2.00 per hour is a common rate used in legislation written about volunteers. Examples in the 96th Congress include HR1098, a child care tax benefit introduced by Rep. Quillen (R-Tenn.), and HR2347, a volunteer time credit introduced by Rep. McKinney (R-Conn.). The alternate minimum rate is the current minimum wage ($3.10 per hour). This also commonly is utilized in legislation.

Either of these rates is useful as a floor amount with which few funding or administrative bodies can argue. The major record-keeping requirement for both of these figures is substantiation of the total number of volunteer hours worked.

The Economic Estimate

Three alternatives exist in the economic estimate category. The first is $4.60 per hour. This figure was developed by volunteer coordinators in state agencies in California, in conjunction with the Governor's Office of Citizen Initiative and Voluntary Action. It is now being considered by the California Civil Service Commission for statewide application.

Alternative two is a rate of $4.86 per hour. This figure was devised by Dr. Harold Wolozin of the University of Massachusetts in 1975 in a paper entitled, "The Value of Volunteer Services in the United States." It represents an estimate of the total volunteer contribution to the American economy expressed in an hourly rate.

Alternative three is a simplified calculating estimate used by VOLUNTEER—$6.50 per hour. It represents an inflationary update of the Wolozin figure. It is also convenient for those who dislike mathematics.

The Equivalency Figure

A number of methods can be used to calculate an equivalency figure for volunteer time. The first requires that all volunteer positions have specific job descriptions so that they may be compared to standard employment classification. You then find the salary that normally would be paid for that employment classification by having your personnel department estimate the salary based on the agency's normal wage rate. Or you may go to your local labor department and examine the average area wages for that particular job classification. For both of these methods you must be able to substantiate the skills requirement and job description for the volunteer and to demonstrate equivalent work perfor-

Steve McCurley is VOLUNTEER's director of national affairs.

mance to the paid position. An alternative equivalency method to the above is to obtain figures on the state or local average mean wage and impute that figure on an hourly basis to your volunteers.

Professional Rates

Professional rates are simply the standard fees for services charged by professionals (doctors, lawyers, design specialists, etc.). They should be applied only when a volunteer actually is contributing services within the area of his or her professional capacity. Since the figures involved are generally much higher than average wage figures, this method usually requires more substantiation than other methods. A "bill" from the professional, listing hours and normal billing rates, generally will suffice for substantiation.

DOING SOMETHING WITH THEM

All of the above choices move from the theoretical when one begins to talk about funding. They can be very significant in doing cost analysis studies of volunteer components, which can make an obvious difference in budget requests. Those programs that can demonstrate high returns relative to low costs will fare better in the funding struggle, and this comparison can be utilized most effectively by volunteer programs that should have inherently low personnel costs.

The calculations are also becoming important for federal funding. The recent change in the Telecommunications Act of 1978 that allows use of volunteer time as part of a local public broadcasting station's matching contributions is indicative of this change. Many programs allow for this leveraging of additional funds through volunteer participation.

It is important to make an organized effort to pick and sustain a method of volunteer time assessment that is useful and acceptable both to you and to those to whom you present your statistics. You have to be able to support your figures and others must be able to believe them.

We'd be curious to learn about other methods used to calculate volunteer time. If you have any, please let us know.

Neighborhood Networks

Self Sufficiency at the Grassroots

By David Tobin

FOR THE PAST SIXTEEN months, VOLUNTEER has provided technical assistance to 72 community group grantees of the Law Enforcement Assistance Administration's (LEAA) Community Anti-Crime Program. With a Washington-based staff of technical assistance coordinators, management specialists and researchers, and a consultant core of community organizers across the country, VOLUNTEER's Community Anti-Crime Program has assisted a wide range of grassroots organizations with program implementation, fund development, organizing and a host of other activities related to the successful implementation of their LEAA grants.

As VOLUNTEER's anti-crime program nears its end, discussions among project staff reflect a growing concern for what we call the "institutionalization" of grantee anti-crime activities. Bob Johnsen, field operations coordinator for the project, puts it this way: "It's hard [for community group grantees] to plan for the time when the money runs out when now they have a healthy bank account. But as the light at the end of the tunnel becomes more visible, a sense of urgency sets in—a sense that it's time to look for other sources of money, perhaps sources at the local level that can provide some sense of security."

While VOLUNTEER's technical assistance providers always have stressed the need for local fundraising and organizational accountability to the residents served by the grantees, offers of this type of assistance only recently have been met with enthusiasm.

These community organizations have received LEAA grants of $50,000 to $250,000—large sums by any standards. Many of the recipients came into existence by virtue of the LEAA funding; others abandoned much of their reliance on local funding sources upon receipt of their LEAA money. In some cases, the sudden flow of large sums of money created an illusion of never-ending stability and increased service capability.

"Many of the grantees, especially the younger or new organizations, are particularly vulnerable," says Jeff Nugent, VOLUNTEER's management training coordinator for the project. "Not having developed a local funding base, they face the ominous prospect of losing all their staff when LEAA funds run out."

But like any federal program, LEAA has been subjected to the whims of the

David Tobin is the assistant research and publications coordinator for VOLUNTEER's Community Anti-Crime Program.

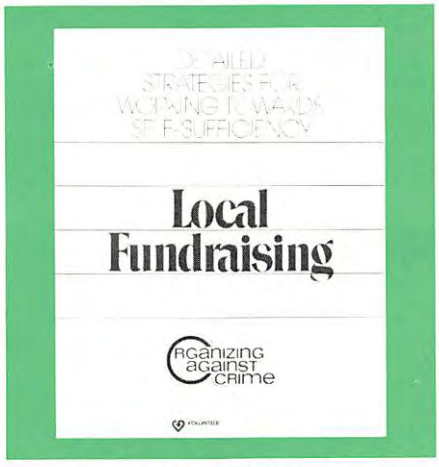
congressional appropriations process. With a severely decreased budget for fiscal years 1980, '81, '82, the Justice Department program has had to restrict its number of new grant awards and drastically decrease the amount of funds originally intended for existing grantees to continue their activities. Thus, many grantees have reached the end of the tunnel sooner than expected. A sense of urgency regarding local fundraising has set in as they realize the need to develop consistent, stable sources of income and manpower at the grassroots level.

This interest in self support has been coupled with requests to VOLUNTEER for practical materials on innovative crime prevention strategies. As a result, VOLUNTEER's technical assistance approach has strengthened its focus on self-sufficiency in a new series of how-to manuals and case studies entitled, *Organizing Against Crime*. Produced by VOLUNTEER'S project research and publications staff and interns, in corroboration with VOLUNTEER consultants and LEAA grantee organizations, *Organizing Against Crime* covers such topics as raising money from foundations, local fundraising, arson prevention, escort services, youth organizing, and increasing volunteer involvement in local fundraising.

Case studies review successful organizations with a history of raising large sums of money locally, such as the Lake View Citizens' Council in Chicago and COPS (Communities Organized for Public Service) in San Antonio. The case study of the former Mission Coalition Organization in San Francisco provides a look at how uncontrolled federal funding can destroy a once strong and independent grassroots organization:

> [A] level of difficulty that results when a community organization accepts outside funds to run programs in its neighborhoods relates to finances and organizational unity. The large sums that accompany such programs undercut fundraising for self-sufficiency, create a limited number of jobs for residents, redirect the focus of the organization, and essentially preclude critical analysis of performance .... Community organizations in such a position are unable to retain independence, certainly an unintended result of [federal] programs designed to reduce the dependency that characterizes most center-city and poor communities.

The *Organizing Against Crime* series includes a collection of step-by-step strategies for raising money at the local level. "Local Fundraising: Detailed Strategies for Self-Sufficiency" goes beyond the existing literature on grassroots fundraising and presents concise instructions for the implementation of carnivals, theater benefits, raffles, membership drives, and ad books, with an emphasis on the problems one may encounter and what can be expected from each strategy. Providing a context to local fundraising activities, "Organizing for Local Fundraising" discusses fundraising at the basic level—the budget design process. The manual calls for the creation of two budgets within an organization, one for core support, with its roots in local funding sources, and a development budget that may derive funding from outside sources. The primary message is that a distinction must be established at the budget development level that takes into account the short- and long-term goals of the organization, its capacity to respond naturally to community needs, and



its establishment as a viable and permanent community institution.

"Neighborhood Arson Control Systems," one of three publications specific to crime prevention in the series, presents a block-by-block approach for mobilizing citizen volunteers around the arson issue. Based on the successful and widely publicized activities of the Symphony Tenants Organizing Project in Boston and the HART (Hartford Areas Rally Together) community organization in Connecticut, the arson prevention guide presents an innovative strategy for halting arson-for-profit fires. By researching property histories and monitoring building maintenance, occupancy and other variables, residents can identify arson-prone buildings and intervene before life-threatening fires erupt.

The *Organizing Against Crime* series is one response to the need for an increased capacity for self-sufficiency at the grassroots level and can be beneficial to all neighborhood organizations interested in growth and independence. The manuals on intergenerational activities (youth organizing and escort services) and arson prevention provide organizations with some new program ideas to be implemented with their new-found self-reliance.

A complete list of the *Organizing Against Crime* series can be found in the Tool Box section of this issue on p. 42.

The 1980 Census

Neighborhood organizations, especially those representing low-income and minority residents, should support and actively promote the 1980 census. It is estimated that blacks were undercounted by 7.7 percent in the 1970 census—four times the rate for whites—and it is assumed that other minorities and poor people were also undercounted in disproportionate numbers. The undercount is attributed to the apathy, fear and suspicion low income persons have for the census and the difficulty census workers have in identifying every member of a household in densely populated neighborhoods.

A tragic irony of the undercount is that billions of dollars for government programs are distributed through formulas based on population, income, education, housing and other census information. For example, funds for the Head Start program are determined by the number of children in families below the poverty line. For programs like the Community Development Block Grants, census data will determine how much money a city will receive and be used as the basis for local planning and the selection of target neighborhoods. Neighborhood organizations, too, must rely on census data to document neighborhood conditions and justify grant requests. Thus, the census undercount has a negative impact on both city-wide and neighborhood programs designed to aid low-income persons—from Conserve Neighborhoods *(Sept.-Oct. 1979), a newsletter for citizen organizations published by the National Trust for Historic Preservation*

Communications Workshop

The following article is excerpted from Communicating & Moneymaking, *a new 20-page, 10,000 word guide for volunteers and nonprofit organizations. Author Don Bates says he wrote the guide because his experience with nonprofits proved "they do not understand the meaning and value of public relations, let alone how to use it effectively. As a result, these organizations don't raise as much money as they should, they don't reach as many prospective donors as they might, and they don't make the strongest case for their worth in the minds of key publics, such as foundations and the press, who can influence their funding and survival."*

Chapters include specific information on working with the press, communicating with volunteers and staff, developing public service advertising, building publicity from special events, creating a public relations program for any size organization, a bibliography (first of its kind), and charts to help an organization understand its functions.

Copies available for $7.50 each (bulk discounts available) from Heladon Press, PO Box 2827, Grand Central Station, New York, NY 10017, (212) 255-2250. Payment must accompany order.

Defining Public Relations

By Don Bates

PUBLIC RELATIONS IS A management function. Like finance, program planning, personnel, and the board of directors, its primary goal is improving the management and accountability of the organization it serves. As the accompanying chart of major public relations practices shows, it isn't simply a glorified editorial pursuit, the primary purpose of which is drilling out publications and news releases that conform to journalistic norms and communicate in clear, concise terms. Nor is it publicity alone, although publicity plays a substantial role in what it does.

Technical definitions abound, but two of the shortest tell most of the story. One's from *Effective Public Relations*, the best-known textbook on the subject. Authors Allen Center and Scott Cutlip define public relations as "The planned effort to influence opinion through socially responsible and acceptable performance based on mutually satisfactory two-way communications."

The other definition comes from *Public Relations News*, an independent publication in the field: "The management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and plans and executes a program of action to earn public understanding and acceptance."

In more practical terms—on the job—the public relations unit, whether one person or many people, has a wide range of responsibilities tied to these definitions. It advises and counsels management and volunteer leadership on communications questions; serves as an early warning system on emerging issues affecting the organization's future; and provides technical support for other management functions with major emphasis on publicity and promotion.

Some results of good public relations for most organizations: improved credibility and accountability; stronger public identity; increased press coverage; greater sensitivity to public needs; improved employee relations; stronger fund-raising programs; and better general management.

Regardless of your final choice, all definitions refer to four essential ingredients for sound public relations.

First, it's *based on research and evaluation*, using both primary and secondary means of measurement, including public opinion polls, readership surveys, mail questionnaires, telephone interviews, focus groups, and literature searches.

Of necessity, then, good public relations begins with a serious assessment of public attitudes toward your organization. Without adequate information about these attitudes or perceptions, you can't communicate effectively with the many distinct audiences you have to work with as an organization: members; donors; volunteers; staff; editors and reporters; television producers; government officials; legislators; foundations; and others. Without research and evaluation, you can't create the programs and messages that will satisfy their concerns, or that will answer satisfactorily the age-old questions of citizens when they're confronted with a request to support your cause or charity:

Don Bates, an accredited public relations professional, is vice president for communications for Planned Parenthood Federation of America. Previously, he was vice president for professional development of the Public Relations Society of America, director of public relations for the National Association of Social Workers, director of field services for the United Nations Association-USA, and executive director of the National Communication Council for Human Services. In addition, he has published many booklets and articles on the subject of public relations and nonprofit agency management.

What does it do? Who runs it? What's so unique about it? What difference does it make if I give or don't give it my support? How does it spend its money? Why can't the government or business do what it does? In other words, research and evaluation provide the data you use to build and maintain your organization's survival in the marketplace.

Secondly, public relations is a *planned effort*, not a hit-or-miss proposition. Planned means managed. Managed means based on overall organizational objectives, not just the public relations unit's viewpoint.

Planned effort begins with a written action plan for a year or more ahead. This plan, which must have the approval of top management, including the board of directors, schedules needed publications and communications, such as a monthly newsletter and the annual meeting's publicity campaign. More importantly, the plan organizes a timetable and strategies aimed at achieving goals and objectives for the organization's public relations program.

In a given year, for example, an organization might decide to improve public perceptions about its purposes with a goal of increased legislative support and government funding for its work. After consultation with the administrator, lobbyist, and fund raiser, or with the people who handle these jobs, the public relations unit might develop any number of communications objectives: a newsletter for legislators; a slide presentation for legislative aides; a series of public service announcements on radio and television explaining how the organization helps to solve problems the government is concerned with; tours for legislators and guests; and a banquet to honor the governor or mayor.

Whatever the final plan, the goal of public relations is to satisfy organizational needs within the limits of sound management practices. Its success or failure should be predicated on how well it meets those needs. Any other kind of planning is arbitrary, capricious, and frequently unethical. This puts a special burden on the public relations unit to plan skillfully and objectively, always after consultation and discussion with top leadership in and outside the organization.

Thirdly, public relations has the *goal of public support*. In a nonprofit organization, this goal could be one

The PR Practices Lineup

Publicity
Encouraging and placing news and feature coverage in the media, in publications serving your organization's field of interest, and elsewhere. The "best foot forward" practice, it nonetheless depends on hard information in the form of news releases, bulletins, calendar listings, and the like.

Promotion
Akin to the sales function in business. Oriented to selling services, publications, conferences, and other "products." Usually done through promotional literature, including descriptive flyers, print ads, and direct-mail sales letters.

Community relations
Being the "good neighbor" in the community. Usually involves communications with civic associations, the police, local schools—with the people and groups important to your organization's operations.

Public affairs
Building government and legislative influence for your organization. Requires lots of meetings and communications with legislators, public officials, voters, and others involved in the political process. Sometimes staffed by a professional lobbyist and managed as a separate management function.

Public information
Serving as researcher and teacher for the public on problems your organization is intimately concerned with. Usually done in the form of brochures, flyers, booklets, slide presentations, news releases, hotlines, and the like—through print and audio-visual communications intended to inform with facts, objective analysis, and professional advice and counsel.

Employee relations
Helping your organization to communicate better with employees in order to improve staff performance, resolve personnel problems, and strengthen management effectiveness at all levels, including relations with labor unions.

Special events
Planning and managing events with a public impact—open houses, tours, block parties, anniversary observances, demonstrations, etc. Also done by the fund-raising department if the organization has one.

Advertising
Helping to sell the organization to its publics through advertisements. This is a professional specialty, but many nonprofit organizations give the responsibility to the public relations unit for what is known as "institutional" advertising, which usually consists of modest print ads promoting the organization's existence and its programs, publications, and services. Paid advertisements in commercial magazines, or filmed public service "spots" for radio and television, are handled by advertising and audio-visual professionals unless the public relations unit has staff or volunteers with expertise in these areas.

Marketing
Assisting the organization through demographic analysis and other forms of research to understand the markets it serves and to serve those markets more effectively through the proper mix of programs and products. A technical discipline usually reserved for specialists in opinion research, social psychology, and related pursuits, marketing is the function that traditionally helps companies to define who they will sell their products to before packaging and advertising are created. In the nonprofit world, marketing is a relatively new concept, but it's growing in importance, especially among hospitals, health-care facilities, and colleges and universities. When marketing tasks are non-technical in nature, the public relations unit will often take responsibility for them or will be the unit in which the professional experts work.

resource or any combination of resources, including money, votes, volunteer assistance, membership, and political influence. In other words, you don't have public relations just to build a favorable reputation for your organization, although that's one by-product of a good program. You have public relations for more tangible reasons that strengthen your organization's existence and effectiveness.

Lastly, public relations has a *communications focus*. Not every day, but over time, the public relations unit makes use of most of the print, audio-visual, and face-to-face communications available in our society. These are the tools and techniques that help an organization to reach its publics with its story: brochures, newsletters; annual reports; posters; exhibits and displays; news releases; radio and television programs; speeches; photography; press conferences; films; novelties; tours and open houses; legislative testimony; and more.

Owing to its communications focus, public relations must concentrate on the written and spoken word with a strong bias to journalistic style and delivery. Indeed, the major requirement for a public relations practitioner, paid or volunteer, is writing ability. He or she must be a strong, facile writer who can work in many mediums. That's why so many public relations practitioners come from the ranks of reporters and editors, and have studied journalism as a college major or minor.

In many nonprofit organizations, public relations and fund raising are handled by the same person, but most management experts prefer a separation of powers between two individuals or two departments. For one thing, few nonprofit professionals have expertise in both functions, so one or the other necessarily suffers when both are handled by the same person.

From general observation, it's also best if each function reports directly to the organization's chief administrator, rather than one function reporting through the other, which tends to lead to unproductive competition and confusion of management roles. In more sophisticated, better-staffed organizations, such as hospitals and universities, the functions are often handled by professionals in each area who report to a vice president whose responsibility is managing both functions.

Follow-Up

Follow-Up is a column of current developments and discussion as well as additional resource information on key topics reported in previous issues. Here, we present a follow-up to the subject of volunteer record-keeping introduced in the summer 1979 VAL ("Keeping Track: Several Good Reasons Why You Should Go On Record" by Patricia Chapel). Copies of that issue may be obtained for $2.00 (prepaid) from Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.

Volunteer Record-Keeping

By Diane Everline

NO ONE CAN DENY THE therapeutic effect of visitors upon nursing home residents. Staff and family (if any) cannot provide all that is necessary, regardless of how superior their care or interest is. Very often this need-gap is met by the community through volunteer "friendly visitors," who make residents feel that someone cares for them. The result is an improved self-image on the part of the residents and a renewed interest in life around them.

Friendly visitors generally fit into one of two categories: those who come weekly and visit many residents, and those who take on a one-to-one relationship that develops into a close, intimate friendship. At the Herman M. Wilson Health Care Center in Gaithersburg, Maryland, about 20 residents have one-to-one volunteer friendly visitors. The center provides nursing care for up to 120 infirm elderly over the age of 65.

Because a friendly visitor usually sees a resident once a week for a half hour to an hour—often on a weekend or in the evening—it is a difficult program to monitor. As staff, how do we know when a resident has a visitor and how the relationship is developing? How can we communicate with the volunteer concerning changes in the resident's condition and how to cope with them?

Many nursing homes are reluctant to encourage or implement a friendly visitor program because the volunteer has no real support for dealing with the resident nor does the staff have the capacity to draw on this important resource for the benefit of the resident. For these reasons, at the Wilson Health Care Center we have devised a simple record-keeping system. It can be adapted in any nursing home, regardless of its staffing provisions. Here's how it works:

The director of social services and the director of recreation identify residents who could benefit from the assignment of a friendly visitor. A "Resident/Volunteer Assessment Form," outlining the resident's background as well as recommendations and methodology for the volunteer, is completed by staff. This form is kept in a folder filed by name of resident in the volunteer office. Because these forms are printed on green paper, we call them the "green sheets."

Volunteers who wish to be friendly visitors must attend a four-hour workshop offered in the evening or on a

Diane Everline is the director of volunteer services for the Herman M. Wilson Health Care Center in Gaithersburg, Maryland.

weekend through a country-wide centralized friendly visitor training program. After training, the friendly visitor is interviewed and oriented to the Wilson Health Care Center by the director of volunteer services. The volunteer director emphasizes the kind of commitment expected of the volunteer and explains the procedures that must be followed at the center.

The volunteer then reviews the green sheets to become familiar with a resident's background and special needs. They may look at two or three before making a final choice. Sometimes the volunteer will ask the staff to make the decision. When the friendly visitor is introduced to the resident, together the pair establishes a convenient schedule of visits. At the end of one month the match is evaluated.

HERMAN M. WILSON HEALTH CARE CENTER

Resident/Volunteer Assessment Form

RESIDENT NAME Ray Johnson — DATE OF ADMISSION 2/27/79 — DATE OF BIRTH 5/17/1889

IDENTIFYING/BACKGROUND INFORMATION

Mr. Johnson has recently had an operation to remove cataracts which had been causing him visual difficulty. He had been somewhat of a social "outcast" because of his lengthy conversations. He is also having difficulty walking due to problems with his feet.

SPECIAL NEEDS OR CHARACTERISTICS

Needs to have someone who can genuinely listen to him and be patient with him. He needs a good listener.

RECOMMENDED METHODOLOGY

Participate in one-to-one activities on a regular basis such as outdoor walks, checkers, chess and other active programs. Enjoys country and western, Lawrence Welk and religious music. Provide opportunity for conversation, also.

Staff Signature [illegible]

Date 3/20/79

Date	Length of Visit	Volunteer Comments	Name
3-26	½ hr.	Mr. Johnson & I had very pleasant visit. He sure likes to talk. I enjoyed listening to his stories.	Ed Rogers
4-1	1 hr.	In high spirits. He'd like me to take him to store, & I'd like to have him to my home for dinner soon - if possible.	Ed Rogers
4-10	[illegible]	[illegible] is pleased with your visits.	Mary Beard Director Social Service
4-15	1 hr.	1st lengthy visit. Brought some things from the daughter. [illegible]	Ed Rogers E. Rogers Librarian
4-22	1½ hr.	Took Mr. Johnson to dinner at my home. Will try to encourage	Ed Rogers

The friendly visitor keeps a record of his/her visits and progress with the resident on the green sheets. Space is provided for dates, comments, length of visit and a complete signature. Comments and recommendations of staff are also recorded on the sheets. Some examples of what actually is transmitted from staff to friendly visitor and vice versa on these green sheets are:

- Staff comments affirming approaches taken by the friendly visitor.
- Friendly visitor questions concerning his/her approaches to the resident.
- Resident's comments shared with the friendly visitor but not with staff concerning their condition or needs.
- Comments of other volunteer staff, such as the librarian, concerning events in the life of the resident.

Periodic in-service workshops for the friendly visitors help them know what is appropriate to record, how to be an observant visitor as well as a part of the therapeutic team serving the needs of our elderly residents.

The green sheets are kept in a small file box, which is available to weekend and evening volunteers as well as weekday visitors. Since the file box is publicly available and confidentiality cannot be guaranteed, volunteers keep their comments general and not too personal. We encourage them to consult with staff concerning problems of a personal or intimate nature.

Once a month the directors of volunteer services, social services and recreation meet to review and evaluate the green sheets and make recommendations. The recreation and social services directors can transfer pertinent information onto the resident's medical chart as part of their care plan. These green sheets then become part of the resident's permanent file.

This system has been in use for one year and found to be most beneficial to the resident, the friendly visitor and the staff. Once the reasons for the need to record their visits are explained, volunteers are very happy to take a few moments to record their visit. They are also motivated by the staff's response on the green sbeets. All in all, this record-keeping process has become a vital communications tool.

Alliance Alerts

The Alliance for Volunteerism is pleased to highlight one of its member organizations in each VAL beginning with this issue.

Call For Action: Volunteer Energy + Broadcaster Clout

By Betty Slegman

ETTA LOWENSTEIN, A BLIND woman in San Diego, employed a contractor to paint her house. He ran out of the original color and substituted a different one to finish the job. When a neighbor told Etta about her two-toned house, she was distraught and felt unable to cope.

A mail order firm, Camalier and Buckley, Inc., closed its doors, leaving over a million catalogues in the mail and thousands of consumers with unfilled orders.

These are typical cases handled by the 42 Call For Action (CFA) offices throughout the country and solved by volunteers. A nonprofit referral, information and action service supported by TV and radio stations, Call For Action offers a special kind of clout to its 250,000-a-year clients, whose consumer problems make up about 60 percent of its cases.

When a person calls an affiliated broadcasting station with a problem, a CFA volunteer records the complaint and either refers the caller to a helping agency or acts as ombudsman. A carefully researched and documented directory of public and private agencies and organizations is vital to the CFA program. It contains information on everything from legal and tax problems to welfare claims and utility shut-offs.

Within three weeks, each client is contacted to see if he or she has attained some satisfaction. If not, CFA will step in as an advocate to get answers and action where the client has failed. All communications are off the air and confidential.

An intercity network unites all the CFA affiliates and keeps them apprised of mail order situations throughout the country. The network works on cases outside the individual CFA's listening area. A WMCA listener in New York, for example, who purchased an item in Denver, may require help from the volunteers at Denver's KLZ-CFA.

CFA also sponsors national "Ask the Expert" days on law and tax problems. In these instances, phone calls are handled by lawyers or certified public accountants, who voluntarily donate their time to answer pertinent questions and provide up-to-date, accurate information to the callers. In addition, each CFA holds special events of its own choosing, which may range from "Ask the Veterinarian Day" and "Stress Day" to "Ask the Sex Expert Day."

Added to the concern of the 2,000 national volunteers is the broadcast power of the supporting radio or TV station, which creates public awareness of breakdowns in the community. The stations often use CFA information and statistics on their news programs and in editorials.

Betty Slegman is a national public relations consultant for Call for Action, Inc.

ALLIANCE NEWS

Two more volunteer organizations have announced their desire to join the Alliance for Volunteerism: Food for the Hungry, International, a refugee relief organization headquartered in Phoenix, and Alliance for Information Retrieval Services, a volunteer information-coordinating organization, also in Phoenix, Arizona. We look forward to welcoming both Food for the Hungry and AIRS as Alliance members at our board meeting in March.

National Forum, March 26-28

Leaders of volunteer organizations are responding to a general invitation from the Alliance to its "National Forum on a Commission on Volunteerism: The Federal Government and the Future of Volunteerism." The forum will provide an opportunity for representatives of the volunteer sector to share information and opinion on such issues as the commission, the federal role in volunteerism, and national service. Virginia Tech (Virginia Polytechnic Institute and State University) is hosting the forum in Blacksburg, Virginia.

Participants will hear views on the environment for volunteerism and volunteer-related legislation on the first day of the conference. The second day will he for small group issues discussions culminating in recommendations to congressional representatives. The third day will provide an opportunity for coalition-building and action plans.

Anywhere You Hang Your Hat . . .

The Alliance Secretariat has a new home at the Volunteers in Technical Assistance (VITA) headquarters in Mt. Rainier, Maryland. VOLUNTEER: The National Center for Citizen Involvement has been generously providing the Alliance space over recent months. Thank you, VOLUNTEER! Thank you, VITA! The Alliance's new address is: Alliance for Volunteerism, Washington, D.C. Secretariat, 3706 Rhode Island Ave., Mt. Rainier, MD 20822, (202) 347-0340.

And the "hat-hanger" is Kathleen B. McElroy, the Alliance's new national coordinator.

TRAINING VOLUNTEERS

Careful Planning and Effective Management — Qualities of a Successful Trainer

Compiled by Bob Presson

THE SKILLS NEEDED TO BE A SUCCESSFUL trainer are much like those of a successful administrator. There is no magic box or bag of tricks that makes one a trainer. Nor are trainers born with a special gift. Rather, trainers learn and develop their skills through hard work, careful planning and effective management.

As a trainer, the volunteer administrator's job is to prepare volunteers to perform a specific task or job. He/she helps the volunteer acquire the appropriate skills, knowledge and attitudes needed to perform an assignment. The trainer should be able to analyze what the volunteer's training needs are and to develop an understanding of the components of the job a volunteer is being trained to do.

Therefore, the trainer must keep in mind the four characteristics of an adult volunteer-learner group: heterogeneous composition, self-motivation, time perspective and self-concept. These qualities have significant implications for the design of a workshop or a training session.

- The **heterogeneous make-up** of a group of volunteers in a workshop or training session requires the trainer to be conscious of the fact that the aggregate of trainees represents a collection of individual and different skills, experience, tastes, likes and dislikes. Many times the group is a mixture of people of different ages, lifestyles, educational backgrounds and culture.
- The **motivation** that brings an individual to a training session must be understood. Those who attend a workshop for volunteers do so because they want to. They are self-motivated and ready to learn.
- It is important for the trainer to capitalize on the volunteer's "readiness" by making the most efficient use of the **participants' time.** Volunteers want to learn only what they need to know to prepare them to do their job. Anything more may be interesting but superfluous to their needs.
- Finally, the trainer must be aware of each participant's **self-concept.** It is a risk-taking experience to enter a training session—especially for adults who have been out of school for a number of years. They are understandably a bit uneasy and uncomfortable in their role as trainees. Therefore, it is the trainer's responsibility to build, not destroy, the self-concept or ego of the trainee.

Bob Presson is the director of VOLUNTEER's National Leadership Development Program, which sponsors training and workshop opportunities for those who direct volunteer programs or work with volunteers. The service provides predesigned and individually designed training experiences based on specific client needs.

The trainer must keep in mind these four special qualities of his/her training audience when planning and designing a workshop. Professor James D. Jorgensen of the University of Denver's Graduate School of Social Work has developed a fourteen-step planning guide for volunteer trainers. This checklist is a helpful tool in the preparation of a successful training program.

A 14-Step Planning Guide for Volunteer Trainers

By James D. Jorgensen, Ph.D.

Step 1. List the tasks which you expect volunteers to perform in your agency.

Step 2. List the specific **knowledge** that the volunteer must have in order to perform each task.
List the specific **attitudes** that must be present in order to perform each task. (Include attitudes that you wish to develop as well as negative or undesirable attitudes you wish to eliminate.)
List the specific **skills** that you must have in order to perform each task.

Careful Planning and Effective Management—

Step 3. Develop specific learning objectives in relation to the knowledge, attitudes and skills identified in Step 2.
Remember:

- The objective must be observable or measurable.
- The level of acceptable performance must be specified.
- All the important conditions for performance must be listed.

Step 4. What content must be taught in order to achieve the learning objectives listed in Step 3?
What attitude training must be provided in order to achieve the learning objectives listed in Step 3?
What skill training must be provided in order to achieve the learning objectives listed in Step 3?

Step 5. What methods will be employed in delivering the knowledge, attitude and skill training? (Brainstorm. List all ideas, i.e., films, role play, tapes, etc.)

Step 6. Select the methods which you consider most likely to achieve your training objectives. Give a rationale for your selections.

Step 7. On the basis of the above methods, estimate the amount of time necessary to deliver your training program.

Step 8. Determine which segments of training will be provided as an orientation or pre-service training program.

Step 9. Determine which segments of training will be provided as in-service training.

Step 10. Order your training program, i.e., what do we do and in what order? Give a rationale for your ordering.

Step 11. Determine what training materials will be required, i.e., paper, pencils, flip charts, projectors.

Step 12. Identify the personnel to be employed in your training program.

Step 13. State how you intend to evaluate your training program.

Step 14. Try it. Evaluate and amend it as necessary. Try it again.

While careful planning is the key to successful training-workshop design, consistent management is fundamental to high quality training process and experience. Schindler and Chastain identify six management tools necessary to the trainer.

A Trainer's 6 Tasks

From *Primer for Trainers*

By Arlene Schindler, Ph.D. and J. Dale Chastain

Some of the following tasks are performed simultaneously. They are rarely sequential, and a workshop leader generally performs several of them at the same time. Of the six tasks, no one is more or less important.

Qualities of a Successful Trainer

Task 1: To Create and Maintain a Learning Environment. The trainer needs to develop an atmosphere conducive to learning. The workshop leader's development of the desired "mind-set"—a readiness to learn—prepares the participants for involvement, clarifies purposes, establishes the schedule, removes barriers to learning, and sets the tone for positive accomplishment. In developing the desired mind-set, workshop leaders have an opportunity to prepare themselves for the workshop.

Task 2: To Manage the Continuity Line. While the information line may be thought of as a smooth, uninterrupted flow of information, it is actually **uneven and broken.** The flow of information is disrupted by coffee breaks, changing from large group to small group activities, participant restlessness, differing personal agendas, and logistical mishaps. Consequently, the workshop leader must manage material, information, planned activities, mishaps, and individual participation so that the flow of information is continuous.

Management of the continuity line begins with the workshop leader's thorough, calculated development of the mind-set. It results from the arrangement of the facility, initial contact with the workshop leader, verification or revision of participants' expectations, and information about the workshop schedule, coffee breaks, lunch arrangements, and expected involvement of individuals.

Task 3: To Present Information. The presentation of information, an essential part of every workshop, must contribute to the creation and maintenance of a learning environment. Workshop leaders may rely on a lecture to present information. The lecture format may be appropriate, but only the most dynamic lecturer should present information without visual aids. Sometimes, information and explanations are so complicated that participants need additional help in order to understand what is being said. A visual aid is helpful in these situations.

An overhead projector is particularly helpful when developing concepts. A chalkboard, flipchart, pre-dawn chart, flannel graph, slides, movies, demonstrations—all are visual aids that add variety to the presentation and make the information significant. Moreover, visual aids add interest to long, involved presentations. Visual aids present explicit information which is essential to the workshop and upon which discussion can be based.

Participatory activities, whether group or individual, provide another way for the leader to present information. For example, brainstorming allows a group to generate many ideas in a very short time. Ideas processed from brainstorming activities can be used as the base for discussion and subsequent activities. Other group or individual activities, such as case studies, critical incidents, role-playing, simulation, in-basket, and fishbowl are methods for achieving specific workshop goals.

Task 4: To Process Information. The single most important contribution of a workshop leader is processing the contributions of participants and integrating them into the workshop content. In synthesizing contributions, the workshop leader is assisting participants to acquire new insights, perceptions and information. Without the workshop leader's skilled processing, participant comments and activities remain fragmented and unrelated.

Within the context of a workshop, processing is the technique by which the workshop leader **selects, clarifies** and **directs** participant contribution. It also

Resources

Making Change: A Guide to Effectiveness in Groups. Eileen F.N. Guthrie, Warren S. Miller. 1978. 199 pp. $6.95.
Making Change: Trainer's Manual. Guthrie, Miller, William Grimberg. 1978. 95 pp. $5.95. Both published by Interpersonal Communication Programs, Inc., 300 Clifton Avenue, Minneapolis, MN 55403.

These companion pieces offer a leadership development approach, oriented toward teaching people the skills they need to bring about positive change. The *Trainer's Manual* is to help the reader design training events in different contexts.

Primer for Trainers. J. Dale Chastain and Arlene K. Schindler, Ph.D. 1979. 21 pp. $2.00. Order from Women in Community Service, 1730 Rhode Island Ave, NW, Washington, DC 20036.

Contains basic information about workshops and the tasks and skills of the effective leader of workshops. Intended for the novice trainer, but includes many reminders for the experienced leader as well.

includes the translation of **opinion, experience** and **illustrations** into the conceptual framework of the workshop. As the workshop leader relates otherwise isolated pieces of information, the participant is guided to an increased awareness, a broadened scope of relevance, an understanding of a new totality, and an opportunity for application of new insights to personal and professional behavior.

Each ingredient in the processing "mix" must be considered by the leader. There are **participants,** each of whom is unique. They may have many similarities, but each participant brings a **different perspective** conditioned by age, sex, work experience, family background, education, religion, professional training, and other factors. The **workshop framework** is another ingredient with purposes, content, technique, activities and discussion. Common experiences are created through participant sharing in activities and exercises within the workshop. The paramount ingredient is the **workshop leader** who may be likened to the orchestra conductor—selecting, encouraging, signaling, leveling, extending, compressing, molding—whose direction produces harmony from the cacophony of disparate elements.

Task 5: To Direct and Monitor Activities. Successful activities begin with **clear instructions** demonstrating the significance of the activity to the workshop purposes and indicating the method of accomplishing the activity. Instructions must describe the logistical rearrangements, explain the organization of small groups, present the task, and set the time for the activity.

Most of us believe that we can give clear instructions, but instructions in a workshop should always be verified. If the entire group is to work on a single activity, request a participant to repeat the instructions. If the group is divided into clusters, then have a member of each small group repeat the instructions. If the instructions, as repeated, are not accurate, then reteach the instructions followed by yet another opportunity to verify participants' understanding.

Workshop leaders must continually **monitor** small group activities. Small group activities are not a signal for a workshop leader "break." The workshop leader must circulate among the small groups verifying instructions, tasks and purposes. This must be accomplished with no attitude of supervision, yet the workshop leader must make certain that the group understands the activity. These insights will assist the leader in encouraging and handling the discussion among participants. Monitoring requires the skill of unobtrusive eavesdropping, and the intervention of the workshop leader to correct subtly and refocus emphasis must not disrupt the interaction of the participants.

Task 6: To Manage Individual Participation. Group management is always of primary concern to workshop leaders, and of special concern to those with limited experience. If there is lack of involvement, excessive involvement or hostility within a group, the leader needs to analyze the cause and take corrective actions. Paramount in the management of groups is an understanding of the interrelations among people and how these contribute either to a positive or negative dynamic within the group.

Dr. Schindler, a nationally known speaker and workshop leader on various aspects of voluntary management and community service, is the executive director of Women in Community Service (WICS).

Dale Chastain is the director of special projects for Joint Action in Community Service (JACS). He previously worked with a management consulting firm specializing in community-based and voluntary organizations.

The following books may be ordered from Volunteer Readership, a service of VOLUNTEER, The National Center for Citizen Involvement, at PO Box 1807, Boulder, CO 80306. Please add shipping/ handling charge of $1.50 for orders up to $10; $2.75 for orders from $10 to $25; $3.75 for orders over $25.

MiniMax: The Exchange Game. Putnam Barber, Richard Lynch and Robin Webber. 1979. Notebook kit. $21.95.

MiniMax is a workshop or meeting exercise that encourages participants to share information and skills. The game can be used as an icebreaker, a climate-setting exercise and as a model for building cooperative networks among staff and volunteers, agencies within a community, etc. Kit includes complete step-by-step instructions, playing cards for up to 50 participants, flip chart sheets, and background on how to use MiniMax.

Volunteers Today: Finding, Training and Working with Them. Harriet Naylor. 1973. 198 pp. $5.55.

Contains sound principles and practices for administrators, executives and professionals of the helping fields. Topics include trends in administrative volunteering, volunteer-staff work patterns, motivations, clues for volunteer assignments, designing training events and numerous useful diagrams and forms.

Qualities of a Successful Trainer

Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups. National Council of Y.M.C.A.'s. 1974. 190 pp. notebook. $9.00.

Provides a comprehensive training program for leaders of small groups, organized according to functions and competencies deemed helpful in carrying out each function. Exercises are employed to stimulate attitudes, knowledge, skills and understanding as they relate to a specific competency. Subjects explored include feedback processes, role playing, group climate, motivational forces, problem solving, self evaluation, guidelines for change and life goals.

Volunteers: How to Find Them . . . How to Keep Them! Mike Haines. 1977. 73 pp. $4.50.

A workbook that can be used in a workshop setting. Divided into three sections: preparation for the volunteer program; interviewing, orientation and training; and recruitment methods. Appendices include forms, some training methods and news releases.

The Workshop Planner. Gwen Winterberger. 1976. 44 pp. $3.00.

Covers the practical essentials of workshop and conference planning, including simple control forms and reminder checklists. Topics from A to Z—assessment, content, design, evaluation, faculty, questions, time, zeal.

Profile—
Training Volunteer Leaders for the BSA

By Mike Whittaker

When someone volunteers for the Scouting movement, there is no sweet talk. The person is warned that he or she is taking on a challenge. The responsibility for thirty to forty young persons will depend on him/her.

It means that at least one evening a week must be devoted to America's youth. It means at-home planning. It means a volunteer must be as ready as the Scout motto demands: "Be prepared."

More than one million adults take part in activities of the Boy Scouts of America, one of the nation's largest users of volunteers. They help Cub Scouts, Boy Scouts and Explorers. "They benefit, too," says Robert G. Maxfield, director of volunteer training for the Scouts. "They keep young by working with youth and they learn new skills that can be useful in their private lives."

Scouting's pool of volunteers comes from such diverse groups as churches, PTAs, labor unions, police departments and airlines associations because each pack, post or troop must be chartered to an organization. It takes the various Scouting districts and councils to turn the volunteers into active participants.

"It is an ongoing task to get the leaders that Scouting needs," Maxfield says. "It takes a firm commitment. We are lucky that we have a great reservoir of former Scouts. They know what it is all about."

Besides leadership, Scouts need other kinds of help. "The father who can join a Scout overnight encampment, the secretary who can type up our newsletter, a local expert, a mechanic," Maxfield says, "all these individuals are what make Scouting succeed."

But the "upfront" people—the volunteer Scoutmasters, Cubmasters and den leaders, and Explorer advisers—are what make Scouting function. "One of our problems has been in training leaders," Maxfield admits. "When only seven out of ten unit leaders in the Scouts are trained we still have lots to do to get those other three. It is a never-ending project to boost the level of training."

How is this done?

- Personal contact, stressing the advantages of training, is usually made with each new leader.
- The value of such training is stressed to the chartered organization involved in the form of a simple message: "John Doe is representing your organization. We want what he does to reflect well on both your

Mike Whittaker is the assistant national news editor for Boy Scouts of America, which recently moved its national office to Irving, Texas.

Careful Planning and Effective Management — Qualities of a Successful Trainer

organization and ours. We want the youngsters in Scouting to benefit from the program."

- Volunteers are rewarded with badges, trophies and certificates of appreciation for their work. Such recognition instills a desire to be worthy of the awards.

Training usually takes the form of a group activity. Trial and error has shown that a new leader can benefit from the experiences of others in the same situation. Several instructors teach the various topics.

One thing they stress is that the Scouting movement is fun. Youths are attracted to Scouting because they know they'll be doing more than tying knots. They want to learn and have a good time. "Fun takes planning," Maxfield says. "It is like a comic delivering a joke: There is a buildup—and then the punch line. Training gives the buildup. It is the local leader who has to follow through."

Training for Cub Scout leaders is slightly different from Boy Scout leadership training. There are nine different training sessions available to them. A den leader will take four, while a Cubmaster will participate in five training sessions. Also, more volunteers are needed for the Cub Scout program than for the Boy Scouts because of the younger age of the Cubs. "The younger kids need more supervision," Maxfield says. "Therefore, our training of Cub Scout volunteers is more individualized."

This initial training provides the volunteer with a knowledge of the purpose of the program and an understanding of the basics of the Scouting philosophy. The new leader will also learn how to perform the tasks necessary for running a Scouting unit and for a well-balanced, year-round program of activities. He/she also will gain some insight into the characteristics of youth and how to deal with behavior problems.

Boy Scout leaders are taught such subjects as camping, counseling, finance, leadership, effective teaching methods. They can participate in special training programs for involving handicapped youths in Scouting and for teaching Scouts skills in a variety of fields.

The training is reinforced by a series of monthly leaders' roundtables where ideas and skills are exchanged. BSA has found peer support to be one of the best ways of deepening a volunteer's dedication. As a result, the roundtables also generate new enthusiasm for the Scouting movement. "Sharing of experiences," Maxfield says, "has been shown to be a great reinforcement. Knowing that someone else has been through the same problem and how they handled it gives volunteers a lift."

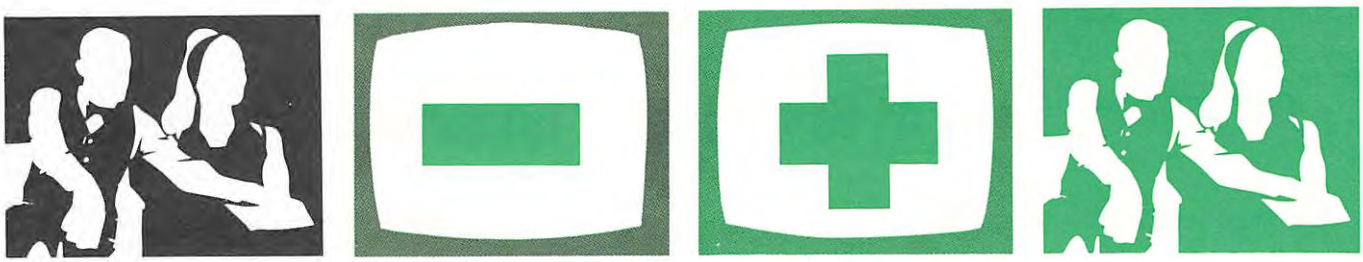
An annual "show-an-do," held by most of BSA's 416 local councils, combines troop leader activities with major training programs for youth. For instance, it might be learning to use a compass to identify various plants in the area. Adults form "patrols," which perform a series of these activities in competition with other groups. The show-an-dos usually take place at an outdoor camp.

For experienced volunteers who need more specialized training, the Scouts maintain a training center at the Philmont Scout Ranch and Explorer Base—a sprawling 214-square-mile wilderness area near Cimarron in northeastern New Mexico. Up to 500 leaders participate in week-long training sessions. Thirty-eight such sessions will be held at the ranch during 1980.

The most advanced Scout training is the Wood Badge—an outdoor experience lasting eight days and seven nights. Volunteers "rough it," while gaining knowledge and enjoying the wilderness. The experience enables them to return home with skills of the Scout method that will help their youth members learn about survival in the wilds.

Not all volunteers will advance this far, but the BSA training program purposefully is set up to encourage leaders to go as far as they can—breaking out of the normal confines of job and home.

Nonprofit Board Basics—Part II



The Preoccupation of Boards–Healthy or Pathological?

By Dean Schooler

The following inventory is the second of a two-part series on the board member volunteer. Part I, "Diverse Roles and Broader Involvement," appeared in the winter 1980 VAL, *which may be obtained for $2.00 (prepaid) from Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.*

BEYOND THE BOARD'S RESPONSIBILITY to meeet legal requirements, hold periodic meetings, and make major policy decisions, what underlying concerns and issues preoccupy these governing bodies in nonprofit organizations? What preferences, desires, and assumptions lie beneath the surface of normal board activities? Are they good and healthy or signs of sickness for the organization?

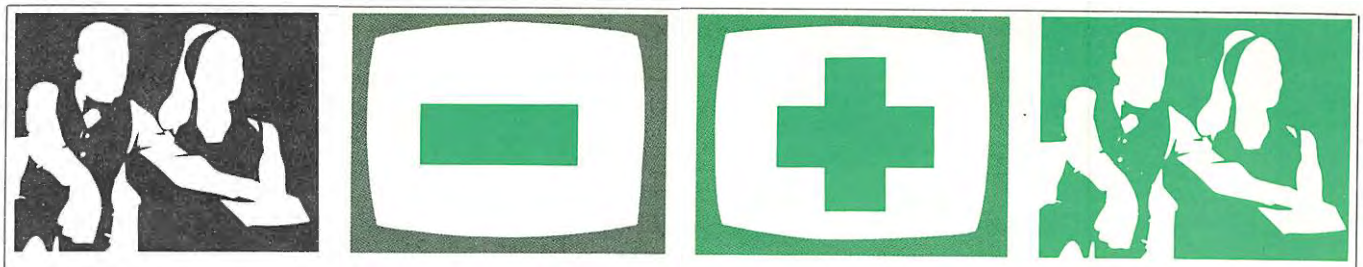
Although each individual board and organization should build its own list of concerns and preoccupations, the following inventory can be a starting point for discussion, a basis for a retreat or workshop, or an individual, self-checklist.

Whether or not a particular preoccupation or concern is healthy or pathological will depend on the individual board and board member. Indeed, depending upon the situation, an individual concern may be *either* productive *or* unhealthy for a board or organization. In many cases, a given board tendency will harbor both advantages and disadvantages.

Consequently, it is important that boards and board members not be wholly self-critical when considering these issues. Rather, inventorying preoccupations can be an opportunity to bring subsurface assumptions to a greater level of awareness and to assess their consequences for the organizations.

Read through the inventory. Consider each statement as raising a possible real issue. Consider whether or not that issue or preoccupation is healthy or pathological.

Dean Schooler teaches at the University of Colorado at Boulder and serves as director of the Development Center. He is also a development consultant to nonprofit organizations, and may be reached at 636 Peakview Road, Boulder, CO 80302, (303) 449-0919. The material appearing here has been excerpted from longer articles and workshop presentations.



A Checklist of Frequent Board Concerns

- ☐ Willingness to work with less-than-complete attendance or chronic absenteeism.
- ☐ Preoccupation and concern with board agreement and unity; tendency to develop "groupthink."
- ☐ Avoidance of the requirements of long-range or advance planning in favor of ad hoc solutions when issues become pressing (preference for working under deadlines or in a "crisis" atmosphere).
- ☐ Delegation of fundraising to professionals, outside consultants, and development staff.
- ☐ Desire to work solely with manager or chief executive officer and have little contact with others in the organization.
- ☐ Primary concern with financial matters, mainly in terms of the avoidance of debt and ventures with "risk."
- ☐ Preference for apparently easy solutions already at hand.
- ☐ Desire to delegate responsibility to staff without much investment in discussion and decision-making.
- ☐ Attraction to favorable, praiseworthy public relations (media coverage) and a desire for associations with notable, safe groups and individuals in the community.
- ☐ Reverence for the past, an ambiguity about the present, and fear or concern about the future (change).
- ☐ Satisfaction with obvious indicators of success or failure (indicators expressed in numbers or dollar values that can make evaluation easier).
- ☐ Desire to avoid close involvement with various facets of the organization's operation (i.e., in monitoring and evaluating the organization or in having contact with middle-range staff members, clients and recipients).
- ☐ Aversion to open self-evaluation of the board itself and the organization.
- ☐ Preference for *glancing* at agendas and materials prior to meetings and doing "homework" during board sessions.
- ☐ Desire to maintain board roles and functions as narrowly as possible and avoid the higher costs of wider involvement and shared, broad decision-making processes.
- ☐ Preference for board colleagues with like minds and similar backgrounds.
- ☐ Perception that board membership primarily involves a symbolic act of community service and involvement, rather than a tangible commitment of time, personality and effort (cf., one membership competing, sometimes, with multiple board and organizational memberships).
- ☐ Assumption that election to a board of directors reaffirms one's qualifications (and that minimal new or additional learning is required for governing the organization).
- ☐ View of the board's role as primarily to protect and insulate the organization.
- ☐ Perception of the role of the board as more a legal than a social or political process.
- ☐ Desire to avoid significant turnover among membership of the board.
- ☐ Desire to replace resigning or retiring board members with new members drawn from the same institutions, backgrounds, and social, economic or family groups.
- ☐ Assumption that larger boards make better boards.
- ☐ Desire to work as a whole board and not develop a working, ongoing system of committees and clear roles for individual board members.
- ☐ Preference not to rotate chairmanships, but instead have one person remain in a formal role over a long period of time.
- ☐ Desire to hear only positive reports and information from staff or subcommittees and committees of the board.
- ☐ Assumption that staff will follow through on board directives without later board monitoring and review of the implementation process.
- ☐ Preference for bringing new board members onto the board, then later specifying expectations about their responsibilities or the requirements of board membership.

Matching Talents to Community Needs

Now there is a volunteer placement service that caters to a person's vocational needs and interests.

By Lois K. Goodman

"I NEED TO GET A JOB BUT I don't have any skills."

"No one will hire me because I don't have any experience."

"I can't decide what to major in at college."

"I have time to volunteer but I don't want to stuff envelopes."

These are comments that we hear regularly from people who come to Match in Cleveland, Ohio. Match is a unique recruitment, counseling and placement service for volunteers that successfully has linked career exploration and vocational development with volunteerism.

Located at the Cleveland Jewish Vocational Service, Match is a nonsectarian program that utilizes vocational counseling and employment placement techniques directed at the unpaid worker. Recognizing that special needs require special job descriptions, Match places plarticular emphasis on developing new volunteer jobs. Within the nonprofit community we have placed clients in such nontraditional volunteer jobs as apartment leasing agent, audiovisual technician, data processor, genealogist, personnel administrator, purchasing agent, marketing representative.

Volunteer jobs provide an excellent opportunity for career testing. As a vocational counselor, I've worked with too many people who have invested large amounts of time and dollars in preparing for careers, which they eventually discovered were not satisfying. How sensible it is to test a career first, see the workplace, meet the people who work in the field and learn what they do. This has particular value for young people who are making their initial career decisions and women who are planning to reenter the labor force.

When Mr. L. came to Match he had just completed an undergraduate degree in statistics. He was not sure what he wanted to do with that degree or what future direction he wanted to pursue. Our interview revealed a strong interest in medicine. We placed Mr. L. as a medical statistician with a cancer research project in a major hospital.

It was a good match. Mr. L. has decided to use his research training in the medical field and has applied to medical school. The glowing letter that

Lois Goodman is the director of the Match program in Cleveland, Ohio.

he received from the physician in charge of the project was a part of his application.

Career change, a growing phenomenon in our society, is another reason why people come to Match. They either are currently employed or have a recent employment history. Some of these people are searching for the right niche but don't know what it is; others have a specific career area in mind but need work experience in it before they can apply for employment.

A large portion of the young men in their 20s and 30s who come to Match are career changers. Mr. T., for example, has a college degree in the biological sciences. After working several years in that field, he decided it was not for him. He wanted a people-oriented career.

Match placed him in a series of volunteer jobs to explore a variety of career areas. One was with a theatrical complex in downtown Cleveland. Mr. T. eventually became the volunteer house manager for the major theatre in the complex. His successful performance in that capacity produced a job offer from the theatre association as a full-time, paid volunteer coordinator. Mr. T. is very happy with his new profession.

A large percentage of Match clients seek preemployment experience. They are primarily women who are planning to reenter the labor force at some time in the future. They often are homemakers with young children who cannot make a present commitment to paid work. Sometimes they are women who have been divorced or widowed and need to make plans aimed at securing paid employment.

If these women have had professional careers they usually wish to continue in their fields on a flexible-time basis. More often they do not have a specific career direction, recent work experience or potential references. It is in these areas that volunteer work becomes an excellent resource besides providing an opportunity to make contacts and become part of the informal job information network.

Mrs. P., a displaced homemaker in her 50s, came to Match for preemployment experience. She described herself as having no skills and little confidence. She was placed at a community action hotline where she volunteered for a year. Mrs. P. learned that she had good communication skills, a patient and understanding manner with people, and that she could work well in a high-pressure situation. With her new confidence and contacts, she was able to perform a successful job search. As a result, she is now employed as the intake director for a health center.

School-related activities comprise another segment of Match vocational services. We have worked with hundreds of students, junior high

Joseph W. Darwal Photography

Match placed Miriam Sigman (r.) as a recreational therapy volunteer at a psychiatric hospital. Today, in addition to her volunteer work, she has a paid position as a recreation therapist aide with an agency assisting retarded adults.

through graduate school, who are seeking a vocational experience through volunteer work. We have designed internships, senior projects, released-time vocational projects and leisure time activities for students. Response from our clients verifies that these volunteer jobs do play an important role in their career testing process. On several occasions, these jobs have also led to employment offers.

Miss M., for example, is a high school student with an interest in architecture. She was taking a course in architectural design and wanted hand-on experience in that field. Match placed her as an architectural apprentice with a municipal building department that had a special grant to renovate old homes. Miss M. worked under the supervision of the chief architect. He was so pleased with her work that at the completion of her project, he offered her a part-time, after-school job in the building department.

An unexpected, additional service developed out of Match's original intent to provide to nonprofit agencies both consultation and help in meeting their volunteer needs through placements: Social service agencies, particularly those involved in rehabilitation, began to perceive Match as a program to which they could refer clients in need of vocational rehabilitation experiences. Now, such agencies as those involved in state and local vocational rehabilitation and training, half-way programs for discharged mental patients, and family service agencies make therapeutic referrals to Match for clients with physical or emotional impairments. This type of referral also comes from independent psychologists, psychiatrists and physicians. The request for therapeutic placement requires Match to be part of the treatment team with the other professionals involved.

Miss D., who is blind, completed an associate degree program in data processing. The local agency for the blind was unable to place her in a job because employers would not believe that a blind woman could perform such work adequately. Her vocational counselor contacted Match, and we placed her in the computer department of our community's United Fund. Miss D. is doing excellent work there. Her supervisor says that after she has more experience, he will be happy to write a job reference for her.

AGENCIES WHO USE MATCH ARE required to fill out a detailed job description form for each volunteer job they want to list with us. The form asks for a job title, description, time needed, necessary volunteer qualifications, orientation, training and evaluation procedures, and the name of the individual who will be supervising the volunteer. We are presently working with more than 200 volunteer employers. Background information on each agency is kept in another file.

Match is funded by the Jewish Community Federation and the Cleveland Section of the National Council of Jewish Women for one full-time staff position. It operates with the assistance of eight volunteer counselors who work one or one-half day each week. Some of our counselors have professional degrees or experience in counseling, some are fulfilling counseling internship requirements, and others have the necessary qualities but no specific background in counseling. Our staff training consists of in-house workshops led by counselor educators from universities in the area, monthly staff meetings and constant on-the-job supervision from professional staff. We have very little staff turnover; six of our counselors have been with us since the program began in October 1977.

Our most difficult task is recruitment—getting the information out to the public and encouraging people to volunteer. We use a variety of communication techniques: television, radio spots and interviews, speaking engagements, announcements in bulletins and newsletters. In our first year we discovered that newspapers were by far our most effective recruitment medium. So we arranged with the *Cleveland Press,* our daily evening paper, and a smaller weekly newspaper to run a Match column as a public service.

The column is a sample listing of volunteer job opportunities currently available at Match. Specific agency names are not mentioned, as we prefer to maintain a screening function and only refer appropriate, prescreened candidates to the agencies that we serve. In our experience, people respond to a concrete job description more readily than they would to a generalized appeal to "be a volunteer." Folks who may never have considered volunteering read our job column and say, "Hey, I can do that," and give Match a call.

Because of our particular focus, Match clients are primarily in the younger age groups. We appeal to a segment of the population that is not heavily represented in national volunteer statistics. Fifty percent of our clients are between 20 and 50 years old. Thirty percent are between 20 and 35 years old, our largest age category.

This kind of program also seems to have appeal to an educated population. When we subtract our clients who are under college age, we find that about 75 percent of Match clients have attended or completed college and have undergraduate or graduate degrees.

Match attempts to involve those who are absent from the volunteer fold by redefining the role of volunteer work and making unpaid employment both attractive and useful. We have also served many employed people. If we define the employable age as between 20 and 60 years, then 38 percent of Match clients in that age group want volunteer jobs that are appropriate to their particular interests and needs, and are scheduled during evening and weekend hours.

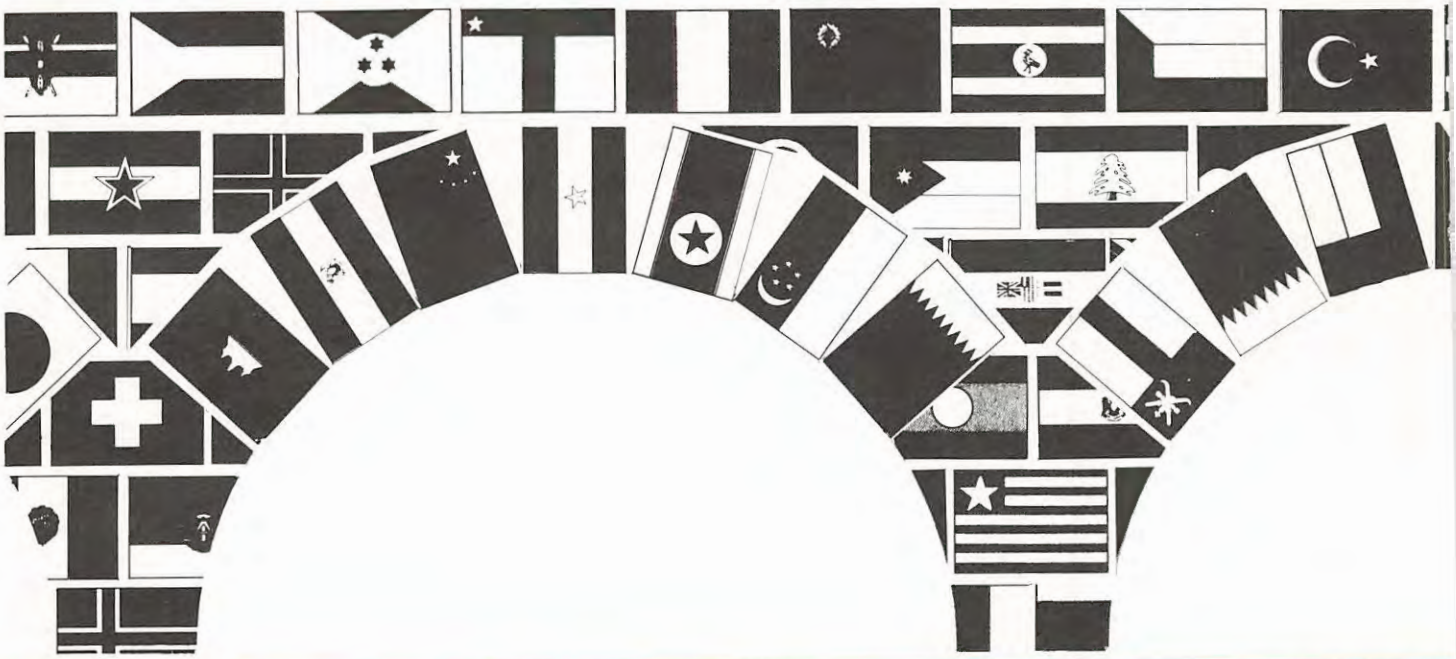
Because many Match clients eventually will be entering the paid labor force, it is reassuring to prove that volunteering and employment are not mutually exclusive activities. It is not an either/or choice. Community service holds great satisfactions for all people.

The years that I have spent in vocational counseling, job placement and now the volunteer field, have revealed to me the complementary relationship that exists between these three areas. Vocational counselors should be aware of the potential that exists in the volunteer work, just as volunteer administrators should recognize the vocational opportunities that they have to offer.

We are entering an economic era when the job market could become even tighter than it has been, when college graduates will have difficulty securing jobs in their fields, when traditional sources of volunteers will shrink and when human service programs will require additional volunteer assistance to survive. Match may not be the magical answer to all of these impending problems, but it is a logical step that could mitigate the unpleasant effects these developments will create. Now, more than ever, it is appropriate to promote the volunteer-vocational relationship.

Building Bridges Through International Voluntarism

The Volunteer Leader Interview with Mary Ripley, Los Angeles, California



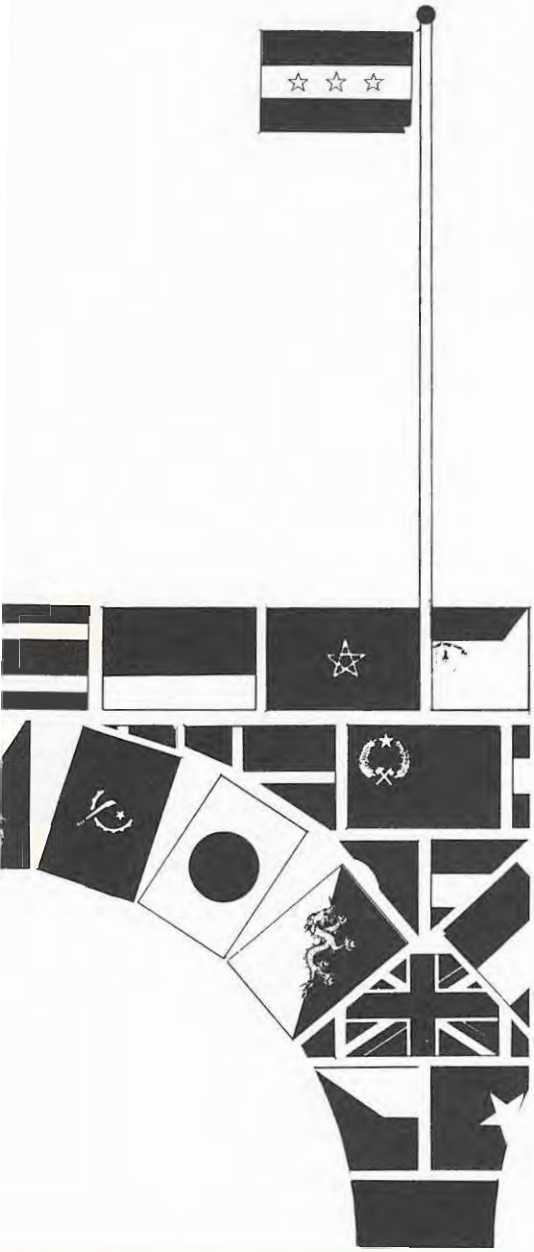
MARY RIPLEY BEGAN HER volunteer career more than 30 years ago in the Junior League of Los Angeles. With an interest in child welfare, she conducted a survey of foster homes as her first community project. Her deep involvement in that field eventually led to membership on the board of the Child Welfare League of America, the national standard-setting board for children's services. Today, she serves as first vice president of the Children's Home Society of California as well as the Family Service Association of Los Angeles.

Ripley's credentials in the volunteer field, however, stretch way beyond the realm of child advocacy. She's a past president of the Junior League of Los Angeles and was the first nonprofessional president of the Association of Volunteer Bureaus (AVB). When the Nixon Administration began putting together its idea for a national center for volunteer service, Ripley was invited to participate in the planning sessions.

"I was involved with AVB at the time," she recalled recently, "and I was very excited about the concept of a national volunteer center. I felt strongly about this new opportunity and hoped we could build one strong national organization on voluntarism."

Soonafter, she became one of the first presidentially appointed members of the board of the National Center for Voluntary Action (NCVA). And ten years later, when talks began on a merger of NCVA with the National Information Center on Volunteerism, she was one of three NCVA board members to serve on the Joint Committee on Merger. Today, she is acting president of the new organization, VOLUNTEER: The National Center for Citizen Involvement. But even that does not complete the picture of her activities as a volunteer leader.

She talks of her immediate "family of volunteers"—a son who joined the



Peace Corps, working on community development in Peru, a husband whose community involvement extended to the child welfare, mental health and family service fields. And she has a lot to say about another family—a growing international network of volunteer leaders. "I think at the present time my main interest is having the whole international scene for voluntarism really looked at," she says, "and seeing what role we in VOLUNTEER can play in that realm."

Ripley served as the first president of the International Association for Volunteer Education, an organization whose inspiration, growth and activities are the subject of our fourth Volunteer Leader Interview.

For the past decade, you've been dividing your energies between organized voluntarism in this country and the less developed international volunteer scene. What prompted you to broaden your horizon in the volunteer world?

In 1970 Eleanor Wasson, chairwoman of volunteers at UCLA, had attended an international conference in Canada that focused on volunteers working with cancer patients. She came home with the feeling that there ought to be a more broadly focused international conference—one that would bring together volunteer leaders in many fields from different nations to increase international awareness and build bridges of understanding.

So she came to some of us in Los Angeles and asked us to help her put together such a conference. The conference was called LIVE, which stands for Learn through International Volunteer Effort. Approximately 27 countries were represented at that first gathering in 1970 in Los Angeles.

And an organization formed as a result of that gathering?

The organization kind of got started at the same time we were planning the conference. It's called the International Association for Volunteer Education (IAVE). I had agreed to be president, and I think that began my interest in international voluntarism. It was a very exciting time for all of us involved to see people from other cultures sharing, listening and working together.

More conferences followed?

Yes. There was one in Manila in 1972, and the third one—a small one—was held in Nairobi in 1974. Then in 1976 we celebrated the bicentennial of this country by having a representative conference in San Francisco. Participants from the Soviet Union, Afghanistan, Turkey, Iran, Egypt, Israel, along with western world representatives, came together where the United Nations was born to build bridges of understanding through voluntarism. The last conference was in Istanbul, Turkey, in 1978, and this year we meet in Lausanne, Switzerland.

What happens at these conferences? Are they organized around different themes?

The theme in general is always improving the quality of life through international voluntarism, but the basis of the conferences is a sharing of information. In other words, we—the planners and the umbrella agency (IAVE)—feel that the best way to build international bridges through voluntarism is to bring people together to share experiences and have an opportunity to exchange programs, views, and ideas.

That is the major thing to come out of this kind of conference—for us to sit around tables in small workshops and share experiences. The other part is to spend a lot of time seeing how programs work in various countries. So when we go to Turkey or Switzerland we have an opportunity to see what volunteers are doing in those particular countries.

There are tours, agency visits and program demonstrations. Another exciting opportunity is, if possible, to live in homes so that we can see what the family life is like. At our conference in San Francisco and the one in Los Angeles, the whole emphasis was on how we could learn together in different kinds of settings. It worked very well.

What are some of the kinds of exchanges that took place at these meetings?

Well, I think a perfect example comes from the two conferences that took place in this country in 1970 and 1976. They were attended by representatives from Israel and Egypt—two countries on the global scene that were almost at war at the time. But when they came together through voluntarism there was a sense of sharing and peaceful understanding.

In 1976 the delegate from Egypt reported at the end of the conference that she realized the important thing was not just to build bridges, but to understand that you have to learn to cross these bridges. And she used the example of how she had become a good friend of the two delegates from Israel.

Another example is that some of the developing countries, Afghanistan, Nigeria, Bangladesh, Ethiopia, have had delegates at two or three of these conferences, where they were able to share information about the needs of their countries and how they were being met by volunteers. It made all of us more sensitive to the problems of developing countries.

Did you get a sense of what voluntarism was like in their countries?

Oh, yes. In their interpretation of what they are doing, they are facing terribly serious day-to-day living problems. The delegate from Ethiopia, at one of the earlier conferences, reported how she could see the influence the queen, Haile Selassie's wife, and their daughters had on the volunteer system in that country. After the king was overthrown, the delegate had to leave her country and go to Egypt. There was no volunteer system left in Ethiopia.

You hear the same thing from Portugal—that when the government changed it had a specific and dramatic effect on the ability of people to be volunteers. The letter we had from our good friend in Afghanistan when her government was overthrown indicated very specifically that there was no longer any opportunity to be a volunteer.

So what I'm saying is that one of the impacts of international voluntarism is that it is an example of a truly democratic process. And it was very dramatic when these people would stand up and say we can no longer be volunteers because of the change in our government.

So, when volunteering was popular and allowed . . .

It flourished.

Did these countries have state-run volunteer programs or did they just serve a promotional role?

Both. Government-run, state-run, promotional, and acceptance by government. But when the government changed hands, often the volunteer programs were no longer allowed.

What about the IAVE organization? Does it exist mainly to support these conferences?

Our major function really is to encourage international voluntarism. We always urge the local community or country to do its own conference planning and programming within the guidelines set up by IAVE. We have very simple but specific requirements. One is that the conference has to be a sharing one. It is not just a time for speakers and lectures. We are not going to Switzerland, for instance, only to hear about all the volunteer programs in that country. That's a part of it, but that is not the primary purpose. It is for us to come together, learn about Bangladesh, learn about France, learn about South America, and so on. So the purpose of this organization is to create and stimulate an international membership and network.

How many members do you have?

Right now our membership stands at about 300 people representing approximately 40 countries. In this context of developing a worldwide membership to share information and exchange ideas at conferences, there already have been some fruitful results.

Such as?

Germaine Vernaison came from Lyons, France, to attend our first conference in 1970. She came under a State Department arrangement we had at the time which sponsored about 18 of our delegates. She spoke no English, so she had an escort who translated for her. Even though all the sessions were in English, she was so enthusiastic about what she learned, she went back to Lyons and set up a local Voluntary Action Center there. Then she saw that kind of activity spread not only throughout her own country, but also throughout the Common Market countries. Now there is a center for voluntary action for these countries of western Europe which Germaine Vernaison heads up. The group sponsors national and international conferences. There is also a volunteer clearinghouse in Paris.

But getting back to building our membership. We are constantly concerned with building coalitions with such groups as NGOs (nongovernmental organizations). We met recently with Caroline Long, one of VOLUNTEER's board members, on the possibility of working with Transcentury, a consultant firm that focuses its efforts on social and economic issues of the developing world. We've been talking with the Agency for International Development, and we'll be working with ACTION, the Association of Junior Leagues, Worldwide YWCA, Red Cross and other organizations with international programs.

What about VOLUNTEER?

VOLUNTEER, as a supporting national organization, is helping with this coalition-building process. I think we need to increase our ability to develop materials—newsletters, magazines, brochures of all kinds in different languages that would be geared to the international volunteer. And I would hope that VOLUNTEER could have this major responsibility. IAVE would be involved with feeding VOLUNTEER information we receive through our international network.

And that brings me to another one of our goals—the identification of resources. By that I mean the resources we have as an organization within our own membership. For example, we have people in our organization who are experts in planned parenthood or who have great expertise in working with elderly. We have people who have a great deal of experience working with children in day care centers, developing educational programs, running school volunteer programs. So what IAVE wants to identify are those resources and share them through our international network.

One of the things we've been talking about is how we can act as a catalyst to put, for example, people in Egypt who are experts in planned parenthood and the use of volunteers in touch with people in another country who need to know how to set up such a program.

So we'd like to be the force for bringing together these individuals to build a solid volunteer program. It could spread in many different ways. What we have to do is look at what resources we have. At the same time, we have to find out what these people out there want to know. What are they interested in learning about? What kinds of materials do they want? What are they willing to share with others?

Can't they pick that up at the conferences?

They can, but what we heard in Turkey and in San Francisco is that they want more than just a biennial conference. They want a continuing linkage. They are almost like sponges. They are crying for materials on a much more regular basis. It gives us a tremendous opportunity to find out what they want and to develop a resource network, an international skills bank.

That is the current status of our efforts—to build cooperation among leaders in the international volunteer field. And one of our major goals for 1980 is to develop an active network of support organizations to achieve this goal.

EDUCATION FOR GIVING

A conference call for volunteer curricula in the schools

By Mary Egginton

"SYSTEMATIC" WAS THE KEY word under discussion at a December 4 conference on volunteerism and higher education, cosponsored by the National Council of Jewish Women (NCJW) and Adelphi University's Center on Volunteerism (COV).

Representatives from human service faculties—education, health services, nursing, public administration and social work—at nine universities in the New York metropolitan area met with volunteers and professionals from COV, NCJW and other voluntary agencies to examine issues of mutual concern. A more sophisticated, competent and motivated group of conferees would be difficult to assemble.

The National Council of Jewish Women has accomplished much in the field of human services, both as an advocate of social change and a provider of direct services. Going far beyond the ever present and urgent needs of world Jewry, NCJW has sponsored and served programs for children and youth—children in custody, day care, first offenders—and the elderly—Meals on Wheels, Retired Senior Volunteer Program—to name but a few. The organization's 1979-81 resolutions address the fields of consumer protection, economic policy, energy and the environment, foreign policy, governmental organization, health and human services, immigration and naturalization, individual rights and responsibilities, Israel, Jewish concerns, public education and voluntarism.

Adelphi University's Center on Volunteerism, cosponsor of the conference, was funded by the W.K. Kellogg Foundation to "provide a link between higher education and the volunteer community and to support volunteers and voluntary agencies—and to upgrade the image of the volunteer." Specifically, COV has accomplished the goals set forth in the grant by organizing and implementing training and consulting services to voluntary agencies and the line volunteer, publishing a calendar and newsletter, developing a research library and instituting a graduate certificate program in volunteer management under the aegis of Adelphi's Graduate School of Art and Sciences.

The conference was enhanced by the presence of several directors of volunteers from local agencies, a role that is rapidly increasing in professional self-awareness and competency.

No one present questioned the importance of volunteers in all aspects of human services delivery—formulation of policy, supervision of administration, fundraising and direct services. The questions of how, why, what, however, obviously needed clarification and implementation.

Under the leadership of Sarah Jane Rehnborg, director of community and staff development at John J. Kane Hospital in Pittsburgh and president of the Association for Volunteer Administration, participants defined issues and proposed solutions.

Semantics was ever in the forefront of the discussions. What is the meaning of *volunteer,* noun and verb, *volunteerism, voluntary* and *voluntarism?* The academicians in the human services, while vaguely aware that the product of their disciplines could not function without voluntary action, were at a loss to design curricula that would *systematically* train professionals to involve volunteers in their services. They were also only vaguely aware of their

Mary Egginton is a volunteer consultant to the Center on Volunteerism at Adelphi University. She was formerly the director of the Vocational Center for Women in Nassau County, New York, as well as associate dean of continuing education at Adelphi University.

roles as volunteers as members of boards, advisory committees, self-help, social and political action groups, and even as Little League coaches.

As the dialogue progressed through established group techniques, some participants tentatively accepted definitions and analyses. For example, "a volunteer is one who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond what is necessary for one's physical well being" (from *By the People*).

The distinction between volunteer and professional was discarded. A volunteer is a person, *professional* or *amateur*, who serves *without monetary profit*. The functions of volunteers were analyzed as *direct service, advocacy, fundraising, social action,* and *self interest*. Since all volunteers are advocates in a sense, it was deemed vitally important that they be aware as individuals of what they are advocating.

Problems inherent in the systematic involvement of unpaid persons (volunteers) in the delivery of human services were identified and discussed throughout the sessions. Probably the most pervasive one is the relationship of the paid professional to the volunteer. First of all, do volunteers take jobs away from paid persons? Ideally, they should supplement, not replace, paid personnel; however, there are hurdles to surmount. What of the volunteer who can and does outperform staff? Who supervises whom? The director of volunteers screens, orients, supervises and evaluates the volunteer, *but* the voluntary board has the ultimate authority to hire and fire the director! An economic crunch complicates these relationships.

Other problems discussed were the women's movement's resistance to work without pay and resistance to volunteers by unions in the human services. It was agreed that a program similar to the corporate volunteer movement might be developed with the unions.

Participants concluded that the role of government in the human services should not be abrogated but rather supplemented by voluntary agencies. They also considered the place of self-help, political and social action groups, and students in the voluntary sector. Since the goals of such people are basically self-serving, it is a question of whether the gains they receive, though not monetary, preclude their membership in the voluntary sector.

The demography of volunteerism was analyzed and changing trends noted. The "lady bountiful" image is dead, participants concluded. More than half of all persons who volunteer are also employed. More young persons, men and retired persons volunteer. Volunteers are more aware of their catalytic role, are often task- and problem-oriented, and are considered by some as "the cutting edge of social change." Volunteering more often is used as a steppingstone to paid employment. Many voluntary organizations function effectively without any paid professional supervision.

"Volunteerism should be part of all course content in the helping professions; . . . specific lectures, courses and certificate programs should be designed around the topic."

As the sessions progressed it became clear to the representatives from the academic world that there is indeed a job to be done in developing curricula that would *systematically* involve volunteers in the delivery of human services. Team work seemed to be the key concept to the challenge of "systematic involvement." Curricula must be developed to instruct students about *voluntarism*, defined as "acts freely performed, encompassing the philosophy of that kind of activity, and often accompanying the institutional perspective"; and *volunteerism*—"the experience of persons giving freely of their time"; and the potential role of the individual volunteer in a particular service.

Persons planning a paid professional role should learn to relate to volunteers as members of a team effort, not as rivals or threats in terms of performance and effectiveness or as "cheap labor." They should be aware that volunteers can enrich their professional function, not replace it. Very often volunteer activity creates needs for additional professional slots.

Participants concluded that our present "ME" generation needs "education for giving" beginning, of course, at home but continued formally through volunteer activities in the elementary school curriculum.

At the university level, it was recommended that in-service training in the concepts of voluntarism, volunteerism and the role of volunteering in the total community be mandated for department heads in the helping professions, and that a statement on volunteering be drafted for the edification of higher education administrators at all levels. It was felt that human services faculty should be made aware of their own roles as volunteers and that voluntary activity be a factor in their selection and retention. Students should be encouraged to volunteer, if possible, in addition to their in-service credit activities.

Volunteerism should be part of all course content in the helping professions; in addition, specific lectures, courses and certificate programs should be designed around the topic. The political structure and economic status of the university must be considered during the promotion of such an innovative curriculum.

In the social work area it was recommended that course content on volunteerism be included throughout the curriculum, and that field work supervision be oriented toward productive cooperation with volunteers, including an understanding of the role of volunteers as free advocates and social problem solvers. Everyone involved in social change—professionals, teachers, social workers, medically and legally trained personnel—must be aware of the vast, and potentially productive, "people power" of volunteers and harness it for the good of the social order.

It was agreed that future dialogues with higher education faculty and administration include representatives from schools of law, library, criminal justice, and cultural institution administrations. Consequently, after a thorough evaluation and some revision of the original format, NCJW plans to replicate this seminar in various locations throughout the country.

The conference concluded on a stirring note when a nationally known director of a Voluntary Action Center stated conclusively that our very national survival depends on volunteerism—"we the people."

Books

Our $100 Billion Industry

By Ralph B. Wright, Jr.

CHARITY USA. Carl Bakal. Times Books, Three Park Avenue, New York, NY 10016, 1979. 498 pp. $16.95.

CHARITY—A CORNERSTONE OF the American Way of Life. From the time of the Pilgrims to present-day telethons, Americans have pledged part of their time and assets to the alleviation of hunger and pain and suffering.

Carl Bakal, in *Charity USA*, traces the growth of charity from the beginning of history to the founding of the American colonies to its present-day $100 billion-a-year gross. As an historian, Bakal carefully documents the underlying philosophies that contributed to Americans becoming so charitable. As a social commentator, he studies over 400 present-day charitable organizations and strips them of their humanitarian idealism and exposes them for what he claims they really are: "Big Business."

Charity in America employs five per cent of the United States work force in addition to using the services of *at least* fifty-five million volunteers. Yet this industry, in spite of its tax-free status, is virtually unregulated, and the American people know very little about what happens to the more than $100 million they give each day to charity.

Bakal is a journalist and public relations account executive. Among the accounts he works on for the Anna Rosenberg Agency in New York is Blue Cross-Blue Shield, which put him in contact with numerous voluntary organizations. Over five years were spent in researching and writing *Charity USA*. He crisscrossed the country several times in order to observe a Planned Parenthood volunteer counsel pregnant teenagers, sit in on a United Way budget hearing, attend charity balls, answer phones at a telethon, participate in church fundraisers, pedal in a bike-a-thon, and even work in an illegal boiler room operation to sell tickets to a charity circus. He sent detailed questionnaires to all the major nonprofit organizations in the country and spent time interviewing hundreds of officials (both volunteer and paid) of these organizations.

Charity USA is an attempt to be the first, definitive, and all-encompassing study of charity in the United States. There is no other work presently published that deals with such an ambitious subject. Due to the magnitude of the work, it surely will be some time before a similar work is written. Consequently, *Charity USA* will be read, studied and quoted by numerous opinion leaders in America, including members of Congress and other legislators, government officials, the media, educators, consumer advocates, and employee groups, including unions and associations. In addition, the many volunteers and staff of the charities studied also will pick up the book in the name of enlightened self-defense, for *Charity USA* is a social critique of our philanthropic institutions. As a critique, it comes down hard on a number of American institutions. Whether such facts as follow should shock Americans is up to the reader:

- The Girl Scouts account for five per cent of the sales of the entire U.S. cookie industry.
- America's wealthiest city is Boys Town, Nebraska, with a net worth of nearly $200,000 per capita.
- The YMCA is the nation's eight largest hotel chain, ranking just behind Howard Johnson's.
- CARE packages have not been distributed since 1967.
- The Salvation Army has a net worth of at least $1 billion.
- $600 million a year of tax payers' money subsidizes the lower postal rates charities enjoy.

Compared to the gross sales of Exxon ($84 billion in 1979) or the trillion dollar budgets of the federal government, the preceding facts may take on a different dimension.

But Bakal's main thrust is not merely impressing the reader with social data. He raises pointed questions concerning the very essence of certain charitable operations. The most obvious is the high cost of fundraising. Though the most blatant examples devoted as little as five to ten cents of every dollar they take in to their ostensibly good works, even the well established national health agencies are criticized for understating such expenses.

Regarding the National Foundation-March of Dimes, Bakal states,

> All of which leaves about 27 percent, or over $15 million, of the foundation's budget for fund-raising costs and overhead, which some foundation critics feel to be too high and perhaps even understated. The National Information Bureau, for example, a respected non-profit agency that uses certain financial yardsticks and other standards to evaluate charities, feels that the expenses for "chapter organization and development" for the foundation charges off to "community services" should more properly be allocated to "management and general" or overhead. Almost from the beginning of the foundation's history, the NIB has refused to give it a clean bill of health because it consistently spent less on research than on fund raising which, the NIB also felt, was based on misleading or incomplete data.

Ralph Wright is the director of public relations for the Southern California Division of the American Red Cross. He is also an ordained minister in the United Presbyterian Church and formerly was associated with the Los Angeles Voluntary Action Center as well as the Los Angeles United Way. One of his first acts of charitable fundraising was collecting newspapers for his church in Brooklyn, New York. He was also a Boy Scout and worked out regularly in the local YMCA.

It is precisely in this area of financial disclosure and accountability for the charity dollar that Bakal levels his strongest criticism against the religious community. In a chapter entitled "Christian Charity and Gullibility," he points out the excesses caused by fundraising groups hiding behind religious affiliations of convenience.

The Southwest Indian Foundation of Gallup, New Mexico, annually mails seven to ten million letters appealing for funds to help Navajo Indians of the area bridge the gap between poverty and prosperity. Included in the mailings are "Indian-style" key chains (actually produced in places like Japan, Taiwan and Hong Kong). Though it is estimated that $3 million per year are raised, it is impossible to discover where more than 30 projects a year are funded with $1,000 being a fairly large allocation for a project. Whether the actual fundraising costs are 45 to 47 percent as Creative Mailing Consultants of America (CMCA), the foundation mailing house, claimed or higher as the figures appear to indicate, there is no way the public can find out how its donations are spent. The reason is that the head of the foundation, Reverend Dunstan Schmidlin, is also a Franciscan and chancellor to the bishop of the Roman Catholic diocese of Gallup. Such a nominal church affiliation is enough to win an organization exemption from public disclosure laws, and as a by-product of this, permission to raise money in New York, California, Pennsylvania, Massachusetts, Illinois, and many of the other states that ban solicitations with known high fundraising costs. There can be no question, however, that major beneficiaries of this foundation must include CMCA and the manufacturers of the merchandise that accompany the mailings.

Bakal does acknowledge that many religious organizations—Church World Service, the Salvation Army, the Jewish and Protestant federated agencies, even Catholic charities, as well as most schools and hospitals—make available fairly detailed financial reports to guide prospective givers. Other religious organizations, however, including individual parish congregations, do not.

The section of *Charity USA* that will probably get the most attention is entitled "Sweet Charity Gone Sour: The Not-So-United Way." Bakal centers much of his criticism on the country's biggest fundraising group, which bundles 40,000 local and national charities in 2,300 communities across the country and collects and disburses more than $1 billion a year.

He accuses United Way of using high-pressure tactics to tap the paychecks of workers. He restates the oft-quoted but seldom documented charge that many companies make promotions dependent upon the employee making a "Fair Share" pledge to the United Way campaign.

A discussion of the United Way's role in the Charity War puts Bakal squarely on the side of United Way's harshest critics, whereby he accuses United Way of using unfair competitions to freeze out rival fundraising groups in the community. When discussing the AID-United Way controversy in Los Angeles, Bakal's source of incomplete information is clearly that of the San Francisco-based Concerned Citizens for Charity. The CCC, in Bakal's words, is a new, feisty, nonprofit, Naderesque advocacy group that is one of the nation's most vocal opponents of the United Way. Unfortunately, Bakal's selective use of CCC's allegations and statistics not only can mislead the reader to believe that the Los Angeles United Way has fundraising costs in excess of 25 cents on the dollar, but it also is just one example of where his own biases toward certain traditional organizations and fundraising in general gets in the way of objective reporting. The fundraising costs quoted by Bakal for the Los Angeles United Way were for a period covering two campaign years, thereby creating a major shift in percentages. A careful reading of the California State CT-2 form or a reading of documents available in the Los Angeles United Way library available to the general public would have avoided this error.

Bakal also emphasizes that the lion's share of United Way's allocations go to the traditional agencies—Red Cross, Boy and Girl Scouts, Family Service Agency, Salvation Army, YMCA, and YWCA—all at the expense of other charities that serve the urban poor and the ethnic minorities. However, it is difficult to visualize a major American city that doesn't have these same agencies providing services to people of all races, cultures and economic status. Likewise, the assumption that charity is not for the middle-class, only the poor, is highly questionable in present-day America.

The real message that *Charity USA*

tries to communicate is that the present method of charitable giving creates an insecure and haphazard method of providing critical services for the American people. Bakal's solution is the government. For government should do things for people that people cannot do for themselves.

For example, the American Red Cross is complimented by Bakal for its humanitarian ideals and the services it has provided in times of disasters and war. He lists in detail, however, the most serious controversies that have plagued the Red Cross from the days of the Spanish-American War up to its present operations in collecting blood. He also accuses the organization of having "dragged its heels for many years in expanding its Blood Program." But on the whole he is supportive of the Red Cross role in blood when he states, "For all of this and the progress toward a long-overdue, all-volunteer blood supply, the Red Cross deserves full credit."

His main issue with Red Cross, however, is that both its Disaster Services and Services to the Armed Forces should be a government responsibility. In fact, he takes particular exception to Red Cross policy of raising money on the strength of its Disaster Services while failing to inform the public that considerably more money is spent on assistance for military personnel and their families than on assistance to disaster victims.

No one who has lived during the past five decades can deny the greater amount of government services provided to the general public. As a result of legislation passed in 1972 the federal government provides nearly all financial assistance for the rehabilitation of disaster victims and the role of Red Cross is more toward providing emergency shelter, food, clothing, nursing, first aid, and other urgent necessities during the initial or rescue phase of the disaster. The government has also taken over many other activities that were once a Red Cross responsibility: military nursing, public health nursing, and the operation of army service clubs and recreation centers.

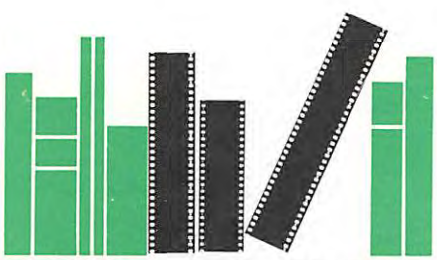
The same issue of government operations is suggested by Bakal for many of the health services and research work done by the major health organizations. What, then, should be funded by the charity dollar? Probably the new action-oriented, single-cause lobbying groups that focus the public's and government's attention on the most critical needs affecting large segments of the country. Bakal admitted recently (January 24) on the Phil Donahue Show, "I give to CARE ... I give to a number of environmental agencies that I think are doing an important job or trying to ... I've given to the Sierra Club ... charities that in the civil rights field that are really trying to change things, getting the government to live up to its responsibilities guaranteed under the constitution, and I think these are deserving charities."

There is really at times an ambivalence in Bakal's thinking. Why some programs should be government-funded and controlled and others not is not clear at all. No priorities for such programming are set down by Bakal in his treatise.

Perhaps that is part of the frustration that led Carl Bakal to write the book in the first place. Many issues are turned over by his pen—issues that need a public airing. His solutions are perhaps a bit iconoclastic, but solutions that others also have suggested. His most controversial proposals, however, relate to the religious world, but due to the constitution as well as the power of the voters will not be considered by many legislators. He suggests that the tax-exemption of church organizations be lifted in order to effect a total separation of church and state. He also suggests that a federal Charities Regulatory Commission similar to the Securities and Exchange Commission be established and that all nonprofit organizations, including church groups, be required to file detailed reports periodically to the CRC about their finances and operations.

One thing is for certain. Everyone reading *Charty USA* will find both ideas and facts to agree and disagree with. But no matter one's view, it is not a book that can be put down easily or dismissed. If nothing else, *Charity USA* will cause Americans to raise their eyebrows. Whether it will influence Americans not to give or volunteer will depend on how individual charities respond to the challenges Carl Bakal has spelled out so vividly. And how Americans react will determine whether there will be an increase in both federal and local government's monitoring, funding and controlling of that which is called "Charity USA."

Tool Box



Compiled by
Laurie A. Bernhardt

The Voluntary Sector in Brief. Academy for Educational Development, 680 Fifth Ave, New York, NY 10019. 1979. 42 pp. $3.00

A state-of-the-art report on the status of the voluntary sector based on a survey of related literature, responses to questionnaires, and interviews. Bibliography.

Minimum Guidelines for the Administration and Implementation of Volunteer Services Program. Community Voluntary Services, Federation for Community Planning, 1001 Huron Rd., Cleveland, OH 44115. 10 pp. Free.

Describes the basic operational and management functions necessary for organizing a volunteer service program in an agency or institution. Sample job descriptions, budget, and letters of agreement.

Fund Raising Ideas Catalog. Center for Nonprofit Organization, 155 W. 72nd St., Suite 604, New York, NY 10023. 1980. 4 pp. Free.

Lists thirty of the Center's publications dealing with various aspects of fund raising for organizations.

Nonprofits in the '80s: Twelve Predictions. J.R. Taft. Taft and McKibben, Inc., 1000 Vermont Ave., NW, Suite 601, Washington, DC 20005. 1980. 8 pp. Free.

A short pamphlet examining the different forces that will affect the voluntary sector in the 1980s. Topics addressed include foundations, corporate and individual giving, federal grants and contracts, and marketing.

Invest Yourself. The Commission on Voluntary Service and Action, Circulation Department, 418 Peltoma Rd., Haddonfield, NJ 08033. 1979. $3.00.

A catalogue listing several hundred projects and placements for volunteers. Includes names and addresses of organizations to contact.

Arts Administration—How to Set Up and Run A Successful Nonprofit Arts Organization. Tem Horwitz. Chicago Review Press, 215 W Ohio St., Chicago, IL 60610. 1978. 256 pp. $7.95.

Intended for artists and administrators who want to set up new or reorganize existing arts organizations. Divided into three sections, the first addresses basic problems in the management of arts administration, the second examines legal problems relating to nonprofit organizations, and the third includes case studies and interviews with arts administrators.

Main Street. Education Services Division, National Trust for Historic Preservation, 1785 Massachusetts Ave, NW, Washington, DC 20036. 1979. 29 minute, 16mm color film. Borrowed free of charge or prints can be purchased for $375.

Available for showing to civic groups and business organizations, the film depicts towns where Main Street is coming back to life. Features merchants and civic leaders involved in the revitalization of older commercial areas.

Preservation Action! How to Lobby for Historic Preservation. Julia Churchman. Preservation Action, 1914 Sunderland Pl., NW, Washington, DC 20036. 1979. 15 pp. $2.00.

Provides background information on federal lobbying activities concerning preservation legislation issues. Includes information on letter writing, media coverage, and other effective lobbying techniques.

The Preservation Press Publications Kit. The National Trust for Historic Preservation Bookshop, 1600 H St., NW, Washington, DC, 20006. 1980. $5.00, plus $1.50 shipping.

A folder of how-to-do-it information designed specifically for the preservation editor but includes much information for anyone involved in editing or

writing fields. Subjects range from basic editorial and printing techniques to examples and guidelines for preservation publishing.

How To Write Clearly—Guidelines and Exercises for Clear Writing. Michael Lipman and Russell Joyner. International Society for General Semantics, PO Box 2469, San Francisco, CA 94126. 1979. 15 pp. 1-10 copies $1.60/ea.; 11-20, $1.30/ea.; 21 or more, $1.00/ea.

Provides basic rules and examples of clear, precise prose with particular emphasis on effective writing in the business world. Exercises included.

WORDS. Second edition edited by Liz Cawood. Northwest Association of Rehabilitation Industries, 2819 1st Ave., Suite 330, Seattle, WA 98121. June 1979. 51 pp. 1-5 copies $6.00/ea., 6-11 copies $5.75/ea., 12 or more $5.50/ea.

Work-Oriented Rehabilitation Dictionary and Synonyms (WORDS) defines rehabilitation terms for laypeople. Contains 40 percent more listing that previous edition. Appendix of job titles and definitions.

With a Little Help from My Friends—A Guide for the Development of Volunteer Programs in Nursing Homes. Mary Herron. Community Volunteer Services, Federation for Community Planning, 1001 Huron Rd., Cleveland, OH 44115. March 1979. 76 pp. $3.00

Based on the findings of the Federation's model project involving both a philanthropic and a proprietary nursing house, the handbook is intended to serve as an aid for establishing or expanding nursing home volunteer programs. Appendices include sample jobs descriptions, work plans, budgets and forms.

Women's Action Almanac. Edited by Jane Williamson, Diane Winston, and Wanda Wooten. Women's Action Alliance, 370 Lexington Ave., New York, NY 10017. 1980. 432 pp. $7.95.

Provides information on women's issues and programs. Divided into two parts, the first contains subject entries on 84 issues of concern to women. Part two is a directory of national women's organizations.

National Directory of Children and Youth Services '79. CPR Directory Services Co., 1301 20th St., NW, Washington, DC 20036. September 1979. 538 pp. $39.00

More than 25,000 listings of primary public and private agencies serving children and youth in the U.S. Including addresses and phone numbers, the directory is arranged alphabetically by state and county.

The Help Book. J.L. Barkas. Charles Scribner's Sons, 597 Fifth Ave., New York, NY 10017. 1979. 667 pp. $9.95.

"An annotated directory to over 5,000 programs, organizations, and agencies—both public and private—that offer assistance in dealing with almost every kind of problem." Information and resources on crime prevention, counseling, self-help groups, education, nutrition, drug and alcohol abuse, and many more. Includes chapter on volunteerism.

Beyond Experts—A Guide for Citizen Group Training. Duane Dale, David Magnani, Robin Miller. Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, MA 01003. 1979. 120 pp. $5.00.

Intended for citizen group leaders and members who are considering a program of capacity building within their organization. Outlines steps to setting up a training program. Glossary, index and exercises included.

Organizing Against Crime Series. Edited by David Tobin and Gerson Green. VOLUNTEER: The National Center for Citizen Involvement. 1980. 450 pp. Free while quantities last. Order from Volunteer Readership, PO Box 1807, Boulder, CO 80306.

Ten booklets of how-tos and case studies that address the issues of crime prevention and fundraising for community organizations. Titles: *Private Philanthropy: A Guide to Identifying and Approaching Local Foundations, Local Fundraising: Detailed Strategies for Working Towards Self-Sufficiency, Lake View Citizens' Council: A Case Study of LVCC Fundraising, Communities Organized for Public Service: A Case Study of the COPS Ad Book, The Mission Coalition Organization and the Model Cities Program, Neighborhood Arson Control Systems, Escort Services, Organizing for Local Fundraising, Raising Money from the Business Sector: Dispelling the Myths About Approaching Local Industry,* and *Westcott Youth Organization: Project Profile.*

Periodicals of Public Interest Organizations—A Citizen's Guide. Commission for the Advancement of Public Interest Organizations, 1875 Connecticut Ave., NW, Suite 1013, Washington, DC 20009. June 1979. 57 pp. $4.00 for organizations, $5.00 for individuals.

An annotated listing of signal publications in the forefront of civic action in the U.S.—newspapers, newsletters, magazines and journals of 96 groups working on energy, environment, health, taxes, housing, food and agriculture policies, community self-reliance, appropriate technology and foreign and military policies. Listings include information on the publishing organization, subscription rates, a photograph of each periodical, and a brief description of its format. Over 100 entries.

As I See It

(Continued from p. 2)

decide what is to be done, who is to be recruited to provide the necessary manpower, and how things are to be organized.

I now find hundreds of people representing as many institutions or voluntary associations spending thousands of hours following rigid preset guidelines to write proposals for funding of the same project, the total sum being requested by all of the proposals exceeding the funds actually available one hundredfold. I ask myself what effect on initiative the continued rejection of such proposals must have. More seriously, I must ask how better spent everyone's time would probably be if they were to rely solely on local resources and initiative.

I do not want to sound overly pessimistic but it should be obvious that I am very concerned about the shifting of initiative for voluntary action to larger and more highly organized groups. Although there may be some problems that can be best handled by large organizations, there are

"For sure, the spirit of volunteerism does still exist in this country and statistics on monetary equivalents of voluntary service attest to this. But local initiative in organizing human resources to tackle community problems or serve the needy has waned."

many more that require the kind of social intimacy that only local groups can provide.

Government and private foundations should support efforts to rediscover and encourage local initiative in human problem-solving, perhaps through the development and support of "local initiative service centers." Such centers could become bases of psychological support and "tooling up" or "retooling" for citizen leaders attempting to catalyze or facilitate voluntary action in their own community. Such an approach would, in turn, call for shifts in the role of professional voluntary action administrators, away from a stress on organization and management of voluntary activity and toward an emphasis on stimulating, encouraging, counseling, and supporting local citizen involvement in leadership roles in voluntary activities.

The distinction being made here is a subtle but important one; that such professional administrators would need to deemphasize management efficiency and practice extreme patience and tolerance in helping people learn how to perform new tasks as well.

Readers' Advisor

How Do You Define "Volunteer"?

I am becoming confused about the term "volunteer." There are student volunteers, who are interns. They receive academic credit and sometimes a stipend for their work. There are volunteer programs for retired seniors, who are provided car fare and meals with "enabling funds."

I feel a stipend does not make one a volunteer. Would someone please define "volunteer" for us.—**Mary Bryant, Volunteer Services, Monroe Developmental Center, Rochester, N.Y.**

(Editor's note: The article by Mary Egginton, "Education for Giving," on p. 37 ought to help. It describes a conference of experienced volunteer leaders and members of the academic profession, who discussed the meaning of such terms as "voluntarism" and "volunteerism" and agreed upon a definition of the word "volunteer.")

Skit Suggestion

Mrs. H.L. Frier, director of the volunteer services division of the Michigan Department of Social Services in Lansing, Michigan, responded to the request of a director of volunteers in West Virginia for a skit about volunteers. She remembered a couple of skits put on by the Battle Creek, Michigan's Volunteer Bureau/Voluntary Action Center in the early '70s.

VAL contacted Margaret Johnston, VB/VAC executive director, who graciously submitted "The Age of Maturity" by Betsy DeVoe Unrue. It was produced in 1970 for the Battle Creek Volunteer Bureau's recognition service.

We reprint excerpts here as an example of possibilities that abound in applying a little imagination to develop a skit based on familiar personalities and surroundings. You'll also see how "The Age of Maturity" reflects "the times," as it takes place in the late '60s.

In the original production, Margaret Johnston narrated while Penny Kelleher played the piano. The cast consisted of Jane Klopp, Gabby Sims and Betsy Unrue. The play is excerpted with the permission of the author.

THE AGE OF MATURITY

By Betsy DeVoe Unrue

The Principals

PIANIST ● NARRATOR ● DIRECTOR OF VOLUNTEERS ● VOLUNTEER #1 ● VOLUNTEER #2

(Musical Overture)

NARRATOR AND DIRECTOR *(enter)*:
We're 21!
We've come of age!
Now what would say
The wily sage?

"Once again it's Recognition"
That's been our favorite line
Thru all the years we've thanked you
With a message set to rhyme.

We know no better way
To celebrate *this* year
Than to review some bits of skits
Meant for each volunteer

Back in 1950
It seems like yesterday
Our volunteer director
Was looking for a way

To seek out volunteers
Who'd fill our city's needs
By sharing time and talent
While mixing creeds with deeds.

MUSIC: "The Sweetheart Tree"

DIRECTOR: *(Stands, looks around and sings)*:
They say there's a need in this city
A need that has never been met
Won't you please hear me
Answer now my plea
Come and carve your name into time.

They say if you give of your talents
Your future will be most clear
The things you can do
Will burst into view
And your love will be to volunteer.

NARRATOR:
Her first recruit was hardly
What she had in mind
But—to get the program going
She'd take what she could find.

MUSIC: "All of Me"

VOLUNTEER #2 *(enters)*:
All of me
Why not take all of me

(Director looks horrified.)

NARRATOR:
Our director took *all* of her—
What else could she do?
The jobs and needs were many
The volunteers—too few.

MUSIC: "16 Tons"

VOLUNTEER #2:
When a job comes up and they're in a fix
And they ask five people and they all say NIX!
Then they turn to me with a hopeful trill
And they beg "You do it" and I say "I will."

Sixteen hours and what do you get?
One day older and deeper in debt
St. Peter don't call me 'cause I can't go
I owe my soul to the Service Bureau. *(chorus)*

They say "Your community has need of you"
Come serve on one committee do
That's what they begged, and I was green
So now I'm chair of all *sixteen*.

● ● ●

NARRATOR:
Our director's first "success"
Had been a total flop
She thought she'd just give up
But knew that she could not
We're now in the 1960s
A decade of blazing change
How can volunteers meet
Needs that widely range?

MUSIC: "Around the World"

NARRATOR:
Ah ha—she'd leave this city
And travel 'round the globe
Into all foreign service
She'd give a thorough probe

Could there be a volunteer
To answer worldly needs?
If there is one, she will find her,
And make her share her deeds.

DIRECTOR (singing to "Around the World")
Around the world I'll search for you
I'll travel high
I'll travel low
To make this rendezvous

I knew sometime-someday-some year
I'll find the gal who'll be the volunteer
It may be out in County Down, or in New York
In Gay Paree or even London Town.

And so I go now all 'round the world
To find my volunteer.

MUSIC: "Britannia Rules the Sea"

NARRATOR:
The British are so British
With their fog and Queen so fair
Their Yorkshire and their Buckingham
and Picadilly Square

Perhaps our little volunteer
Sets the hands on old Big Ben
She might even work on London Bridge
That falls down—now and then.

(#2 enters dressed like a Beatle)

DIRECTOR:
Hello, there, young lady. Are you a volunteer?

#2:
Cool it, cat, I ain't no volunteer and I sure as heck ain't no *lady. (Exits strumming guitar and singing, "Yeah, yeah, yeah.")*

MUSIC: "Gay Parisienne"

NARRATOR:
And so on to Gay Paree
With its follies and its towers
Its French perfume that rocks the room
Its April and its showers.

Here surely our director
Will find avenues for starters
Whether it be old plain Jane
Or a gal with ruffled garters.

(#1 enters to music and does a real "follies" routine.)

DIRECTOR:
Bonjour, Madame. Ah, ah, avez-vous La Volunteer Bureau?

#2:
Bureau—now! Mais oui, mon ami.
We volunteer for everything—
We don't care what we do so long as
We pronounce it correctly. *(Exits.)*

● ● ●

NARRATOR:
Our director found no volunteers
In all her travels so far
Perhaps she had been wrong
Could *here* be where they are?

The wonder of America
Is its democratic thought.
On freedom and in giving
Our nation's strength was wrought.

DIRECTOR: *(Sings "This is My Country")*

MUSIC: "Wouldn't It Be Loverlie?"

● ● ●

DIRECTOR *(sings to "Loverlie"):*
What I need is a volunteer
Whom we can train and we can steer
One—perhaps who's very near
Oh—wouldn't it be loverlie?

● ● ●

#2 *(steps forward and sings, looking at #1):*

Without your telling us—we needed proof.
Without your *showing* us—we would have goofed.
Without contributing—no world there'd be.
And if they can do it, Ducky, so can we.

MUSIC: "Chim Chim Cheree"

#1 *(steps forward):*

You're right. *(Patters to music.)*
Let's give up this system.
It doesn't compute.
When you volunteer
It's the heart that's the root.
It's not what you do, but the way that it's done
You have to mix all your do-goodin' with fun
Give part of yourself, then it's well done.

Now as the ladder of life has been strung
You think volunteering's the bottom-most rung
Though we give our time without payment or fame
In this whole wide world they're no happier dames.

Let's give up this system, it doesn't compute
When you volunteer, it's the heart that's the root.
It's not what you do, but the way that it's done
You have to mix all your do-goodin' with fun.
It's not what you do, but the way that it's done.

NARRATOR:
And now it's 1970
A decade faced with fear—
Unless we use the talents
Of each willing volunteer.

Year after year—we thank you
With a recognition skit
We change the music—but the message
CHANGES NOT ONE BIT.

MUSIC: "Happiness Is"

Happiness is—come lend your ear
Happiness is—to volunteer *(chorus)*.

To some people—it's a chance to give
While to others—it's the way they live
It's a challenge—let's allay your fear
If you wish to volunteer.

Chorus

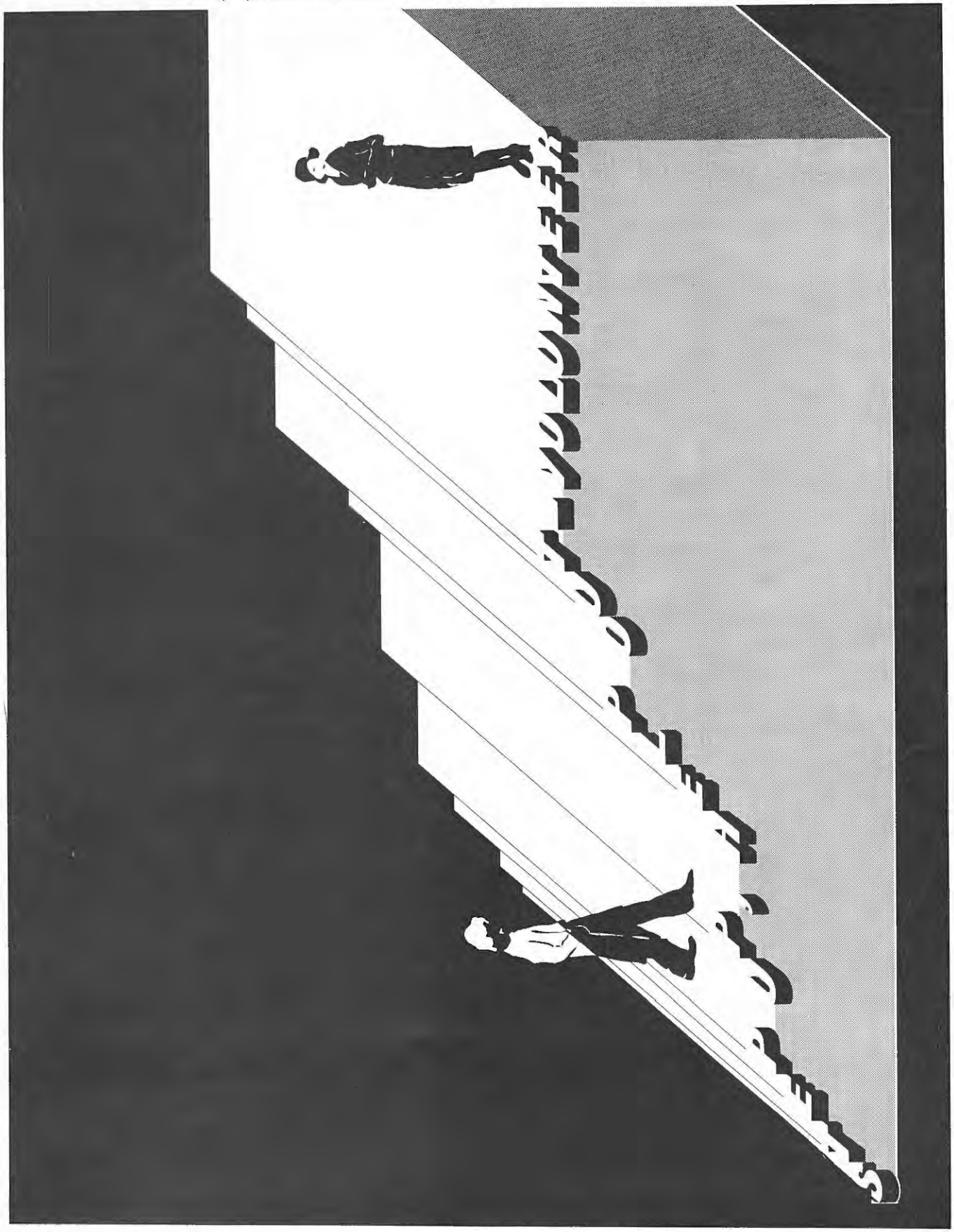
In the Bureau—we need those who file
For the shut-in—we can use your smile
At campaign time, please always be near
If you wish to volunteer.

We have many other things to do
We have places, yes, for all of you
Toward the future—all your thinking gear
If you wish to volunteer.

You're the ones now—you're the ones we call
You're the ones—yes—who are on the ball
We've said thank you throughout these ten years
You're our *ARMY* of volunteers.

P O S T E R

You may reproduce this camera-ready art for your volunteer-related publicity purposes.



Calendar 80

June 16-21 — **Louisville, Ky.:** *Annual Meeting of Big Brothers/Big Sisters of America*

"Together in the '80s" is the theme of the 1980 BB/BSA conference for staff, board members and volunteers. Keynote speakers, awards presentation for BB/BSA volunteer of the year, and workshops on such topics as volunteer board development, volunteerism and its importance to the social service field, publicity, concerns and issues relating to the increasing number of single parent families.

Fee: $100

Contact: Linda Stalford, Conference Coordinator, BB/BSA, 117 S. 17th St., Suite 1200, Philadelphia, PA 19103, (215) 567-2748.

June 21-24 — **Brussels, Belgium:** *First World Congress of the International Voluntary Action and Voluntary Association Research Organization*

Researchers, leaders of national voluntary groups and other experts concerned with voluntary action, volunteering and voluntary associations from North America and Europe will present papers and conduct panel and roundtable discussions. Topics include informal social care, why people volunteer, voluntary associations in political action, citizen participation in local problems, problems in cross-cultural terminology, and many more.

Fee: $50 or 1,500 Belgian francs

Contact: Prof. David Horton Smith, Dept. of Sociology, Boston College, Chestnut Hill, MA 02167, (617) 969-0100, x4130 or 4142.

July 13-16 — **Fort Lauderdale, Fla.:** *11th Annual Conference on School Violence and Vandalism*

Presentations and workshops dealing with school security programs, early intervention, alternative education, student conduct and discipline, crime control, searches and seizures, drug and alcohol abuse, radio and alarm systems and funding sources. Sponsored by the National Association of School Security Directors.

Contact: Joseph Grealy, School Board of Broward County, 1320 SW 4th St., Fort Lauderdale, FL 33312, (305) 765-6201.

July 20-24 — **Toronto, Ontario:** *First Global Conference on the Future*

Sponsored by the World Future Society and the Canadian Futures Society, this meeting will feature speakers and group sessions on such topics as world food, technology, art, education, values, medicine, recreation of the future, as well as future-oriented exhibits and a variety of educational courses on planning, technology assessment, forecasting methods.

Fee: $145 nonmembers before June 30; $160 after. Sessions only fee—$115 before June 30; $130 after.

Contacts: World Future Society, 4916 St. Elmo Ave., Washington, DC 20014, (301) 656-8274, or First Global Conference on the Future, 49 Front St. East, Toronto, Ontario M5E 1B3, (416) 364-3101.

October 9-11 — **Hartford, Conn.:** *Annual Conference of Literacy Volunteers of America*

Program will include training for managers of adult reading tutorial programs, workshop leaders and board members; small group sessions on materials for adults, comprehensive and study skills, teaching English as a second language, and more.

Fee: $15 (members preregistration), $25 nonmembers; or $20 (members at conference), $30 nonmembers.

Contact: Jinx Crouch, Director of Field Services, LVA, 700 E. Water St., Room 623, Syracuse, NY 13210, (315) 474-7039.

October 12-15 — **Minneapolis, Minn.:** *AVA/AVAS/AVB National Conference*

A joint conference of the Association for Volunteer Administration, Association of Voluntary Action Scholars, and the Association of Volunteer Bureaus for volunteer leaders and directors and voluntary scholars in the U.S. and Canada. Purposes: to increase the skill level of participants, to increase the understanding of the primary issues related to contemporary volunteerism, to provide a forum for action on issues in volunteerism, to focus attention on the future of volunteerism, and to conduct annual meetings of the three sponsoring organizations.

Contact: Laura Lee Geraghty, Conference Chairperson, Governor's Office of Volunteer Services, 130 State Capitol, St. Paul, MN 55155, (612) 296-4731.

VOLUNTEER: The National Center for Citizen Involvement
1214 16th Street, NW, Washington, DC 20036